WILLAMETTE WORKFORCE PARTNERSHIP BRANDING AND PUBLICITY	
Revised: July 1, 2018	Standard: ST01

OVERVIEW

Whenever written or verbal information related to Workforce Innovation and Opportunity Act (WIOA) funded services is distributed to the media, directly to the public, another agency or governmental audience. Sub-recipient shall acknowledge and name Willamette Workforce Partnership and the Willamette Workforce Partnership logo, where applicable. Furthermore, when issuing statements, press releases, Requests for Proposals, bid solicitations, and other documents describing programs funded in whole or in part with federal funds, Sub-recipients shall clearly state:

1. Percentage of the total cost of the program or project which will be financed with federal money; and
2. Dollar amount of federal funds for the project or program

REFERENCES

- Policy P02 Equal Opportunity
- Standard ST05 Equal Opportunity and Grievances

STANDARD PROCEDURE

Materials Promoting WorkSource Oregon Services

The Executive Director of Willamette Workforce Partnership is the public relations officer. Any publicity directly promoting Willamette Workforce Partnership or the WIOA funded services including all WorkSource Oregon services must be approved by Willamette Workforce Partnership.

In addition, sub-recipients offering WIOA services must send copies of any materials, written or electronic, promoting WorkSource Center services to Willamette Workforce Partnership for review and approval prior to printing, distribution, and/or posting online.

EO Statements

Recruitment brochures and other materials, including pamphlets, flyers, and other publications distributed or communicated in written or oral form, electronically or on paper, for customers, staff, or the general public that describe WIOA Title I-funded program[s] or activities will include the following approved EO Tagline:

- <u>English</u>
  Willamette Workforce Partnership/ "SUB-RECIPIENT NAME" is an equal opportunity program/employer. Language assistance is available to individuals with limited English proficiency free of cost. Auxiliary aids or services are

available upon request to individuals with disabilities. Oregon Relay 1-800-735-2900.

- <u>Spanish</u>
  Willamette Workforce Partnership/ "SUB-RECIPIENT NAME" es un programa/empleador que respeta la igualdad de oportunidades. Hay asistencia de idiomas para personas con conocimiento limitado del inglés sin costo y servicios auxiliares disponibles a pedido para discapacidades. Oregon Relay 1-800-735-2900.

Publicity Releases

Sub-recipients are required to offer participants publicity release forms upon enrollment into WIOA services. If a participant decline, that participant cannot participate in any publicity or marketing materials, statements, or events.

Minors, under the age of 18, must have their release signed by a parent or guardian. A completed release allows the sub-recipient and Willamette Workforce Partnership the authority to use the image, quote, or information. It is the responsibility of the collection source to ensure that a release is signed and filed appropriately.

Signed publicity releases must be kept on file for as long as pertinent items are held in the portfolio or are in use in brochures, reports, or other publicity pieces.

In addition, Willamette Workforce Partnership encourages sub-recipients to collect such publicity elements and maintain a bank of the resources, including publicity releases. These resources are also to be made available for Willamette Workforce Partnership's use.

WorkSource Oregon Brand

Willamette Workforce Partnership and its sub-recipients are partners of the American Job Center Network and WorkSource Oregon. Any sub-recipient distributing forms, flyers, or any public-facing documents representing any WorkSource center within WorkSource Willamette region will have an approved WorkSource logo as the main logo of the document. Fonts, styles, colors of documents and flyers will also adhere to the WorkSource Oregon Style Guide.

WILLAMETTE WORKFORCE PARTNERSHIP CO-ENROLLMENT	
Revised: July 1, 2018	Standard: ST02

OVERVIEW

In coordination with other Workforce Innovation and Opportunity Act (WIOA) funded programs, participants can receive referrals that cross program activities and resources to meet demonstrated needs. To ensure successful co-enrollment, WIOA programs need to have provisions of referrals to and coordination of activities with other program and services. Furthermore, program staff have the ability to determine the appropriate level and balance of services needed for a co-enrolled participant. For additional information on eligibility requirements, refer to Youth Services Eligibility Policy and/or Adult and Dislocated Worker Services Eligibility Policy

REFERENCES

- Policy P01 Youth Services Eligibility Policy
- Policy P08 Adult and Dislocated Worker Services Eligibility Policy
- Standard ST03 Confidentiality

STANDARD PROCEDURE

Identifying Partner Programs

Each WIOA participant may be co-enrolled into any appropriate partner programs so they may be able to access and benefit from the services offered.

Below is a list of local partners who offer services within the workforce delivery system. This list is not comprehensive.

- Chemeketa Community College
- Easter Seals
- Grand Rhode Tribe
- Job Corps
- Linn Benton Community College
- Migrant Seasonal Farm Workers
- Senior Community Services Employment Programs
- Siletz Tribe
- TANF/DHS JOBS
- Trade Adjustment Act
- Veterans and Homeless Veteran program
- Vocational Rehabilitation
- WIOA Adult/Dislocated Worker
- WIOA Youth

Coordination of Activities

It is necessary for WIOA staff to work with partner agencies to monitor the participant's engagement in both programs. As long as the participant is co-enrolled, staff will have regular communication for coordination of services. This will prevent unnecessary duplication of services and ensure the necessary wrap around services are provided.

Non-duplication

When a participant is enrolled in multiple programs, sub-recipients must ensure that services are not duplicated for an individual. When working with participants, program staff will coordinate with relevant programs before issuing monetary support services or trainings.

Confidentiality

All participants, regardless of co-enrollment, shall receive the same considerations regarding confidential information. For additional information regarding confidentiality, refer to Confidentiality standard.

