

# Workforce Services Policy

## Chapter 8 Workforce Innovation and Opportunity Act Title IB Programs

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## 8.1 General Program Policies

### 8.1.1 Introduction

This guidance is being issued pursuant to the Workforce Innovation and Opportunity Act (WIOA). These guidelines are subject to revision as additional guidance is issued by the United States Department of Labor (USDOL) or other applicable entity, a change in workforce trends, or other factors necessitates.

The purpose of this guidance is to assist local areas in developing policies and procedures relating to certification of participants served with WIOA Title I program funds.

Local areas are required to apply these guidelines in the development of new or revised policies and implementation of innovative programming. Current policies and practices should be examined to ensure that they reflect access to all through a focus on the removal of barriers for the state's population.

Career planners providing services under Title I programs should adhere to all state policies, as well as any local policies.

## 8.1.2 Title I Enrollment

### 8.1.2.1 Geographical Preference for Enrollment

In making enrollment decisions, priority should be given to residents of the region, extended out to the local school district boundaries. It is the responsibility of the Local Workforce Development Board (WDB) to establish and follow geographical preference for enrollment policy and procedures. The criteria in the written policy and procedures must provide a fair and equitable method for selection among the eligible applicants, as well as a process by which to document fair and equitable determination.

### 8.1.2.2 Eligibility Determination

Determination of eligibility for WIOA Title I programs must be based on information gathered at, or prior to, the time of enrollment. All individuals must be determined eligible before they can participate in any Title I activities. The Local Workforce Development Board (WDB) is ultimately responsible for all eligibility determinations within each region. They may delegate the execution of that responsibility to the applicable service provider.

#### **Self-Certification**

There are limited circumstances that may warrant self-certification, as detailed below. Self-certification should only be used in circumstances where alternative documentation is unavailable. Self-certification occurs when a participant states his or her status for a particular eligibility criteria, such as pregnant or parenting youth, and then signs and dates a form acknowledging this status.

The key elements for self-certification are:

- The participant identifying his or her status for permitted criteria, and
- Signing and dating a form attesting to this self-identification.

Electronic signatures are allowable on the application in the data management system, or may be on paper and uploaded to the data management system, as applicable. Additional paper forms and signatures verifying self-certification for eligibility criteria must be uploaded to the data management system.

#### **Authorization for Program Participation of Minors**

For purposes of authorizing a minor to participate in the WIOA Title I youth program, the signature of a parent, guardian, or other responsible adult is required.

An other responsible adult may include:

- A relative with whom the individual resides,
- An adult who has been delegated custodial or administrative responsibilities in writing, either temporarily or permanently, by parents or by an appropriate agency,
- An agency or organization representative who is in a position to know the individual's circumstances (i.e., that they could not get a parent's or guardian's signature authorizing participation), for example, a clergy person, a school teacher or other school official, a probation or other officer of the court, a foster parent,
- A representative of an agency which provided support services to the individual and who is aware of the individual's circumstances (i.e., that they cannot get a parent's or guardian's signature authorizing participation), for example, a social worker, a homeless shelter official, a child protective worker, a health clinic official; or
- Other responsible adults to be appropriate to authorize the individual's participation, as defined in policy by the Local WDB.



Eligibility documents which a minor presents on behalf of a parent or guardian (e.g. income in regards to family income) must be verified by a parent or guardian. Verification by an other responsible adult would not be acceptable.

**Documentation Requirements**

Documentation verifying eligibility criteria must be obtained and entered in the data management system prior to program enrollment.

**Non-Eligible Individuals**

Any costs associated with providing WIOA Title I services to non-eligible individuals may be disallowed.

**Legal References**

- [20 C.F.R. § 679.370](#)
- [TEGL 22-15](#)

### 8.1.2.3 Selective Service

In order to participate in any WIOA Title I funded activity, males who are at least 18 years of age but less than 26 years of age must comply with Section 3 of the Military Selective Service Act, by registering for the [Selective Service](#), [when applicable](#).

If the individual has not complied, the individual must register with the Selective Service prior to enrollment into WIOA Title I services.

#### **Compliance Determination Process**

For males 26 years of age and older who were born on or after January 1, 1960, the career planner must determine whether the male has complied with the Selective Service requirements. If the male has not complied with Section 3 of the Military Selective Service Act, the following procedures must be followed:

- A determination must be made as to whether the male has received a discharge from the U.S. Military Service. Appropriate documentation would include a copy of the individual's military discharge (Form DD-214) or verification from an authorized representative of Veteran Affairs.
- If the male is an immigrant alien or refugee, parolee, asylee, seasonal agricultural worker or IRCA-legalized alien born after December 31, 1959, and was 26 years of age or older at the time of entry into the United States, Selective Service registration is not required. Appropriate documentation would include Immigration and Naturalization Service (INS) documents (documenting age, date of entry into the United States and alien status as immigrant, refugee, parolee, asylee, seasonal agricultural worker or legalized non-immigrant under the IRCA).
- When a male applicant 26 years of age or older who was born on or after January 1, 1960, has not registered with Selective Service, the male must be advised that a "Status Information" letter is required from the Selective Service before he may be determined eligible to participate in any WIOA Title I program.

The individual must provide the following information regardless of how the letter is requested: name; social security number; date of birth; return address; and a description of the circumstances.

#### **Status Information Letter (SIL)**

The Selective Service System (SSS) will not make an actual determination, but will issue a [Status Information Letter](#). Any male over 26 years old who receives a Status Information Letter from the SSS indicating that he was required to register, but did not, and now cannot be registered because the law does not allow for registration after the age of 26, is presumptively disqualified from participation in WIOA Title I funded activities and services. The burden then falls on the applicant to provide evidence to the Title I service provider explaining why he failed to register with the SSS. This could include a written explanation from the applicant, stating his circumstances at the time of the required registration, and his reasons for not registering,

together with supporting documentation. Third party affidavits from parents, teachers, employers, doctors, etc. concerning reasons for not registering may also be provided.

The WIOA Title I service provider must use the information provided by the applicant to make a determination as to whether the applicant knowingly and willfully failed to register. If after reviewing the evidence the service provider determines that the preponderance of the evidence shows that the man's failure to register was not knowing and willful, and he is otherwise eligible, services may be granted. If the determination is that the preponderance of evidence shows the applicant's failure to register was known and willful, WIOA Title I services must be denied. Applicants denied services must be advised that they may appeal the decision through the region's complaint procedure.

If an individual who is required to register at age 18 turns 18 during his period of WIOA Title I program enrollment, he must register in order to remain enrolled in the program. Failure to register must result in immediate termination from the WIOA Title I program.

Information relating to registration status can be obtained by calling the Selective Service System telephone number, (847) 688-6888 or via the internet at <http://www.sss.gov>.

**Legal References**

- [WIOA sec. 189](#)

### 8.1.2.4 Enrollment

In an effort to ensure individuals are enrolled and served in a timely manner, the State of Iowa has established deadlines for moving individuals through the enrollment process.

1. **Application** - An application for WIOA Title I services is required.
2. **Eligibility Determination** - Once an application has been completed, career planners must verify and document program eligibility within 30 days.
3. **Enrollment** - Once an individual has been deemed eligible, they must be enrolled into a program service that triggers inclusion as a participant within 30 days of the date of eligibility determination.

If any of the deadlines established above are not met, a new application for services is required and the same time requirements outlined apply.

#### Legal References

- [TEGL 10-16 \(Attachment 7, Table A\)](#)

### 8.1.2.5 Intrastate Transfer

Intrastate transfer is an option when a participant relocates from one service delivery area to another. If it is determined to be appropriate to transfer, a new application is not required. Performance for the participant remains with the service delivery area that initially enrolled the participant. Regions must collaborate to ensure the continuity of services.

If services can continue with the original region, there is no requirement they be transferred to the region in which they relocated.

### 8.1.2.6 Re-enrollment

Re-enrollment is allowed for individuals interested in re-enrolling. A new application and a redetermination of eligibility must be completed prior to re-enrollment. Justification for re-enrollment of former participants must be documented in the data management system.

### 8.1.2.7 Ineligibility

If a participant is determined to be ineligible at any time, the individual must be informed of the determination in writing, and given 30 days to respond. Local Workforce Development Boards (WDBs) must develop policies and procedures for informing individuals of ineligibility to receive services.

Upon final determination of ineligibility for a program, the participant's activities must be closed. This must occur the same day that the final determination of ineligibility is made. The reason for the ineligibility, the date of final determination of ineligibility, and the date of discontinuation of services must be documented in the data management system.

### 8.1.2.8 Closing Services Due to Fraud

If at any time it is found that a participant has committed fraud to receive WIOA Title I assistance or has attempted to defraud a WIOA Title I program, the individual must be informed of the determination in writing, and given 30 days to respond. Local Workforce Development Boards (WDBs) must develop policies and procedures for informing individuals of closing services due to fraud.

If it is found the individual did commit fraud to receive services, the participant's activities must be immediately closed. All circumstances related to the fraudulent act or attempt to defraud, along with the last date of services, must be documented and maintained in the data management system.



### 8.1.3 Career Pathways

A career pathway is a combination of rigorous and high quality education, training, and other services that:

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

Career planners and participants should work together to identify appropriate career pathways by utilizing the objective assessment results. Career pathway goals, timelines, and other considerations must be established and entered in the data management system.

Local Workforce Development Boards (WDBs) must include in their local plan a description of the strategies and services that will be used in the local area to implement career pathways.

#### Legal References

- [WIOA sec. 3, sec. 101](#)
- [20 C.F.R. § 680.900, § 681.570, § 681.640](#)

## 8.1.4 Program Services and Activities

### 8.1.4.1 Adult Mentoring (MEN)

Adult Mentoring (MEN) is a formal, long-term relationship between a youth 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. In particular, where parents are either unavailable or unable to provide responsible guidance for their children, mentors play a critical role.

Mentoring generally serves the following broad purposes:

- Education/academic: helps mentored youth improve overall academic achievement.
- Career: helps mentored youth develop the necessary skills to enter or continue on a career path or where they assist in matching a youth participant with an employer or employee of a company.
- Personal development: supports mentored youth during times of personal or social stress and provides guidance for decision-making.

Group mentoring activities and mentoring through electronic means are allowable as part of this activity, however, the youth must be matched to an individual mentor to whom the youth interacts with on a face-to face basis. It is encouraged that mentoring be provided by someone other than the career planner.

Mentoring is to be provided for no less than 12 months and may take place both during the program and following exit from the program. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company. Local Workforce Development Boards (WDBs) should ensure appropriate policies and procedures are in place to adequately screen and select mentors.

#### Legal References

- [20 C.F.R. § 681.490](#)
- [TEGL 21-16](#)

### 8.1.4.2 Customized Training (CUS)

Customized Training (CUS) provides training that is specific to an employer (or group of employers) which includes specific requirements so that individuals will be hired by the employer after successful completion of the training.

Customized training is designed to provide local areas with flexibility to ensure that training meets the unique needs of the job seekers and employers or groups of employers.

The following should be considered when developing CUS for participants:

- Customized training is normally provided in a classroom setting that is designed to meet the special requirements of an employer or group of employers;
- The employer(s) must commit to hire an individual upon successful completion of the training;
- The employer must pay a significant portion of the cost of the training (not less than 50 percent); and
- Participants enrolled in CUS must be covered by adequate medical and accident insurance.

Documentation of the CUS and participant progress must be noted in the data management system.

Local Workforce Development Boards (WDBs) must include in their local plan a description of the strategies and services that will be used in the local area to administer CUS.

#### Legal References

- [20 C.F.R. § 680.760](#)

### 8.1.4.3 English Language and Integrated Education and Training (ELT)

English Language and Integrated Education and Training (ELT) is a service approach that provides English language acquisition, adult education and literacy activities. These activities are provided concurrently and contextually with workforce preparation activities, and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

#### Legal References

- [WIOA sec. 203](#)
- [TEGL 19-16](#)

#### 8.1.4.4 Entrepreneurial Training (ENT)

Entrepreneurial Training (ENT) provides the basics of starting and operating a small business. 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--including marketing oneself and one's ideas

Approaches to teaching participants entrepreneurial skills include, but are not limited to, the following:

- Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide participants through the development of a business plan and also may include simulations of a business start-up and operation.
- Enterprise development which provides supports and services that incubate and help participants develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping participants 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.
- Experiential programs that provide participants with experience in the day-to-day operation of a business. These programs may involve the development of a participant-run business that people participating in the program will work in and manage. Or, they may facilitate placement in apprenticeship or internship positions with entrepreneurs in the community.

#### Legal References

- [20 C.F.R. § 680.140, § 680.200, § 681.560](#)
- [TEGL 19-16, 21-16](#)

### 8.1.4.5 Financial Literacy (FIN)

Financial Literacy (FIN) provides a participant with the information needed to make informed judgments and effective decisions about the use and management of their money.

Financial literacy may include activities which support participants in the following:

- Creating budgets, initiating checking and savings accounts at banks, and making informed financial decisions.
- Learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards.
- Learning about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and correct any inaccuracies; and how to improve or maintain good credit.
- Understanding, evaluating, and comparing financial products, services, and opportunities in order to make informed financial decisions.
- Learning about identity theft, ways to protect themselves from identity theft, how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data.
- Meeting the particular financial literacy needs of non-English speakers, including development and distribution of multilingual financial literacy and education materials.
- Addressing the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling.
- Accessing financial education that is age appropriate, timely, and provides opportunities to put lessons into practice. This includes safe and affordable financial products that enable money management and savings; and
- Gaining the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability. This is done, in part, by using high quality, age appropriate, relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

#### Legal References

- [20 C.F.R. § 681.500](#)
- [TEGL 21-16](#)

#### 8.1.4.6 Guidance and Counseling (G&C)

Guidance and counseling (G&C) is the process of assisting a participant through a mutual exchange of ideas and opinions, discussion, and deliberation. This activity can be done in a group or individualized setting which assists a participant in obtaining a focus to develop their talents and competencies for the world of work.

This may include career and academic counseling, referrals for crisis intervention, domestic abuse counseling, drug and alcohol abuse counseling, and mental health counseling offered by qualified professionals. Career planners must coordinate with the organization they refer the participant to in order to ensure continuity of services.

Career guidance may include the provision of information, materials, and referrals to partner programs as needed. Guidance and counseling may include information or referrals related to parenting skills, academic progress, offender transition, pregnancy, conflict management, or other appropriate community-based organization, etc.

G&C must be offered in combination with other WIOA Title I or partner services. G&C is not to be used as an ongoing activity. G&C may be revisited if the participant experiences a major change in his or her personal life.

The specific purpose of G&C, as well as documentation of progress in achieving the specific planned outcome, must be recorded in the data management system.

Support services may be utilized as appropriate.

#### Legal References

- [20 C.F.R. § 681.510](#)
- [TEGL 21-16](#)

### 8.1.4.7 Incumbent Worker Training (IWT)

Incumbent Worker Training (IWT) is designed to ensure that employees of a company are able to gain the skills necessary to retain employment and advance within the company or to provide the skills necessary to avert a layoff. Such training must increase both a participant's and a company's competitiveness.

Incumbent workers are currently-employed workers whose employers have determined that the worker requires training to increase the competitiveness of the employee or the employer. The worker must have an established employment history with the employer for six (6) or more months and employed in a situation that meets the Fair Labor Standards Act requirements for an employer-employee relationship. Such training will upgrade workers' skills, increase wages earned by employees and/or keep workers skills competitive.

There is one exception to the six month requirement: in the event that incumbent worker training is being provided to a cohort of employees, not every employee in the cohort must have an established employment history with the employer for six months or more as long as a majority of those employees being trained meet the employment history requirement.

Incumbent worker training considerations:

- The local area may use up to 20 percent of their local adult and dislocated worker funds for incumbent worker training.
- The training should, wherever possible, allow the participant to gain industry-recognized training experience. It ultimately should lead to an increase in wages.
- An incumbent worker is employed with the company when the incumbent worker training starts.
- Contract funds are paid to the employer for training provided to the incumbent worker either to avert a lay-off or otherwise retain employment.
- An ideal incumbent worker training would be one where a participant acquires new skills allowing him or her to move into a higher skilled and higher paid job within the company. In turn this would allow the company to hire a job seeker to backfill the incumbent worker's position.
- The employer or group of employers must pay for a portion of the cost of providing the training to incumbent workers.
- Statewide activities funds or Rapid Response (RR) funds may be available for statewide incumbent worker training activities.

#### **Determining Incumbent Worker Training Funding**

When determining use of funding for incumbent worker training with a particular employer, the Local Workforce Development Board (WDB) must include in their local plan a description of the strategies and services that will be used in the local area to identify and document participant characteristics, the relationship of the training to the competitiveness of the participant and employer, and other factors that the Local WDB determines appropriate.



Additional factors for determining use of funding for incumbent worker training may include:

- The number of employees in training
- Wages and benefits (including post-training increases)
- The existence of other training opportunities provided by the employer
- Credentials and skills gained as a result of the training
- Layoffs averted as a result of the training
- Utilization as part of a larger sector and/or career pathway strategy; or
- Employer size

The cost sharing requirement for employers participating in incumbent worker training is to pay for the non-federal share of the cost of providing training to incumbent workers of the employers.

The non-federal share shall not be less than:

- 10 percent of the cost for employers with not more than 50 employees
- 25 percent of the cost for employers with more than 50 employees but not more than 100 employees; or
- 50 percent of the cost for employers with more than 100 employees

The non-federal share provided by an employer participating in the program may include the amount of the wages paid by the employer to a worker while the worker is attending an incumbent worker training program. The employer share may be in cash or in kind.

An incumbent worker does not have to meet the eligibility requirements for career and training services for adults and dislocated workers under WIOA, unless they are also enrolled as a participant in the WIOA Title I adult or dislocated worker program.

IWT can also be used for underemployed workers—e.g. workers who would prefer full-time work but are working part-time for economic reasons. While these workers are employed, they may have accepted reduced hours to gain or maintain employment or a previous dislocation has led them to accept reduced employment and often lower wages that may have a permanent effect on their careers.

#### Legal References

- [20 C.F.R. § 680.780, § 680.790, § 680.800, § 680.810, § 680.820](#)
- [TEGL 19-16](#)

#### 8.1.4.8 Internship (INT)

An Internship (INT) provides a participant with exposure to work, skill development and the requirements for successful job retention that are needed to enhance the long-term employability of that participant. Internships are a planned, structured learning experience that take place in a workplace for a limited amount of time that may be paid or unpaid, as appropriate and consistent with other laws such as the Fair Labor Standards Act.

Internship agreements must be written only for positions for which a participant would not normally be hired because of lack of experience in that occupation or other barriers to employment.

##### **INT Wages and Benefits**

Participants in an INT may be compensated for time spent in the INT activity. This compensation can be in the form of youth incentive payments or wages for youth.

If the INT participant receives wages, the WIOA Title I service provider is the employer of record. The wages paid to the INT participant must be at the same rates as similarly situated employees or trainees of the employer of record, but in no event less than the higher of the federal or state minimum wage.

INT participants receiving wages must always be paid for time worked, must not be paid for any scheduled hours they failed to attend without good cause, and must, at a minimum, be covered by Workers' Compensation in accordance with state law. In addition, all individuals participating in an INT activity who are paid wages must be provided working conditions at the same level and to the same extent as other employees of the employer of record working a similar length of time and doing the same type of work.

Youth INT participants receiving youth incentive payments based on attendance must not receive any payment for scheduled hours that they failed to attend without good cause.

INT participants who are not receiving wages must be covered by adequate on-site medical and accident insurance.

##### **INT Worksite Eligibility**

INT may be conducted at public, private, for-profit and nonprofit worksites.

The use of INT must involve a substantial investment of effort by employers accepting the interning participants and must not be used in a manner that subsidizes or appears to subsidize private sector employers.

##### **INT Length of Training**

The total participation in the INT activity for any participant must not exceed 500 hours per enrollment. In addition, for in-school youth, INT participation must be limited to twenty (20) hours

per week during the school year. In-school youth may participate in INT full-time during summer vacation and holidays.

The INT activity may be used in conjunction with On-the-Job Training (OJT) with the same employer. However, when this occurs, INT must precede the OJT and the OJT training time for the participant must be reduced in accordance with the OJT policies in this section.

If the worksite employer hires the participant during INT participation, the INT activity for that participant must be ended.

**Legal References**

- [WIOA sec. 129, sec. 134](#)
- [20 C.F.R. § 680.180](#)
- [TEGL 23-14, 21-16](#)

#### 8.1.4.9 Job Search and Placement (JSP)

Job Search and Placement (JSP) occurs when the participant is provided one-on-one assistance with the development of their job search activities and career counseling. Participants shall be provided information on in-demand industry sectors and occupations, including information regarding nontraditional and emerging employment opportunities.

Examples of JSP activities may include, but are not limited to:

- Mock interviewing
- Video interviewing
- Informational interviewing
- Career fairs
- Employment proposals
- Employer contacts
- Job referrals with follow-up

Documentation of a job search plan, resume assistance and/or employer contact is required and must be noted in the data management system. Sending participants job referrals without further engagement is not appropriate under this activity.

#### 8.1.4.10 Job Shadow (SHW)

Job Shadow (SHW) provides participants with exposure to jobs available in the private or public sector. A job shadow includes instruction and, if appropriate, limited practical experience at actual worksites. Job shadows may take place at public, private non-profit or private-for-profit work sites.

##### **SHW Wages and Benefits**

The participant must not receive wages for the time spent in SHW. The participant is not necessarily entitled to a job at the end of the job shadow period.

##### **SHW Worksite Eligibility**

The site that hosts the SHW must derive no immediate advantage from the activities of the participant. In fact, on occasion the operation of the host site may actually be impeded as a result. In the case of private-for-profit organizations, the participant must not be involved in any activity that contributes, or could be expected to contribute, to additional sales or profits or otherwise result in subsidization of wages for the organization.

##### **SHW Length of Training**

The total participation in the SHW activity for any participant in any one occupation must not exceed 160 hours per enrollment.

The length of a participant's enrollment in SHW is limited to a maximum of 640 hours, regardless of the number of SHWs conducted for the participant.

SHW activities must include a schedule for the participant to follow, regular contact by a career planner, a maximum length of time allowed in the activity and documentation that the participant and career planner are making the required contacts and following the established schedule. Participants enrolled in a SHW activity must be covered by adequate on-site medical and accident insurance.

##### **Legal References**

- [WIOA sec. 129, sec. 134](#)
- [20 C.F.R. § 681.600, § 680.180](#)

### 8.1.4.11 Leadership Development (LDS)

Leadership Development (LDS) is a youth program activity which enhances the personal life skills, social skills, and leadership skills of participants and removes barriers to educational and employment-related success. LDS opportunities encourage responsibility, confidence, employability, self-determination, and other positive social behaviors.

These opportunities can include:

- Exposure to postsecondary educational opportunities
- Community and service learning projects
- Peer-centered activities, including peer mentoring and tutoring when in a group setting
- 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, work behavior training and budgeting of resources
- Civic engagement activities which promote the quality of life in a community, including, but not limited to:
  - positive attitudinal development
  - self-esteem building
  - openness to work with individuals from diverse backgrounds
  - maintaining healthy lifestyles, including being alcohol and drug-free
  - maintaining a commitment to learning and academic success
  - maintaining positive relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting
  - avoiding delinquency
  - postponed parenting and responsible parenting, including child support education
  - positive job attitudes and work skills
  - keeping informed in community affairs and current events
- Other activities that place youth in a leadership role such as serving on youth leadership committees, such as a Youth Standing Committee

LDS activities must include a schedule for the participant to follow, regular contact by a career planner, and a maximum length of time allowed in the activity. Documentation in the document management system that the participant and career planner are making the necessary contacts and following the established schedule is also required.

Participants enrolled in LDS must be covered by adequate, on-site medical, and accident insurance.

#### Legal References

- [20 C.F.R. § 681.520, § 681.530](#)

### 8.1.4.12 Objective Assessment (OBA)

The Objective Assessment (OBA) process collects information upon which a participant's Individual Employment Plan (IEP) or Individual Service Strategy (ISS) will be based. An objective assessment is a mutual exchange of ideas and opinions, discussion and deliberation which includes an examination of the capabilities, needs, and vocational goals of a participant.

#### **Assessment Components**

Such assessments are to be participant-centered and a diagnostic evaluation of a participant's employment barriers. It should take into account the participant's family situation, general health, work history, education, occupational skills, interests, aptitudes (including interests and aptitudes for nontraditional occupations), attitude towards work, motivation, behavior patterns affecting employment potential, support service needs and personal employment information as it relates to the local labor market.

