WorkSource Youth Program Resource Guide

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WORKSOURCE GEORGIA SYSTEM MAIN OFFICE, 1800 CENTURY PL NE SUITE 150, ATLANTA GA, 30345

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1 | Background and Purpose

Under Title I of the Workforce Innovation and Opportunity Act of 2014, formula funds are provided to states, which in turn provide Local Workforce Development Areas (LWDAs) resources to deliver a comprehensive array of youth services that focus on assisting out-of-school youth (OSY) and in-school youth (ISY) with one or more barriers prepare for post-secondary education and employment opportunities, attain educational and/or skills training credentials, and secure employment with career/promotional opportunities.

WIOA Section 129 introduced key investments in OSY and Work Experience (WEX). Specifically, it increased the minimum OSY expenditure rate from 30% under WIA to 75% under WIOA, and introduced a 20% WEX expenditure requirement. Additionally, it added new program elements, increasing the number of required youth program elements from 10 under WIA to 14 under WIOA.

The purpose of the WorkSource Georgia Youth Resource Guide is to provide a baseline reference tool for WIOA youth practitioners throughout the state of Georgia. This guide will be a living document, constantly updated based on input from local case managers, youth staff, service providers, subject matter experts, and other relevant stakeholders. The Office of Workforce Development (OWD) at the Technical College System of Georgia (TCSG) will oversee the dissemination and updates of this guide. For questions, comments, or suggestions, please contact the Strategic Populations Manager at OWD.

2 | Eligibility

- A youth participant's eligibility is determined at intake. Therefore, the youth remains eligible for youth services until exited. For example, an individual who is an OSY at time of enrollment and is subsequently placed in school is still considered an OSY. Additionally, an individual who is an OSY between the ages of 16-24 at the time of enrollment, and is now beyond the age of 24, is still considered an OSY until exited. Also, an individual who is an ISY and between the ages of 14-21 at the time of enrollment, and is now beyond the age of 21, is still considered an ISY until exited.

- **OSY Eligibility**
  - o In order to receive services as an OSY, an individual must meet the following eligibility criteria:
    - Not attending any secondary or postsecondary school (not including Title II Adult Education, YouthBuild, Job Corps, high school equivalency programs [exceptions in definitions], non-credit bearing postsecondary classes, dropout re-engagement programs or charter schools with federal and state workforce partnerships);
    - Age 16-24 years old; and,
    - One or more of the following barriers:
      - A school dropout.
      - A 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.
      - A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner.
      - An justice involved- individual.
      - A homeless individual or a runaway.
      - 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, or in an out-of-home placement.
      - An individual who is pregnant or parenting (custodial and non-custodial parent including non-custodial fathers).
      - An individual with a disability.

- A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

- **ISY Eligibility**
  - In order to receive services as an ISY, an individual must meet the following eligibility criteria:
    - Attending school, including secondary and postsecondary school;
    - Age 14-21 years old (A youth with disabilities who is in an individualized education program at the age of 22 may be enrolled as an ISY [TEGL 21-16 and EC 56026]);
    - Low income individual; and,
    - Meets one or more of the following barriers:
      - Basic skills deficient.
      - An English language learner.
      - An justice involved- individual.
      - A homeless individual or runaway.
      - 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, or in an out-of-home placement.
      - Pregnant or parenting (custodial and non-custodial parent including noncustodial fathers).
      - An individual with a disability.
      - An individual who requires additional assistance to complete an educational program or secure and hold employment

- **Low-Income**
  - Under WIOA, a youth who receives or is eligible to receive a free or reduced lunch under the Richard B. Russell National School Lunch Act, is considered to be low-income. While the free/reduced lunch low-income category primarily applies to ISY, OSY may also qualify as low income if the youth is a 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. However, not all youth who receive a free or reduced priced lunch automatically qualify as low-income for the WIOA youth program eligibility. In areas where a school district subsidizes all student meals under the Hunger-Free Kids Act of 2010, the Local Area must base low-income status on an individual student's eligibility to receive free or reduced price lunch or on the youth's ability to meet one of the other low-income categories under WIOA.
  - A youth living in a high-poverty area is automatically considered to be a low-income individual. A high-poverty area is a Census tract or county that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey (ACS) 5-Year data. Local Areas may access ACS 5-Year data on the U.S. Census Fact Finder website to determine the poverty rate. TEGL 21-16. For additional information on determining high poverty areas review section 12 of this resource guide.

- **Low-Income Exception**
  - WIOA maintains a 5% low-income eligibility exception where 5% of local area youth participants who ordinarily would need to be low-income do not need to meet the low-income provision. However, because not all OSY are required to be low-income, the 5% low-income exception under WIOA is calculated based on the 5% of youth enrolled in a given program year who would ordinarily be required to meet the low-income criteria.
  - For additional information on determining high poverty areas review section 12 "Instructions on Determining High-Poverty Areas" of this resource guide.

- **Requires Additional Assistance**
  - Under WIOA, no more than 5% of ISY enrolled in a given program year may be found eligible based solely on meeting the criterion, "requires additional assistance." This limitation applies to ISY enrolled on or after July 1, 2015. Therefore, participants that were enrolled under WIA and carried into WIOA would not be factored in.
  - See State Policy manual Sec. 3.2.6 for State definition of Requires Additional Assistance and/or review section 10 "Definitions" of this resource guide.

- **Documentation of Eligibility**
  - General Documentation Principles
    - Documentation consists of records, certificates, documents, identification cards, and other items, which can be photocopied and included in the participants' files. Source documents include documents issued by a governmental entity, i.e. driver's license, library card, and private documents such as utility bills, paycheck stubs, or termination notices. Other evidence that would be completed could include telephone/document inspection forms, and a signed self-certification, the local application form, or WIOA Registration form.
    - Written statements from government, education, judicial, human services or other appropriate sources may be used to document eligibility. Staff may document eligibility through oral contact with the same resources that could provide written statements. In documenting oral contact, the following information should be included:
      - date of contact;
      - person/agency contacted, including name, address, and phone number;
      - information provided, ensuring the potential participant's name is noted; and
      - signature/initials of person making contact.
    - All elements used to determine a youth as eligible for the WIOA youth program must be documented, and the documentation must be kept in the customer's record. Case notes must be recorded directly to the WorkSource Georgia Portal.

  - Documentation of Disability
    - Under WIOA, "individual with a disability'' means an individual with any disability as defined in Section 3 of the Americans with Disabilities Act (ADA) as follows:
      - a physical or mental impairment that substantially limits one or more of the major life activities of such individual;
      - a record of such an impairment; or
      - being regarded as having such an impairment.

- In accordance with TEGL 23-19, there are only three types of documentation that should be used to document disability status for eligibility purposes or proof for a reasonable accommodation:
  - Self-attestation;
  - School Section 504 records provided by the participant; or,
  - Assessment test results.

  School Section 504 records provide information on the accommodations students with disabilities receive while attending school.
- A participant's disability is considered protected personal information. Any hard copy document that includes a specific diagnosis must be kept in a confidential file.
- For additional information on confidentiality review State Policy 4.5 Confidentiality and Security

o English Language Learner
- To be eligible as an English Language Learner, a participant must meet two components:
  - Have limited ability to read, write, speak, or comprehend English criterion, AND either:
    a. have a native language other than English, OR
    b. live in family/or community environment where a language other than English is the dominant language.
    c. Acceptable documentation of "limited ability to read, write, speak, or comprehend English" would be an objective assessment or school records.

o Self-Attestation
- A statement attesting to the veracity of certain eligibility criteria may be used under certain circumstances. The statement must be signed by the customer and a local area representative.. Examples of eligibility criteria that may be documented with a self-attestation are:
  - School dropout;
  - Youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year or calendar quarter;
  - Homeless/runaway;
  - Pregnant or parenting;
  - Justice involved- individual;
  - Requires additional assistance; or
  - English Language Learner
  - Disability (if isn't the sole eligibility determinant). For additional information, review State Policy 4.5.2 Storage of Confidential Information.

- **Victims of Human Trafficking**
  o Under section 107(b) of the Trafficking Victims Protection Act (TVPA), an alien who is a victim of a severe form of trafficking is eligible for WIOA on the same basis as individuals with refugee status under section 207 of the Immigration and Nationality Act. The USDOL issued TEGL 19-01, Change 1, which declares that states

may not deny services available to victims of severe forms of trafficking based on their immigration status. To confirm eligibility as a victim of severe form of human trafficking, an alien may present a letter of certification from the Department of Health and Human Services (HHS), a "T" Visa, or a HHS Letter of Eligibility (minors). The complete TEGL, which provides additional guidance on assisting victims of human trafficking (including what to do if a person needs immediate assistance), can be found at: https://wdr.doleta.gov/directives/attach/TEGL19-01C1.PDF

- **Deferred Action for Childhood Arrivals (DACA)**
  - USDOL issued TEGL 2-14, which provides guidance to States and grantees concerning the eligibility of individuals granted relief under the Deferred Action for Childhood Arrivals (DACA) Initiative participants for Workforce Investment Act and Wagner-Peyser Act Programs. Acceptable documentation for employment authorization must include self-attestation at a minimum. For an otherwise program eligible DACA participant to receive funded services under WIOA, the individual must provide documentation of their employment authorization. For additional information, the TEGL can be accessed here: http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7233

- **Selective Service Registration**
  - All male United States (US) Citizens and male aliens living in the US born on or after January 1, 1960, aged 18 to 25, must register with Selective Service. Selective Service Registration requirements can be found at www.sss.gov by clicking on "Registration Info". To check a registration, go to www.sss.gov/must.htm and click on "Check a Registration." Registration may be completed online at: https://www.sss.gov/RegVer/wfRegistration.aspx

- **Requirements for Youth Who Turn 18 While Enrolled in a WIOA Youth Program**
  - TEGL 11-11 states the following: "If a male turns 18 while participating in WIOA-funded services, registration with Selective Service must be completed no later than 30 days after he becomes 18 in order to continue to receive WIOA-funded services. If a man under the age of 26 refuses to register with the Selective Service, WIOA-funded services must be suspended until he registers." For additional information see the TEGL at http://wdr.doleta.gov/directives/corr_doc.cfm?docn=9313

- **Determining Eligibility for Priority of Service under the Jobs for Veterans Act**
  - Public Law 107-288, The Jobs for Veterans Act (JVA), requires that otherwise eligible veterans be given priority of service for federal job training programs. This means that a veteran or eligible spouse either receives access to a service earlier in time than a non-covered person, or, if financial resources are limited, the veteran or eligible

spouse receives access to the service instead of the non-covered person. A "covered" person is defined as any veteran or eligible spouse. A "non-covered" person is defined as any individual who neither meets the definition of veteran nor the definition of eligible spouse. The following are used to determine eligibility for priority of service over non-covered individuals for receipt of services (covered person). This priority is only used if the person is already eligible under one of the WIOA programs.

- Veteran (defined as an individual who served in the active military, naval or air service and who was discharged or released wherefrom under conditions other than dishonorable. This also applies to guard and reserve members activated for active duty training).
- Spouse of any of the following:
  - Any veteran who died of a service connected disability;
  - Any member of the Armed Forces on active duty, who at the time of application for assistance under this section, is listed in one of the following categories for at least 90 days: missing in action; captured in line of duty by hostile force; forcible detained or interned in line of duty by a foreign government or power;
  - Any veteran who has a total disability resulting from a service-connected disability; or,
  - Any veteran who died while a disability so evaluated was in existence.

o To see examples of acceptable documentation, please reference the Resource Guide for the PY18 Crosswalk. https://www.tcsg.edu/wp-content/uploads/2019/06/WorkSource-Georgia-Resource-Guide-for-Crosswalk-PY18-v4.pdf

- **Priority of Service**
  - o This means that a veteran or eligible spouse either receives access to a service earlier in time than a non-covered person, or, if the resource is limited the veteran or eligible spouse receives access to the service instead of the non-covered person. (TEGL 10-09)

- **Family Income**
  - o Family income is the income received from included sources of income of all members of the "family" as defined in the "definitions" section of this resource guide. It includes total annual cash receipts before taxes from all sources; the list of "Included Income" and "Excluded Income" are provided below. Family size shall be the maximum number of family members during the income determination period. Individuals with disabilities are considered family of one. For separated or divorced applicants, income is prorated depending on the length of time during the last six months the applicant lived with the other wage earner.
  - o Included Income
    - Unemployment compensation
    - Social Security Disability Insurance payments
    - Old age and survivors insurance benefits received under Social Security Act Section 202
    - Child Support payments, including foster care child payments
    - Monetary wages, salaries, commissions and tips, before any deductions
    - Net receipts from non-farm self-employment (receipts from a person's own unincorporated business, professional enterprise, or partnership after deductions

for business expense)
- 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
- Alimony (excludes one-time property settlements)
- Financial assistance from outside the household-regular payments received form non-household members or absent family members (excludes gifts or sporadic assistance)
- Pensions, whether private or government employee (including military retirement pay)
- Regular insurance or annuity payments
- College or university grants, fellowships, and assistantships, other than needs-based
- Dividends, interest, net rental income, net royalties, periodic receipts from estates or trusts
- Net gambling or lottery winnings
- Terminal leave pay, severance pay or a cash out of accrued vacation leave
- Disaster Relief Employment Wages
- On-the-job training wages

o Excluded Income
- Strike benefits received from union funds
- Cash Welfare payments (including Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), Refugee Cash Assistance (RCA), and General Assistance (GA))
- Financial assistance under Title IV of the Higher Education Act, (Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, State grants for higher education. PLUS, Stafford and Perkins loans, like any other loan, are debt, not income.)
- Needs-based scholarship assistance
- Income earned while on active military duty and certain other veterans' benefits (compensation of service-connected disability, family compensation for service connected death, vocational rehabilitation, and educational assistance)
- Allowances received while serving on active military duty (cost of living, overseas cost of living, clothing, dislocation, housing, travel, per diem, and subsistence)
- Capital gains
- Any assets withdrawn from a financial institution, or proceeds from 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 fringe benefits, food or housing received in lieu of wages
- Medicare, Medicaid, Food Stamps, school meals and housing assistance
- Allowances, earnings and payments made to participants of Federally Assisted Needs Based Employment and Training Programs, including WIOA (except on the job training wages)

- Job Corps payments
- Stipends received in the following programs: VISTA, Peace Corps, Foster Grandparents, Retired Senior Volunteer Program, AmeriCorps, and NJ Youth Corps
- National Flood Insurance payments
- Black Lung payments received under the Benefits Reform Act of 1977
- When a federal statute specifically states that income or payments received under such statute shall be excluded in determining eligibility for the level of benefits received under any other federal statute, such income or payments are excluded when determining eligibility for WIOA programs.

o Methods for Calculating Income

- When calculating income, states and local workforce development areas are encouraged to use any one of the following methods. The examples are illustrative only, and local workforce development areas should obtain as many pay stubs as possible.
  - Straight Pay or Salary Method
    - o Under the Straight Pay or Salary Method, the individual supplies a sample of pay stubs covering the most recent six months of family income. There is no variation in the wages for any of the pay stubs submitted for the income verification; therefore, the intake worker calculates the income based upon the wages indicated on one of the pay stubs. The gross income is multiplied by the number of pay periods in the six-month determination period (26, 13, 12, or 6 respectively). The result is multiplied by two, to get the annualized income used to determine eligibility.
    - o Example:
      - Five pay stubs are provided indicating gross wages of $991.00 each. The pay frequency is biweekly (13 times in six-months). The intake worker multiplies the gross wages indicated on the pay stub by the frequency of the pay periods to get income for the six-month determination period. The six months income is multiplied by two to get annualized income. $991.00 x 13 = $12,883.00 x 2 = $25,766.00 Annualized Gross Income
  - Average Pay Method
    - o Under the Average Pay Method, a sample of six pay stubs are submitted which show variation in the gross earnings. The variation may result from overtime, lost time or work for a different employer. In calculating the annualized income, the intake worker must determine the average gross earnings based upon the number of pay stubs provided. To determine the average gross earnings, the intake worker must total the gross earnings of: all pay stubs provided and divide the result by the number of pay stubs. The result will be the average gross earnings per pay period. After determining average gross earnings the intake worker will then determine the pay frequency and multiply the average gross earnings by the number of pay periods in a year.
    - o Example:
      - Participant provides intake worker with six pay stubs with gross earnings of: $534.00, $475.00, $398.00, $534.00, $498.00, and

$534.00. The pay frequency is weekly. The intake worker should do the following: $534.00 + $475.00 + $398.00 + $534.00 + $498.00 + $534.00 = $2,973.00 $2,973.00 / 6 = $495.50 Average Gross Earnings $495.50 x 52 = $25,766.00 Annualized Gross Income

- Year-To-Date Method
  - Under the Year-To-Date method of calculating annualized gross income, the individual provides recent pay stubs with cumulative year-to-date gross earnings indicated on the pay stub. The cumulative year-to-date gross earnings indicate the gross earnings up to the date of the pay period ending date on the pay stub. To compute the annualized income, the intake worker counts the number of pay periods that have occurred since January 1 or from the date of employment if after January 1. The intake worker divides the number of pay periods into the gross year-to-date earnings indicated on the pay stub. The result of this computation (average gross income per pay period) is then multiplied by the number of pay periods in the six-month determination period. The result is then multiplied by two, to determine the annualized gross earnings.
  - Example:
    - Individual provides the intake worker with a recent pay stub indicating year-to-date earnings of $18,829. The pay period ended September 30. The pay frequency is biweekly and the individual has been employed since January 1. Nineteen pay periods have occurred since January 1. The intake worker should do the following: $18,829.00 / 19 = $991.00 Average Biweekly Earnings. $991.00 x 13 (pay periods) = $12,883.00 x 2 = $25,766.00 Annualized Gross Income.
- Intermittent Work Method
  - When an individual has not had steady work with one or more employers, the individual shall supply as many pay stubs as possible and complete an Applicant Statement explaining all missing pay stubs and non-work periods during the last six months. The intake worker totals all wages for the six month period and multiplies the result by two to annualize the gross income. If the individual reports little or no includable income, the individual shall indicate other resources relied upon for support during the last six months on the Applicant Statement. Resources may include gifts, loans, unemployment compensation, etc.

- Personally Identifiable Information (PII)
  - The United States Department of Labor Employment and Training Administration (ETA) issued TEGL 39-11; which provides guidance on the handling and protection of Personally Identifiable Information (PII). PII is information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information, which is linked or linkable to a specific individual. Protected PII is information that, if disclosed, could result in harm to the individual whose name or identity is linked to that information. Examples of protected PII include, but are not limited to: social security numbers (SSNs), credit card numbers, bank account numbers, home telephone numbers, ages, birthdates, marital status, spouse names, educational history, biometric identifiers

(fingerprints, voiceprints, iris scans, etc.), medical history, financial information and computer passwords. The TEGL also provides the following procedures:

- Grantees acknowledge that all PII data obtained through their ETA grant shall be stored in an area that is physically safe from access from unauthorized individuals at all times and will be processed using grantee issued equipment, managed information technology services and designated locations approved by ETA. Accessing, processing or storing grant PII data on personally owned equipment, at off-site locations (e.g., an employee's home, non-grantee managed IT services, etc.) is strictly prohibited unless approved by ETA.
- Before collecting PII or sensitive information from participants, have participants sign releases acknowledging the use of PII for grant purposes only.
- Whenever possible, ETA recommends the use of unique identifiers for participant tracking instead of SSNs. While SSNs may initially be required for performance tracking purposes, a unique identifier could be linked to each individual record. Once the SSN is entered for performance tracking, the unique identifier would be used in place of the SSN for tracking purposes. If SSNs are to be used for tracking purposes, they must be stored or displayed in a way that is not attributable to a particular individual, such as a truncated SSN. For more information, see State Policy section 4.5.

3 | Out-of-School Youth (OSY)

- WIOA shifted the primary focus of youth formula funds to support the educational and career success of OSY. As a result of this shift, the cost per participant under WIOA increased as many OSY require more intensive and costly services. Consequently, fewer participants might be served under WIOA youth programs due to more intensive and costly services for the increased emphasis on the OSY population.

- **OSY Expenditure Requirement**
  - According to the Law, local areas must spend at least 75% of their WIOA youth formula allocation on youth workforce investment activities for OSY (WIOA Section 129 [a][4]). The OSY expenditure rate is calculated after subtracting funds spent on administrative costs.

- The following example illustrates how a local area would calculate its 75% OSY expenditure requirement. In this example, the local area's OSY expenditure requirement is $1,365,000. The local area received $2 million and spent $180,000, or 9%, on administrative costs. The remaining $1,820,000 is subject to the 75% OSY expenditure requirement. Therefore, the local area would be required to spend at least $1,365,000 ($1,820,00 x .75) on OSY. See the table below for reference.

Youth Formula Allocation	Administration Costs	Youth Program Expenditure	75% Requirement
$2,000,000	$180,000	$1,820,000	$1,365,000

- **Youth Expenditure Waiver**
  - The only exception to having to satisfy the 75 percent expenditure rule is if the State has an active time-limited waiver in place that has been approved by ETA. On May 13, 2019, OWD submitted a State Waiver Request to request that the requirement to expend at least 75 percent of funding on the OSY population be lowered to 50 percent for both statewide and local activities. ETA approved the requested waiver for a time-limited period. OWD intends to seek a continuation of the waiver; however, securing the waiver is contingent upon USDOL approval. Therefore, State issued WIGs will provide guidance regarding the implementation of such waiver and will govern the periods for which the waiver is available. For additional guidance, review WIG-PS-19-013.