If a participant is identified as co-enrolled in a program offered by a partner program, sub-recipient will ensure there is participant consent prior to sharing any information with the other agency. This includes adding the partner agency into the Release of Information master list provided by Willamette Workforce Partnership.

WILLAMETTE WORKFORCE PARTNERSHIP

CONFIDENTIALITY	
Revised: July 1, 2018	Standard: ST03

OVERVIEW

Sub-recipients handle a large amount of Personally Identifiable Information (PII) as well as other sensitive information. Information provided to service providers by applicants and participants under the Workforce Innovation and Opportunity Act (WIOA) is considered to be confidential information. Willamette Workforce Partnership expects sub-recipients to follow all guidance regarding confidentiality to protect applicants and participants from unreasonable or unlawful invasions of privacy or identity theft.

There are two types of PII; protected and non-sensitive. The difference between protected PII and non-sensitive PII are primarily based on an analysis regarding the "risk of harm" that could result from the release of the PII. This information is found in personnel files, participant data sets such as I-Trac and WOMIS, program evaluations, grant, contract files, and other sources.

REFERENCES

- Policy A03 Record Confidentiality and Retention
- Policy A04 Public Records Request
- Policy A05 Monitoring
- Policy A06 Protection of Confidential Information and Data
- Standard ST13 Participant Records and File Management

STANDARD PROCEDURE

Sub-recipient managers are responsible in making sure employees are aware of their responsibilities regarding the protection of PII.

Training

In order to ensure that participant records and confidential information is properly maintained, it is Willamette Workforce Partnership's expectation that all staff are trained annually on the protection of participant information. For new sub-recipient staff, training must be completed prior to accessing the Local Area's Management Information Systems. All sub-recipient staff must read and adhere to WorkSystems Inc. confidentiality policy and guidelines for the Management Information System and complete the Oregon Employment Department's iLearn Security and Confidentiality training prior to access into WOMIS or I-Trac. Access to training for WOMIS or I-Trac can be obtained by contacting Willamette Workforce Partnership staff.

Storing Information

All sub-recipients will adhere to the following guidelines for storing physical participant files at its primary location:

- Files are kept in secured/locked locations when not in use

- Files are archived in accordance with Willamette Workforce Partnership instructions
- Files may not be left unattended when not secured
- Files will not contain medical information

Transportation of participant files

Transportation of participant files should only occur as necessary. When transporting participant files, sub-recipients must have safeguards in place to ensure protection of confidential information. The following guidelines shall be part of the overall safeguards for transporting physical files.

- Sub-recipient staff shall obtain sub-recipient manager's approval prior to taking any sensitive information away from the primary location
- Files may only leave the primary site when being transferred to another secure location
- Files must be transported in locked cases or boxes
- Files cannot be taken home, left in vehicles, or left unattended

Guidelines for electronic participant records

Protecting electronic participant information is equally as important as protecting physical files. The following guidelines are for electronic participant data:

- Computer screens cannot be viewed by others
- Management Information System passwords are not shared or written down
- Computers are locked when staff are not at work stations
- May not contain medical information
- No participant information is entered into Dropbox

Sharing Information

Participant information should only be shared with others who have a "need to know" regarding the participant or specific information.

Except for under the following conditions, participant information cannot be released without the expressed written consent of the applicant or participant, or if under 18; their parent, legal guardian, or surrogate:

- Release of Information is signed and in the participant file

- The applicant or participant is a minor and the requester is the minor's parent or legal guardian, unless a court order exists to the contrary
- When necessary among sub-recipients, sub-recipients and/or partner organizations named in the release to provide effective and efficient services
- Pursuant to a court order or lawfully issued subpoena
- To an authorized federal, state, or local staff or designee, to determine compliance with nondiscrimination and equal opportunity requirements

When sharing personally identifiable information with authorized personnel, the following guidelines will be used:

- Information will not be stored on a CD, DVD, thumb drive etc.,
- Spreadsheets or lists of participant names will not be sent as e-mail attachments
- Information will not be accessed on personally-owned devices at offsite locations such as an employee's home.
- Participant's I-Trac number will be used as the primary identifier rather than sensitive information.
- Participants will be referred to in emails by I-Trac or Job Seeker number
- When corresponding with outside partners who may not have access to I-Trac or WOMIS, sub-recipients will make every effort to send attachments with PII through a secured email link
- When attaching documents with PII, sub-recipients will use I-Trac File Exchange feature located under the Resources Tab. This link allows all I-Trac users to attach confidential information directly to other I-Trac users securely.

Release of Information

All applicants or participants are required to sign a Release of Information prior to enrollment. If the applicant is a minor, the parent or legal guardian must also sign. The standard form is located in Dropbox. Additional individuals or organizations may be added as needed. Applicant or participant information may only be released to individuals or organizations listed on the Release of Information.

The following organizations must be included on all Release of Information forms:

- Chemeketa Community College
- Current and Previous Employers
- Department of Human Services
- Fiscal Agent (if applicable)

- Employer (if applicable)
- Job Corps
- Linn-Benton Community College
- Local Drug Court
- Local high schools or alternative schools
- Local Housing Authority
- Local Mental Health Agencies
- Office of Oregon Vocational Rehabilitation Services
- Oregon Youth Authority
- Other city, county, or state partner agencies as appropriate
- Parole/Probation of Linn/Marion/Polk/Yamhill counties
- Willamette Workforce Partnership
- WIOA Sub-recipients
- WorkSource Oregon

Interactions

When program staff see participants outside of the program setting, sub-recipients should only communicate when the participant first makes contact with the sub-recipent staff. When speaking with a participant in a public place, no confidential information should be discussed, and specific information regarding the participant's program plan, progress, or participation should not be discussed or shared in the presence of others; unless the participant shares the information himself/herself. If a sub-recipient needs to discuss a particular situation regarding a participant with anyone for clarification or to use as an example in training, the identity of the participant should not be shared.

