WORKFORCE INNOVATION AND OPPORTUNITY ACT

WIOA Title I Youth Program Guidance Policy

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EQUAL OPPORTUNITY AND NONDISCRIMINATION STATEMENT: All Recipients and sub-recipients/subgrantees must comply with WIOA's Equal Opportunity and Nondiscrimination provisions which prohibit discrimination on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, political affiliation or belief, or, for beneficiaries, applicants, and participants only, on the basis of citizenship status or participation in a WIOA Title-I financially assisted program or activity.

South Central Oklahoma Workforce Board's Workforce Innovation and Opportunity Act Title I program funding statement can be found at https://scowib.info/funding

Caddo County, Grady County, McClain County, and City of Chickasha Labor Market Area
Comanche County, Cotton County, Tillman County, and City of Lawton Fort Sill Labor Market Area
Jefferson County, Stephens County, and City of Duncan Labor Market Area

PURPOSE: As the Governor's chosen entity to administer the Workforce Innovation and Opportunity Act (WIOA) in the South-Central local area, The South-Central Oklahoma Workforce Board (SCOWB), provides this issuance as guidance to implement the Title I Youth Program and outlines the framework for delivering youth services.

REFERENCES:

- Workforce Innovation and Opportunity Act (WIOA) (Pub. L. 113-128)
- 20 CFR Part 681
- 2 CFR Part 200
- 20 CFR 677.155
- 20 CFR 675.300
- TEGL 9-22
- TEGL 8-15
- TEGL 23-19, Change 2
- TEN 22-19
- TEGL 10-23
- WSD #03-2024 Data Validation and Supporting Documentation Policy
- WSD #24-2024 LWDB Roles and Responsibilities
- WSD 50-2024 Assessments

POLICY:

Youth Program Overview: The WIOA Youth Program aims to provide comprehensive services to eligible youth to support their education, training, and employment goals. Services include academic support, skills training, career counseling, work experiences, and other supportive services.

This policy will be conveyed in five sections: Standing Youth Committee, Program Design and Requirements, Required Program Elements, Supportive Services and Program Benefits, and Program Delivery.

STANDING YOUTH COMMITTEE

The Standing Youth Committee (SYC) is established to provide guidance and oversight for the WIOA Youth Program, ensuring that the needs of local youth are met and that services comply with WIOA requirements.

The South Central Oklahoma Workforce Board (SCOWB) has determined that it will not establish a Standing Youth Committee. In accordance with 20 CFR 681.100, SCOWB acknowledges that by making this decision, the Board will retain full responsibility for overseeing the youth formula program. This approach allows SCOWB to directly guide and

implement youth-focused workforce development initiatives, ensuring alignment with the Board's strategic goals and priorities.

PROGRAM DESIGN & REQUIREMENTS

DEFINITIONS

Dependent: an applicant who falls into any one of the following categories:

- Under 18 years of age, living with parents or guardians, and is receiving support from them; or
- Age 18-24 and parent(s) or guardian(s) pay(s) for more than 50% of the applicant's support.

Independent: an applicant who falls into any one of the categories below:

- Under 18 years of age, not living with parents or guardians, and is not receiving any support from them;
- Individuals, age 18-24, providing more than 50% of their own support;
- Age 25 or older;
- Married (including separated, but not divorced);
- Has children that receive more than half of their support from the applicant;
- Has dependents other than a spouse or children who live with the applicant and receive more than half of their support from the applicant;
- Lives in own residence or in a residence without financial or other support from parents or guardians;
- Is on active duty in the U.S. armed forces for purposes other than training; or
- A veteran of the U.S. armed forces.

Support: as it relates to dependent, financial assistance from parents or guardians to help pay for food, clothing, shelter, utilities, education, medical and dental care, recreation, transportation, and any other living expenses; as well as government-provided cash public assistance and food assistance.

ELIGIBILITY DETERMINATION:

1. **Age Criteria**:
   - In-School Youth (ISY): Ages 14-21.
   - Out-of-School Youth (OSY): Ages 16-24.

   Age is based on time of enrollment. Because of this ISY and OSY may continue to receive services beyond their maximum ages once they are enrolled as long as they are receiving one of the program elements other than follow up services. It may be appropriate to enroll the youth in the adult program at that time to maximize program resources and to meet the individual's needs.

2. Determining School Status

- School status is determined at the time of program enrollment, upon eligibility determination.
- School status remains the same throughout the youth's participation in the WIOA youth program.
- School status is critical as it determines how a youth expenditure are reported.

Definition of "School" for out-of-school and in-school youth eligibility determination:
The Department of Labor does not consider the following to be schools:

- Adult Education Under Title II of WIOA.
- YouthBuild.
- Job Corps.
- Dropout Re-Engagement Programs; and
- High School Equivalency Programs.

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

3. Eligibility Barriers: 20 CFR 681.210

- **ISY**: Must be an individual who is
  (a) Attending school (as defined by State law, Oklahoma Code, Title 70-1-106), including secondary and postsecondary school;
  (b) Not younger than age 14 or (unless an individual with a disability who is attending school under State law, Oklahoma State Department of Education School Law Book Section 168. Students of Legal Age or Oklahoma Code, Title 70-5-132) older than age 21 at time of enrollment;
  (c) A low-income individual; and
  (d) One or more of the following barriers:
  (1) Basic skills deficient;
    - According to federal regulations 20 CFR 681.290, a participant is considered "basic skills deficient" if they meet one of the following criteria:
      - English Reading, Writing, or Computing Skills: The individual has English reading, writing, or computing skills at or below the 8th-grade level on a generally accepted standardized test.
      - Assessments: The individual is unable to solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. Please see WSD 50-2024, Assessments, to see what methods are acceptable for determining "basic skills deficient."

  (2) An English language learner;
  (3) An offender;

(4) A homeless individual, a homeless child or youth, or a runaway;
(5) 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 sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
(6) An individual who is pregnant or parenting;
(7) An individual with a disability; or
(8) An individual who requires additional assistance to complete an educational program or to secure or hold employment as follows:

- A youth with a parent or legal guardian that is currently or previously incarcerated for a felony conviction.
- A youth who lacks parental support. Case managers must include a case note about the lack of parental support and include youth self-attestation in the participant file.
- A youth with a parent or legal guardian who lacks a high school diploma or GED.
- A youth who attends or has attended chronically underperforming school listed as a priority or targeted intervention school on the Oklahoma State Department of Education website https://sde.ok.gov/additional-targeted-support-and-improvementAdditional Targeted Support and Improvement | Oklahoma State Department of Education.
- A youth between 18-21 years of age with a pattern of poor work history. Poor work history includes inability to hold employment for more than three months, non-reoccurring employment income, and sporadic employment.