- **Outreach and Recruitment of OSY**
  - The WIOA Youth Program must operate as a comprehensive, integrated, and streamlined system to provide high-quality services for all youth and young adults. The law also provides a framework through which local areas can leverage other federal, state, and non-federal resources to support successful education and employment outcomes for youth participants.
  - Community outreach and recruitment often represent the first contact youth may have with a community-based employment and training program. Therefore, successful outreach and recruitment of youth must draw on a range of strategies designed to appeal to eligible youth. Approaches that have proven effective in recruiting OSY include the following:
    - Collaborate with partner agencies, community and faith-based organizations, local government and non-government entities, and schools to recruit the hardest-to-reach youth. Actively involve community partners on the outreach and recruitment team. Some examples of strategies to accomplish this include:
      - Identify and partner with organizations to assist in the recruitment and/or referral of youth isolated from mainstream organizations (e.g., youth with disabilities, homeless and runaway youth, teen parents, youth on probation, and youth with limited English proficiency).
      - Conduct presentations for local officials, such as high school principals, juvenile court judges, probation officers, and counselors at drug treatment facilities.
      - Request referrals for OSY from juvenile justice systems, agencies that coordinate services for foster youth or youth on probation.
      - Coordinate with the local health department and clinics serving families to refer pregnant and parenting young adults who may be eligible for program

services.
    - Set up information booths at youth centers, local Boys and Girls Clubs, and public housing developments.
    - Prepare a memorandum of understanding (MOU) about recruitment coordination among two or more youth-serving organizations. Ensure that front-line staff from each partnering agency is familiar with the services provided as well as the eligibility requirements of all partnering agencies.
  - Ask current youth participants to serve as recruiters. Actively involve youth program participants on the outreach and recruitment team. Encourage the youth to speak positively and honestly about their experience. In addition to serving as an effective recruiting strategy, engaging participants in outreach and recruitment promotes youth development. Recruitment serves as "work experience" and youth recruiters learn a sense of responsibility and increase their communication skills.
  - Connect with youth where they are – going to those places where young people are most likely to be found, such as parks, recreation centers, shopping malls, health clinics, clubs, movie theaters, community-based and faith-based organizations, day labor agencies, unemployment offices, emergency food programs, and homeless shelters.
    - Communicate with youth in a way that is most effective for the youth such as cell phone, text message, social media, email, phone calls during outside of business hours, meetings, and scheduled visits.
  - Canvass homes door-to-door, stores, and community centers, particularly in neighborhoods where youth are most likely to be eligible for services.
  - Use strategies such as walking through the neighborhood, engaging youth and others in conversation about the program, distributing brief, easy-to-read, colorful flyers or brochures.
  - Use a "sector approach", dividing the community geographically into areas and assign recruitment teams to each one.
  - Schedule recruitment activities during evening and weekend hours to target those youth who may have been missed during the day.

- **Additional Target Audiences and Outreach**
  - In addition to identifying OSY, other target audiences local areas may use to reach OSY include the following:
    - Parents
    - Community volunteers in youth services and activities such as mentors, tutors, and advocates
    - Community partners
      - Other youth serving agencies and organizations (foster care, juvenile justice, homeless shelters)
      - School districts, 2-year and 4 year colleges
      - Adult education
      - Faith-based organizations
      - Community organizations (Big Brothers Big Sisters, YMCA/YWCA, Communities In Schools)
      - Service organizations (Kiwanis, Elks, Rotary, Lions)
    - Employers

4 | Youth Work Experience (WEX)

- WIOA places a priority on providing youth with occupational learning opportunities through work experience.

- **Work Experience Criteria**
  - o WEX provides ISY and OSY an invaluable opportunity to develop work place skills. Paid and unpaid work experiences must include academic and occupational education (provided either concurrently or sequentially) and may include the following:
    - Summer employment opportunities and other employment opportunities available throughout the school year. Local areas may, but do not have to, provide summer employment opportunities. Under WIA, summer employment was its own program element. Under WIOA, it is incorporated into WEX. Local Areas have the flexibility to decide which work experiences are provided as long as the Local Area spends at least 20 percent of their WIOA youth formula allocation on WEX (Title 20 CFR Section 681.620).

    - Pre-apprenticeship programs. Pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program. Pre-apprenticeship programs include the following elements:
      - Training and curriculum that aligns with the skill needs of employers in the economy of the state or region involved.
      - Access to educational and career counseling and other supportive services, directly or indirectly.
      - Hands-on, meaningful learning activities that are connected to education and training activities.
      - Opportunities to attain at least one industry-recognized credential.
      - 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 (Title 20 CFR Section 681.480)
    - Internships and job shadowing. 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 (TEGL 21-16).
    - On-the-job training (OJT) opportunities. OJT means training by an employer that is provided to a paid participant while engaged in a job that meets the

following criteria:

- Provides knowledge or skills essential to the full and adequate performance of the job.
- Is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant or up to 75 percent in circumstance of extraordinary costs of providing the training and additional supervision related to the training.
- Is limited in duration to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant as appropriate (WIOA Section 3[44]).

o The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries or occupations. For example, if a youth is in a WEX in a hospital, the occupational education could be learning about the duties of different types of hospital occupations such as a phlebotomist, radiology tech, or physical therapist. Whereas, 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. Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific WEX. Further, Local Areas may decide who provides the academic and occupational education component. The academic component may take place inside or outside the work site, and the WEX employer may provide the academic and occupational education component or such components may be provided separately in the classroom or through other means (TEGL 21-16).

o Youth formula funds may be used to pay a participant's wages and related benefits for WEX in the public, private, for-profit or non-profit sectors when the participant's objective assessment and individual service strategy indicate that a WEX is appropriate. Additionally, youth formula funds may be used to pay wages and staffing costs for the development and management of WEX. Allowable expenditures beyond wages may include the following:

- Staff time spent identifying potential WEX opportunities;
- Staff time working with employers to develop the WEX;
- Staff time spent working with employers to ensure a successful WEX;

Youth Formula Allocation	Administration Costs	Youth Program Expenditure	75% Requirement
$2,000,000	$180,000	$1,820,000	$1,365,000

- Staff time spent evaluating the WEX;
- Classroom training or the required academic education component directly related to the WEX;
- Orientation sessions for participants and employers;
- Incentive payment to youth for an achievement directly tied to the WEX; or,
- Employability skills/job readiness training to prepare youth for a WEX.

- **Considerations for Program Design**
  - Worksites
    - Employers committed to helping participants attain work experiences that will provide them with career pathway opportunities are optimal partners. When worksites match participants' interests and goals, both the employers and youth benefit. A combination of public sector, private sector, and non-profit employers, as well as summer and year-round employment opportunities, will help in meeting participants' needs.

  - Compensation
    - When compensating youth with wages or stipends for WEX, local areas or employers of record are expected to adhere to Internal Revenue Service (IRS) guidelines. Understanding the difference between a stipend and wage has specific implications in relation to IRS deductions. The classification of a participant, specifically the employer-employee relationship, is a key factor used by the IRS to determine whether withholding taxes is applicable. Other related factors which impact payments in the form of wages or stipends associated with WEX are that they are counted as earnings when a participant is currently collecting Unemployment Insurance (UI). The income from these wages or stipends may affect the amount and duration of a participant's UI claim in the same manner as regular wages. Compensations may include:
      - Wages
        - A wage is generally a payment for services rendered where an employer/employee relationship exists. This form of compensation is usually paid through a payroll system and subject to the taxes applicable to the employer of record and participants. Paying a wage usually indicates that a program views the youth as an employee or a trainee. Paid WEX and internships may fall under the Fair Labor Standards Act (FLSA). The FLSA implemented by the DOL's Wage and Hour Division requires that individuals must be compensated under the law for the services they perform for an employer. To determine whether a paid WEX or internship falls under the FLSA, contact DOL's Wage and Hour Division offices in your state by visiting: http://www.dol.gov/whd/america2.htm#Map;
      - Stipends
        - A stipend is an allowable payment for participation in activities such as WEX or classroom activities, including work readiness or employability skills training. Locals have flexibility when determining local policies on stipends based upon local program design and participant needs. Local areas should have a policy guiding the payment of classroom-based stipends.

- Incentives
  - Incentive payments are allowable to youth participants for recognition and achievement directly tied to training activities and WEX, such as successful completion of a WEX. The local program must have written policies and procedures in place governing the award of incentives and must ensure that such incentives payments are: (a) tied to the goals of the specific program; (b) outlined in writing before the commencement of the programs that may provide incentive payments; (c) aligned with the local program's organizational policies; and (d) in accordance with the requirements contained in 2CFR part 200. See 20 CFR 641.640 for additional information. It is also allowable to provide incentives post-exit or during follow-up if there are written policies in place to address the following:
    - The purpose of offering an incentive is to induce behavior toward achievement of a specific goal. In order for an incentive to be effective, participants must: be aware of the existence of such incentive and understand the terms and standards of its award to improve the likelihood of success and lead to a successful outcome or achievement of grant performance measures. Also, the incentive has to be provided shortly after the participant's milestone achievement.
- Withholdings
  - When determining whether to pay taxes on incentives or stipends, local areas should adhere to IRS guidelines. IRS publication 525 provides information on taxable and non-taxable income. To access the website visit: https://www.irs.gov/forms-pubs/about-publication525

- **Local Policy**
  - Local boards must establish local policies regarding WEX. At a minimum, these policies need to address the following:
    - The duration of the WEX assignment(s);
    - Limitations on the number of hours; and,
    - Appropriate incentives and stipends, including limitations on the types and dollar amount.

5 | Permissable Use of Youth Funds

- **Youth Work Experience Expenditure Requirement**
  - Local Areas must spend at least 20% of their WIOA youth formula allocation on WEX (WIOA Section 129[c][4]). Leveraged resources cannot be used to fulfill any part of the 20% minimum WEX expenditure requirement (TEGL 21-16). The WEX expenditure rate is calculated after subtracting funds spent on administrative costs. Additionally, the expenditure rate is not applied separately for ISY and OSY.

  - The following example illustrates how a local area would calculate its 20% WEX expenditure requirement. In this example, the Local Area's WEX expenditure requirement is $364,000. The Local Area received $2 million and spent $180,000, or 9% ($2,000,000 x .09), on administrative costs. The remaining $1,820,000 ($2,000,000-$180,000) is subject to the 20% WEX expenditure requirement. Therefore, the Local Area would be required to spend at least $364,000 ($1,820,000 x .20) on WEX for ISY and OSY.

- **Individual Training Accounts (ITA)**
  - In order to enhance individual participant's choice in their education and training plans and to provide flexibility, local areas may use youth funds for individual training accounts (ITAs) for OSY between the ages of 16-24. When using youth funds for ITAs, only training providers on the Eligible Training Provider List (ETPL) can be used.

- **Braiding Funds**
  - Braiding funds is the process of using different funding streams to support different needs for the same participant while maintaining documentation to support the charging and allocations of cost to the separate funds. Local Areas may use braided funds to provide more comprehensive services to participants and maximize partner resources available to assist youth. Braiding funds must meet the following criteria:
    - The cost to each funding stream is tracked, documented, and allocated based on the proportional benefit;
    - The cost benefits two or more programs in proportions that can be determined without undue effort or cos; and,
    - The youth meets the eligibility requirements for each program from which they are receiving funds.

- An example is when the WIOA Title I youth program and the WIOA Title II adult education program are used to serve eligible youth. The WIOA Title I resources can provide career guidance, work experiences, and leadership development, while the WIOA Title II resources can provide adult education and literacy activities.(TEGL 21-16)

- **Incentives**
  - Local areas may provide incentive payments to youth participants for recognition and achievement directly tied to training activities and WEX. When offering incentive payments, local areas must do the following:
    - Tie the incentive to the goals of the specific program;
    - Outline in writing the incentive before the commencement of the program providing the payment;
    - Prove the incentives in a timely manner (no later than 30 days after the participant's achievement attainment).
    - Align the incentive with the local program's organizational policy; and,
    - Meet the requirements in 2 CFR part 200.

6 | Youth Standing Comittees

- Youth councils are not required under WIOA; however, Local Boards are encouraged to create youth committees. The Youth Standing Committee may provide information and assist with planning, operations, oversight, and other issues related to the provision of services to youth. Youth Standing Committees should recommend youth policy direction, ensure quality services, and leverage financial and programmatic resources. If so delegated by the Local Board after consultation with the chief local elected official (CLEO), the Youth Standing Committee may oversee eligible youth providers.

- An existing youth council may be designated as the Youth Standing Committee or a Local Board may design a Youth Standing Committee to meet the needs of the Local Area's youth program. If a Local Board does not establish a Youth Standing Committee, the Local Board is still responsible for conducting the oversight of youth activities under WIOA Section 129(c).

  - Local Boards that choose to design a Youth Standing Committee are reminded that the membership must include: (1) a member of the Local Board, who must chair the committee, (2) members of community-based organizations with a demonstrated record of success in serving eligible youth, and (3) other individuals with appropriate expertise and experience who are not members of the Local Board. The committee may include parents, participants, and youth. (Title 20 CFR Sections 681.100 - 681.120)

7 | Procurement of WIOA Youth Service Providers

- Local Boards may directly provide some or all of the youth workforce service activities. If a Local Board serves as the youth service provider and performs other roles, such as fiscal agent or One Stop Operator, the Local Board must have appropriate firewalls in place between the staff providing services, the staff responsible for oversight and monitoring of services, and the Local Board. The firewalls must conform to Title 20 CFR Section 679.430 for demonstrating internal controls and preventing conflicts of interest.

- If a Local Board chooses to award grants or contracts to youth service providers for some or all activities, the Local Board must award such grants or contracts through a competitive process that does the following:
    - Takes into consideration the ability of the youth service provider to meet performance accountability measures;
    - Meets the procurement standards specified in Uniform Guidance and the DOL exceptions; and,
    - Follows state and local procurement laws.

- Local Boards must also identify youth service providers based on criteria in the State Plan (Title 20 CFR Section 681.400). The State Plan establishes that Local Boards should select service providers that do the following:
    - Provide an objective assessment (OA) for each youth participant that includes: academic levels, skill levels, and service needs, for the purpose of identifying appropriate services and career pathways for participants and informing the individual service strategy; the assessment shall include a review of the following: basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and development needs of each participant.
    - Develop, and update as needed, an individual service strategy (ISS) for each youth participant that is directly linked to one or more indicator(s) of WIOA performance. The ISS must identify appropriate career pathways that include education and employment goals, considers career planning and the results of the OA, and prescribe achievement objectives and services for the participant.

- Provide case management of youth participants, including follow-up services.
- Provide referral services for all youth participants, including: providing participants with information about the full array of applicable or appropriate services available through the LWDA, other eligible providers, or one-stop partners; and referring participants to appropriate training and educational programs that have the capacity to serve them either on a sequential or concurrent basis.

- Local Boards may do the following:
  - Award youth service provider contracts on a sole source basis where the Local Board determines there is an insufficient number of eligible youth providers in the local area.
  - Assign the function of selecting service provider contracts to the Standing Youth Committee (if the Local Board has established a Standing Youth Committee).
- When the Local Board awards a grant or contract to a youth service provider who also fulfills another role in the Local Area, a written agreement with the Local Board and the CLEO must provide clarity on the expectation for those roles and clear methods of tracking execution and accountability for the distinct roles.

- The Workforce Innovation and Opportunity Act (WIOA) requires that every local workforce development area make 14 program elements available. These program elements are services that are intended to assist youth in preparing for the workforce. While all program elements must be made available in a local area, each youth does not have to receive all 14 elements (local areas must make follow-up services available to all youth for at least 12 months after program exit).

- In general, it is decided which program elements to provide to youth based on their objective assessment (OA) and then recorded in a plan to provide these services in the

youth's Individual Service Strategy (ISS). The participant's ISS should be directly tied to at least one indicator of performance. In general, it is expected that each youth will receive exposure to multiple program elements during their participation in the WIOA youth program. The ISS, which must be developed with input from the youth, must also have particular goals for each program element provided and indicate the progress made by the youth towards these goals.

- The following is provided below:
  - Descriptions for each of the program elements, including the expected positive outcomes;
  - Examples of activities that would or would not count as a service under that element;
  - Guidance on which youth should receive the particular elements; and,
  - Information on documenting each element.
- To participate in a WIOA Youth program, a youth must be enrolled. Enrollment requires:
  - An eligibility determination;
  - The provision of an objective assessment (OA);
  - Development of an Individual Service Strategy (ISS); and
  - Participation in any 1 of the 14 youth program elements.
- **Program Element Table**
  - For more information and resources regarding the 14 WIOA Youth Program elements, visit Workforce GPS's Youth Program Elements Page.

WIOA Youth Program Element Section 129(c)(2)	Is the element further described in Final Rules? If so, applicable citations:	Relates to or overlaps with other program element
1. Tutoring, study skills training, instruction, and dropout prevention	No	Program elements 2 and 4
2. Alternative secondary school services or dropout recovery services	No	Program element 1
3. Paid and unpaid work experience	Yes, 681.600, 681.590, 681.480	
4. Occupational skills training	Yes, 681.540, 681.550	Program element 1
5. Education offered concurrently with workforce preparation and training for a specific occupation	Yes, 681.630	Program elements 2,3, and 4
6. Leadership development opportunities	Yes, 681.520, 681.530	

WIOA Youth Program Element Section 129(c)(2)	Is the element further described in Final Rules? If so, applicable citations:	Relates to or overlaps with other program element
7. Supportive services	Yes, 681.570	
8. Adult mentoring	Yes, 681.490	
9. Follow-up services	Yes, 681.580	Program elements 7, 8, 11, 13, and 14
10. Comprehensive guidance and counseling	Yes, 681.510	
11. Financial Literacy Education	Yes, 681.500	
12. Entrepreneurial skills training	Yes, 681.560	
13. Services that provide labor market information	Yes, 651.10	
14. Postsecondary preparation and transition activities	No	

- **WIOA Youth 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 equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential. Such 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 involves a tutor and a youth. The tutor helps the youth acquire knowledge and skills in a specific area – math, reading, chemistry, for example.
      - Examples of qualifying services:
        - Actual instruction provided one-on-one, in a group setting, and/or through resources and workshops;
        - Regular, structured sessions in which individualized instruction occurs;
        - Instruction based on goals derived from the youth's ISS;
        - Instruction provided by a qualified instructor; or,
        - An assessment to determine if youth is making progress.
      - Examples of non-qualifying activities:
        - Meetings with teachers or tutors to discuss youth's progress (this may

qualify as case management);
    - Supplying books or school supplies (this qualifies as supportive services);
    - Paying school fees (this qualifies as supportive services);
    - Self-study;
    - Activities with no stated outcomes;
    - Activities provided without assessment; and,
    - Activities provided by an unqualified instructor
  - Tutoring should be part of the ISS for out-of-school youth (OSY) who are basic skills deficient (BSD) and ISY who are behind academically in one or more subjects. Other youth may require tutoring based on the results of the objective assessment of their academic skill levels. Additional instructional assistance must be provided to youth with disabilities as necessary.
    - Attainment of academic goals stated in youth's ISS. Examples include:
      - Increase in grade level or educational functioning level (EFL) in a specific academic skill area;
      - Attainment of a high school credit;
      - Attainment of a diploma or its equivalent; or,
      - Improvement in school grades.
- Study Skills training should be provided to youth who have been determined to have difficulty learning on their own. For example, if an OA indicates that a youth lacks productive study habits, the youth worker should identify study skills training as an appropriate program element for the youth in the ISS.
  - Examples of qualifying activities:
    - Actual training provided one-on-one, in a group setting, or through resources and workshops;
    - Training in a specific study skills model;
    - Teaching the importance of good study habits;
    - Instruction with practice; or,
    - Feedback after practice.
  - Examples of non-qualifying activities:
    - Providing calendars and notebooks (supportive service);
    - Lecture without practice; and,
    - Practice without feedback.
- Dropout prevention services – 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.
  - Examples of qualifying activities:
    - Tutoring;
    - Literacy development;
    - Active learning experiences;
    - After-school opportunities;
    - Individualized instruction;
    - Placement in a program that has evidence it reduces dropouts;
    - Placement in an alternative secondary school services setting; or,
    - Placement in an alternative program for youth who are at risk of suspension or expulsion.