Loss of PII

The loss of PII can result in substantial harm to individuals, including identity theft or other fraudulent use of the information. If a sub-recipient becomes aware of a theft or loss of PII, they are required to immediately inform management and Willamette Workforce Partnership.

Consequences

Any breach of this confidentiality guidance is grounds for immediate revocation of data system rights and could result in termination of employment. This includes looking up friends, family or yourself in the Management Information Systems. These protocols are monitored by WorkSystems Inc., Oregon Employment Department, and Willamette Workforce Partnership.

WILLAMETTE WORKFORCE PARTNERSHIP DATA ENTRY AND CASE NOTES	
Revised: July 1, 2018	Standard: ST04

OVERVIEW

It is expected that in the course of supporting participants working toward goals and plans, Workforce Innovation and Opportunity Act (WIOA) funded sub-recipients will maintain regular communication with participants. This documentation is evidence of participant progress. Due to the interconnected nature of sub-recipients' documentation, this also serves as a communication tool among staff. WIOA funded sub-recipients are expected to case note all communication with participants in the local Management Information System (MIS). Sub-recipients may wish to develop additional tracking systems, but they may not replace the use of automated case notes and data entry into the local MIS. I-Trac and the WorkSource Oregon Management Information System (WOMIS) are the current MIS.

STANDARD PROCEDURE

Timeframes

Data entry of participant activities must be kept up to date. Data will be kept current, and entered <u>within five business days</u> of each activity or staff service.

Entering Data into I-Trac

All data entered into I-Trac must follow the I-Trac standards to ensure services are reported accurately and consistent to other program standards.

Entering Case notes into I-Trac

All case notes are to be recorded in I-Trac. Case notes document ongoing participant communication and interactions in order to describe the status of progress made by the participant in reaching employment, training, or educational goals. All case notes should be complete, concise, and detailed to help plan, implement, and evaluate services.

Sub-recipient staff must be objective when writing case notes and only describe what happened. Do not make assumptions or enter opinions. Remember that case notes are fact based information that is a part of a participant's permanent record. Only relevant information should be entered into case notes.

Recommended Format

Participants should be referred to by name. Begin each note with a title if applicable. For example, when entering a case note regarding a stipend payment the first thing typed would be "EXPENDITURE:" Other heading might include ENTERANCE CASE NOTE, WORKSHOP, or EXIT. Be sure to attach the case note to any and all service(s) that it relates to.

The following list outlines the standard format of case notes for WIOA activities.

Entrance Case Notes – this is the first case note entered into a participant's record. It should include information regarding participant eligibility, goals, and any other pertaining information.

Follow-Up "Exit" Case Notes – this is to be entered when a participant enters Follow-Up from the program. This case note should include reason for Follow-Up, last date of service, all outcomes attained, and participant's next steps.

Supportive Services Payment- this is entered when a participant receives Supportive Services. Case notes that accompany Supportive Services need to include justification for the supportive service that relates to workforce, employment, or training activities.

Co-enrollment- this is entered when a participant is co-enrolled into partner programs and documented in the Partner Agency tab. This case note should include the name and contact information of program staff working with the participant.

Batch Entry

Batch Entry is the process of adding one case note to multiple accounts simultaneously. I-Trac allows users to perform this activity through accessing the Batch Entry tab and clicking multiple participant's names as attachment to the case note. If sub-recipients chose to use this feature, the following rules apply:

- Only attach batch case notes to a service that is being immediately opened and closed.
- Participant names cannot be used within the Batch Entry case note

Case Note Restrictions

Although there are no one-size fits all approach to case notes, the following list are restrictions in entering information into case notes.

- Other participants cannot be named in a case note
- Medical information cannot be included in a case note
- Do not use acronyms and abbreviations. Anyone should be able to read a case note and understand what is happening with being provided additional context
- Case notes do not need to restate information tracked in other elements of I-Trac, but instead provides clarification. For example, when a credential is earned, the attached case note must identify the kind of credential
- Case notes should be clear and concise and have only relevant information added

Modifying a Case Note

Sub-recipients are allowed to modify case notes; however, modification of case notes should only happen on rare occasions. Modification for spelling errors, grammar, or incorrect linkage of case notes to WIOA services are common reasons for modifying a case note. For instances where a participant's progress changes, payment case note was forgotten, etc., sub-recipients *should not* modify an already existing case note but instead add an additional case note with clarification. This allows accuracy in the progression of the plan without putting the integrity of the case note into question.

WILLAMETTE WORKFORCE PARTNERSHIP EQUAL OPPORTUNITY AND GRIEVANCES	
Revised: July 1, 2018	Standard: ST05

OVERVIEW

All sub-recipients under the Workforce Innovation and Opportunity Act (WIOA) Title I are responsible for ensuring Equal Opportunity (EO) and nondiscrimination in programs and activities funded in whole or in part under WIOA. This responsibility includes compliance with all nondiscrimination requirements in the administration and operation of programs, activities, and employment funded through the Department of Labor (DOL). The regulations apply to all programs and activities operated by all partners as part of the One-Stop delivery system.