Note: When reporting barriers, in-school youth who 'require additional assistance to complete an education program or secure or hold employment.' For this particular barrier, it is important that local programs report it only when it is a participant's sole eligibility barrier. WIOA includes a limitation where in each local area only five percent of in-school youth in a given program year can be determined eligible using the "youth who require additional assistance to complete an education program or secure or hold employment" barrier

- **OSY**: Must be an individual who is:
  (a) Not attending any school (as defined under State law);
  (b) Not younger than age 16 or older than age 24 at time of enrollment; and
  (c) One or more of the following barriers:
  (1) A school dropout;
  (2) 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;
  (3) 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;
  (4) An offender;

(5) A homeless individual, a homeless child or youth, or a runaway;
(6) 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 sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
(7) An individual who is pregnant or parenting;
(8) An individual with a disability; or
(9) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

- A youth with a parent or legal guardian that is currently or previously incarcerated for a felony conviction.
- A youth who lacks parental support. Case managers must include a case note about the lack of parental support and include youth self-attestation in the participant file.
- A youth with a parent or legal guardian who lacks a high school diploma or GED.
- A youth who attends or has attended chronically underperforming school listed as a priority or targeted intervention school on the Oklahoma State Department of Education website https://sde.ok.gov/additional-targeted-support-and-improvementAdditional Targeted Support and Improvement | Oklahoma State Department of Education
- A youth between 18-21 years of age with a pattern of poor work history. Poor work history includes inability to hold employment for more than three months, non-reoccurring employment income, and sporadic employment.

4. Low Income: 20 CFR 681.250-280

- Low income applies to all ISY (youth with disability based on own income rather than family)
- OSYs with disabilities are not required to be low-income. For ISYs with disabilities, the youth's own income, rather than the individual family's income, must meet the low-income definition and not exceed the higher of the poverty line or 70 percent of the LLSIL. Updated LLSIL Guidelines: https://www.dol.gov/agencies/eta/llsil.
- Per TEGL 9-22: There are only three instances where low-income status must be documented for OSY. Only those out-of-school youth who are determined eligible by virtue of using: 1) the "basic skill deficient," 2) "English Language Learner," or 3) "an individual who requires additional assistance to enter or complete and educational program or to secure or hold employment" barriers to document the WIOA Section 129(a)(1)(B)(iii) portion of out-of-school youth eligibility must be low income. Other out-of-school youth do not need to be low-income or document their income.
- Additionally, if an individual is not living in a single residence with other family members; that individual is not a member of a family for the purpose of WIOA income calculations. 20 CFR § 675.300 defines family as "two or more persons related by blood,

marriage, or decree of the court, who are living in a single residence, and are included in one or more of the following categories:

- A married couple and dependent children.
- A parent or guardian and dependent children; or
- A married couple

- WIOA permits individuals who receive or are eligible to receive free or reduced lunch, foster youth, homeless youth, and youth living in a high-poverty area to automatically be considered low income. (TEGL 9-22)
- High Poverty Areas
  - The term low income also includes youth that live in a high-poverty area. Directions to determine if a youth lives in a high poverty area are located at https://youth.workforcegps.org/resources/2021/03/09/14/03/Directions-for-Determining-High-Poverty-Areas-for-the-WIOA-Youth-Formula-Program.
  - The WIOA regulations at 20 CFR § 681.260 define high-poverty areas 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), or other tribal land as defined by the Secretary in guidance or county that has a poverty rate of at least 25 percent as set every five years using American Community Survey 5-Year data. Instructions on the Census Bureau's American Fact Finder homepage at: https://www.census.gov/data/developers/data-sets/acs-5year.htmlAmerican Community Survey 5-Year Data (2009-2022) (census.gov)
  - Not every area in the Oklahoma Tribal Statistical Area (OTSA) is eligible, just as it is not every Census tract, or county in the country, but rather every Oklahoma Tribal Statistical Area that has a poverty rate of at least 25 percent. The OTSA's poverty rates may or may not have a Native American poverty rate of over 25 percent. Each OTSA poverty rate will have to be determined on an individual basis.

5. Program Enrollment

There is no self-service concept for the WIOA youth program. Every individual receiving services as a WIOA youth must meet ISY or OSY eligibility criteria and formally enroll in the program. The following individuals are not participants:

a) Individuals who only use the self-service system.
b) Individuals who receive information-only services or activities, which provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives.

Participant

When an individual completes all applicable program requirements for the provision of services, which include an eligibility determination, objective assessment, development of an individual service strategy, and receive at least one of the 14 WIOA Youth program elements, an idividual is considered a participant and therefore a reportable individual.

Please remember that all youth program elements, except follow-up services, trigger participation following eligibility determination, an objective assessment, and completion of

the individual service strategy. For more information on eligibility and documentation requirements, please see WSD #03-2024, Data Validation and Source Documentation Policy.

6. Self-Attestation

Self-attestation is an acceptable source of documenting almost all program elements related to WIOA Youth eligibility, except for basic skills deficient. As stated in TEGL 23-19, Change 1, the following youth eligibility data elements allow self-attestation as an acceptable source of documentation: school status at program entry, date of birth, individual with a disability, pregnant or parenting, youth who needs additional assistance, foster youth, homeless youth, offender, low income, and English Language Learner. The only data element related to WIOA Youth eligibility that does not permit the use of self-attestation for documentation is "basic skills deficient."

As stated in TEGL 23-19, Change 1, self-attestation means a written, or electronic/digital declaration of information for a particular data element, signed and dated by the participant, this is available in Attachment D, Youth Eligibility Form and Self Attestation. Electronic signatures or a submission from the participant such as an email, text, or unique online survey response is considered an electronic signature or verification; it must be participant generated and traceable to the participant. Self-Attestation documentation must be retained.

While other documentation sources are preferred when practical, self-attestation is an important option for populations with barriers to obtaining eligibility and reporting documents and help ensure such populations are able to equitably access services. As a best practice, once enrolled, programs should assist the participant in obtaining the required documents using supportive service funds as these documents are likely needed for employment and training related activities.