- Examples of non-qualifying activities:
  - Early intervention with no follow-up;
  - Single strategy programs;
  - Ability grouping;
  - Teaching basic skills;
  - Work experience without mentoring; and,
  - Adding classes or extending school day

- **Program Element 2**
  - Alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language training, are those that assist youth who have struggled in traditional secondary education. An alternative education program means a comprehensive educational program delivered in a nontraditional learning environment that is distinct and separate from the existing general or special education program.
  - Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school.
  - While the activities within both types of services may overlap, each are provided with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent.
  - Qualifying alternative secondary school services
    - Second-chance programs for dropouts and out-of-school youth
    - Programs that use small learning communities:
    - Technology-based alternative secondary school services
    - Basic education skills training
    - Individualized academic instruction
    - English as a second language training
    - Credit recovery
    - Counseling and educational plan development
  - Non-qualifying alternative secondary school services
    - Programs that do not lead to a high school diploma or equivalency

- **Program Element 3**
  - *Paid and unpaid work experiences* that have academic and occupational education as a component of the WEX, which may include the following types of work experiences:
    - Summer employment opportunities and other employment opportunities available throughout the school year;
    - Pre-apprenticeship programs;
    - Internships and job shadowing; and

    - On-the-job training opportunities
- Work Experiences:
  - Are planned, structured learning experiences that provide the youth participant with opportunities for career exploration and skill development and that take place in a workplace for a limited period of time;
  - May be paid or unpaid, as appropriate;
  - May take place in the private for-profit sector, the non-profit sector, or the public sector;
  - Must meet labor standards in any WEX where an employee/employer relationship exists, as defined by the Fair Labor Standards Act or applicable State law;
  - Be consistent with 20 CFR 680.840 et. seq., which states that 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;
  - Should help youth understand proper workplace behavior and what is necessary in order to attain and retain employment. It can serve as a stepping stone to unsubsidized employment and is an important step in the process of developing a career pathway for youth;
  - Should be made available to any youth who has been assessed as capable of participating in work activities. The particular activity (pre-apprenticeship, OJT, etc.) should be determined based on the objective assessment of the youth, and the justification recorded in the youth's ISS.
- Youth who could benefit from work activities include: No previous work experience; only informal work experience (mowing lawns, babysitting); or unsuccessful work history (worked only for very short durations).
- WEX components:
  - Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience. Work experiences must also include an educational component that:
    - Refers to contextual learning that accompanies a work experience;
    - Consists of both academic and occupational education;
    - May occur concurrently or sequentially with the work experience;
    - May occur inside or outside the work site;
    - Can be provided by the work experience employer, provided separately in the classroom or through other means. States and local areas have the flexibility to decide who provides the education component.
- WEX categories:
  - Summer employment opportunities and other employment opportunities available throughout the school year;
  - Pre-apprenticeship programs;
  - Internships and job shadowing; and
  - On-the-job training opportunities, as defined in WIOA section 3(44) and in 20 CFR 680.700.
- Job shadowing
  - Youth learn about a job by walking through the work day as a shadow to a competent worker. They witness firsthand the work environment, employability

and occupational skills in practice, the value of professional training, and potential career options;
    - It is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant;
    - Can be anywhere from few hours, to a day, to a week or more; and,
    - Provides an opportunity for youth to conduct short interviews with people in their prospective professions to learn more about those fields.
- Pre-apprenticeship programs
    - As discussed in 20 CFR 681.480, a pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program and includes the following elements:
        - Training and curriculum that aligns with the skill needs of employers in the economy of the state or region involved;
        - Access to educational and career counseling and other supportive services, directly or indirectly;
        - 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;
        - Opportunities to attain at least an industry-recognized credential; and
        - A partnership with one or more Registered Apprenticeship (RA) programs that assists in placing individuals who complete the pre-apprenticeship program in a RA program.
- On-the-job training
    - The term "on-the-job training" means training by an employer that is provided to a paid participant while engaged in productive work in a job that –
        - Provides knowledge or skills essential to the full and adequate performance of the job;
        - Is made available through a program that provides reimbursement to the employer of up to 50% of the wage rate of the participant, except as provided in section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and
        - Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.
- Legal requirements
    - Minors aged 14-17 must have a work permit
    - Employers must comply with all state and federal child labor laws
- Examples of qualifying activities
    - Employment for which youth are paid a wage
    - Employment that is linked to the career or employment goal as stated in the youth's ISS
    - Academic and occupational skill training provided in conjunction with employment
- Examples of non-qualifying activities
    - Stand-alone summer employment programs that are not linked to year-round programs

- Employment that is not in the career field reflected in the youth's ISS
- Tutoring activities that focus on graduation test preparation, high school equivalency preparation, or other academic support that is not directly related to the employment placement
- Unpaid work experience

- **Program Element 4**
  - Occupational skills training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the Local Board determines that the programs meet the quality criteria described in WIOA sec. 123.
  - Definition:
    - As stated in 20 CFR 681.540 (a), occupational skills training is defined as 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. Local areas must give priority consideration to training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area.
  - Such training must:
    - Be outcome-oriented and focused on an occupational goal specified in the individual service strategy (ISS);
    - Be of sufficient duration to impart the skills needed to meet the occupational goal; and
    - Result in attainment of a recognized post-secondary credential.
  - The United States Department of Labor allows Individual Training Accounts (ITAs) for WIOA- enrolled OSY, ages 16 to 24, using WIOA youth funds, when appropriate. To receive funds from an ITA, the training provider must be on the Eligible Training Provider List (ETPL) as outlined in 20 CFR 680.400 and 680.410. In-school youth (ISY) cannot use youth program-funded ITAs. However, ISY between the ages of 18 and 21 may co-enroll in the WIOA Adult program if the young adult's individual needs, knowledge, skills, and interests align with the WIOA adult program and may receive training services through an ITA funded by the adult program. The participant must meet the WIOA Adult eligibility requirements as well.
  - Examples of non-qualifying activities:
    - Work readiness training;
    - Training that is not tied to the career pathway identified in the youth's ISS;
    - Training or education that does not lead to entry or advancement in a specified field; or,

- Training or education that does not result in a recognized post-secondary credential.

- **Program Element 5**
  - Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. This program element reflects an integrated education and training (IET) model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.
  - While programs developing basic academic skills, which are included as part of alternative secondary school services and dropout recovery services (program element 2), workforce preparation activities that occur as part of a work experience (program element 3), and occupational skills training (program element 4) can all occur separately and at different times (and thus are counted under separate program elements), this program element refers to the concurrent delivery of these services which make up an integrated education and training (IET) model.
  - Examples of qualifying activities:
    - Programs that emphasize workforce preparation activities and basic academic skills concurrently

- **Program Element 6**
  - Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors.
  - Leadership development opportunities are opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors, such as:
    - Exposure to post-secondary educational possibilities;
    - Community and service learning projects;
    - Peer-centered activities, including peer mentoring and tutoring;
    - Organizational and team work training, including team leadership training;
    - Training in decision-making, including determining priorities and problem solving;
    - Citizenship training, including life skills training such as parenting and work behavior training;
    - Civic engagement activities which promote the quality of life in a community; and
    - Other leadership activities that place youth in a leadership role such as serving

on youth leadership committees, such as standing youth committee.

- What are 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:
    - Positive attitudinal development;
    - Self-esteem building;
    - Openness to work with individuals from diverse backgrounds;
    - Maintaining healthy lifestyles, including being alcohol and drug free;
    - Maintaining positive social relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting;
    - Maintaining a commitment to learning and academic success;
    - Avoiding delinquency;
    - Postponing parenting and responsible parenting, including child support education;
    - Positive job attitudes and work skills; and
    - Keeping informed in community affairs and current events. (20 CFR 681.530)
- Examples of qualifying activities:
  - Community volunteering;
  - Service learning;
  - Peer mentoring or tutoring;
  - Character education;
  - Citizenship education, including how and why to vote;
  - Serving on youth council, community or advocacy organization boards, etc.;
  - Leadership training, such as how to work in a team, how to run meetings, diversity training; or
  - Life-skills training, such as parent education, financial education, goal setting, conflict resolution.
- Examples of non-qualifying activities:
  - Activities that do not encourage responsibility, employability, or positive social behaviors.

- **Program Element 7**
  - Supportive services, including the services listed in 20 CFR 681.570. Supportive services for youth, as defined in WIOA sec, 3 (59) are services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following:
    - Linkages to community services;
    - Assistance with transportation;
    - Assistance with child care and dependent care;
    - Assistance with housing;
    - Needs-related payments;
    - Assistance with educational testing;
    - Reasonable accommodations for youth with disabilities;
    - Referrals to health care;

- Assistance with uniforms or other appropriate work attire and work related tools, including such items as eye glasses and protective eye gear;
- Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
- Payments and fees for employment and training-related applications, tests, and certifications.

- Examples of non-qualifying services:
  - Payments for activities that are not needed in order for the youth to participate in WIOA; or
  - Purchase of items that are not necessary for the youth to participate in WIOA youth services.

- **Program Element 8**
  - Adult mentoring for a duration of at least 12 months that may occur both during and after program participation.
  - Adult mentoring for youth must:
    - Last at least 12 months and may take place both during the program and following exit from the program;
    - 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;
    - 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. Local programs should ensure appropriate processes are in place to adequately screen and select mentors; and
    - Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.
  - Examples of qualifying activities:
    - Participation in mentoring programs, such as Big Brothers Big Sisters;
    - Virtual adult mentoring via e-mail, teleconferencing, or other electronic communication;
    - Long-term, structured programs that provide training and support to mentors as well as to youth;
    - Adult mentoring programs that foster career awareness or positive social behaviors; or
    - Supplementing adult mentoring activities with additional materials and resources.
  - Examples of non-qualifying activities
    - Programs designed to last fewer than 12 months;

- Activities provided by case managers or service providers, unless they meet the definition of adult mentoring;
- Only supplying self-help materials on positive life skills; or
- Any activity that does not include a working relationship and rapport between a youth and an adult.

- **Program Element 9**
  - Follow-up services for not less than 12 months after the completion of participation, as provided in 20 CFR 681.580.
  - 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 post-secondary education and training;
    - May include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise;
    - May begin immediately following the last expected date of service in the Youth program (and any other United States Department of Labor (DOL) program in which the participant is co- enrolled if the state is using a common exit policy as discussed in Training and Employment Letter (TEGL) 10-16) when no future services are scheduled;
    - Do not cause the exit date to change and do not trigger re-enrollment in the program;
    - Must be provided to all youth participants in some form for a minimum duration of 12 months, unless the participant declines to receive follow-up services or the participant cannot be located or contacted;
    - May be provided beyond 12 months at the State or Local Board's discretion; type and intensity of follow-up services may differ for each participant (based on the needs of the individual); and
    - Must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.
  - May include:
    - The leadership development and supportive service activities listed in 20 CFR 681.520 and 681.570;
    - Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise;
    - Assistance in securing better paying jobs, career pathway development, and further education or training;
    - Work-related peer support groups;
    - Adult mentoring;
    - Services necessary to ensure the success of youth participants in employment and/or post-secondary education;
    - Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; or
    - Activities that help youth prepare for/transition to postsecondary education and training;
  - Local programs should have policies in place to establish how to document and record when a participant cannot be located or contacted. At the time of

enrollment, youth must be informed that follow-up services will be provided for 12 months following exit. If at any point in time during the program or during the 12 months following exit the youth requests to opt out of follow-up services, they may do so. In this case, the request to opt out or discontinue follow-up services made by the youth must be documented in the case file.

- **Program Element 10**
  - Comprehensive guidance and counseling provides individualized counseling to participants. This includes career and academic counseling, drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. (WIOA sec. 129(c)(1)(C)(J))
  - When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service. When resources exist within the local program or its service providers, it is allowable to provide counseling services directly to participants rather than refer youth to partner programs.
  - All youth should receive career and academic counseling. Other counseling should be provided as necessary depending on the needs of the individual youth as determined through the intake and assessment process and as recorded in the youth's ISS.
  - Examples of qualifying activities:
    - Drug and alcohol counseling;
    - Mental health counseling/therapy;
    - Career counseling;
    - Educational counseling; or
    - Supplementing guidance and counseling activities with additional materials and resources.
  - Examples of non-qualifying activities:
    - Informal guidance and counseling from well-meaning but inexpert individuals;
    - Conferences with youths' teachers without youth being present;
    - Initial assessment;
    - Post-test for literacy/numeracy gains; or
    - Supplying self-help resources or materials without personal counseling.

- **Program Element 11**
  - Financial literacy education program element includes activities which:
    - Support the ability of participants to create budgets, initiate checking and

savings accounts at banks, and make informed financial decisions;
    - Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
    - Teach participants about the significance of credit reports and credit scores, what their rights are regarding their credit and financial information, how to determine the accuracy of a credit report, how to correct inaccuracies, and how to improve or maintain good credit;
    - Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
    - Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data;
    - 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;
    - 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
    - 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.
- Examples of qualifying activities:
    - Creating budgets;
    - Setting up checking and saving accounts;
    - Managing spending, credit, and debt; or
    - Understanding credit reports and credit scores, and protecting against identity theft.
- Examples of non-qualifying activities:
    - Activities that do not provide youth with the knowledge and skills that they need to achieve long-term financial stability.

- **Program Element 12**
    - Entrepreneurial skills training provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship and include, but are not limited to, the ability to:
        - Take initiative;

    - Creatively seek out and identify business opportunities;
    - Develop budgets and forecast resource needs;
    - Understand various options for acquiring capital and the trade-offs associated with each option; and
    - Communicate effectively and market oneself and one's ideas.
- Examples of qualifying activities:
    - 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 may also include simulations of business start-up and operation;
    - Enterprise development, which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas; or
    - Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.
- Examples of non-qualifying activities:
    - Activities that do not revolve around starting or operating a small business.

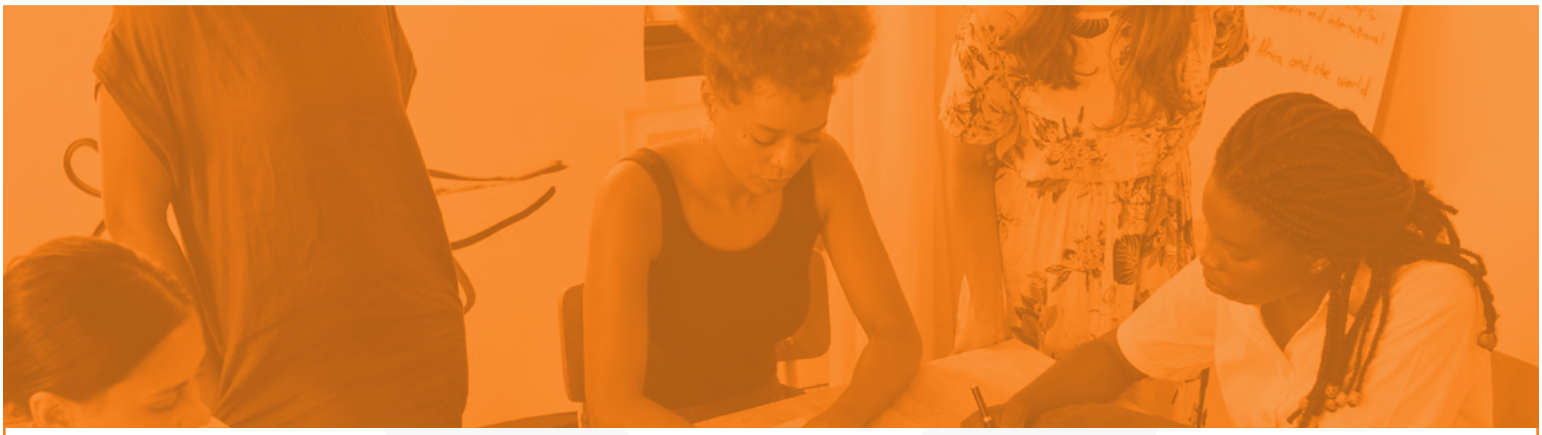
- **Program Element 13**
    - Labor market and employment services provide information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.
    - All WIOA youth participants should be provided labor market information. The method of delivery and the particular services and information should be determined by the needs of the individual youth. Labor market information should be presented in formats that are easily understood and usable.
    - Labor Market Information (LMI) tools can be used to help youth and young adults to make appropriate decisions about education and careers. LMI identifies in-demand industries and occupations and employment opportunities; and, provides knowledge of job market expectations including education and skills requirements and potential earnings. LMI tools also can aid in facilitating youth awareness of the career fields that are likely to provide long-term employment and earnings in local labor markets.
    - WIOA youth programs and providers should become familiar with state and federal LMI data and LMI tools, which are provided for free by agencies, in order to share

relevant LMI with youth. Providing such readily available online services can be accomplished by connecting the youth with American Job Centers and other entities that have career exploration tools, ability and interest inventories, and provide related employment services. DOL electronic tools particularly relevant to youth include My Next Move and Get My Future. In addition to connecting youth to self-service LMI tools, it is important for youth providers to share and discuss state and local LMI with youth participants.

- Career awareness, counseling, and exploration:
  - In general, career awareness begins the process of developing knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors.
  - The process in which youth choose an educational path and training or a job which fits their interests, skills, and abilities can be described as career exploration.
  - Career counseling or guidance provides advice and support in making decisions about what career paths to take. Career counseling services may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training (e.g., increased earning power and career mobility).
- Examples of qualifying activities:
  - Career counseling that includes job requirements and employment prospects; or
  - Utilizing current LMI tools that are provided by state or federal agencies.
- Examples of non-qualifying activities:
  - Providing information that is not linked to an official state or federal source; or
  - Information that does not provide context to information (i.e. only providing listing of local job openings).

- **Program Element 14**
  - Transition services to post-secondary education and training. These services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring post-secondary education options, including technical colleges, community colleges, 4-year colleges and universities, and Registered Apprenticeships (RA).
  - Examples of qualifying activities:
    - Assisting youth to prepare for SAT/ACT testing;
    - Assisting with college admissions applications;
    - Searching and applying for scholarships and grants;
    - Filling out the proper financial aid applications and adhering to changing guidelines; or
    - Connecting youth to postsecondary education programs.
  - Examples of non-qualifying activities:
    - Activities that are not directly related to post-secondary education and training.

9 | Program Design



- WIOA enhances the youth program design through an increased emphasis on individual participant needs by adding new components and incorporating career pathways to the objective assessment (OA) and individual service strategy (ISS). Additionally, WIOA requires that the ISS be directly linked to one or more of the performance indicators. A program design framework is an essential step to help Local Areas develop comprehensive service strategies based upon individual needs. Local Boards, in collaboration with a youth standing committee, can provide direction and leadership to assist local youth programs on improving the quality and effectiveness of youth services. A program design framework consists of an OA, an ISS, case management, and follow-up services that lead toward successful outcomes for youth participants (WIOA Section 129[c][1]).

- Assessment requirements
    - Pursuant to WIOA Section 129(c)(1)(A), the program should provide an objective assessment (OS) of the academic levels, skill levels, and service needs of each participant. The assessment must include a review of:
        - Basic skills;
        - Occupational skills;
        - Prior work experience;
        - Employability;
        - Interests;
        - Aptitudes (including interests and aptitudes for nontraditional jobs);
        - Supportive services needs; and
        - Developmental needs.
    - The review of the above factors are made for the purpose of identifying appropriate services and career pathways for participants.
    - A new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conduct pursuant to another education or training program.
    - Assessments must also consider a youth's strengths rather than just focusing on areas that need improvement. Local Areas 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.
  - In contrast to the initial assessment requirements described above, If Local Areas measure Educational Functioning Level (EFL) gains after program enrollment under the measurable skills gain indicator, the Local Area must use an NRS-approved assessment for both the EFL pre and post-test to determine a youth's educational functioning level. Please refer to WIG PS20-001 for additional information on OWD's process for approving local use of assessments.
  - In addition to the initial assessment, a career assessment can help youth understand how a variety of their personal attributes affect their potential success and satisfaction with different career options and work environments. Local Areas may provide career assessments through the WIOA youth program staff and/or through referrals to national and community-based partners and resources. (TEGL 21-16)

- Individual Services Strategy (ISS)
  - The program should also develop individual service strategies (ISS) for each participant that are directly linked to one or more indicators of performance described in WIOA section 116(b)(2)(A)(ii), and that identify career pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant, taking into account the objective assessment.
  - A new ISS is not required if the provider carrying out the program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program.
  - The ISS must also provide:
    - Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
    - Preparation for post-secondary educational and training opportunities;
    - Strong linkages between academic instruction and occupational education that lead to the attainment of recognized post-secondary credentials;
    - Preparation for unsubsidized employment opportunities, in appropriate cases; and
    - Effective connections to employers, including small employers, in in-demand industry sectors and occupations of local and regional labor markets.

- Information and referrals:
  - Under WIOA section 129(c)(3)(A), local board must ensure that each participant shall be provided:
    - Information regarding the full array of applicable or appropriate services available through the local board, providers found eligible by the board, or American Job Center partners; and
    - Referral to appropriate training and educational programs that have the capacity to serve the participant either on a sequential or concurrent basis.

- Linkages:
  - Local boards should establish linkages with local educational agencies responsible for services to participants as appropriate.

- Applicants not meeting enrollment requirements:
  - In order to meet the basic skills and training needs of eligible applicants who do not meet the enrollment requirements of a particular program or who cannot be served by the program, each eligible youth provider must ensure these youth are referred:
    - For further assessment, as necessary; and
    - To appropriate programs that have the capacity to serve them.

- Involvement in design and implementation:
  - Local boards must ensure that parents, youth participants, and other members of the community with experience relating to youth programs are involved in both the design and implementation of its youth programs. Evidence of this involvement in the design and implementation of the youth program shall be outlined in the local area plan.
- Volunteers
  - Local boards should ensure that successful youth program participants have opportunities to volunteer to help other youth participants through mentoring, tutoring, and other activities. Local area plans should describe how volunteer opportunities are afforded to successful youth program participants.

- **Basic Skills Deficient (BSD)**
  - Per 20 CFR 681.290, an individual who is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society satisfies the basic skills deficient requirement for WIOA services. In assessing basic skills, Local Workforce Development Boards (LWDBs) must use assessment instruments that are valid and appropriate for the target population and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities.
  - For OSY, a participant is basic skills deficient if they:
    - Lack a high school diploma or high school equivalency and are not enrolled in any secondary education; or
    - Are enrolled in a Title II Adult Education and Family Literacy Act (AEFLA) program (such as GED and other recognized high school equivalency offerings) authorized by WIOA and administered by the Education Department (ED); or
    - Are reading or writing English, or computing or solving problems at or below an 8.9 grade level, according to a TABE assessment or another standardized assessment pre-approved by OWD.
  - For ISY, a participant is basic skills deficient if they:
    - Are more than a year (5-6 Carnegie credits) behind in accordance with local education policy and will not graduate on time with peer cohort; or 107
    - Have a cumulative GPA of 2.0 or below on a 4.0 scale; or
    - Have taken and did not pass an end of course assessment (ECA) for Mathematics and/or English/Language Arts; or
    - Are reading or writing English, or computing or solving problems at or below an 8.9 grade level, according to a TABE assessment or another standardized assessment pre-approved by OWD; or
    - Are determined to be Limited English Skills proficient through school documentation.