REFERENCES

- Policy A01 Grievances and Complaints
- Policy P02 Equal Opportunity
- Standard ST01 Branding and Publicity

STANDARD PROCEDURE

Universal Access

Services must be available to eligible participants without regard to the participant's status in a protected class – gender, race/ethnicity, nationality, or religious belief. To demonstrate compliance, sub-recipients are required to develop methods that increase staff knowledge of national/state/local supports/resources including collaborating with disability partners to achieve WIOA goals. In addition, presentations to community organizations and partner agencies should explain that individuals with challenges to employment, including individuals with disabilities, are encouraged to take advantage of the programs and services offered.

Notification to Participants

All sub-recipients are required to post EO posters in prominent locations where participants gather at each site. Willamette Workforce Partnership will provide the posters in Spanish and English as well as inform sub-recipients of who the current Willamette Workforce Partnership's EO officer. Sub-recipients are responsible for requesting additional posters as needed.

Sub-recipients are also required to inform each participant of EO rights and grievance procedures at time of enrollment.

EO Monitoring

Willamette Workforce Partnership, state, and federal agencies overseeing WIOA funds all have appointed an Equal Opportunity Officer. At times, there may be state and/or federal EO review or monitoring conducted. Sub-recipients will be required to provide all requested information from program and fiscal records, as well as participant files.

Sub-recipients will demonstrate that all practices are compliant with EO regulations including the enrollment, provision of incentives, stipends, supportive services access to services, and any other program components. **Sub-recipients are required to develop a model for insuring equitable provision of services and activities to participants.**

EO Statements

Recruitment brochures and other materials, including pamphlets, flyers, and other publications distributed or communicated in written or oral form, electronically or on paper, for customers, staff or the general public that describe WIOA Title I-funded program[s] or activities will include the following approved EO Tagline:

- English:
  Willamette Workforce Partnership/ "SUB-RECIPIENT NAME" is an equal opportunity program/employer. Language assistance is available to individuals with limited English proficiency free of cost. Auxiliary aids or services are available upon request to individuals with disabilities. Oregon Relay 1-800-735-2900.

- Spanish:
  Willamette Workforce Partnership/ "SUB-RECIPIENT NAME" es un programa/empleador que respeta la igualdad de oportunidades. Hay asistencia de idiomas para personas con conocimiento limitado del inglés sin costo y servicios auxiliares disponibles a pedido para discapacidades. Oregon Relay 1-800-735-2900.

Grievances

Grievances or complaints related to non-criminal violations of WIOA, allegations of criminal violations, or allegations of fraud and/or abuse related to the provision of WIOA services, and nondiscrimination and equal rights provisions of WIOA will be handled in accordance with Willamette Workforce Partnership, state, and federal policies on grievance reporting.

No individual will be discharged, intimidated, threatened, coerced, or discriminated because of filing a complaint, furnishing information, or participating in any manner of an investigation, compliance review, hearing or any other activity related to the administration of nondiscrimination and equal opportunity provisions.

Any applicant, participant, service provider, one-stop operator, WSO partner or other interested party may file a complaint by providing the following information in writing and submitting it to the Willamette Workforce Partnership's EO officer or Executive Director:

- Full name, address, last four digits of social security number, phone number, or message number
- The name and address of person or organization that the complaint is against
- A clear statement of the complaint, what happened, and the date that the problem occurred
- Provision of the Act (WIOA), regulations, grant, agreement, or Equal Opportunity is the Law statement believed to be in violation
- The satisfaction or resolution sought
- A signature of the person filing the complaint, anonymous complaints will not be processed.

WILLAMETTE WORKFORCE PARTNERSHIP INDIVIDUALIZED CAREER SERVICES	
Revised: July 1, 2018	Standard: ST06

OVERVIEW

Under WIOA, there are various levels of services provided to Adults and Dislocated Workers. Each category has its unique set of services, rules, and outcomes. For a participant to receive services under the Individualized Career Service category, sub-recipient staff must determine that such services are required to retain or obtain employment. Generally, services under the Individualized Career Service category involve significant staff time and customization to each individual's need. Individualized Career Services include:

- Individual Employment Plan
- Individualized Career Coaching
- Prevocational Assessments
- Prevocational Services
- Workforce Preparation

Sub-recipient may use recent previous interviews, evaluations, or assessments by partner programs to determine if individualized career services would be appropriate. In the case where enrollment is not appropriate for the applicant, sub-recipients should still serve the participant as best as possible or refer the participant to the correct program.

REFERENCES

- Standard ST17 Referrals

DEFINITION

- **Documentation**: Documentation is the act of verifying eligibility requirements prior to the enrollment of Individualized Career or Training Services. Those eligibility requirements include: Verification of registration as an Adult or Dislocated Worker, Selective Service Registration (if applicable), Legal to Work verification, Priority of Service documentation (if applicable), WWP Publicity Release, Equal Opportunity notice, SSN disclosure, and Release of Information.

STANDARD PROCEDURE

Services that do not Require Documentation

Commonly offered services, such as job search and placement assistance, can be provided prior to official enrollment into Title 1b. In that case, those services are considered as Basic Career Services which would not require a job seeker to complete documentation or an Individual Employer Plan (IEP) prior to receiving the service. A participant may choose to enroll into Individual Career Services to obtain services under Basic Career Service;

however, it is not required and sub-recipient staff should conduct proper vetting to ensure Individualized Career Services is the correct path for the job seeker.

The main difference between Basic Career Services and Individualized Career Services is that Basic Career Services involve less staff time and involvement and is provided by sub-recipient staff and/or the Employment Department.

The following activities are considered services that fall into the Basic Career Service category and will not require the participant to complete documentation prior to receiving the stand-alone service.

