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300 Background and Purpose

Local Workforce Development Boards (LWDBs) have a responsibility to oversee the provision of services for Youth under the Workforce Innovation and Opportunity Act (WIOA). This section provides policy for the LWDBs, and their staff, for use in the oversight of service providers and the implementation of WIOA Title I-B Youth program services.

The Youth program provides a comprehensive array of high-quality services, including career exploration and guidance, continued support of educational attainment, and training for employment within in-demand industries and occupations, to both In-School Youth (ISY) and Out-of-School Youth (OSY).

The program's goal is for the youth to obtain quality employment along a career pathway, enrollment in postsecondary education, or placement in a Registered Apprenticeship (RA) program, during participation or within a certain time after exit. The Youth program provides services to youth with barriers to employment, with a special focus on supporting the educational and career success of OSY.

301 Vision

The United States Department of Labor (DOL) envisions a no-wrong-door youth workforce system that offers seamless access to resources, programs, and wrap-around services; offers guaranteed paid work experiences for youth; and coordinates with critical partners who are committed to high-quality career pathways for young workers.

302 Applicable Law

WIOA of 2014 [Public Law \(P.L.\) 113-128](#); Code of Federal Regulations [20 § CFR 681](#); and Training and Employment Guidance Letters (TEGLs) [23-14](#), [08-15](#), [21-16](#), [21-16 Change 1](#), [09-22](#), [10-23](#), [02-14](#), [10-16, Change 3](#), and Training and Employment Notice (TEN) [22-19](#).

303 General Program Requirements

LWDBs must ensure the Youth program prepares participants to meet education and career goals. The following activities must be made available by the LWDB or their service providers, when appropriate:

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- A. Preparation for postsecondary education and training opportunities, including Registered Apprenticeship Programs;
- B. Strong linkages between academic instruction and occupational education;
- C. Preparation for unsubsidized employment opportunities along career pathways; and
- D. Strong connections to employers, including small employers, in-demand industry sectors, and occupations of the local and regional labor markets.

.01 Linkages to Community and Partners

The following linkages to the community partners must be made available by the LWDB and their service providers, when appropriate:

- A. Ensure parents, youth participants, and members of the community with experience in Youth programs are involved in its design and implementation;
- B. Make opportunities available to individuals who have successfully participated in the Youth program to volunteer and assist participants in the form of mentoring, tutoring, and/or other services; and
- C. Provide appropriate connections between the Youth program and the ARIZONA@WORK system that will foster participation with local youth, which includes but is not limited to:
 - 1. Local area justice and law enforcement officials;
 - 2. Local public housing authorities;
 - 3. Local education agencies;
 - 4. Local human service agencies;
 - 5. WIOA Title II adult education providers;

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6. Local disability-servicing agencies;
7. Job Corps representatives;
8. Representatives of other area youth initiatives, including those serving the homeless and private youth projects;
9. Coordination and provision of youth services;
10. Linkages to the job market and employers;
11. Access to information and the services for eligible youth listed in [Section 305](#) of this policy; and
12. Other activities designed to meet the purposes of the Youth program and youth services.

.02 Standing Youth Committee

LWDBs may choose to establish a standing youth committee. The purpose of the committee includes providing information to assist with planning, operations, oversight, and other issues related to the provision of services in the Youth program. The LWDB retains responsibility for all aspects of the youth program if the LWDB does not designate a standing youth committee.

.03 Out-of-School Youth Priority

DOL has approved Arizona’s request to waive the requirement that LWDBs must expend at least 75 percent of Youth program funds to provide services for OSY (see [Section 307.01](#) for OSY eligibility). Therefore, pursuant to the waiver, LWDBs must expend at least 50 percent of their Youth program funds for OSY (all State approved waivers are listed at [Title I Governance](#)).

LWDB service providers must verify the youth’s school status at the time of Youth program enrollment (see [Section 307.04](#) for school status). A youth who is not in school at the time of enrollment, and is subsequently placed in any school, is an OSY for the purpose of the 50 percent

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expenditure requirement for OSY (pursuant to the current waiver) throughout the youth’s participation in the program.

.04 Referrals

- A. Each LWDB must ensure that all youth who meet the eligibility criteria for the Youth program receive information about the full array of services available through the ARIZONA@WORK Job Centers and partners, as well as referrals to appropriate educational and training programs with the capacity to serve the applicant, either on a sequential or concurrent basis.
- B. Service providers must ensure that youth receive a referral to meet the basic skill needs and training needs of applicants who do not meet the eligibility requirements of a particular program or cannot be served by the program:
 - 1. For further assessment, as necessary; and
 - 2. To appropriate education and training programs, including co-enrollment with WIOA Title I Adult and Dislocated Worker (DW) services and other ARIZONA@WORK partners as appropriate, that have the capacity to serve them, either on a sequential or concurrent basis.

.05 Veterans Priority of Service Policy

LWDBs must establish local area policies and procedures that ensure appropriate services to veterans and eligible spouses.

- A. The local area policy must be consistent with the State’s Veterans’ Priority of Service Policy, (located on the [Title I-B Policy and Procedure Manual webpage](#), to ensure priority of service is implemented for veterans and eligible spouses who meet eligibility requirements in the Youth program, and for when staff identifies a veteran and/or eligible person, as described in [Veterans’ Program Letter No. 05-24](#), and in [TEGL 03-24](#) with a barrier to employment.

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- B. The appropriate referral of a veteran or eligible spouse must be reviewed, followed-up on, and documented.
- C. Local areas must establish a process for referring veterans with significant barriers to employment (SBE) and other eligible persons to the Jobs for Veterans State Grant (JVSG) program’s Disabled Veterans’ Outreach Program (DVOP), as described in [38 U.S. Code § 4103A\(a\)](#).

304 Procurement Requirements

LWDBs are responsible for identifying and selecting service providers best positioned to provide Youth program elements resulting in strong outcomes, pursuant to the Workforce Arizona Council “ARIZONA@WORK Job Center, One-Stop Operator and Service Provider Selection Policy”, located on the [ARIZONA@WORK](#) webpage.

305 Design Framework for Youth Services

LWDBs must describe the design framework for youth services, and how the 14 required program elements (see [Section 306](#) of this policy) will be provided within the design framework of the LWDB local plan.

Design framework services include:

- A. Outreach and recruitment
- B. Intake and eligibility determination
- C. Objective assessment (see [Section 309.03](#) of this policy)
- D. Development of an Individual Service Strategy (ISS)

The career planner, or other appropriate program provider staff, must develop an ISS in partnership with the youth at the start of the WIOA Youth program, and update it as needed (for more information, refer to [Section 309.03](#) of this policy).

- E. Career Planning



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Service providers must provide career planning for youth. Career planning uses a client-centered approach in the delivery of services designed to:

1. Prepare and coordinate the ISS for participants, and ensure access to workforce development activities and supportive services;
2. Provide job and career counseling during program participation and after job placement; and
3. Provide service(s) to participants for the time necessary to enter postsecondary education and/or unsubsidized employment.
 - a. There is no minimum or maximum time LWDBs can serve a youth under the Youth program.
 - b. Programs must link participation to the ISS and not to the timing of the youth service provider contracts or program years.

F. Follow-up Services

All youth participants must be provided a minimum of 12 months of follow-up services after the completion of participation. LWDBs must have policies in place for when a youth participant cannot be located or contacted. For additional follow-up requirements, see [Section 306.09](#) of this policy.