The results of the objective assessment must be shared verbally with the participant and must be used to develop the IEP or ISS in partnership with the participant. All youth participants must receive an OBA.

An OBA may be completed using a combination of structured interviews, paper and pencil tests, performance tests, work samples, behavioral observations, interest and/or attitude inventories, career guidance instruments, and basic skills measurements. OBA is a process that requires more than one appointment between the participant and the career planner to conduct all of the necessary portions of the assessment.

#### **Requirement for Timing of Assessment**

Portions of assessments conducted by other American Job Center (AJC) partners, may be used to collect information for the OBA as described in this section. Such assessments must have been completed within one year prior to enrollment. Any tests of reading, writing, and computation skills must have been completed within six months prior to enrollment.

#### **Assessment Requirements**

In assessing basic skills, local programs must:

- Use assessment instruments that are valid and appropriate for the target population; and
- Provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities

For purposes of the basic skills assessment portion of the objective assessment, local programs are not required to use assessments approved for use in the Department of Education's National Reporting System (NRS), nor are they required to determine an individual's grade level equivalent or educational functioning level (EFL), although use of these tools is permitted.

Rather, local programs may use other formalized testing instruments designed to measure skills-related gains. It is important that, in addition to being valid and reliable, any formalized testing used be appropriate, fair, cost effective, well-matched to the test administrator's qualifications, and easy to administer and interpret results.

Alternatively, skills related gains may also be determined through less formal alternative assessment techniques such as observation, folder reviews, or interviews. The latter may be

particularly appropriate for youth with disabilities given accessibility issues related to formalized instruments.

In contrast to the initial assessment described above, if measuring EFL gains after program enrollment under the measurable skill gains indicator, local programs must use an [NRS-approved assessment](#) for both the EFL pre- and post-test to determine an individual's educational functioning level.

### **Requirement for Timing of Testing**

If basic skills goals are set for youth, tests for determining grade level must be given within 30 days of the goal being established. Individuals with disabilities that preclude testing who are obviously at or below the eighth grade level may be reported that way. Individuals who have a college degree or a two-year associate degree do not need to be tested. They may be reported as having a 12th grade reading and math level.

Objective assessment is a short-term activity that may be revisited as needed to determine further service strategies. OBA should not be used as a stand-alone activity unless the participant's employment goals change. The OBA activity must be clearly documented in the data management system including the type of assessment used and the results of that assessment. Documentation of a mutual conversation between the career planner and participant of the results is also required. Local Workforce Development Boards (WDBs) must develop policies and procedures identifying which assessment tools will be utilized during the OBA process.

The assessment process must utilize generally accepted methodologies and instruments to collect information on each of the following factors for each participant:

- Family situation
- Work history
- Education
- Basic literacy skills
- Occupational skills
- Work readiness skills
- Interests and aptitudes
- Attitude and motivation
- Financial resources
- Basic needs
- Review of strengths

### **Legal References**

- [WIOA sec. 129](#)
- [20 C.F.R. § 681.420](#)



### 8.1.4.13 Occupational Skills Training (OST)

Occupational Skills Training (OST) is an organized program of study from Iowa's Eligible Training Provider List (ETPL). Occupational skills training 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. Youth participants who are not co-enrolled and youth participants who do not receive funds from an Individual Training Account (ITA) are not required to choose a training provider from the ETPL.

Local Workforce Development Boards (WDBs) must include in their local plans, identification of existing and emerging in-demand industry sectors and the employment needs of employers in those industry sectors and occupations. Local areas must give priority consideration to training programs leading 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 impart the skills needed to meet the occupational goal.
- Lead to the attainment of a recognized postsecondary credential\*.

Local areas must also ensure that the training program, at a minimum, adheres to the following guidelines:

- All participants who are enrolled in OST must apply for any financial assistance for which they may qualify.
- OST funds may only be used to pay for tuition. Books, fees, and materials for coursework, as required, may be paid for through the Educational Assistance (EST) support service.
- All participants who are enrolled in OST must be covered by the training institution's tuition refund policy.
  - In the absence of a refund policy established by the training institution, the WIOA Title I service provider must negotiate a reasonable refund policy with the training site.
- For Adults and Dislocated Workers, co-enrolled Youth or Youth who receive funds from an ITA, documentation of consumer choice in selecting both an approved training provider and program must be entered into in the data management system.

\*A Credentials appendix will be released at a later date and will be linked here.

#### Legal References

- [20 C.F.R. § 680.200, § 680.230, § 680.350, § 681.540](#)
- [TEGL 19-16, TEGL 21-16](#)

#### 8.1.4.14 On-the-Job Training (OJT)

On-the-Job Training (OJT) is training by an employer that is provided to a paid participant while engaged in productive work to develop specific occupational skills or obtain specialized skills required by an individual employer that the participant does not already possess.

Local Workforce Development Boards (WDBs) must include in their local plan a description of the strategies and services that will be used in the local area to administer OJT, including other requirements as specified within this policy.

##### **OJT Wages and Benefits**

Since OJT is employment, state and federal regulations governing employment situations apply. Participants in an OJT must be compensated at the same rates, including periodic increases, as trainees or employees who are situated in similar occupations by the same employer. Wages paid must not be less than the higher of federal or state minimum wage or the prevailing rates of pay for individuals employed in similar occupations by the same employer.

Participants in an OJT must be:

- Provided benefits and working conditions at the same level and to the same extent as other trainees or employees working a similar length of time and doing the same type of job.
- Covered by Worker's Compensation in accordance with State law.

##### **OJT Employer Eligibility**

*Temporary Staffing Agencies:* OJTs may not be written with temporary staffing agencies or employee-leasing firms for positions that will be "hired out" to other employers for probationary seasonal, temporary or intermittent employment. The only exception is when the OJT position is with the staffing agency itself and not a position that will be "hired out."

*Referring employers:* In situations where an employer refers an individual to WIOA Title I services for eligibility determination with the intent of hiring that individual under an OJT contract, the individual referred to the program may be enrolled in an OJT with the referring employer only when the following is true:

- The referring employer has not already hired the individual.
- An objective assessment and an IEP or ISS have been completed which support the development of an OJT with the referring employer.

*Excluded employers:* Prior to re-contracting with an OJT employer, the past performance of that employer must be reviewed. An OJT contract must not be entered into with an employer who has previously exhibited a pattern of failing to provide OJT participants with continued long-term employment as regular employees with wages, benefits, and working conditions at the same level and to the same extent as similarly situated employees. OJT participants who voluntarily quit, are terminated for cause, or are released due to unforeseeable changes in business conditions need not result in termination of employer eligibility for future OJT contracts.

An employer that has been excluded from OJT contracting because of the requirement described above may again be considered for an OJT placement one year after that sanction was imposed. In this re-contracting situation, if the employer fails to retain the participant after the OJT ends, and there is no apparent cause for dismissing the employee, the employer must not receive any future OJT contracts.

### **OJT Payment and Training Length**

Payment of WIOA Title I funds to employers is compensation for the extraordinary costs of training participants, including costs of classroom training and compensation for costs associated with the lower productivity of such participants.

A trainer must be available at the employment site to provide training under an OJT contract. For example, a truck driving position where the driver drives alone or without immediate supervision or training would not be appropriate for OJT.

*Payment rate and rate considerations:* The appropriate payment by WIOA Title I is 50 percent of the wages paid by the employer to the participant during the period of the training agreement. In limited circumstances, the reimbursement may be up to 75 percent of the wage rate of the participant when the following conditions are considered:

- The characteristics of the participants taking into consideration whether they are individuals with barriers to employment, length of unemployment, and current skill level.
- The size of the employer, with an emphasis on small and medium-sized businesses.
- The quality of employer-provided training and advancement opportunities, for example of the OJT contract is for an in-demand occupation and will lead to an industry-recognized credential; and
- Any additional factors the Local WDB determines to be appropriate, which may include, the number of employees participating in the training, wage and benefit levels of those employees (at present and anticipated upon completion of the training), and relation of the training to the competitiveness of a participant. The factors used to decide an increase of wage reimbursement above 50 percent must be documented within the IEP/ISS.

Wages are considered to be monies paid by the employer to the participant. Wages do not include tips, commissions, piece-rate based earnings or non-wage employer fringe benefits.

Payment for overtime hours and holidays is only allowable in accordance with local policies. Holidays may be used as the basis for OJT payments only if the participant actually works and receives training on the holiday.

### **OJT Contracts**

An OJT contract with an employer can be written for a maximum of 1040 hours. Under no circumstances can an OJT contract be written for a participant if the hours of training required for the position in which the participant is to be trained is determined to be less than 160 hours.

The number of OJT training hours for a participant must be determined using the following standardized chart, unless the local plan contains an alternative methodology for determining the length of OJTs. The hours specified must be considered as a departure point for determining actual training hours. If the total number of training hours needed to successfully train a participant for the OJT position cannot be provided during the maximum contract length allowable, as many training hours as possible must be provided.

| SVP* LEVEL | HOURS |
|------------|-------|
| 1          | 80    |
| 2          | 160   |
| 3          | 520   |
| 4          | 1,040 |
| 5          | 2,080 |
| 6+         | 4,160 |

Source: SVP-Scaled Value of Proficiency ([O\\*NET](#))

OJTs are designed to be limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, prior work experience of the participant, and the service strategy of the participant. The OJT training hours for a participant must be reduced if a participant has prior-related employment or training in the same or similar occupation. Previous training or experience, which occurred so long ago that skills gained from that experience are obsolete, may be disregarded to the extent that those skills need to be relearned or re-acquired.

The number of training hours for a participant may be increased based upon the individual circumstances of the participant, such as having a disability. Local plans will need to identify the circumstances for reduction/increase of length of an OJT.

The number of hours of training for any participant, as well as the process for extending or reducing those training hours from the basic method of determination must be documented in the participant's IEP/ISS.

### **OJTs for Employed Workers**

OJTs may be written for employed workers when the following additional criteria are met:

- The employee is not earning a self-sufficiency wage as defined in the local plan; and
- The OJT relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills, workplace literacy or other appropriate purposes identified in the local plan.

Documentation of the appropriateness including the assessment (participant and employer/business), contract, training plan, progress, skill evaluation, invoices, and other financial records, etc. must be documented in the data management system.

**OJTs and Registered Apprenticeship**

OJT contracts may be entered into with Registered Apprenticeship (RA) program sponsors or participating employers in registered apprenticeship programs for the OJT portion of the registered apprenticeship program.

Depending on the length of the RA and State and local OJT policies, these funds may cover some or all of the RA training. See the policy “Utilizing funding for a Registered Apprenticeship” for more details.

**Legal References**

- [WIOA sec. 3](#)
- [20 C.F.R. § 680.700, § 680.710, § 680.720, § 680.730, § 680.740, § 681.460, § 681.600](#)
- [TEGL 19-16, TEGL 21-16](#)

#### 8.1.4.15 Out-of-Area Job Search Assistance (OAS)

Out-of-Area Job Search Assistance (OAS) occurs when the participant is provided one-on-one assistance with the development of their job search activities and career counseling for positions that are outside their local area. Participants shall be provided information on in-demand industry sectors and occupations, including information regarding nontraditional and emerging employment opportunities.

##### **Legal References**

- [20 C.F.R. § 678.430](#)

### 8.1.4.16 Pre-Employment Training (PET)

Pre-Employment Training (PET) helps participants to acquire skills necessary to obtain unsubsidized employment and to maintain employment.

PET activities may include, but are not limited to:

- Instruction on how to maintain employment, including employer's expectations relating to punctuality, job attendance, dependability, professional conduct, and interaction with other employees.
- Assistance in personal growth and development which may include motivation, self-esteem building, communication skills, basic living, personal maintenance skills, social planning, citizenship, and life survival skills.
- Instruction in how to obtain jobs, including completing applications and resumes and learning interviewing skills; and
- Non-career specific skills enhancement as provided in a classroom setting.

Pre-Employment Training activities must include documentation of the following:

- A schedule for the participant to follow,
- Regular contact by a career planner; and
- A maximum length of time allowed in the activity, as well as documentation in the data management system that the participant and career planner are making the required contacts and following the established schedule.

#### Legal References

- [20 C.F.R. § 678.430](#)

#### 8.1.4.17 Quality Pre-Apprenticeship (QPA)

Quality Pre-Apprenticeship (QPA) is a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship (RA) program. Each QPA program has a documented partnership with at least one, if not more, RA program. A QPA program is one that incorporates the following elements:

**Approved training and curriculum:** Training and curriculum based on industry standards and approved by the documented RA partner(s) that will prepare individuals with the skills and competencies needed to enter one or more RA program(s).

**Strategies for long-term success:** Strategies that increase RA opportunities for under-represented, disadvantaged or low-skilled individuals such that, upon completion, they will meet the entry requirements, gain consideration, and are prepared for success in one or more RA program(s) including the following:

- Strong recruitment strategies focused on outreach to populations underrepresented in local, state, and national RA programs,
- Educational and pre-vocational services that prepare individuals to meet the entry requisites of one or more RA programs (e.g., specific career and industry awareness workshops, job readiness courses, English for speakers of other languages, Adult Basic education, financial literacy seminars, math tutoring); and
- Assist in exposing participants to local, state, and national RA programs and provides direct assistance to participants applying to those programs.

**Access to appropriate supportive services:** Facilitates access to appropriate supportive services during the QPA program and a significant portion of the RA program.

**Promotes greater use of RA to increase future opportunities:** To support the ongoing sustainability of the partnership between QPA providers and RA sponsors, these efforts should collaboratively promote the use of RA as a preferred means for employers to develop a skilled workforce and to create career opportunities for individuals.

**Meaningful hands-on training that does not displace paid employees:** Provides hands-on training to individuals in a simulated lab experience or through volunteer opportunities, when possible, neither of which supplants a paid employee but accurately simulates the industry and occupational conditions of the partnering RA sponsor(s) while observing proper supervision and safety protocols.

**Facilitated Entry and/or Articulation:** When possible, formalized agreements exist with RA sponsors that enable individuals who have successfully completed the QPA program to enter directly into a RA program and/or include articulation agreements for earning advanced credit/placement for skills and competencies already acquired.



**Legal References**

- [20 C.F.R. § 681.480](#)
- [TEN 13-12](#)

### 8.1.4.18 Registered Apprenticeship (RA)

A Registered Apprenticeship (RA) combines paid on-the-job training (OJT) with related training instruction (RTI) to progressively increase workers' skill levels and wages. An RA is also a business-driven model that provides an effective way for employers to recruit, train, and retain highly skilled workers. RAs offer job seekers immediate employment opportunities that pay sustainable wages and offer advancement along a career path. Graduates of an RA program receive nationally-recognized portable credentials and their training may be applied toward further post-secondary education.

All Registered Apprenticeship programs consist of five core components:

1. **Business Involvement.** Businesses are the foundation of every program. Business must play an active role in building RA programs and are involved in every step of their design and execution.
2. **On-the-job training (OJT).** Every RA program includes structured OJT. Companies hire apprentices and provide hands-on training from an experienced mentor. Every program has at least 2,000 hours of OJT each year of the program.
3. **Related Training Instruction (RTI).** Registered Apprentices receive RTI or classroom style training that complements the OJT. This instruction helps to refine the technical and academic skills that apply to the job. RTI may be provided by a community college, technical school or college, an apprenticeship training school, or by the business itself. The sponsor selects the RTI provider. The instruction can be provided at the school, online or at the work site. Apprentices will receive a recommended 144 hours of RTI training each year of their RA program.
4. **Rewards for skills gains.** Registered Apprentices receive increase in pay as their skills and knowledge increase.
5. **National Occupational Credential.** Every graduate of an RA program receives a nationally-recognized credential, referred to as a Certificate of Completion, which is issued by the U.S. Department of Labor (USDOL). This portable credential signifies that the apprentice is fully qualified to successfully perform an occupation.

The length of training and the competencies required for mastery of an occupation are set by industry. RA programs range from one year to five years in length. The RA system currently approves time-based, competency-based, and hybrid time-and-competency-based programs.

RA program sponsors identify the minimum qualifications to apply into their RA programs. The eligibility starting age can be no less than 16 years of age and legally able to work in the United States; however, individuals must be 18 to be a Registered Apprentice in hazardous occupations.

Program sponsors also identify additional minimum qualifications and credentials to apply, such as education or ability to physically perform the essential functions of the occupation.

When connecting and developing individuals for successful completion in an RA program, career plans must be developed and documented to support the participant's career pathway.

Successful completion for the RA activity may be recorded at the point when an individual may be able to provide a self-sustainable wage in the event of premature departure from the apprenticeship. All participant progress must be documented in the data management system.

**Individual Training Accounts (ITAs)**

ITAs can be used to support placing participants in RA through:

- Quality pre-apprenticeship training; and
- Training services provided under an RA program.

**Supportive Services**

Supportive services may be provided to support:

- Placing participating adults and dislocated workers into an RA program.
- Participants once they are in an RA program.

**Legal References**

- [20 C.F.R. § 680.330, § 680.740, § 680.750](#)
- [TEGL 13-16](#)

### 8.1.4.19 Remedial and Basic Skills Training (RBS)

Remedial and Basic Skills Training (RBS) is an activity designed to enhance the employability of individuals by upgrading basic literacy and academic skills.

RBS must be used in conjunction with another training service such as:

- Occupational Skills Training (OST)
- On-the-Job Training (OJT)
- Incumbent Worker Training (IWT)
- Transitional Jobs (TJB)
- Entrepreneurial Training (ENT)
- Secondary Education Certification (SEC)
- Registered Apprenticeship (RA)

RBS does not need to be used in conjunction with another training service when the RBS service provided is:

- Adult education and literacy activities, including activities of English Language acquisition and integrated education and training programs; or,
- Customized training (CUS), conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

RBS may be conducted in a classroom setting or on an individual basis. Remedial and basic skills training may include: tutoring, study skills training, and other remedial and basic skills activities.

RBS activities must include a documented schedule for the participant to follow, regular contact by a career planner, an established timeline for completion and documentation in the data management system of progress towards completion of the goal.

#### Legal References

- [TEGL 19-16](#)

### 8.1.4.20 Secondary Education Certification (SEC)

Secondary Education Certification (SEC) enhances the employability of participants by upgrading their level of education.

SEC activities may be conducted in a classroom setting or on an individual basis. SEC must be categorized as:

- Secondary school
- Alternative school
- Individualized study

Participation in this component must be expected to result in a high school diploma, high school equivalency certificate or an Individualized Educational Program (IEP) diploma.

SEC activities must include a documented schedule for the participant to follow, regular contact by a career planner, an established timeline for completion, and documentation in the data management system of progress toward completion of the goal.

#### Legal References

- [WIOA sec. 129](#)
- [20 C.F.R. § 681.460](#)
- [TEGL 21-16](#)

#### 8.1.4.21 Skill-Upgrading (SUG)

Skill-Upgrading (SUG) provides short-term pre-vocational training to participants to upgrade their occupational skills and enhance their employability. Examples of allowable skill upgrading activities include: a typing refresher to increase speed and accuracy, keyboarding, basic computer literacy and English language acquisition programs, or other non-industry specific training activities such as customer service or manufacturing training.

Skill upgrading may be conducted in a classroom setting or on an individual basis. SUG must be short-term in nature and must not exceed 26 weeks in duration, with the exception of English Language Learners (ELL), and does not lead to a credential. Documentation including justification of activity, length, progress, and results must be noted in the data management system.

#### Legal References

- [20 C.F.R. § 678.430](#)

#### 8.1.4.22 Staff-Assisted Job Development (SJD)

Staff-Assisted Job Development (SJD) is the act of contacting employers, who do not already have a job listed, to determine if the employer has an interest in interviewing and potentially hiring a specific participant who possesses skills required by that employer. This consists of working with a specific employer to actually develop a position/job for the participant.

Documentation in the data management system of communication with the employer is required.

### 8.1.4.23 Transitional Jobs (TJB)

Transitional Jobs (TJB) are used for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history. Transitional jobs provide comprehensive employment and supportive services to participants. Transitional jobs must be combined with career and supportive services.

If local areas choose to use TJB as part of their service delivery strategy, Local Workforce Development Boards (WDBs) must include in their local plan a description of the strategies and services that will be used in the local area to administer TJB, including other requirements as specified within this policy.

TJB may be used to assist individuals to:

- Learn the expectations of the workplace
- Address barriers to work
- Establish a work history and references
- Demonstrate success in a work environment
- Develop skills and experience that lead to entry into and retention in unsubsidized employment
- Create linkages to further education and training opportunities

#### **Transitional Job Wages and Benefits**

The TJB participant must be paid wages no less than the higher of the federal or state minimum wage. In most TJB situations, the WIOA Title I service provider is the employer of record. TJB participants must always be paid for time worked and must not be paid for any scheduled hours they failed to attend without good cause.

Each participant in TJB must be covered either by Workers' Compensation in accordance with state law or by adequate on-site medical and accident insurance. Participants in TJB are exempt from unemployment compensation insurance. Therefore, unemployment compensation costs are not allowable. In addition to the guidelines listed here, other State and federal regulations governing employment situations apply to TJB as well. Local WDBs may use up to 10 percent of their adult and dislocated worker funds to provide transitional jobs to individuals.

#### **TJB Worksite Eligibility**

Transitional jobs are time-limited work experiences that are subsidized and may take place in the private non-profit, or public sector. A participant cannot be placed in a TJB with an employer where the participant is already employed in an unsubsidized position. Unlike OJT, there is no assumption that the individual will be retained in their transitional job after the experience is over, though that would be a successful experience and outcome.

#### **TJB Length of Training**



A TJB agreement at one worksite can be written for a maximum of 13 calendar weeks unless the agreement is for a part-time TJB of less than 520 hours, then the TJB activity period can be extended to a maximum of 26 weeks.

The number of training hours for a participant may be increased based upon the individual circumstances of the participant, such as disability. Local plans will need to identify the circumstances for increasing the length of a TJB activity.

Additionally, local areas should adopt policies and identify employers (public, private or nonprofit) or creative options as ladders to registered apprenticeships, that can provide quality experiences for individuals to eventually obtain unsubsidized employment. These policies should include plans on wages, what supportive services should be included, and any limits on the duration of the TJB.

**Legal References**

- [20 C.F.R. § 680.190, § 680.195](#)
- [TEGL 19-16](#)

#### 8.1.4.24 Work Experience (WEP)

Work Experience (WEP) should be used for individuals who have limited work experience or have been out of the labor force for an extended period of time including, but not limited to, students, school dropouts and individuals with disabilities. WEP must be limited to persons who need assistance to become accustomed to basic work requirements, including basic work skills, in order to successfully compete in the labor market.

WEP may be used to provide:

- Instructions concerning work habits and employer and employee relationships in a work environment
- An improved work history and work references
- An opportunity to actively participate in a specific work field
- An opportunity to progressively master more complex tasks

WEPs may be paid or unpaid; however it is strongly encouraged that organizations pay individuals for work performed.

#### **Wages, Insurance and Benefits**

If the WEP participant is paid wages, the wages must be no less than the higher of the federal or state minimum wage. In most WEP situations, the WIOA Title I service provider is the employer of record. If paid, WEP participants must always be paid for time worked and must not be paid for any scheduled hours they failed to attend without good cause.

Each participant in WEP must be covered either by Workers' Compensation in accordance with state law or by adequate on-site medical and accident insurance.

Participants in WEP are exempt from unemployment compensation insurance. Therefore, unemployment compensation costs are not allowable.

Under certain conditions, participants in a wage paying WEP may be paid for time spent attending other activities. Such payments may only be made if WEP participation is scheduled for more than 50 percent of the scheduled training time in all activities. Usually, the participant will be enrolled simultaneously in both the WEP activity and the other activity.

If the work experience is paid, in addition to the guidelines listed here, other State and federal regulations governing employment situations apply to WEP as well.

#### **Worksite Eligibility**

Work Experience may take place in the for-profit, non-profit, or public sector. A participant cannot be placed in a WEP with an employer where the participant is already employed in an unsubsidized position.

A WEP must not be used as a substitute for Public Service Employment (community service) activities as a result of court-adjudication.

**WEP Length of Training**

A WEP agreement at one worksite can be written for a maximum of 13 calendar weeks, unless the agreement is for a part-time WEP of fewer than 520 hours, then WEP activity period can be extended to a maximum of 26 weeks.