Eligibility Verification

- **Action**: Review WIOA eligibility criteria.
- **Steps**:
    1. Gather required documents from the participant (e.g., proof of age, income verification, school enrollment status). WSD 03-2024, Data Validation and Source Documentation, Attachment II (an excel document), outlines accepted documentation.
        a) Must request an SSN, but cannot require it
        b) Self-attestation is a viable option for documentation for most eligibility requirements. This would be used if the youth does not have access to those records (i.e., birth certificate, ss card, driver's license.) We should help participants obtain that documentation for work.
        c) Work authorization is not required UNTIL a participant is receiving a service that requires it (i.e., some training, work experience, job placement) TEGL 10-23. Services that can be provided without verifying work authorization:

- Labor exchange services (Labor Market, Career Guidance, Resume, Job Search)
- Information on worker rights and where to find legal assistance
- Referrals to community resources (transportation, childcare, food assistance, housing)
- Individualized services, such as career assessments, development of an individual employment plan, group counseling, and career planning
- Basic skills education
- Assistance in completing paperwork to finalize work authorization
- Assistance in applying for occupational license

Services that require verification of authorization to work:

- Job placement
- Occupational post-secondary training
- Work experience
- Supportive services that represent a direct financial benefit

2. Verify eligibility based on WIOA criteria (e.g., out-of-school youth, low income, at risk of dropping out, homeless, etc. all outlined above).
3. Record the participant's eligibility status and supporting documentation in their file.

REQUIRED PROGRAM ELEMENTS:

Participants must be involved in at least one of the following program elements based off their needs assessments. This section contains descriptions for each of the 14 WIOA youth program elements.

SCOWB must ensure the following 14 program elements are available to all youth participants:

Program Element #1: Tutoring, Study Skills Training, and Instruction:
This element includes:

- tutoring, study skills training, and instruction that lead to a high school diploma.
- secondary school dropout prevention services intended to lead to a high school diploma.

It does not include:

- dropout recovery strategies that lead to completion of high school equivalency. Those are included in program element 2: Alternative Secondary School Services.
- training services leading to a postsecondary credential. Those are included in program element 4: Occupational Skills Training.

Program Element #2: Alternative Secondary School Services:

Include alternative secondary school services such as basic education skills training, individualized academic instruction, and English as a Second Language training, or those services that assist youth who have struggled in traditional secondary education.

Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school. 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 diploma equivalency.

Program Element #3: Paid and Unpaid Work Experiences (WEX):
Include job shadowing, internships, pre-apprenticeship programs, and summer jobs. A minimum of 20% of youth funds must be spent on this element.

WEX is a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act and State law. Funds provided for work experiences may not be used to aid in the filling of a job opening directly or indirectly 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. Work experiences provide the youth participant with opportunities for career exploration and skill development.

TEGL No. 9-22 states that Virtual Work Experience are allowable under the WIOA youth program. While WIOA section 681.600 states that work experiences must take place in a workplace, this includes a virtual workplace when remote work experiences are possible and practical.

TEGL No. 8-15 provides further discussion of allowable expenditures that may be counted toward the work experience expenditure requirement and articulates that program expenditures on the work experience program element can be more than just wages paid to youth in work experience.

Allowable work experience expenditures include the following:

- Wages/stipends paid for participation in a work experience.
- Staff time working to identify and develop a work experience opportunity, including staff time spent working with employers to identify and develop the work experience.
- Staff time working with employers to ensure a successful work experience, including staff time spent managing the work experience.
- Staff time spent evaluating the work experience.
- Participant work experience orientation sessions.
- Employer work experience orientation sessions.

- Classroom training or the required academic education component directly related to the work experience.
- Incentive payments directly tied to the completion of work experience;
- Employability skills/job readiness training to prepare youth for a work experience; and
- Supportive services that enable WIOA participants to participate in work experiences.

Further Clarification on supportive services as an allowable work experience expenditure: TEGL 21-16 stated that "supportive services are a separate program element and cannot be counted toward the work experience expenditure requirement even if supportive services assist the youth in participating in the work experience." However, TEGL 9-22, provided flexibility to allow supportive services that enable a WIOA youth participant participate in a work experience can count towards the work experience expenditure requirement.

This element is a critical component in the youth program, as this is the only element that has a minimum percentage of expenditure requirements. WIOA requires a minimum of 20% of local area youth funds to be expended on work experience. Please note that:

- Local area administrative funds not subject to 20% requirement; and
- Leveraged resources cannot count toward the 20%.

Work experiences must include academic and occupational education:

- The educational component may occur concurrently or sequentially with the work experience.
- The academic and occupational education component may occur inside or outside the work site.
- The work experience employer can provide the academic and occupational component, or such components may be provided separately in the classroom or through other means;
- Local areas have the flexibility to decide who provides the education component.
- 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 and/or occupations.
- Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience.

Categories of work experience. WIOA identifies four categories of work experiences, but it is not all inclusive (TEN 22-19). Other types of work experiences may be included as long as the activity meets the definition of work experience in 20 CFR § 681.600(a), that work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time, then the activity may be considered a work experience. For example, a Registered Apprenticeship may count as a type of work experience because it meets the definition of a work experience.

Work experience may include:

- Summer employment opportunities and other employment opportunities throughout the year;
- Pre-apprenticeship programs;
- Registered Apprenticeship;
- Internships and job shadowing; and
- On-the-job training opportunities.

Please remember that the job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant.

Program Element #4: Occupational Skills Training:
Provide training in specific fields that are in demand in the local job market.

Element Four is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Local areas must give priority consideration to training programs that lead to recognized postsecondary 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;
- Be of sufficient duration to teach the skills needed to meet the occupational goal; and
- Lead to the attainment of a recognized postsecondary credential.

WIOA allows Individual Training Accounts (ITAs) for OSY, ages 16 to 24, using WIOA youth funds, when appropriate. ITAs allow participants the opportunity to choose the training provider that best meets their needs. To receive funds from an ITA, the training provider must be on the State Eligible Training Provider List.

WIOA Youth program funds cannot be used to provide ITAs to ISY. However, ISY between the ages of 18 and 21 may co-enroll in the WIOA Adult program if it is determined that the youth meet the eligibility criteria and program meets the youth needs. After co-enrollment, an ISY may receive training services through an ITA using Adult program funds.

The State of Oklahoma allows competitive procurement of ISY occupational skills training. The process is detailed in **Attachment B, Youth Training Provider Procurement Form**.