306 Fourteen (14) Youth Program Elements

LWDBs must ensure the 14 required Youth program elements are made available to participants. Local programs may leverage partner resources to provide some of the readily available program elements. The service providers of the LWDBs may not provide these program elements to individuals or expend Youth funds on these 14 elements prior to eligibility determination. To provide the 14 elements, LWDBs:

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- A. Are encouraged to partner with existing local, State, or national entities that can provide the program element(s) at no cost to the LWDB, as described at [20 CFR § 681.460](#).
- B. Must ensure that there is an agreement in place with a partner organization, to ensure a program element is offered when a specific element is not offered through Youth funds.
- C. Must ensure the element(s) being provided is/are closely connected with the objective assessment and the ISS, and coordinated with the Youth program.
- D. Are encouraged to provide mental health-related training for staff, to ensure that they are better prepared in providing the support needed for youth who are facing this type of challenge.

.01 Program Element 1: Tutoring, Study Skills Training, Instruction, Dropout Prevention

Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery services are strategies that lead to requirements for the completion of a secondary school diploma or High School Equivalency (HSE) diploma, including a certificate of attendance or similar documentation for youth with a disability or a recognized postsecondary credential.

- A. Tutoring, study skills training, and instruction that lead to a high school diploma are services reported under this element. These services may be provided on a one-on-one basis, in a group setting, or through resources and workshops. These services include:
 - 1. Providing academic support;
 - 2. Helping identify areas of academic concern;
 - 3. Assisting in overcoming learning obstacles; and
 - 4. Providing tools and resources to develop learning strategies.



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B. Secondary school dropout prevention strategies that lead to a high school diploma are also reported under this element. Services and activities are intended to keep a young person in school and engaged in a formal learning or training activity. Strategies include, but are not limited to:

1. Tutoring;
2. Literacy development;
3. Active learning experiences;
4. After-school opportunities; and
5. Individualized instruction.

.02 Program Element 2: Alternative Secondary School Services or Dropout Recovery Services

Alternative secondary school services and dropout recovery services are provided with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school diploma or a high school equivalency diploma.

- A. Alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language are provided to assist youth who struggle in traditional secondary education.
- B. Dropout recovery services are provided to youth who have dropped out of school. Services include credit recovery, counseling, and educational plan development.

.03 Program Element 3: Paid and Unpaid Work Experiences

Work experiences are planned, structured learning experiences that take place at a workplace, including a virtual setting, for a limited period of time. It can be paid or unpaid, as appropriate, and can take place in the private for-profit, the non-profit, or the public sector. A work experience provides

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the youth participant with opportunities for career exploration and skill development.

A. Work Experience Requirements

1. Labor standards apply in any work experience where an employee-employer relationship exists, as defined by the Fair Labor Standards Act (FLSA) or applicable State laws.
2. Work experience must include an academic and occupational education component, which refers to the contextual learning that accompanies the work experience. The academic and occupational education:
 - a. Includes information necessary to understand and work in specific industries and/or occupations;
 - b. May occur concurrently or sequentially with the work experience, inside or outside the work site, in a classroom setting, virtually, or other means;
 - c. May be provided directly by the work experience provider or by a different entity; and
 - d. Must be identified in the appropriate work experience agreement or contract.
3. LWDBs may provide the following types of work experience:
 - a. Transitional jobs
 - i. Time-limited work experience that is wage-paid and is subsidized up to 100 percent for youth with barriers to employment who are chronically unemployed or have inconsistent work history, as determined by the LWDB.
 - ii. May be provided in the public, private, or non-profit sectors.

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- iii. Are designed to enable a youth to establish a work history, demonstrate work success in an employee-employer relationship, and develop the skills that lead to unsubsidized employment.
- iv. Takes place within the context of an employee-employer relationship, in which the program provider generally acts as the employer.
- v. Employers providing transitional jobs are not required to retain the youth upon the completion of the transitional job; however, retention is preferred for the benefit of the worker and the employer.
- vi. If the LWDB includes transitional jobs for youth as part of its service delivery strategy, the LWDB needs to identify the appropriate employers and must develop policies that include the following:
 - Provisions on the amount of reimbursements for the jobs (up to 100 percent of the wage);
 - The supportive services to be offered;
 - Limits on the duration of the transitional job;
 - Definition of youth who are “chronically unemployed” or “have an inconsistent work history;” and
 - Process on how to identify chronically unemployed youth.
- vii. Staff must refer to [Section 306.03.D](#) of this chapter to review the work experience

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agreement and/or contract requirements between the employer and the youth service provider, conditions, and documentation.

viii. LWDBs who use only Youth funds to support transitional jobs are not subject to the 10 percent limitation required for transitional jobs activities using Adult and DW funds.

b. Summer employment opportunities and other employment opportunities available throughout the school year.

i. Summer employment opportunities must provide direct linkages to academic and occupational learning, including leadership development opportunities, tutoring, occupational skills training, etc., and may provide other elements and strategies, as appropriate, to serve the needs and goals of the participants.

ii. The summer employment administrator is not required to select employers through a competitive process for summer employment opportunities.

c. Pre-apprenticeship programs

A pre-apprenticeship program is designed to prepare individuals to enter and succeed in an apprenticeship program registered under the National Apprenticeship Act.

LWDBs must verify and maintain information on the type of credential offered and the pre-apprenticeship program's documented partnerships with Registered

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Apprenticeships. A pre-apprenticeship program includes:

- i. Training and curriculum that align with the skill needs of employers in Arizona or the region involved;
 - ii. Access to educational and career counseling, and other supportive services, directly or indirectly;
 - iii. Hands-on meaningful learning activities connected to education and training activities, such as exploring career options and understanding how skills acquired through the coursework can be applied toward a future career;
 - iv. Opportunities to attain at least one industry-recognized credential; and
 - v. A partnership with at least one or more Registered Apprenticeship programs that assist in placing individuals who complete the pre-apprenticeship into a registered apprenticeship.
- d. Internships and job shadowing
- Internships and job shadowing are both designed to increase career awareness opportunities, help model youth behavior through examples, and reinforce youths' link between academic learning and occupational work requirements.
- i. An internship is temporary; may be paid or unpaid, as appropriate; and is consistent with other laws, such as the FLSA.

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ii. A job shadow experience is a temporary work exposure, where the participant is not paid a wage, and which may last a few hours, days, weeks, or longer.

e. On-the-job training (OJT) opportunities

OJT is provided under a contract with an employer or registered apprenticeship program sponsor in the public, private non-profit, or private sector who is reimbursed a percentage of the wage rate of the participant being trained while engaged in productive work in a job. For more information on OJT, refer to WIOA Title I-B Training Services Policy (located on the [Title I-B Policy and Procedure Manual](#) webpage, under the "Policy and Procedure Manual" tab).

B. Work Experience Expenditure Requirements

LWDBs must expend not less than 20 percent of the WIOA Youth program funds allocated to the local areas for paid and unpaid work experience for ISY and OSY. The types of work experiences that meet this requirement include, but are not limited to:

1. Summer employment opportunities and other employment opportunities available throughout the school year;
2. Pre-apprenticeship programs;
3. Internships and job shadowing;
4. OJT opportunities;
5. Registered Apprenticeship programs; and
6. Transitional Jobs.

C. Allowable work experience expenditures that count towards the 20 percent expenditure requirement include the following:

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1. Wages or stipends paid for participation in a work experience;
 2. Staff time assisting with work experience activities, including:
 - a. Working with employers to identify and develop the work experience, including pre-apprenticeship and apprenticeship;
 - b. Managing the activity and working with employers to ensure a successful work experience; or
 - c. Evaluating the work experience.
 3. Participant and employer work experience orientation sessions;
 4. Classroom training or the required academic educational component directly related to the work experience;
 5. Incentive payments directly tied to the completion of the work experience;
 6. Employability skills/job readiness training to prepare the youth for the work experience; and
 7. Supportive services that enable a WIOA youth participant to participate in work experience.
- D. LWDBs must track program funds spent on both paid and unpaid work experience, including wages and staff costs for the development and management of work experiences, and report such expenditures on the WIOA fiscal reimbursement report line with the frequency for reporting in the Intergovernmental Agreement. The percentage of funds spent on work experience is determined by calculating the total local area Youth funds expended on work experience, rather than calculating the funds expended separately for ISY and OSY.