- **Co-Enrollment**
  - Individuals who meet the respective program eligibility requirements may participate in adult and youth programs concurrently. Such individuals must

be eligible under the youth or adult eligibility criteria applicable to the services received. Local program operators may determine, for these individuals, the appropriate level and balance of services under the youth and adult programs. Local program operators must identify and track the funding streams which pay the costs of services provided to individuals who are participating in youth and adult programs concurrently, and ensure no duplication of services. Individuals who meet the respective program eligibility requirements for WIOA Youth Title I and Title II may participate in Title I Youth and Title II concurrently (20 CFR 681.430). When determining in which program(s) to enroll a participant, the decision must be based on the service needs of the participant, and if they are career ready based on an objective assessment of their occupational skills, prior work experience, employability and needs as required in WIOA Sec. 129 (c) (1) (A). (20 CFR 481.440)

- **Dropout**
  - An individual who is no longer attending any school and who has not received a high school diploma or its recognized equivalent. A youth attending an alternative school is not a school dropout. [WIOA Sec. 3(54)]

- **English Language Learner**
  - The term "English language learner," when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and –
    - Whose native language is a language other than English; or
    - Who lives in a family or community environment where a language other than English is the dominant language. [WIOA Sec. 3(7)]

- **Exceptions and Limitation**
  - WIOA Sec. 129 (a) (3) defines in-school youth and the following two categories of out-of-school youth as "covered individuals:"
    - A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;
    - A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.
  - No more than 5% of youth served in a local area may be "covered individuals" who are not low-income [WIOA Sec. 129 (a) (3) (A) (ii)]. This is calculated based on the percent of all youth served by a program in a given program year [20 CFR 683.250(c)]. There is a full definition for "Requires Additional Assistance" in state policy and in this guide.
  - **Limitation** – No more than 5% of the ISY served in a local area may be "an individual who requires additional assistance to complete an educational program or to secure or hold employment [WIOA Sec. 129 (a) (3) (B)].

- **Family**
  - The term "family" means 2 or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in 1 or more of the following categories:

        - A husband, wife, and dependent children
        - A parent or guardian and dependent children
        - A husband and wife
    - TEGL 26-13 states "consistent with the Supreme Court's Windsor decision and the ETA's policy of treating all individuals equally, regardless of sexual orientation, ETA interprets gender specific terms of marriage, such as "widow," "widower," "husband," and "wife," to include married same-sex spouses.

- **Homeless**
    - A homeless child or youth (as defined in Sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), Pursuant to the Stewart B. McKinney Homeless Act, an individual who lacks a fixed, regular, and adequate nighttime residence. It also includes persons whose primary nighttime residence is one of the following:
        - A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill).
        - An institution that provides a temporary residence for individuals intended to be institutionalized.
        - A public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.

- **Individual Training Account (ITA)**
    - OSY ages 16-24 may be served with WIOA youth funds using Individual Training Accounts (ITA). The selected training provider must be on the Eligible Training Providers List (ETPL); but, ITA training does not have to be competitively procured like other youth services. ISY funds may not be used for an ITA; however, ISY who are 18 years or older may be provided an ITA, as appropriate, through Adult funds, if they are co-enrolled in the Youth and Adult programs (20 CFR 681.550). LWDBs should develop criteria for determining appropriate provision of ITAs to youth. A high school diploma or its equivalent is a primary goal for OSY who have not yet attained one. An employability development plan (EDP) must be developed for youth receiving an ITA. Where a high school diploma, its equivalent, or basic skills are lacking, the EDP must address steps to resolve the deficiency.

- **In foster care or has aged out of the foster care system**
    - An individual who has attained 16 years of age and left foster care for kinship guardianship or adoption; youth who were formerly in foster care, but may have returned to their families before turning 18.

- **Low-Income Individual**
    - The term "low-income individual" means an individual who –
        - Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the Supplemental Nutrition Assistance Program (SNAP) established under the Food and Nutrition Act of 2008 (7U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for

needy families program under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under Title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;

- 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 standard income level;
- Is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));
- Receives or is eligible to receive a free or reduced price lunch under the Richard B Russell National School Lunch Act. In schools where the whole school automatically receives free or reduced price lunch, 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. Exception: While the free/reduced lunch low-income category primarily applies to ISY, if an OSY is a 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, then such an OSY would meet the low-income criteria based on his/her child's qualification.
- Is a foster child on behalf of whom State or local government payments are made; or is an individual with a disability whose own income meets the income requirement of clause (ii),but who is a member of a family whose income does not meet this requirement.
- Special Rule – for the purpose of this subsection, the term "low-income" used with respect to an individual, also includes a youth living in a high-poverty area [WIOA Sec. 3 (36) (A)].
    - High Poverty Area - A Census tract, a set of contiguous Census tracts, Indian Reservation, tribal land, or Native Alaskan Village or county that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey 5-Year data (20 CFR 681.260).

- **Lower Living Standard Income Level (LLSIL)**
    - That income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent lower living family budget issued by the Secretary [WIOA Sec 36 (B)]. OWD forwards the Lower Living Standard Income Levels to the local areas when they are issued.

- **Migratory Child**
    - The term "migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work –

- Has moved from one school district to another
- In a state that is comprised of a single school district, has moved from one administrative area to another within such district; or
- Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity

- **Justice involved- individual**
  - An adult or juvenile –
    - Who is or has been subject to any stage of the criminal justice process, and for whom service under this act may be beneficial; or
    - Who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction [WIOA Sec. 3(38)]

- **Pregnant or Parenting**
  - Mother or father, custodial or non-custodial. As long as the youth is within the WIOA youth age eligibility, the age when the youth became a parent does not factor into the definition of parenting. A pregnant individual can only be the expectant mother.

- **Public Assistance**
  - The term "public assistance" means federal, state, or local government cash payments for which eligibility is determined by a needs or income test [WIOA Sec. 3 (50)].

- **Requires Additional Assistance – reference state policy manual section 3.2.6**
  - 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:
    - Educational Barriers
      - In School (secondary or postsecondary) with a Grade Point Average of less than 2.0
      - Has quit secondary or postsecondary program without attaining a recognized credential
      - Has repeated at least one secondary grade level
      - One or more years behind modal grade for one's age group, with particular emphasis on those two or more years behind modal grade
      - 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
    - Placed on probation, suspended from school, or expelled from school one or more times during the past two years
    - Documented behavioral problems at school
    - Are deemed at risk of dropping out of school by a school official
    - Have received court agency/referrals mandating school attendance
    - For each year of secondary education, are at least two semester credits behind the rate required to graduate from high school
- Employment Barriers
    - Has never held a job
    - Has been fired from a job within the 12 months prior to program application
    - Has never held a full-time job for more than 13 consecutive weeks
    - Has a family history of chronic unemployment, including long-term public assistance
    - Has been unemployed six months out of the last two years
    - Little or no successful work experience, a long and unsuccessful work search, or little to no exposure to successfully employed adults
    - High school graduate who has not held a full-time regular job for more than three consecutive months
- Living Arrangements
    - Resides in a non-traditional household setting (i.e., single parent, lives with unofficial guardian, latchkey, grandparents, domestic partners, etc.)
    - Lives with only one or neither of his/her natural parents
    - Lives in public housing
    - Lives in a federally-designated high poverty area such as a census tract
- Medical/Social/Family Barriers
    - Lacks parental support
    - Has emotional ,medical, physical, cognitive, or psychological impairment which creates a significant impediment to employment
    - Has been referred to, or is being treated by, and agency for a substance abuse related problem
    - Has experienced recent traumatic events, is a victim of abuse, or resides in an abusive environment as documented by a school official or professional
    - Faces significant personal challenges including dysfunctional domestic situation, lack of supportive services, documented behavioral problems, and substance abuse by the youth or family members
- Characteristics
    - Children of incarcerated parents
    - Emancipated youth
    - Immigrant or refugee
    - Migrant youth

- **Runaway**
  - Pursuant to the Runaway and Homeless Youth Act, an individual under 18 years of age who absents himself or herself from home or place of legal residence without permission of the parent(s) or legal guardian.

- **Supportive Services**
  - Services such as transportation, child care, dependent care, housing, and needs-related payments that are necessary to enable an individual to participate in activities authorized under this Act [WIOA Sec. 3 (59)].

- **Unemployed Individual**
  - An individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed [WIOA Sec. 3(61)].

11 | Frequently Asked Questions (FAQ's)

- **WIOA requires that an individual service strategy (ISS) must be linked to one or more of the performance indicators. What are the youth performance indicators?**
    - WIOA Section 116(b)(2)(A)(ii) provides the six indicators of performance for the WIOA youth program. The indicators are: (1) 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) percentage of program participants who are in an education or training program or in unsubsidized employment in the fourth quarter after exit; (3) median earnings in the second quarter after exit from the program; (4) post-secondary credential attainment and high school completion of program participants who have exited; (5) measurable skill gains; and (6) effectiveness in serving employers.

- **Is subsequent unsubsidized employment obtained by a youth required to be in the same job or career path as the work experience?**
    - The intent of the law regarding the work experience priority to is offer youth work-based learning opportunities focused on career exploration and development of work readiness skills. The law does not mandate youth participants to enter employment or education similar to the work experience activity; however as a best practice, local programs should continue to support the work experience. Examples of this are providing youth with job referrals and/or information on vocational and post-secondary education within the career path.

- **Are the costs associated with a work experience reimbursable if the youth did not obtain unsubsidized employment similar to the work experience?**
    - Reimbursement of program costs associated with the work experience is not dependent on the youth participant obtaining unsubsidized employment in a job or career pathway similar to the paid or unpaid work experience. However, Local Areas and youth service providers should ensure that youth participants are placed in work experiences with opportunities to receive education and training in in-demand industries and occupations that lead to good jobs along a career path or enrollment into post-secondary school.

- **Are individuals with disabilities who are 18-24 and attending school programs for specialized academic instruction and assistance learning functional skills considered in-school or out-of-school?**
    - Individuals who are enrolled in an individualized education program at the age of 22 are considered ISY. Individuals with disabilities who are 18-24 and attending non-credit bearing courses only are considered OSY.

- **What dos the term "enrolled" as it is used in the definition of "attending school" mean?**
    - It is not uncommon for providers to work with participants under the following circumstances: The participant has applied for school, but has not yet enrolled in classes; the participant has applied and enrolled, but has not yet paid for or attending classes; or the participant is between semesters (i.e. summer break). Because a youth participant's eligibility is determined at intake, it is possible local areas might encounter one of the situations listed above.

- **Are they considered "enrolled" and therefore potentially eligible as an ISY or do the examples more closely align with the "not attending school" criteria?**
    - If a youth is between high school graduation and postsecondary education, the youth is considered an ISY if they are registered for postsecondary education, even if they have not yet begun postsecondary classes. However if the youth registers for postsecondary education, but does not follow through with attending classes the youth is considered OSY. Youth on summer break are considered ISY if they are enrolled to continue school in the fall. Because the process of program enrollment can occur over a period of time, school status must be based on status at the time the eligibility determination is made (TEGL 21-16).

WORK SOURCE YOUTH

Revised Directions for Using American Community Survey Data to Determine High-Poverty Areas

12 | Revised Directions for Using American Community Survey Data to Determine High-Poverty Areas

The WIOA youth formula program allows youth living in high-poverty areas to be considered low-income individuals. The Census Bureau has changed its website for accessing American Community Survey data, and so this is to provide revised instructions on how to use Census data to document high-poverty areas.

Out-of-school youth who are high school dropouts are not required to be low-income to be served by the WIOA formula youth program, but youth with a high school diploma or its equivalent who are basic skills deficient, English language learners, or who require additional assistance to complete an educational program or to secure or hold a job are required to be low-income to be served by the program. Documenting that these youth live in a high-poverty area is a non-intrusive way of allowing these youth to meet the low-income criteria. Similarly, in-school youth may meet the low-income criteria by receiving or being eligible to receive a free or reduced price lunch, but in some cases it may be easier to document an in-school youth's low-income status by showing that they live in a high-poverty area. Also, living in a high-poverty area satisfies the low-income eligibility requirement for receiving supplemental youth services in the WIOA Section 166 Native American Program.

The WIOA regulations at 681.260 define high poverty area as a Census tract, a set of contiguous Census tracts, an American Indian Reservation, Oklahoma Tribal Statistical Area (as defined by the U.S. Census Bureau), Alaska Native Village Statistical Area or Alaska Native Regional Corporation Area, Native Hawaiian Homeland Area, 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 5 years using American Community Survey 5-Year data.

Revised directions for using American Community Survey data to determine high-poverty areas are as follows. Section 1 describes how to determine if an individual youth lives in a high-poverty area based on their street address. Section 2 describes how to identify if an overall county has a poverty rate of 25 percent or above. Section 3 describes how to determine the poverty rate of American Indian Reservations, Oklahoma Tribal Statistical Areas, Alaska Native Village Statistical Areas or Alaska Native Regional Corporation Areas, Native Hawaiian Homeland Areas, or other tribal areas. Section 4 describes how to identify high-poverty areas in your city or county for targeting your services on high-poverty neighborhoods.

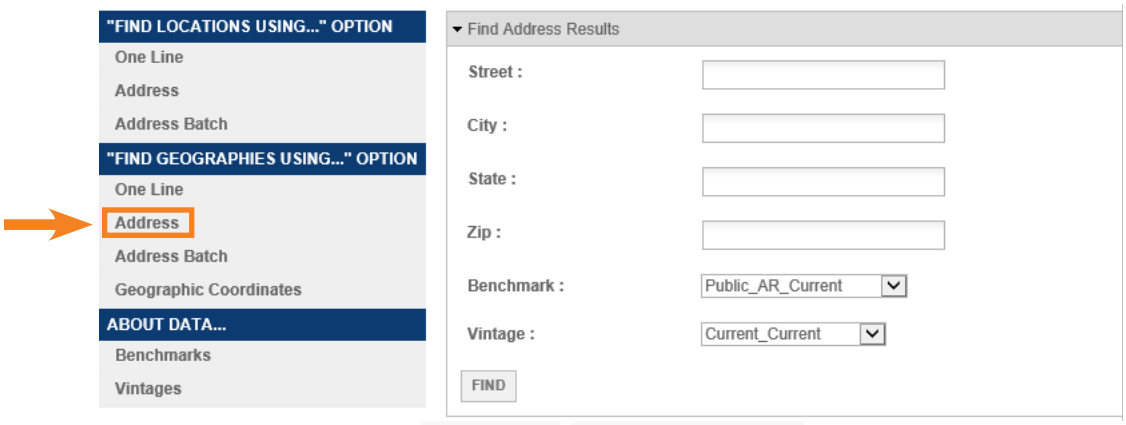
You can use the Microsoft Edge, Google Chrome, or Microsoft Explorer browsers for the directions in Sections 1, 2, and the first half of Section 3. You will need to use either the Microsoft Edge or Google Chrome browser for the second half of Section 3 and Section 4. If you run into problems with these directions, send an e-mail to youth.services@dol.gov for technical assistance.

Section 1: Determining if an Individual Lives in a High-Poverty Area Based on Their Street Address.

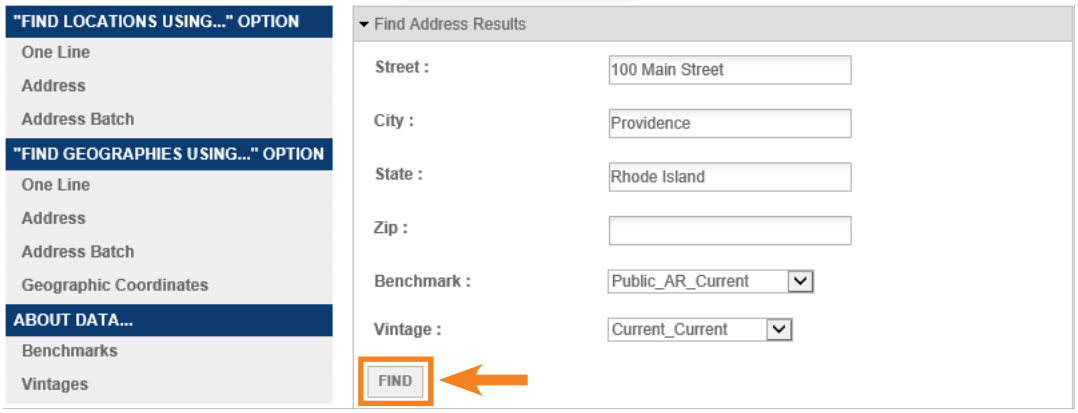
There are two steps to this—first determining the Census tract in which the street address

is located, and second determining the poverty rate of the Census tract.

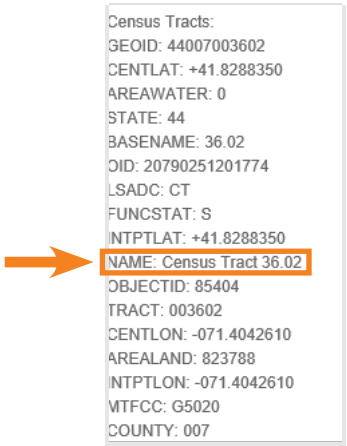
1. For the first step of determining the Census tract in which the street address is located, *click* on https://geocoding.geo.census.gov/geocoder/geographies/address?form. There will be two choices: **"Find Locations Using..."** and **"Find Geographies Using..."** We want use the second choice "**Find Geographies Using...**", but Find Geographies Using is not clickable. Rather, under "Find Geographies Using..." *click* on **Address**.



2. Type in the street address, city, and state. You don't need to type in the zip code. Then *click* on **Find**.

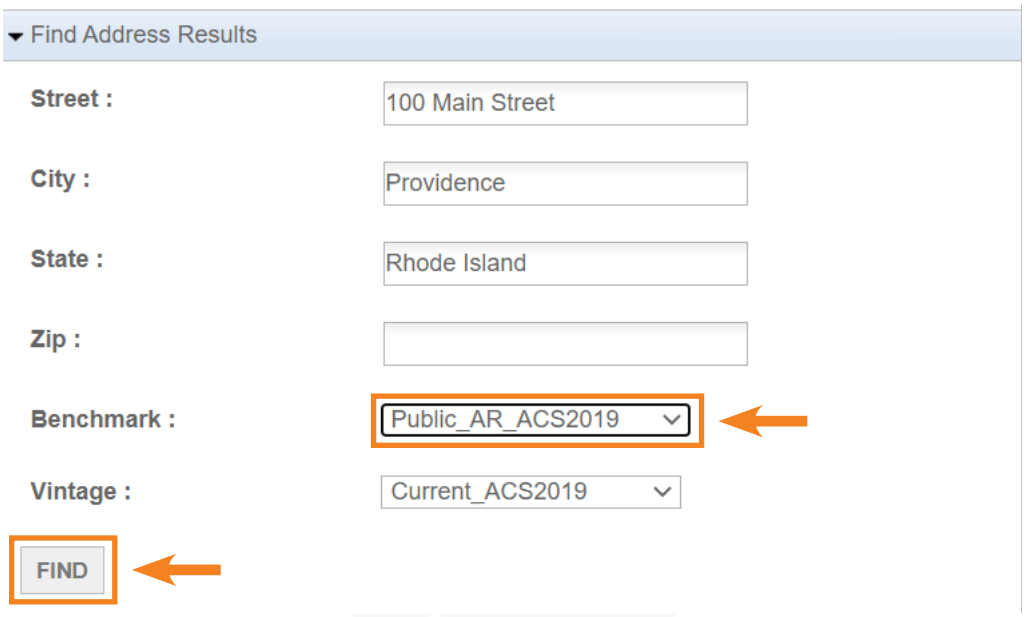


3. A list of geographic identifiers will appear by state, Census Block, County, and Census Tract. Scroll down to the list of geographic identifiers by **Census Tract**. In the middle of the information for Census Tracts there will be listed "**Name**". This will give the Census tract number of the street address. The name of a Census Tract is its number.



