

**NORTEC
POLICY STATEMENT
WIOA YOUTH PROGRAM REQUIREMENTS**

Last Updated: December 6, 2021

PURPOSE

The purpose of this policy is to provide guidelines to the Service Providers (NoRTEC Contractors) regarding the documentation of eligibility for the Youth Program under the Workforce Innovation and Opportunity Act (WIOA), and subsequent enrollment into the WIOA program.

The following provides information on the minimum requirements for the documentation of participant eligibility and enrollment into the WIOA program. Service Providers may include additional elements in their local policies and procedures, so long as they are in conformance with this policy, the WIOA, DOL Regulations, and State of California Directives.

ELIGIBILITY FOR YOUTH SERVICES

Individuals enrolled in the WIOA Youth program must meet the general eligibility criteria outlined under item A, and meet the additional criteria outlined for Out-of-School Youth (item B) or In-School Youth (item C).

Eligibility is determined based on information collected during registration and these criteria follow the participant through the entire course of WIOA programs and services attached to that application. If the participant's circumstances change during the WIOA registration cycle (such as a change in age, education status, employment status, etc.), the participant remains eligible.¹

Eligibility for services should not be construed as a guarantee of services. The WIOA is not an entitlement program. [WIOA, section 194(12)]

Employment and training opportunities must be provided to youth who can benefit from, and are most in need of, such opportunities. [WIOA, Section 194(1)]

A. General Eligibility Criteria

All youth must meet the following general eligibility criteria:

1. Authorization to Work [State of California Directive, WSD14-4]
2. Compliance with Selective Service Registration Requirements [WIOA, Section 189(h)]

¹ **Note:** WIOA eligibility follows the participant from registration through exit. Any WIOA programs the participant is enrolled in under that registration cycle must reflect the eligibility of the individual at the time of *registration/date of participation* and may not change based upon circumstances at a later date during the registration cycle. For example, if a participant is 17 at the time of *registration/date of participation* and enrolled in the youth program, and then turns 18 two months after initial enrollment into the WIOA program, the participant may NOT be co-enrolled in the adult or dislocated worker program under that registration cycle because eligibility for these programs reverts back to the original eligibility criteria contained in the application. The same holds true for employment status or other barriers to employment that might arise during the registration cycle.

3. Age 14-24 on the “Date of Participation” [WIOA, Section 129(a)(1)(B)(ii) and 129(a)(1)(C)(ii)]

All of these general eligibility criteria must be documented in the participant file prior to the provision of WIOA services. (See Attachment A for a list of acceptable documents for each of these criteria.)

B. Additional Eligibility Criteria for Out-of-School Youth

In addition to the general eligibility criteria outlined in item A under this section, Out-of-School youth (OSY) must also:

1. Not be attending any school²; and
2. Not younger than age 16 or older than age 24; and
3. Have one or more of the following barriers:
 - A school dropout;
 - A youth who is within the age of compulsory school attendance³, but has not attended school for at least the most recent complete school year calendar quarter⁴.
 - A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—
 - Basic Skills Deficient, or
 - An English Language Learner
 - A youth who is subject to the juvenile or adult justice system (see definition of offender in Attachment D);
 - A homeless youth;
 - A runaway;
 - In foster care (or aged out of the foster care system);
 - A youth eligible for assistance under section 477 of the Social Security Act.
 - A youth in an out-of-home placement;
 - A youth who is pregnant or parenting;
 - A youth with a disability;

² Per Section 681.230 of the Regulations, “school” is normally defined as secondary or postsecondary institutions. Under WIOA, however, providers of Adult Education under title II of WIOA, YouthBuild programs, the Job Corps program, high school equivalency programs, or dropout re-engagement programs are not to be considered “schools.” Exclusions also include, per Directive WSD16-01, a charter school that provides instruction exclusively in partnership with WIOA, federally- funded YouthBuild programs, federal Job Corps training or instruction, or California Conservation Corps or a state certified local conservation corps (in alignment with EC Section 47612.1). *Note: Youth attending high school equivalency programs funded by the public K-12 school system who are classified by the school system as still enrolled in school are an exception—they are considered to be In-School Youth.*

³ Per the California Department of Education, compulsory education law requires everyone aged 6-17 years must attend school, except 16 and 17 year olds who have graduated from high school or passed the California High School Proficiency Exam (CHSPE) and obtained parental permission to leave.

⁴ The school year quarter is defined by the local school district calendar the youth is supposed to be attending.

- A low-income youth who requires additional assistance to enter or complete an educational program or to secure or hold employment (see Attachment D for definitions of these terms).

These additional eligibility criteria must be documented in the participant file prior to the provision of WIOA services. (See Attachment A for a list of acceptable documents for each of these criteria.)

C. Additional Eligibility Criteria for In-School Youth

In addition to the general eligibility criteria outlined in item A under this section, In-School youth (ISY) must also:

1. Be attending school (secondary as well as postsecondary); and
2. Not younger than age 14 or older than age 21⁵; and
3. Be low income; and
4. Have one or more of the following barriers:
 - Basic Skills Deficient;
 - English language learners;
 - An offender (see definition of offender in Attachment D);
 - A homeless youth;
 - A runaway;
 - In foster care (or aged out of the foster care system);
 - A youth eligible for assistance under section 477 of the Social Security Act;
 - A youth in an out-of-home placement;
 - A youth who is pregnant or parenting;
 - A youth with a disability;
 - Requires additional assistance to enter or complete an educational program or to secure or hold employment (see the Attachment D for definitions of these terms).

Note: No more than 5% of ISY enrolled in a given program year may be found eligible based solely on meeting this criterion.

These additional eligibility criteria must be documented in the participant file prior to the provision of WIOA services. (See Attachment A for a list of acceptable documents for each of these criteria.)

D. Determining School Status

Per DOL TEGL 21-16 (issued March 2, 2017), different eligibility criteria apply to in-school (ISY) and out-of-school (OSY) youth, and the determination of school status is the first eligibility criterion that determines if a youth is to be designated ISY or OSY.

School status is determined at the time of program enrollment and remains the same throughout the youth's participation in the WIOA program.

⁵ A youth who is 22-24 at the time of eligibility determination and attending postsecondary education would not be eligible for the WIOA youth program and would have to be served under the WIOA Adult program.

1. ISY versus OSY - If a youth is enrolled in the WIOA youth program during the summer and is in between school years, he/she is considered an ISY if he/she is **registered/** enrolled to continue school in the fall. A youth is also considered ISY if he/she is enrolled into the youth program between high school graduation and postsecondary education if he/she is registered/**enrolled** for postsecondary education, even if he/she has not yet begun postsecondary education at the time of WIOA youth program enrollment.

A youth would be considered OSY if he/she graduated from high school and registers for postsecondary education, but does not ultimately follow through with attending postsecondary education, as long as the eligibility determination for youth is made after the point he/she decides not to attend postsecondary education.

2. Non-Credit Bearing Postsecondary Classes – If a youth is enrolled in any credit-bearing postsecondary education classes, including credit-bearing community college classes and credit-bearing continuing education, then he/she shall be considered to be attending postsecondary education and is therefore an ISY.

If the youth is only enrolled in non-credit-bearing postsecondary classes, he/she would not be considered to be attending post-secondary education, so would there be classified as an OSY.

3. Exception for Youth with Disabilities – There is one exception to age eligibility for youth attending school. Youth with disabilities who have an Individualized Education Program (IEP) may be enrolled as ISY after the age of 21, if state law allows youth with disabilities to be served by the K-12 public school system beyond the age of 21. Such youth may only be enrolled as an ISY up to the age allowed by their state law to receive postsecondary education services. (Note: Information on California’s State Department of Education website states special education services are available for students from the age of 3-22, but this information should be verified prior to enrolling a disabled student into the ISY program if he/she is over 21 at the time of enrollment.)
4. High School Equivalency Programs and Dropout Re-engagement Programs – As noted in Footnote 2 of this policy, for the purposes of WIOA, providers of adult education under Title II of WIOA, YouthBuild programs, the Job Corps program, high school equivalency programs, and dropout re-engagement programs are not considered to be schools for the purposes of determining school status.

There is one exception—youth attending high school equivalency (HSE) programs, including those considered to be dropout re-engagement programs, funded by the public K-12 school system that are classified by the school system as still enrolled in school are considered ISY.

An HSE program offers preparation for, and the taking of, tests which lead to a HSE degree. The “High School Equivalency: Resource Guide for the Workforce System” provides information about the options for high school equivalency. Following is a link to the guide: https://www.careeronestop.org/TridionMultimedia/tcm24-22442_MSG_HSE_Guide_042715.pdf

A dropout re-engagement program conducts active outreach to encourage OSY to return to school and assists such youth in resuming their education and/or training to become career ready. A program of this type may provide case management and other services to support youth in overcoming barriers that prevent them from returning to school or work. The “Bringing Students Back to the Center: A Resource Guide for Implementing and Enhancing Re-Engagement Centers for Out-of-School Youth” can be accessed through the following link: <http://www2.ed.gov/programs/dropout/re-engagement-guide121914.pdf>

5. Homeschooling – State education agencies and/or local education agencies have policies regarding the classification of youth who are home-schooled. DOL has chosen not to provide guidance in this area except to state WIOA youth programs must classify homeschooled youth as ISY or OSY based on their state education agency (or local education agency, if relevant) policy.