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- E. Local area administrative costs are not subject to the 20 percent minimum requirement.
- F. Leveraged resources must not be used to fulfill any part of the 20 percent minimum.
- G. The conditions of employment and training must be in full compliance with applicable federal, State, and local laws, including those identified in Exhibit 300C Work Based Learning Activities Federal, State and Laws, located on the [Title I-B Policy and Procedure Manual](#) webpage, under the “Exhibits - Policy and Procedure Manual” tab.
 - a. When there is an employee-employer relationship, the LWDB, the employer of record, and the worksite must comply with the [FLSA](#) or the [Arizona Minimum Wage Law](#), whichever is applicable.
 - b. LWDBs must ensure there is a written worksite agreement or contract between each employer offering the work experience, to verify compliance with WIOA and applicable regulations.
- H. No individual may be placed in a WIOA Title I-B employment activity if a member of the person’s family is directly supervising the individual;
- I. Work experience is not permitted to be carried out for the construction, operation, or maintenance of any part of a facility that is used for or to be used for sectarian instruction or a place of worship;
- J. The LWDB must ensure the worksite is not presently debarred, suspended, proposed for debarment, declared ineligible, or excluded by any federal department or agency;
- K. The participant must not be placed under the work experience agreement if:

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1. Any other individual is laid off from the same or equivalent job;
2. The employer has terminated any other regular, unsubsidized employee, or has otherwise caused an involuntary reduction within its own workforce with the intention of filling the vacancy with the WIOA Title I-B participant; or
3. The job is created in a promotional line that infringes in any way upon the promotional opportunities of any current employees.

.04 Program Element 4: Occupational Skills Training

Occupational skills training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by a certain occupational field at entry, intermediate, or advanced levels.

- A. LWDBs must offer priority consideration to training programs that lead to postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area. Such training must:
 1. Be outcome-oriented, and focused on an occupational goal specified in the ISS;
 2. Be of appropriate duration to impact the skills needed to meet the occupational goal; and
 3. Result in the attainment of a recognized postsecondary credential.
- B. The training program must meet requirements as per [Section 304](#) of this policy.
- C. Youth occupational skills training may be provided through the local workforce board or the contracted youth service provider,

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connecting the youth to a training provider if such training is identified on the youth’s individual service strategy.

D. LWDBs are encouraged to use Individual Training Accounts (ITAs) from providers on the State Eligible Training Provider List (ETPL). ITAs provide participants with a broader selection of the training program that best meets their needs. For more information on ITA requirements, see the WIOA Title I-B Training Services Policy, located on the [Title I-B Policy and Procedure Manual](#) webpage, under the “Policy and Procedure Manual” tab. An ITA may be issued, with a specified dollar amount, to provide training using Youth program funds based on the needs identified in the ISS as follows:

1. For an OSY when it has been determined the ITA is appropriate.
2. For an ISY pursuant to the current DOL approved waiver, and if allowed by the LWDB policy. (See the “Approved Waivers” tab on the [Title I-B Policy and Procedure Manual](#) webpage).
3. If an ITA is used to pay for the training, the training program must be listed as an approved program on the [Eligible Training Provider List \(ETPL\)](#).

E. Eligible youth may co-enroll in the WIOA Title I-B Adult or DW program, and other WIOA partner programs, if eligible, to meet this element and when their needs, knowledge, skills, and interests align with the Adult or DW or partner program.

.05 Program Element 5: Education Offered Concurrently with Workforce Preparation and Training for a Specific Occupation

Education offered concurrently with workforce preparation and training for a specific occupation is reflective as an integrated training model. This element is also referred to as Integrated Education or Contextualized Instruction. Service providers must only add this program element to the

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Service and Training (S & T) Plan in the system of record when the following integrated services are provided at the same time:

- A. Workforce participation activities;
- B. Basic academic skills; and
- C. Hands-on occupational skills training connected to a specific occupational cluster or career pathway.

.06 Program Element 6: Leadership Development Opportunities

Leadership development encourages responsibility, confidence, employability, self-determination, and other positive social behaviors. Participants must be engaged in the activity to count it as an activity required for enrollment, as described in [Section 309.02](#) of this policy.

Examples of leadership development opportunities include:

- A. Exposure to postsecondary educational possibilities;
- B. Community and service-learning projects;
- C. Peer-centered activities, including peer mentoring and tutoring;
- D. Organizational and teamwork training, including team leadership training;
- E. Training in decision-making, including determining priorities and problem solving;
- F. Citizenship training, including life skills training such as parenting and work-behavior training;
- G. Civic engagement activities which promote the quality of life in a community; and
- H. Other leadership activities that place youth in a leadership position (e.g., serving on the Standing Youth Committee), and positive social and civic behaviors as described in [20 CFR § 681.530](#).



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.07 Program Element 7: Supportive Services

Supportive services enable a youth to participate in Youth activities. For additional information, refer to WIOA Title I-B Supportive Services Policy, Section 400 (located on the [Title I-B Policy and Procedure Manual](#) webpage, under the “Policy and Procedure Manual” tab).

.08 Program Element 8: Adult Mentoring

LWDBs must make adult mentoring available, which may include matching a youth with an adult mentor, an employer, or an employee of the employer.

- A. LWDBs must ensure that adult mentoring for youth:
 - 1. Is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the participant;
 - 2. Lasts at least 12 months. This may occur during participation, as a follow up service after exit from the program, or both;
 - 3. Matches the youth with an individual mentor with whom the youth interacts on an in-person, face-to-face basis, if possible, or through electronic means if in-person face-to-face interactions are not feasible, and virtual interactions are deemed most appropriate for both the youth and the mentor; and
 - 4. Has appropriate policies and procedures in place to adequately screen and select mentors.
- B. Career Planners or other appropriate staff may serve as mentors when adult mentors are sparse.



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.09 Program Element 9: Follow-up Services

Follow-up services are critical services provided following a youth’s exit from the program, to help ensure that the youth is successful in employment and/or postsecondary education and training (refer to [Section 305.F](#) of this policy and the WIOA Youth Program Data Entry and Documentation Procedural Guide Exhibit 300B, located at the [Title I-B Policy and Procedure Manual](#) webpage).

This service may begin immediately following the last expected date of service in the Youth program (and other ARIZONA@WORK partner programs in which the participant is co-enrolled when no future services are scheduled).

- A. Follow-up services must be provided for at least 12 months, unless the participant declines follow-up services or cannot be located or contacted.
- B. Follow-up services may be provided beyond 12 months, at the discretion of the LWDB.
- C. The type of follow-up services to be provided, and the duration (whether or not longer than 12 months), must be determined based on the needs of the youth participant and may vary among participants.
- D. Follow-up services for youth may include:
 - 1. Supportive services;
 - 2. Adult mentoring;
 - 3. Financial literacy education;
 - 4. Services that provide Labor Market Information (LMI) and employment information for in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services;



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5. Regular contact with a youth participant's employer, including assistance in addressing work-related problems that might arise; and
 6. Activities necessary to ensure that the youth is successful in obtaining employment, and activities that help the youth prepare for and transition to postsecondary education and training.
- E. If a WIOA Title I-B youth is in the follow-up period, and is in need of services beyond those available through follow-up, the LWDB must either provide new services or re-enroll the participant into the Youth Program if the participant has exited.

