

WIOA YOUTH PROGRAM ELEMENTS

Youth Program Element	Program Element Name	TWIST Service Category	TWIST Service Code	TWIST Service Name	TWIST Service Definition	TEGL or WIOA Regulation Definition
#1	Tutoring, study skills training, instruction, and dropout prevention	Education	72	Tutoring/Study Skills/Instruction	The communication of knowledge, ideas, and facts to help youth complete their secondary education. This includes dropout prevention strategies.	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 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, and through resources and workshops.

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#2	Alternative secondary school services or dropout recovery services	Education	2	Basic Educational Skills/Adult Basic Education (ABE)	Training services designed to enhance the employability of the individual by upgrading basic skills.	Alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language (ESL) training, assist youth who have struggled in traditional secondary education. Dropout recovery services, such as credit recovery, counseling, and educational plan development, 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 re-engage and stay in education that leads to the completion of a recognized high school equivalent.
			44	English as a Second Language	Training services activities designed to enhance the English-speaking ability of non-native speakers.	
			54	HSE (High School Equivalency)	For job seekers, without a high school degree or HSE, who are attending HSE classes as a training service conducted in an institutional setting designed to enable an individual to pass a HSE exam.	
			73	Alternative Secondary School	The enrollment in nontraditional schools to complete high school or a HSE, which includes dropout recovery services.	
			82	Short-Term Educational Services	Short-term educational services to prepare the individual for unsubsidized employment and increase employability, for example, literacy, ABE, and learning skills development. "Short-term" is defined by Board policy but should, with limited exceptions, be six months or less.	

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#3	Paid and unpaid work experience	Employment Experience	7	Internship or Employment Opportunities (not limited to summer months)	Internship or employment opportunities for youth that are directly linked to academic and occupational learning that provides practical experience in a job setting. Not limited to summer months.	Work experience is a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid and may take place in the private for-profit sector, the non-profit sector, or the public sector. Work experiences provide youth with opportunities for career exploration and skills development.
			74	Summer Employment or Summer Internship	Summer employment or internship for youth that are directly linked to academic and occupational learning. May only occur during summer months.	
			300	Job Shadowing	Planned, structured learning experiences that take place in a workplace for a limited period of time. Job shadowing is paid or unpaid work experience that includes academic and occupational education components.	
			301	Pre-Apprenticeship	A work experience program or set of strategies designed to prepare individuals to participate and succeed in a registered apprenticeship program. A pre-apprenticeship must have a documented partnership with one or more registered apprenticeship programs.	

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			313 (This service replaces services 47–50)	Other Work Experience Opportunities	Other paid or unpaid work experiences that are planned, structured learning experiences that are directly linked to academic and occupational learning, take place in a workplace, and provide youth with opportunities for career exploration and skills development.	
		Training Services—Occupational Skills	3	On-the-Job Training	Employee training at the place of work while he or she is doing the actual job. May be supported by formal classroom training.	
#4	Occupational skills training	Training Services—Occupational Skills	1	Occupational/Vocational Training	Training conducted in an institutional setting that provides specific technical skills and knowledge required for a specific job or group of jobs and results in the attainment of a certificate, certification, and/or license.	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. Boards must give priority consideration to training programs that lead to recognized

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			6	Registered Apprenticeship Training	An apprenticeship training program that is approved by the US Department of Labor’s Office of Apprenticeship. Registered apprenticeships are a business-driven model of job preparation that uses an earn-while-you-learn strategy, providing immediate access to employment at sustainable wages and advancement along a career path through a combination of employment, related instruction, and on-the-job training.	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.

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#5	Education offered concurrently with workforce preparation and training for a specific occupation	Education ----- Employment Experience ----- Training Services—Occupational Skills			The concurrent delivery of Program Elements 2, 3, and 4, as follows: <ul style="list-style-type: none"> • Program Element 2 (Alternative secondary school services or dropout recovery services)—one service from TWIST codes 2, 44, 54, 73, or 82. • Program Element 3 (Paid and unpaid work experience)—one service from TWIST codes 3, 7, 74, 300, 301, or 311. • Program Element 4 (Occupational skills training)—TWIST service code 1. 	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.

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#6	Leadership development opportunities	Life Skills	75	Leadership Development	Encourage positive social behaviors. Services may include community service and peer-centered services encouraging responsibility and other positive social behaviors outside of school.	<p>Opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as:</p> <ul style="list-style-type: none"> (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 that 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.