**Legal References**

- [WIOA sec.129, sec.134](#)
- [20 C.F.R. § 680.180, § 681.600](#)
- [TEGL 23-14, 21-16](#)

## 8.1.5 Support Services

### 8.1.5.1 Introduction

Support service payments may be provided, when necessary, to enable a participant to participate in a WIOA Title I activity or a partner activity. Support service payments can be made only when the participant is unable to obtain the service through other programs providing such services.

Local Workforce Development Boards (WDBs) in consultation with American Job Center (AJC) partners and other community service providers, must develop a policy on supportive services that ensures:

- Resource and service coordination in the local area to ensure non-duplication of resources and services.
- Procedures for referral to such services, including how such services will be funded when they are not otherwise available from other sources.
- Limits are established on the amount and duration of such services, to include:
  - payment rates
  - maximum amount of payments
  - maximum length of time for support services to be available to participants
- Procedures allowing exceptions to established limits.

This criteria, procedure or formula must be applied to all participants in any program or activity for which support service payments are provided.

The need for and the amount of support service payments must be documented in the data management system and hard copy justification of support uploaded into the data management system.

Support service payments must not be made for activities in which the participant failed to participate, without good cause.

#### **Adults and Dislocated Workers**

Support services are available to members receiving individualized career services or training activities, but only as determined necessary. This necessity must be documented in the data management system that the participant requires such support to participate and complete the activity.

Follow-up services are not a qualifying service for the receipt of supportive services; therefore, an individual who is only receiving follow-up services may not receive supportive services. Individuals identified as needing ongoing supportive services must still be participating in career services (other than follow-up), training activities, or both to continue to receive supportive services.

**Youth**

Support service payments may be made to participants during the provision of follow-up services based upon their needs and only to enable the participant to participate in a WIOA Title I activity or partner activity.

Support service payments, which assist a parent, spouse or legal guardian's participation in a youth participant's training, are allowable under the Title I Youth program. Such payments might include reimbursement for transportation costs or childcare for a parent to attend a conference regarding a youth participant's progress toward achievement of the objectives of the Individual Service Strategy (ISS).

**Legal References**

- [20 C.F.R. § 680.900, § 680.910, § 680.920, § 681.570](#)
- [TEGL 21-16](#)

### 8.1.5.2 Clothing (CHG)

Payment for items such as clothes and shoes that are necessary for participation in WIOA Title I activities such as interviewing, employment, or work experiences. Items such as uniforms and protective gear are generally allowable. The cost of required tools is allowed.

#### Legal References

- [20 C.F.R. § 680.900, § 681.570](#)
- [TEGL 19-16](#)

### 8.1.5.3 Dependent Care (DPC)

The cost of dependent care from licensed daycare providers or from private sources agreed upon by the participant and WIOA Title I service provider, are allowable. Dependent care includes child or adult care for which the participant would normally be responsible.

#### Legal References

- [20 C.F.R. § 680.900, § 681.570](#)
- [TEGL 19-16](#)

#### 8.1.5.4 Educational Testing (EDT)

Assistance with educational testing required for participation in WIOA Title I activities is allowable. Some examples of educational testing include, but are not limited to, high school equivalency testing and vocational testing.

If required for employment, the costs for licenses and application fees are allowable.

#### **Legal References**

- [20 C.F.R. § 681.570](#)



### 8.1.5.5 Financial Assistance (FAS)

The purpose of a Financial Assistance payment (FAS) is to make a payment to a service provider or vendor on behalf of a participant. This payment is used to cover an emergency financial need that, if unmet, would prevent the participant from participating in WIOA Title I activities.

FAS may be used for such things as: housing assistance, auto repair, eyewear repair, and other critical participant needs. FAS may not be used to pay any type of fines or penalties imposed because of failure to comply with any federal, state, local law or statute.

#### **Legal References**

- [20 C.F.R. § 680.900, § 681.570](#)

### 8.1.5.6 Health Care (HLC)

Health Care (HLC) assistance and referrals may be made available to participants when lack of assistance will affect their ability to obtain or maintain employment. This support service shall be used as a last resort, and only when no other resources are available to the participant.

#### Legal References

- [20 C.F.R. § 680.900, § 681.570](#)

### 8.1.5.7 Miscellaneous Services (MSS)

The following costs are allowable, unless funds are available from other resources:

- Bonding, if it is an occupational requirement. It should be verified that the participant is bondable before the participant is placed in training for that occupation.
- Legal aid services.
- Additional allowable costs detailed in local policies, if applicable.

#### Legal References

- [20 C.F.R. § 680.900](#), [§ 681.570](#)

### 8.1.5.8 Needs-Related Payments (NRP)

#### Youth

Needs-related payments (NRP) provide financial assistance to youth participants for the purpose of enabling them to participate in WIOA Title I activities.

Participants enrolled in the **youth program** must meet the following criteria to receive needs-related payments:

- Be unemployed
- Not qualify for, or have ceased qualifying for, unemployment compensation

The payment level for youth, must be established by Local Workforce Development Board (WDB) policies. For statewide projects, the payment level must be established by the State Workforce Development Board (WDB).

#### Adult

Needs-related payments (NRP) provide financial assistance to adult participants for the purpose of enabling them to participate in training. Unlike other supportive services, in order to qualify for needs-related payments a participant must be enrolled in training.

Participants enrolled in the **adult program** must meet the following criteria to receive needs-related payments:

- Be unemployed
- Not qualify for, or have ceased qualifying for, unemployment compensation
- Be enrolled (applied and accepted) in training services under WIOA Title I that has already begun or will begin within 30 calendar days

The payment level for adults, must be established by Local WDB policies. For statewide projects, the payment level must be established by the State (WDB).

#### Dislocated Worker

Needs-related payments (NRP) provide financial assistance to dislocated worker participants for the purpose of enabling them to participate in training. Unlike other supportive services, in order to qualify for needs-related payments a participant must be enrolled in training.

Participants enrolled in the **dislocated worker** program must meet the following criteria to receive needs-related payments:

- Be unemployed, and
- Have ceased to qualify for unemployment compensation or Trade Readjustment Allowance (TRA) under Trade Adjustment Assistance (TAA); and
- Be enrolled in a program of training services under WIOA Title I by the end of the 13th week after the most recent layoff that resulted in a determination of the worker's eligibility as a dislocated worker, or, if later, by the end of the 8th week after the worker is informed that a short-term layoff will exceed 6 months; or

- Be unemployed and not qualify for unemployment compensation or Trade Readjustment Allowance (TRA) under TAA and be enrolled (applied and accepted) in training services under WIOA Title I that has already begun or will begin within 30 calendar days.

For dislocated workers, payments must not exceed the greater of either of the following levels:

- The applicable weekly level of the unemployment compensation benefit, for participants who were eligible for unemployment compensation as a result of the qualifying dislocation; or
- The poverty level for an equivalent period, for participants who did not qualify for unemployment compensation as a result of the qualifying layoff. The weekly payment level must be adjusted to reflect changes in total family income, as determined by Local WDB policies. At least quarterly, the amount of family income must be reviewed to determine if adjustments must be made in the amount of NRP payments.

**Legal References**

- [20 C.F.R. § 680.900](#), [§ 680.930](#), [§ 680.940](#), [§ 680.950](#), [§ 680.960](#), [§ 680.970](#), [§ 681.570](#)

### 8.1.5.9 Services for Individuals with Disabilities (SID)

The cost of special services, supplies, equipment, and tools necessary to enable a participant with a disability to participate in training is allowable. It is not an allowable use of WIOA Title I funds to make capital improvements to a training or work site for general compliance with the Americans with Disabilities Act (ADA) requirements.

#### **Legal References**

- [20 C.F.R. § 680.900](#), [§ 681.570](#)

### 8.1.5.10 Stipends (STI)

Stipends may be used to assist a youth participant with additional or subsistence costs incurred by participating in any of the [fourteen \(14\) youth services](#), provided the provision of a stipend is included in the participant's Individual Service Strategy (ISS). Stipends must be a lump-sum amount for a specific time frame and may not be based on an hourly rate.

#### Legal References

- [20 C.F.R. § 680.900, § 681.570](#)

### 8.1.5.11 Supported Employment and Training (SET)

Supported Employment and Training (SET) payments are allowable to provide individuals requiring individualized assistance with the one-on-one instruction and the support necessary to enable them to complete occupational skill training and to obtain and retain competitive employment.

SET may only be used in training situations that are designed to prepare the participant for continuing non-supported competitive employment.

SET may be conducted in conjunction with experiential learning activities such as: an internship, on-the-job training, job shadow, quality pre-apprenticeship and work experience.

An example of appropriate SET use would be the hiring of a job coach to assist an individual who has been placed in competitive employment. Employment positions supported at sheltered workshops or similar situations may not utilize SET.

#### Legal References

- [20 C.F.R. § 680.900, § 681.570](#)



### 8.1.5.12 Transportation (TRN)

The cost of Transportation (TRN) necessary to participate in WIOA Title I activities and services, including job interviews, is allowable.

#### Legal References

- [20 C.F.R. § 680.900](#), [§ 681.570](#)

### 8.1.5.13 Youth Incentive Payment (YIP)

Youth Incentive Payments (YIP) are permitted for youth participants only for recognition and achievement directly tied to training activities and experiential learning activities.

Local Workforce Development Boards (WDB) must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are:

- Tied to the goals of the specific program
- Outlined in writing before the commencement of the program that may provide incentive payments
- Align with the local program's organizational policies
- Are in accordance with the requirements contained in the [Uniform Administrative Requirements 2 CFR 200](#) in regards to cost principles and audit requirements for federal awards. Federal funds may not be spent on entertainment costs. Therefore, incentives may not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment. Internal controls must be in place to safeguard cash, which also apply to safeguarding of gift cards, which are essentially cash.

The YIP policy must consider:

- Attendance or achievement of basic education skills
- Pre-employment/work maturity skills
- Occupational skills as identified in the Individual Service Strategy (ISS) for the participant, or
- Incentive payments directly tied to the completion of experiential learning activities

The YIP payment must be a lump sum based on achievement/attendance, for a specific time frame, and may not be based on an hourly rate. The YIP policy may be based on a combination of attendance and achievement or one or the other.

#### Legal References

- [20 C.F.R. § 681.640](#)
- [TEGL 21-16](#)

#### 8.1.5.14 Educational Assistance (EST)

Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes is allowable.

#### Legal References

- [20 C.F.R. § 680.900, § 681.570](#)

## 8.1.6 Program Exit

### 8.1.6.1 Adult, Dislocated Worker, and Youth Program Exit

Exit from program services occurs on the last date a participant received a WIOA Title I or other U.S. Department of Labor administered program service. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services. All activities must be closed for the exit to occur.

The following services do not extend the date of exit in performance reporting:

- Self-service
- Information-only services or activities
- Supportive services
- Follow-up services

#### **Gaps in Service**

Career planners may only initiate a gap in service if the following circumstances prevent an individual from participating in services:

- Health/Medical or family care (for conditions expected to last less than 90 days)
- Institutionalization
- Additional circumstances, as approved by the Workforce Services Bureau Chief

In order to initiate a gap in service, there must be a documented plan to provide the participant with future services. Gaps in service should be less than 90 days from date of last service. All gaps must be documented in the data management system and are subject to monitoring.

#### **Unplanned Exit**

The following outlines circumstances which may be appropriate to close services and allow an exit to occur prior to achievement of goals as outlined in the Individual Service Strategy (ISS) or Individual Employment Plan (IEP). The career planner can enter the appropriate exit reason only in the following participant circumstances, Exclusions from Performance Indicators\*.

- Institutionalization
- Health/medical or family care (for conditions expected to last beyond 90 days and documented by a physician)
- Deceased
- Reserve military called to active duty – the participant is a member of the National Guard or a military Reserve unit and is called to active duty for at least 90 days
- Foster care (for youth only)

#### **Automatic Exit**

In the following participant circumstances, the career planner must close all activities and the participant will be exited automatically in 90 days unless the participant is receiving partner services:

- Upon final determination of ineligibility
- Upon determination of fraud committed by the participant
- Upon failure to furnish documentation within a reasonable amount of time; or
- For failure to comply with Selective Service requirements, e.g., submitting and registering for the draft as required

### **Determination of Ineligibility**

If a participant is determined to be ineligible at any time, the individual must be informed of the determination in writing, and given 30 days to respond. Local Workforce Development Boards (WDBs) must develop policies and procedures for informing individuals of ineligibility to receive services.

Upon final determination of ineligibility for a program, the participant's activities must be closed. This must occur the same day that the final determination of ineligibility is made. The reason for the ineligibility, the date of final determination of ineligibility, and the date of discontinuation of services must be documented in the data management system.

### **Determination of Fraud**

If at any time it is found that a participant has committed fraud to receive WIOA Title I assistance or has attempted to defraud the WIOA Title I program, the individual must be informed of the determination in writing, and given 30 days to respond. Local WDBs must develop policies and procedures for informing individuals of closing services due to fraud.

If it is found the individual did commit fraud to receive services, the participant's activities must be immediately closed. All circumstances related to the fraudulent act or attempt to defraud, along with the last date of services, must be documented and maintained in the data management system.

\*An appendix with supporting information is being developed and will be available at a later date. Once available, a link will be included within this policy.

### **Legal References**

- [20 C.F.R. § 677.155](#)
- [TEGL 10-16](#)

### 8.1.6.2 Post-Exit Documentation

This process includes the collection of information on a participant's status after an individual has been exited from WIOA Title I services. This is tracked from the exit date and begins the second quarter after the exit quarter. Wage and employment information is primarily obtained from Unemployment Insurance (UI) Wage Records and administrative records. Wage or administrative records may need to be collected through personal contact with the participant. Supplemental sources may be used if individuals are not found in UI Wage Records, provided that the information is documented and verified, and wages earned are in compliance with state and federal law. IWD will verify the accuracy of a sample of supplemental information through the monitoring process.

Several reporting items may not be able to be obtained through UI Wage Records and will need to be obtained through post-exit\* contacts. These items are:

- Unsubsidized employment, including occupation, training-related employment, and non-traditional employment.
- Attainment of a recognized educational/occupational certificate/credential/diploma or equivalent, or degree and the date of attainment.
- Entry into postsecondary education or advanced training, military service, Registered Apprenticeship, and the date of entry. Also, whether or not the individual is still in postsecondary education or advanced training, military service, and Registered Apprenticeship in the first through fourth quarter after exit.

\*An appendix with supporting information is being developed and will be available at a later date. Once available, a link will be included within this policy.

#### Legal References

- [WIOA sec. 116](#)
- [20 C.F.R. § 677.155, 34 C.F.R. § 463.175](#)
- [TEGL 10-16](#)

### 8.1.7 Follow-up Services

The types and duration of follow-up services must be determined based on the needs of the individual; therefore, the type and intensity of follow-up services may differ for each participant. The Individual Service Strategy (ISS)/Individual Employment Plan (IEP) must indicate that those services would be appropriate with any additional justification documented in the data management system.

The development of follow-up services requires active participation of the participant and should be developed and entered on the ISS/IEP prior to exit. Follow-up services must include more than only a contact attempted made for securing documentation in order to report a performance outcome.

The first follow-up service is required to be provided within 30 days of exit from the program and should be in the form of a personal contact (in person, via telephone or electronic means) with the participant. A second follow-up service must occur within 90 days after exit, and at least quarterly thereafter for the next three quarters. The provision of follow-up services must be documented in the data management system.

#### **Youth Follow-Up**

All youth participants must be offered an opportunity to receive follow-up services that align with their ISS.

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

Follow-up services for youth also may include the following program elements:

- 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

Provision of these program elements must occur after the exit date in order to count as follow-up services. Such follow-up services should be documented in the data management system that they were provided as follow-up services post exit. In addition, such follow-up services should be documented in the case file that they were provided as follow-up services post exit.

Follow-up services should be provided to participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted.

Follow-up services may be provided beyond 12 months at the Local Workforce Development Board's (WDBs) discretion. 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 in order to report a performance outcome.

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 data management system.

Local programs must have policies in place to establish how to document and record when a participant cannot be located or contacted.

### **Adult and Dislocated Worker Follow-Up**

The purpose of follow-up services is to identify any problems or needs that might preclude the participant from further developing employability skills, remaining employed or achieving career pathway goals.

Local areas must provide follow-up services for adults and dislocated worker participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment.

Follow-up services provide a continuing link between the participant and workforce system; these services allow the American Job Center (AJC) to assist with other services the participant may need once he or she obtains employment. Examples may include providing individuals counseling about the workplace, opportunities to further career pathways, assistance with employer benefits, health insurance, and financial literacy and budgeting assistance.

Local plans must define appropriate follow-up services for adults and dislocated workers, as well as policies and procedures for identifying when to provide follow-up services to participants.

### **Legal References**

- [WIOA sec. 134](#)
- [20 C.F.R. § 678.430, § 680.150, § 681.580](#)
- [TEGL 19-16, 21-16](#)



## 8.2 Youth Program Policies

### 8.2.1 Introduction

Title I of WIOA outlines a broad youth vision that supports an integrated service delivery system and provides a framework through which states and local areas can leverage other Federal, state, local, and philanthropic resources to support in-school youth (ISY) and out-of-school youth (OSY).

Youth program career planners should deliver services in a customer-centered, high-quality manner which seeks to advance the following for participants:

- Enhanced skill sets
- Increased likelihood of entry into meaningful employment
- Enhanced chances of retaining employment leading to self-sufficiency, and
- Removal and reduction in barriers to employment

Iowa shares the commitment to providing high-quality services for all youth and young adults through the following activities:

- Career exploration and guidance
- Continued support for educational attainment
- Opportunities for skills training for in-demand industries and occupations, such as pre-apprenticeships or internships, and
- Job placement assistance in a field that supports a career pathway, enrollment in postsecondary education, or a Registered Apprenticeship

Iowa's youth program connects eligible youth to a continuum of services and activities, aimed at teaching the youth to navigate the appropriate educational and workforce systems based on an established career pathway. Services based on the unique needs of each individual participant are applied program-wide.

#### Legal References

- [TEGL 23-14](#), [TEGL 21-16](#), [TEGL 08-15](#)

## 8.2.2 Program Design

### 8.2.2.1 Objective Assessment (OBA)

#### **Assessment Components**

Local youth programs must provide an objective assessment (OBA) of the academic levels, skill levels, and service needs of each participant. 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
- Strengths (rather than just focusing on the areas that need improvement); and
- Developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants

#### **Assessment Requirements**

In assessing basic skills, local programs must:

- Use assessment instruments that are valid and appropriate for the target population; and
- Provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities

For purposes of the basic skills assessment portion of the objective assessment, local programs are not required to use assessments approved for use in the Department of Education's National Reporting System (NRS), nor are they required to determine an individual's grade level equivalent or educational functioning level (EFL), although use of these tools is permitted.

Rather, local programs may use other formalized testing instruments designed to measure skills-related gains. It is important that, in addition to being valid and reliable, any formalized testing used be appropriate, fair, cost effective, well-matched to the test administrator's qualifications, and easy to administer and interpret results.

Alternatively, skills related gains may also be determined through less formal alternative assessment techniques such as observation, folder reviews, or interviews. The latter may be particularly appropriate for youth with disabilities given accessibility issues related to formalized instruments.

In contrast to the initial assessment described above, if measuring EFL gains after program enrollment under the measurable skill gains indicator, local programs must use an [NRS-](#)

[approved assessment](#) for both the EFL pre- and post-test to determine an individual's educational functioning level.

### **Requirement for Timing of Testing**

Any tests of reading, writing, or computation skills must have been completed within six months prior to enrollment.

### **Career-Related Assessments**

All youth, including youth with disabilities, can benefit from participation in career assessment activities, including, but not limited to:

- Assessments of prior work experience
- Employability
- Interests
- Aptitudes

Multiple assessment tools may be necessary since there is no standard approach that will work for all youth, including youth with disabilities. Career assessments help youth, including those with disabilities, understand how a variety of their personal attributes (e.g., interests, values, preferences, motivations, aptitudes, and skills) affect their potential success and satisfaction with different career options and work environments.

Youth also need access to reliable information about career opportunities (based on labor market information) that provide a living wage, including information about education, entry requirements, and income potential. Youth with disabilities also may need information on benefits planning, workplace supports (e.g., assistive technology), and accommodations, and also may benefit from less formalized career-related assessments such as discovery techniques. These assessments may be provided directly through WIOA Title I youth program career planners, and/or through referrals to national and community-based partners and resources.

### **Requirement for Timing of Assessment**

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 conducted pursuant to another education or training program. Such assessments must have been completed within one year prior to enrollment.

### **Legal References**

- [WIOA sec. 129](#)
- [20 C.F.R. § 681.290, § 681.420](#)
- [TEGL 08-15, TEGL 21-16, TEGL 23-14](#)

### 8.2.2.2 Individual Service Strategy (ISS)

Local youth programs must develop an Individual Service Strategy (ISS) for each participant that is based on the needs of each youth. Each ISS should directly link to one or more of the performance indicators and:

- Shall identify career pathways that include education and employment goals (including nontraditional employment when applicable)
- Include appropriate achievement objectives and appropriate services for the participant which take into account the objective assessment

The design framework services of local youth programs must develop, and update as needed, an individual service strategy (ISS) based on the needs of each youth participant that:

- Is directly linked to one or more indicators of performance
- Identifies career pathways that include education and employment goals
- Considers career planning and the results of the objective assessment; and
- Prescribes achievement objectives and services for the participant

Since the ISS is an ongoing process, it must be reviewed and updated, based on the needs and situation of the participant. The ISS must be updated, at a minimum, annually. This review must include an evaluation of the participant's progress in meeting the goals and objectives of the ISS as well as the adequacy of the support services provided.

Both the participant and the career planner must sign the initial ISS. In the case of a participant under age 18, a parent or guardian signature is not required on the ISS. A copy of the initial ISS and any updates must be given to the participant and copies must be maintained in the data management system. The ISS must be updated as activities are completed or added.

The ISS described in this policy is not required if the program provider determines that it is appropriate to use a recent ISS that was developed under another education or training program.

#### Legal References

- [WIOA sec. 116, sec. 129](#),
- [20 C.F.R. § 681.420](#)
- [TEGL 08-15](#), [TEGL 21-16](#), [TEGL 23-14](#)

### 8.2.2.3 Youth Goals

Goal-setting begins with a thorough assessment during the objective assessment process. All participants must have an identified career pathway goal and subsequent benchmark goals outlined based on their objective assessment and individual service strategy development.

Benchmark goals are used to demonstrate participant progress along their career pathway. All participants shall have at least one benchmark goal set during each year. This goal must be set on the enrollment date. Benchmark goals must be attainable within one year of the date established.

The current progress-to-date of each goal must be reported by the anniversary date of the goal. Benchmark goals may be set for less than one year as this may be an appropriate strategy in providing services to youth and to demonstrate observable progress. If a benchmark goal is achieved in less than a year, another benchmark goal must be set that advances the participant's career pathway goal.

Any participant identified as basic skills deficient must have a basic skills benchmark goal to address the deficiency. Basic skills benchmark goals may be reported as achieved after 90 days from the date the goal was established, but must be reported within 364 days of the date established.

#### Legal References

- [WIOA sec. 129](#)
- [20 C.F.R. § 681.420](#)

### 8.2.2.4 Participant Progress

Participant progress must be evaluated in relation to the goals and achievement objectives that were determined during the objective assessment process and documented in the Individual Service Strategy (ISS).

When evaluating participant progress, career planners should review, assess or update the following:

- A summary of the participant progress review and outcomes must be documented in the data management system.
- For enrolled youth, the evaluation of participant progress must be conducted for each participant and outcomes must be documented on the ISS within the first 30 days of participation, and at least monthly thereafter.
- Progress must be documented in addition to the time and attendance documentation requirement.
- Test scores obtained or ordered as a part of this process must be documented and maintained in the data management system.

#### Legal References

- [20 C.F.R. § 681.420](#)

### 8.2.2.5 Program Participation

Local youth programs must provide services to a participant for the amount of time necessary to ensure successful preparation to enter:

- Postsecondary education and/or
- Unsubsidized employment

There is no minimum or maximum time a youth can participate in the WIOA Title I youth program. Local programs must link participation to the individual service strategy (ISS) and not to such things as the timing of youth service provider contracts or program years.

For example, for participants who are in school, credential attainment must be the goal. Career planners must continue providing services until the participant has attained their credential.