Sometimes it will not scroll down all the way to Census Tracts and you will get an error message that "Layer Query encountered an error, missing required element for GEO Look-up." In which case all that you need to do is go back up to the top and there are dropdown menus for Benchmark and Vintage. Use the dropdown menus to change the

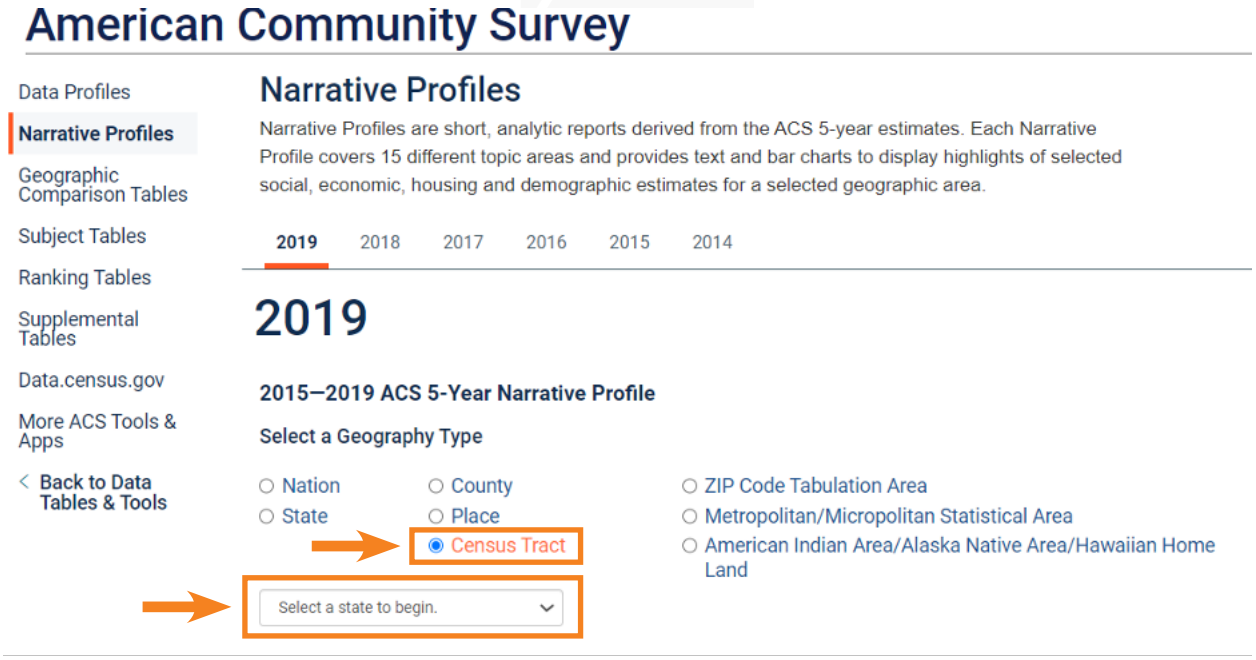
Benchmark one step down to Public_AR_ACS2019. This will automatically change the Vintage to Current_ACS2019. Then click on Find and the Census Tract information will be available when you scroll down.



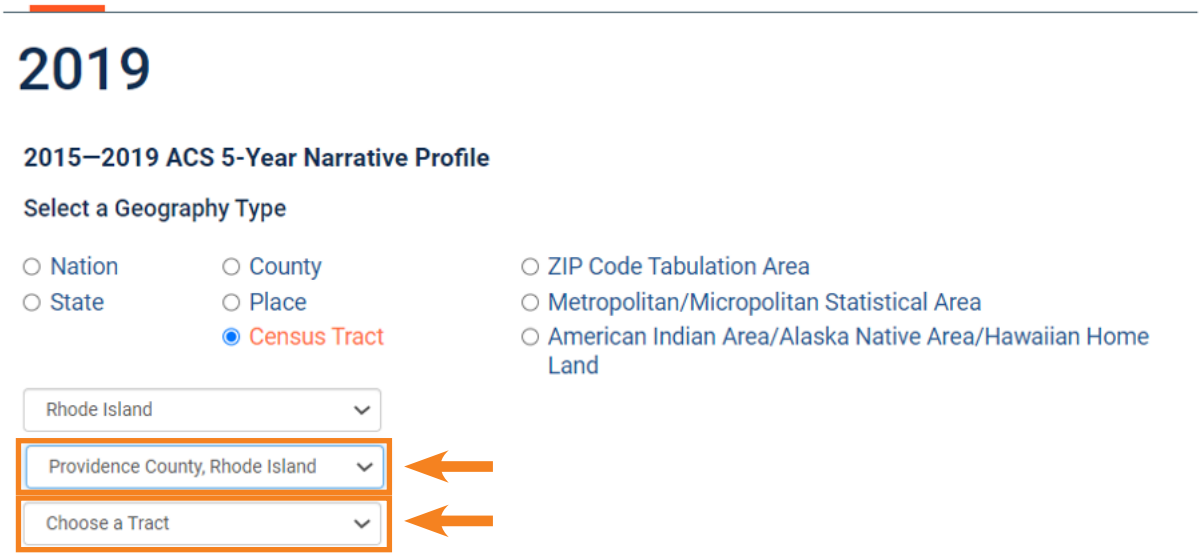
Note: At times when you type in the street address your query will come back "No matches found". We have no practical way of determining the Census Tract if the street address is not in the Census data base.

4. For the second step of determining the poverty rate of the Census tract, Go to: https://www.census.gov/acs/www/data/data-tables-and-tools/narrative-profiles/

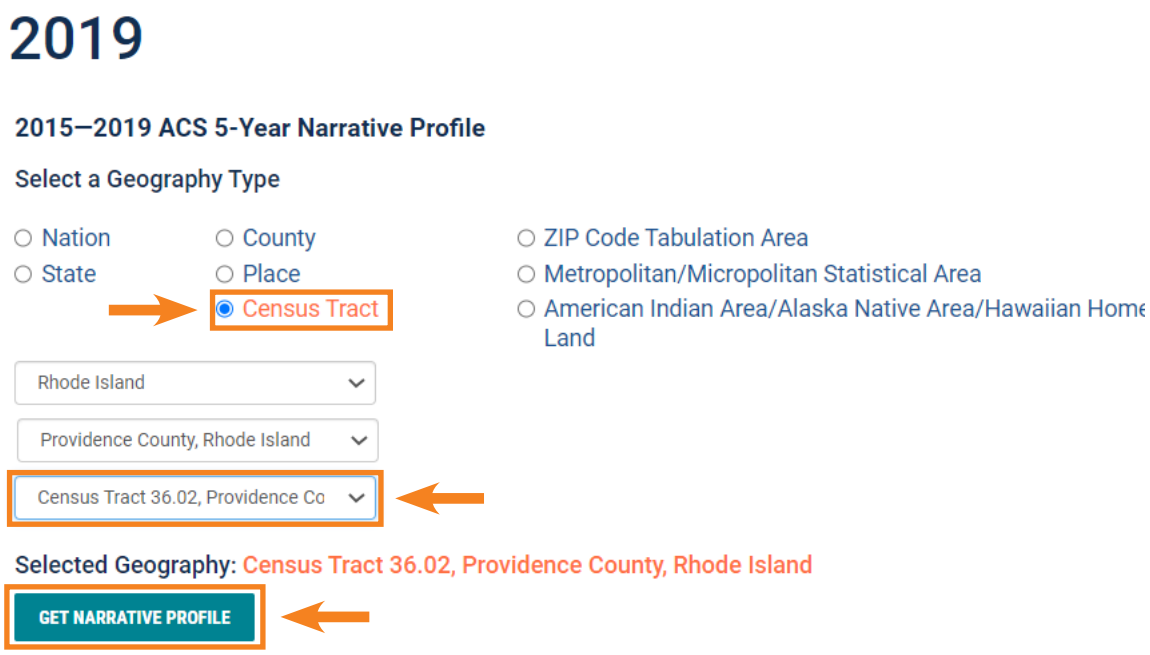
5. There will options to select from various geographic types. Select Census Tracts and then select your state from the dropdown menu.



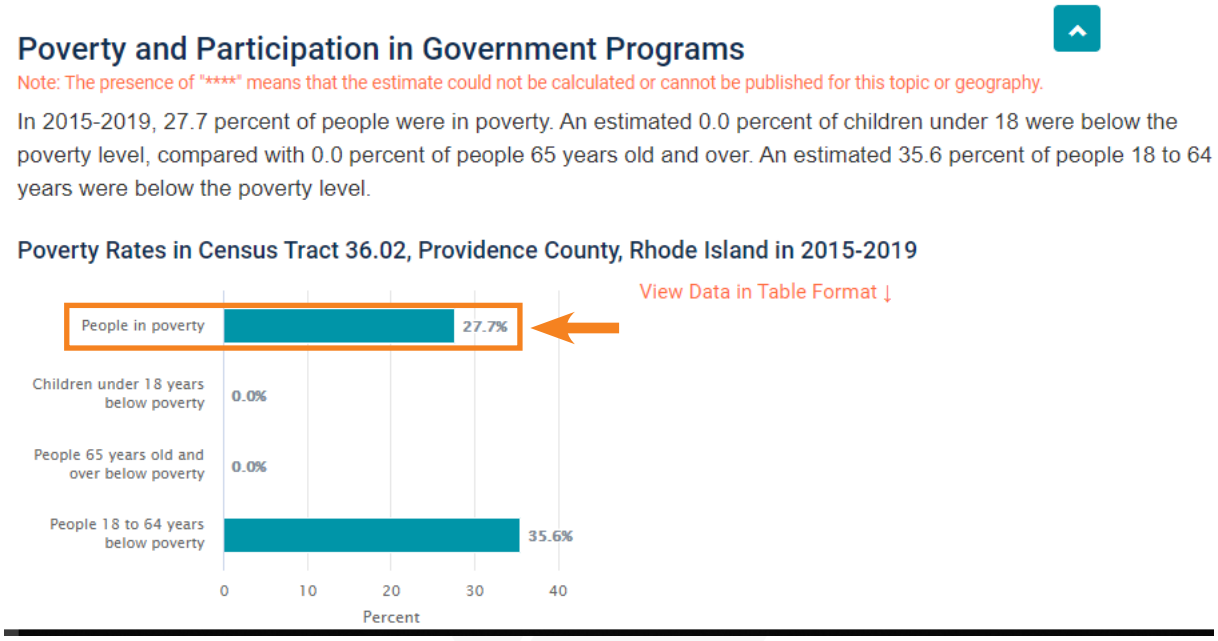
6. After you have selected your state you will then be asked to select your county, and then to select the Census tract within the county.



7. Once you have selected the Census Tract click on "**Get Narrative Profile**" in the green border. It will take about 10 seconds for the Narrative Profile to load.



8. Once the Narrative Profile loads, scroll down to "**Poverty and Participation in Government Programs**" to see the Poverty Rate. Use the Poverty Rate shown first, "**People in Poverty**".



Section 2: Determining if a County has a Poverty Rate of 25 Percent or Above.

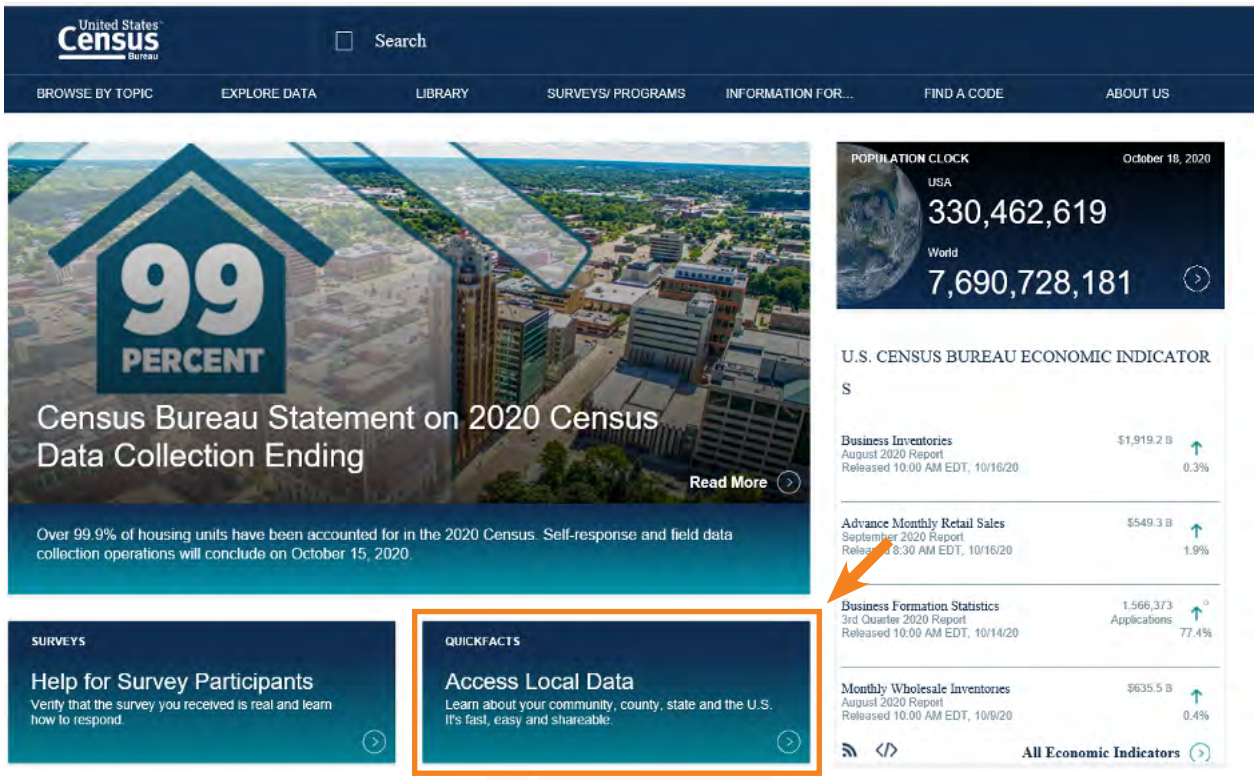
To check if your overall county has a poverty rate of 25 percent or above, there are separate directions for counties with populations of 5,000 and above and for counties with a population of less than 5,000.

For counties with a population of 5,000 and above:

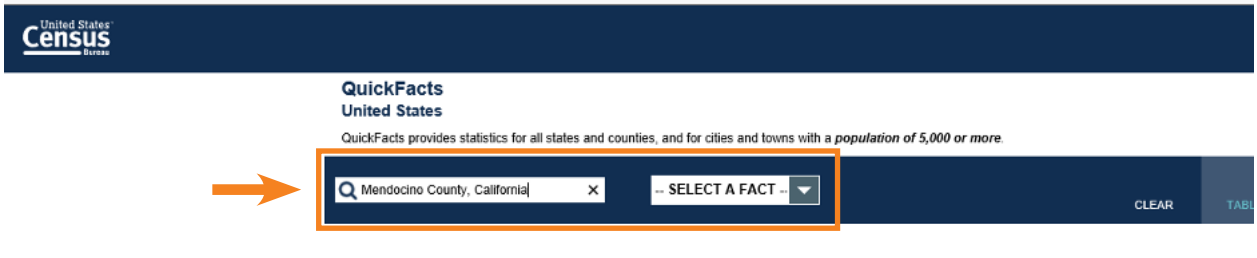
1. Click on https://www.census.gov/.

2. In the middle of the page, go to "**Quick Facts: Access Local Data**" and *click* on "**Go to Quick Facts**".

(continued on next page)



3. On the page that comes up, type in the name and state of your county, and then hit "Return" (or "Enter"). You don't need to select a fact.



4. A page will come up with various information on your county and the entire United States. Scroll down near the bottom of the table under **Income and Poverty** and it will give you **Persons in Poverty**, **Percent** for your county and for the United States.

For counties with a population of less than 5,000:

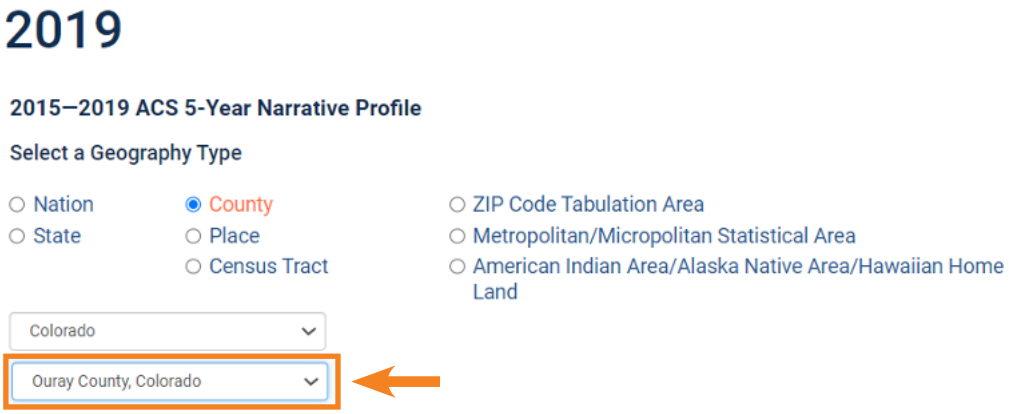
Total accommodation and food services sales, 2012 ($1,000) (c)	182,602	708,138,598
Total health care and social assistance receipts/revenue, 2012 ($1,000) (c)	427,217	2,040,441,203
Total manufacturers shipments, 2012 ($1,000) (c)	453,444	5,696,729,632
Total merchant wholesaler sales, 2012 ($1,000) (c)	407,625	5,208,023,478
Total retail sales, 2012 ($1,000) (c)	1,095,233	4,219,821,871
Total retail sales per capita, 2012 (c)	$12,527	$13,443
Transportation		
Mean travel time to work (minutes), workers age 16 years+, 2015-2019	20.8	26.9
Income & Poverty		
Median household income (in 2019 dollars), 2015-2019	$51,416	$62,843
Per capita income in past 12 months (in 2019 dollars), 2015-2019	$29,035	$34,103
Persons in poverty, percent	⚠ 14.0%	⚠ 10.5%

12 | Revised Directions for Using American Community Survey Data to Determine High-Poverty Areas

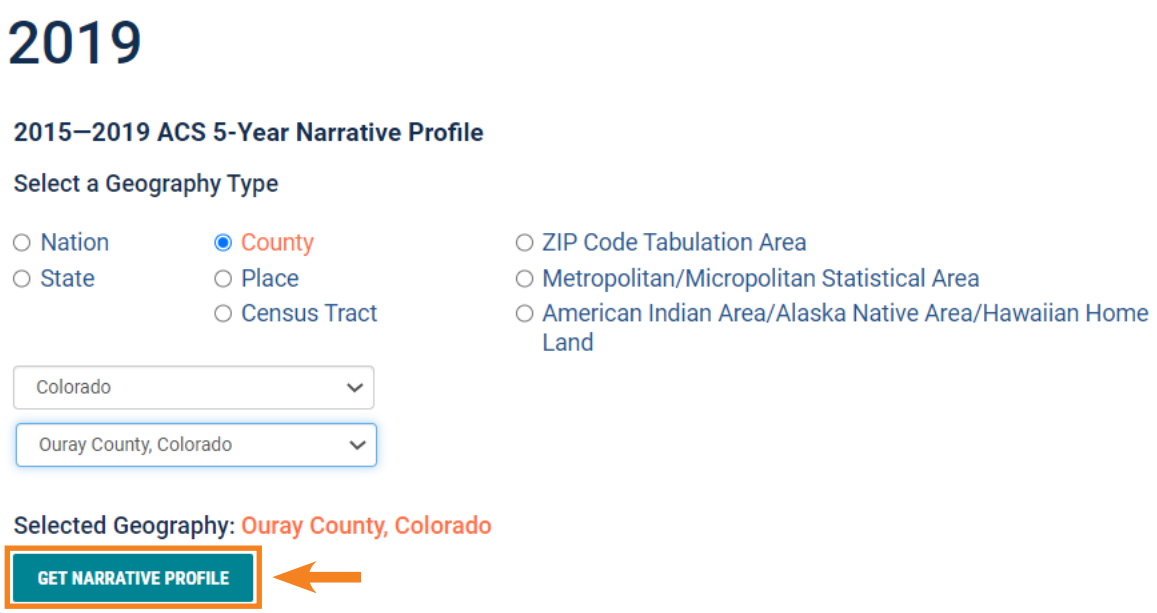
1. Go to: https://www.census.gov/acs/www/data/data-tables-and-tools/narrative-profiles/.

2. A page will open with options to select from various geographic types. Select "**County**". Then select your state from the dropdown menu.

3. Once you have selected your state you can select your county from the dropdown menu of counties.



4. Once you have selected your county click on the **Get Narrative Profile** in green border. It will take about 10 seconds for the Narrative Profile to load.

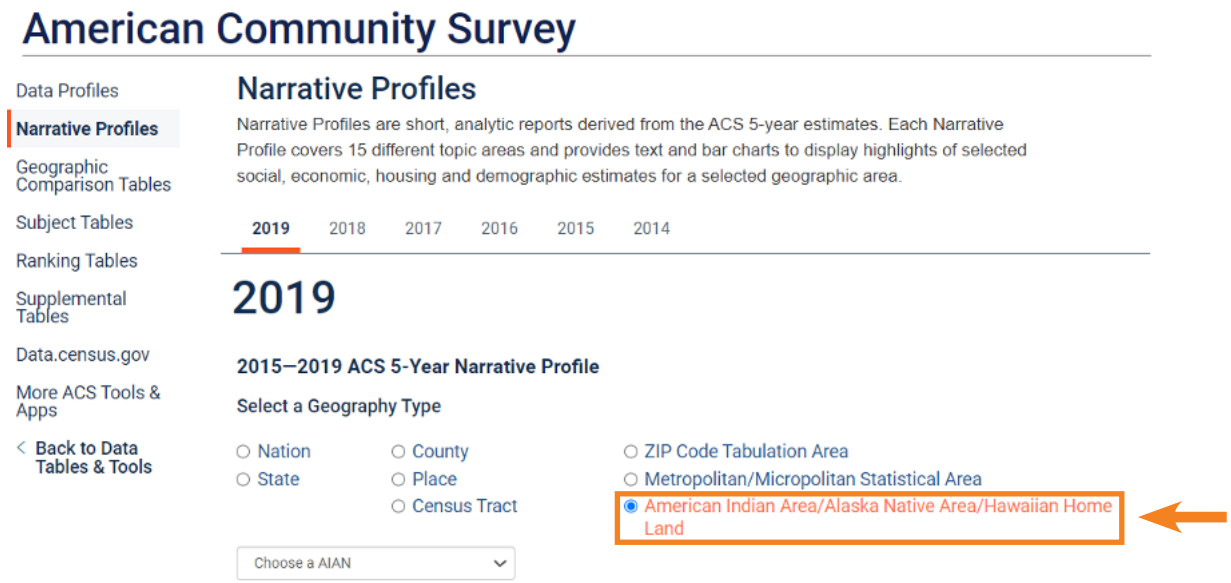


5. Once the Narrative Profile loads, scroll down to "**Poverty and Participation in Government Programs**" to see the Poverty Rate. Use the Poverty Rate shown first, "**People in Poverty**".

