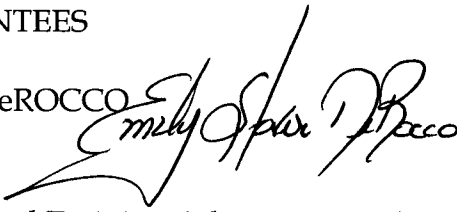


EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM U.S. DEPARTMENT OF LABOR Washington, D.C. 20210	CLASSIFICATION WIA/Youth
	CORRESPONDENCE SYMBOL OWI
	DATE May 9, 2006

ADVISORY: TRAINING EMPLOYMENT AND GUIDANCE LETTER NO. 28-05

TO: ALL STATE WORKFORCE AGENCIES
ALL STATE WORKFORCE LIAISONS
ALL ONE-STOP CENTER MANAGERS
ALL DINAP GRANTEES

FROM: EMILY STOVER DeROCCO
Assistant Secretary 

SUBJECT: The Employment and Training Administration's (ETA's) New Strategic Vision for the Delivery of Youth Services Under the Workforce Investment Act (WIA): "Expanding ETA's Vision for the Delivery of Youth Services under WIA to include Indian and Native American Youth and Youth with Disabilities"

1. **Purpose.** To inform states and local areas of the expansion of ETA's strategic vision, (as described in TEGL 3-04, dated July 16, 2004) to serve out-of-school and our most at-risk youth, including Indian and Native American youth and youth with disabilities under the Workforce Investment Act (WIA).
2. **References.** Training and Employment Guidance Notice No. 3-04, July 16, 2004, The Employment and Training Administration's (ETA's) New Strategic Vision for the Delivery of Youth Services Under the Workforce Investment Act (WIA); "Final Report of The White House Task Force on Disadvantaged Youth" (released October, 2003) available at: www.ncfy.com/whreport.htm; Title I of the Workforce Investment Act of 1998 (Pub. Law 105-220, 29 USC 2801 et seq); Final WIA Regulations; 20 CFR parts 652, 660-671 (published at 65 Fed. Reg. 49294, August 11, 2000); and Training and Employment Guidance Letter No. 20-03, March 25, 2004, FY 2004 Rescissions for WIA Adults and Dislocated Workers; Workforce Investment Act (WIA) Allotments for Program Year (PY) 2004; Additional Funding from Dislocated Workers National Reserve for Adults and Dislocated Worker Activities for Eligible States; Wagner-Peyser Act Final Allotments for PY 2004; and Work

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Opportunity and Welfare-to-Work (W-t-W) Tax Credit Allotments for FY 2004.
These documents are available at: <http://www.doleta.gov/>.

3. **Background.** The White House Task Force Report on Disadvantaged Youth, released in December 2003, recommended that youth programs focus on serving the neediest youth, with priority given to out-of-school youth, high school dropouts, runaway and homeless youth, youth in foster care, court involved youth, children of incarcerated parents, and migrant youth. ETA recognizes and has incorporated Indian and Native American youth and youth with disabilities as two additional priority groups of neediest youth under the Youth Vision, given the serious and consistent issues faced by these youth populations. In TEGL 3-04, 4. c., Focus on Neediest Youth, this statement incorporates these youth populations: *"The Task Force identified youth in foster care (particularly those aging out of foster care), youth in the juvenile justice system, children of incarcerated parents, migrant youth, Native American and Indian youth and youth with disabilities as those most in need of services."*

This TEGL provides information to state and local WIA systems on the strategic vision for serving Indian and Native American youth and youth with disabilities under the four major focus areas.

4. **Critical Strategies.** The new vision for serving Indian and Native American youth and youth with disabilities and the following proposed critical strategies will position state and local workforce investment systems and tribal governments as strategic partners in the development and deployment of the emerging labor force.

A. Focus on Alternative Education.

1. Local areas should work with Disability Program Navigators (DPNs), where available, to connect with alternative education programs. The Department of Labor (DOL) and the Social Security Administration are jointly funding DPN positions within One- Stop Career Centers in 17 states. The DPNs are highly trained and experienced in working with workforce development agencies and with people with disabilities, and can serve as a resource in facilitating the transition of in-school or out-of-school youth with disabilities.
2. ETA recognizes the role of the Bureau of Indian Affairs' (BIA) Office of Indian Education Programs (OIEP) and will create a relationship that leverages ETA's alternative education knowledge building activities and OIEP's national efforts to support tribal education.

B. Focus on Business Demands, Especially in High-Growth Industries and Occupations.

1. ETA will provide guidance to the WIA youth system on how to incorporate successful models of employer-driven youth development programs focusing on youth with disabilities such as the High School/High Tech program.
2. WIA youth professionals should foster relationships with industry and community and tribal colleges to assess the training needs of employers and develop strategies that address those needs. Building connections between the workforce system and community and tribal colleges helps ensure the creation of industry-focused pathways or career ladder programs that are market responsive. Model programs will be developed that demonstrate partnerships with local Business Leadership Networks.

C. Focus on Neediest Youth.

1. ETA will work to develop and implement strategies addressing the serious and consistent issues faced by Indian and Native American youth such as:
1) low educational reading and math levels; 2) high percentage of Native American youth that have not attained high school diplomas or GEDs;
3) high dropout rates among this population -which are two to five times higher than the rates for white and non-Hispanic youth; 4) the large achievement gap that exists between non-Indian students and Indian and Native American students - only 11.5% of Native American youth have a bachelors degree or higher; and 5) the high incidence of youth suicides for 14-24 year old Native Americans. This effort may include a "consultation" process on all major initiatives with tribal governments.
 2. ETA will continue to collaborate with the DOL's Office of Disability Employment Policy (ODEP) by assisting in projects that involve the employment and training of youth with disabilities in a demand-driven system. ETA and ODEP will collaborate on Solicitations for Grant Applications (SGAs) to explore demand-driven models that serve youth with disabilities and disseminate information on successful programs and practices that serve youth with disabilities.
5. **Action Required.** Using the attached TEGL 3-04 as a reference, states should share the information in this TEGL with the local areas.
6. **Inquiries.** Questions should be directed to the appropriate regional office.