E. Low Income Exception (5% Window)

The WIOA allows a low-income exception where five percent of WIOA youth may be participants who ordinarily would be required to be low-income for eligibility purposes and meet all other eligibility criteria for WIOA youth, except the low-income criterion. The five percent must be calculated based on the percent of **newly enrolled youth during a program year** who would ordinarily be required to meet the low-income criterion. It cannot be based upon all youth, since several of the OSY categories do not require low-income status⁶.

The 5% window exception shall be calculated for each Service Provider within NoRTEC, based upon newly enrolled participants during a program year. Service Providers that choose to enroll under this category without the total number of enrollments required for compliance with this exception run the risk of disallowed costs as the youth would not technically be eligible for the WIOA youth program.

In some instances, NoRTEC may grant a Service Provider permission to enroll a youth under this exception, based upon the total number of enrollments throughout the consortium. This permission must be obtained in writing/e-mail prior to the enrollment of the youth, and placed in the participant file with other eligibility documentation. [DOL TEGL, 21-16]

DETERMINING LOW INCOME STATUS

Income is determined by collecting information from the family for the complete six month period prior to application. This figure is then doubled (annualized) and compared to a table

⁶ An example of such a calculation would be if a program enrolled 200 youth and 100 of those youth were OSY who were NOT required to meet the low-income criteria, 50 were OSY who were required to meet the low-income criteria, and 50 were ISY. In this example, the 50 OSY required to be low-income and the 50 ISY are the only youth factored into the five percent low-income exception calculation. Therefore, in this example, five of the 100 youth who ordinarily would be required to be low-income do NOT have to meet the low-income criterion based on the low-income exception. This percent is calculated at the end of a program year based on new enrollees in that program year.

provided via Directive by the State of California to determine whether the youth is considered low income based upon family size and total reported “annualized” income.

A. Low Income Individuals

All In-School Youth (ISY) and some Out-of-School Youth (OSY) must be “low income” to qualify for WIOA services (unless they qualify under the 5% window/low income exception as outlined in item D of the previous section of this policy).

Per Section 3(36) of WIOA, a local income individual is defined as one who:

1. Receives, or is a member of a family receiving or in the past six months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008⁷, the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act⁸, or the supplemental security income program established under title XVI of the Social Security Act⁹, or State or local income-based public assistance;
2. Is in a family with total family income that does not exceed the higher of:
 - the poverty line, or
 - 70 percent of the lower living stand income level.
3. Is a homeless individual¹⁰ or a homeless child or youth¹¹;
4. Receives or is eligible to receive a free or reduced price lunch¹² under the Richard B. Russell National School Lunch Act¹³;
5. Is a foster child on behalf of whom State or local government are made; or
6. Is an individual with a disability whose own income meets the requirements of item 2 above but whose family income is above the limits (in item 2).
7. Youth living in a “high poverty area” are also considered to be low income. Per section 681.260 of the regulations, a high poverty area is a Census tract, a set of contiguous Census tracts, an American Indian Reservation...or other tribal land as defined by the Secretary in guidance or county that has a poverty rate of at least 25 percent as set every five years using American Community Survey 5-Year Data. Documentation of the youth’s physical address must be obtained to utilize one of these “high poverty area”

⁷ (7 U.S.C. 2011 et seq.)

⁸ (42 U.S.C. 601 et seq.)

⁹ (42 U.S.C. 1381 et seq.)

¹⁰ As defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))

¹¹ As defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))

¹² Note that some school districts subsidize all student meals from the Community Eligibility Provision (CEP) Healthy, Hunger-Free Kids Act of 2010. When a school does NOT use individual eligibility criteria to determine who is eligible for free or reduced price lunch, who school receipt of free or reduced price lunch cannot be used to determine WIOA low-income status for ISY. In this instance, WIOA programs must base low-income status on an individual student’s eligibility to receive free or reduced price lunch or on meeting one of the other low-income categories under WIOA. Local programs are responsible for checking with their local school district(s) for determining whether individual students are eligible to receive free or reduced price lunch. Also note that while receipt or eligibility for free or reduced price lunch normally applies only to ISY, an OSY parent living in the same household as a child who receives or is eligible to receive free or reduced price lunch based on their income level also meets the definition of low income based on his/her child’s qualification. (DOL TEGL, 21-16]

¹³ (42 U.S.C. 1751 et seq.)

criteria to verify low income status. Directions to locate a census tract and then check on whether it is part of a “high poverty area” are included in Attachment C.

B. Sources of Income

The following income sources should be included in an individual’s income calculation:

- Monetary compensation for services, including wages, tips, salary, commissions, or fees before any deductions
- Unemployment Insurance Payments
- Child Support payments
- Net receipts from non-farm self-employment (receipts from a person’s own unincorporated business, professional enterprise, or partnership, after deductions for business expenses)
- Net receipts from farm self-employment (receipts from a farm which one operates as an owner, renter, or sharecropper, after deductions for farm operating expenses)
- Regular payments from railroad retirement, strike benefits from union funds, worker’s compensation, and training stipends (e.g., wages from the California Conservation Corp)
- Alimony, military family allotments, or other regular support from an absent family member or someone not living in the household
- Private pensions, government employee pensions (including military retirement pay)
- Pension payments authorized by Title 10 U.S.C., such as those received by military retirees, whether or not their retirement is/was based on disability
- Pension benefits paid under Title 38 U.S.C. Chapter 15 – Pensions for low-income, wartime veterans who are disabled for reasons not connected or related to their military service
- Regular insurance or annuity payments (including state disability insurance)
- College or university scholarships (not needs-based), grants, fellowships, and assistantships
- Net gambling or lottery winnings
- Severance payments
- Terminal leave pay
- Social Security Disability Insurance (SSDI) payments (Title II of the Social Security Act, Federal Old Age, Survivors and Disability Insurance)
- Social Security Old Age, Survivors and Disability Insurance (OASI) benefits received under Section 202 of the Social Security Act

The following income sources should not be included in an individual’s income calculation:

- Foster care child payments
- Need-based public assistance payments (including Temporary Assistance for Needy Families, supplemental security income (SSI), emergency assistance money payments, and non-federally-funded general assistance or general relief money payments)
- Social Security old age and survivors’ insurance benefit payments
- Financial assistance under Title IV of the Higher Education Act (i.e., Pell Grants)

- Supplemental Educational Opportunity Grants and Federal Work Study
- Needs-based scholarship assistance
- Loans
- Veterans benefits
- Military pay or allowances paid while on active duty.
- Military pay or allowances paid by the VA for vocational rehabilitation, disability payments, or related VA-funded programs (including the VA work study allowance), and including any financial benefits received under the following chapters of Title 38 U.S.C.:
 - Chapter 11 – Compensation for service-connected disability or death
 - Chapter 13 – Dependency and indemnity compensation for service-connected deaths
 - Chapter 30 – All volunteer force educational assistance program
 - Chapter 31 – Training and rehabilitation for veterans with service-connected disabilities
 - Chapter 33 – Post-9/11 educational assistance
 - Chapter 35 – Survivors’ and dependents’ educational assistance
 - Chapter 36 – Administration of educational benefits
 - Any benefits received under Title 10 U.S.C. Chapter 106-Educational assistance for members of the selected reserve
- Income earned while the veteran was on active military duty and certain other veterans’ benefits, i.e., compensation for service-connected disability, compensation for service-connected death, vocational rehabilitation, and education assistance
- Capital gains
- Any assets drawn down as withdrawals from a bank, the sale of property, a house or a car
- Tax refunds, gifts, loans, lump-sum inheritances, one-time insurance payments, or compensation for injury
- Non-cash benefits such as employer paid or union-paid portion of health insurance or other fringe benefits, food or housing received in lieu of wages
- The value of food and fuel produced and consumed on farms
- The imputed value of rent from owner occupied nonfarm or farm housing
- Medicare, Medicaid, food stamps, school meals and housing assistance
- Allowances, earnings and payments to individuals participating in programs under WIOA (except on-the-job training wages)

[DOL TEGL, 21-16; NoRTEC Policy]

REGISTRATION

Registration is an information collection process that documents a determination of eligibility (registration is also referred to as the “intake process”). For an individual to be registered into a WIOA program, the following must occur:

1. The individual must complete the application/eligibility determination process; and
2. The individual must provide documentation to substantiate his/her eligibility.

After eligibility has been confirmed, potential participants should undergo a “suitability screening” or “structured interview” to determine the youth’s need for, and ability to benefit from, services. If the youth is deemed “suitable,” service provider staff will then enroll the individual in the WIOA program.

Enrollment into the WIOA program must then occur within **45 days**¹⁴ of the date of application.

ENROLLMENT

WIOA requires all eligible individuals enrolled in the Youth program must receive an objective assessment and have an individual service strategy (ISS) developed based on the needs of each youth that is directly linked to one or more of the performance indicators outlined in section 116(b)(2)(A)(ii) of the WIOA¹⁵.

