

3.2.6 YOUTH PARTICIPANT ELIGIBILITY FOR WIOA

I. OUT-OF-SCHOOL YOUTH. —WIOA § 3 (46) and 129 (a) (1) (B) The term "out-of-school youth" means an individual who is:

- A. Not attending any school (as defined under state law as a public, private, or home study program that meets requirements under O.C.G.A. § 20-2-690); However, for purposes of WIOA, USDOL does not consider providers of Adult Education under Title II of WIOA, YouthBuild programs, and Job Corps programs to be schools. Therefore, WIOA youth programs may consider a youth to be out-of-school youth for purposes of WIOA youth program eligibility if he/she is attending Adult Education provided under Title II of WIOA, YouthBuild, or Job Corps. It is the policy of OWD that student attendance at a post-secondary institution qualifies as "attending school" and does not apply to this section.
- B. Between the ages of 16 and 24 years old at the time of enrollment and one or more of the following:
 - i. A school dropout;
 - ii. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete quarter or semester. The definition of a quarter or semester is based on how a local school district defines the terms;
 - iii. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient (as defined below in section 3.2.6(V)) or an English language learner;
 - iv. An individual who is subject to the juvenile or adult justice system;
 - v. A homeless individual (as defined in § 41403 (6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043 e-2 (6)), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434 a (2)), a runaway, in foster care or has aged out of the foster care system, 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;
 - vi. An individual who is pregnant or parenting;
 - vii. A youth who is an individual with a disability;
 - viii. A low income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment; The term "requires additional assistance" is defined as facing one or more of the following:
 - a. Educational Barriers
 - i. In School (secondary or postsecondary) with a Grade Point Average of less than 2.0
 - ii. Has quit secondary or postsecondary program without attaining a recognized credential
 - iii. Has repeated at least one secondary grade level
 - iv. One or more years behind modal grade for one's age group, with particular emphasis on those two or more years behind modal grade

Deleted: The term "requires additional assistance" is defined by local policy

- v. Below average academic test scores relative to students in his/her class with particular emphasis on those in the bottom 25% of the test score distribution
 - vi. Placed on probation, suspended from school, or expelled from school one or more times during the past two years
 - vii. Documented behavioral problems at school
 - viii. Are deemed at risk of dropping out of school by a school official
 - ix. Have received court agency/referrals mandating school attendance
 - x. For each year of secondary education, are at least two semester credits behind the rate required to graduate from high school
- b. Employment Barriers
 - i. Has never held a job
 - ii. Has been fired from a job within the 12 months prior to program application
 - iii. Has never held a full-time job for more than 13 consecutive weeks
 - iv. Has a family history of chronic unemployment, including long-term public assistance
 - v. Has been unemployed six months out of the last two years
 - vi. Little or no successful work experience, a long and unsuccessful work search, or little to no exposure to successfully employed adults
 - vii. High school graduate who has not held a full-time regular job for more than three consecutive months
- c. Living Arrangements
 - i. Resides in a non-traditional household setting (i.e., single parent, lives with unofficial guardian, latchkey, grandparents, domestic partners, etc.)
 - ii. Lives with only one or neither of his/her natural parents
 - iii. Lives in public housing
 - iv. Lives in a federally-designated high poverty area such as a census tract
- d. Medical/Social/Family Barriers
 - i. Lacks parental support
 - ii. Has emotional, medical, physical, cognitive, or psychological impairment which creates a significant impediment to employment
 - iii. Has been referred to, or is being treated by, and agency for a substance abuse related problem
 - iv. Has experienced recent traumatic events, is a victim of abuse, or resides in an abusive environment as documented by a school official or professional
 - v. Faces significant personal challenges including dysfunctional domestic situation, lack of supportive services, documented behavioral problems, and substance abuse by the youth or family members
- e. Characteristics

- i. Children of incarcerated parents
- ii. Emancipated youth
- iii. Immigrant or refugee
- iv. Migrant youth