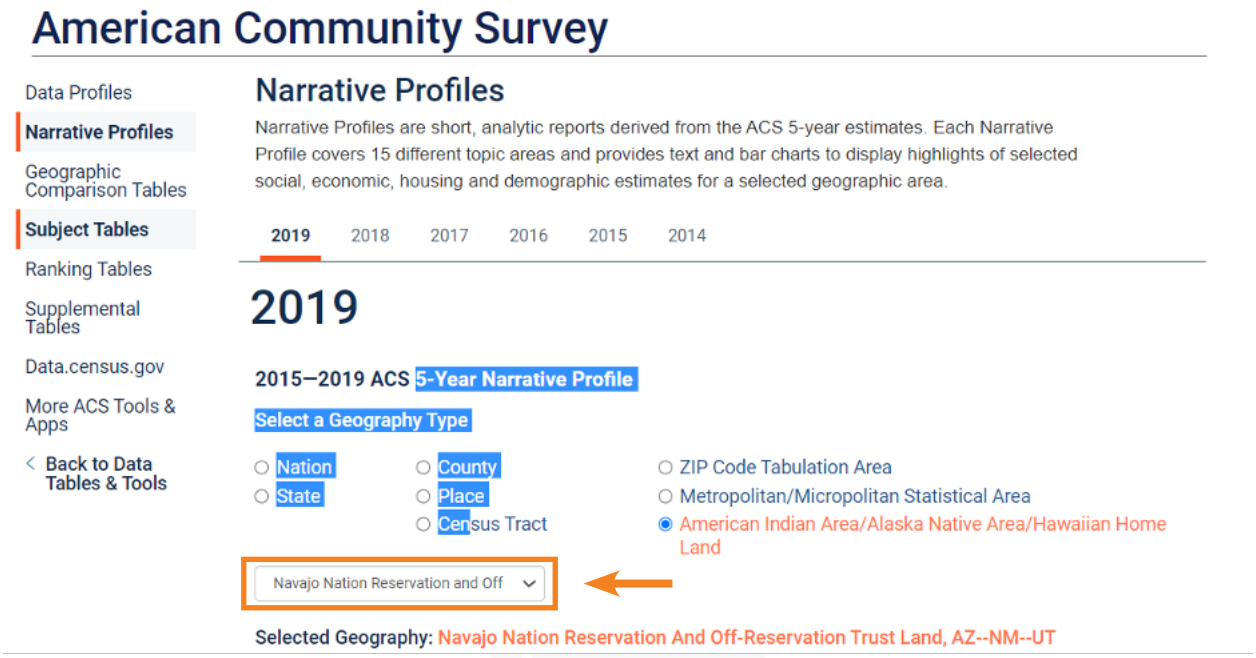
Section 3: Determining the Poverty Rate of American Indian Reservations and Other Native Lands.

1. Go to: https://www.census.gov/acs/www/data/data-tables-and-tools/narrative-profiles/.

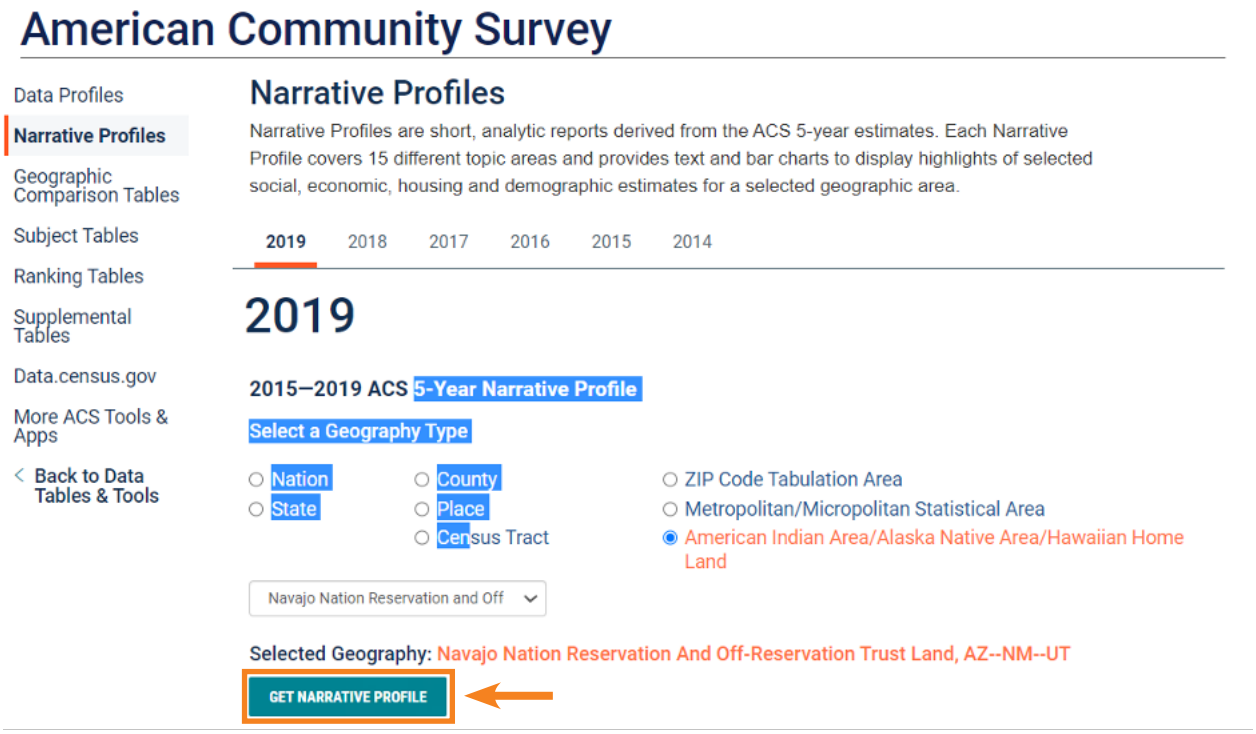
2. There will be various geographic types to choose from. Select American Indian Area/ Alaska Native Area/Hawaiian Homeland.



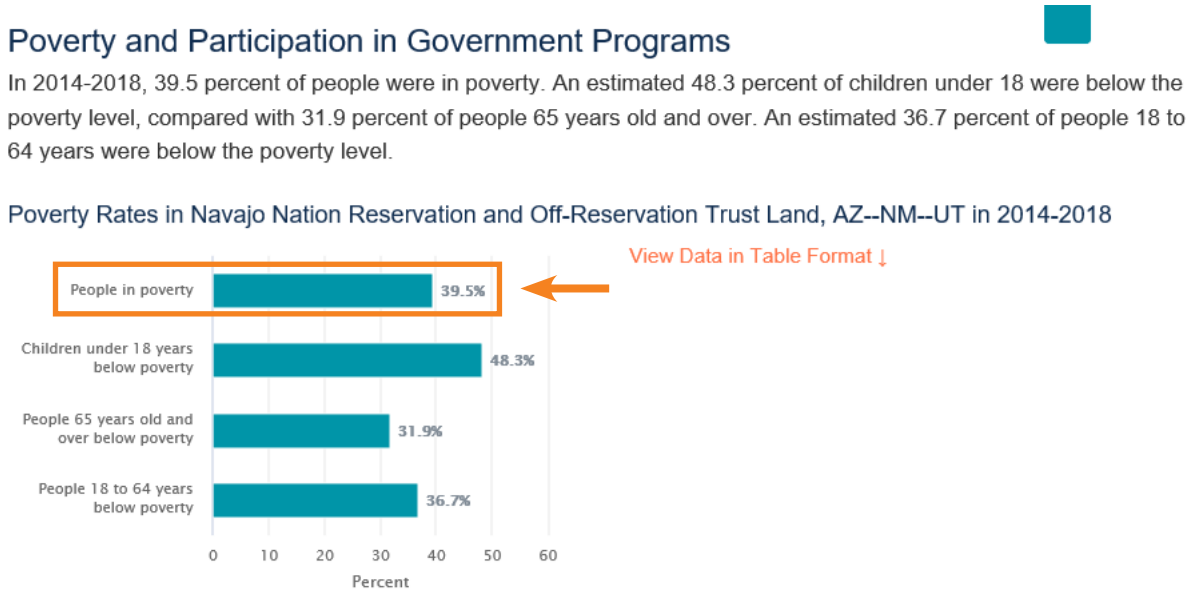
3. You will then be given the prompt to select your American Indian Area, Alaska Native Area, or Hawaiian Home Land from the dropdown menu. You can type in the first letter of your area to get close to the name of your area.



4. Once you have selected your American Indian Area, Alaska Native Area, or Hawaiian Home Land click on **Get Narrative Profile** in the green border. It will take about 10 seconds for the information to load.



5. Once the Narrative Profile loads, scroll down to Poverty and Participation in Government Programs to see the Poverty Rate. Use the Poverty Rate shown first, **People in Poverty**.

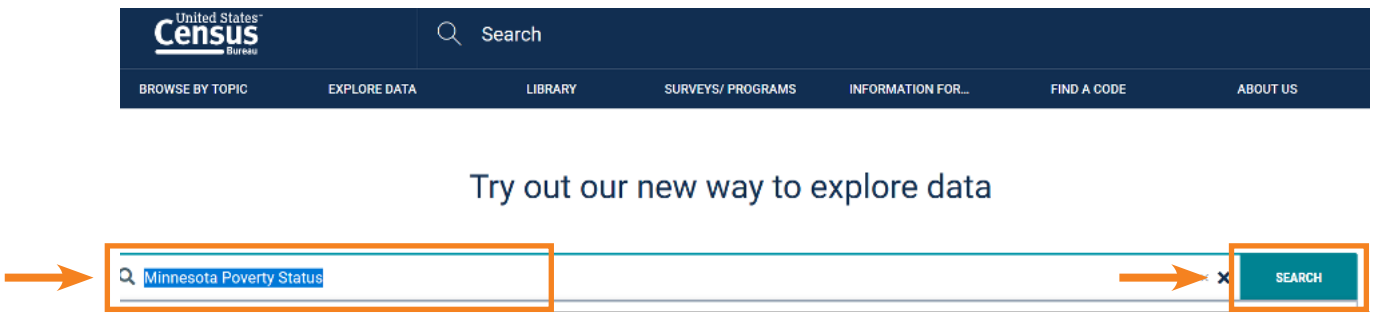


Larger Native Alaskan Villages, Hawaiian Home Lands, and Rancheros have their poverty rate listed in the Narrative Profiles, but some of these Native areas will be too small to have their poverty rates listed. You can try to use the directions in Section 1 above to use a street address to identify the Census Tract and poverty rate of these smaller areas.

If the poverty rate of your Reservation or Native Land is less than 25 percent, the regulations allow using the poverty rate of the Native American population within the Reservation or Native Land. Here are the directions for finding the poverty rate of the Native American population within a Reservation or Native Land. You will need to use either the Google Chrome or Microsoft Edge browser for this section. Microsoft Explorer will not work.

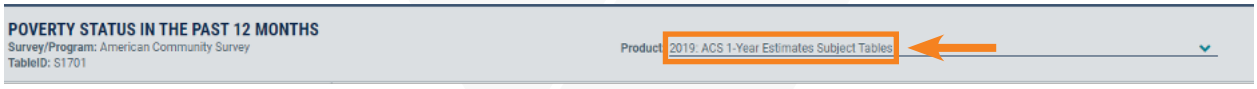
1. Go to: https://www.census.gov/data.html

2. Where it says "**Search**" *type* in the name of your state and the words Poverty Status, for example, Minnesota Poverty Status. Don't just click on the name of the state when it comes up, you need to type in the name of the state plus the words Poverty Status. You need to type in the words Poverty Status in order to get to the data set that you need. Then *click* on "**Search**".

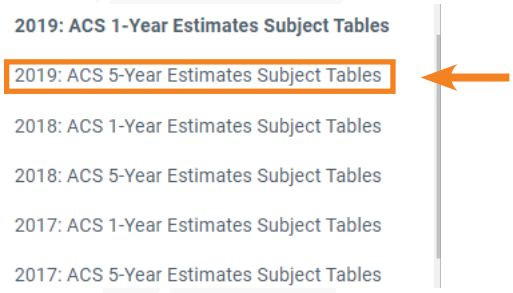


3. On the next page, under Tables *click* on the first table "**Poverty Status in the Past 12 Months**".

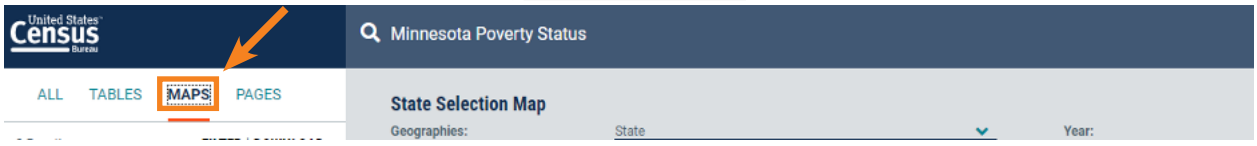
4. A table will appear showing the poverty rate of the overall state. Right above the table it will say "**Product: 2019: ACS 1-Year Estimate**". You need to use the 5-Year data to get data on Reservations and Native Lands, so *click* on "**2019: ACS 1-Year Estimates**" and a dropdown menu will appear allowing you to select a different data set.



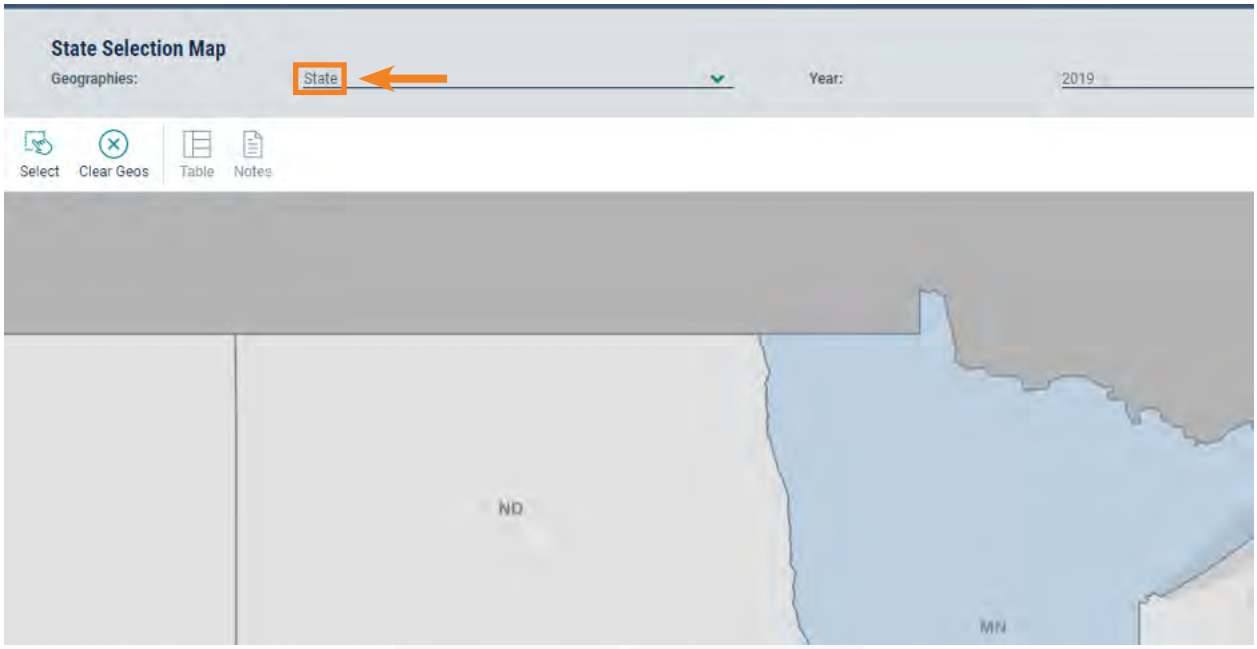
5. *Select* the second item "**2019: ACS 5-Year Estimate Subject Tables**".

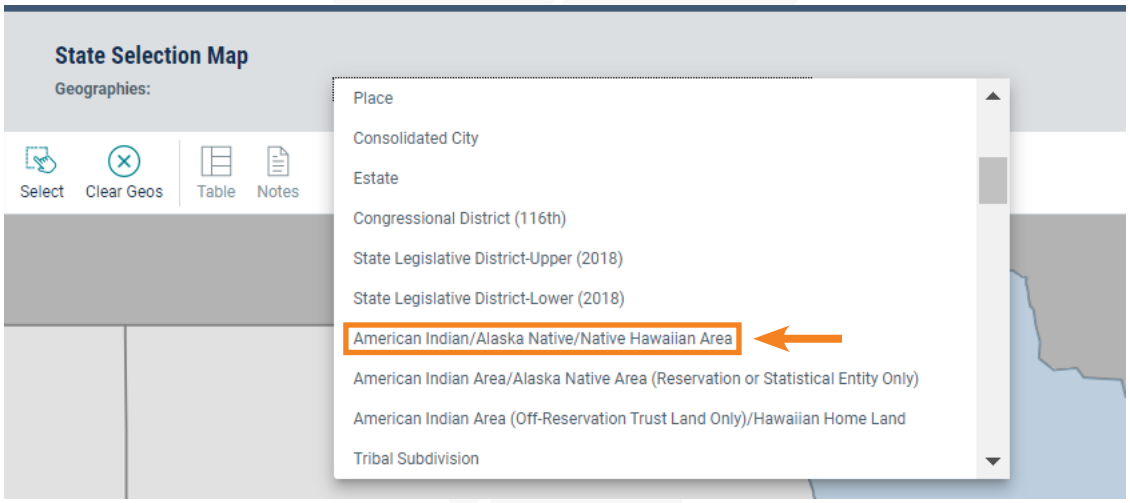


6. Next, click on "**MAPS**" in the top left corner of the page outside the table.



7. The map should take you directly to your state. Then, you need to change the Geography to Native American Areas. Above the map to the left of 2018: ACS 5-Year Estimate Subject Tables it will say **Geographies: State**. Click on **State** and a dropdown menu will appear with different levels of Geography. Scroll down about 15 items and *click* on "**Native American/Alaska Native/Native Hawaiian Area**".

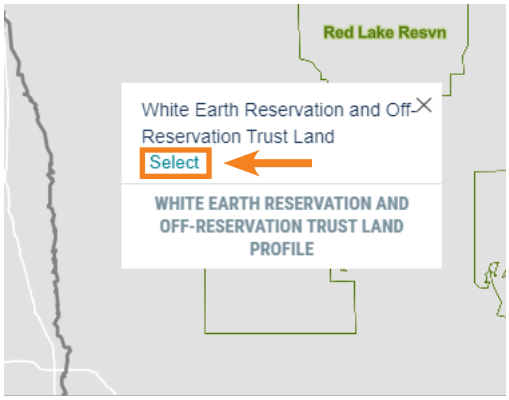




8. Once you click on "**Native American/Alaska Native/Native Hawaiian Area**" you will see all of the Native American areas in your state. To see the names of the Native American areas you may need to increase the magnitude of the map. You can increase or decrease the magnitude of the map by using the plus and minus toggle switch in the bottom right corner of the map.

9. You probably won't need to move around the map, but if you do happen to want to move around the map you can use the directional arrows on your keyboard. Note that each time you want to use your directional arrows you need to click any place on the map. Otherwise nothing will happen when you to try to use when you to try to use the directional arrows on your keyboard. Once you click on any Census tract on the map your directional arrows will start to work.