In CalJOBS (the State of California’s participant tracking system), an individual is considered enrolled in WIOA as of the “*Participation Date*” that is recorded under the **Create Participation** section. After information is entered in to the **Create Participation** section, the “*412-Objective Assessment*” activity must be entered under the **Create Activity** section.

Note: The “begin date” of the “412-Objective Assessment” activity must be the same date as the “Participation Date.” Additional activities shall be added to CalJOBS as they are provided.

The second activity that must be entered is “*413 – Develop Service Strategies IEP/ISS/EDP*”. (The “actual begin date” for this activity can be the same date as the “actual begin date” for the objective assessment activity, but it is usually a few days after.)

Occasionally, a youth may participate only in “412” and “413” activities. DOL has determined that each Youth must receive at least one of the 14 program elements¹⁶ outlined under WIOA in order to be considered a “participant.” In instances where a Youth does not receive services beyond “412” and “413,” the system will soft exit the participant 90 days after the completion date of the last activity, and this individual will NOT be included in performance standard calculations. These Youth will also be excluded from enrollment number calculations when NoRTEC calculates average cost per enrollment figures for the Youth program.

YOUTH PROGRAM ELEMENTS

In order to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for participants, youth programs must be designed to offer the following fourteen elements to youth participants (see Attachment D for expanded definitions of each element):

¹⁴ If more than 45 days lapse before the individual is to be enrolled, the application must be updated. To update the application, a new application date must be entered, and all documentation used to establish eligibility must be relevant as of the “updated” date. For example, if a youth is determined economically disadvantaged via pay stubs for the six months prior to the application date, and the application date is changed, then paycheck stubs to cover the period between the original and modified application dates must be collected.

¹⁵ See Attachment D, “Performance Indicators/Standards” for information on the WIOA performance indicators.

¹⁶ Objective Assessment and Develop Service Strategies IEP/ISS/EDP activities are not included in any of the 14 program elements.

- Program Element 1: 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 equivalent¹⁷ or for a recognized postsecondary credential;
- Program Element 2: Alternative secondary school services, or dropout recovery services, as appropriate;
- Program Element 3: Paid and unpaid¹⁸ work experiences that have as a component academic and occupational education, which may include:
 - Summer employment opportunities and other employment opportunities available throughout the year;
 - Pre-apprenticeship programs;
 - Internships and job shadowing; and
 - OJT (on-the-job) training opportunities.
- Program Element 4: Occupational skills training, which includes priority consideration for training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations within NoRTEC's service area;
- Program Element 5: Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster¹⁹;
- Program Element 6: Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;
- Program Element 7: Supportive Services;
- Program Element 8: Adult mentoring (for not less than 12 months);
- Program Element 9: Follow-up services (for not less than 12 months, as appropriate);
- Program Element 10: Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
- Program Element 11: Financial literacy education;
- Program Element 12: Entrepreneurial skills training;
- Program Element 13: Services that provide labor market information 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
- Program Element 14: Activities that help youth prepare for and transition to postsecondary education and training.

All of these elements must be available to youth enrolled in the WIOA program, but there is no requirement that all elements must be funded with WIOA title I youth funds or that every youth receives all fourteen program elements. Local programs may leverage partner resources to

¹⁷ Including a recognized certificate of attendance or similar document for individuals with disabilities.

¹⁸ Job shadowing activities are the only work experiences that are allowable as "unpaid" work experiences.

¹⁹ This program element reflects an integrated educational 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.

[Regs, 681.630]

provide some of the elements, but a local agreement must be in place between the WIOA youth service provider and the partner to ensure the program element will be offered and is closely connected and coordinated with the WIOA youth program.

EXITED PARTICIPANTS

After a participant has completed his/her last service under the WIOA program, a case closure shall be entered into the participant tracking system (CalJOBS). Ninety days after the closure date, CalJOBS will soft-exit the participant from the WIOA program. The soft-exit process will record the exit date to match the end date of the last reported service in CalJOBS.

If additional services are required after the case closure has been entered but the 90 days have not yet lapsed, the case closure shall be deleted, and a new activity will be entered with a start date reflecting the date the service began. The 90 day “exit” clock will be reset, and will begin again upon the entry of the next case closure.

If additional services are required after the 90 day period lapses, the individual must begin the application/registration process again. The eligibility documentation must be updated to reflect the circumstances of the individual on the date of the new application.

ADDITIONAL INFORMATION

- A. Out-of-School Youth Expenditures – Not less than 75% of WIOA youth funding must be expended on activities for youth who are classified as Out-of-School youth at enrollment. [WIOA, section 129(a)(4)]
- B. Work-Based Learning Expenditures – Not less than 20% of WIOA youth expenditures must be expended on work-based learning activities, which include summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and OJTs. Staff time spent developing, managing, and evaluating work-based learning activities may be included in this 20% minimum²⁰. [WIOA, section 129(c)(3)(C)(4); Regs, 681.590]
- C. ITAs for Youth – ITAs are only allowable for Out-of-School youth, aged 16-24. ITAs may only be utilized for training vendors that appear on the State of California’s Eligible Training Provider List (ETPL). [See NoRTEC’s *Individual Training Accounts Policy* for additional information.]

WIOA Youth funds may not be utilized to fund an ITA for Out-of-School Youth with a training provider that is headquartered outside of California and does not have an in-state training

²⁰ Allowable work experience expenditures include the following: (1) wages paid for participation in a work experience; (2) staff time working to identify and develop a work experience opportunity, including staff time spent working with employers to identify and develop the work experience; (3) Staff time working with employers to ensure a successful work experience, including staff time spent managing the work experience; (4) Staff time spent evaluating the work experience; (5) participant work experience orientation sessions; (6) employer work experience orientation sessions; (7) classroom training or the required academic education component directly related to the work experience; (8) Incentive payments directly tied to the completion of work experience; and (9) employability skills/job readiness training to prepare youth for a work experience. [DOL TEGL 21-16]

facility, even if the provider is listed on another State's ETPL.

- D. Youth Work Experiences (Program Element 3) – With the exception of Pre-Apprenticeship activities, all other work experience activities (Program Element 3) must be of a duration of 1,040 hours or less, unless prior NoRTEC approval is obtained. All work experience activities (Program Element 3) must also be paid experiences, with the exception of Pre-Apprenticeship²¹ and Job Shadowing²² activities.
- E. OJTs for Youth – OJTs for youth are encouraged, as long as the youth is at least 18 years of age at the time the OJT begins. These OJTs must follow the guidelines outlined in NoRTEC's OJT Policy.
- F. Additional Assessment and Referral – If a youth applies for enrollment in a program of workforce investment activities and does not meet the enrollment requirements for the program or cannot be served by the program, Service Provider staff shall ensure that the youth is referred for further assessment, if necessary, or referred to appropriate programs to meet the skills and training needs of the youth, to the extent practicable. [Regs, 681.420(e)]

POLICY EXEPTIONS

Service Providers (NoRTEC Subcontractors) may make exceptions to this policy only with prior written authorization from the NoRTEC Administrative Entity.

²¹ Pre-Apprenticeship activities may be paid or unpaid, depending upon the design of the program and WIOA Service Provider discretion.

²² Job Shadowing activities are unpaid. See expanded definition under Attachment D of this policy.

YOUTH ELIGIBILITY ACCEPTABLE DOCUMENTATION	
Out-of-School Youth – WIOA Section 129(a)(1)(B)	
Eligibility Criteria	Acceptable Documentation
<p>Authorization to Work</p> <p><i>Note: You must collect source documents that would meet the requirements for an I-9, not fill out the I-9 itself</i></p>	<ul style="list-style-type: none"> • I-9 Level of Documentation: https://www.uscis.gov/i-9 <p>One document from List A OR One document from List B and one document from List C <i>(Self-Attestation is not acceptable documentation for this criterion.)</i></p>
<p>Selective Service Registration (males who were born on or after January 1, 1960, and have attained their 18th birthday)</p> <p><i>Note: If a youth is under 18 at the point of initial enrollment into WIOA, but turns 18 during program participation, he must register with the Selective Service system or be exited from the program.</i></p>	<p>General information on selective service, who must register, timelines for registration, etc., may be accessed on the website at: https://www.sss.gov/Default.htm</p> <p>On-line verification of prior registration can be accessed here: https://www.sss.gov/RegVer/wfVerification.aspx</p> <p>On-line registration can be accomplished here: https://www.sss.gov/RegVer/wfRegistration.aspx</p> <ul style="list-style-type: none"> • Selective Service acknowledgment letter • Form DD-214 “Report of Separation” • Screen printout of the Selective Service verification site (website) • Documented telephone verification from Selective Service • Selective Service registration card • Selective Service verification form (Form 3A) • Stamped post office receipt of registration • Selective Service status information letter • Evidence presented by an individual that his failure to register with the Selective Service was not knowing and willful (e.g., a written explanation accompanied by supporting documentation such as third party affidavit)
<p>Not Attending Any School (as defined by State law)</p>	<ul style="list-style-type: none"> • Educational Release • Self-attestation
<p>Age 16-24</p>	<ul style="list-style-type: none"> • Baptismal record • Birth certificate • Form DD-214 “Report of Separation” • Driver’s license

	<ul style="list-style-type: none"> • Federal, state or local government issued identification card • Hospital record of birth • Passport • Public assistance/social service records • School records or identification card • Work permit • Tax records (if birthdate is part of the record) • Tribal records
School Dropout	<ul style="list-style-type: none"> • School documentation/statement/records • Drop out letter • Self-attestation
Youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter <i>Note: "School year quarter" is defined by the local school district calendar</i>	<ul style="list-style-type: none"> • School documentation/statement/records • Self-attestation
English Language Learner	<ul style="list-style-type: none"> • School records • Staff observation (recorded in case notes) • Self-attestation
Basic Skills Deficient (reading and/or math scores of 8.9 or below on a generally accepted standardized assessment test) ²³	<ul style="list-style-type: none"> • Standardized assessment test²⁴ • School records

²³ The standardized assessment test may be administered during the WIOA assessment process or Service Providers may use a previous assessment conducted no more than six months prior to the WIOA Application date.