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#7	Supportive services	Support Services <i>(WIOA Youth Support Services are participatory and will prevent exit. Use TWIST service code #108 for "Follow-Up Support Services" for youth post-exit.)</i>	201	Health Care	Includes, but is not limited to, preventive and clinical medical treatment, voluntary family planning services, nutritional services and appropriate psychiatric, psychological, and prosthetic services to the extent any such treatments or services are necessary to enable the attainment or retention of employment.	Supportive services for youth are services that enable an individual to participate in WIOA activities. These services include, but are not limited to: (a) linkages to community services; (b) assistance with transportation; (c) assistance with child care and dependent care; (d) assistance with housing; (e) needs-related payments; (f) assistance with educational testing; (g) reasonable accommodations for youth with disabilities; (h) legal aid services; (i) referrals to health care; (j) assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear; (k) assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and (l) payments and fees for employment and training-related applications, tests, and certifications.
			202	Family/Child Care	Assistance in obtaining family/child care necessary to allow a participant to successfully complete program goals.	
			203	Transportation	Assistance with transportation necessary to allow a participant to successfully complete program goals.	
			204	Housing/Rental Assistance	Housing/rental assistance necessary to allow a participant to successfully complete program goals.	
			205	Counseling	Provision of or referral to counseling services necessary to allow a participant to successfully complete program goals.	

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			206	Needs-Related Payments	Needs-related payments provide financial assistance to participants (Adult, Dislocated Worker, and Youth) for the purpose of enabling the individual to participate in training. Includes needs-related payments (NRPs) made to individuals who have exhausted Unemployment Insurance (UI) or Trade Readjustment Allowance (TRA) payments or did not qualify for UI payments where the individual is in training.	
			207	Other	Those support services that do not fit within any other category. If an appropriate category is available, it must be used. "Other" is used as a last resort only.	
			211	Training-Related Expense	Provision of financial assistance that enables an individual to participate in WIOA activities by paying for education-related expenses, including payments for educational testing, books, fees, and school supplies and items for students enrolled in postsecondary classes and payments for training-related applications, tests, and certifications.	

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			212	Work-Related Expense	Provision of financial assistance to assist participants to pay for necessary work-related items, such as clothing and tools needed for employment.	
#8	Adult mentoring	Life Skills	45	Mentoring	Forming relationships with adults to develop a relationship in which the adult can help with the youth's personal development, relationship formation, and academic and career assistance, such as job coaching, role models, workplace and peer mentors, advising, and consultations.	Adult mentoring must last at least 12 months and may take place both during the program and following exit from the program and must 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. Mentoring may include workplace mentoring whereby 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.
#9	Follow-Up services	Follow-Up Services	67	Follow-Up Services	Provision of follow-up services to job seekers who have received their last WIOA service and no other WIOA services are necessary. WIOA Youth require follow-up for a minimum of 12 months.	Follow-up services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's

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			100	Follow-Up Job Search Assistance	Providing assistance during follow-up in employment seeking or job seeking skills subsequent to their last WIOA service when no other WIOA services are necessary.	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 when no future services are scheduled. Follow-up services for youth also may include the following program elements: <ol style="list-style-type: none"> (1) supportive services; (2) adult mentoring; (3) financial literacy education; (4) services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and (5) activities that help youth prepare for and transition to postsecondary education and training.
			101	Follow-Up Individual Counseling/ Career Planning	Provision of guidance in the development of vocational and occupational goals and the means to achieve them and in the assessment of needs and abilities.	
			102	Follow-Up Job Clubs	To be used to record the attendance at a Job Club meeting (a Workforce Solutions Office staff–facilitated group meeting for job seekers to gather and share job leads and discuss their job-seeking experiences) during follow-up.	
			103	Follow-Up Group Counseling	To be used to record the attendance of a Workforce Solutions Office staff–facilitated group meeting during follow-up in which group discussions are conducted to address employment plans and decisions, for example, vocational uncertainty and career planning.	

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			104	Follow-Up Outreach/ Intake/ Orientation	Provision of information during follow-up about new or existing services available in the Workforce Solutions Office.	
			105	Follow-Up Job Referrals/ Contacts	Providing referrals during follow-up for potential employment.	
			106	Follow-Up Counseling	Providing assistance during follow-up with employment plans and decisions, for example, vocational uncertainty and career planning.	
			107	Follow-Up Labor Market Information	Providing continuing information during follow-up on job-market changes, employment staffing patterns, hiring patterns, working conditions, salary, local employment history and trends, and the like.	
			108	Follow-Up Support Services	Providing assistance during follow-up such as transportation, child care, dependent care, and housing assistance to ensure employment goals are met and sustained.	
			109	Follow-Up Local Area Information	Providing continuing information on a Board's performance in providing assistance to job seekers.	