Program Element #5: Education Concurrent with Workforce Preparation:
Combine education and training to prepare youth for the workforce. This reflects an integrated education and training model (IET) 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.

This program element refers to the concurrent delivery of:
Program Element 2: Alternative Secondary School Services or Dropout Recovery Services.
Program Element 3: Work Experience; and
Program Element 4: Occupational Skills Training.

The three components above all fit under different WIOA youth program elements and are only counted here under Element 5 if they occur concurrently as part of an IET model.

Program Element #6: Leadership Development Opportunities:
Include opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as:

- Exposure to postsecondary educational possibilities.
- Community and service-learning projects.
- Peer-centered activities, including peer mentoring and tutoring.
- Organizational and teamwork 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
- Activities that place youth in a leadership role.

Program Element #7: Supportive Services:
Include services that enable an individual to participate in WIOA activities. These services include, but are not limited to:

- Linkages to community services.
- Assistance with transportation.
- Assistance with childcare and dependent care.
- Assistance with housing.
- Needs-related payments for (youth ages 18-24 enrolled in WIOA youth training services)
- Assistance with educational testing.
- Reasonable accommodations for youth with disabilities.
- Legal aid services.
- Referrals to health care.
- Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses 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.

Program Element #8: Adult Mentoring:
Offer at least 12 months of mentoring by an adult. Adult mentoring may take place both during the program and following exit from the program. It may 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:

- The local youth program must match the youth with an individual mentor with whom the youth interact on a face-to-face basis.
- Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.
- Case managers are allowed to serve as mentors in areas where adult mentors are scarce.

Program Element #9: Follow-up Services:
Provide at least 12 months of follow-up services after program completion to ensure long-term success.

This includes critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.

Follow-up services may begin immediately following the last expected date of service in the Youth program when no future services are scheduled. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program.
Five program elements are permitted as follow-up services during the follow-up period:

- Supportive Services.
- Adult Mentoring.
- Financial Literacy 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; and
- Activities that help youth prepare for and transition to postsecondary education and training.

Please Note: Any program element other than the 5 listed above requires reenrollment in the program for a youth to receive them.

Also note these additional requirements:

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

- The types of services provided, and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant.
- Follow-up services must include more than only a contact attempted or made for securing documentation to report a performance outcome.
- 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.

Program Element #10: Comprehensive Guidance and Counseling:
Include comprehensive guidance and counseling that provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate.

When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to 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.

The State encourages integrating mental health assessments into the objective assessment process to identify potential mental health needs that must be addressed through mental health services or through referrals to mental health professionals for the youth to be successful in the program.

The State encourages local workforce development boards to offer professional development training to all staff that work with youth, and quality mental health training along with training related to trauma-informed care principles should be included.

Note Youth are experiencing significant mental health and substance abuse issues, and it is important to have a clear understanding of when WIOA Youth providers deliver services within the comprehensive guidance and counseling program element to youth participants. The following are **NOT** reportable under this element:

As stated in TEGL 9-22;

- case management is the act of connecting youth to appropriate services and is not considered a program element.
- 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. This type of career counseling, often provided by a case manager, should be reported as the “services

that provide labor market information" program element and should not be reported as the comprehensive guidance and counseling program element.

Program Element #11: Financial Literacy Education:
Teach youth about managing finances, budgeting, and making informed financial decisions. Youth providers may use the free resource below to deliver "Financial Literacy Education" which will satisfy this specific Youth Program Element. The State of Oklahoma released this resource to local areas in 2015 and it is continuing to be a viable tool.

- Developed by the Consumer Financial Protection Bureau (CFPB) Federally Sponsored.
- It is a financial empowerment toolkit for social programs to equip frontline staff with fundamental financial empowerment principles, an understanding of consumer protection issues, tools, and skills to help clients understand what financial empowerment and stability mean for them and to refer clients to other related local financial empowerment services.
- Link: http://www.consumerfinance.gov/your-money-your-goals/
- Videos: Financial Literacy Education Tool

Financial Literacy Education may include activities:

- To support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions.
- To support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards.
- That 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.
- That support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions.
- That educate participants about identity theft, ways to protect themselves from identity 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.
- That 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.
- That support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling.
- That 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.

Program Element #12: Entrepreneurial Skills Training:
Introduce youth to business start-up concepts and entrepreneurial skills. Such training must develop the skills associated with entrepreneurship. Such skills may 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.

Approaches to teaching youth entrepreneurial skills may include, but are not limited to:

- Entrepreneurship education that introduces 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 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; and
- 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.

Program Element #13: Labor Market and Employment Information:
Include 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.

WIOA youth programs and providers should become familiar with state Oklahoma LMI and Federal Economic and Labor Market Data, which are provided for free by agencies, in order to share relevant LMI with youth.

DOL electronic tools particularly relevant to youth include:

- My Next Move at https://www.mynextmove.org/, and
- Get My Future at https://www.careeronestop.org/GetMyFuture.

Another resource available through OKCareerGuide at https://okcareerguide.kuder.com/landing-page, where youth can learn about their interests, skills and values with Journey's research-based assessments; plan their education and career goals based on real-time assessments; and succeed by making confident career choices via Journey's career planning tools.

Program Element #14: Activities to Prepare for Post-Secondary Education:
Assist youth in transitioning from high school to higher education or vocational training. This prepares ISY and OSY for advancement to post-secondary education after attaining a high school diploma or its recognized equivalent. These services include exploring post-secondary education options including technical training schools, community colleges, 4-year colleges and universities, and Registered Apprenticeship.

Additional services include, but are not limited to:

- Assisting youth to prepare for SAT/ACT testing.
- Assisting with college admission applications.
- Searching and applying for scholarships and grants.
- Filling out the proper Financial Aid applications and adhering to changing guidelines; and
- Connecting youth to postsecondary education programs such as OkCollegeStart.org at OKcollegestart - Inclusive Postsecondary Education

More information about WIOA Youth Program Elements and Resources is available at: https://ion.workforcegps.org/resources/2017/01/31/09/44/WIOA_Youth_Program_Elements

Additional Notes on Documenting and Reporting Program Elements
By documenting the receipt of program elements accurately and consistently, local workforce boards can ensure that WIOA youth participants continue to receive the services they need and are not exited from the program due to administrative oversight.