²⁴ Service Providers must use assessments that are valid and appropriate for the target population, and must provide reasonable accommodation in the assessment process. Any formalized testing must also be cost effective, well-matched to the test administrator’s qualifications, and easy to administer and interpret results. For basic skills assessment, Service Providers are not required to use assessments approved by the Department of Education’s National Reporting System (NRS). If, however, a Service Provider wishes to report a measureable skill gain for a participant based upon the achievement of at least one educational functioning level (EFL) of a participant who is receiving instruction below the postsecondary level, then an NRS approved assessment instrument must be utilized for both the pre-test and post-test and the same instrument must be used for both the pre- and post-test. [State of California Directive WSD17-07, NoRTEC Policy]

Youth who is subject to the juvenile or adult justice system	<ul style="list-style-type: none"> • Documentation from juvenile or adult criminal justice system, probation representatives, or the court • Self-attestation
Homeless	<ul style="list-style-type: none"> • Documentation from an individual providing temporary residence • Documentation from a social service agency • Documentation from a shelter • Self-attestation
Runaway	<ul style="list-style-type: none"> • Documentation from a social service agency • Documentation from a shelter • Self-attestation
Foster Child Aged Out Foster Child Child eligible for assistance under Section 477 of the Social Security Act Individual in an out-of-home placement	<ul style="list-style-type: none"> • Documentation form a social service or foster care agency • Court/Legal records • Self-attestation
Pregnant or Parenting	<ul style="list-style-type: none"> • Medical records • Birth certificate • Public Assistance records • Staff observation (recorded in case notes) • Self-attestation
Disability, including learning disability	<ul style="list-style-type: none"> • Medical records • Physician’s statement • Psychiatrist or psychologist diagnosis/statement • Social Security Administration records • Letter from drug or alcohol rehabilitation agency • School record/official statement • School IEP/504 • Rehabilitation evaluation • Sheltered workshop certification • Social service records/referral • Veterans Administration letters/records • Vocational Rehabilitation letter/statement • Workers compensation records/statement • Staff Observation (recorded in case notes) • Self-attestation

Requires Additional Assistance to Enter or Complete an Educational Program	<ul style="list-style-type: none"> • School records • Documented contact with school representatives • Legal/court records
Requires Additional Assistance to Secure and/or Hold Employment	<ul style="list-style-type: none"> • UI Records • Self-attestation
Low Income	See Attachment B
In-School Youth – WIOA Section 129(a)(1)(C)	
Eligibility Criteria	Acceptable Documentation
<p>Authorization to Work</p> <p><i>Note: You must collect source documents that would meet the requirements for an I-9, not fill out the I-9 itself</i></p>	<ul style="list-style-type: none"> • I-9 Level of Documentation: https://www.uscis.gov/i-9 <p>One document from List A OR One document from List B and one document from List C <i>(Self-Attestation is not acceptable documentation for this criterion.)</i></p>
<p>Selective Service Registration (males who were born on or after January 1, 1960, and have attained their 18th birthday)</p> <p><i>Note: If a youth is under 18 at the point of initial enrollment into WIOA, but turns 18 during program participation, he must register with the Selective Service system or be exited from the program.</i></p>	<p>General information on selective service, who must register, timelines for registration, etc., may be accessed on the website at: https://www.sss.gov/Default.htm</p> <p>On-line verification of prior registration can be accessed here: https://www.sss.gov/RegVer/wfVerification.aspx</p> <p>On-line registration can be accomplished here: https://www.sss.gov/RegVer/wfRegistration.aspx</p> <ul style="list-style-type: none"> • Selective Service acknowledgment letter • Form DD-214 “Report of Separation” • Screen printout of the Selective Service verification site (website) • Selective Service registration card • Selective Service verification form (Form 3A) • Stamped post office receipt of registration • Selective Service status information letter <p>Evidence presented by an individual that his failure to register with the Selective Service was not knowing and willful (e.g., a written explanation accompanied by supporting documentation such as third party affidavit)</p>

Attending School	<ul style="list-style-type: none"> • Educational Release • Self-attestation
Age 14-21	<ul style="list-style-type: none"> • Baptismal record • Birth certificate • Form DD-214 "Report of Separation" • Driver's license • Federal, state or local government issued identification card • Hospital record of birth • Passport • Public assistance/social service records • School records or identification card • Work permit • Tribal records
Low Income	See Attachment B
Basic Skills Deficient (reading and/or math scores of 8.9 or below on a generally accepted standardized assessment test) ²⁵	<ul style="list-style-type: none"> • Standardized assessment test²⁶ • School records
English Language Learner	<ul style="list-style-type: none"> • School records • Staff observation (recorded in case notes) • Self-attestation
Homeless	<ul style="list-style-type: none"> • Documentation from an individual providing temporary residence • Documentation from a social service agency • Documentation from a shelter • Self-attestation
Runaway	<ul style="list-style-type: none"> • Documentation from a social service agency • Documentation from a shelter

²⁵ The standardized assessment test may be administered during the WIOA assessment process or Service Providers may use a previous assessment conducted no more than six months prior to the WIOA Application date.

²⁶ Service Providers must use assessments that are valid and appropriate for the target population, and must provide reasonable accommodation in the assessment process. Any formalized testing must also be cost effective, well-matched to the test administrator's qualifications, and easy to administer and interpret results. For basic skills assessment, Service Providers are not required to use assessments approved by the Department of Education's National Reporting System (NRS). If, however, a Service Provider wishes to report a measureable skill gain for a participant based upon the achievement of at least one educational functioning level (EFL) of a participant who is receiving instruction below the postsecondary level, then an NRS approved assessment instrument must be utilized for both the pre-test and post-test and the same instrument must be used for both the pre- and post-test. [State of California Directive WSD17-07, NoRTEC Policy]

	<ul style="list-style-type: none"> • Self-attestation
<p>Foster Child</p> <p>Aged Out Foster Child</p> <p>Child eligible for assistance under Section 477 of the Social Security Act</p> <p>Individual in an out-of-home placement</p>	<ul style="list-style-type: none"> • Documentation from a social service or foster care agency • Court/Legal records • Self-attestation
Pregnant or Parenting	<ul style="list-style-type: none"> • Medical records • Birth certificate • Public Assistance records • Staff observation (recorded in case notes) • Self-attestation
Disability, including learning disability	<ul style="list-style-type: none"> • Medical records • Physician's statement • Psychiatrist or psychologist diagnosis/statement • Social Security Administration records • Letter from drug or alcohol rehabilitation agency • School record/official statement • Rehabilitation evaluation • Sheltered workshop certification • Social service records/referral • Veterans Administration letters/records • Vocational Rehabilitation letter/statement • Workers compensation records/statement • Staff Observation (recorded in case notes) • Self-attestation
Requires Additional Assistance to Enter or Complete an Educational Program	<ul style="list-style-type: none"> • School records • Documented contact with school representatives • Legal/court records
Requires Additional Assistance to Secure and/or Hold Employment	<ul style="list-style-type: none"> • UI Records • Self-attestation

YOUTH ELIGIBILITY ACCEPTABLE DOCUMENTATION	
Low-Income - WIOA Section 3(36)	
Eligibility Criteria	Acceptable Documentation
<p>Receives, or in the past six months has received (or is a member of a family that is receiving or in the past six months has received), Federal, State or local income-based public assistance, including Temporary Assistance for Needy Families (TANF) and Supplemental Security Income (SSI) established under Title XVI of the Social Security Act.</p>	<ul style="list-style-type: none"> • “Passport to Services” printout from local welfare/CalWORKS program • Public assistance records • Refugee assistance records
<p>Received an income, or is a member of a family that received a total family income, for the six month period prior to application for the program, that in relation to family size, does not exceed the higher of:</p> <p>(A) The poverty line for an equivalent period, or</p> <p>(B) 70 percent of the Lower Living Standard Income Level of an equivalent period</p> <p>Documentation must be provided for each applicable income source received by the applicant and each family member for the six month period.</p> <p>It is also necessary to verify family size when utilizing family income eligibility.</p> <p>An applicant who claims little or no income must sign an applicant statement that little or no income was received during the past six months, and an explanation of how they are supporting themselves. A corroborating witness shall also sign the applicant statement who is aware of the applicant’s financial situation (often the person supplying room and board).</p>	<ul style="list-style-type: none"> • Alimony agreement • Award letter from Veterans Administration • Child Support payment documentation • Bank Statements (direct deposit) • Compensation award letter • Employer statement/contact • Family or business financial records • Housing authority verification • Pay stubs (for the full six month period for each income source) • Pension statement • Public assistance records • Quarterly estimated tax for self-employed persons (Schedule C) • Social Security benefits records • UI documents and/or printout • Self-attestation
<p>Qualifies as a homeless individual as defined in Section 41403(6) of the Violence Against Women Act of 1994 or a homeless child or youth as defined under Section 725(2) of the McKinney-Vento Homeless Assistance Act</p>	<ul style="list-style-type: none"> • Statement from an individual providing temporary residence • Statement from a social service agency • Statement from a shelter • Self-attestation