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			110	Follow-Up Provider Information	Providing information during follow-up on the performance of certified training providers.	
			111	Follow-Up Non-WIOA Financial Assistance Information	Providing information during follow-up about non-WIOA resources to assist in career planning.	
			112	Follow-Up UI Claims	Providing information and assistance during follow-up on how to file a claim for UI.	
			113	Follow-Up Resource Room	Used to record the use of Workforce Solutions Office resource room during follow-up.	
			114	Follow-Up Leadership Development	Participating in community service, service-learning, or peer-centered activities that encourage responsibility and other positive social behavior.	
			115	Follow-Up Employer contact	Contact with a youth's employer during follow-up for purposes of determining if additional services are needed to assist with the youth's continued employment and to address work-related problems.	

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			116	Follow-Up Mentoring	Forming relationships with adults during follow-up to develop a relationship in which the adult can help with the youth's personal development, relationship formation, and academic and career assistance.	
			117	Follow-Up Progress Tracking	Tracking the progress of youth who received training and are employed during follow-up.	
			118	Follow-Up Postsecondary Preparation	Provision of exploratory and informational assistance for individuals in follow-up who have received a high school diploma or its recognized equivalent and are preparing for advancement to postsecondary education. This service may include, but is not limited to, the following activities: exploring and connecting individuals with postsecondary education options; assisting youth to prepare for SAT/ACT testing; or assisting with college admission applications, with filling out financial aid applications and adhering to changing guidelines, or with finding and applying for scholarships and grants.	

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			119	Follow-Up Financial Literacy Education	Teaching/supporting individuals in follow-up to gain knowledge, skills, and confidence to make informed financial decisions and gain and sustain financial health and stability.	
#10	Comprehensive guidance and counseling	Case Management	24	Counseling	Provides individualized non-career counseling to participants, which may include drug and alcohol abuse counseling, and mental health 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.
		Work Readiness	84	Short-Term Work Readiness Services	Short-term services designed to prepare the individual for unsubsidized employment and increase employability, for example, interviewing skills, job retention skills, personal maintenance and hygiene skills, and professional conduct. Can include introductory computer skills. "Short-term" is defined by Board policy but should, with limited exceptions, be six months or less.	

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		Support Services	208	Substance Abuse Treatment	Referral to substance abuse treatment as needed to allow a participant to successfully complete program goals.	
#11	Financial literacy education	Education	41	Financial Literacy Education	Teaching/supporting youth in gaining knowledge, skills, and confidence to make informed financial decisions and gain and sustain financial health and stability.	<p>Financial literacy education may include the following activities:</p> <ul style="list-style-type: none"> • 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

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						<p>rights and protections related to personal identity and financial data</p> <ul style="list-style-type: none"> • 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, when possible, timely and customized information, guidance, tools, and instruction.

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#12	Entrepreneurial Skills	Education	306	Entrepreneurial Skills	Provides basic instruction on starting and running a business and aids in the development of skills associated with entrepreneurship, such as identifying business opportunities, developing business plans and budgets, providing information on options for acquiring capital, and providing youth with experiences in the day-to-day operation of a business.	<p>Provides the basics of starting and operating a small business. This training must develop the skills associated with entrepreneurship, which may include, but are not limited to, the ability to:</p> <ul style="list-style-type: none"> • 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. <p>Approaches to teaching youth entrepreneurial skills may include, but are not limited to:</p> <p>(1) Entrepreneurship education, which 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.</p> <p>(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</p>

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						<p>to begin business operation and by providing more individualized attention to the development of viable business ideas.</p> <p>(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 individuals participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.</p>
#13	Services that provide labor market information	Job Search Services	29	Labor market Information	Provide labor market and employment information about in-demand industry sectors or occupations available in the local area, including information such as career awareness, career counseling, and career exploration services. Labor market and employment information should include an analysis of the socioeconomic factors that influence employment, training, and business decisions within the local labor market area.	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. Wagner-Peyser regulation at 20 CFR §651.10 provides additional information about this element under the definition of workforce and labor market information.

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#14	Postsecondary preparation and transition activities	Education	307	Postsecondary Preparation and Transition Activities	<p>Provision of exploratory and informational assistance for youth who have received a high school diploma or its recognized equivalent and are preparing for advancement to postsecondary education. This service may include, but is not limited to, the following activities: exploring and connecting youth with postsecondary education options; assisting youth to prepare for SAT/ACT testing; or assisting youth with college admission applications, with filling out financial aid applications and adhering to changing guidelines, or with finding and applying for scholarships and grants.</p>	<p>Activities that help youth prepare for and transition to postsecondary education and training. Postsecondary preparation and transition activities and services prepare in-school youth (ISY) and out-of-school youth (OSY) for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent.</p> <p>These services include exploring postsecondary education options including technical training schools, community colleges, four-year colleges and universities, and registered apprenticeship. Additional services include, but are not limited to:</p> <ul style="list-style-type: none"> • 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.