1. Contact for Case Management: Contacting a participant for case management purposes is not considered a program service. Therefore, regular contact alone will not prevent a participant from being exited from the program if they are not actively receiving other program services.
2. Case Management Definition: Case management is defined as the act of connecting youth to appropriate services. It is not considered one of the 14 youth program elements and should not be reported as such in the service and training plan.
3. Exited Participant Re-Enrollment: Participants who have been exited from the program must have their eligibility re-determined and receive approval for a new enrollment to receive additional program services.
4. Revision of ISS: If a participant has completed the last service in their Individual Service Strategy (ISS) and enters follow-up but later determines that they need additional services beyond the 5 elements allowed in follow-up, the case manager can revise the ISS in agreement with the youth and provide additional elements as needed.

It's important for program administrators and case managers to understand these guidelines to ensure proper administration of WIOA youth programs and accurate reporting in the Service and Training Plan.

Minimum Expenditure Requirements

- **OSY Priority**: SCOWB must allocate at least 75% of WIOA youth funds to out-of-school youth. This focus ensures that resources are directed toward the youth most in need of services to help them re-engage in education or employment. **20 CFR § 681.410** details the requirement for spending at least 75% of funds on out-of-school youth.
- **Work Experience Requirement**: At least 20% of the total youth funds must be used for work experiences such as internships and job shadowing. **20 CFR § 681.590** specifies the requirement for spending at least 20% of local area funds on work experience activities.

Focus on Collaboration and Partnerships:
SCOWB must collaborate with various stakeholders, including:

- American Job Centers (AJCs): Work in partnership to provide comprehensive services.
- Educational Institutions: Collaborate with schools, colleges, and training providers.
- Community Organizations: Partner with local nonprofits and community organizations to support youth participants.
- Employers: Engage with local businesses to provide work experience opportunities and job placements.
- Co-enrollment encouraged where appropriate and with Titles II and IV.

SUPPORTIVE SERVICES AND PROGRAM BENEFITS

The South Central Oklahoma Workforce Board (SCOWB) is committed to ensuring that youth participants have access to the supportive services essential for their success in workforce programs and their long-term career growth. Recognizing that barriers such as transportation, childcare, and financial limitations can hinder young people from fully engaging in training and employment opportunities, SCOWB has developed dedicated policies to address these needs.

Our local board maintains separate, detailed policies for supportive services and incentives specifically tailored for youth participants. These policies outline the types of assistance available, eligibility requirements, and the process for accessing these resources. By providing financial assistance for transportation, uniforms, tools, and other critical needs, SCOWB enables youth to focus on their training and career development without the burden of logistical and financial concerns.

Additionally, SCOWB's incentive policies are designed to encourage and reward milestones achieved by youth, such as program completion, attainment of recognized credentials, and progression of employability skills. These incentives serve as a motivational tool, recognizing young participants' hard work and commitment, while supporting them on their path to successful, sustainable employment.

These policies can be found on the SCOWB website, https://scowib.info/policies/.

PROGRAM DELIVERY

WIOA calls for customer-focused services based on the needs of the individual participant directly linking the participant to the Individual Service Strategy (ISS) and intimately involves the participant in the design and implementation of services, so the youth voice is represented and their needs are being met.

This section will go over conducting assessments, the ISS for the WIOA Youth Program, Case management expectations (referral and follow up requirements). This ensures that all participants in the WIOA Youth Program receive comprehensive assessments and individualized service strategies tailored to their specific needs, strengths, and goals in compliance with federal regulations (20 CFR Part 681).

Objective Assessments

An objective assessment of each youth participant that meets the requirements of WIOA sec. 129(c)(1)(A) includes a review of the academic and occupational skill levels, as well as the service needs and strengths, of each youth for the purpose of identifying appropriate services and career pathways for participants.

Objective Assessments Includes a review of:

- Basic Skills.
- Occupational Skills.
- Prior Work Experience.
- Employability.
- Interests.
- Aptitudes.
- Supportive Service Needs; and
- Developmental Needs.

Assessments must also consider a youth's strengths rather than just focusing on areas that need improvement. Local programs must use valid and reliable assessment instruments and provide reasonable accommodations to youth with disabilities in the assessment process in making this determination.

Per TEGL 9-22, Local programs may use assessments older than 6 months if appropriate. These assessment results must be incorporated into the ISS along with the services that participants receive.

Basic Skills Assessment Local programs must use valid and reliable assessment instruments and provide reasonable accommodations to youth with disabilities in the assessment process in making this determination.

- **Action**: Assess basic literacy and numeracy skills.

- **Steps**:
    1. Administer a basic skills test to assess reading, writing, and math abilities.
    2. Determine the participant's educational level and any academic needs.
    3. Use results for the development of the ISS.

Occupational Skills Assessment

- **Action:** Assess technical skills and certifications.
- **Steps:**
    1. Evaluate the participant's proficiency in specific occupational skills.
    2. Review existing certifications or credentials.

Prior Work Experience Assessment

- **Action**: Document past work experiences
- **Steps**:
    1. Collect information of the participant's employment history, including job titles, responsibilities, and duration.
    2. Include any volunteer or internship experiences.
    3. Document findings in the participant's file.

Employability Assessment

- **Action**: Evaluate soft skills and job readiness. Identify barriers.
- **Steps**:
    1. Assess interpersonal skills, communication, teamwork, and problem-solving abilities.
    2. Evaluate the participant's readiness for employment, including resume writing and interview skills.

Interests and Aptitudes Assessment

- **Action**: Understand career aspirations, natural abilities, and set goals.
- **Steps**:
    1. Conduct career interest inventories and discussions. Utilize vocational assessments to determine career goals.
    2. Use tools like O*NET Interest Profiler to explore potential career paths.
    3. Set short-term and long-term career goals with the participant and document these in the ISS.

Supportive Service Needs

- **Action**: Determine Barriers to employment and need for supportive services
- **Steps**:
    1. Identify barriers such as transportation issues, childcare needs, and housing instability.
    2. Determine the need for supportive services like financial assistance or counseling.
    3. Document planned developmental activities in the ISS.

Developmental Needs Assessment

- **Action:** Identify and address developmental needs.
- **Steps:**
  1. Conduct an assessment to understand the participant's developmental stage and needs.
  2. Identify areas where additional support or resources may be beneficial, such as academic, social, emotional, or physical development.
  3. Develop a plan to address these needs, which may include referrals to appropriate programs or services. Document.
  4. Monitor progress and adjust the plan as needed to ensure the participant's developmental needs are met. Document any changes.