.10 Program Element 10: Comprehensive Guidance and Counseling

As the youth workforce system plays a critical role in supporting the mental health of participants, comprehensive individualized guidance and counseling may be provided to youth participants to help alleviate additional barriers to education and work.

- A. Comprehensive guidance and counseling for youth participants include:
1. Drug and alcohol abuse counseling;
 2. Mental health counseling; and
 3. Referrals to partner programs, such as those that provide drug and alcohol abuse counseling and mental health counseling.
- B. When referring participants to necessary counseling that cannot be provided by the local Youth program or its service providers, the local Youth program must coordinate with the organization to ensure continuity of service in the WIOA Youth Program.
- C. The local Youth program may provide counseling services directly to participants, rather than referring the youth to partner programs,

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when the local program has appropriate staff or service providers with the expertise to deliver such services.

- D. To ensure that confidential information is protected, any medical information/records must be protected (refer to the WIOA Youth Program Data Entry and Documentation Procedural Guide Exhibit 300B located on the [Title I-B Policy and Procedure Manual](#) webpage).

.11 Program Element 11: Financial Literacy Education

Financial literacy education may include activities that:

- A. Support the ability of participants to create budgets, open initial checking and savings accounts at banks, and make informed financial decisions;
- B. Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- C. Teach participants about the significance of credit reports and credit scores, their rights regarding credit and financial information, how to determine the accuracy of a credit report and correct inaccuracies, and how to improve or maintain good credit and to make informed financial decisions;
- D. Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities, and to make informed financial decisions;
- E. Educate participants about understanding their rights and protections related to personal identity, ways to protect themselves from identity theft, and how to resolve cases of identity theft;
- F. Support activities that address the specific financial literacy needs of non-English speakers, including support provided through the development and distribution of multilingual financial literacy and education materials;

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- G. Support activities that address the specific financial literacy needs of youth with disabilities, including connecting them with benefits planning and work incentives counseling;
- H. Provide age-appropriate financial education that is timely, and provides an opportunity to put lessons into practice, such as accessing safe and affordable financial products that enable money management and savings; and
- I. Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions, enabling them to gain greater financial health and stability by using high-quality, age-appropriate, and relevant strategies and channels, including time and customized information, guidance, tools, and instruction, when possible.

.12 Program Element 12: Entrepreneurial Skills Training

Entrepreneurial skills training addresses the basics of starting and operating a small business.

- A. LWDBs must ensure that entrepreneurial skills training develops the skills associated with starting and operating a small business that may include, but are not limited to, the ability to:
 - 1. Take initiative;
 - 2. Creatively seek out and identify business opportunities;
 - 3. Develop budgets and forecast resource needs;
 - 4. Understand various options for acquiring capital, and the trade-offs associated with each option; and
 - 5. Communicate effectively, marketing oneself and one's ideas.
- B. Approaches that may be used to teach youth entrepreneurial skills include:

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1. Entrepreneurial education programs that introduce the values and basics of starting and running a business, guiding youth through the development of a business plan, and using simulations of business start-up and operation.
2. Enterprise development that provides support and services to encourage and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurial education, helping youth access loans or grants that are needed to begin business operations and providing more individualized attention to the development of viable business ideas.
3. Experience-based programs that provide youth with the ability to gain experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business or may facilitate placement in apprenticeship or internship positions with adult entrepreneurs in the community.

.13 Program Element 13: Services that Provide Labor Market Information

LWDBs must provide services that include LMI and employment information for in-demand industry sectors or occupations in the LWDA, such as career awareness, career counseling, and career exploration services.

- A. Service providers must be familiar with State and federal LMI data and tools.
- B. In general, career awareness is the process of developing an understanding of different careers and occupations available, which includes information on skill requirements, working conditions, training prerequisites, and job opportunities across a wide range of industry sectors.

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- C. Career exploration is the process in which a youth chooses an educational path, training, or job which fits their interests, skills, and abilities.
- D. Career counseling or guidance provides advice and support in making decisions about what career paths to take. Career counseling services may include:
 - 1. Providing information on, or assistance with, resume preparation;
 - 2. Assisting with interviewing skills;
 - 3. Finding potential opportunities for job shadowing; and
 - 4. Informing of long-term benefits from postsecondary education and training (e.g., increased earning power and career mobility).

.14 Program Element 14: Postsecondary Preparation and Transition Activities

Postsecondary preparation and transition activities prepare youth for advancement to postsecondary education and training, after completing a high school diploma or its recognized equivalent. Services include exploring postsecondary education options, including technical training schools, community colleges, four-year colleges, universities, and registered apprenticeships. Additional services include, but are not limited to:

- A. Assisting youth to prepare for the Scholastic Assessment Test (SAT)/American College Test (ACT);
- B. Assisting with college admission applications;
- C. Assisting with scholarship/grant searches and applications;
- D. Assistance in completing financial aid applications and following changing guidelines; and



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- E. Connecting youth to postsecondary education programs.

307 Eligibility Determination

At the time of eligibility determination, service providers must determine if the youth meet the ISY or OSY criteria to participate in the Youth program. Youth funds may be expended on outreach and recruitment, or on assessment for eligibility determination (e.g., assessing basic skill levels), prior to eligibility determination.

.01 Out-of-School Youth

- A. An individual meets the definition of OSY ([WIOA P. L § 3\(46\)](#), [129\(a\)\(1\)\(B\)](#) and [20 CFR § 681.210](#)) if the youth is:
1. Not attending school (see [Section 307.04](#) of this chapter);
 2. Between 16 and 24 years old at the time of enrollment; and
 3. One or more of the following:
 - a. A school dropout (refer to [Section 307.03.C](#) of this policy);
 - b. A low-income individual (refer to [Section 307.07.C](#) of this policy), with a secondary school diploma or its recognized equivalent, and is either:
 - i. Basic Skills Deficient (BSD) [refer to [Section 307.03.A](#) of this policy]; or
 - ii. An English Language Learner (ELL) [refer to [Section 307.03.B](#) of this Policy].
 - c. An offender (refer to [Section 307.03.D](#) of this policy);
 - d. Homeless and/or a runaway youth (see [Section 307.03.E](#) of this policy);
 - e. In foster care or has aged out of the foster care system, or has attained the age of 16 years old and

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left foster care for kinship guardianship or adoption, a child eligible for assistance under [Section 477 of the Social Security Act](#) (42 U.S.C. 677), or in an out-of-home placement;

- f. Pregnant or parenting (refer to [Section 307.03.F](#), and [307.03.G](#) of this policy);
- g. An individual with a disability (See the Equal Opportunity and Nondiscrimination Policy, for the definition. The policy is located on the [Title I-B Policy and Procedure Manual](#) webpage, under the “Policy and Procedures Manual” tab); or
- h. A low-income individual, as described in [WIOA P. L § 3\(36\)](#), who requires additional assistance to enter or complete an education program or to secure or hold employment as defined by the LWDB local plan and policy (see also [Section 307.06](#) of this chapter).

B. Participants who are found eligible as an OSY may continue to receive services beyond the age of 24, once they are enrolled in the Youth program.

.02 In-School Youth

- A. An individual meets the definition of ISY ([WIOA P. L § 3\(27\)](#), [129\(a\)\(1\)\(C\)](#) and [20 CFR § 681.220](#)) if the youth is:
 - 1. Attending secondary or postsecondary school, as defined by State law;
 - 2. Between 14 and 21 years old at the time of enrollment.
 - a. The age requirement is extended for youth with disabilities as school districts must provide programs and services to eligible youth with disabilities attending secondary school until they reach the age of 22.