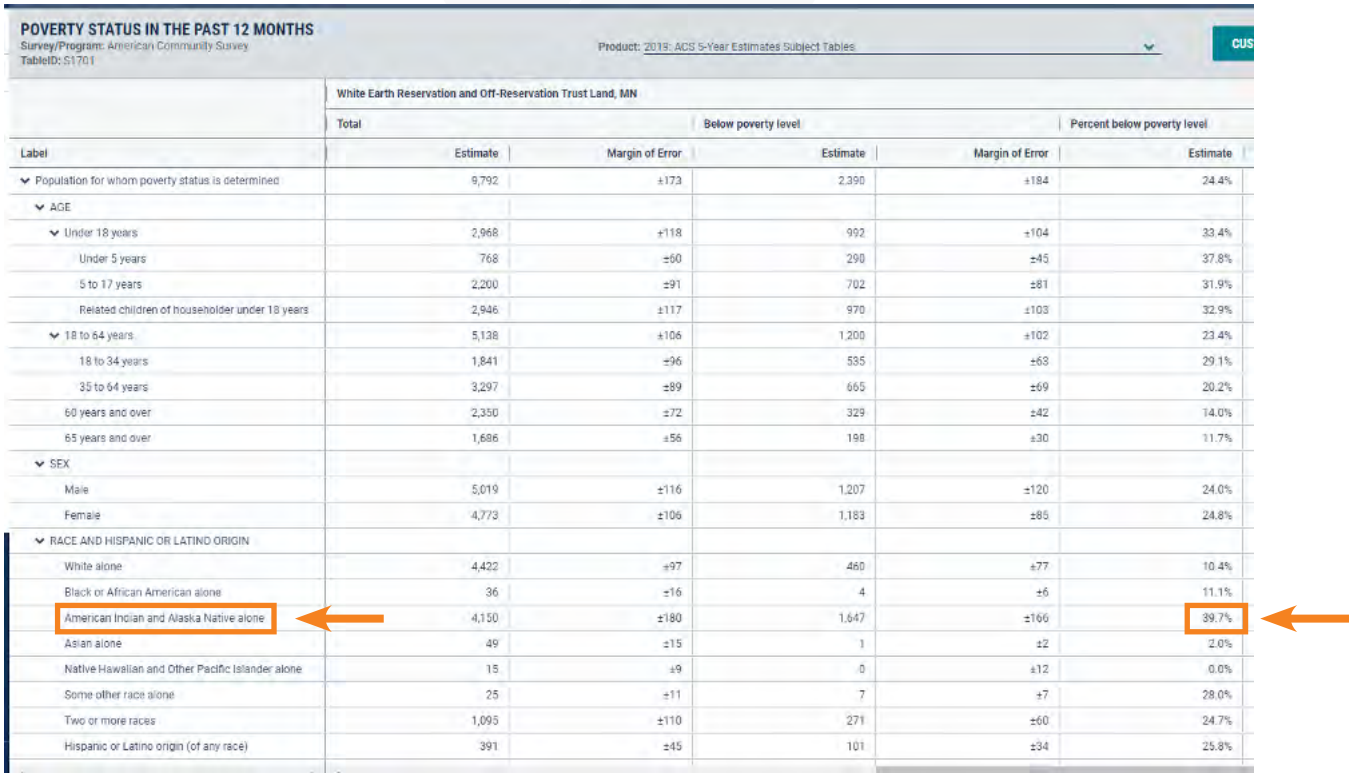
10. Once you identify your Reservation or Native Area place your cursor over it and click on it. You will then be given a box with two options—either to Select it on the top of the box or to get its Profile on the bottom of the box. We don't want its profile, we want to Select it, so *click* on "**Select**" at the top of the box. It is not enough to just click on your Reservation or Native Area, you need to *click* on "**Select**" when given the option. Once you have selected your Reservation or Trust Land it will be highlighted in blue.



11. Once you have selected your Reservation or Native Land, on the top left corner of the screen outside the map *click* on "**Tables**".

12 | Revised Directions for Using American Community Survey Data to Determine High-Poverty Areas

12. A table will then appear on your screen. The table will provide poverty data for the entire state and you need to scroll to the right to get the data for your Reservation or Native Land. *Scroll* down to the row showing the poverty data for "**American Indian and Alaskan Native Alone**" or alternatively "**Native Hawaiian or Pacific Islander Alone**". Then scroll to the Percent Below Poverty Level Column to get the poverty rate for Native Americans within your Reservation or Native Land.



POVERTY STATUS IN THE PAST 12 MONTHS
Survey/Program: American Community Survey
TableID: S1701
Product: 2019: ACS 5-Year Estimates Subject Tables

	White Earth Reservation and Off-Reservation Trust Land, MN				
	Total		Below poverty level		Percent below poverty level
Label	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Population for whom poverty status is determined	9,792	±173	2,390	±184	24.4%
AGE					
Under 18 years	2,968	±118	992	±104	33.4%
Under 5 years	768	±60	290	±45	37.8%
5 to 17 years	2,200	±91	702	±81	31.9%
Related children of householder under 18 years	2,946	±117	970	±103	32.9%
18 to 64 years	5,138	±106	1,200	±102	23.4%
18 to 34 years	1,841	±96	535	±63	29.1%
35 to 64 years	3,297	±89	665	±69	20.2%
60 years and over	2,350	±72	329	±42	14.0%
65 years and over	1,686	±56	198	±30	11.7%
SEX					
Male	5,019	±116	1,207	±120	24.0%
Female	4,773	±106	1,183	±85	24.8%
RACE AND HISPANIC OR LATINO ORIGIN					
White alone	4,422	±97	460	±77	10.4%
Black or African American alone	36	±16	4	±6	11.1%
American Indian and Alaska Native alone	4,150	±180	1,647	±166	39.7%
Asian alone	49	±15	1	±2	2.0%
Native Hawaiian and Other Pacific Islander alone	15	±9	0	±12	0.0%
Some other race alone	25	±11	7	±7	28.0%
Two or more races	1,095	±110	271	±60	24.7%
Hispanic or Latino origin (of any race)	391	±45	101	±34	25.8%

Section 4: Identifying Contiguous High-Poverty Areas in your City or County for Targeting Your Services on high-poverty neighborhoods.

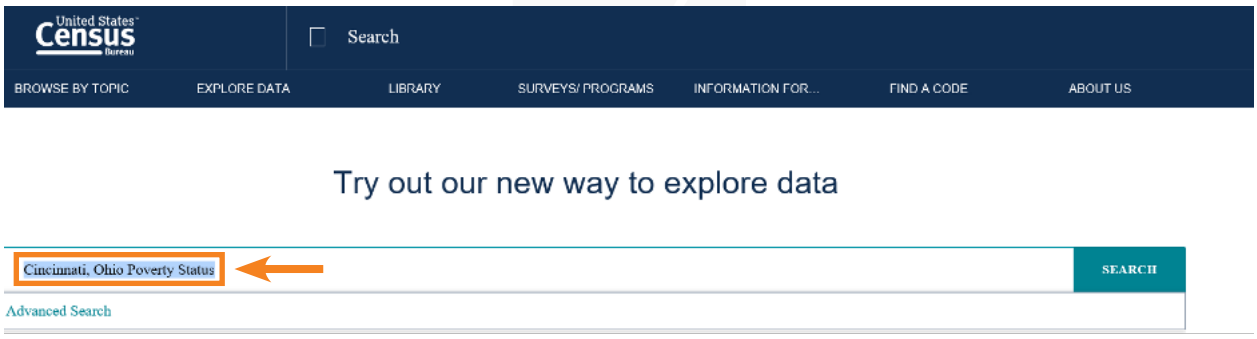
If your county does not have a poverty rate of 25 percent, you can still identify contiguous Census tracts within your county or city with poverty rates of 25 percent or above. This

can be useful in a couple of ways. First, you can identify high-poverty contiguous Census tracts in your city or county for the purpose of targeting your services and recruitment efforts in these communities. Second, if you identify a contiguous set of Census tracts to serve as a target area for your services and recruitment all of the individual Census tracts within the target area do not have to have a 25 percent poverty rate as long as the overall set of Census tracts within the target area have an overall poverty rate of 25 percent.

You can identify more than one high-poverty area in your county or city as long as the Census tracts within each high-poverty area are contiguous. For example, you can identify a high poverty area in the West side of town and a high poverty area in the South side of town, as long as the Census tracts within the West side poverty area are contiguous with each other and the Census tracts within the South side poverty area are contiguous with each other. The directions for finding the poverty rates of a contiguous set of Census tracts in your city or county are as follows. You can use the Microsoft Edge or Google Chrome browsers for these directions. Microsoft Explorer will not work for this section.

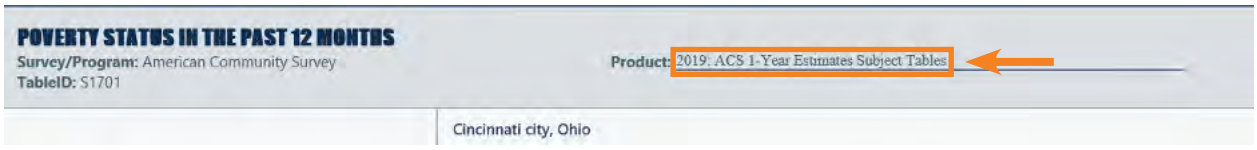
1. Go to: https://www.census.gov/data.html

2. Where it says "**Search**" *type* in the name of your city or county and state and the words Poverty Status, for example, Cincinnati, Ohio Poverty Status or Hamilton County, Ohio Poverty Status. Don't just click on the name of the city or county when it comes up, you need to type in the name of the city or county plus the words Poverty Status. You need to type in the words Poverty Status in order to get to the data set that you need. Then *click* on "**Search**".

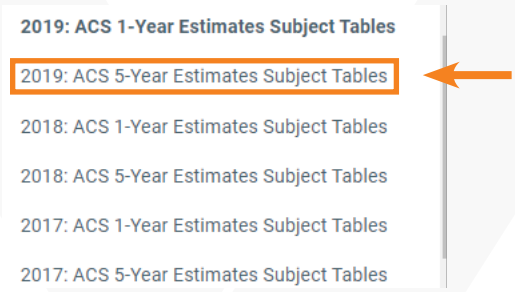


3. On the next page, under "**Tables**", *click* on the first table "**Poverty Status in the Past 12 Months**".

4. A table will appear showing the poverty rate of the overall city or county. Right above the table it will say "**Product: 2019: ACS 1-Year Estimate**". You need to use the 5-Year data to get data on Census tracts, so *click* on "**2019: ACS 1-Year Estimates**" and a dropdown menu will appear allowing you to select a different data set.



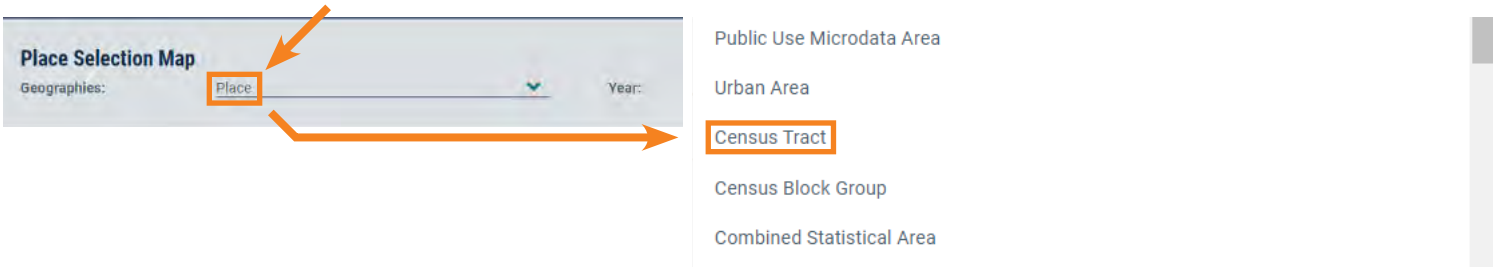
5. Select the second item "**2019: ACS 5-Year Estimate Subject Tables**".



6. Next, click on **MAPS** in the top left corner of the page outside the table.

The map should take you directly to your city. If it just takes you to your overall state, start all over again and add City to the name of your city or add County to the name of your county. For example, instead of St. Louis, Missouri Poverty Status, type in St. Louis City, Missouri Poverty Status. Then the map will take you directly to your city. This may happen for example if the name of St. Louis on the map is St. Louis City and the computer only recognizes St. Louis as St. Louis City.

7. Then, you need to change the Geography to Census tracts. Above the map to the left of 2018: ACS 5-Year Estimate Subject Tables it will say "**Geographies: Place**" if you started with your city or "**Geographies: County**" if you started with your county. *Click* on "**Place**" or "**County**" and a dropdown menu will appear with different levels of Geography. Scroll down to the 20th item and *click* on "**Census tracts**". Note: It may stop at other Geography levels as you scroll down, so you may have to keep trying a couple of times until you get to Census tracts.



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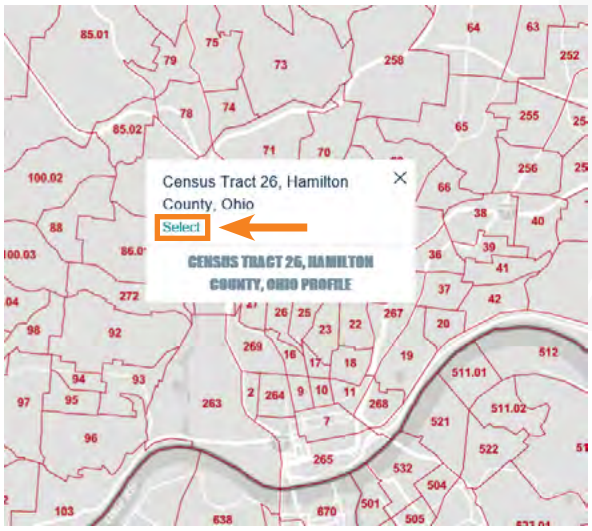
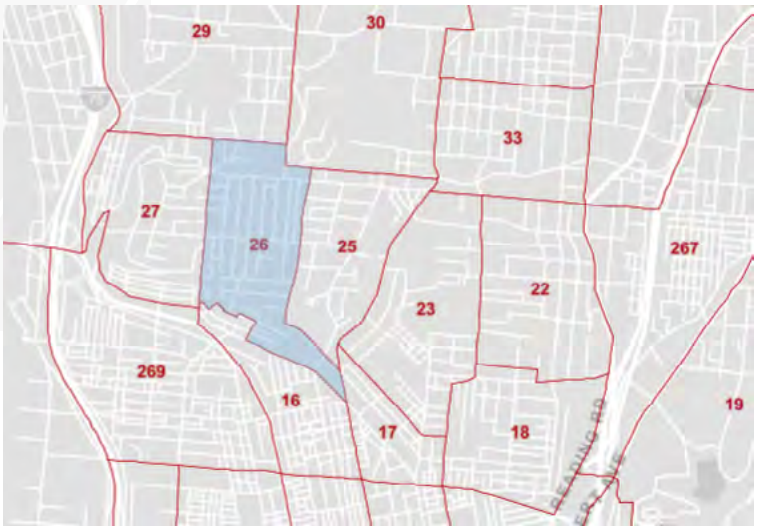
8. Once you click on **Census tracts** you will see the Census tracts in your city or county. To see the Census tract numbers you may need to increase the magnitude of the map. You can increase or decrease the magnitude of the map by using the plus and minus toggle switch in the bottom right corner of the map.

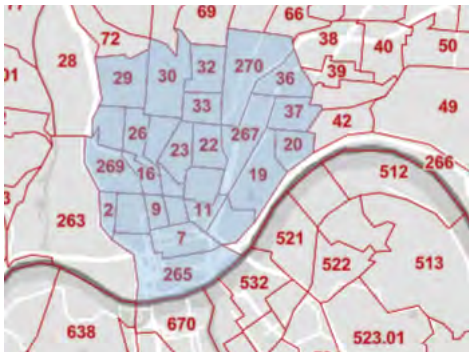
9. The map does not have directional arrows, so you need to use the directional arrows on your keyboard to move around the map. Please note that each time you want to use your directional arrows you need to click on a Census tract on the map. Otherwise nothing will happen when you to try to use the directional arrows on your keyboard. Once you click on any Census tract on the map your directional arrows will start to work.

10. Now you are ready to start selecting Census tracts for your target area. Place your cursor over a Census tract and *click* on it, and then you will be given the opportunity to Select it. *Click* on "**Select**" for that Census tract when given the option. It is not enough to just *click* on a Census tract, you need to *click* on "**Select**" when given the option. The first time you select a Census tract it will increase the magnitude of the map and you will need to use the toggle switch in the bottom right corner to reduce the magnitude. After that it will be fine. Also, you just need to *click* once on "**Select**". If you *double-click* on "Select" it will select the Census tract and increase the magnitude of the map, so you will need to use the toggle switch in the bottom right corner to reduce the magnitude. When you select a Census tract it will become highlighted.





11. *Click* on the Census tracts that you expect to be in the target area. Make sure that the Census are contiguous as required by the definition of high-poverty area in the regulations. See the instructions in Step 20 below for an easy workaround if you need to deselect a Census tract as currently the Deselect key is not working. When you have selected all of your Census tracts it is probably best at this point to save the map as described below in Step 21.



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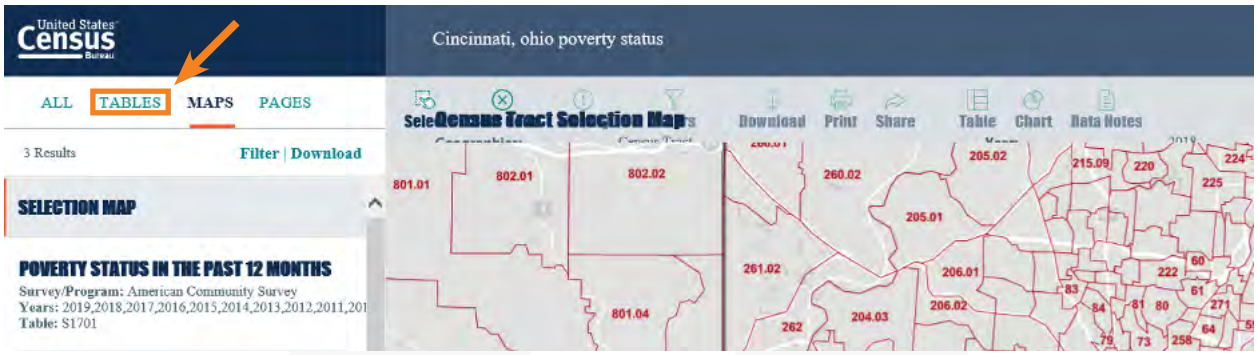
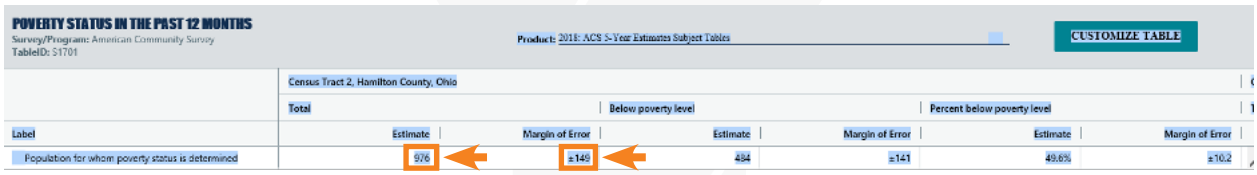
12. Once you have selected all the Census tracts that you want, on the top left corner of the screen outside the map *click* on "**Tables**".

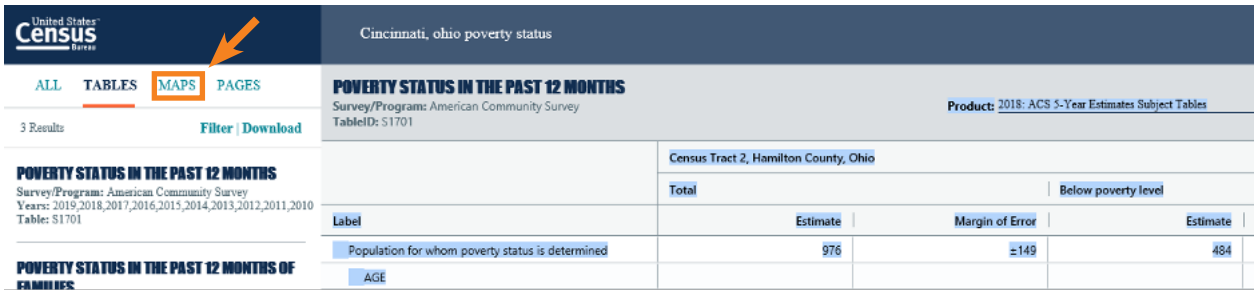


13. A table should appear providing the total population, population in poverty, and poverty rate for each of the Census tracts that you selected. You can use the directional arrow at the bottom of the table or the directional arrows on your keyboard to scroll to the right on the table to see each Census tract. We are only interested in the top row of the table — the total population of the Census tract and the total number in poverty.