<p>The applicant is a member of a household that receives (or in the past six months has received), assistance through the Supplemental Nutrition Assistance Program (SNAP) established under the Food and Nutrition Act of 2008</p>	<ul style="list-style-type: none"> • Current authorization to obtain CalFresh • CalFresh card with a current date • Current CalFresh receipt • Statement from a local County Welfare/CalWORKS Department • “Passport to Services” printout from local welfare/CalWORKS program • Public assistance documents
<p>Receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act</p>	<ul style="list-style-type: none"> • Statement from school
<p>Foster child on behalf of whom State or local government payments are made</p>	<ul style="list-style-type: none"> • Confirmation from social services agency • Legal/court documents
<p>Individual with a disability whose own income meets the low-income requirements outlined in the first and second items in this table, but is a member of a family whose income does not meet such requirements. (Disability status must also be documented—see Attachment A)</p>	<ul style="list-style-type: none"> • Alimony agreement • Award letter from Veterans Administration • Bank Statements (direct deposit) • Compensation award letter • Employer statement/contact • Family or business financial records • Housing authority verification • Pay stubs (for the full six month period for each income source) • Pension statement • Public assistance records • Quarterly estimated tax for self-employed persons (Schedule C) • Social Security benefits records • UI documents and/or printout • Self-attestation
<p>Youth Living in a High Poverty Area (See Attachment C for information on how to access this data.)</p>	<ul style="list-style-type: none"> • Verification of youth’s <u>physical</u> address and corresponding print out of census tract data showing poverty level of at least 25%.

DETERMINING WHETHER YOUTH ARE LIVING IN A HIGH POVERTY AREA

Directions for Determining High-Poverty Areas for the WIOA Formula Youth Program, Section 1, (effective October 15, 2021)

The Workforce Innovation and Opportunity Act (WIOA) Title I Youth Program contains a provision that allows for youth living in a high poverty area to automatically meet the low-income criterion that is one of the eligibility criteria for in-school youth, for some out-of-school youth in the WIOA youth program, and for youth in the Indian and Native American Supplemental Youth Program. The WIOA regulations at 20 CFR Section 684.130 allow Indian and Native American grantees to use either the poverty rate of the total population or the poverty rate of the Indian and Native Americans in determining whether the poverty rate of an area meets the 25 percent threshold.

Following are directions on how to determine whether a youth applying for the WIOA Youth Formula Program lives in a high-poverty area.

The Census Bureau has modified the process on its website for finding the Census Tract of a street address. Click on the following website link:

<https://geocoding.geo.census.gov/geocoder/geographies/address?form>

On this page, you will see two blocks under the menu bar at the top of page entitled “FIND LOCATIONS” and “FIND GEOGRAPHIES.”

- Under “FIND GEOGRAPHIES,” click on “Parsed Address Processing.”
- Type in the street address, city, and state. Click on the “Get Results” button.

The results will list the geographic coordinates and then state, county, and other geographic identifiers.

- Scroll to the bottom of the page and find the information under the “Census Tracts:” heading to obtain the Census Tract Number. (The Census Tract Number is contained in the **NAME:** line along with text providing the census tract number. It will look something like this: **NAME:** Census Tract 1.01)
- ***Print the information (it will take 2-3 pieces of paper) so the address that was input is included, along with all of the resulting data, and place it in the eligibility section of the participant file. Note: It is strongly recommended to highlight the **NAME: Census Tract 1.01** on the form so a monitor will know how you came up with the Census Tract number.***

Next, use the Census Tract Number and determine the poverty rate of the Census Tract that was just identified (Census Tract 1.01). Proceed to the following website link:

<https://www.census.gov/acs/www/data/data-tables-and-tools/narrative-profiles/>

- Select the proper information from the drop-down boxes for the census tract you wish to view:

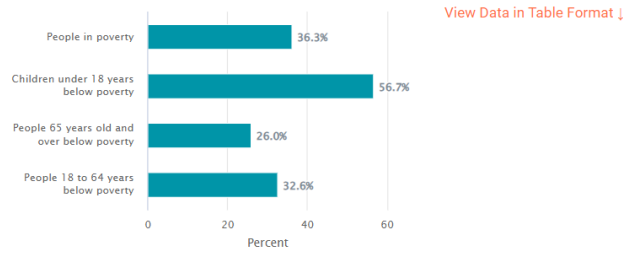
The screenshot shows the 'American Community Survey' website. The navigation menu on the left includes 'Data Profiles', 'Narrative Profiles', 'Subject Tables', 'Ranking Tables', 'Geographic Comparison Tables', 'Supplemental Tables', and 'Table IDs Explained'. The 'Narrative Profiles' section is active. The main content area is titled '2019 Narrative Profiles' and includes a '2015-2019 ACS 5-Year Narrative Profile' section. Under 'Select a Geography Type', 'Census Tract' is selected. Three dropdown menus are shown: 'California', 'Del Norte County, California', and 'Census Tract 1.01, Del Norte County, California'. A green 'GET NARRATIVE PROFILE' button is at the bottom.

- Click on the green “GET NARRATIVE PROFILE” button at the bottom of the page.
- The narrative profile will provide a lot of information. Scroll down the page until you find the section with the heading “Poverty and Participation in Government Programs” and review the information. If the percentage showing for the first line “People in Poverty” is 25.0% or higher, then the youth that lives at the address that was input is considered low income. (See example on next page)

Poverty and Participation in Government Programs

In 2015-2019, 36.3 percent of people were in poverty. An estimated 56.7 percent of children under 18 were below the poverty level, compared with 26.0 percent of people 65 years old and over. An estimated 32.6 percent of people 18 to 64 years were below the poverty level.

Poverty Rates in Census Tract 1.01, Del Norte County, California in 2015-2019



In 2015-2019, 33.6 percent of households received SNAP (the Supplemental Nutrition Assistance Program). An estimated 58.2 percent of households that received SNAP had children under 18, and 24.1 percent of households that received SNAP had one or more people 60 years and over. An estimated 47.3 percent of all households receiving SNAP were families with a female householder and no husband present. An estimated 20.6 percent of households receiving SNAP had two or more workers in the past 12 months.

- In order to document the poverty rate for the Youth participant (for eligibility purposes), use the print function for the website while reviewing the narrative report and when the preview copy of the entire narrative report comes up, ***print only the page that contains the section "Poverty and Participation in Government Programs."*** Place the printed copy in the eligibility section of the participant file.

DEFINITIONS

Academic and Occupational Education Component - Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. The academic and occupational education component may occur inside or outside the work site. The work experience employer can provide the academic and occupational component or such components may be provided separately in the classroom or through other means.

This component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries/occupations. For example, if a youth is in a work experience in a hospital, the occupational education could be learning about the duties of different types of hospital occupations such as phlebotomist, radiology tech, or physical therapist. The academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific ligament. [DOL TEGL 21-16]

Advanced Training – Advanced training is an occupational skills employment or training program²⁷

Adult Education – Academic instruction and education services below the postsecondary level to increase an individual's ability to (1) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent, (2) transition to postsecondary education and training; and (3) obtain employment. [WIOA, section 203]

Adult Mentoring (Youth Program Element 8) – Adult mentoring for youth must:

1. Last at least 12 months and may take place both during the program and following exit from the program;
2. Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee; and
3. While group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis.

Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.

²⁷ Advanced training was defined under WIA in the Client Forms Handbook.