Individual Service Strategy (ISS)

WIOA section 129(c)((1)(B) requires that all eligible youth have an ISS that is directly linked to one or more WIOA indicators of performance (20 CFR 677.155), identifies career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant considering the assessment.

The Individual Service Strategy (ISS) is integrated into Oklahoma's case management system. If there are system issues and updates are needed for the ISS, refer to Attachment C for guidance/reference. The ISS is planned in conjunction with the youth and adopts a customer and strengths-based customized approach that addresses the unique strengths, challenges, and needs of each participant. The ISS should be revisited regularly with the youth.

How performance indicators relate to the ISS:

1. **Education or Employment Rate (2nd and 4th Quarter After Exit):** The ISS should include strategies and services that aim to achieve sustained education or employment outcomes, as measured by these indicators. Goals in the ISS might involve securing employment, enrolling in training programs, or continuing education.
2. **Median Earnings (2nd Quarter After Exit):** The ISS should focus on not just obtaining employment but obtaining quality employment that offers good wages. This might include identifying high-demand sectors, obtaining certifications, or other strategies to increase earning potential.
3. **Credential Attainment:** The ISS should include goals for obtaining recognized credentials, such as high school diplomas, GEDs, or postsecondary certificates. The plan should detail the steps needed to achieve these credentials.
4. **Measurable Skill Gains:** The ISS should outline a pathway for the participant to make consistent progress in skill development. This could include achieving certain educational milestones, completing training programs, or acquiring specific technical skills.
5. **Effectiveness in Serving Employers:** While this indicator focuses on the program's relationship with employers, the ISS might include objectives related to internships, apprenticeships, or job placements that also align with employer needs.

The ISS is a personalized document, so while it doesn't use these performance indicators as fields to be filled out, it is designed with these outcomes in mind and there is a place to put "performance indicator goal is linked to." The success of the strategies and services listed in the ISS is measured against these broader performance indicators to ensure that the youth program is effective in achieving its goals.

How ISS is Structured

- **Assessment Results**: Academic and skill level assessments, as well as career interests and aptitudes.
- **Education and Employment Goals**: Specific, measurable objectives related to education and career paths.
- **Service Strategy/Program Element Needed to Achieve Goal**: Detailed plan of the services and activities the participant will engage in to achieve their goals.
- **Milestones and Progress Tracking/Individual Service Strategy Updates**: Regular checkpoints to monitor progress and make necessary adjustments.

Compliance and Reporting

- Maintain all assessment and ISS documents in the participant's file.
- Ensure files are available for audit and monitoring purposes.
- Regularly submit reports on participant progress and program outcomes to state and federal oversight bodies.

ACTION REQUIRED: SCOWB will disseminate the Youth Program Guidance Policy to all SCOWB contractors, staff, and board members. All contractors, staff, and board members will be responsible for following this policy.

ATTACHMENTS:

Attachment A: Frequent Eligibility Scenarios for the WIOA Youth Program
Attachment B: Youth Training Provider Procurement Form
Attachment C: Individual Service Strategy
Attachment D: Youth Eligibility Form

APPROVED: 11/04/25

Attachment A: Frequent Eligibility Scenarios for the WIOA Youth Program 11/04/25

Scenario #1:
The youth in scenario #1 walks in an Oklahoma Works Center. The youth is 19 years old; a high school dropout; and is not attending any school.

- Does the local WIOA youth program need to determine whether this youth is low-income in order to complete an eligibility determination? **No**
- An individual meets the eligibility requirements as an out-of-school youth because they are not attending school, is between the ages of 16 to 24, and their barrier is a high school dropout.
- For out-of-school youth, most of the barriers do not require the youth to be low-income and being a dropout is one of the barriers that does not require the youth to be low-income.

Scenario #2:
The youth in scenario #2 walks in an Oklahoma Works Center at 16 years of age. The individual is enrolled in their local high school, but they have not attended school for the past 6 months.

- Is the individual eligible for the WIOA youth program? **Yes**
- Based on their school status they are considered an out-of-school youth.
- At 16 years old, the individual meets the OSY age range requirements of being between 16 to 24 years old.
- They fall under barrier 2 as 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.
- In addition, it is not necessary to check their low-income status because their barrier does not require the youth to be low-income.
- If the individual had only missed school for one month, they would not have met the requirements for this barrier because WIOA requires a youth to not attend school for the most recent complete school year calendar quarter.

Scenario #3:
The youth in scenario #3 is an 18-year-old senior at their local high school. An individual is an English language learner. English is their second language. An individual is not eligible for free or reduced-price lunch, but they live in a census tract with a poverty rate of 28%.

- Are they eligible for the WIOA youth program? **Yes**
- An individual is eligible for the program as an in-school youth.
- An individual qualifies as an in-school youth based on their age; their attendance in high school; his English language learner barrier; and the fact that they live in a high-poverty area.
- As an in-school youth, an individual is required to be low-income, and while they are not eligible for free or reduced lunch, they do meet the definition of low-income because they are a youth living in a high poverty area.
- As discussed on page 10 of this policy and in 20 CFR § 681.260; a high poverty area includes a Census tract that has a poverty rate of at least 25%.

Scenario #4:
The youth in scenario #4 is 19 years old and attends the local community college. They have a disability and no income of their own. The individual resides in their parents' house and their income is above the low-income threshold.

- Is the individual eligible for the WIOA youth program? **Yes**
- The individual is eligible for the WIOA youth program as an in-school youth.
- The individual qualifies as an in-school youth based on several factors.
- At 19, The individual is under the 21-year-old age limit. The individual is attending school at a postsecondary education institution, and they also have a barrier as an individual with a disability.
- Plus, The individual must also be low-income to be eligible as an in-school youth.
- However, a low-income determination is based on their own income rather than the family's income because the individual is a youth with a disability.
- 20 CFR § 681.280 states that for an ISY with a disability, income level for eligibility purposes is based on their own income rather than their family's income. For OSY with a disability, income is not an eligibility criterion.

Scenario #5:
The youth in scenario #5 is 24 years old and a high school graduate who has been involved with the justice system (an offender). An individual is currently working at a fast-food establishment, but their ncome exceeds the Published HHS Poverty Guidelines and the 70% LLSIL for a 1-person household, and they are not attending school.

- Is the individual eligible for the WIOA youth program? **Yes**
- An individual is eligible to participate in the WIOA youth program as an out-of-school youth.
- An individual qualifies as an out-of-school youth based on their age; not attending any school; and because they have the barrier of being a youth in the justice system which is an offender.
- An individual does not need to be low-income because this is one of the out-of-school youth barriers that does not require being low-income.
- An individual can also continue to participate in the WIOA youth program beyond their 25th birthday because age is based on the date that eligibility is determined.