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- b. A youth with a disability who turns 22 years old during the school year must continue to receive services from the school district until the end of the school year ([ARS 15-764](#)).
- 3. Low-income (refer to [Section 307.07.C](#) of this policy), and presents at least one of the following eligibility barriers:
 - a. Basic skills deficient (refer to [Section 307.03.A](#) of this policy);
 - b. An English language learner (refer to [Section 307.03.B](#) of this policy);
 - c. An offender (refer to [Section 307.03.D](#) of this policy);
 - d. A homeless individual and/or runaway youth, or child (see [Section 307.03.E](#) of this policy);
 - e. In foster care or who has aged out of the foster care system, or has attained the age of 16 years old and left foster care for kinship guardianship or adoption, a child eligible for assistance under Section 477 of the [Social Security Act \(42 U.S.C. 677\)](#), or in an out-of-home placement;
 - f. Is pregnant or parenting (refer to [Section 307.03.F](#) and [307.03.G](#) of this policy);
 - g. An individual with a disability (See the Equal Opportunity and Nondiscrimination Policy, for the definition. The policy is located on the [Title I-B Policy and Procedure Manual](#) webpage, under the “Policy and Procedures Manual” tab); or
 - h. Requires additional assistance to enter or complete an education program or to secure or hold employment as defined by the LWDB local plan and policy (refer to [Section 307.05](#) of this policy).

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- B. If a youth turns 21 years old during participation, the youth may continue to receive services.
- C. Individuals who are 22 years of age and older, who are attending postsecondary education, do not meet the age requirement for ISY (14-21 years old) and do not meet the Youth program eligibility requirements. These individuals may be served by the Adult Program.

.03 Eligibility Barrier Definitions

- A. A youth is basic skills deficient when:
 - 1. The youth reads, writes English, or computes or solves math problems at or below an **eighth-grade level** on a generally accepted standardized test; or
 - 2. The youth is unable to read, write, or speak English, or compute or solve math problems, at a level necessary to function on a job, in the youth's family, or in society, as determined in the LWDB's policies.
- B. English Language Learner (ELL)
 - 1. Defined under [WIOA Section 203\(7\)](#) as an individual who has limited ability in reading, writing, speaking, or comprehending the English language, and:
 - a. Whose primary language is other than English; or
 - b. Who lives in a family or community environment where the dominant language is other than English.
 - 2. When assessing a youth for BSD as an ELL, formalized assessments, observation, and interviews may be used.
 - a. These assessment instruments must be valid and appropriate.

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- b. Reasonable accommodations must be provided, as needed, in the assessment process and, if necessary, for individuals with disabilities.
 - c. Observations must be included in the objective assessment and case notes.
- C. A dropout is defined as an individual who is no longer attending school and who has not received a secondary diploma or its recognized equivalent. Individuals who have dropped out of postsecondary education are not considered “dropout” for purposes of Youth program eligibility.
- D. An offender is defined as an adult or juvenile who:
 - 1. Is or has been subject to any stage of the criminal justice process, and for whom services under this act may be beneficial; or
 - 2. Requires assistance overcoming barriers to employment, resulting from a record of arrest or conviction.
- E. Homeless or runaway youth are defined as individuals between the ages 14 to 24, who lack a fixed, regular, and adequate nighttime residence.
 - 1. Meets the criteria defined in Section 41403(6) of the [Violence Against Women Act of 1994 \[42 U.S.C. 14043e-2\(6\)\]](#); or
 - 2. Meets the criteria defined in Section 725(2) of the [McKinney-Vento Homeless Assistance Act \[\(42 U.S.C. 11434a\(2\)\)\]](#).
- F. Parenting includes either a custodial or non-custodial mother or father. When a youth is within the Youth program age-eligibility requirements, the age at which the youth became a parent does not factor into the definition of parenting.
- G. A pregnant individual only includes the expectant mother.



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.04 School Status

School status is determined at the time of enrollment. The enrollment process may occur over a period of time and, as such, service providers must determine school status when the eligibility determination portion of the program enrollment is made. Once the school status of the youth is determined, the status remains the same throughout the youth’s participation.

- A. Youth who are temporarily not attending school because the school is on break (winter, spring, fall, or summer break), but who are enrolled to continue school after the break, are considered to be attending school and may only be enrolled as ISY. The same applies when the youth is planning to attend a different school after the break.
- B. When a youth is in the Youth program, between high school graduation and postsecondary education, the youth is considered in-school *if they registered for classes*, even if the youth has not yet begun postsecondary classes at the time of the Youth program enrollment.
- C. If the youth graduates from high school and registers for postsecondary education, but does not eventually follow through with attending postsecondary education, the youth would be considered an OSY.
- D. When a youth is enrolled in any credit-bearing postsecondary education classes, including credit-bearing community college classes and continuing education classes, the youth is considered attending postsecondary education and is an ISY. If the youth is only enrolled in non-credit-bearing postsecondary classes, the youth would not be considered to be attending postsecondary school and is an OSY.
- E. For the purposes of Youth programs, providers of adult education under Title II of WIOA, YouthBuild programs, the Job Corp program, HSE programs, and dropout re-engagement programs

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are not considered to be schools for purposes of determining school status. However, there is one exception- youth attending HSE programs, including 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.

- F. Youth who are participating in online secondary and postsecondary school are considered to be attending school. Likewise, youth who are homeschooled or attending public, private, or chartered secondary/postsecondary schools are considered to be attending school.
- G. A youth who is within the age of compulsory school attendance, but who has not attended school for at least the most recent complete quarter or semester, is an OSY. The definition of a quarter or semester is based on how a local school district defines the terms.

.05 In-School Youth who Require Additional Assistance Criterion

Pursuant to [20 CFR § 681.310](#), LWDBs must ensure that the eligibility criterion “requires additional assistance to enter or complete an educational program or to secure and hold employment” is limited to five percent of all ISY enrollments during a program year.

- A. An LWDB’s staff and its service providers must track ISY enrolled in the program each year, to ensure that no more than five percent are enrolled using this criterion as per [20 CFR § 681.310\(b\)](#).
- B. An LWDB’s staff and its service providers must ensure the “requires additional assistance to complete an educational program, or to secure and hold employment” is only used when it is the youth’s only eligibility barrier.
- C. Each LWDB must define this criterion in the local plan and in the LWDB’s policies as per [20 CFR § 681.310\(a\)](#).
- D. LWDB policies must be reasonable, quantifiable, and based on evidence that specifies characteristics of the youth identified in policy objectively requiring additional assistance.

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- E. The five percent limitation is based on new ISY enrollees in a program year, rather than all ISY served in a program year [[20 CFR § 681.250\(c\)](#)]. This means that one youth, for every 20-youth enrolled, is using the “requires additional assistance” criterion.
- F. LWDBs should focus on serving ISY who are eligible based on other criteria, such as homelessness, disability, being in foster care, or being an offender, to prevent exceeding the five percent limit as described in section E above.

.06 Out-of-School Youth who Require Additional Assistance Criterion

LWDBs must ensure that their policy and local plan define the OSY eligibility criterion “requires additional assistance to enter or complete an educational program or to secure and hold employment” in accordance with [20 CFR § 681.300](#).