In areas where adult mentors are sparse (particularly rural areas), case managers may serve as mentors. This should not, however, be everyday practice and should only be done when no other option is available. [Regs, 681.490; DOL TEGL 21-16]

Alternative School – An alternative school is a type of school designed to achieve grade level (K-12) standards and meet student needs (EC Section 58500). Examples of alternative schools include, but are not limited to, continuation, magnet, and charter schools. If an individual is attending an alternative school at the time of enrollment (date of participation), the individual is considered to be an In-School Youth. [State of California Directive, WSD 17-07]

Alternative Secondary School Services or Dropout Recovery Services (Youth Program – Element 2) – This youth program element is defined under section 681.460(a)(2) of regulations and includes alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language training that assist youth who have struggled in traditional secondary education. Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school. These services are provided with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent. [DOL TEGL, 21-16]

Attending School – An individual is considered to be attending school if the individual is enrolled in secondary or postsecondary school. If a youth is between high school graduation and postsecondary education, the youth is considered an In-School Youth (ISY) if he/she is registered for postsecondary education, even if he/she has not yet begun postsecondary classes. If, however, the youth registers for postsecondary education, but does not follow through with attending classes, the youth is considered an Out-of-School Youth (OSY) if the eligibility determination is made after youth decided not to attend postsecondary education. Youth on summer break are considered ISY if they are enrolled to continue school in the fall. [DOL TEGL, 21-16; State of California Directive, 17-07] *See definition of “Not Attending School” in this attachment for additional information.*

Basic Skills Deficient – An individual has English reading, writing or computing skills at or below the 8th grade level²⁸ on a generally accepted standardized test or a comparable score on a criterion referenced test²⁹. [WIOA section 3(5); Regs, 681.290; DOL TEGL, 21-16; NoRTEC Policy]

²⁸ The term “at or below the 8th grade level” means at or below 8.9

²⁹ **Note:** While NoRTEC requires basic skills “testing” to be conducted through the use in the Department of Education’s National Reporting System (NRS) that can establish an individual’s grade level equivalent or educational functioning level (EFL), exceptions shall be made for individuals with disabilities, when necessary. Reasonable accommodations must be made during the assessment process, and can be conducted through the use of other formalized testing instruments designed to measure skills-related gains. In addition to being valid and reliable, any formalized testing used must be appropriate, fair, cost effective, well-matched to the test administrator’s qualifications, and easy to administer and interpret results. Alternatively, skills-related gains may also be determined through less formal alternative assessment techniques such as observation, folder reviews, or interviews. Previous basic skills assessment results may be used, if the assessment was conducted within the six

Note: Basic skills testing instruments utilized to measure educational gain under WIOA must be deemed “suitable” by the National Reporting System for Adult Education (NRS). The NRS posts a list on their website (<https://www.nrsweb.org/>) of “suitable” tests. Beginning July 1, 2019, the following “suitable” testing instruments may be utilized:

Adult Basic Education Testing Instruments

1. *Tests of Adult Basic Education (TABE 11/12)* - Forms 11 and 12 are approved for use on paper and through a computer-based delivery format³⁰. This test was determined suitable on September 7, 2017, for use in Literacy/English Language Arts and Mathematics at all ABE levels of the NRS for a period of seven years from the date of approval (September 7, 2017).
2. *Comprehensive Adult Student Assessment System (CASAS) Reading GOALS Series* – Forms 901 902, 903, 904, 905, 906, 907, and 908 are approved use on paper and through a computer-based delivery format³¹. This test was determined suitable on February 8, 2018, for use in Literacy/English Language Arts at all ABE levels of the NRS for a period of seven years from the date of approval (February 5, 2018).

The CASAS Math GOALS Series has been submitted to the NRS and approval is expected by June 30, 2019.

ESL Testing Instruments³²

1. *Basic English Skills Test (BEST) Literacy* – Forms B, C, and D are approved for use on paper. This test is approved for use at all ESL levels of the NRS until February 2, 2021.
2. *Basic English Skills Test (BEST) Plus 2.0* – Forms D, E, and F are approved for use on paper and through the computer-adaptive delivery format. This test is approved for use at all ESL levels of the NRS until February 2, 2021.
3. *Comprehensive Adult Student Assessment Systems (CASAS) Life and Work Listening Assessments (LW Listening)* – Forms 981L, 982L, 983L, 984L, 985L, and 986L are approved for use on paper and through the computer-based delivery format. This test is approved for use at all ESL levels of the NRS until February 2, 2021.
4. *Comprehensive Adult Student Assessment Systems (CASAS) Reading Assessments (Life and Work, Life Skill, Reading for Citizenship, Reading for Language Arts—Secondary Level)* – Forms 27,28, 81, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, and 952X are approved for use on paper and through the computer-based delivery format This test is approved for use at all ESL levels of the NRS until February 2, 2021.

months prior to eligibility determination. *It should also be noted that in contrast to the initial assessment described above, if the Service Provider wishes to report a measureable skills gain after program enrollment under the measureable skills gain performance indicator, an NRS-approved assessment for both the pre- and post-test measure of an individual’s EFL (Educational Functioning Level) must be utilized.*

³⁰ For additional information, access the Federal Register published on September 7, 2017 ([82 FR 42339](#)).

³¹ For additional information, access the Federal Register published on February 5, 2018 ([83 FR 5087](#)).

³² For additional information, access the Federal Register published on September 21, 2018 ([83 FR 47910](#)).

5. *Tests of Adult Basic Education Complete Language Assessment System-English (TABE/CLAS-E)* – Forms A and B are approved for use on paper. This test is approved for use at all ESL levels of the NRS until February 2, 2021.

Career Pathway – A combination of rigorous and high-quality education, training, and other services that:

1. Aligns with the skill needs of industries in the economy of the State or regional economy involved;
2. Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships;
3. Includes counseling to support an individual in achieving the individual's education and career goals;
4. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
5. Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
6. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
7. Helps an individual enter or advance within a specific occupation or occupational cluster.

[WIOA, section 3(7)]

Career Planning – The provision of a client-centered approach in the delivery of services designed:

1. To prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and
2. To provide job, education, and career counseling, as appropriate during program participation and after job placement.

[WIOA, section 3(8)]

Collateral Contact – Collateral contacts are documented telephone verifications or in-person conversations with an appropriate individual that verifies an eligibility criterion. These contacts are documented through the use of a *Telephone Verification/Document Inspection Form*.

[NoRTEC Policy]

Comprehensive Guidance and Counseling – Comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service. [Regs, 681.510]

Corroborative Witness – A person who personally knows or can identify the WIOA applicant and who is reasonably likely to be able to verify the applicant’s statement. Such verification may be accomplished by having the witness sign an *Applicant Statement Form* or by the completion of a *Telephone Verification/Document Inspection Form*. [NoRTEC Policy]

Dependent Children – Individuals who are:

1. Claimed as a dependent on their parent’s income tax; AND
2. (a) Under 18, not an emancipated minor, and living in a single residence with their parent(s) or guardian(s); or
(b) Age 18 and living in single residence with their parent(s) or guardian(s); or
(c) Ages 19-24, living in a single residence with their parents(s) or guardian(s), and a full-time student.

[NoRTEC Policy (based upon IRS definition of a “dependent”)]

Documentary Evidence - The collection of documentary evidence is the preferred method of documentation to establish eligibility under WIOA. Documentary evidence is “source documentation” obtained from an official entity/agency that verifies a particular eligibility criterion. Examples of entities/agencies that provide source documentation include, but are not limited to: TANF/CalWORKS, foster care agencies, probation departments, juvenile justice system, Employment Development Department, California Department of Rehabilitation, secondary schools, community colleges, universities, etc. [NoRTEC Policy]

Documentation – The maintenance of physical evidence in participant files that is obtained during the eligibility determination process. Such evidence may include copies of the source documents, completed *Telephone/Document Inspection Forms* (collateral contacts) and signed *Applicant Statement Forms*. [NoRTEC Policy]

Dropout – An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. An individual who has dropped out of postsecondary education is not a “school dropout” for purposes of youth program eligibility. If a youth, at the time of eligibility determination, has not received a high school diploma or a recognized equivalent, and is not attending any school, he/she is considered a dropout and is an OSY. A dropout only includes an individual who is currently a secondary school dropout and does not include a youth who previously dropped out of secondary school, but subsequently returned prior to enrollment. [WIOA, section 3(54), DOL TEGl 21-16]]

Education Offered Concurrently with and in the Same Context as Workforce Preparation Activities and Training for a Specific Occupation or Occupational Cluster (Youth Program - Element 5) – 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.

Programs developing basic academic skills, which are included as part of alternative secondary school services and dropout recover services (Youth Program Element 2), workforce

preparation activities that occur as part of a work experience (Youth Program Element 3), and occupational skills training (Youth 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. [Regs, 681.460; DOL TEGL 21-16]

Emancipated Minor – Any person under the age of 18 whom:

1. Has entered into a valid marriage, whether or not such marriage was terminated by dissolution;
2. Is on active duty with any of the armed forces of the United States of America; or
3. Has received a declaration of emancipation pursuant to California Family Code 7122.

[Reference: The California Family Code, Section 7002]

English-Language Learner – An individual who has limited ability in writing, speaking, or comprehending the English language, and—

1. Whose native language is a language other than English; or
2. Who lives in a family or community environment where a language other than English is the dominant language.

[WIOA Section 3(38)]

Enrollment Date – Enrollment into the WIOA program is the first day the individual receives a service beyond eligibility determination and suitability screening, and is indicated in CalJOBS as the “*date of participation.*”

[NoRTEC Policy]

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

1. Such training must development the skills associated with entrepreneurship, and may include, but are not limited to, the ability to:
 - Take initiative;
 - Creatively seek out and identify business opportunities;
 - Develop budgets and forecast resources needs;
 - Understand various options for acquiring capital and the trade-offs associated with each option;
 - Communicate effectively and market oneself and one’s ideas.
2. Approaches to teaching youth entrepreneurial skills include, but are not limited to:
 - Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start-up and operation.
 - Enterprise development which provides support and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are

needed to begin business operation and by providing more individualized attention to the development of viable business ideas.