- Job search and placement services, including career counseling for providing in-demand industry sectors, and occupations and nontraditional employment. Recruitment on behalf of employers, including referrals to specialized business services (other than traditional one-stop delivery system).
- Workforce and labor market employment statistics information, including information related to local, regional, and national labor market areas like: job vacancies, information on job skills necessary to obtain the vacant jobs listed, information relating to local occupations in demand and the earnings/skill requirements/advancement opportunities.
- Providing information for programs and support services delivered outside the WorkSource.
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.
- Comprehensive and specialized assessments of the skill levels and service needs which may include diagnostic testing, assessment tools, or in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
- Staff assistance with career goals, labor market exploration, and training information/opportunities in a one-on-one or group setting; includes ESL or Basic Skills preparation and application for scholarships.
- Services that increase knowledge, skills, and confidence to make informed financial decisions.

Services that Require Documentation

The following services activities are considered services that fall into the Individualized Career Services category and **will** require documentation prior to the start of the service. These services are entered in I-Trac under the subsection, "Career Services that Require Documentation."

Individual Employment Plan (IEP)

All participants registered into Individualized or Training Services (Title 1b) must have an IEP. The goal of an IEP is to describe steps to be taken by the customer to achieve the employment goal. The IEP is an Individualized Career Service developed jointly by the participant and sub-recipient staff and is used as a tool to keep the participant focused and on track.

Guidelines for an IEP

The following list includes guidelines for an IEP:

- The IEP must be clear and specific enough that even individuals without prior involvement can understand the IEP
- Labor market information must also be taken into consideration in the development of the IEP
- An IEP should be used to show justification for all services given to the participant
- An IEP is not a financial contract and does not guarantee services or payments
- Provision of services identified in the IEP is dependent upon the receipt of federal and/or state funds

Assessments for an IEP

An IEP plan is based on the participant's assessed skills. All participants who receive an IEP must have assessments for the following elements:

- Skills and strengths
- Barriers; such as social or financial barriers that indicate needs of services
- Employment history, credentials, educational achievements
- Personal interests
- Job readiness
- Other aptitude assessments as needed
- If training is appropriate to meet employment goals

Documentation for an IEP

For participants not enrolling into training, an IEP must include:

- Identified employment goals
- Appropriate achievement objectives
- Appropriate combination of services for the participant to achieve employment goals
- Participant and staff signature

- Next steps for job search, skill development, training and accessing resources

For participants enrolling into training, an IEP must be developed prior to training approval and include:

- Identified employment goals
- Assessments that indicate training is necessary for the participant to reach employment goals
- Appropriate achievement objectives (long-term and short-term) within the training
- Appropriate combination of services for the participant to achieve employment goals
- Clear employment goals that relate to the requested training
- Next steps for the planned training activities
- Participant and staff signature

When an IEP is created, staff are required to enter the information under the Services section of I-Trac and insert a paper copy into the participant's file.

Note: Participants enrolled into an On-the-Job-Training (OJT) may be offered the option of using a Training Plan as an addendum to the Individual Employment Plan. If this is the case, the Training Plan must meet the conditions stated in the IEP **and** the conditions stated in the OJT policy and standard.

Discussion, Revision, and Follow-Up of an IEP

Goals, and steps to achieve goals, should be discussed with the job seeker on a consistent basis. If changes to the employment goals and/or services occur, the changes must be documented in I-Trac. This does not require the IEP to be printed or signed, only the original IEP is required to be located in the participant's file.

The IEP will be reviewed by sub-recipient staff quarterly and recorded on the Adult&DW File Cover Sheet.

Individualized Career Coaching

Individualized Career Coaching is best described as a substantial interaction with a participant that is related to the activities and goals established within the Individual Employment Plan. Generally, Individualized Career Coaching should involve significant staff time and multiple contacts with the participant.

Prevocational Assessments

Prevocational Assessments are assessments that indicate the participant should receive prevocational services. CASAS, COMPASS, or any other standardized test should be utilized for determining the need for prevocational services. A copy of the assessment results will need to be located in the participant's file prior to the start of the Prevocational Service.

Prevocational Services

Prevocational Services are specific services involving the development of basic skill levels including literacy, numeracy, and English language proficiency. Sub-recipients may partner with local community colleges or other qualified programs in the local area to offer prevocational services to participants.

Workforce Preparation Services

Workforce Preparation Services are designed to help an individual acquire any combination of the skills necessary for the successful transition into and completion of postsecondary education, training, or employment. Workforce Preparation services are short term and are not considered to be vocational training. These services should align with the participant's IEP but are not eligible to be part of an Individual Training Account and do not need to follow Eligible Training Provider List guidelines. Examples of services that are considered Workforce Preparation Services include: forklift certificate and OSHA certifications, first-aid/CPR, and pre-apprenticeship training.

The maximum amount for Workforce Preparation Services per participant is $1,000.

Assessing Workforce Preparation Services

Workforce Preparation Services are to be preparatory training for the workforce. In order to ensure the workforce preparation service is right-fitting for the participant, staff should review the participant account which includes assessment(s), participant interests, and work experience that supports the need for the services and should be documented in the IEP.

Documentation

Any of the services identified as Individualized Career Services are to be documented in I-Trac under the Services tab and within the Career Services that Require Documentation section. Payments made for Prevocational Services will be entered in I-Trac under the Payments tab and within the Training and Education Services payment section. This field allows the payment to directly link to the service entry under the Services tab.

WILLAMETTE WORKFORCE PARTNERSHIP INDIVIDUAL SERVICE STRATEGY	
Revised: July 1, 2018	Standard: ST07

OVERVIEW

Under WIOA, a youth participant must complete four (4) tasks to be considered fully enrolled in WIOA programming; eligibility determination, the provision of an objective assessment, development of the Individual Services Strategy (ISS), and participation in any one of the WIOA youth program elements.