.07 Low-Income Requirements

As provided in [20 CFR § 681.250](#), the low-income youth requirements apply as follows:

- A. All ISY must be low-income, unless included in the five percent low-income exception (refer to [Section 307.08](#)).
- B. For OSY, the low-income requirements apply only to the following categories:
 - 1. When the youth is a recipient of a secondary school diploma, or its recognized equivalent, who is either basic skills deficient (refer to [Section 307.03.A](#) of this policy) or an English language learner (refer to [Section 307.03.B](#) of this policy); and
 - 2. Is an individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.
- C. Low-income is defined in [WIOA Section 3\(36\)](#). A low-income youth is an individual who:

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1. Receives or has received, or is a member of a family that receives or has received, in the past six months, assistance through:
 - a. The Supplemental Nutrition Assistance Program (SNAP), established under the [Food and Nutrition Act of 2008 \(7 U.S.C. 2011 et seq.\)](#);
 - b. The program of block grants to States for the temporary assistance for needy families (TANF) program under part A of Title IV of the Social Security Act ([42 U.S.C. 601 et seq.](#));
 - c. The Supplemental Security Income (SSI) program, established under Title XVI of the Social Security Act ([42 U.S.C. 1381 et seq.](#)); or
 - d. State or local income-based public assistance.
2. Is in a family where the total includable family income does not exceed the higher of “a or b” below (staff should refer to [Section 307.07.D](#) of this chapter for included and excluded income, and to [Section 307.07.E](#) of this chapter for the definition of family):
 - a. The federal poverty line guidelines; or
 - b. 70 percent of the US DOL Lower Living Standard Income Level (LLSIL) for each program year.
3. Qualifies as a homeless individual who lacks a fixed, regular, and adequate nighttime residence (refer to [Section 307.03.E](#) of this policy);
4. Is a foster child for whom State or local government payments are made;
5. Receives free or reduced price lunch under [Richard B. Russell National School Lunch Act \(42 U.S.C. 1751 et seq.\)](#). Low-income does not automatically include the following:

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- a. Youth who receive free lunch through the [Summer Food Service Program \(SFSP\)](#); or
 - b. Students who attend schools that are eligible for the Community Eligibility Provision (CEP) of the [Healthy, Hunger-Free Kids Act of 2010](#).
6. Is an individual with a disability whose own income meets the low-income requirements listed under Sections [307.07.C.2.a](#) or [307.07.C.2.b](#) of this chapter, but who is a member of a family where the total income does not meet the low-income requirements. The youth can be counted as a family of one, so that the youth's income meets the low-income requirement; or
7. Is a youth who lives in a high poverty area, as determined by the American Community Survey (refer to [Section 308.02](#) of this policy).
- D. Income Included/Excluded in the Calculation
- For types of income that must be included or excluded from the income calculations when determining low-income status, refer to Exhibit 100.2 (located on the [Title I-B Policy and Procedure Manual](#) webpage, under the "Exhibits - Policy and Procedures" tab).
- Exclusions are based on WIOA Title I-B definitions and/or exclusions listed in the U.S. Department of Health and Human Service Poverty Income Level, and the US DOL 70 percent LLSIL.
- E. Family is defined as two or more individuals, related by blood, marriage, or decree of court, who are living in a single residence and who are, pursuant to [20 CFR § 675.300](#), included in one or more of the following categories:
1. A married couple and dependent children;
 2. A parent or guardian and dependent children; or
 3. A married couple.

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- F. A dependent is defined (using the [Internal Revenue Service definition](#)) as a child who is:
1. Under age 19; or
 2. A full time student younger than 24 years old as of the end of the previous calendar year; or
 3. Permanently and totally disabled. (Under the IRS definition, there is no age limit for a permanently and totally disabled child.)
- G. When a youth is not living in a single residence with other family members, the youth is not considered a member of the family for the purpose of WIOA Title I-B income calculation.

.08 Low-Income Exception

WIOA allows a low-income exception where a youth who would ordinarily be required to be low-income, for eligibility purposes, may be enrolled in the program.

- A. While the youth is not required to meet income eligibility requirements, the youth must still meet all other eligibility criteria.
- B. The five percent is calculated using the combined total of ISY and OSY.
- C. The percentage of the low-income exception will be calculated based on the percent of newly enrolled youth in the LWDB's WIOA Title I-B Youth program, in a given program year, who would ordinarily be required to meet the low-income criteria ([20 CFR § 681.310.b](#)).
- D. Service providers must follow their LWDB's policy and/or process to ensure that the five percent low-income enrollment limit has not been exhausted.



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308 Documentation for Eligibility, General Requirements

Service providers must ensure documentation regarding eligibility determination is recorded and uploaded into the system of record in a timely manner. For procedures on how to upload documents, please refer to the WIOA Youth Program Data Entry and Documentation Procedural Guide Exhibit 300B, located at the [Title I-B Policy and Procedure Manual webpage](#), under the “Exhibits - Policy and Procedure Manual” tab.

- A. To determine if a youth must be low-income, staff must first consider whether the participant is an OSY or an ISY, as described under Section [307.01](#) and [307.02](#) of this policy.
- B. When low-income status is not an eligibility determinant, and is not triggered during the eligibility determination, service providers must limit documentation requests to what is needed to determine eligibility.
- C. For documents with personally identifiable information (PII), medical documentation, or information regarding participants enrolled in the Arizona Address Confidentiality Program (ACP), staff must refer to [308.01.D](#) of this section and to [Section 314](#) of this policy.

.01 Source Documentation Requirements

- A. The WIOA Title I-B Youth Program Eligibility Checklist (see Exhibit 300A listed under the [Title I-B Policy and Procedure Manual](#)) identifies source documents which are used to verify eligibility requirements.
- B. When the verification document cannot be obtained, staff may use the WIOA Title I-B Applicant Statement WIO-1027A (Exhibit 100B listed under the [Title I-B Policy and Procedure Manual](#), or any other form of self-attestation as allowed under the WIOA Title I-B Youth Program Eligibility Checklist, for all eligibility criteria, except for documenting basic skills deficiency.

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- C. If additional documentation is required from the youth, as determined by the WIOA Title I-B Youth Eligibility Checklist (Exhibit 300A, located at the [Title I-B Policy and Procedure Manual](#)), service providers:
1. Are encouraged to provide services while waiting on the documentation from the youth, after the youth has begun to receive services subject to [TEGL 10-23](#).
 2. May use supportive services funds to assist the youth in obtaining required documents, following the LWDB's policies.
 3. Must ensure that all youth between the ages of 14-17 have an applicant statement, signed by their parent, guardian, or a responsible adult, included in their file (electronic, etc.). By signing the form, the youth's parent, guardian, or a responsible adult:
 - a. Gives permission for the youth to participate in the program; and
 - b. Verifies that the information on the form is accurate. The WIOA Title I-B Applicant Statement WIO-1027A (Exhibit 100B) may be used for this purpose.
- D. The DES requires that for purposes of authorizing a minor to participate in the WIOA programs, the signature of a parent, guardian, or "other responsible adult" specifically authorized by a parent or guardian to have custody or control of a minor is required, unless as specified under number 6 listed below. The definition for "other responsible adult" includes any of the following:
1. A relative with whom the youth resides;
- A relative is typically a family member related by blood (e.g., aunt, uncle, grandparents, etc.), marriage, or adoption, such as parents, siblings, spouses, and children. It can include extended family if they are closely involved in the youth's life.

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2. An adult who has been delegated custodial or administrative responsibilities in writing, either temporarily or permanently, by the parents or by an appropriate agency;
 3. An agency or organization representative who is in a position to know and/or understand the youth's circumstances (i.e., the inability to obtain a parent's or guardian's signature authorizing participation). Examples include a clergy person, a school teacher, or other school official, a probation or other officer of the court, a foster parent;
 4. A representative of an agency which provides support services to the youth and is aware of the youth's circumstances that are preventing the parent or guardian signature, such as social workers, homeless shelter officials, child protective services workers, health clinic officials; or
 5. Other cases with extenuating circumstances involving "other responsible adults" are allowed, but must be submitted to, and approved by the Local Workforce Development Board (LWDB) under the LWDB policy.
 6. Exceptions apply for emancipated youth, or minors who are married and are no longer under parental and/or responsible adult control.
- E. Documents required for eligibility and data validation must be uploaded to the system of record:
1. If the document contains PII that is not needed for eligibility or data validation, the PII must be redacted before uploading.
 2. Documents that contain medical information must not be uploaded, and must be maintained in a separate, secure file.