#### **Legal References**

- [20 C.F.R. § 681.450](#)
- [TEGL 08-15](#), [TEGL 21-16](#), [TEGL 23-14](#)

## 8.2.3 Eligibility

### 8.2.3.1 General Youth Eligibility

To be eligible to receive WIOA Title I Youth services, at the time of eligibility determination an individual must meet all of the following criteria:

- Be a citizen or non-citizen authorized to work in the United States.
- Meet Military Selective Service Act registration requirements (males 18 years and older only). If an individual who is required to register at age 18 turns 18 during his period of youth program enrollment, he must register in order to remain enrolled in the program. Failure to register must result in immediate termination from the youth program.
- Be an out-of-school youth (OSY) or an in-school youth (ISY).

#### **Veterans Priority of Service**

Youth eligibility determination must comply with the [Veterans Priority of Service](#) policy for employment and training programs, as applicable to youth age 18 and older.

#### **Documentation**

Documentation verifying eligibility criteria must be obtained and entered in the data management system prior to program enrollment.

#### **Legal References**

- [WIOA sec. 129, sec. 189](#)
- [20 C.F.R. § 681.200, § 681.240](#)
- [TEGL 08-15, TEGL 21-16, TEGL 23-14](#)



### 8.2.3.2 Out-of-School Youth (OSY) Eligibility

To be provided services under the youth funding stream as an out-of-school youth (OSY), the individual must be:

- Not attending any school as defined under [State law](#). Individuals attending Adult Education provided under WIOA Title II, YouthBuild or Job Corps are also classified as out-of-school youth
- Not younger than age 16 or older than age 24; and
- One or more of the following:
  - school dropout
  - within the age of compulsory school attendance, but has not attended school for at least the most recently completed school year calendar quarter
  - a recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is also either one of the following:
    - Basic Skills Deficient, or
    - An English Language Learner
    - offender
    - homeless individual, a homeless child or youth aged 16 to 24, or a runaway
    - individual in foster care or 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 who is likely to remain in foster care until 18 years of age, or in an out-of-home placement
    - pregnant or parenting
    - individual with a disability
    - low-income individual or person living in a high-poverty area, requiring additional assistance to enter or complete an educational program, or to secure or hold employment

Documentation verifying eligibility criteria must be obtained and entered in the data management system prior to program enrollment.

#### Legal References

- [WIOA sec. 129](#)
- [20 C.F.R. § 681.200, § 681.210](#)
- [TEGL 08-15](#)

### 8.2.3.3 In-School Youth Eligibility

To be provided services under the youth funding stream as an in-school youth (ISY), the individual must be:

- Attending school (as defined by [State law](#))
- Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21
- A low-income individual; and
- One or more of the following:
  - basic skills deficient
  - English Language Learner
  - offender
  - homeless individual, a homeless child or youth aged 16 to 24, or a runaway
  - individual in foster care or 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 who is likely to remain in foster care until 18 years of age, or in an out-of-home placement
  - pregnant or parenting
  - individual with a disability
  - an individual who requires additional assistance to complete an educational program or to secure or hold employment
    - Not more than 5% of total in-school youth enrolled in the youth program can be enrolled under the “individual who requires additional assistance” component. Calculation is based on all in-school youth served within the given program year.

Documentation verifying eligibility criteria must be obtained and entered in the data management system prior to program enrollment.

#### Legal References

- [WIOA sec. 129](#)
- [20 C.F.R. § 681.200, § 681.210, § 681.220](#)
- [TEGL 08-15](#)

### 8.2.3.4 Additional Assistance

Youth who require additional assistance to complete an educational program or to secure or hold employment, includes:

- Migrant youth
- Incarcerated parent
- Behavior problems at school
- Family literacy problems
- Domestic violence
- Substance abuse
- Chronic health conditions
- One or more grade levels below appropriate for age
- Cultural barriers that may be a hindrance to employment
- American Indian, Alaska Native or Native Hawaiian
- Refugee; or
- Locally defined as needing “additional assistance” within local policy

#### Legal References

- [WIOA sec. 129](#)
- [20 C.F.R. § 681.200, § 681.210, § 681.220](#)
- [TEGL 08-15, TEGL 21-16, TEGL 23-14](#)

### 8.2.3.5 Low Income Exception

Five percent of youth per region may be exempted from the low income requirement based on the number of youth enrolled in a given program year who would ordinarily be required to meet the low income criteria.

Individuals who may go into this exception include:

- All in-school youth (ISY), and
- Out-of-school youth (OSY) who only meet the criteria of:
  - Basic Skills Deficient
  - English Language Learner, or
  - Require additional assistance to complete an educational program or to secure or hold employment.

This percent is calculated at the end of a program year based on new enrollees in that program year. Documentation for this exception must be maintained by the Title I Youth service provider.

#### Legal References

- [WIOA sec. 129](#)
- [20 C.F.R. § 681.200, § 681.210, § 681.220](#)
- [TEGL 08-15](#)

### 8.2.3.6 High Poverty Area

A youth who lives in a high poverty area is automatically considered to be a low-income individual for purposes of eligibility determination.

A high poverty area is defined as one of the following that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey 5-Year data:

- Census tract
- 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
- Other tribal land, or
- County

For additional information, please see [Determining Whether Youth are living in a High Poverty Area](#).

#### Legal References

- [WIOA sec. 129](#)
- [20 C.F.R. § 681.250, § 681.260](#)
- [TEGL 08-15, 21-16 Attachment 2, TEGL 23-14](#)

## 8.2.4 Enrollment Process

### 8.2.4.1 Outreach & Recruitment

The outreach process must ensure that substantial segments of the population, as well as targeted populations, are aware of all available services and that those methods are available in accessible formats in order to reach the broadest possible audience.

Outreach techniques must include dissemination of information regarding non-traditional career options for all participants. The outreach process needs to be flexible to allow adjustments that will ensure equitable service to substantial segments of the population. For purposes of this requirement, substantial segments of the eligible populations have been identified in terms of the demographic characteristics of age, race, gender, and disability.

#### Legal Reference

- [TEGL 08-15](#), [TEGL 21-16](#), [TEGL 23-14](#)

### 8.2.4.2 Enrollment

In order for a youth to be considered a participant in the WIOA Title I Youth program, all of the following must occur:

- An eligibility determination must be made,
- The provision of an objective assessment,
- Development of an individual service strategy; and
- Participation in any of the [14 WIOA youth program elements](#).

Within 30 days of application, all information necessary to make a determination of eligibility for the services to be provided must be gathered and documented.

A complete enrollment must be obtained for each individual receiving WIOA Title I services within 30 days of establishing eligibility. The information required for enrollment may be collected using electronic data transfer, personal interview, or an individual application.

#### Legal References

- [20 C.F.R. § 681.320](#)
- [TEGL 08-15](#), [TEGL 21-16](#), [TEGL 23-14](#)

## 8.2.5 Program Elements

Local programs must make each of the following 14 elements available to youth participants:

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 post-secondary credential
2. Alternative secondary school services, or dropout recovery services, as appropriate
3. Experiential learning opportunities, consisting of paid and unpaid work experiences that have, as a component, academic and occupational education, which may include:
  - a. summer employment opportunities and other employment opportunities available throughout the school year
  - b. pre-apprenticeship programs
  - c. internships and job shadowing; and
  - d. On-the-Job (OJT) training opportunities
4. Occupational skills training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate
7. Supportive services
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate
11. Financial literacy education
12. Entrepreneurial skills training
13. 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
14. Activities that help youth prepare for and transition to postsecondary education and training.

Local programs determine what services a youth participant receives based on their objective assessment results and individual service strategy. Local programs are not required to provide every element to participants, and should partner with other entities to provide program elements that cannot be provided by the local program.



**Legal References**

- [WIOA sec. 129](#)
- [20 C.F.R. § 681.460](#)
- [TEGL 08-15](#), [TEGL 21-16](#), [TEGL 23-14](#)

## 8.2.6 Youth Funding Restrictions

### 8.2.6.1 Program Expenditures Prior to Participation

There are limited instances where WIOA Title I youth funds may be expended on costs related to individuals who are not yet participants in the youth program. Youth funds can be expended on outreach and recruitment or assessment for eligibility determination (such as assessing basic skills level) prior to eligibility determination, but they cannot be spent on youth program services, such as the [14 program elements](#), prior to eligibility determination.

#### Legal References

- [TEGL 08-15](#), [TEGL 21-16](#), [TEGL 23-14](#)

### 8.2.6.2 Out-Of-School Youth Funds 75% Requirement

At a minimum, 75 percent of the WIOA Title I Youth funds available to a local area for youth programs must be used to provide services to out-of-school youth (OSY). This requirement will be considered met if at least 75 percent of the youth program services expenditures are for OSY.

For local area funds, the administrative costs of carrying out local workforce investment activities are not subject to the OSY expenditure requirement. All other local area youth funds beyond the administrative costs are subject to the OSY expenditure requirement.

#### Legal References

- [20 C.F.R. § 681.410](#)
- [TEGL 08-15](#), [TEGL 21-16](#), [TEGL 23-14](#)

### 8.2.6.3 Experiential Learning 20% Requirement

Local youth programs must expend not less than 20 percent of the funds allocated to them to provide in-school youth (ISY) and out-of-school youth (OSY) with paid and unpaid experiential learning activities.

#### **Tracking Requirement**

Local WIOA Title I youth programs must track program funds spent on paid and unpaid experiential learning activities. Money spent on these activities can include wages and staff costs for the development and management of work experiences. Local programs must report such expenditures as part of the local WIOA Title I youth financial reporting.

#### **Calculating the Percentage Spent**

The percentage of funds spent on such activities is calculated based on the total local area youth funds expended for experiential learning activities rather than calculated separately for in-school youth and out-of-school youth.

- Local area administrative costs are not subject to the 20 percent minimum expenditure requirement.
- Leveraged resources cannot be used to fulfill any part of the 20 percent minimum.

#### **Allowable Expenditures**

Allowable expenditures towards the 20 percent requirement include the following:

- Wages/stipends paid for participation in an experiential learning activity
- Staff time working to identify and develop an experiential learning opportunity, including staff time spent working with employers to identify and develop the opportunity
- Staff time working with employers to ensure a successful experiential learning experience, including staff time spent managing the activity
- Staff time spent evaluating the experiential learning activity
- Participant experiential learning orientation sessions
- Employer experiential learning orientation sessions
- Classroom training or the required academic education component directly related to the experiential learning activity
- Incentive payments directly tied to the completion of an experiential learning activity; and
- Employability skills/job readiness training to prepare youth for an experiential learning activity

Supportive services are a separate program element and cannot be counted toward the experiential learning expenditure requirement even if supportive services assist the youth in participating in the experiential learning activity.

#### **Legal References**

- [20 C.F.R. § 681.590, § 681.600](#)
- [TEGL 08-15, TEGL 21-16, TEGL 23-14](#)

## 8.2.7 Training

### 8.2.7.1 Individual Training Accounts (ITA)

#### **Use of Individual Training Accounts**

Individual Training Accounts (ITAs) are payment agreements established on behalf of an individual participant with a training provider for the provision of training services. ITAs are the primary method to be used for procuring training services for adults, dislocated workers, and some youth participants.

Participants purchase training services from eligible training providers they select in consultation with career planners. This includes discussion of program quality and performance information regarding the available eligible training providers. 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 Eligible Training Provider List (ETPL).

In order to enhance consumer choice in education and training plans, as well as to provide flexibility to service providers, youth program-funded ITAs may be used for out-of-school youth (OSY) ages 16-24, when appropriate. In-school youth (ISY) cannot use youth program-funded ITAs. However, ISY between the ages of 18 and 21 may co-enroll in the adult program and receive training services through an adult program-funded ITA.

#### **Payments from Individual Training Accounts**

Payments from ITAs may be made in a variety of ways, including the electronic transfer of funds through financial institutions, vouchers, or other appropriate methods. Payments also may be made incrementally, for example, through payment of a portion of the costs at different points in the training course. Under limited conditions, Local Workforce Development Boards (WDB) may contract for these services, rather than using an ITA for this purpose.

#### **Limitations on Individual Training Accounts**

Local WDBs may impose limits on ITAs, such as limitations on the dollar amount and/or duration, and may be established in the following ways:

- There may be a limit for an individual participant that is based on the needs identified in the Individual Employment Plan or Individual Service Strategy, such as the participant's occupational choice or goal and the level of training needed to succeed in that goal; or
- There may be a policy decision by the Local WDB to establish a range of amounts and/or a maximum amount applicable to all ITAs.

Limitations established by Local WDBs must be described in the local plan, but must not be implemented in a manner that undermines WIOA's requirement that training services are provided in a manner that maximizes customer choice in the selection of an eligible training provider.

Exceptions to ITA limitations may be provided on a case-by-case basis. Allowable exceptions must be described in the local plan.

A participant may select training that costs more than the maximum amount available for ITAs under a local policy when other sources of funds are available to supplement the ITA. These other sources may include: Pell Grants, scholarships, severance pay, and other sources.

### **Individual Training Accounts and Registered Apprenticeships**

Registered apprenticeships automatically qualify to be on a State's ETPL. Accordingly, ITAs can be used to support placing participants in registered apprenticeship through quality pre-apprenticeship training and training services provided under a registered apprenticeship program.

#### **Legal References**

- [WIOA sec. 108, sec. 134](#)
- [20 C.F.R. § 680.300, § 680.310, § 680.330, § 680.340, § 681.550](#)
- [TEGL 19-16, 21-16](#)

### 8.2.7.2 Coordination of Funds\*

WIOA Title I funding for training is limited to participants who are unable to obtain grant assistance from other sources to pay the costs of their training; or who require assistance beyond that available under grant assistance from other sources to pay the costs of such training. Programs and training providers must coordinate funds available to pay for training.

Local Workforce Development Boards (WDBs) may take into account the full cost of participating in training services, including the cost of support services and other appropriate costs. Local WDBs must coordinate training funds available and make funding arrangements with American Job Center (AJC) partners and other entities. Local WDBs must consider the availability of other sources of grants to pay for training costs such as Temporary Assistance for Needy Families (TANF), state-funded training funds, and Federal Pell Grants, so that WIOA Title I funds supplement other sources of training grants.

A WIOA Title I participant may enroll in WIOA Title I-funded training while his/her application for a Pell Grant is pending as long as the Local WDB has made arrangements with the training provider and the WIOA Title I participant regarding allocation of the Pell Grant, if it is subsequently awarded. In that case, the training provider must reimburse the Local WDB the WIOA Title I funds used to underwrite the training for the amount the Pell Grant covers, including any education fees the training provider charges to attend training. Reimbursement is not required from the portion of Pell Grant assistance disbursed to the WIOA Title I participant for education-related expenses.

#### Legal References

- [WIOA sec. 134](#)
- [20 C.F.R. § 680.230](#)

\*This is the same policy as policy 8.3.5.3 Coordination of Funds

## 8.3 Adult and Dislocated Worker Program Policies

### 8.3.1 Introduction

The one-stop system provides universal access to career services to meet the diverse needs of adults and dislocated workers. Through this system, adults and dislocated workers can access a continuum of services. The services are classified as career and training services.

WIOA intends for all adult and dislocated workers to be able to access these vital career and training services within the one-stop delivery system. Some individuals require self-service or other basic career services such as referrals to job listings or labor market information, while others require more comprehensive services including skills assessments, career planning, and development of an individual employment plan.

WIOA provides for a workforce system that is universally accessible, customer centered, and training that is job-driven. The goal of service is to guide participants on ways to enhance their skill sets and increase their likelihood of gaining and retaining self-sufficiency through employment, while working to reduce and remove barriers.

Basic career services must be made available to all job seekers and include services such as labor exchange services, labor market information, job listings, and information on partner programs. Individualized career services and training services are to be provided by local areas as appropriate to help individuals to obtain or retain employment.

#### Legal References

- [20 C.F.R. § 680.100](#)
- [TEGL 19-16](#)



## 8.3.2 Eligibility

### 8.3.2.1 Adult Program Eligibility

Individuals are eligible for the WIOA Title I Adult program if they meet all of the following criteria:

- 18 years of age or older
- A citizen of the United States or U.S. Territory, a U.S. permanent resident, or an alien/refugee lawfully admitted to the U.S.
- Registered with Selective Service if applicable

Documentation verifying eligibility criteria must be obtained and entered in the data management system prior to program enrollment.

#### Legal References

- [WIOA sec. 188, sec. 189](#)
- [20 C.F.R. § 680.120](#)

### 8.3.2.2 Dislocated Worker Program Eligibility

#### Minimum Eligibility Requirements

Individuals are eligible to receive career services under the WIOA Title I Dislocated Worker program if they meet all of the requirements listed below:

- 18 years of age or older
- A citizen of the United States or U.S. Territory, a U.S. permanent resident, or an alien/refugee lawfully admitted to the U.S.
- Registered with Selective Service if applicable
- Meet the requirements of at least one of the additional eligibility categories

#### Additional Eligibility Categories

- An individual who has been terminated or laid off, or who has received a notice of termination or layoff-from employment, including separation from active military service (other than dishonorable discharge) and;
  - is eligible for or has exhausted entitlement to unemployment compensation and is unlikely to return to a previous industry or occupation; or
  - has been employed for a duration sufficient to demonstrate attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law and is unlikely to return to a previous industry or occupation.
- An individual who:
  - has been terminated or laid off, or has received a notice of termination; or
  - is employed at a facility at which the employer has made a general announcement that such facility or military installation will close within 180 days; or
  - for purposes of eligibility to receive services other than training services, individualized career services or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close.
- An individual who was self-employed (including employment as a farmer, rancher, or fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters, as defined by Local Workforce Development Boards (WDBs). This includes family members and farm workers or ranch hands.
- Is a displaced homemaker
- Is the spouse of:
  - a member of the Armed Forces on active duty who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or
  - a member of the Armed Forces on active duty and who meets the criteria for displaced homemaker.

#### Dislocation Designation

In determining the initial eligibility for dislocated workers, an individual may continue to be considered to be dislocated from a previous employer until:

- The individual works in a permanent, full-time job (minimum of 30 hours per week) for four weeks;
- After an individual works for four weeks and is laid off again or subject to a plant closure, this employer becomes their new employer of dislocation; or
- If there is a National Dislocated Worker Grant (NDWG) or Rapid Response Additional Assistance Grant (RRAAG) for the original employer of dislocation and the individual was part of the target group, the individual may be served by the NDWG or RRAAG funds if they are still available and the individual meets the definition of a dislocated worker. This is true even though the individual has worked for a new employer since the original dislocation.

### **Funding Eligibility upon Employment**

If a dislocated worker is enrolled in a training service and works in a permanent, full-time job that leads to self-sufficiency, career planners must determine if WIOA Title I services can continue to fund the training service based on the following criteria:

- If the individual has accepted full-time permanent employment to meet basic needs of the individual or family to meet their immediate employment goal, training services can continue.
- If the job that the individual has taken requires the training he or she is currently receiving, training services can continue. For example, a participant must obtain a teaching certificate to get or keep a teaching job.
- If the participant has obtained full-time permanent employment and is no longer pursuing the career goal in the Individualized Employment Plan (IEP) but simply wants to complete the training services, funding for the training services should cease. In the event this precludes the participant from completing the training program, consideration to continue funding the training is at the discretion of the Local WDB.

The WIOA Title I Dislocated Worker program does not require an individual to return to the employer of dislocation. A description of their employment must be documented in the data management system.

### **Legal References**

- [WIOA sec. 3, sec. 188, sec. 189](#)
- [20 C.F.R. § 680.120, § 680.130, § 680.660](#)
- [TEGL 19-16](#)

## 8.3.3 Program Design

### 8.3.3.1 Order of Services

Individuals receiving services in the American Job Center (AJC) must receive the career service(s) best-suited to meeting the needs of the individual's career pathway goals.

The AJC must engage Unemployment Insurance (UI) claimants to ensure maximum availability of employment and career services to help claimants return to work as quickly as possible. Career planners will encourage and facilitate access for AJC customers to all appropriate career services at each and every visit to continuously engage them in the service delivery process until employed in self-sufficient employment. Customers will have continued access to services until their career or employment goal is achieved.

Services should be delivered according to relevance and need, rather than in a sequential, or prescribed manner that does not center on a participant's unique needs. Training is made available to individuals after an interview, assessment or evaluation determines the individual requires training to obtain employment, remain employed or for career advancement.

#### Legal References

- [20 C.F.R. § 652.209, § 680.100, § 680.110](#)
- [TEGL 19-16](#)

### 8.3.3.2 Adult Priority of Service

WIOA establishes a priority requirement with respect to funds allocated to a local area for adult individualized career services and employment and training activities; there is no priority applied for receipt of basic career services. Funds must give priority to recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and individuals with barriers to employment. Priority must be implemented regardless of the amount of funds available to provide services in the local area.

#### **Veterans and Adult Priority of Services**

Veterans and eligible spouses continue to receive priority of service for all DOL-funded job training programs, which include WIOA Title I programs. A veteran must meet each program's eligibility criteria to receive services under the respective employment and training program.

#### **Application of Priority**

In regards to WIOA Adult funds, priority must be provided in the following order:

1. To veterans and eligible spouses who are also included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services with WIOA Title I Adult formula funds for individualized career services and training services.
2. To non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA Title I Adult formula funds.
3. To veterans and eligible spouses who are not included in WIOA's priority groups.
4. To priority populations established by the Governor and/or Local Workforce Development Board (Local WDB).
5. To non-covered persons outside the groups given priority under WIOA.

#### **Priority of Service for Adult Program Funds**

1. Recipients of public assistance
  - a. Temporary Assistance to Needy Families (TANF)
  - b. General Assistance (GA)
  - c. Refugee Cash Assistance (RCA)
  - d. Supplemental Security Income (SSI)
  - e. Supplemental Nutrition Assistance Program (SNAP)
  - f. Other income based public assistance
2. Low-Income Individuals
  - a. 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 SNAP, TANF, SSI under Title XVI of the Social Security Act, or state or local income-based public assistance program; or
  - b. Receives an income or is a member of a family receiving an income that in relation to family size, is not in excess of the current U.S. DOL 70 percent [Lower](#)

[Living Standard Income Level Guidelines](#) and [U.S. Department of Health and Human Services Poverty Guidelines](#), or

- c. Is a homeless individual, or
  - d. Is an individual with a disability whose own income meets the income requirements above, but who is a member of a family whose income does not meet this requirement.
3. Individuals Who Are Basic-Skills Deficient must meet at least one of the following:
- a. Lacks a high school diploma or equivalency and is not enrolled in secondary education; or
  - b. Is enrolled in Title II adult education (including enrolled for English Language Acquisition); or
  - c. Has poor English-language skills and would be appropriate for ESL, even if the individual isn't enrolled at the time of WIOA participation; or
  - d. The career planner makes observations of deficient functioning, and, as justification, records those observations in the data management system; or
  - e. Scores below 9.0 grade level (8.9 or below) on the Test of Adult Basic Education (TABE); Comprehensive Adult Student Assessment Systems (CASAS) or other allowable assessments as per National Reporting System (NRS) developed by the U.S. Department of Education's Division of Adult Education and Literacy; or
  - f. Individual does not earn the National Career Readiness Certificate (NCRC) (e.g., one or more of the scores are below a Level 3 on the Workplace Documents, Applied Math, or Graphic Literacy assessments).
4. Individuals with Barriers to Employment. Individuals with barriers to employment may include:
- a. Displaced homemakers
  - b. Indians, Alaska Natives, and Native Hawaiians
  - c. Individuals with disabilities, including youth who are individuals with disabilities
  - d. Older individuals (age 55 and older)
  - e. Ex-offenders
  - f. Youth who are in or have aged out of the foster care system
  - g. Individuals who are:
    - i. English language learners
    - ii. Individuals who have low levels of literacy (an individual is unable to compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society); and
  - h. Individuals facing substantial cultural barriers
  - i. Eligible migrant and seasonal farmworkers
  - j. Individuals within two years of exhausting lifetime TANF eligibility
  - k. Single parents (including single pregnant women)
  - l. Long-term unemployed individuals (unemployed for 27 or more consecutive weeks)
  - m. Underemployed Individuals. Underemployed individuals may include:

- i. Individuals employed less than full-time who are seeking full-time employment
- ii. Individuals who are employed in a position that is inadequate with respect to their skills and training
- iii. Individuals who are employed who meet the definition of a low-income individual
- iv. Individuals who are employed, but whose current job's earnings are not sufficient compared to their previous job's earnings from their previous employment, per state and/or local policy

The above list is used only for applying priority for the individual to receive individualized career services and training services. Certain individualized career services or training services may require pre- and post-test scores to measure skills gain for the specific activity; in this case the determination is made by administering an acceptable skills assessment or by using scores from any partner's previous assessment.