The Individual Service Strategy (ISS) is developed jointly by the youth and the WIOA Youth sub-recipient using I-Trac. An ISS is a working tool that serves as each youth's road map to attaining goals identified during the assessment process. An ISS identifies employment goals, achievement objectives (including skill attainment goals), and the appropriate combination of services to reach those goals.

STANDARD PROCEDURE

Required Components

The ISS places an emphasis on the education, training, and skill attainment that may be necessary before the youth is fully employable. It is important that the ISS reflects the objective assessment. A youth's ISS consists of a logical sequence of activities and services that are put into action to help the youth in achieving goals. The ISS may also include non-WIOA funded services that are part of the strategies for addressing needs and reaching goals.

The ISS must have the following components:

- Long-term goals for education and employment
- Specific short-term goals, such as: attainment of GED, increase in basic skills, high school completion, increased GPA, employment, industry recognized credentials or certifications, and occupational-specific training
- Measurements and strategies for achieving goals
- Start, target and end dates
- Relevant notes pertaining to achievement of goals
- An ISS goal linked to at least one common measure outcome

Short Term Goals for ISSs

Specific short-term goals will be entered and maintained for each youth throughout program participation. The following include various types of short-term goals and their related definitions:

- *Basic Skills-* identifies a planned and measurable increase in basic education skills including reading, comprehension, math computation, writing, speaking, listening, problem solving, or reasoning, and the capacity to use these skills.

Services include earning credits toward a school program, skill improvement in math, reading or writing, or passing a GED test.
  - Any youth identified as having a basic skills deficiency must have at least one basic skills goal set in the ISS; and
  - All basic skills deficient youth must be connected to and involved in remediation until they are no longer deficient or until program exit

- *Life Skills-* Skills youth need to be successful in more non-measureable skills or aspects of program completion. Services include:
  - Computer skills (increase typing speed, Microsoft Office program proficiency)
  - Completing financial literacy training (budgeting, understanding credit, opening a bank account)
  - Obtaining documentation (birth certification, ID, ODL, permit, SSN)
  - Self-sufficiency (applying for benefits, moving out, renting an apartment, obtaining car insurance, completing Driver's Ed, opening a bank account)
  - Skills to navigate daily living activities (learning techniques to shop, utilize food stamps, housework, hygiene, telling time, using the phone, using public transportation, time management)
- *Post-secondary Readiness Goals-* Steps necessary to prepare youth to attend and be successful in post-secondary education. These include:
  - Enrollment in credit bearing and/or transferable college courses
  - Passing a college entrance exam (SAT, COMPASS, ACT, ASVAB, etc.)
  - Pre-apprenticeship preparation
  - Completing preparation tasks (financial aid, FAFSA, completing applications, scholarships, meeting with advisors, etc.)
- *Occupational skills-* Skills to perform tasks and technical functions required by certain occupational fields. (Vocational certifications/credentials are also entered here as measurements of improvement for a training goal.) Goal type will occur as:
  - Completion of classroom or online training
  - Completion of workplace training

- *Retention and Advancement Goals*- Goals to retain or advance in employment or education. The following list are acceptable forms of advancement or retention activities:
    - Promotion or attainment of a different job from underemployment
    - Taking extra shifts, increase hours or income, or attaining a credential, etc.
    - Retention activities include increasing attendance or attaining a credential if necessary to continue employment

- *Secondary Education Goals*- Goals include credit recovery, GED attainment, or earning a high school diploma. Secondary Education goals are entered as long-term goals on the ISS.
- *Workplace/Career Readiness Goals*- Skills include pre-employment training, values clarification, and personal understanding, career planning, decision-making, and job search techniques. Goals include:
    - Attending WIOA workshops (resumes, interviews, applications, and follow-up letters),
    - Developing proactive communication skills,
    - Self-management (initiative, punctuality, making appointments, reliability, and timeliness)
    - Volunteering
    - Work experience (job shadows, internships, etc.)
    - Entry-level employment is also considered a career readiness goal

Timeframe

An ISS may not be developed until after the youth has been determined eligible for services; and began other elements of WIOA enrollment. The initial ISS is required to be developed prior to the 30-day review.

Updating

Progress toward ISS goals will be reviewed and documented at least every 90 days as part of program service provision. The ISS must be updated at least every 6-12 months or when activities change, goals are attained, or additional service needs are identified. Current ISS must be maintained and updated within the youth tracking system. The ISS does not need to be reprinted when goals are updated but must be printed and placed into the file for file closure. Only the original ISS must be signed and dated.

Youth Expenditures

It is expected that expenditures for youth activities and support services can be traced back to the ISS. If funds are spent on youth during active or follow-up periods, the expenses MUST correlate to the ISS.

WILLAMETTE WORKFORCE PARTNERSHIP INDIVIDUAL TRAINING ACCOUNT	
Revised: July 1, 2018	Standard: ST08

OVERVIEW

The purpose of an Individual Training Account (ITA) is to provide eligible participants with an opportunity to gain necessary skills for employment. The ITA is established through purchasing training services from eligible providers found on the Eligible Provider Training List (ETPL). Training services authorized under WIOA shall be provided to eligible Adults, Dislocated Workers (including displaced homemakers).

ITA's are focused on skills relevant to job opportunities in the current economy that provide or lead to a self-sufficient wage. At a minimum, all ITAs will need to meet the requirements as described in Individual Training Accounts Policy. For more information regarding procedures for ITAs please refer to the Individual Training Account Manual.