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.02 High Poverty Areas

Youth living in high poverty areas are automatically considered low-income individuals (refer to the [WIOA Youth Program Data Entry and Documentation Procedural Guide](#) Exhibit 300B).

.03 Selective Service Requirements

Each LWDB is responsible for determining the Selective Service status of male youths 18 years of age and older prior to program enrollment (refer to the [WIOA Youth Program Data Entry and Documentation Procedural Guide](#) Exhibit 300B).

.04 Work Authorization Verification Requirements

- A. Work authorization eligibility must be verified as per TEGL 10-23, before providing certain WIOA services, to ensure that individuals are legally permitted to work in the United States. This verification is required before the following services can be delivered:
 - 1. Job Placement;
 - 2. Occupational Post-Secondary Training;
 - 3. Work Experience; or
 - 4. Supportive services that represent a direct financial benefit such as a voucher or reimbursement, relocation expenses, or needs-related payments.
- B. Staff must include a case note confirming that the applicant presented, and that staff verified, acceptable sources for work authorization, identifying the source (documents or online) reviewed, the date reviewed, and name of the staff who conducted the verification.
- C. Documents should not be retained or uploaded unless they are needed for eligibility determination and/or data validation. If retained or uploaded, any Personal Identifiable Information (PII)

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included on the document, that is not needed for eligibility determination and/or data validation, must be redacted.

309 Registration, Enrollment and Data Entry

WIOA addresses an important distinction between registration in the system and enrollment into the Youth program, which includes the circumstances in which a youth must be registered in the system and enrolled in the Youth program ([20 CFR § 677.150](#)). For additional information, refer to the WIOA Youth Program Data Entry and Documentation Procedural Guide Exhibit 300B located at the [Title I-B Policy and Procedure Manual](#) webpage, under the “Exhibits - Policy and Procedure Manual” tab.

.01 Registration

- A. Registration in the State’s system of record occurs when a youth, or service staff assisting a youth, creates an account that includes a complete data demographics.
- B. Registration in the system of record must occur when a youth meets specific reporting criteria for the program and has taken an action that demonstrates an intent to use program services. This includes youth who:
 - 1. Provide identifying information;
 - 2. Use the self-service system:
 - a. The self-service system includes independently accessing any workforce development program’s information, either:
 - i. In a physical location, such as an ARIZONA@WORK Job Center resource room or partner agency; or
 - ii. Remotely, using electronic technologies.

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- b. Virtual services that provide a level of service, beyond independent job search or seeking information on behalf of a youth, would not qualify as self-service.
3. Receive information-only services or activities. These services or activities include readily available information that does not require a staff-member assessment of the youth's skills, education, and career objective. Examples of information-only services and activities provided include:
 - a. LMI;
 - b. The unemployment rate;
 - c. Information on businesses that are hiring or reducing their workforce;
 - d. Information on high-growth industries; and
 - e. Referrals, other than those to employment.

.02 Enrollment

Under WIOA Title I-B, all participants are reportable individuals. However, in order for a youth to become a participant, the program requirements below must occur ([20 CFR § 681.320](#)):

- Eligibility determination;
 - Provision of an objective assessment;
 - Development of an ISS; and
 - Receipt of at least one of the 14 WIOA Youth program elements identified in [Section 129\(c\)\(2\) of WIOA](#).
- A. Enrollment must occur when a youth requires services beyond self-service or information-only services and activities. The program enrollment will depend on the participant's eligibility (see [Section 307](#) of this policy). Examples of services that require significant staff involvement include the staff member's assessment of the

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youth's skills, education, or career objectives, to achieve any of following, by assisting the youth in:

1. Deciding on appropriate next steps in the search for employment, training, and related services, including job referrals;
 2. Assessing barriers to employment; or
 3. Accessing other related services necessary to enhance employability and individual employment needs.
- B. Enrollment in the Youth program includes the collection of documentation to support eligibility determination and services described under [Section 309.02](#) of this chapter (users must refer to the [WIOA Youth Program Data Entry and Documentation Procedural Guide](#) Exhibit 300B for services that must be added to the system of record).
- C. When pending enrollments are not approved within 30 calendar days, the system of record requires redetermination of the youth's eligibility, which includes collection of new/updated verification documentation for eligibility determination. LWDBs must develop local policies that address the timely entry of enrollments in the system of record.
- D. Transactions relating to Youth program-provided activities and services must be entered or updated in the system of record promptly and accurately.
- E. When staff enroll a 24 year-old in the Youth program, the staff member must ensure that all services listed in [Section 309.02](#) of this chapter have been added to the system of record prior to the youth's 25th birthday, or the system will prevent the youth's enrollment in the program.
- F. At the time of enrollment, youth must be informed that follow-up services will be provided for 12 months following exit.



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.03 Program Design Requirements: Objective Assessment and ISS

The WIOA Youth program design requires an objective assessment of academic and occupational skill levels, service needs, and the strengths of each youth participant, for the purpose of identifying appropriate services and career pathways for participants and to collect information for the ISS.

LWDBs or Youth program providers must provide an objective assessment to each youth participant (refer to the [WIOA Youth Program Data Entry and Documentation Procedural Guide](#) Exhibit 300B for the process).

- A. The objective assessment may be directly linked to one or more performance accountability measures for youth, as specified in [20 CFR § 677.150](#).
- B. A new objective assessment is not required if one has already been completed with a partner program, even if that objective assessment is older than six months, if its use is deemed appropriate, and as allowed by the LWDB policy.
- C. The ISS is based on the objective assessment that specifies which of the 14 program elements are needed to assist the participant in meeting the youth’s educational and career goals.
- D. The ISS must be directly linked to one or more WIOA indicators of performance described in [WIOA Section 116\(b\)\(A\)\(ii\)](#).
 - 1. The ISS must include identification of appropriate career pathways including:
 - a. Educational goals;
 - b. Employment goals, including non-traditional employment, taking into consideration career planning and the results of the objective assessment; and
 - c. Appropriate achievement objectives and services for the participant.

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- d. Career pathways are a combination of rigorous and high-quality education, training, and other services that assist the youth participant in preparing for a career [[WIOA Section 3\(7\)](#)].
- 2. The ISS is a living document and must be updated, as needed, to reflect progress, status, and changes. The information of the ISS must not be identical among participants, as it is an individualized roadmap matching the participant's unique needs, career, and educational objectives. It must:
 - a. Be flexible, realistic, and broaden opportunities for the youth; and
 - b. Coincide with case notes and services in the system of record.
- 3. A new ISS is not required if a partner program has completed an ISS with the participant in the last six months and its use is deemed appropriate by the LWDB.

.04 Co-Enrollment

Co-enrollment means enrollment in more than one program at a time. Therefore, the LWDB must be receptive to the needs of these programs and their customer groups. Co-enrollment allows additional resources for training and financial support, enhanced service delivery, and increased customer support, which result in greater participant outcomes. When co-enrollment occurs, program service staff must ensure that there is no duplication of services.

- A. Youth who are age 18 and/or older may be co-enrolled in the WIOA Title I-B Adult program. Youth may also be enrolled in the Title I-B DW program if eligibility requirements are met. There is no requirement that the youth must be 18 years old for co-enrollment in the DW Program. LWDB staff and service providers must refer to

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the procedures found in the [WIOA Youth Program Data Entry and Documentation Procedural Guide](#) Exhibit 300B.