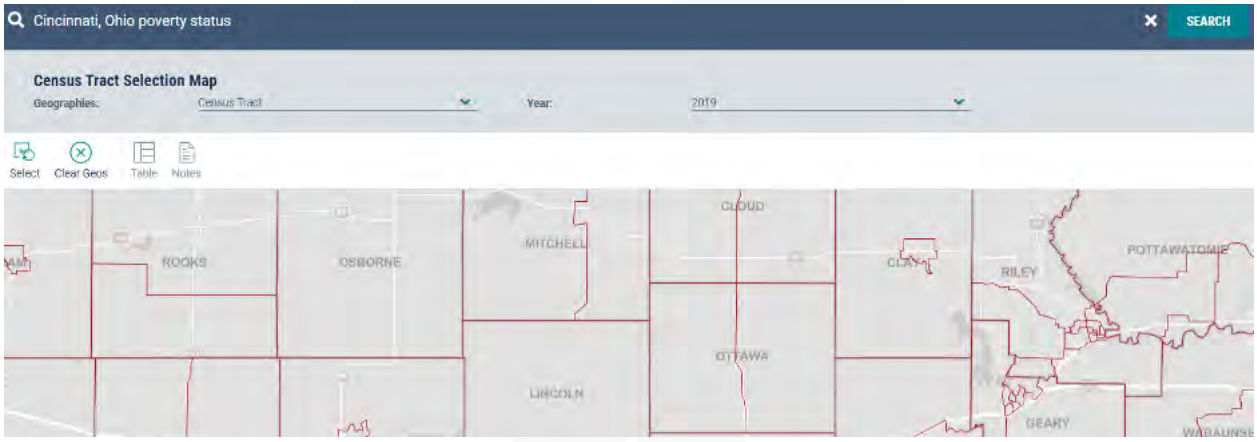


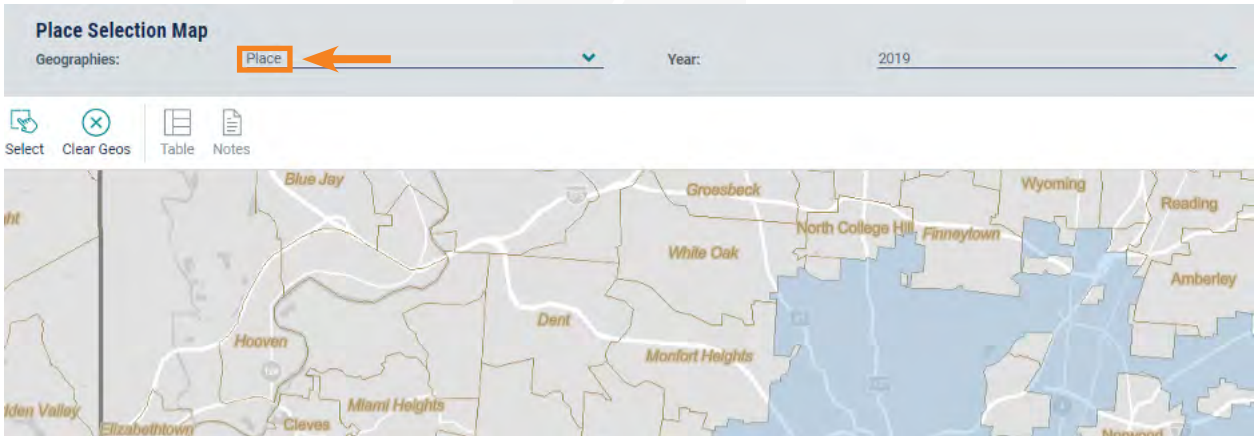
14. If you are setting up a high-poverty target area you can now make a handwritten spreadsheet in a notebook which you can later copy into Excel with three columns, the Census tract number, the Total Population in the Census tract, and the Number in Poverty in the Census tract. You do not need to, but you may want to add a fourth column showing the percentage in poverty in the Census tract. Individual Census tracts can have a poverty rate of below 25 percent as long as the overall poverty rate of the target area is 25 percent or above, but it may be useful to you later to know the poverty rate of each tract if you need to go back and remove some Census tracts with low poverty rates to get to a poverty rate for the entire target area of 25 percent or above.

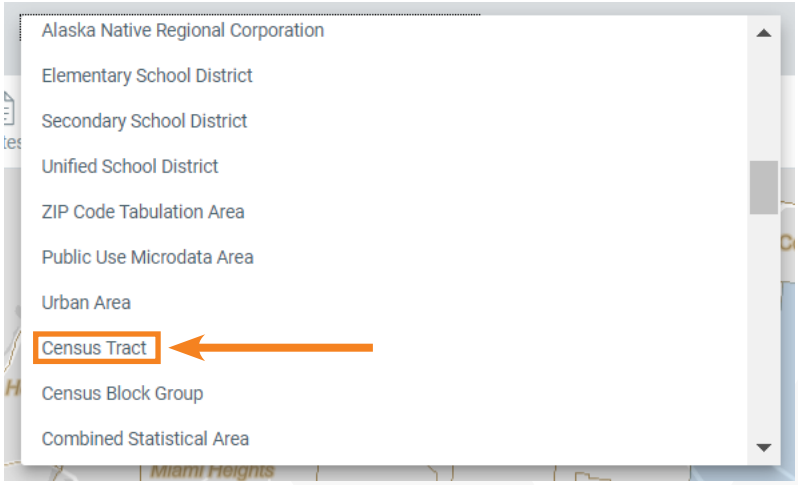
15. After you have copied your spreadsheet into Excel, add up the Total Population and the Population in in Poverty columns, and divide the Population in Poverty by the Total Population. If the poverty rate of the combined Census tracts is 25 percent or above, you are done. Save your work at this point as described below. Also, you may wish to go back to the top left corner of the page and click on MAPS to take you back to the map of your city to do a Print Screen of the map, which you can use to document the high-poverty area in your files. To see the boundaries of the Census tracts continue to magnify the map until you can see the names of the streets that bound the Census tracts.

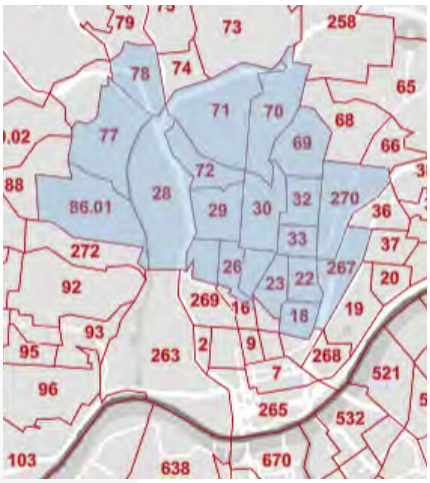


16. If when you click on Maps it doesn't take you back to the map of your city but rather to a map of a different state altogether simply *click twice* on "**Search**" above the top right corner of the map. You have to *click* on "**Search**" twice and it will take you back to the map of your city. You will then need to *click* on "**Place**" or "**County**" at the top of the map and *select* "**Census tracts**" again in the dropdown menu and it will take you back to your map with the Census tracts highlighted that you have selected.

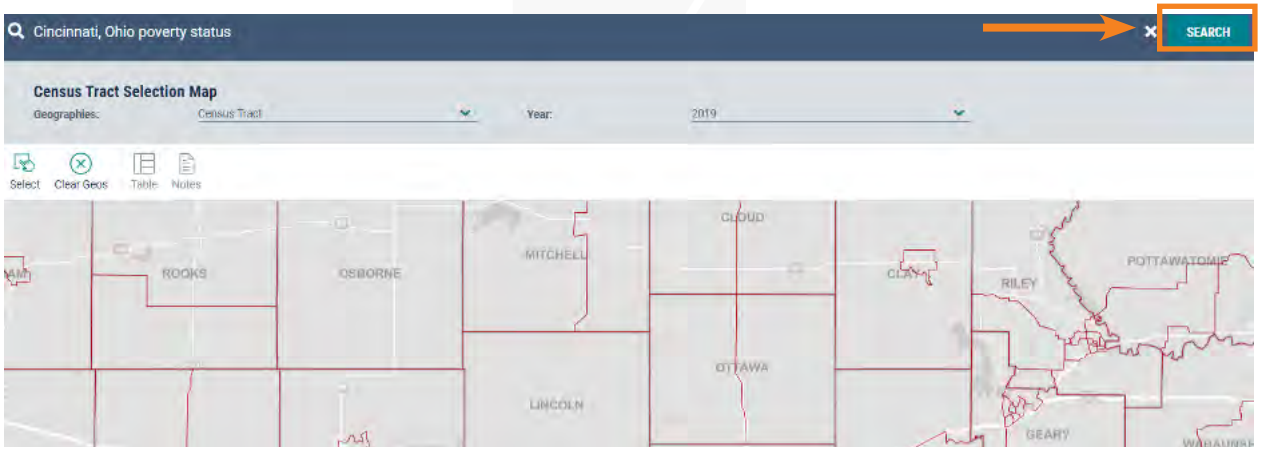


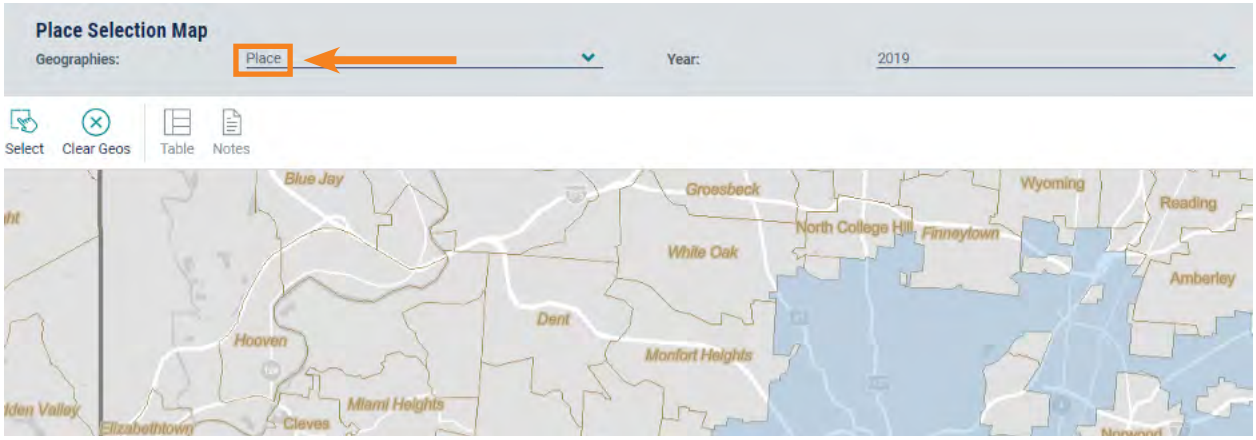


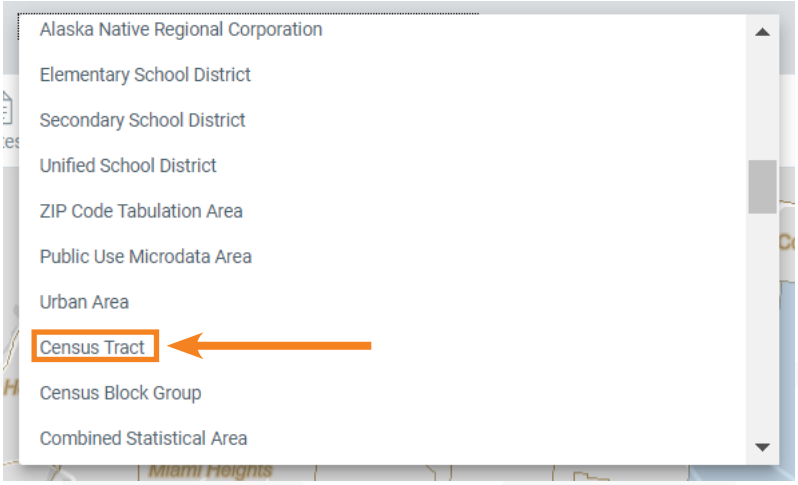




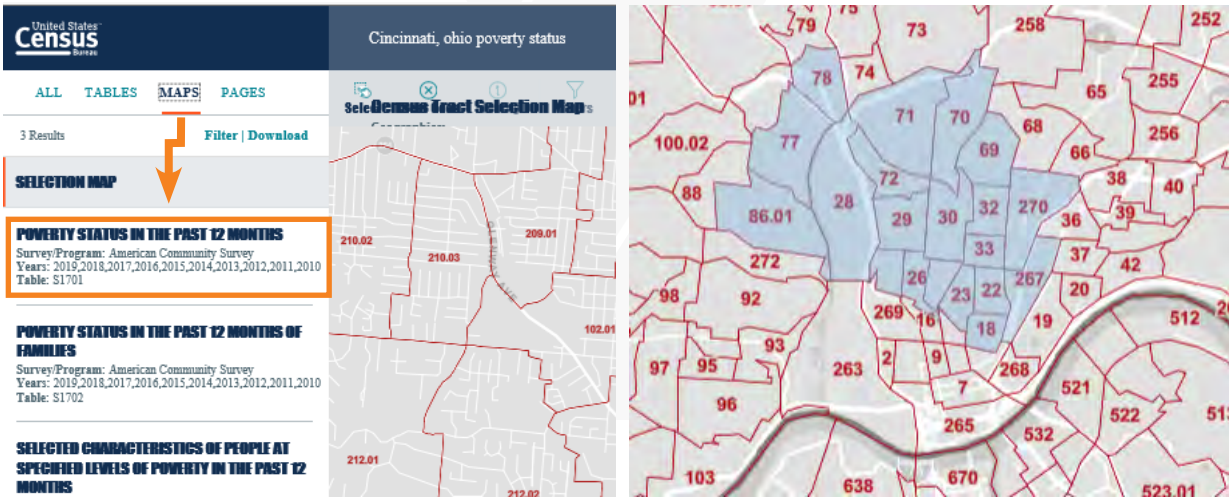
17. If you are trying to set up a target area and the poverty rate of the combined Census tracts is below 25 percent, you can go back to the top left corner of the page and click on "**MAPS**", which will take you back to the map of your city with the selected Census tracts to add or delete Census tracts. As described above in Step 16, if when you click on Maps it doesn't take you back to the map of your city but rather to a map of a different state altogether simply *click twice* on "**Search**" above the top right corner of the map. You have to *click* on "**Search**" twice and it will take you back to the map of your city. You will then need to *click* on "**Place**" or "**County**" at the top of the map and select Census tracts again in the dropdown menu and it will take you back to your map with the Census tracts highlighted that you have selected.



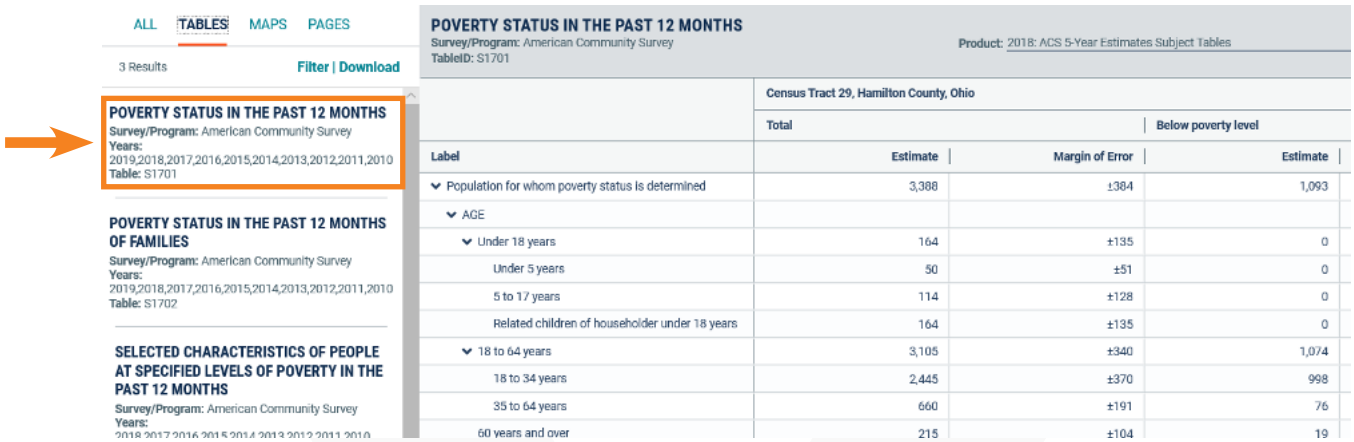




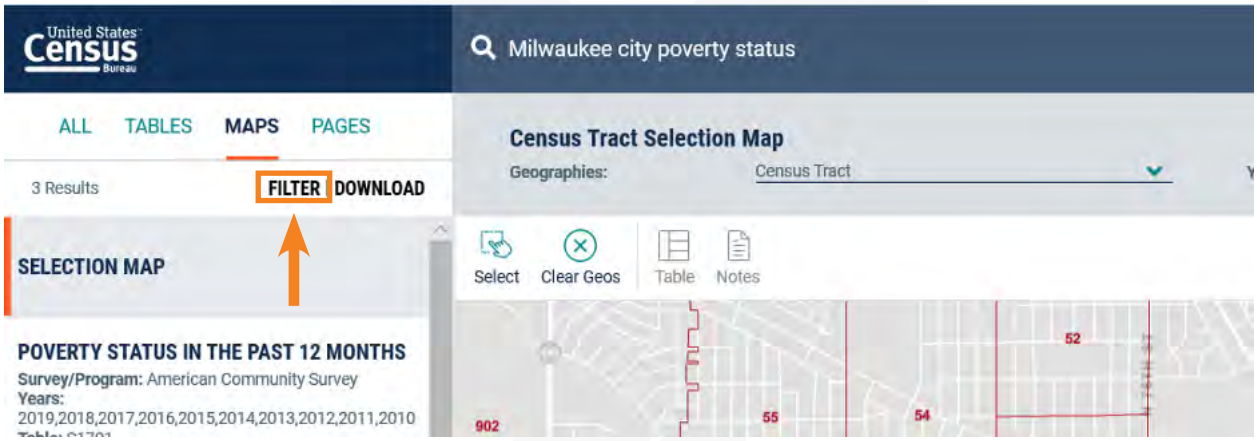
18. Note that any time you switch from the Map to the Table and Back to the Map you need to *click* on "**POVERTY STATUS IN THE PAST 12 MONTHS**" on the left of the map to continue selecting Census tracts. You can *delete* Census tracts with low poverty rates by *clicking* on the tract and then *clicking* on "**DeSelect**". You can go back and forth from the map to the table until you get a target area with an overall poverty rate of 25 percent or above.



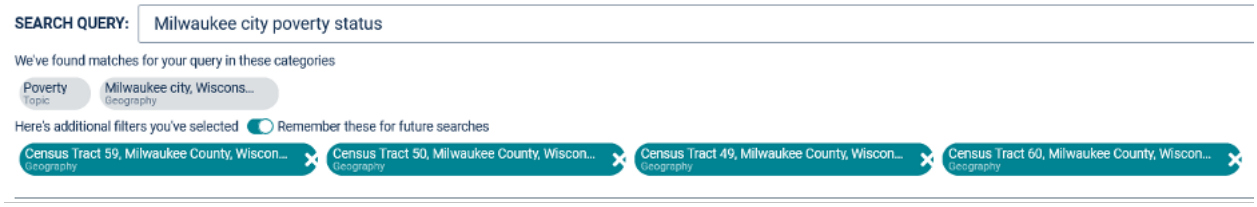
19. If for some reason after switching back and forth from the table to the map the table is showing the poverty status for families instead of the poverty status of the overall population you simply need to *click* on "**Poverty Status in the Past 12 Months**" to the left of the table, and the Table will change to give you the poverty status of the overall population.



20. The function to deselect Census tracts currently is not working, so to deselect a Census tract click in Filter in the top left corner of the screen outside the map.



Once you have *clicked* on "**Filter**" a screen will appear showing in green borders the Census tracts that you have selected. To deselect a Census tract *click* on the "**X**" next to the Census tract.



Once you have deselected the Census tracts *click* on "**Filter**" again to get back to your map.

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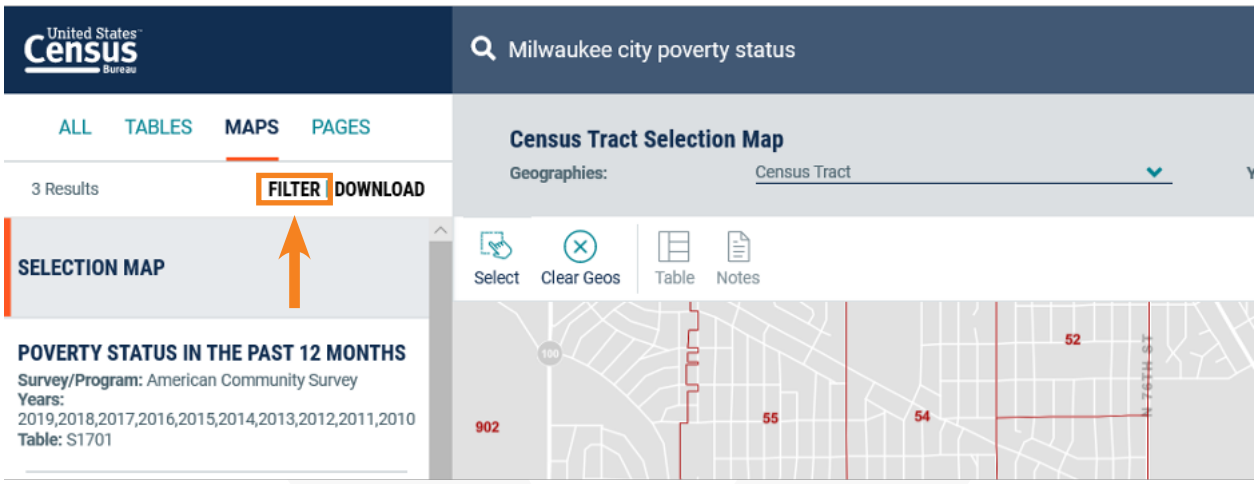

21. You can save your work either by saving the table you were working on or by saving the map, as either one will take you back to the other, or you can save both. It is best to save the map. To save the table or the map, click and save the URL at the very top of the page and then copy it using the Clipboard "**Paste**" option onto a Word document. The URL will be much too long to past into an e-mail, so that's why you need to paste it into a Word document and then you can save and e-mail the document to yourself. When you are copying the URL make sure that you are *clicking* on the URL such that you are copying the entire URL at one time. It won't work if you try to copy the URL by scrolling it word by word. When you are ready to go back to work on the table or map just click on the URL that you have saved.

22. If after you have saved your map the URL takes you back to different state altogether, as described above in Step 16 simply *click twice* on "**SEARCH**" on the top right corner above the map and it will take you back to your city or county, and then you will also need to *click* on "**Place**" or "**County**" at the top of the map and *scroll down* and *click* on "**Census tracts**", and it will take you back to the map with the "**Census tracts**" highlighted that you have selected.