Scenario #6:
The youth in scenario #6 is a 19-year-old former high school dropout who now attends a high school equivalency program funded by the local school district.

- Is An individual considered attending school and an in-school youth or not attending school and therefore an out-of-school youth?
- An individual is considered attending school and an in-school youth as long as they meet the other in-school youth eligibility criteria, which includes meeting the low-income requirement and 1 or more barriers.
- As stated in 20 CFR § 681.230, for purposes of WIOA, providers of adult education under Title II of WIOA, YouthBuild programs, the Job Corps program, high school equivalency programs, and dropout re-engagement programs are not considered to be schools for the purposes of determining school status.

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

Scenario #7:
The youth in scenario #7 is a 17-year-old high school graduate who plans to attend community college in the Fall semester, but they have not registered for community college yet.
An individual visited an Oklahoma Works Center in late June and requested a summer internship.

- What is their school status?
- An individual is considered not attending school and an out-of-school youth because they were not enrolled or attending school at the time of their eligibility determination.
- Just because they have intentions or plans to attend community college does not impact their school status.
- If an individual were formally registered in community college at the time of their WIOA youth eligibility determination (registered or attending community college credit-bearing courses) then they would be considered attending school and an in-school youth. This is true even if they have not yet started community college but have registered for it.
- One exception to this is if the individual was only taking non-credit bearing courses at the community college or registered to take only non-credit bearing courses.
- If An individual is not taking any courses that result in postsecondary credit, then they are considered not attending school for purposes of WIOA youth eligibility determination and therefore, an out-of-school youth.

Scenario #8:
The youth in scenario #8 is a 17-year-old senior at their local high school.
An individual attends a school where all students automatically qualify for free or reduced-price lunch. Their family income exceeds the threshold for qualifying individually for the lunch program, but they still receive reduced price lunch at school because of the entire school's status.

- Do they meet the low-income requirement for WIOA youth eligibility? **No**
- They do not meet the low-income requirements for WIOA youth eligibility.
- WIOA does allow in-school youth to be considered low-income for WIOA youth eligibility purposes if they receive or are eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act.
- However, this provision does not apply to whole schools that provide free or reduced lunch to all attending students under the Community Eligibility Provision of the Healthy, Hunger Free Kids Act.
- In accordance with TEGL 21-16, when a school does not use individual eligibility criteria to determine who is eligible for free or reduced-price lunch, whole school receipt of free or reduced-price lunch cannot be used to determine WIOA low-income status for ISY. 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.

- Therefore, the 17-year-old senior in this scenario, and any other youth attending a school where the entire school automatically receives free or reduced-price lunch must show that they would qualify for the lunch program individually in order to be considered low-income.
- Or the 17-year-old senior in this scenario could meet low-income eligibility through one of the other low-income criteria such as living in a high poverty area.

Scenario #9:

The youth in scenario #9 is 22 years old; a single mom; and low-income. The individual is attending community college.

- Is the individual eligible for the WIOA youth program? **No**
- They are not eligible for the WIOA youth program.
- Because they are attending college, they must meet in-school youth eligibility unless they were only taking non-credit bearing community college classes.
- Since they are low-income and a parent, they meet the barrier and low-income requirements for in-school youth eligibility.
- However, they are 22 years old, which exceeds the WIOA in-school youth age requirement of 14 to 21.
- If they were 21, they would be eligible for the WIOA youth program as an in-school youth.

Scenario #10:

The youth in scenario #10 is 19 years old and has a high school diploma.
They are not attending a postsecondary school and they are not low-income, but they have a basic skills deficiency.

- Is the individual eligible for the WIOA youth program? **No**
- They are not eligible for the WIOA youth program because they are not low-income.
- While the youth in scenario #10 is an out-of-school youth and many out-of-school youth do not need to be low-income in order to be eligible for the WIOA youth program, the eligibility barrier that they fall under is the basic skills deficient barrier. But they do not meet all the criteria because they are not low-income.
- As discussed in 20 CFR § 681.250, youth who are not attending school and are basic skills deficient must be low-income to meet the out-of-school youth eligibility requirements.
- 20 CFR § 681.250 in further details states, “For OSY, only those youth who are the recipient of a secondary school diploma or its recognized equivalent and are either basic skills deficient or an English language learner and youth who require additional assistance to enter or complete an educational program or to secure or hold employment must be low-income.”
- If the youth in scenario #10 met one of the other out-of-school youth eligibility barriers that did not require low-income, such as an individual with a disability, then they would be eligible for the WIOA youth program.

Attachment B: Youth Training Provider Procurement Form 11/04/25

YOUTH TRAINING PROVIDER PROCUREMENT FORM

PARTICIPANT INFORMATION		
Applicant's Name: Last	First	MI
Participant ID: _____	Application Date: _____	
TRAINING PROVIDER #1	**TRAINING LOCATION ADDRESS AND PHONE NUMBER**	
COURSE OF TRAINING	**TOTAL HOURS**	**TOTAL TUITION AND FEES**
SOURCE OF INFORMATION (choose one)		
CATALOG	**WEB PAGE PRINT-OUT (attach)**	**TELEPHONE QUOTE (attach telephone verification form)**
TRAINING PROVIDER #2	**TRAINING LOCATION ADDRESS AND PHONE NUMBER**	
COURSE OF TRAINING	**TOTAL HOURS**	**TOTAL TUITION AND FEES**
SOURCE OF INFORMATION (choose one)		
CATALOG	**WEB PAGE PRINT-OUT (attach)**	**TELEPHONE QUOTE (attach telephone verification form)**
TRAINING PROVIDER #3	**TRAINING LOCATION ADDRESS AND PHONE NUMBER**	
COURSE OF TRAINING	**TOTAL HOURS**	**TOTAL TUITION AND FEES**
SOURCE OF INFORMATION (choose one)		
CATALOG	**WEB PAGE PRINT-OUT (attach)**	**TELEPHONE QUOTE (attach telephone verification form)**

CERTIFICATION	
I certify that the information recorded on this form is accurate and was obtained as indicated by the signature and date below	
_____	_____
Case Manager Signature	Date

Youth Individual Service Strategy (ISS) for WIOA Youth Services

Youth Name: _____ Date: _____

DOB: _____ ID#s*: _____

Address: _____ Phone: _____

Email: _____ Staff: _____

*Do not use social security number for participant I.D.