- Experimental programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participate in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

[Regs, 681.560]

Family – Two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

1. A husband, wife (including same sex spouses) and dependent children.
2. A parent or legal guardian and dependent children.
3. A husband and wife (including same sex spouses).

See definition of “Dependent Children” for additional information. [Regs, 675.300]

Financial Literacy Education (Youth Program – Element 11) – The financial literacy education element may include activities which:

1. Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
2. Support participants in learning how to effectively management spending, credit, and debt, including student loans, consumer credit, and credit cards;
3. 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;
4. Support a participant’s ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
5. Educate participants about identity theft, ways to protect themselves from identity theft, and how to resolve cases of identity theft and in other ways to understand their rights and protections related to personal identity and financial data;
6. 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.
7. Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling;
8. Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and
9. Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant

strategies and channels, including where possible, timely and customized information, guidance, tools, and instruction.

[Regs, 681.500]

Follow-up Contacts – All youth that have been exited from the program (except for youth who exited with a global exclusion), must be contacted a minimum of four times to gather information about the need for follow-up services, employment and/or school status, and wages (if employed). These contacts shall be conducted and entered into CalJOBS within the first two calendar months following the end of a required contact quarter. Following are timelines associated with exit quarters:

Exit Quarter	First Quarter After Exit	Follow-up Contact Time Period (To Gather Information About First Quarter After Exit)
July 1 – September 30	October 1 – December 31	January 1 – February 28
October 1 – December 31	January 1 – March 31	April 1 – May 31
January 1 – March 31	April 1 – June 30	July 1 – August 31
April 1 – June 30	July 1 – September 30	October 1 – November 30

Exit Quarter	Second Quarter After Exit	Follow-up Contact Time Period (To Gather Information About Second Quarter After Exit)
July 1 – September 30	January 1 – March 31	April 1 – May 31
October 1 – December 31	April 1 – June 30	July 1 – August 31
January 1 – March 31	July 1 – September 30	October 1 – November 20
April 1 – June 30	October 1 – December 31	January 1 – February 28

Exit Quarter	Third Quarter After Exit	Follow-up Contact Time Period (To Gather Information About Third Quarter After Exit)
July 1 – September 30	April 1 – June 30	July 1 – August 31
October 1 – December 31	July 1 – September 30	October 1 – November 20
January 1 – March 31	October 1 – December 31	January 1 – February 28
April 1 – June 30	January 1 – March 31	April 1 – May 31

Exit Quarter	Fourth Quarter After Exit	Follow-up Contact Time Period (To Gather Information About Fourth Quarter After Exit)
July 1 – September 30	July 1 – September 30	October 1 – November 20
October 1 – December 31	October 1 – December 31	January 1 – February 28
January 1 – March 31	January 1 – March 31	April 1 – May 31
April 1 – June 30	April 1 – June 30	July 1 – August 31

Follow-up Services (Youth Program Element – 9) – Follow-up services are critical services provided following a youth’s exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant’s employer, including assistance in addressing work-related problems that may arise.

Follow-up services may also include:

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 (e.g., career awareness, career counseling, and career exploration services); and
5. Activities that help youth prepare for and transition to postsecondary education and training.

All youth³³ must be offered an opportunity to receive follow-up services that align with their individual service strategies. These services must be provided to all participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. [Regs, 681.580]

Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome. [Regs, 681.580]

Foster Care Youth – An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement. This includes youth who were formerly in foster care, but may have returned to their families before turning 18. [DOL TEGL, 2-16]

Global Exclusion Exits – Global exclusion exits are those that remove a youth from both the numerator and the denominator for the calculation of performance standards. They include:

1. Institutionalized
2. Health/Medical
3. Deceased
4. Reservist Called to Active Duty
5. Family Care
6. Relocated to a Mandated Program

Note: These exits must be accompanied by documentation in the participant file—either through documentary evidence from an appropriate entity/agency or collateral contacts with staff from appropriate entities/agencies (newspaper or other published notices may also be used). Self-attestation shall be used to document these exits only after all other attempts to collect documentary or collateral contact verification fail. [NoRTEC Policy]

³³ Youth that are exited under WIOA due to a global exclusion exit are not mandated to receive follow-up services.

Homeless – The term homeless, homeless individual or homeless person includes:

An individual who lacks a fixed, regular, and adequate nighttime residence; and includes

1. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or awaiting foster care placement;
2. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify homeless because the children are living in circumstances described in items 1-3 above.

[Section 725(2) of the Stewart B. McKinney Homeless Assistance Act]

Incentive Payments – Incentive payments to youth participants are permitted for recognition and achievement ***directly tied to training activities and work experiences***. They must be tied to the goals of the specific program, and outlined in writing before the commencement of the program.

Incentive payments may not be offered for “seat time” alone; they shall be paid only when an accomplishment is documented, and must be offered to all youth participating in similar activities. Per guidance from DOL issued in TEGL 21-16, incentive payments must be in accordance with the requirements contained in Uniform Guidance under 2 CRF part 200. In accordance with Uniform Guidance, incentives must not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment. “Cash” gift cards are permissible, but Service Providers must have internal controls in place to “safe guard” these gift cards, just like they do with cash.

In TEGL 2-16, DOL stated that while incentives could be used as motivators for various activities such as recruitment, submitting eligibility documentation, and participation in the program, they should not be used for these purposes. Incentives paid for with WIOA funds “must be connected to recognition of achievement of milestones in the program tied to work experience, education, or training.” Therefore, incentive payments for such activities as “assessment workshops” or “checking in during the follow-up period,” are not allowable. Incentives can be paid for workshop completion, if those workshops are tied directly to work experience (includes “WEX”, internships, and OJTs), education, or training. Payment for successful attainment of a degree or certificate or successful completion of a training activity would also be allowable.

Each service provider must have a written incentive payment policy for youth, submitted to and approved by NoRTEC, prior to offering such payments. This policy shall provide the types of incentive payments being offered (i.e., what activity the youth is participating in and how success is measured), and the amount of the incentive payment.

Incentive payments are not classified as a supportive service under WIOA, so financial need does not need to be documented to provide an incentive payment to youth.

[Regs, 681.640; DOL TEGL 21-16; NoRTEC Policy]

Individual Service Strategy (ISS) – Upon enrollment into the WIOA youth program, a participant must work in cooperation with a case manager to develop, based upon an objective assessment and career planning, an individual service strategy (ISS) that identifies career pathways that include education and employment goals, and identifies achievement objectives and an appropriate mix of services. [WIOA, section 129(c)(1)(B); Regs, 681.420]

Individual with a Disability – The term disability means, with respect to an individual:

1. A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
2. A record of such impairment; or
3. Being regarded as having such impairment³⁴.

[Americans with Disabilities Act of 1990, As Amended, 42 U.S. Code 12102 – Definition of a Disability]

Job Shadowing - Job shadowing is a work experience option where youth learn about a job by walking through the work day as a “shadow” to a competent worker. This is a temporary, unpaid exposure to the workplace in an occupational area of interest to the youth participant. This allows the youth to witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. It can last a few hours or be extended to a week or more, and should be designed to increase career awareness, help model behavior through examples, and reinforce the link between academic classroom learning and occupational work requirements. It provides an opportunity for youth to conduct short interviews with people in their prospective professions to learn more about those fields, much like an expanded informational interview. [DOL TEGL 21-16]

Leadership Development Opportunities (Youth Program Element 6) – Opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as:

1. Exposure to postsecondary educational possibilities;
2. Community and service learning projects;
3. Peer-centered activities, including peer mentoring and tutoring;
4. Organizational and team work training, including team leadership training;
5. Training in decision-making, including determining priorities and problem solving;
6. Citizenship training, including life skills training such as parenting and work behavior training;
7. Civic engagement activities which promote the quality of life in a community; and

³⁴ Note: “Impairment” does not mean impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six months or less. [42 U.S. Code 12102]

8. Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

[Regs, 681.520; DOL TEGL 21-16]

Not Attending School – An individual who is not attending a secondary or postsecondary school is considered to be not attending school. In addition, individuals enrolled in any of the following programs would be considered an Out-of-School Youth (OSY) for eligibility purposes:

1. WIOA Title II Adult Education, Job Corps, high school equivalency program, or dropout re-engagement programs.
 - A youth attending a high school equivalency program funded by the public K-12 school system, who is classified by the school system as still enrolled in school are the exception—these youth would be considered ISY [Regulations, section 681.230]
2. Non-credit bearing postsecondary classes only. [TEGL 21-16]
3. A charter school program that provides instruction exclusively in partnership with WIOA, federally-funded YouthBuild programs, federal Job Corps training or instruction, California Conservation Corps, or a state certified local conservation corps (in alignment with EC Section 47612.1).