Local WDBs must develop, and include in their local plan, policies and procedures for determining priority of service for adults.

**Legal References**

- [WIOA sec. 134](#)
- [20 C.F.R. § 680.600](#)
- [TEGL 10-09, TEGL 19-16](#)

### 8.3.3.3 Veterans Priority of Service

Priority of service means that veterans and eligible spouses are given priority over non-covered persons for the receipt of employment, training, and placement services provided under a qualified job training program.

Depending on the type of service or resource being provided, priority of service may mean:

- The covered person receives access to the service or resource earlier in time than the non-covered person.
- If the service or resource is limited, the covered person receives access to the service or resource instead of or before the non-covered person.

Local Workforce Development Boards (WDBs) will develop and include in their local plans, policies and procedures for implementing priority of service for the local American Job Center (AJC) and for service delivery by local workforce preparation and training providers.

Written copies of local priority of service policies are to be maintained at all service delivery points and, to the extent practicable, should be posted in a way that makes it possible for members of the general public to easily access them.

#### **Qualified Job Training Programs**

Priority of service must be implemented in all programs and services for workforce preparation, development, or delivery that are directly funded, in whole or in part, by the United States Department of Labor (USDOL), to include:

- Programs and services that use technology to assist individuals in accessing workforce development programs.
- Any such program or service under the public employment service system, the AJC, the Workforce Innovation and Opportunity Act (WIOA), demonstrations or other temporary programs, and programs implemented by states or local service providers based on federal block grants.
- Any such program or service that is a workforce development program targeted to specific groups.

#### **Covered Persons**

Priority of service must be applied uniformly across all local systems to veterans and eligible spouses as defined below:

- Veteran - A person who served at least one day in the active military, naval, or air service and who was discharged or released under conditions other than dishonorable
  - Active service includes full-time service in the National Guard or a Reserve component
  - Active service does not include full-time duty performed strictly for training purposes (weekend or annual training), nor does it include full-time active duty performed by National Guard personnel who are mobilized by state rather than federal authorities



- Eligible Spouse - A spouse to any of the following:
  - Veteran who died of a service-connected disability
  - Member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
    1. Missing in action
    2. Captured in the line of duty by a hostile force
    3. Forcibly detained or interned in the line of duty by a foreign government or power
  - Veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs
  - Veteran who died while a disability was in existence

### **Identifying and Informing Veterans and Eligible Spouses**

Local WDBs must develop policies and procedures to ensure that veterans and eligible spouses are identified, or able to self-identify, at the point of entry and informed of:

- Their entitlement to priority of service
- The full array of employment, training, and placement services available under priority of service
- Any applicable eligibility requirements for those programs and services

Point of entry includes reception through an AJC, the application process for a specific program, or through any other method by which covered persons may express an interest in receiving services, either in person or virtually.

### **Self-Service Tools**

Informational and service delivery websites developed with funding from a qualified job training program or grant must provide information on priority of service and how to access assistance from applicable programs or grants via the nearest AJC, beyond a mention of or referral to Local Veterans' Employment Representative and Disabled Veterans' Outreach Program specialists.

### **Verifying Status**

The processes for identifying covered persons are not required to verify the status of an individual at the point of entry unless they immediately undergo eligibility determination and enrollment in a program, or the applicable federal program rules require verification at that time. In these instances, the covered person should be enrolled, provided immediate priority, and given the opportunity to follow up with verification of status.

For programs that cannot rely on self-certification, verification only needs to occur at the point at which a decision is made to commit outside resources to one individual over another.

### **Applying Priority of Service**

Local WDBs will develop policies and procedures to ensure that priority of service is applied as outlined below:

1. Universal Access Programs
  - a. For workforce programs that operate or deliver services to the public without targeting specific groups, covered persons must receive priority of service over all other program participants
2. Programs with Eligibility Criteria
  - a. For workforce programs with specific eligibility criteria, covered persons must meet all statutory eligibility and program requirements for participation, and priority of service must be applied as follows:
    - i. Covered persons who meet the eligibility requirements must receive the highest priority of service
    - ii. Non-covered persons who meet the eligibility requirements must receive second priority
3. Programs with Eligibility Criteria and Statutory Priorities
  - a. For workforce programs with a federal mandate that requires a priority or preference for a particular group of individuals or requires spending a certain portion of program funds on a specific group, priority of service must be applied as follows:
    - i. Covered persons who meet the mandatory priorities or spending requirement or limitation must receive the highest priority
    - ii. Non-covered persons within the program's mandatory priority or spending requirement or limitation, must receive priority for the program or service over covered persons outside the program-specific mandatory priority or spending requirement or limitation
    - iii. Covered persons outside the program-specific mandatory priority or spending requirement or limitation must receive priority for the program or service over non-covered persons outside the program-specific mandatory priority or spending requirement or limitation
4. Programs with Eligibility Criteria and Discretionary Priorities
  - a. For workforce programs that focus on a particular group or make efforts to provide a certain level of service to such a group, but do not mandate that the favored group be served before other eligible individuals, priority of service must be applied as follows:
    - i. Covered persons must receive the highest priority for the program or service
    - ii. Non-covered persons within the discretionary targeting will receive priority over non-covered persons outside the discretionary targeting

**Legal References**

- [Jobs for Veterans Act 38 U.S.C. 4215](#)
- [20 C.F.R. § 1010](#)
- [TEGL 10-09](#)

### 8.3.3.4 Economic Self-Sufficiency

For the purposes of the WIOA Title I Adult and Dislocated Worker programs, Iowa defines economic self-sufficiency as the minimum level of income an individual must earn in order to meet the most basic expenses without public or private assistance. [Family Income](#) equal to or exceeding 100% of the Lower Living Standard Income Level (LLSIL) constitutes the state standard. Additional determinations as to what constitutes economic self-sufficiency may vary by local area.

Local Workforce Development Boards (WDBs) who choose to define their own higher standard must develop, within their local policies, economic self-sufficiency standards for local factors, or activities to adopt, calculate, or commission for approval, economic self-sufficiency standards for the local areas that specify the income needs of families, by family size, the number and ages of children in the family, and sub-state geographical considerations.

#### Legal References

- [WIOA sec. 134](#)
- [20 C.F.R. § 682.210](#)

### 8.3.3.5 Individual Employment Plan (IEP)

The Individual Employment Plan (IEP) is an individualized career service that is mutually developed by the participant and career planner. The plan is an ongoing strategy to identify a career goal, develop an action plan, document progress and outline an appropriate combination of services for the participant.

Since the IEP is an ongoing process, it must be reviewed and updated, based on the needs and situation of the participant. The IEP must be updated, at a minimum, annually. This review must include an evaluation of the participant's progress in meeting the goals and objectives of the IEP as well as the adequacy of the support services provided.

Both the participant and the career planner must sign the initial IEP. A copy of the initial IEP must be given to the participant and a copy must be maintained in the data management system. The IEP must be updated as activities are completed or added.

#### **Legal References**

- [20 C.F.R. § 680.170](#)

### 8.3.3.6 Participant Progress

Participant progress must be evaluated in relation to the goals and achievement objectives that were determined during the objective assessment process and documented in the Individualized Employment Plan (IEP).

When evaluating participant progress, career planners should review, assess or update the following:

- A summary of the participant progress review and outcomes must be documented in the data management system.
- For enrolled WIOA Title I Adults and Dislocated Workers, the evaluation of participant progress must be conducted for each participant and outcomes must be documented on the IEP within the first 30 days of participation.
- On-going documentation should occur every 30 days, but must occur every 90 days.
- Progress must be documented in addition to the time and attendance documentation requirement.

#### Legal References

- [20 C.F.R. § 680.170](#)

### 8.3.3.7 Underemployed Individuals

In addition to providing career and training services to individuals who are unemployed, there must be programming provided for the significant number of job seekers who are underemployed. Local Workforce Development Boards (WDBs) must develop policies and procedures for identifying underemployment for both the adult and dislocated worker programs.

Examples of underemployed individuals may be individuals employed:

- Less than full-time who are seeking full-time employment.
- In a position that is inadequate with respect to their skills and training.
- Who meet the definition of a low-income individual but whose current job's earnings are not sufficient compared to their previous job's earnings from their previous employment, per local policy.

#### **Adult**

Individuals who meet the definition of an individual with a barrier to employment who are underemployed may also be served in the Adult program; however, unless they are a recipient of public assistance, a low-income individual, or are basic skills deficient, they are not eligible for service on a priority basis.

#### **Dislocated Worker**

Individuals who are enrolled in the Dislocated Worker program, and have gained employment that causes the individual to meet the definition of an underemployed individual, may continue to receive services under the Dislocated Worker program. For instance, an individual who is dislocated from a full time job, and who has found part-time employment, may still be considered a dislocated worker.

#### **Legal References**

- [WIOA sec. 188, sec. 189](#)
- [20 C.F.R. § 680.120](#)
- [TEGL 19-16](#)

## 8.3.4 Career Services

### 8.3.4.1 Basic Career Services

Basic career services are universally accessible, and must be made available to all individuals seeking employment and training services. American Job Center (AJC) customers registered in IowaWORKS will have access to any of the basic career services immediately and continuously without further eligibility or documentation requirements. Generally, these services are less intensive and may be provided by staff funded by WIOA Title I programs, as well as by WIOA Title III Wagner-Peyser Employment Service.

Basic career services include:

- Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs
- Outreach, intake (including worker profiling), and orientation to information and other services available through the one-stop delivery system. For the Temporary Assistance for Needy Families (TANF) program, States must provide individuals with the opportunity to initiate an application for TANF assistance and non-assistance benefits and services, which could be implemented through the provision of paper application forms or links to the application web site
- Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive services needs
- Labor exchange services, including:
  - Job search and placement assistance, and, as-needed, career counseling, including:
    - information on in-demand industry sectors and occupations; and
    - information on nontraditional employment
  - Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered through the one-stop delivery system
- Referrals to and coordination of activities with other programs and services, including programs and services within the one-stop delivery system and, when appropriate, other workforce development programs
- Workforce and labor market employment statistics information, including providing accurate information relating to local, regional, and national labor market areas, including:
  - Job vacancy listings in labor market areas
  - Information on job skills necessary to obtain the vacant jobs listed; and
  - Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs
- Performance information and program cost information on eligible providers of education, training, and workforce services by program and type of providers

- Information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system
- Information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including:
  - child care
  - child support
  - medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program (CHIP)
  - benefits under Supplemental Nutrition Assistance Program (SNAP)
  - assistance through the earned income tax credit
  - assistance under a State program for TANF, and other supportive services and transportation provided through that program
- Information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation
  - "Meaningful assistance" means:
    - providing assistance on-site using staff who are well-trained in unemployment compensation claims filing and the rights and responsibilities of claimants; or
    - providing assistance by phone or via other technology, as long as the assistance is provided by trained and available staff and within a reasonable time
  - The costs associated in providing this assistance may be paid for by the State's unemployment insurance program, or the WIOA Title I Adult or Dislocated Worker programs, or some combination thereof
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA Title I

**Legal References**

- [WIOA sec. 129](#), [sec. 134\(c\)\(2\)\(A\)\(i\)-\(xi\)](#)
- [20 CFR § 678.430](#), [§ 680.120](#), [§ 680.150](#)
- [TEGL 19-16](#)



### 8.3.4.2 Individualized Career Services

Individualized career services must be provided to participants after American Job Center (AJC) staff determine that such services are required to retain or obtain employment. These services involve significant staff time and customization to each individual's needs, and generally will be provided by staff funded by WIOA Title I programs. However, it may also be appropriate for staff funded by WIOA Title III Wagner-Peyser Employment Service to provide some of these services.

The following individualized career services must be made available if determined to be appropriate in order for an individual to obtain or retain employment:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:
  - diagnostic testing and use of other assessment tools; and
  - in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals
- Development of an Individual Employment Plan (IEP), to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, the eligible training providers
- Group counseling
- Individual counseling
- Career planning
- Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training
- Internships and work experiences that are linked to careers
- Workforce preparation activities
- Financial literacy services
- Out-of-area job search assistance and relocation assistance
- English language acquisition and integrated education and training programs

#### **Assessment**

Local Workforce Development Boards (WDBs) must have policies identifying assessments to be used to determine eligibility and ensure eligibility determination procedures are consistent with state policies.

To determine if individualized career services would be appropriate, a new assessment, interview or evaluation of a participant may not be required. It is allowable to use a recent assessment of the participant completed by another education or training program. Such assessments must have been completed within one year prior to enrollment.

**Legal References**

- [WIOA sec. 134\(c\)\(2\)\(A\)\(xii\)](#)
- [20 C.F.R. § 680.150, § 680.220](#)
- [TEGL 19-16](#)

## 8.3.5 Training

### 8.3.5.1 Training Services

Training services may be made available to employed and unemployed adults and dislocated workers under the following circumstances:

- The American Job Center (AJC) or partnering agency determines, after an interview, evaluation, or assessment, and career planning, individuals are:
  - Unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services
  - In need of training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment
  - Have the skills and qualifications to participate successfully in training services
- They select a program of training services that is directly linked to the employment opportunities in the local area or the planning region, or in another area to which the individuals are willing to commute or relocate
- They are unable to obtain grant assistance from other sources to pay the costs of such training, including such sources as state-funded training funds, Trade Adjustment Assistance (TAA), and Federal Pell Grants established under title IV of the Higher Education Act of 1965, or require WIOA assistance in addition to other sources of grant assistance, including Federal Pell Grants
- If training services are provided through the adult funding stream, and the individual is determined eligible in accordance with priority of service policies in effect for Adults and Veterans under WIOA.

Types of training services that may be provided include:

- Occupational skills training, including training for nontraditional employment
- On-the-job training
- Incumbent worker training
- Programs that combine workplace training with related instruction, which may include cooperative education programs
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Job readiness training provided in combination with the training services described in any of clauses 1 through 7 or transitional jobs;
- Adult education and literacy activities, including activities of English Language acquisition and integrated education and training programs, provided concurrently or in combination with services provided in any of clauses 1 through 7
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

**Legal References**

- [TEGL 19-16](#)

### 8.3.5.2 Consumer Choice

#### **Requirements of Consumer Choice**

Training services, whether under Individual Training Accounts (ITAs) or under contract, must be provided in a manner that maximizes informed consumer choice in selecting an eligible provider.

Each Local Workforce Development Board (WDB), through the American Job Center (AJC), must work with the State to make available to customers the Eligible Training Provider List (ETPL). The list includes a description of the programs through which the providers may offer the training services, and the performance and cost information about those providers. Additionally, the Local WDB must make available information identifying eligible providers.

An individual who has been determined eligible for training services may select a provider after consultation with a career planner. Unless the program has exhausted training funds for the program year, the AJC must refer the individual to the selected provider, and establish an ITA for the individual to pay for training. A referral may be carried out by providing a voucher or certificate to the individual to obtain the training.

The cost of referral of an individual with an ITA to a training provider is paid by the Adult, Dislocated Worker or Youth program, as applicable.

Each Local WDB, through the AJC, may coordinate funding for ITAs with funding from other Federal, State, local, or private job training programs or sources to assist the individual in obtaining training services.

Priority consideration must be given to programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area.

#### **Satisfying Consumer Choice Requirements**

The State will satisfy the consumer choice requirement for training services by:

- Determining the initial eligibility of entities providing a program of training services, renewing the eligibility of providers, and considering the possible termination of an eligible training provider due to the provider's submission of inaccurate eligibility and performance information or the provider's substantial violation of WIOA.
- The state will disseminate the ETPL, including performance and cost information, to Local WDBs, the one-stop delivery system and program partners and members of the public. The state will host the ETPL on an agency website. The state will ensure the ETPL is accurate and current.

Working with the State, the Local WDB will satisfy the consumer choice requirement for career services by:

- Determining the career services that are best performed by the Center consistently and career services that require contracting with a career service provider.

- Identifying a wide-array of potential career service providers and awarding contracts where appropriate including to providers to ensure:
  - Sufficient access to services for individuals with disabilities, including opportunities that lead to integrated, competitive employment for individuals with disabilities; and
  - Sufficient access for adult education and literacy activities
- Local WDBs shall work with the State to ensure that all AJC employees have access to the ETPL and are knowledgeable in regards to utilizing the ETPL.
- Local WDBs shall work with the State to ensure that all AJC customers have access to the ETPL to assist them in making informed choices when choosing training services.

**Legal References**

- [WIOA sec.107, sec.134](#)
- [20 C.F.R. § 679.380, § 680.340](#)

### 8.3.5.3 Coordination of Funds\*

WIOA Title I funding for training is limited to participants who are unable to obtain grant assistance from other sources to pay the costs of their training; or who require assistance beyond that available under grant assistance from other sources to pay the costs of such training. Programs and training providers must coordinate funds available to pay for training.

Local Workforce Development Boards (WDBs) may take into account the full cost of participating in training services, including the cost of support services and other appropriate costs. Local WDBs must coordinate training funds available and make funding arrangements with American Job Center (AJC) partners and other entities. Local WDBs must consider the availability of other sources of grants to pay for training costs such as Temporary Assistance for Needy Families (TANF), state-funded training funds, and Federal Pell Grants, so that WIOA Title I funds supplement other sources of training grants.

A WIOA Title I participant may enroll in WIOA Title I-funded training while his/her application for a Pell Grant is pending as long as the Local WDB has made arrangements with the training provider and the WIOA Title I participant regarding allocation of the Pell Grant, if it is subsequently awarded. In that case, the training provider must reimburse the Local WDB the WIOA Title I funds used to underwrite the training for the amount the Pell Grant covers, including any education fees the training provider charges to attend training. Reimbursement is not required from the portion of Pell Grant assistance disbursed to the WIOA Title I participant for education-related expenses.

\*This is the same policy as policy 8.2.7.2 Coordination of Funds

#### Legal References

- [WIOA sec. 134](#)
- [20 C.F.R. § 680.230](#)

8.3.5.4 HOLD FOR FUTURE USE



### 8.3.5.5 Individual Training Accounts (ITA)

#### **Use of Individual Training Accounts**

Individual Training Accounts (ITAs) are payment agreements established on behalf of an individual participant with a training provider for the provision of training services. ITAs are the primary method to be used for procuring training services for adults, dislocated workers, and some youth participants.

Participants purchase training services from eligible training providers they select in consultation with career planners. This includes discussion of program quality and performance information regarding the available eligible training providers. 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 Eligible Training Provider List (ETPL).

In order to enhance consumer choice in education and training plans, as well as to provide flexibility to service providers, youth program-funded ITAs may be used for out-of-school youth (OSY) ages 16-24, when appropriate. In-school youth (ISY) cannot use youth program-funded ITAs. However, ISY between the ages of 18 and 21 may co-enroll in the adult program and receive training services through an adult program-funded ITA.

#### **Payments from Individual Training Accounts**

Payments from ITAs may be made in a variety of ways, including the electronic transfer of funds through financial institutions, vouchers, or other appropriate methods. Payments also may be made incrementally, for example, through payment of a portion of the costs at different points in the training course. Under limited conditions, Local Workforce Development Board (WDB) may contract for these services, rather than using an ITA for this purpose.

#### **Limitations on Individual Training Accounts**

Local WDBs may impose limits on ITAs, such as limitations on the dollar amount and/or duration, and may be established in the following ways:

- There may be a limit for an individual participant that is based on the needs identified in the Individual Employment Plan or Individual Service Strategy, such as the participant's occupational choice or goal and the level of training needed to succeed in that goal; or
- There may be a policy decision by the Local WDB to establish a range of amounts and/or a maximum amount applicable to all ITAs.

Limitations established by Local WDBs must be described in the local plan, but must not be implemented in a manner that undermines WIOA's requirement that training services are provided in a manner that maximizes customer choice in the selection of an eligible training provider.

Exceptions to ITA limitations may be provided on a case-by-case basis. Allowable exceptions must be described in the local plan.

A participant may select training that costs more than the maximum amount available for ITAs under a local policy when other sources of funds are available to supplement the ITA. These other sources may include: Pell Grants, scholarships, severance pay, and other sources.

### **Individual Training Accounts and Registered Apprenticeships**

Registered apprenticeships automatically qualify to be on a State's ETPL. Accordingly, ITAs can be used to support placing participants in registered apprenticeship through quality pre-apprenticeship training and training services provided under a registered apprenticeship program.

#### **Legal References**

- [WIOA sec. 108, sec. 134](#)
- [20 C.F.R. § 680.300, § 680.310, § 680.330, § 680.340, § 681.550](#)
- [TEGL 19-16, 21-16](#)

### 8.3.5.6 Training Contracts

Individual Training Accounts (ITAs) are the primary method to be used for procuring training services under WIOA. However, in certain circumstances, a training contract may be used to provide training services, instead of an ITA.

Training contracts may only be used when:

- The local plan describes the process to be used in selecting the providers under a contract for services
- The Local Workforce Development Board (WDB) has satisfied consumer choice requirements, and
- At least one of the five contract exceptions listed below applies

#### **Contract Exceptions**

1. On-the-job training, which may include paying for the on-the-job training portion of a Registered Apprenticeship program, customized training, incumbent worker training, or transitional jobs.
2. If the Local WDB determines that there are an insufficient number of Eligible Training Providers in the local area to accomplish the purpose of a system of ITAs. This determination process must include a public comment period of at least 30 days for interested providers and must be described in the local plan.
3. To use a training services program of demonstrated effectiveness offered in a local area by a community-based organization or other private organization to serve individuals with barriers to employment. The Local WDB must develop criteria to be used in determining demonstrated effectiveness, particularly as it applies to individuals with barriers to employment to be served. The criteria may include:
  - a. Financial stability of the organization.
  - b. Demonstrated performance in the delivery of services to individuals with barriers to employment through such means as program completion rate; attainment of the skills, certificates, or degrees the program is designed to provide; placement after training in unsubsidized employment, and retention in employment.
  - c. How the specific program relates to the workforce investment needs identified in the local plan.
4. If the Local WDB determines that the most appropriate training could be provided by an institution of higher education or other provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations. This is true provided that the contract does not limit consumer choice.
5. If the Local WDB determines a pay-for-performance contract is suitable. No more than 10 percent of the local funds may be spent on pay-for performance contract strategies.

A Local WDB may determine that providing training through a combination of ITAs and contracts is the most effective approach. This approach could be used to support placing participants in programs such as Registered Apprenticeships and other similar types of training.

**Legal References**

- [WIOA sec. 134](#)
- [20 CFR § 680.320, § 680.340](#)
- [TEGL 19-16](#)

## Appendix A: Allowable Source Documentation for WIOA Title I Eligibility

The following items have been identified as acceptable forms of source documentation for the statutory eligibility requirements for Title I programs; Adult, Dislocated Worker and Youth. Career planners must ensure the document used in verification proves the eligibility criteria and that all other enrollment and eligibility requirements have been met. Documentation of verification must be maintained in the data management system.