REFERENCES

- Policy P05 Individual Training Account
- Standard ST14 Primary Indicators of Performance
- Standard ST15 Priority of Service
- Standard ST18 Registered Apprenticeship
- Standard ST22 Targeted Sectors

STANDARD PROCEDURE

Individual Employment Plan

Prior to initiating an ITA, sub-recipient staff must create an Individual Employment Plan (IEP) with the participant that illustrates the relationship between training and education. The IEP should be used alongside with the individual assessments.

Assessment

Sub-recipient staff must first assess an individual's situation to determine if training is necessary for the individual to obtain employment that would lead to self-sufficient wage. At a minimum, assessments must be able to verify:

- If the individual has marketable skills for an occupation that will lead to self-sufficiency or wages comparable to or higher than wages from previous employment
- The individual has a skill gap and identifies a training program to remediate the skill gap
- There are job openings for the occupation that aligns with the training
- An On-The-Job opportunity is not the appropriate training for the participant
- Have the skills and resources necessary to complete the training

The following list are acceptable forms of assessments; this list is not inclusive:

- National Career Readiness Certificate to determine skills
- Talent Link- To assess employability and willingness for employment
- Quality Info.org to determine job openings and economic forecasts

Use of Previous Assessments
When determining services for participants, sub-recipients are not required to complete a new interview, evaluation, or assessment of a participant if the participant has received a interview, assessment, or evaluation by a partner agency within the last six (6) months. This includes evaluations by secondary schools, Vocational Rehabilitation, post-secondary institutions, Trade Act, Easter Seals, Veterans program, or other education or training programs.

Linkage to Targeted Sectors
Sub-recipients will inform participants about the local targeted sectors of Healthcare, Advanced Manufacturing, and Transportation/Warehousing/Logistics. Participants should be advised that trainings in the targeted sectors receive priority for training funding. Refer to the WWP standard: Targeted Sector for more information regarding occupations and training in targeted sectors.

Informed Customer Choice
Training services shall be provided in a manner which maximized participant choice in the selection of an eligible training provider. Sub-recipients will inform participants of the list of eligible training providers during the initial discussion of an ITA.

Reviewing the ETPL
All eligible training providers must be on the ETPL. The ETPL is an ever-changing document, so sub-recipients should always access the list via the website at: https://www.wioainoregon.org/eligible-training-providers.html rather than saving the information to a personal computer or email.

If a participant is interested in a training program not on the ETPL, sub-recipient staff should contact the training provider and provide the application to the ETPL link: https://www.surveymonkey.com/r/5G5CSNP

If a training start date is within 30 days, the training provider has submitted an application, and no updated information is readily available on the ETPL, sub-recipient staff should contact Willamette Workforce Partnership with the following information:

- Name of the Training Provider
- Name of the Training Program
- Date of Application for the ETPL
- Contact information for the Training Provider
- Start date of the Training Program

As part of Willamette Workforce Partnership's role, staff will act as facilitators for status updates and inform sub-recipient staff of next steps.

Registered Apprenticeships

Under WIOA, registered apprenticeships are an allowable training provider for both ITAs and On-the-Job Trainings (OJT). Because of the cross-over of services, Registered Apprenticeships should be managed differently than non-registered apprenticeships ITAs and OJTs. Please refer to the Registered Apprenticeship standard for more information.

ITA Application

Sub-recipients will follow the ITA Manual for awarding ITA applications. ITA applications should outline all training base supports. Training based supports may cover the costs of fees for training such as technology or certificates, books, and supplies. The supplies may include such items as pencils, paper, protective clothing, tools, or other materials that are specified by the training provider as a requirement under the training program curriculum. The costs for supplies such as pencils, paper notebooks, computer discs, etc. should be limited and only be approved for the training period the participant is enrolled in (i.e. semester, quarter, etc.) and not the entire period of training. Staff are not required to ask for a refund from the participant if the participant withdraws from the training program and supplies have been purchased and verified with receipts.

Priority of Service for Adult Funding

Priority for training services funded and provided through adult programs shall adhere to the Priority of Service standards. Funding of training is determined by enrollment documentation. Refer to the Priority of Service standard for more information.

Limits

A per participant limit of $3,000 is established for an Individual Training Account. The limits apply to the entire training program and should include training supplies. Participants who have received an ITA under $3,000 in previous program years may not exceed the $3,000 limit if applying for additional training. Any exceptions to the $3,000 limit must have written approval from Willamette Workforce Partnership. Under 40-hour Workforce Preparation training costs are not considered as an ITA and will not count toward the limit.

Pell Grant

If a participant is enrolled into a training program that accepts other federal grants, such as Federal Pell Grants, sub-recipient must receive verification that the participant has an active Free Application for Student Federal Aid (FASFA) account. If the participant has a pending application/award letter for the Pell grant, the sub-recipient is responsible to make arrangements with the training provider and the WIOA participant regarding the allocation of the Pell Grant if it is awarded. As stated in the Individual Training Account Policy, arrangements include reimbursements if the training is fully covered by other federal grants. Sub-recipients should outline this procedure within their standard documentation for payment agreements with the training provider(s).

Payments

Any payment for an ITA must be made to the training provider and not be paid directly to the sub-recipient unless there is no way that the expense can be directly invoiced to the provider. Tuition and other payments, such as tools for training, should be made directly to the training facility as part of the ITA voucher.

Verification of Training Progress

Participants must maintain at least a 2.0 grade average in graded courses or programs, and at least a satisfactory rating in un-graded courses, each quarter/semester/term. If a participant attends a training program with more than one (1) semester/term of training classes, the sub-recipient must obtain participant grades showing a 2.0 or higher prior to additional funding. Refer to the Individual Training Account policy for more information regarding participant grades.