- B. WIOA Title I-B youth participants may be co-enrolled with the following partner programs:
1. Adult Education and Literacy Programs;
 2. Employment Service (ES)/Wagner-Peyser Program, including those Title III participants who are receiving Reemployment Services and Eligibility Assessment services;
 3. Migrant and Seasonal Farmworkers (MSFW) Program, at the point of entry to the ARIZONA@WORK system, to assure equity of services is provided;
 4. Vocational Rehabilitation Services;
 5. TANF Jobs Program;
 6. YouthBuild;
 7. Job Corps;
 8. Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T)/Supplemental Nutrition Assistance Program Career Assessment Network (SNAP CAN);
 9. Indian and Native American Programs (WIOA Section 166);
 10. Trade Adjustment Assistance (TAA) Program; or
 11. Other ARIZONA@WORK Partner Programs.

310 Transferring of a Participant to Another LWDB

When a participant requests to be transferred to another LWDB's WIOA Title I-B Adult, DW, or Youth program, due to relocation or any other reason, service provider staff from both areas (transferring and receiving) must exercise due diligence to assist the participant and follow the steps listed under Exhibit 100.5

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(located on the [Title I-B Policy and Procedure Manual webpage](#), under the “Exhibits – Policy and Procedures” tab).

311 Serving Youth Outside the LWDA

In Arizona, there are no geographical boundaries in providing services to individuals interested in any WIOA Title I-B program, regardless of the individual’s zip code and/or address. Individuals may apply for services at any ARIZONA@WORK Job Center. LWDBs:

- A. Must not create policies that prohibit serving individuals who live outside their Local Workforce Development Area (LWDA).
- B. Must utilize the LLSIL levels assigned for the local area where the applicant resides to determine eligibility (refer to Exhibit 100C for the LLSIL) and refer to the WIOA Title I-B Youth Eligibility Checklist (Exhibit 300A) for eligibility documentation. The Exhibits are located on the [Title I-B Policy and Procedure Manual](#) webpage, under the “Exhibits – Policy and Procedures” tab).

312 Incentive Payments

LWDBs may use incentive payments for recognition and achievements directly related to training activities and work experiences. Each LWDB must have written policies and procedures governing the awarding of incentive payments.

- A. LWDB policies and procedures must ensure that incentive payments are directly tied to work experience, education, or training, and are outlined in writing before the commencement of the program that may provide incentive payments.
- B. Each LWDB’s policies and procedures that govern the awarding of incentive payments must align with the local program’s organizational policies with the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards ([2 CFR part 200](#) and [2900](#)), and WIOA Fiscal Policy, Chapter 3, Section 100 (located on the [Title I-B Policy and](#)

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[Procedure Manual](#) webpage, under the “Policy and Procedure Manual” tab).

313 Managing a Caseload (Exits and Exclusions from Performance)

The system of record will exit youth who have not received a qualifying participant level service funded by the Youth program for 90 consecutive calendar days. Once a participant has exited, eligibility must be redetermined to receive WIOA youth services.

A. General Exit Policies

1. The date of exit is the last day a qualifying participant level service was provided to a participant. The date of exit is set by the system of record, and it must not be recorded manually.
 - a. The date of exit cannot be determined until at least 90 consecutive days have elapsed since the participant last received services; and
 - b. There are no scheduled future services.
2. There is no minimum or maximum time a youth can participate in the WIOA Youth program. Participants must not be exited based on arbitrarily imposed criteria (e.g., the end of the program year). Instead, LWDBs must ensure that services are provided to a participant for the amount of time necessary, based on the ISS, to ensure successful preparation to enter postsecondary education and/or unsubsidized employment and link the participation to the ISS ([20 CFR § 681.450](#)).

B. Program Exit Requirements

LWDB service providers must close services in a timely manner. If services have not been closed manually, the case will close automatically in the system of record, pursuant to the procedures found at the WIOA Youth Program Data Entry and Documentation

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Procedural Guide Exhibit 300B located on the [Title I-B Policy and Procedure Manual](#) webpage, under the “Exhibits - Policy and Procedure Manual” tab.

C. Exclusionary Exits

Exclusions are applied to performance reporting at exit (refer to the [WIOA Youth Program Data Entry and Documentation Procedural Guide](#) Exhibit 300B for any other requirements). The participant will not be counted in performance if they exit the Youth program for any of the following reasons:

1. Institutionalized – The participant becomes incarcerated in a correctional institution or has become a resident of a facility providing 24-hour support, such as a hospital or treatment center, during the course of receiving services as a participant.
2. Health/Medical – The participant is receiving medical treatment which is expected to last longer than 90 days and which precludes entry into unsubsidized employment or continued participation in the WIOA program.
3. Deceased – The participant died during participation.
4. Reserved Forces called to Active Military Duty – The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.
5. Foster care system – The participant is in the foster care system, as defined in [45 CFR § 1355.20\(a\)](#), and exits the program because the participant has moved from the LWDA.

314 Arizona Address Confidentiality Program (ACP) Participants

Service providers must accept and use the substitute address in the system of record, and in all other documents that contain the [ACP](#) participant’s address.

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The Arizona Secretary of State's ACP is a program that helps victims of domestic violence, sexual offenses, and/or stalking by:

- A. Issuing a substitute address to be used instead of the person's home, work, and school addresses.
- B. Accepts all first class, registered, and election mail for the participant, and forwards it to their real address at no cost. Service providers must verify the individual's ACP participation by:
 - 1. Contacting the Secretary of State's ACP office; or
 - 2. Viewing the ACP authorization card. When possible, the service provider must make a copy of the ACP authorization card for the WIOA Title I-B participant's file.
- C. Participation in ACP may only be discontinued if:
 - 1. The ACP participant, or the ACP participant's parent or legal guardian if the participant is a minor or incapacitated adult, requests that DES cease providing ACP protection; or
 - 2. Mail sent to the participant's substitute address is returned as undeliverable.

315 Complaint Resolution/Appeal

A participant's record, in the State's system of record, must include a signed (paper or electronic) acknowledgement of Equal Employment and Non-Discrimination Requirements, and of the Non-Equal Opportunity Complaint and Appeal Process. LWDBs must ensure there are policies and/or processes in place to ensure compliance with these requirements (refer to Equal Opportunity & Nondiscrimination Policy, Section 700, and the Grievances, Complaints and Appeals Policy Section 1400 for general issues alleging violations of WIOA Title I-B. The policies are located on the [Title I-B Policy and Procedure Manual webpage](#), under the "Policy and Procedure Manual" tab).

316 Supplemental Wage Information

The WIOA Title I-B Youth program is required to report the participant's:

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- A. Employment status in the Second quarter *after exit* from the program;
- B. Employment status in the Fourth quarter *after exit* from the program; and
- C. Median earnings in the second quarter *after exit* from the program.

.01 Using Supplemental Wage Information to Report Employment-Based Performance Measures

Matching a participant’s Social Security Number (SSN) against quarterly Unemployment Insurance (UI) Wages is the most effective means for determining employment status and earnings for a program participant. However, quarterly UI wage records will not result in a match in all circumstances. Service providers may use supplemental wage information when:

- A. The participant has not provided their SSN;
- B. UI wage records are not available for the participant;
- C. The individual is self-employed; or
- D. Calculating employment-based performance measures for individuals who participate in entrepreneurial training.

.02 Supplemental Wage Information Procedures

LWDBs must have written procedures to collect supplemental wage data in a valid and reliable manner. Staff must refer to Exhibit 100.4 for the written procedures regarding supplemental wage data. Exhibits are located on the [Title I-B Policy and Procedure Manual webpage](#), under the “Exhibits – Policy and Procedures” tab).

.03 Acceptable Forms of Supplemental Wage Data

Service providers must refer to Exhibit 100.4 (located on the [Title I-B Policy and Procedure Manual](#) webpage, under the “Exhibits – Policy and

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Procedures” tab) to view the acceptable forms that can be used to collect supplemental wage data.