### Adult Eligibility Criteria

|  | <b>Acceptable Verification and Documentation</b><br>(Only one document from this column per eligibility criterion is required)   |
|--|--|
| <b>Date of Birth</b>   | <ul style="list-style-type: none"> <li>• Baptismal record with date of birth</li> <li>• Birth certificate (original/certified copy)</li> <li>• DD-214</li> <li>• Driver's license</li> <li>• Department of Transportation identification card</li> <li>• Federal, State or Local government identification card</li> <li>• Human services/social service record</li> <li>• Passport</li> <li>• Prison records</li> <li>• School records/identification</li> <li>• Tribal record with date of birth</li> <li>• Work permit</li> </ul> |
| <b>Citizenship Status/ Authorization to work in the U.S.</b> | <ul style="list-style-type: none"> <li>• Alien registration card (USCIS Forms I-151, I-551, I-94, I-668A, I-197, I-179)</li> <li>• Baptismal certificate with place of birth</li> <li>• Birth certificate (original/certified copy)</li> <li>• Certificate of naturalization</li> <li>• DD-214</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Native American tribal document</li> <li>• Social security card (work eligible)</li> <li>• United States passport</li> <li>• Voter registration card</li> </ul>  |
| <p><b>Selective Service Registration</b></p>  | <ul style="list-style-type: none"> <li>• Selective Service registration card</li> <li>• Internet (<a href="#">SSS website</a>)</li> <li>• Selective Service acknowledgement letter</li> <li>• DD-214, report of transfer or discharge paper</li> <li>• Selective Service registration record</li> </ul> <p style="text-align: center;"><b>Documented Exemption from Registration</b></p> <ul style="list-style-type: none"> <li>• Notation of the type of obvious handicap or a letter of determination from Selective Service</li> <li>• Immigration documents verifying age at arrival</li> </ul> |
| <p><b>Veteran Status</b></p>  | <ul style="list-style-type: none"> <li>• Cross match with Veterans data</li> <li>• DD-214</li> <li>• Military document (ID, other DD form) indicating dependent spouse</li> <li>• Veterans' Administration records/printout</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <p><b>Adult Priority of Service</b></p> <p>Additional criteria is used when applying priority of service for Adults. Veterans continue to receive priority of service for all DOL-funded programs. Local areas must give priority of service to participants that fall into one of the following priority categories:</p> <ol style="list-style-type: none"> <li>1. recipients of public assistance</li> <li>2. other low-income individuals</li> <li>3. individuals who are basic skills deficient</li> <li>4. non-covered persons who do not meet the before mentioned priorities may be enrolled on a case by case basis with documented managerial approval.</li> </ol> <p>See the <a href="#">Adult Priority of Service</a> policy for additional information and details.</p> |   |

| <b>Family Size</b>   |  |
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| Documentation of family size is required if eligibility is based on family income or self-employment income only.  |  |
| <p><b>Family</b><br/>Two or more persons related by blood, marriage, or decree or court, who are living in a single residence.</p>   | <ul style="list-style-type: none"> <li>• Lease</li> <li>• Most recent years tax return</li> <li>• Human services records</li> <li>• Public housing records</li> <li>• Landlord contact</li> <li>• School records</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <p><b>Family-of-One</b><br/>Any individual who meets the criteria of any one of the following categories. Only the applicant’s income needs to be considered, however, they must still meet low income guidelines. Category and income must both be verified.</p> <ol style="list-style-type: none"> <li>1. An individual who has a verified, documented disability.</li> <li>2. A single, widowed, permanently separated, or divorced person, without one or more dependent children living in a single residence with that individual, and who is not a dependent child.</li> <li>3. A foster child on behalf of whom state or local government payments are made.</li> <li>4. A runaway youth who is separated from the family.</li> <li>5. An emancipated youth who is separated from the family.</li> <li>6. A court-adjudicated youth who is separated from the family.</li> </ol> | <ul style="list-style-type: none"> <li>• Medical records</li> <li>• Physician’s statement</li> <li>• School record of disability determination</li> <li>• Vocational rehabilitation letter</li> <li>• Social Security disability records</li> <li>• Workers compensation record</li> <li>• Social services records</li> <li>• Psychologist diagnosis</li> <li>• Veteran administration record</li> <li>• Court record</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul> |
| <b>Recipient of Public Assistance</b>  |  |
| Individual or member of a family that is receiving, or in the past 6 months has received, cash payments under a Federal, State, or local government program for which eligibility is determined by a needs or income test, including:  |  |
| <p><b>Temporary Assistance to Needy Families (TANF)</b></p>  | <ul style="list-style-type: none"> <li>• Human services record/printout</li> <li>• Public assistance records/printout</li> <li>• Refugee assistance records</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>   |
| <b>General Assistance (GA)</b>  | <ul style="list-style-type: none"> <li>• General assistance records/printout</li> <li>• Copy of authorization to receive general assistance</li> <li>• Copy of general assistance check</li> <li>• Statement from social services agency</li> <li>• Refugee assistance records</li> <li>• Cross-match with public assistance database</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul> |
| <b>Refugee Cash Assistance (RCA)</b>  | <ul style="list-style-type: none"> <li>• Refugee cash assistance records/printout</li> <li>• Human services records/printout</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <b>Supplemental Security Income (SSI)</b><br>(individual must themselves receive)   | <ul style="list-style-type: none"> <li>• Award letter or other statement from Social Security Administration</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <b>Supplemental Nutrition Assistance Program (SNAP)</b>   | <ul style="list-style-type: none"> <li>• Human services records/printout</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <b>Low-Income Individual</b><br>All categories under recipient of public assistance apply to low-income individual, including the following categories.   |  |
| <b>Family Income</b><br>Determined when an individual received income, or is a member of a family that received income, for six-month period prior to application for the program that in relation to family size does not exceed the higher of poverty line or 70 percent of lower living standard income. | <ul style="list-style-type: none"> <li>• Award letter from Veterans Administration</li> <li>• Court documents</li> <li>• Employer records or statement</li> <li>• Financial records</li> <li>• Human service records</li> <li>• Retirement records</li> </ul>  |



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| <p><b>Self-Employment</b></p>   | <ul style="list-style-type: none"> <li>• Self-employment income records</li> <li>• Social Security benefits</li> <li>• Unemployment insurance documents and/or printout</li> <li>• Workers compensation records</li> <li>• Case notes (must have verified with appropriate entity)</li> </ul>  |
| <p><b>Homeless Individual</b></p>   | <ul style="list-style-type: none"> <li>• Written statement from an individual providing temporary assistance/residence</li> <li>• Written statement from shelter or social service agency</li> <li>• Human service records</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <p><b>Foster Child</b><br/>(State or local payments are made for the child. Individual must currently be receiving at time of eligibility determination.)</p>                             | <ul style="list-style-type: none"> <li>• Court documentation</li> <li>• Verification of payments made on behalf of the child</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <p><b>Individual with a disability</b><br/>(Whose own income does not exceed the higher of poverty line or 70 percent of lower living standard income or receives public assistance.)</p> | <ul style="list-style-type: none"> <li>• Email verification from social services agency, Vocational Rehabilitation agency, or authorized school personnel</li> <li>• Letter from child study team stating specific disability</li> <li>• Letter from drug or alcohol rehabilitation agency</li> <li>• Medical records</li> <li>• Observable and/or obvious conditions (applicant statement with the interviewer serving as the corroboration witness)</li> <li>• Physician's statement</li> <li>• Psychiatrist's statement</li> <li>• Psychologist's diagnosis</li> <li>• Rehabilitation evaluation</li> <li>• School records</li> <li>• Sheltered workshop certification</li> <li>• Social Security Administration disability records</li> <li>• Social service records/referral</li> <li>• Veterans Administration letter/records</li> <li>• Vocational Rehabilitation letter</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Workers' Compensation record</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <p><b>Basic Skills Deficient</b><br/>Adults who are basic-skills deficient must meet at least one of the following:</p>   |   |
| <ol style="list-style-type: none"> <li>1. Lacks a high school diploma or equivalency and is not enrolled in secondary education; or</li> <li>2. Is enrolled in Title II adult education (including enrolled for English Language Acquisition); or</li> <li>3. Has poor English-language skills and would be appropriate for ESL, even if the individual isn't enrolled at the time of WIOA participation; or</li> <li>4. The career planner makes observations of deficient functioning, and, as justification, records those observations in the data management system; or</li> <li>5. Scores below 9.0 grade level (8.9 or below) on the Test of Adult Basic Education (TABE); Comprehensive Adult Student Assessment Systems (CASAS) or other allowable assessments as per National Reporting System (NRS) developed by the U.S. Department of Education's Division of Adult Education and Literacy; or</li> <li>6. Individual does not earn the National Career Readiness Certificate (NCRC) (e.g., one or more of the scores are below a Level 3 on the Workplace Documents, Applied Math, or Graphic Literacy assessments).</li> </ol> | <ul style="list-style-type: none"> <li>• Standardized assessment</li> <li>• Verification of enrollment in a Title II adult education program or an ESL program</li> <li>• Case notes (career planner's observations of deficient functioning)</li> <li>• Self-certification that the individual lacks a high school diploma or equivalency</li> <li>• Self-certification that the individual has poor English language skills and would be appropriate for ESL even if the individual isn't enrolled at the time of WIOA participation</li> </ul> |
| <p><b>Non-Covered Persons (Individual with a barrier to employment)</b><br/>Individuals with barriers to employment may include:</p>  |   |
| <ol style="list-style-type: none"> <li>1. Displaced Homemakers</li> <li>2. Indians, Alaska Natives, and Native Hawaiians</li> <li>3. Individuals with disabilities, including youth who are individuals with disabilities</li> </ol>  | <ul style="list-style-type: none"> <li>• Local area plan</li> <li>• Local area policy</li> <li>• Individual Employment Plan</li> <li>• WIOA intake form</li> </ul>  |

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| <ol style="list-style-type: none"> <li>4. Older individuals (age 55 and older)</li> <li>5. Ex-offenders</li> <li>6. Youth who are in or have aged out of the foster care system</li> <li>7. Individuals who are:             <ol style="list-style-type: none"> <li>1. English Language Learners</li> <li>2. Individuals who have low levels of literacy</li> </ol> </li> <li>8. Individuals facing substantial cultural barriers</li> <li>9. Eligible migrant and seasonal farmworkers</li> <li>10. Individuals within two years of exhausting lifetime TANF eligibility</li> <li>11. Single parents (including single pregnant women)</li> <li>12. Long-term unemployed individuals (unemployed for 27 or more consecutive weeks)</li> <li>13. Underemployed Individuals</li> </ol> | <ul style="list-style-type: none"> <li>• Case notes (must have verified status with appropriate entity)</li> </ul> |
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### Dislocated Worker Eligibility Criteria

|                      | <b>Acceptable Verification and Documentation</b><br>(Only one document from this column per eligibility criterion is required)  |
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| <b>Date of Birth</b> | <ul style="list-style-type: none"> <li>• Baptismal record with date of birth</li> <li>• Birth certificate (original/certified copy)</li> <li>• DD-214</li> <li>• Driver's license</li> <li>• Department of Transportation identification card</li> <li>• Federal, State or Local government ID card</li> <li>• Human services/social service record</li> <li>• Passport</li> <li>• Prison records</li> <li>• School records/identification</li> <li>• Tribal record with date of birth</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Work permit</li> </ul>   |
| <b>Citizenship Status/ Authorization to work in the U.S.</b> | <ul style="list-style-type: none"> <li>• Alien registration card (USCIS Forms I-151, I-551, I-94, I-668A, I-197, I-179)</li> <li>• Baptismal certificate with place of birth</li> <li>• Birth certificate (original/certified copy)</li> <li>• Certificate of naturalization</li> <li>• DD-214</li> <li>• Native American tribal document</li> <li>• Social security card (work eligible)</li> <li>• United States passport</li> <li>• Voter registration card</li> </ul>   |
| <b>Selective Service Registration</b>                        | <ul style="list-style-type: none"> <li>• Selective Service registration card</li> <li>• Internet (<a href="#">SSS Website</a>)</li> <li>• Selective Service acknowledgement letter</li> <li>• DD-214, report of transfer or discharge paper</li> <li>• Selective Service registration record</li> </ul> <p style="text-align: center;"><b>Documented Exemption from Registration</b></p> <ul style="list-style-type: none"> <li>• Notation of the type of obvious handicap or a letter of determination from Selective Service</li> <li>• Immigration documents verifying age at arrival</li> </ul> |
| <b>Veteran Status</b>  | <ul style="list-style-type: none"> <li>• Cross match with veterans data</li> <li>• DD-214</li> <li>• Military document (ID, other DD form) indicating dependent spouse</li> <li>• Veterans' Administration records/printout</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <b>Dislocated Worker Requirements</b>                        |   |
| <b>Category 1</b>  | <ul style="list-style-type: none"> <li>• Unemployment insurance records</li> </ul>  |

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| <p>An individual who has been terminated or laid off, or who has received a notice of termination or layoff-from employment, including separation from active military service (other than dishonorable discharge) and;</p>   | <ul style="list-style-type: none"> <li>• Layoff letter/WARN Notice</li> <li>• Employer statement</li> <li>• Rapid Response record</li> <li>• DD-214 with other than dishonorable discharge</li> <li>• Self-certification</li> </ul>   |
| <p>a. is eligible for or has exhausted entitlement to unemployment compensation and is unlikely to return to a previous industry or occupation; or</p>  | <ul style="list-style-type: none"> <li>• Unemployment insurance records</li> </ul> <p style="text-align: center;"><b>Unlikely to Return</b></p> <ul style="list-style-type: none"> <li>• Documentation indicating the individual was profiled for RES/RESEA</li> <li>• Documentation that the individual is eligible/enrolled in the Trade Adjustment Act</li> <li>• Current labor market information showing occupation in decline</li> </ul>  |
| <p>b. has been employed for a duration sufficient to demonstrate attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law and is unlikely to return to a previous industry or occupation.</p> | <ul style="list-style-type: none"> <li>• Pay stubs showing insufficient earnings to date</li> <li>• W-2 and/or tax returns</li> <li>• Unemployment insurance denial letter</li> <li>• Employer records</li> <li>• Employer record/contact that services are not subject to unemployment compensation law</li> <li>• DD -214, report of transfer or discharge paper</li> <li>• Self-certification</li> </ul> <p style="text-align: center;"><b>Unlikely to Return</b></p> <ul style="list-style-type: none"> <li>• Documentation indicating the individual was profiled for RES/RESEA</li> <li>• Documentation that the individual is eligible/enrolled in the Trade Adjustment Act</li> <li>• Current labor market information showing occupation in decline</li> </ul> |

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| <p><b>Category 2</b></p> <p>a. An individual who has been terminated or laid off, or has received a notice of termination; or</p> <p>b. An individual who is employed at a facility at which the employer has made a general announcement that such facility or military installation will close within 180 days; or</p> <p>c. An individual who is employed at a facility at which the employer has made a general announcement that such facility will close.<br/>(To receive services other than training services, individualized career services or supportive services)</p> | <ul style="list-style-type: none"> <li>• WARN Notice</li> <li>• Rapid Response record</li> <li>• Employer contact/verification</li> <li>• Layoff notice</li> <li>• Termination notice</li> <li>• News article/media announcement</li> </ul>   |
| <p><b>Category 3</b></p> <p>An individual who was self-employed (including employment as a farmer, rancher, or fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters, as defined by Local Workforce Development Boards. This includes family members and farm workers or ranch hands.</p>  | <ul style="list-style-type: none"> <li>• Bankruptcy documents</li> <li>• IRS documentation</li> <li>• Insurance claims, or other proof of income loss</li> <li>• Letter from lawyer, lender, or accountant</li> <li>• Documentation of business failure of business supplier or customer</li> <li>• Disaster insurance claim</li> <li>• Federal or state declaration of disaster</li> </ul> |
| <p><b>Category 4</b></p> <p>Is a displaced homemaker</p>  | <ul style="list-style-type: none"> <li>• Bank/financial records</li> <li>• Court records</li> <li>• Divorce decree/records</li> <li>• Pay stubs/records</li> <li>• Spouse's death notice</li> <li>• Spouse's disability check</li> <li>• Spouse's layoff notice</li> </ul>  |
| <p><b>Category 5</b></p> <p>a. Is the spouse of a member of the Armed Forces on active duty who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or</p> <p>b. Is the spouse of a member of the Armed Forces on active duty and who meets the criteria for displaced homemaker.</p>   | <ul style="list-style-type: none"> <li>• DD-214, report of transfer or discharge paper</li> <li>• Documentation showing service members call to active duty</li> <li>• Documentation showing permanent change in duty station</li> </ul>  |

## Youth Eligibility Criteria

|  | <b>Acceptable Verification and Documentation</b><br>(Only one document from this column per eligibility criterion is required)   |
|--|--|
| <b>Date of Birth</b>   | <ul style="list-style-type: none"> <li>• Baptismal record with date of birth</li> <li>• Birth certificate (original/certified copy)</li> <li>• DD-214</li> <li>• Driver's license</li> <li>• Department of Transportation identification card</li> <li>• Federal, State or Local government identification card</li> <li>• Human services/social service record</li> <li>• Passport</li> <li>• Prison records</li> <li>• School records/identification</li> <li>• Tribal record with date of birth</li> <li>• Work permit</li> </ul> |
| <b>Citizenship Status/ Authorization to work in the U.S.</b> | <ul style="list-style-type: none"> <li>• Alien registration card (USCIS Forms I-151, I-551, I-94, I-668A, I-197, I-179)</li> <li>• Baptismal certificate with place of birth</li> <li>• Birth certificate (original/certified copy)</li> <li>• Certificate of naturalization</li> <li>• DD-214</li> <li>• Native American tribal document</li> <li>• Social Security card (work eligible)</li> <li>• United States passport</li> <li>• Voter registration card</li> </ul>  |
| <b>Selective Service Registration</b>                        | <ul style="list-style-type: none"> <li>• Selective Service registration card</li> <li>• Internet (<a href="#">SSS Website</a>)</li> <li>• Selective Service acknowledgement letter</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• DD-214, report of transfer or discharge paper</li> <li>• Selective Service registration record</li> </ul> <p style="text-align: center;"><b>Documented Exemption from Registration</b></p> <ul style="list-style-type: none"> <li>• Notation of the type of obvious handicap or a letter of determination from Selective Service</li> <li>• Immigration documents verifying age at arrival</li> </ul> |
| <p><b>Veteran Status</b></p>   | <ul style="list-style-type: none"> <li>• Cross match with Veterans data</li> <li>• DD-214</li> <li>• Military document (ID, other DD form) indicating dependent spouse</li> <li>• Veterans' Administration records/printout</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>   |
| <p><b>School Status at Participation</b><br/>                 In-School: attending school<br/>                 Out-of-School: not attending</p>                                    | <ul style="list-style-type: none"> <li>• Self-certification</li> <li>• School records</li> </ul>   |
| <p><b>Family Size</b><br/>                 Documentation of family size is required if eligibility is based on family income or self-employment income only.</p>                   |  |
| <p><b>Family</b><br/>                 Two or more persons related by blood, marriage, or decree or court, who are living in a single residence.</p>                                | <ul style="list-style-type: none"> <li>• Lease</li> <li>• Most recent years tax return</li> <li>• Human services records</li> <li>• Public housing records</li> <li>• Landlord contact</li> <li>• School records</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <p><b>Family-of-One</b><br/>                 Any individual who meets the criteria of any one of the following categories. Only the applicant's income needs to be considered,</p> | <ul style="list-style-type: none"> <li>• Medical records</li> <li>• Physician's statement</li> <li>• School record of disability determination</li> </ul>  |



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| <p>however, they must still meet low income guidelines. Category and income must both be verified.</p> <ol style="list-style-type: none"> <li>1. An individual who has a verified, documented disability.</li> <li>2. A single, widowed, permanently separated, or divorced person, without one or more dependent children living in a single residence with that individual, and who is not a dependent child.</li> <li>3. A foster child on behalf of whom state or local government payments are made.</li> <li>4. A runaway youth who is separated from the family.</li> <li>5. An emancipated youth who is separated from the family.<br/>A court-adjudicated youth who is separated from the family.</li> </ol> | <ul style="list-style-type: none"> <li>• Vocational rehabilitation letter</li> <li>• Social Security disability records</li> <li>• Workers compensation record</li> <li>• Social services records</li> <li>• Psychologist diagnosis</li> <li>• Veteran administration record</li> <li>• Court record</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul> |
| <p><b>Low-Income</b><br/>Low-income verification is required for all in-school youth and for those out of school youth who have a secondary school diploma and are basic skills deficient, an English language learner or require additional assistance to enter or complete an educational program or to secure or hold employment. Recipients of public assistance and other low-income individuals are considered low-income for purposes of WIOA Title I eligibility.</p>   |   |
| <p><b>Recipient of Public Assistance</b><br/>Individual or member of a family that is receiving, or in the past 6 months has received, cash payments under a Federal, State, or local government program for which eligibility is determined by a needs or income test, including:</p>  |   |
| <p><b>Temporary Assistance to Needy Families (TANF)</b></p>   | <ul style="list-style-type: none"> <li>• Human services record/printout</li> <li>• Public assistance records/printout</li> <li>• Refugee assistance records</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <p><b>General Assistance (GA)</b></p>   | <ul style="list-style-type: none"> <li>• General assistance records/printout</li> <li>• Copy of authorization to receive general assistance</li> <li>• Copy of general assistance check</li> <li>• Statement from social services agency</li> <li>• Refugee assistance records</li> <li>• Cross-match with public assistance database</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>   |
| <b>Refugee Cash Assistance (RCA)</b>   | <ul style="list-style-type: none"> <li>• Refugee cash assistance records/printout</li> <li>• Human services records/printout</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <b>Supplemental Security Income (SSI)</b><br>(Individual must themselves receive)  | <ul style="list-style-type: none"> <li>• Award letter or other statement from Social Security Administration</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <b>Supplemental Nutrition Assistance Program (SNAP)</b>  | <ul style="list-style-type: none"> <li>• Human services records/printout</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <p><b>Low-Income Individual</b></p> <p>All categories under recipient of public assistance apply to low-income individual, including the following categories.</p>   |  |
| <p><b>Family Income</b></p> <p>Determined when an individual received income, or is a member of a family that received income, for six-month period prior to application for the program that in relation to family size does not exceed the higher of poverty line or 70 percent of lower living standard income.</p> | <ul style="list-style-type: none"> <li>• Award letter from Veterans Administration</li> <li>• Court documents</li> <li>• Employer records or statement</li> <li>• Financial records</li> <li>• Human service records</li> <li>• Retirement records</li> <li>• Self-employment income records</li> <li>• Social Security benefits</li> <li>• Unemployment insurance documents and/or printout</li> <li>• Workers compensation records</li> <li>• Case notes (must have verified with appropriate entity)</li> </ul> |
| <b>Self-Employment</b>   |  |
| <b>Homeless Individual</b>   | <ul style="list-style-type: none"> <li>• Written statement from an individual providing temporary assistance/residence</li> <li>• Written statement from shelter or social service agency</li> <li>• Human service records</li> </ul>  |

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|--|---|
|  | <ul style="list-style-type: none"> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <p><b>Foster Child</b><br/>(State or local payments are made for the child. Individual must currently be receiving at time of eligibility determination.)</p>  | <ul style="list-style-type: none"> <li>• Court documentation</li> <li>• Verification of payments made on behalf of the child</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>   |
| <p><b>Individual with a disability</b><br/>(Whose own income does not exceed the higher of poverty line or 70 percent of lower living standard income or receives public assistance.)</p>  | <ul style="list-style-type: none"> <li>• Email verification from social agency, Vocational Rehabilitation agency, or authorized school personnel</li> <li>• Letter from child study team stating specific disability</li> <li>• Letter from drug or alcohol rehabilitation agency</li> <li>• Medical Records</li> <li>• Observable and/or obvious conditions (applicant statement with the interviewer serving as the corroboration witness)</li> <li>• Physician's statement</li> <li>• Psychiatrist's statement</li> <li>• Psychologist's diagnosis</li> <li>• Rehabilitation evaluation</li> <li>• School records</li> <li>• Sheltered workshop certification</li> <li>• Social Security Administration disability records</li> <li>• Social service records/referral</li> <li>• Veterans Administration letter/records</li> <li>• Vocational Rehabilitation letter</li> <li>• Workers' compensation record</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul> |
| <p><b>Free or Reduced Price Lunch</b><br/>(Individual must currently be receiving at time of eligibility determination. If a school subsidizes all students lunch and does not use individual eligibility to determine who is eligible for free and reduced lunch, this verification cannot be accepted for youth low-income determination.)</p> | <ul style="list-style-type: none"> <li>• Human services free lunch notice</li> <li>• School record or letter</li> </ul>   |

|  |   |
|--|---|
| <b>Youth living in a high poverty area</b><br>(Individual must currently be living in a high poverty area at time of eligibility determination.)       | <ul style="list-style-type: none"> <li>• Piece of postmarked mail</li> </ul>  |
| <b>Youth Barriers</b><br>Youth must document one of the following seven barriers in addition to meeting one of the low-income criteria, as applicable. |   |
| <b>Basic skills deficient</b><br>(In-School and Out-of-School)   | <ul style="list-style-type: none"> <li>• Copy of any generally accepted standardized test</li> <li>• Transcript with a failing grade in a math or reading during the most recent academic year</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>                             |
| <b>English language learner</b><br>(In-School and Out-of-School)   | <ul style="list-style-type: none"> <li>• Letter from Adult Education and Literacy provider</li> <li>• School letter</li> <li>• Staff observation</li> <li>• Test scores</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <b>Homeless or Runaway</b><br>(In-School and Out-of-School)  | <ul style="list-style-type: none"> <li>• Written statement from an individual providing temporary assistance/residence</li> <li>• Written statement from shelter or social service agency</li> <li>• Human service records</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul> |
| <b>Foster Care</b><br>(In-School and Out-of-School)  | <ul style="list-style-type: none"> <li>• Court documentation</li> <li>• Human service records</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>  |
| <b>Pregnant or parenting youth</b><br>(In-School and Out-of-School)  | <ul style="list-style-type: none"> <li>• Baptismal record of the child</li> <li>• Birth certificate of the child</li> <li>• Physician's Statement</li> <li>• Self-declaration, if obvious</li> </ul>  |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Verification from a social services agency</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>   |
| <b>Offender</b><br>(In-School and Out-of-School)                              | <ul style="list-style-type: none"> <li>• Court documents</li> <li>• Halfway house resident</li> <li>• Letter of parole</li> <li>• Letter from probation officer</li> <li>• Police records</li> <li>• Documents from juvenile/criminal justice</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>   |
| <b>Individual with a disability</b><br>(In-School and Out-of-School)          | <ul style="list-style-type: none"> <li>• Email verification from social services agency, Vocational Rehabilitation agency, or authorized school personnel</li> <li>• Letter from child study team stating specific disability</li> <li>• Letter from drug or alcohol rehabilitation agency</li> <li>• Medical records</li> <li>• Observable and/or obvious conditions (applicant statement with the interviewer serving as the corroboration witness)</li> <li>• Physician's statement</li> <li>• Psychiatrist's statement</li> <li>• Psychologist's diagnosis</li> <li>• Rehabilitation evaluation</li> <li>• School records</li> <li>• Sheltered workshop certification</li> <li>• Social Security Administration disability records</li> <li>• Social service records/referral</li> <li>• Veterans Administration letter/records</li> <li>• Vocational Rehabilitation letter</li> <li>• Workers' compensation record</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul> |
| <b>Requires <a href="#">additional assistance</a> to complete educational</b> | <ul style="list-style-type: none"> <li>• Local area plan</li> </ul>  |

|  |  |
|--|--|
| <p><b>program or to secure and hold employment</b><br/>(In-School and Out-of-School)</p>   | <ul style="list-style-type: none"> <li>• Local area policy</li> <li>• Individual service strategy</li> <li>• WIOA intake form</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul> |
| <p><b>Age of compulsory school attendance, but has not attended school for at least the most recent school year calendar quarter</b><br/>(Out-of-School)</p> | <ul style="list-style-type: none"> <li>• School records</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>   |
| <p><b>School dropout</b><br/>(Out-of-School)</p>   | <ul style="list-style-type: none"> <li>• Letter from school</li> <li>• High school transcript</li> <li>• Case notes (must have verified status with appropriate entity)</li> </ul>                                 |