Objective Assessment – A process that identifies the academic levels, skill levels, and service needs of each participant. Such assessment shall also include a review of basic skills, occupational skills, prior work experience, employability interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs for the purpose of identifying appropriate services and career pathways for participants. Youth also need access to reliable information about career opportunities (based on labor market information) that provide living wage, including information about education, entry requirements, and income potential. Youth with disabilities may also need information on benefits planning, workplace supports (e.g., assistive technology), and accommodations, and may also benefit from less formalized career-related assessment such as discovery techniques.³⁵

Assessments must also consider a youth's strengths, rather than just focusing on areas that need improvement. This information shall also be utilized to develop an Individual Service Strategy (ISS) for each participant. [WIOA, section 129(c)(1)(A); Regs, 681.420; DOL TEGL, 21-16]

Occupational Skills Training (Youth Program Element – 4) – Occupational Skills Training is 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. Priority consideration must be given to training programs that lead to recognized postsecondary credential that align with in-demand industry sectors or occupations in the local area. Such training must:

³⁵ These assessment may be provided directly through WIOA youth program staff, and/or through referrals to national and community-based partners and resources.

1. Be outcome oriented and focused on an occupational goal specified in the Individual Service Strategy (ISS);
2. Be of sufficient duration to impart the skills needed to meet the occupational goal;
3. Lead to the attainment of a recognized postsecondary credential; and
4. Be listed on the State of California's Eligible Training Provider List (ETPL).

[Regs, 681.540]

Note: WIOA Youth funds may not be utilized to fund an ITA for Out-of-School Youth with a training provider that is headquartered outside of California and does not have an in-state training facility, even if the provider is listed on another State's ETPL.

Offender – Any adult or juvenile:

1. Who is or has been subject to any stage of the criminal justice process, for whom services under the WIOA may be beneficial; or
2. Who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction. [WIOA, section 3(38)]

Other Responsible Adult – For purposes of authorizing a minor to participate in WIOA programs, the signature of a parent, guardian, or other responsible adult is required. This provision allows the local areas to enroll minors with the authorization of individuals other than a parent or legal guardian.

The definition of "other responsible adult" includes:

1. A relative with whom the individual resides;
2. An adult who has been delegated custodial or administrative responsibilities in writing, either temporarily or permanently, by parents or by an appropriate agency;
3. An agency or organization representative who is in a position to know the individual's circumstances (i.e., that they could not get a parent's or guardian's signature authorizing participation). Examples include: a clergy person, a school teacher or other school official, a probation or other officer of the court, a foster parent;
4. A representative of an agency which provided support services to the individual and who is aware of the individual's circumstances (i.e., that they cannot get a parent's or guardian's signature authorizing participation). Examples include: a social worker, a homeless shelter official, a child protective worker, a health clinic official; and
5. Other responsible adult (individuals who do not fit in categories 1-4 above require prior NoRTEC approval).

[NoRTEC Policy]

Out-of-Family Youth – Court adjudicated youth separated from the family (including incarcerated youth), homeless, runaway, and emancipated youth. For purposes of determining income eligibility, out-of-family youth are considered a "family of one." [NoRTEC Policy]

Out-of-Home Placement³⁶ - Out-of-home care encompasses the *placements* and services provided to children and families when the children must be removed from their homes because of child safety concerns, as a result of serious parent-child conflict, or to treat serious physical or behavioral health conditions which cannot be addressed within the family.

Performance Indicators/Standards – Performance indicators for the youth program are negotiated between NoRTEC and the State. The indicators include:

1. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.
2. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program.
3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
4. The percentage of program participants who obtain a recognized degree or postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program³⁷.
5. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measureable skill gains towards such a credential or employment.

[WIOA, section 116(b)(2)(A)(ii)]

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

1. Positive attitudinal development;
2. Self-esteem building;
3. Openness to work with individuals from diverse backgrounds;
4. Maintaining healthy lifestyles, including being alcohol and drug free.
5. Maintaining positive social relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting.
6. Maintaining a commitment to learning and academic success;
7. Avoiding delinquency; and
8. Positive job attitudes and work skills.

[Regs, 681.530]

Postsecondary School – California community colleges and accredited public and private universities. [EC Section 66010; State of California Directive WSD 17-07]

³⁶ US Department of Health & Human Services: <https://www.childwelfare.gov/topics/outofhome/overview/>

³⁷ Program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within one year after exit from the program. [WIOA, section 116(b)(2)(iii)]

Pre-Apprenticeship Program

A pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”) and referred to as “registered apprenticeship” or a “registered apprenticeship program” and includes the following elements:

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

[Regs, 681.480]

Pregnant or Parenting Youth – A female who is under 25 years of age and pregnant, or a youth (male or female) who is providing custodial or non-custodial care for one or more dependents under age 18. [DOL TEGL, 21-16]

Requires Additional Assistance to Complete an Educational Program

An individual:

1. Who is attending an alternative school/education program, is credit deficient, or has attendance and/or discipline problems (secondary school); or
2. Who is at risk of dropping out of secondary school, as identified by a referral from a school staff person, probation officer, or other responsible adult due to chronic attendance or discipline problems, educational underachievement, or other indications which have been adopted by the local school, or
3. Who enrolled and began attending community college or vocational training and is unable to complete the program, or is on academic probation.

[NoRTEC Policy]

Requires Additional Assistance to Secure and Hold Employment

An individual:

1. Who has been fired from a job within the 12 months prior to application; or
2. Who has never held a full-time job (30+ hours per week) for more than 13 consecutive weeks

[NoRTEC Policy]

Runaway Youth – A person under 18 years of age who absents himself or herself from home or place of legal residence without the permission of his or her family. [NoRTEC Policy]

Selective Service/Military Status – Each male individual participating in any program or activity established under WIOA, or receiving any assistance or benefit under WIOA, must comply with Section 3 of the Military Selective Service Act. [WIOA, section 189(h)]

All males who are at least 18 years of age and born after December 31, 1959, and who are not in the armed services on active duty must be registered. For more information on who must register, visit: <http://www.sss.gov/FSwho.htm>

Note: Males who are under 18 as of the date of participation, but turn 18 before exiting from the WIOA program, must register for selective service to continue in the program and documentation of the registration must be placed in the participant file.

Self-Attestation - A method of documenting eligibility criteria under WIOA. This method is to be used only when documentary evidence is unavailable and a collateral contact (documented through the use of a *Telephone Verification/Document Inspection Form*) is not an option. A Self-Attestation by the participant (or other appropriate party) shall be documented through the use of an *Applicant Statement Form*, which must be signed by the individual making the statement. [NoRTEC Policy]

Supportive Services (Youth Program Element 7) – Supportive services for youth are services that enable an individual to participate in WIOA activities. These services include, but are not limited to:

1. Linkages to community services;
2. Assistance with transportation;
3. Assistance with child care and dependent care;
4. Assistance with housing;
5. Assistance with educational testing;
6. Reasonable accommodations for youth with disabilities;
7. Legal aid services;
8. Referrals to health care;
9. Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear;
10. Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
11. Payments and fees for employment and training-related applications, tests, and certifications.

[Regs, 681.570; DOL TEGL 21-16]

Tutoring, Study Skills Training, Instruction, and Dropout Prevention Services (Youth Program – Element 1) – This youth program element is defined in section 681.460(a)(1) of the regulations and includes tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.

Tutoring, study skills training, and instruction that lead to a *high school diploma* are reported under this program element. These services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Tutoring, study skills training, and instruction can be provided one-on-one, in a group setting, through resources, and workshops.

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

As a point of clarification, dropout recovery strategies that lead to completion of a recognized high school equivalency are included in both this youth program element and Element 2, “Alternative Secondary School Services or Dropout Recovery Services” (see definition on this attachment), but they shall NOT be reported under this program element. For documentation purposes, those services aimed at getting a youth who has dropped out of secondary education back into a secondary school or alternative secondary school/high school equivalency program and preparing them for high school equivalency attainment, shall be reported under Element 2.

Finally, it should also be noted that while this program element and the “Occupational Skills Training” program (Element 4) both contain language discussing services leading to recognized postsecondary credentials, training services that lead to recognized postsecondary credential shall only be reported under Element 4. [DOL TEGL, 21-16]

Work Experiences, Paid and Unpaid (Youth Program Element 3) – Work experiences are defined in section 681.600, and are a planned, structured learning experience that takes place in a workplace for a limited period of time in the private-for-profit sector, the non-profit sector, or the public sector, and provide the youth with opportunities for career exploration and skill development.

Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law exists.³⁸ Work experiences provide the youth participant with opportunities for career exploration and skill development.

Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education³⁹ may occur inside or outside the worksite.

The types of work experiences include the following categories:

³⁸ Consistent with 680.840 of the Regulations, funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage.

³⁹ Refer to the expanded definition of *academic and occupational education* that appears in this attachment.

1. Summer employment opportunities and other employment opportunities available throughout the school year;
2. Pre-apprenticeship programs;
3. Internships and Job Shadowing⁴⁰; and
4. On-the-job (OJT) training⁴¹.

Note: OJT training may only be provided to youth participants, aged 18-24, unless prior written permission from NoRTEC is obtained prior to the start of the OJT. See NoRTEC's [OJT Policy](#) for additional details.

[Regs, 681.600]

⁴⁰ Job shadowing is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant and may last anywhere from a few hours to a week or more.

⁴¹ OJT is defined in WIOA, section 3(44) and in section 680.700 of the Regulations.