Framework of an ISS:

- Directly linked to one or more indicators of performance
- Based on the objective assessment
- Identifies a career pathway that includes education and employment goals

Brief Assessment Overview

Identify personal, educational, occupational, financial, medical, childcare, transportation, housing, food/nutrition

Strengths	Challenges (Barriers)	Service/Resource/Partner Agency Referral

Goals

Identify personal, educational, and occupational short- and long-term goals

Goal Type	Short-Term Goal	Long-Term Goal	Performance Indicator(s) Goal is Linked To
Educational Goal			
Occupational/Employment Goal			
Personal/Social Goal			

Program Elements Needed to Achieve Goal

Youth are required to have access to all fourteen WIOA Youth program elements. Please select elements based on needs identified on the participant's objective assessment.

Improving Educational Achievement	**Date Opened**	**Projected End Date**	**Actual End Date**	**Successful Completion**
☐ Tutoring: study skills training, and instruction leading to secondary school completion, including dropout prevention strategies *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
☐ Alternative secondary school offerings *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
☐ Activities that help youth prepare for transition to postsecondary education and training *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
Preparing for and Succeeding in Employment	**Date Opened**	**Projected End Date**	**Actual End Date**	**Successful Completion**
☐ Paid & unpaid work experience (summer employment, pre-apprenticeship programs, internships, job shadowing, OJT) with Academic & occupational education *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
☐ Labor market & employment information including career awareness, career counseling, and career exploration services *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
☐ Education offered concurrently with workforce preparation and training for a specific occupation *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
Preparing for and Succeeding in Employment	**Date Opened**	**Projected End Date**	**Actual End Date**	**Successful Completion**
☐ Occupational skills training				☐ Yes ☐ No

Action Steps/Referrals: *Comments:*				*Explain:*
☐ Entrepreneurial skills training *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
Supporting Youth	**Date Opened**	**Projected End Date**	**Actual End Date**	**Successful Completion**
☐ Supportive services *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
☐ Adult mentoring *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
☐ Comprehensive guidance & counseling (may include drug & alcohol abuse counseling & referral) *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
☐ Follow-up *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
Developing the Potential of Young People as Citizens & Leaders	**Date Opened**	**Projected End Date**	**Actual End Date**	**Successful Completion**
☐ Leadership development opportunities/ Opportunities to develop social behaviors, other soft skills, and leadership opportunities *Action Steps/Referrals:* *Comments:*				☐ Yes ☐ No *Explain:*
Developing the Potential of Young People as Citizens & Leaders	**Date Opened**	**Projected End Date**	**Actual End Date**	**Successful Completion**
☐ Financial literacy				☐ Yes ☐ No

Action Steps/Referrals: *Comments:*				*Explain:*

Potential Barriers to Goal Achievement:

Case Notes/ISS Review Updates:

Include any progress, such as but not limited to measurable skill gains, other goal completions

Individual Service Strategy Updates		
Date	**Case Note Update**	**Youth and Case Manager Initials**

ISS for WIOA Youth Services

Youth Name: _____ Date: _____

DOB: _____ ID*: _____

*Do not use social security number for participant ID.

Youth and Case Manager Agreements:

For Youth - I agree to:

- Contact my Case Manager monthly or as often as necessary to update my progress on this plan. I understand that my case can be closed if I go 90 days without participating in a service.
- Let my Case Manager know of any problems which would cause changes to any activities or interfere with completing the plan.
- Seek, accept, and maintain employment that meets my planned goal(s) as stated above.
- Contact my Case Manager when I become employed and provide all necessary information pertaining to the job.
- Stay in contact with my Case Manager for up to a year after exiting the program to maintain and support meeting my goals.

For the Case Manager – I agree to:

- Assist with the appropriate career guidance, training, and supportive services.
- Coordinate with other agencies and programs to help you obtain needed services.
- Monitor your participation and progress in the activities above.
- Assist you in your search for employment.
- Maintain contact with you for up to one year after you obtain employment for employment retention and career advancement purposes.

Youth Signature	Case Manager Signature
Date	Date

WIOA Youth Eligibility Form

All self-attested data collected on this form must be entered into Oklahoma's case management system immediately.

IDENTIFYING INFORMATION		
Applicant's Name: _____ Last First MI	Participant ID: _____	
	Application Date: _____	

General Eligibility Criteria ***Verify all of the following criteria:***		
CRITERIA (See 681.210 and State Policy for full text…)	**Identify Source Documents to be Uploaded**	
1. Age / Date of Birth	Driver's License	
2. Citizenship / Eligible to Work	Driver's license	U.S. Social Security card
3. Selective Service Registration	Selective Service Verification (internet) www.sss.gov	

Out-of-School Youth **Between the ages of 16 and 24, not attending any school, and meet one of the following criteria:**	
CRITERIA (See 681.210 and State Policy for full text…)	**Identify Source Documents to be Uploaded**
1. A school dropout	
2. 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	
3. 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.	
4. An offender	
5. A homeless individual aged 16 to 24…	
6. An individual in foster care or who has aged out of the foster care…	
7. An individual who is pregnant or parenting…	

8. An individual with a disability…	
9. A **low-income** individual who requires additional assistance to enter or complete an educational program or to secure or hold employment…	

In-School Youth **Must be attending school, not younger than 14 or Older than 21, low income, and meet one of the criteria:**	
CRITERIA (See 681.210 and State Policy for full text…)	**Identify Source Documents to be Uploaded**
School Status at program entry (Required)	
Low Income (Required)	
1. Basic skills deficient	
2. An English language learner	
3. An offender	
4. A homeless individual aged 14 to 21…	
5. An individual in foster care or who has aged out of the foster care…	
6. An individual who is pregnant or parenting	
7. An individual with a disability	
8. An individual who requires additional assistance to complete an educational program or to secure or hold employment.	

Applicant Certification:

I certify that the information provided on this document is true and accurate to the best of my knowledge and belief. I understand that such information is subject to verification and further understand that the above information, if misrepresented or incomplete, may be grounds for immediate termination from any WIOA program and/or penalties as specified by law.

SIGNATURE OF APPLICANT **DATE**
X

Staff Verification Statement:

I certify that the individual whose signature appears above provided the information recorded on this form.
SIGNATURE OF STAFF **DATE**
X