#### Legal References

- [WIOA sec. 3, sec. 129, sec. 188, sec. 189](#)
- [20 C.F.R. § 680.120, § 680.130, § 681.200, § 681.210, § 681.220, § 681.240, § 681.250, § 681.260, § 680.660](#)
- [TEGL 08-15, TEGL 19-16, TEGL 21-16, TEGL 23-14](#)

## Appendix B: 2018 Poverty Guidelines and Lower Living Standard Income Level (LLSIL)

| <i>Family Size</i>                       | Poverty Guideline | 70% of LLSIL Metro | 70% of LLSIL Non-Metro | 100% of LLSIL Metro | 100% of LLSIL Non-Metro |
|--|-------------------|--------------------|------------------------|---------------------|-------------------------|
| 1  | \$12,140          | \$9,658            | \$9,278                | \$13,797            | \$13,255                |
| 2  | \$16,460          | \$15,831           | \$15,192               | \$22,615            | \$21,703                |
| 3  | \$20,780          | \$21,728           | \$20,859               | \$31,040            | \$29,798                |
| 4  | \$25,100          | \$26,824           | \$25,749               | \$38,320            | \$36,784                |
| 5  | \$29,420          | \$31,653           | \$30,392               | \$45,219            | \$43,418                |
| 6  | \$33,740          | \$37,025           | \$35,542               | \$52,893            | \$50,774                |
| 7  | \$38,060          | \$42,397           | \$40,692               | \$60,567            | \$58,130                |
| 8  | \$42,380          | \$47,769           | \$45,842               | \$68,241            | \$65,486                |
| <i>For each additional family member</i> | \$4,320           | \$5,372            | \$5,150                | \$7,674             | \$7,356                 |

The following counties are considered "Metro" for the purposes of LLSIL:

|            |          |               |            |
|------------|----------|---------------|------------|
| Benton     | Guthrie  | Mills         | Warren     |
| Black Hawk | Harrison | Plymouth      | Washington |
| Bremer     | Johnson  | Polk          | Woodbury   |
| Dallas     | Jones    | Pottawattamie |            |
| Dubuque    | Linn     | Scott         |            |
| Grundy     | Madison  | Story         |            |

### Legal References

- [83 CFR 2642](#)
- [83 CFR 24495](#)

## Appendix C: Determining School Status

School status is determined at the time of program enrollment. 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 portion of program enrollment is made.

Once the school status of a youth is determined, that school status remains the same throughout the youth's participation in the WIOA Title I youth program. This distinction is drawn for purposes of reporting against the OSY expenditure requirement.

### **Between School Years**

If a youth is enrolled in the WIOA Title I youth program during the summer and is in between school years, the youth is considered an ISY if they are enrolled to continue school in the fall. If a youth is enrolled in the WIOA youth program 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 at the time of WIOA youth program enrollment.

If a youth graduates high school and registers for postsecondary education, but does not ultimately follow through with attending postsecondary education, then such a youth would be considered an OSY if the eligibility determination is made after the point that the youth decided not to attend postsecondary education.

### **Non-Credit-Bearing Postsecondary Classes**

If the youth participant is enrolled in any credit-bearing postsecondary education classes, including credit-bearing community college classes and credit-bearing continuing education classes, they are considered attending postsecondary education, and, therefore, is considered an ISY.

If the youth is only enrolled in non-credit-bearing postsecondary classes, they would not be considered attending postsecondary school and, therefore, is considered an OSY.

### **Individuals 22 and Older Attending Postsecondary Education.**

Local programs should keep in mind that ISY, including those attending postsecondary education, must be between the ages of 14 through 21. A youth attending postsecondary education who is 22 at time of eligibility determination would not be eligible for the WIOA youth program because they are in school and over the age of 21. That individual could be served through the WIOA adult program.

### **High School Equivalency (HSE) Programs and Dropout Re-Engagement Programs**

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 programs, including those considered to be dropout re-engagement programs, funded by the public K–12 school system that are classified by the school system as still enrolled in school are considered ISY.



An HSE program offers preparation for, and the taking of, tests which lead to a HSE degree. The “High School Equivalency: Resource Guide for the Workforce System” provides information about the options for high school equivalency and can be found at: [High School Equivalency Resource Guide](#).

A dropout re-engagement program conducts active outreach to encourage out-of-school youth to return to school and assists such youth in resuming their education and/or training to become career ready. A re-engagement program or center may provide case management and other services to support youth in overcoming barriers that prevent them from returning to school or work.

To learn more about dropout re-engagement centers and programs, see “Bringing Students Back to the Center: A Resource Guide for Implementing and Enhancing Re-Engagement Centers for Out-of-School Youth” and can be found at: [Re-Engagement Center Resource Guide](#).

### **Homeschooling**

In Iowa, homeschooled youth are considered ISY.

#### **Legal References:**

- [WIOA sec. 129, sec. 134](#)
- [20 C.F.R. §§ 680.200–681.240](#)
- [TEGL 21-16](#)

## Appendix D: Determining Whether Youth are living in a High Poverty Area

The Workforce Innovation and Opportunity Act (WIOA) Title I Youth Program allows for youth living in a high poverty area to automatically meet the low-income criterion that is one of the eligibility criteria for in-school youth, for some out-of-school youth in the WIOA youth program, and for youth in the Indian and Native American Supplemental Youth Program. See the [High Poverty Area](#) policy for additional information.

### Section 1: Determining if a County has a Poverty Rate of 25 Percent

Many rural counties in the U.S. have a poverty rate of 25 percent or above. If the American Community Survey reports a poverty rate for the county that meets the poverty threshold you do not need to look at the poverty rate of individual Census tracts.

To determine the poverty rate for your county:

1. Go to [American Fact Finder](#)
2. In the text box under the Community Facts header, enter the name of the desired county and state and click on “Go” or hit “Enter” on your keyboard. See the example for Linn County, Iowa below:

Community Facts

Find popular facts (population, income, etc.) and frequently requested data about your community.

Enter a state, county, city, town, or zip code:

Linn County

- Linn County, Oregon
- Linn County, Iowa**
- Linn County, Missouri

3. A new page will appear highlighting the county’s population total. Click on the Poverty tab from the Population column on the left.

Community Facts - Find popular facts (population, income, etc.) and frequently requested data about your community.

Enter a state, county, city, town, or zip code: e.g., Atlanta, GA

**Population**

Linn County, Iowa

Population

Census 2010 Total Population

**211,226** Source: 2010 Demographic Profile

Popular tables for this geography:

2010 Census

- General Population and Housing Characteristics (Population, Age, Sex, Race, Households and Housing, ...)
- Race and Hispanic or Latino Origin
- Hispanic or Latino by Type (Mexican, Puerto Rican, ...)
- Households and Families (Relationships, Children, Household Size, ...)
- Compare Cities and Towns for Population, Housing, Area, and Density
- Compare Census Tracts for Population, Housing, Area, and Density

2016 American Community Survey

- Demographic and Housing Estimates (Age, Sex, Race, Households and Housing, ...)

2017 Population Estimates Program

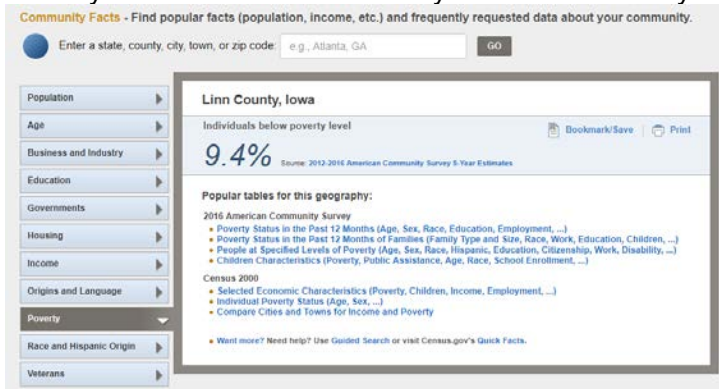
- Annual Population Estimates

Census 2000

- General Demographic Characteristics (Population, Age, Sex, Race, Households and Housing, ...)
- Compare Cities and Towns for Population, Housing, Area, and Density

Want more? Need help? Use Guided Search or visit Census.gov's Quick Facts.

- The poverty rate for the county will appear. In this case the county poverty rate is 9.4%. Poverty rates are derived from 5 year Census survey data.



### Section 2: Determining if an Individual Applicant lives in a Census Tract with a Poverty Rate of 25 Percent

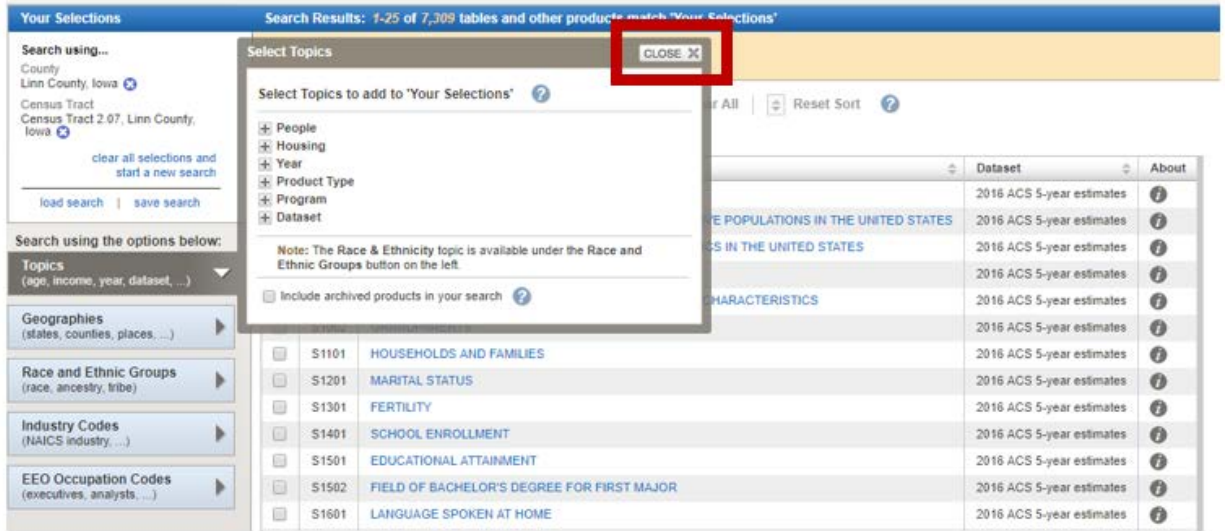
If the American Community Survey reports a poverty rate for the county that does not meet the poverty threshold, you may need to look at the poverty rate of individual Census tracts.

- Go to [American Fact Finder](#)
- Find the Address Search section located on the middle right side of the page and click on “Street Address” or click [here](#) to go there directly.
- Type in the address, city, and state for the area for which you are interested.
- A table will come up titled Geography Results with a list of geography types. Census Tract will be the seventh option on the list. Left click on the Census Tract hyperlink.

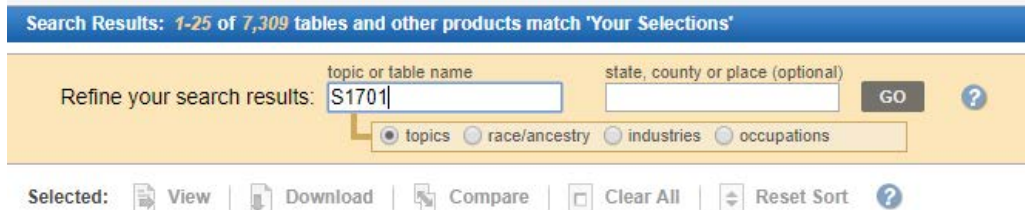
| Geography Name  | Geography Type  | Geography Code | About             |
|---|---|----------------|-------------------|
| Midwest Region  | Region  | 020            | <a href="#">?</a> |
| West North Central Division                                     | Division  | 030            | <a href="#">?</a> |
| Iowa  | State   | 040            | <a href="#">?</a> |
| Linn County, Iowa   | County  | 050            | <a href="#">?</a> |
| Cedar Rapids city, Linn County, Iowa                            | County Subdivision  | 060            | <a href="#">?</a> |
| Block 2004, Block Group 2, Census Tract 2 07, Linn County, Iowa | Block   | 100            | <a href="#">?</a> |
| <b>Census Tract 2 07, Linn County, Iowa</b>                     | Census Tract  | 140            | <a href="#">?</a> |
| Block Group 2, Census Tract 2 07, Linn County, Iowa             | Block Group within Census Tract   | 150            | <a href="#">?</a> |
| Cedar Rapids city, Iowa   | Place within State  | 160            | <a href="#">?</a> |
| Cedar Rapids, IA Metro Area                                     | Metro/Micro Statistical Area  | 310            | <a href="#">?</a> |
| Cedar Rapids city, IA; Cedar Rapids, IA Metro Area              | Principal City (or part) within State within Metro/Micro Statistical Area | 312            | <a href="#">?</a> |
| Cedar Rapids-Iowa City, IA CSA                                  | CSA   | 330            | <a href="#">?</a> |
| Cedar Rapids, IA MSA  | MSA/CMSA  | 360            | <a href="#">?</a> |
| Cedar Rapids, IA Urbanized Area (2010)                          | Urban Area  | 400            | <a href="#">?</a> |
| Congressional District 1 (115th Congress), Iowa                 | Congressional District  | 500            | <a href="#">?</a> |
| State Senate District 34 (2016), Iowa                           | State Legislative District (Upper)  | 610            | <a href="#">?</a> |
| State House District 67 (2016), Iowa                            | State Legislative District (Lower)  | 620            | <a href="#">?</a> |
| CEDAR RAPIDS PCT 6, Linn County, Iowa                           | Voting District/Remainder   | 700            | <a href="#">?</a> |
| Linn County—Cedar Rapids City PUMA, Iowa                        | Public Use Microdata Area (PUMA)  | 795            | <a href="#">?</a> |
| ZCTA5 52402   | 5-Digit ZCTA  | 860            | <a href="#">?</a> |
| ZIP 52402 (Cedar Rapids, IA)                                    | 5-Digit ZIP Code  | 861            | <a href="#">?</a> |
| Linn-Mar Community School District, Iowa                        | School District (Unified)/Remainder                                       | 970            | <a href="#">?</a> |
| Cedar Rapids city, Iowa   | Economic Place  | E60            | <a href="#">?</a> |

- Next, on the left side of the page there are search options for Topics, Geographies, Race and Ethnic Groups, Industry Codes, and Occupation Codes. Click on the first option, “Topics”.

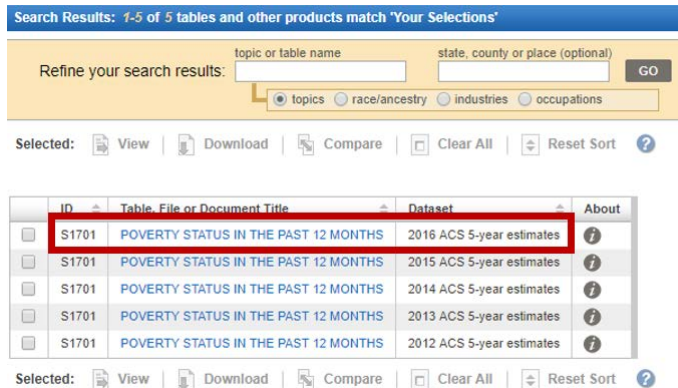
- A Dialogue Box will come up and you will need to close it. You may need to scroll up to close the Dialogue box.



- After you close the Dialogue Box a list of tables will come up. Where it says “Refine your Search Results”, type in **S1701** and click “Go”.



- A list of files will come up. Click on the file “S1701 Poverty Status in the Past 12 Months for the most recent year's ACS 5-Year Data”. Be sure to use the 5-Year data rather than the 1- Year or 3-Year data.



- A table will come up showing the poverty rate of the Census Tract. Use the top line showing the poverty rate of the total population of the Census Tract. For example, the

poverty rate of Census tract 2.07 in Linn County, Iowa is 11.8 percent.

| Census Tract 2.07, Linn County, Iowa |                 |                     |                 |                             |                 |
|--------------------------------------|-----------------|---------------------|-----------------|-----------------------------|-----------------|
| Total                                |                 | Below poverty level |                 | Percent below poverty level |                 |
| Estimate                             | Margin of Error | Estimate            | Margin of Error | Estimate                    | Margin of Error |
| 5,760                                | +/-430          | 678                 | +/-292          | 11.8%                       | +/-5.2          |
| 1,353                                | +/-249          | 145                 | +/-129          | 10.7%                       | +/-10.4         |
| 380                                  | +/-153          | 81                  | +/-91           | 21.3%                       | +/-21.8         |
| 973                                  | +/-279          | 64                  | +/-84           | 6.6%                        | +/-9.7          |
| 1,353                                | +/-249          | 145                 | +/-129          | 10.7%                       | +/-10.4         |
| 3,597                                | +/-343          | 460                 | +/-212          | 12.8%                       | +/-6.0          |
| 1,900                                | +/-340          | 282                 | +/-172          | 14.8%                       | +/-8.6          |
| 1,697                                | +/-229          | 178                 | +/-137          | 10.5%                       | +/-8.3          |
| 1,054                                | +/-166          | 90                  | +/-68           | 8.5%                        | +/-6.3          |
| 810                                  | +/-116          | 73                  | +/-62           | 9.0%                        | +/-7.3          |

- To check the poverty rate of several addresses at the same time, after you have clicked on the first Census tract, type in the second street address and then click on Census tract again, and so on before clicking on the "Topics" button on the left side of the page to get the poverty rates of all Census tracts selected.

### Section 3: Using Census Data to Identify Contiguous High Poverty-Areas in Advance

Counties or cities can use Census data to map out Census tract, entire neighborhoods or large sections of their city as applicable that meet the 25 percent poverty rate threshold. WIOA regulations specify that high-poverty designations need only be done once every five years.

- Go to [American Fact Finder](#)
- Find the section header, "What We Provide" near the bottom left of the page and click on "American Community Survey Get Data" or click [here](#) to go there directly.

#### What We Provide

The following data are available on American FactFinder:

- American Community Survey [more »](#) | [get data »](#)
- American Housing Survey [more »](#) | [get data »](#)

- A list of tables will come up. At the top of the list next to "Refine Your Search Results" type in **S1701**. Then click on "Go".

Search Results: 1-25 of 70,307 tables and other products match "Your Selections"

Refine your search results:      topics  race/ancestry  industries  occupations

- A list of S1701 files will come up for different years. Check the box for "S1701 Poverty Status the Last 12 Months ACS 5-Year Data" for the latest year available. Be sure to check the box for 5- Year Data rather than 1-Year or 3-Year.
- Next, on the left side of the page there are search options for Topics, Geographies, Race and Ethnic Groups, Industry Codes, and Occupation Codes. Click on "Geographies."

**Your Selections**

Search using...  
 Search: S1701  
 Program: American Community Survey  
 clear all selections and start a new search  
 load search | save search

Search using the options below:  
 Topics (age, income, year, dataset, ...)  
**Geographies (states, counties, places, ...)**

**Search Results: 1-22 of 22 tables and other products match "Your Selections"**

Refine your search results: topic or table name state, county or place (optional) GO  
 topics race/ancestry industries occupations

1 Selected: View Download Compare Clear All Reset Sort

| ID                                  | Table, File or Document Title              | Dataset                   | About |
|-------------------------------------|--|---------------------------|-------|
| <input checked="" type="checkbox"/> | S1701 POVERTY STATUS IN THE PAST 12 MONTHS | 2016 ACS 5-year estimates | i     |
| <input type="checkbox"/>            | S1701 POVERTY STATUS IN THE PAST 12 MONTHS | 2016 ACS 1-year estimates | i     |
| <input type="checkbox"/>            | S1701 POVERTY STATUS IN THE PAST 12 MONTHS | 2015 ACS 5-year estimates | i     |
| <input type="checkbox"/>            | S1701 POVERTY STATUS IN THE PAST 12 MONTHS | 2015 ACS 1-year estimates | i     |
| <input type="checkbox"/>            | S1701 POVERTY STATUS IN THE PAST 12 MONTHS | 2014 ACS 5-year estimates | i     |

6. The “Select Geographies” box will come up with four tabs: List, Name, Address, and Map. Double click on “Map.” A map of North America will come up.

**Search - Use the options on the left (topics, geographies, ...) to narrow your search results**

**Your Selections**

Search using...  
 Search: S1701  
 Program: American Community Survey  
 clear all selections and start a new search  
 load search | save search

Search using the options below:  
 Topics (age, income, year, dataset, ...)  
**Geographies (states, counties, places, ...)**

**Search Results: 1-22 of 22 tables and other products match "Your Selections"**

**Select Geographies**

List Name Address **Map**

+ Find address or place

East Siberian Sea

7. In the upper left corner of the map is a text box with an arrow that says "Find address or place." Type in the name of your city, county, or town and click “Go”.
8. A list appears that includes the city, county, or town you chose. Click on your selected city, county, or town to bring up a map with a blue arrow with a white circle in it pointing to your city, county, or town.
9. Along the right side of the map is a series of icons. You will be using the first icon which looks like an arrow pointing to a circle and the third icon which resembles three layers of tiles. Click on the first icon which is, called “Select Geographies.” The Select Geographies dialogue box will come up. Click on the down arrow under “Select” to open the pull-down menu. If you are mapping a city or town, select the 7th option Place. Select the 4th option County if you are mapping the entire county.
10. Next, click on the dot point which is the first of the four shape boxes under the pull-down menu. Your cursor now becomes a pointer.

**Select Geographies** X

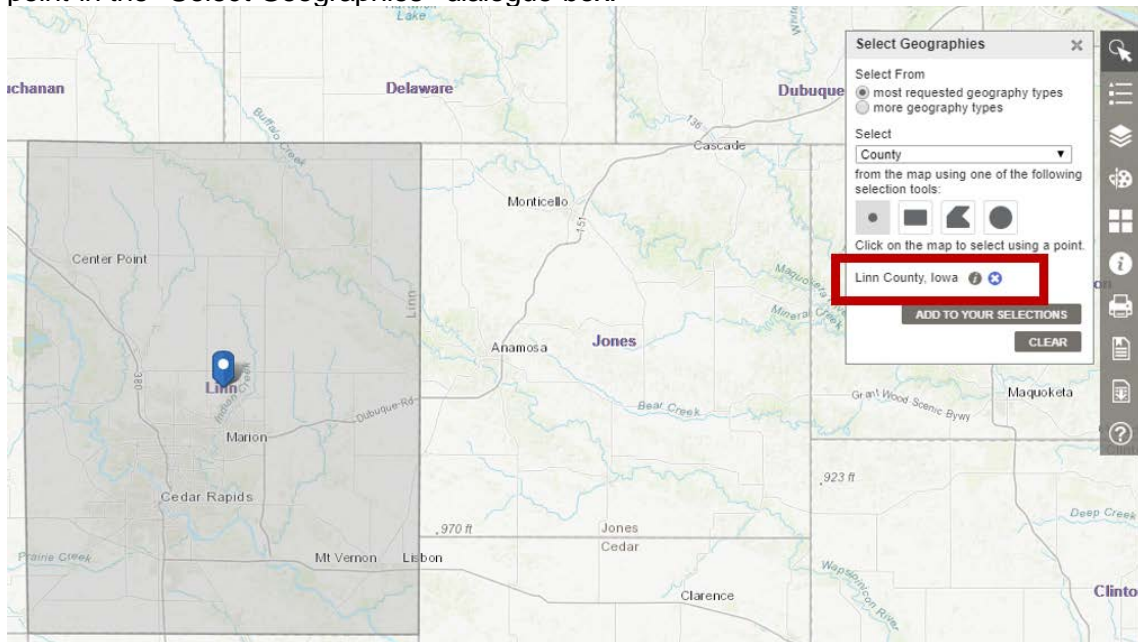
Select From  
 most requested geography types  
 more geography types

Select  
 County

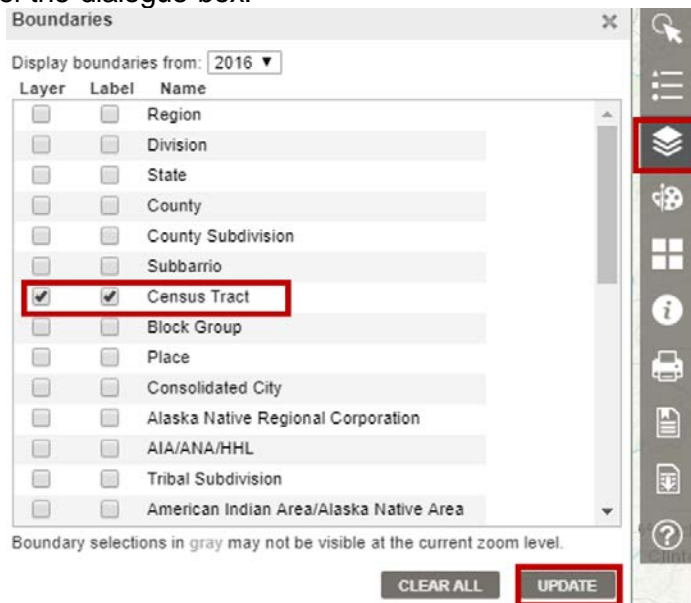
from the map using one of the following selection tools:

11. Move your cursor over the map and click on the blue arrow with the white circle that indicates your city, county, or place to highlight it in gray. It will also appear under the dot

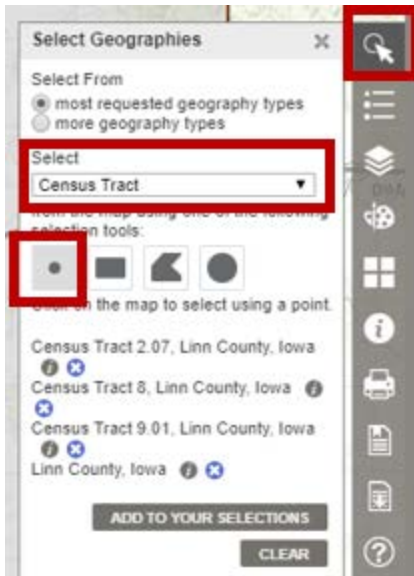
point in the “Select Geographies” dialogue box.



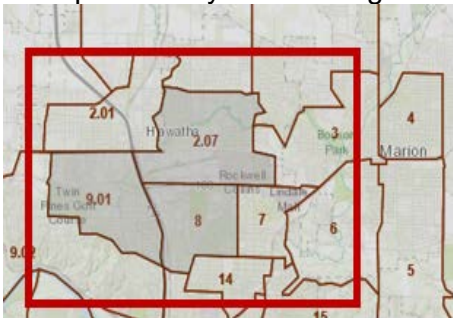
- Next, to the right of the map click on the third icon which resembles three layers of tiles and is called “Boundaries.” A dialogue box will come up giving you several options. Click on both boxes for the 7th choice “Census Tracts.” Then click on “Update” at the bottom of the dialogue box.



- After you click on “Update,” the map of your city, county, or town will now display Census Tracts. You may need to close the Boundaries box to see the entire map.
- You will probably need to zoom in on the map by clicking on the “+” at the top left of the map to make the Census Tract numbers legible. To pan around the map, simply use the up and down and left and right directional keys on your keyboard.
- Next, click on the first icon on the right, which looks like an arrow pointing to a circle, called “Select Geographies.” Click on the down arrow under “Select” to open the pull-down menu, then select the 6th option, “Census Tract.”



16. Next, select the dot point which is the first of the four shape boxes under the pull-down menu, labeled “select using pointer”. Your cursor now becomes a pointer.
17. Move your cursor over the map and single click on each desired Census Tract to be included in the set of contiguous Census Tracts. At times you may need to zoom in further to see street boundaries. You need to keep the “Select Geographies” dialogue box open while you are using the cursor to add Census tracts.



18. The selected Census Tracts will appear a darker shade on the map and be listed within the “Select Geographies” dialogue box, under the four shape boxes. Zoom in as-needed to distinguish which Census Tracts you are selecting. To remove a Census Tract from the list, click on the blue X next to the Census Tract in the list.
19. When your selection is complete click on “Add to Your Selections” underneath the Census Tract listings in the “Select Geographies” dialogue box. Your city will now appear a light shade of yellow on the map and the Census Tracts you selected will appear a darker shade of yellow.
20. Click on “Topics” located to the left of the map. To close the Dialogue Box that pops up click on the “X”. You may need to scroll up to close the Dialogue Box.



21. Click on the title of the data file that you previously selected (S1701 Poverty Status in the Last 12 Months ACS 5-Year Estimates) for the latest year available.

| ID    | Table, File or Document Title   | Dataset                   | About |
|-------|---|---------------------------|-------|
| S0101 | AGE AND SEX   | 2016 ACS 5-year estimates |       |
| S0601 | SELECTED CHARACTERISTICS OF THE TOTAL AND NATIVE POPULATIONS IN THE UNITED STATES | 2016 ACS 5-year estimates |       |
| S0701 | GEOGRAPHIC MOBILITY BY SELECTED CHARACTERISTICS IN THE UNITED STATES              | 2016 ACS 5-year estimates |       |
| S0801 | COMMUTING CHARACTERISTICS BY SEX  | 2016 ACS 5-year estimates |       |
| S0802 | MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS                       | 2016 ACS 5-year estimates |       |
| S1002 | GRANDPARENTS  | 2016 ACS 5-year estimates |       |
| S1101 | HOUSEHOLDS AND FAMILIES   | 2016 ACS 5-year estimates |       |
| S1201 | MARITAL STATUS  | 2016 ACS 5-year estimates |       |
| S1301 | FERTILITY   | 2016 ACS 5-year estimates |       |
| S1401 | SCHOOL ENROLLMENT   | 2016 ACS 5-year estimates |       |
| S1501 | EDUCATIONAL ATTAINMENT  | 2016 ACS 5-year estimates |       |
| S1502 | FIELD OF BACHELOR'S DEGREE FOR FIRST MAJOR  | 2016 ACS 5-year estimates |       |
| S1601 | LANGUAGE SPOKEN AT HOME   | 2016 ACS 5-year estimates |       |
| S1602 | LIMITED ENGLISH SPEAKING HOUSEHOLDS   | 2016 ACS 5-year estimates |       |
| S1603 | CHARACTERISTICS OF PEOPLE BY LANGUAGE SPOKEN AT HOME                              | 2016 ACS 5-year estimates |       |
| S1701 | POVERTY STATUS IN THE PAST 12 MONTHS  | 2016 ACS 5-year estimates |       |
| S1702 | POVERTY STATUS IN THE PAST 12 MONTHS OF FAMILIES                                  | 2016 ACS 5-year estimates |       |
| S1810 | DISABILITY CHARACTERISTICS  | 2016 ACS 5-year estimates |       |

22. A table will display the poverty data for the Census Tracts that you selected. Use only the first row of data showing overall poverty numbers and poverty rate for each Census Tract. Use the directional arrows on the table to move from Census Tract to Census Tract.
23. If some Census tracts within the contiguous set of Census tracts that you identified have poverty rates of less than over 25 percent, you can determine the poverty rate of the contiguous set by creating your own table with a column showing the total population of each census tract and a column showing the number in poverty in each Census tract. To compute the poverty rate of these tracts, add up each column and divide the total number in poverty by the total population of the contiguous Census Tracts. Note that you can have as many sets of contiguous Census tracts as there are that meet the 25 percent poverty threshold set in the WIOA regulations.
24. To save your work thus far, there is a line of Action options right above the Census table showing the poverty rates of the Census tracts you have identified. Click on "Bookmark/Save" at the top of table. Select Save Query. A prompt will appear asking whether you want to Open or Save the document. Click on the arrow *next* to the Save button. Click on "Save As" and navigate to where you want to save your work on your computer so you will be able to retrieve this query for later use. If this option is not available to you, you may bookmark the page or through saving it to your Favorites. Note that maps and some tables may not be able to be bookmarked because the table or map is too complex to fit into a URL.
25. You can also print the table as a PDF document. This will allow you to use the zoom feature of the map to identify the streets that serve as the boundaries of the target area. In almost all cases, streets forming the boundaries of census tracts will be shown if you zoom in close enough. In a few cases, the map will not show the name of a particular street and you will have to use a street map or actually drive through the target area to identify the boundary street.
26. If you need to go back and add or delete Census Tracts, at the top of the page with your table, click on "Back to Advanced Search". Below the "Your Selections" box, click on "Geographies". Then, at the top of the Geographies page, click on "Maps." This will take you back to the map that you have been working on.

27. When you are back to the map that you have been working on, you will next need to (1) re-select "Census Tracts" under the third icon "Boundaries" to the left of the map and hit Update; (2) re-select "Census Tract" under the first icon Select "Geographies", and (3) re-select the dot point. Proceed to add Census Tracts by clicking on additional points on the map and clicking on "Add to Your Selections" underneath the Census Tract listings in the "Select Geographies" dialogue box. To delete a Census Tract simply click on the blue "X" next to the Census Tract in the "Your Selections" box.
28. To retrieve a Query after you have saved it go to [American Fact Finder](#). Then, in the bottom right hand corner of the home page, click on "Load Query." Next, click on the "Browse" prompt to find the work that you saved on your computer. Click on the file when you find it and then click on "OK" when given the prompt.

#### Section 4: To determine the Poverty Rate of an Indian Reservation, Tribal Area, Native Alaskan Village, or Hawaiian Home Land

1. Go to [American Fact Finder](#)
2. Near the bottom of the left column of the homepage find the section titled "What We Provide" and click on the first bullet "American Community Survey Get Data".
3. On the American Community Survey page, under "Refine Your Search Results" type in **S1701**. Then click on "Go."

Search Results: 1-25 of 70,307 tables and other products match "Your Selections"

Refine your search results:      topics  race/ancestry  industries  occupations

4. A list of S1701 files will come up for different years. Check the box for "S1701 Poverty Status the Last 12 Months ACS 5-Year Data" for the latest year available.

| ID                                  | Table, File or Document Title                              | Dataset                   | About             |
|-------------------------------------|--|---------------------------|-------------------|
| <input checked="" type="checkbox"/> | S1701 <a href="#">POVERTY STATUS IN THE PAST 12 MONTHS</a> | 2016 ACS 5-year estimates | <a href="#">?</a> |
| <input type="checkbox"/>            | S1701 <a href="#">POVERTY STATUS IN THE PAST 12 MONTHS</a> | 2016 ACS 1-year estimates | <a href="#">?</a> |
| <input type="checkbox"/>            | S1701 <a href="#">POVERTY STATUS IN THE PAST 12 MONTHS</a> | 2015 ACS 5-year estimates | <a href="#">?</a> |
| <input type="checkbox"/>            | S1701 <a href="#">POVERTY STATUS IN THE PAST 12 MONTHS</a> | 2015 ACS 1-year estimates | <a href="#">?</a> |
| <input type="checkbox"/>            | S1701 <a href="#">POVERTY STATUS IN THE PAST 12 MONTHS</a> | 2014 ACS 5-year estimates | <a href="#">?</a> |
| <input type="checkbox"/>            | S1701 <a href="#">POVERTY STATUS IN THE PAST 12 MONTHS</a> | 2014 ACS 1-year estimates | <a href="#">?</a> |

5. On the left side of page click on "Geographies." The "Select Geographies" box will come up with four tabs: List, Name, Address, and Map. It should automatically open to the List tab, but if not click on "List".

6. Select “Most recent Geographic Types”, and in the dropdown menu select “American Indian Area/Alaska Native Area/Hawaiian Home Land—250.”

Search - Use the options on the left (topics, geographies, ...) to narrow your search results

Search Results: 1-22 of 22 tables and other products match "Your Selections"

**Your Selections**

Search using...

Search: S1701

Program: American Community Survey

clear all selections and start a new search

load search | save search

Search using the options below:

**Topics**  
(age, income, year, dataset, ...)

**Geographies**  
(states, counties, places, ...)

Race and Ethnic Groups  
(race, ancestry, tribe)

Industry Codes  
(NAICS industry, ...)

EEO Occupation Codes  
(executives, analysts, ...)

**Select Geographies**

List | Name | Address | Map

Select geographies to add to Your Selections

Select from:  most requested geographic types  all geographic types

Select a geographic type:

-- select a geographic type --

Didn't find your geographic type? Click the "all geographic types" radio button above, or try the Name, Address or Map geography search options instead.

7. Click on your reservation or native area and then click on “Add to Your Selections.”
8. Click on “Topics” located to the left of the map. A dialogue box will pop up. Click on the “X” to close the dialogue box.
9. Click on the title of the data file that you previously selected “S1701 Poverty Status in the Last 12 Months ACS 5-Year Estimates” for the latest year available.

| ID                                  | Table, File or Document Title              | Dataset                   | About |
|-------------------------------------|--|---------------------------|-------|
| <input checked="" type="checkbox"/> | S1701 POVERTY STATUS IN THE PAST 12 MONTHS | 2016 ACS 5-year estimates |       |
| <input type="checkbox"/>            | S1701 POVERTY STATUS IN THE PAST 12 MONTHS | 2015 ACS 5-year estimates |       |
| <input type="checkbox"/>            | S1701 POVERTY STATUS IN THE PAST 12 MONTHS | 2014 ACS 5-year estimates |       |
| <input type="checkbox"/>            | S1701 POVERTY STATUS IN THE PAST 12 MONTHS | 2013 ACS 5-year estimates |       |
| <input type="checkbox"/>            | S1701 POVERTY STATUS IN THE PAST 12 MONTHS | 2012 ACS 5-year estimates |       |

10. A table will display the poverty data for the reservation or tribal area that you selected. The WIOA Regulations provide Indian and Native American grantees the option of using either the overall poverty rate of the area to be served, or the poverty rate of Native Americans in the area to be served. The first row of data in the table shows the overall poverty rate for the reservation or tribal area. Scroll down under “Race and Ethnicity” in the table to see the poverty rate of Native Americans or of Native Hawaiians in the area.
11. If your reservation is not listed in the dropdown list, use the instructions above for determining the poverty rate of a county or street address to see if the county or Census tract in which you are located has a poverty rate for Native Americans of over 25 percent.
12. Similarly, if your Oklahoma Tribal Statistical Area or reservation does not meet the 25 percent poverty threshold, use the instructions above for determining the poverty rate of a county or street address to see if the county or Census tract in which you are located, or if some counties or Census tracts that make up your tribal area, have a poverty rate for Native Americans of over 25 percent.
13. Indian and Native American grantees serving multiple Native Alaskan villages, Hawaiian villages, reservations, or Rancherias will need to look at the poverty rate of each individual site. If the village, reservation, or Rancheria’s poverty rate does not meet the 25 percent threshold, or if data is not available in the American Community Survey for

the area, grantees can also use the directions above to check whether the county or the Census tract in which the area is located meets the poverty threshold.

**Legal References:**

- [WIOA sec. 129](#)
- [20 C.F.R. § 681.250, § 681.260](#)
- [TEGL 08-15, 21-16 Attachment 2, TEGL 23-14](#)

## Appendix E: Family Income Inclusions and Exclusions

### **Included in Family Income**

- Gross wages, salaries, and vacation pay actually received, including OJT wages;
- Self-Employment Income;
- Federal, State, local or private unemployment benefits including Unemployment Compensation;
- Old-Age and Survivors Insurance payments received under section 202 of the Social Security Act (Previously referred to as Retirement and Survivors Benefits under Title II, Social Security Act);
- Profit sharing payments made by an employer at the time they are paid to the employee;
- Social Security Title II – Disability Insurance Payments;
- Payments from Railroad Retirement;
- Payments from strike benefits from union funds;
- Payments from Workers' Compensation;
- Training stipends, college or university scholarships, grants, fellowships and assistantships other than those covered by Title IV of the Higher Education Act;
- Payments received from participation in a work study program other than those covered by Title IV of the Higher Education Act;
- Pay or allowances previously received while serving on active duty in the U.S. Armed Forces;
- Payments received for participation in the National Guard or Reserve activities;
- Armed Forces retirement payments (other than compensation for disability or death per Title 38, USC, Chapter 11);
- Military family allotments;
- Regular cash payments from an individual not included in family size;
- Alimony;
- Child support payments (court ordered);
- Private pensions;
- Governmental retirement payments;
- Income from insurance policy annuities;
- Severance Pay;
- Interest and dividends at the time earned and accessible;
- Rent income minus operating expenses for the rental property;
- Net royalties;
- Periodic receipts from estates or trusts;
- Regular disability payments;
- Net gambling or lottery winnings;
- Other periodic income.

### **Not Included in Family Income**

- Public assistance payments (i.e. Temporary Assistance to Needy Families (TANF), General Assistance, Refugee Cash Assistance (RCA), Supplemental Security Income (SSI), Supplemental Nutrition Assistance Program (SNAP), free and reduced lunch, Medicare, Medicaid, or housing assistance;

- Capital gains and losses;
- Any assets drawn down as withdrawals from a bank, the sale of property, a house or a car;
- Tax refunds;
- Gifts and awards;
- Loans;
- Lump-sum inheritances;
- One-time disability and death insurance payments or compensation for injury;
- Accident, health, and casualty insurance proceeds;
- Employer-paid or union-paid portion of health insurance or other employee fringe benefits;
- Food or housing received in lieu of wages;
- Value of food and fuel produced and consumed on farms;
- Imputed value of rent from owner-occupied non-farm or farm housing;
- One-time and limited unearned income;
- Payments received under the Trade Act of 1974;
- Subsidized adoption payments;
- Payments received on behalf of foster children;
- Other than OJT wages, payments made to participants while enrolled in employment and training programs, including Senior Community Service Employment Program (SCSEP) wages;
- Travel expense reimbursement;
- Financial assistance for education covered by Title IV of the Higher Education Act from such sources as Pell Grants, Iowa Technical Grants (ITG), and Supplemental Education Opportunity Grant (SEOG), as well as other state and local grants and scholarships;
- Educational assistance and compensation to veterans and other eligible persons under the following chapters of Title 38 of the U.S. Code:
  - Chapter 11: Compensation for Service Connected Disability or Death
  - Chapter 13: Dependency and Indemnity Compensation for Service Connected Deaths
  - Chapter 30: Montgomery GI Bill
  - Chapter 31: Training and Rehabilitation for Veterans with Service Connected Disabilities
  - Chapter 32: Post-Vietnam Era Veterans' Educational Assistance
  - Chapter 34: Veterans Educational Assistance
  - Chapter 35: Survivors' and Dependents' Educational Assistance
  - Chapter 36: Administration of Educational Benefits
  - Veterans Assistance (VA) Disability.

**Legal References**

- [TEGL 19-16, 21-16](#)

## Appendix F: Tests Determined to be Suitable for Use in the National Reporting System

### ***Adult Basic Education (ABE) Approved Assessments Allowable through June 30, 2019***

The following tests have been determined to be suitable for use at all Adult Basic Education (ABE) levels of the National Reporting System (NRS). These tests have approvals which expire on February 2, 2019, however may be used in the NRS during a sunset period ending on June 30, 2019:

| <b>Test</b>  | <b>Test Forms</b>  | <b>Delivery Format</b>  |
|--|--|-------------------------|
| Comprehensive Adult Student Assessment Systems (CASAS)<br>Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts—Secondary Level) | 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, and 952X | Paper<br>Computer-Based |
| Comprehensive Adult Student Assessment Systems (CASAS)<br>Life Skills Math Assessments—Application of Mathematics (Secondary Level)  | 31, 32, 33, 34, 35, 36, 37, 38, 505, and 506   | Paper<br>Computer-Based |
| General Assessment of Instructional Needs (GAIN)—Test of English Skills  | A and B  | Paper<br>Computer-Based |
| General Assessment of Instructional Needs (GAIN)—Test of Math Skills   | A and B  | Paper<br>Computer-Based |
| Massachusetts Adult Proficiency Test (MAPT) for Math   | N/A  | Computer-Adaptive       |
| Massachusetts Adult Proficiency Test (MAPT) for Reading  | N/A  | Computer-Adaptive       |
| Tests of Adult Basic Education (TABE 9/10)   | 9 and 10   | Paper<br>Computer-Based |
| Tests of Adult Basic Education Survey (TABE Survey)  | 9 and 10   | Paper<br>Computer-Based |

### ***Adult Basic Education (ABE) Approved Assessments Allowable through September 7, 2024***

The following test has been determined to be suitable for use at all Adult Basic Education (ABE) levels of the National Reporting System (NRS) until September 7, 2024:

| <b>Test</b>                                 | <b>Test Forms</b> | <b>Delivery Format</b>  |
|---|-------------------|-------------------------|
| Tests of Adult Basic Education (TABE 11/12) | 11 and 12         | Paper<br>Computer-Based |

### ***Adult Basic Education (ABE) Approved Assessments Allowable through February 5, 2025***

The following test has been determined to be suitable for use at all Adult Basic Education (ABE) levels of the National Reporting System (NRS) until February 5, 2025:

| Test   | Test Forms                                 | Delivery Format         |
|--|--|-------------------------|
| Comprehensive Adult Student Assessment System (CASAS) Reading GOALS Series | 901, 902, 903, 904, 905, 906, 907, and 908 | Paper<br>Computer-Based |

***English as a Second Language (ESL) Approved Assessments Allowable through February 2, 2021***

The following tests have been determined to be suitable for use at all English as a Second Language (ESL) levels of the National Reporting System (NRS) until February 2, 2021:

| Test   | Test Forms  | Delivery Format            |
|--|---|----------------------------|
| Basic English Skills Test (BEST) Literacy  | B, C, and D   | Paper                      |
| Basic English Skills Test (BEST) Plus 2.0  | D, E, and F   | Paper<br>Computer-Adaptive |
| Comprehensive Adult Student Assessment Systems (CASAS)<br>Life and Work Listening Assessments (LW Listening)   | 981L, 982L, 983L,<br>984L, 985L, and 986L   | Paper<br>Computer-Based    |
| Comprehensive Adult Student Assessment Systems (CASAS)<br>Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts—Secondary Level) | 27, 28, 81, 82, 81X,<br>82X, 83, 84, 85, 86,<br>185, 186, 187, 188,<br>310, 311, 513, 514,<br>951, 952, 951X, and<br>952X | Paper<br>Computer-Based    |
| Tests of Adult Basic Education Complete Language Assessment System-English (TABE/CLAS–E)   | A and B   | Paper                      |

**Legal References**

- [83 FR 47910](#)
- [82 FR 42339](#)
- [83 FR 5087](#)