Reporting

WIOA has several performance measures around ITA training. Sub-recipients are required to monitor the participant's training in order to document outcomes for Measurable Skill Gains and Credential Attainment. For more information regarding the performance measures, please refer to the Primary Indicators of Performance standard.

Program Administration Requirements

Sub-recipients must establish a process to ensure proper fiscal procedures are followed including securing original receipts and a signed acknowledgement for payments made on behalf of the participant. Any refunds made to the participant account must be electronically noted with paper verification of refund located in participant file.

Documentation

All approved ITAs are required to be documented under the Training and Education control in I-Trac as well as have copies of the signed ITA application, ITA review form, funding authorization, and ITA Expectation agreement in the participant file. Training and education services for a customer will be added to the (parent) WorkSource Adult/DW enrollment and will be copied to any relevant partner fund (child) enrollments. The training service and any attached case notes will copy as read only services to the selected partner enrollments as directed by the 'Copy to Partner Fund' field. Staff will be unable to add training services in the partner fund enrollment(s). Additionally, staff will be unable to add a training service before documentation is complete.

WILLAMETTE WORKFORCE PARTNERSHIP INVENTORY MANAGEMENT	
Revised: July 1, 2018	Standard: ST09

OVERVIEW

Workforce Innovation and Opportunity Act (WIOA) and other designated contracted funds may be used to purchase equipment and supplies in accordance with approved budgets. Sub-recipients are required to comply with federal, state, and local guidance regarding inventory, equipment, and supplies.

REFERENCES

- Policy F03 Procurement
- Policy F04 Equipment & Supplies Management

STANDARD PROCEDURE

Reasonable Purchases

To ensure funds are spent in an efficient manner, the following criteria will be considered prior to purchasing property:

- The purchase is reasonable
- There is an observable need for the purchase
- The correct procurement process is utilized as outlined in Willamette Workforce Partnership policies
- Purchasing the product is more cost effective than leasing
- No other programs or agencies already provide the item, service, or software being considered for rent, purchase, or subscription

Inventory Control

Any technology items such as laptops, cell phones, fax machines, phone systems, monitors, computers, printers, etc., with a purchase value at $100 or more and other items with a purchase value at $500 or more must be tracked in Willamette Workforce Partnership's master inventory list.

Equipment and supplies tracked on the master inventory list must be fully purchased with WIOA funds and cannot be braided with other funding streams. Inventory items purchased with WIOA funds belong to the WIOA workforce system. Possession of these items will be maintained by a WIOA funded entity.

Equipment Purchases

All equipment purchases must be pre-approved by WWP. Once approved, sub-recipient will contact Willamette Workforce Partnership staff and a provide product description for the master inventory list. Sub-recipients are required to coordinate with Willamette Workforce Partnership staff to obtain a WIOA inventory label for the item(s).

Maintenance

Willamette Workforce Partnership will be managing sub-recipient's master inventory list. However, it's the sub-recipient responsibility to notify WWP of any new, repurposed, or existing equipment changes.

Requesting Storage Inventory

Occasionally, Willamette Workforce Partnership has technology and equipment in storage that is available for use by sub-recipients. Prior to purchasing new equipment and supplies, meeting the above criteria, the sub-recipient must contact Willamette Workforce Partnership staff to verify whether the item(s) are available.

If the item(s) are in storage, Willamette Workforce Partnership staff will coordinate a pick-up date and time for the sub-recipient.

Inventory Removal and Storage

When the inventory items are no longer needed or functional, sub-recipients must contact Willamette Workforce Partnership staff to request further instructions. The sub-recipient must provide the following information:

- Item description
- Date of purchase
- Amount of purchase
- Current location
- Reason for removal
- WIOA inventory label number

The sub-recipient is responsible for arranging and transporting the equipment and/or supplies to the end location as determined by Willamette Workforce Partnership staff.

LABOR MARKET INFORMATION	
Revised: July 1, 2018	Standard: ST10

OVERVIEW

The Workforce Innovation and Opportunity Act (WIOA) requires labor market information to be available to participants and taken into consideration when making decisions about training and career paths.

The Oregon Employment Department's (OED) Research Division provides a plethora of labor market information with which to inform a WIOA participant's decisions. This includes frequent publications, the services of a regional workforce analyst, and the Research Division's website.

- Industry and Occupational Projections: Every other year, OED Research projects industry growth and occupational job growth and total openings for the state and for workforce regions
- Oregon and Regional Wage Information: Every year in the spring, OED Research publishes wage information for Oregon and regional occupations
- Economic Press Releases: In general, in the first week of the month, the federal Bureau of Labor Statistics releases the previous month's employment and unemployment information to the press; in the second week of the month, OED Research releases the Oregon employment and unemployment information; in the third week, OED regional economists release regional employment and unemployment information
- Oregon and regional Labor Trends publications on a monthly basis
- Targeted and Specialized Research Studies

Another source of information is the Workforce Analyst for Linn, Marion, Polk and Yamhill counties. The Workforce Analyst is available to train staff on the content of the website and how it can assist them in coaching their WIOA participants.

STANDARD PROCEDURE

Utilizing Labor Market Information Resources

www.qualityinfo.org is the primary tool for participant and staff research into the local economy and which occupations are in demand, and should be consulted by both staff and the participants they are coaching.

Training services offered to participants must be closely tied to the needs of the labor market to ensure jobs will be available to trained participants and ensure training content provides participants with the skills/knowledge necessary to complete for available positions.

There are at least three tools in the website that staff should consult frequently. These are Occupational Information, the Business Information Center (BIC) and the Employer Database.

- Occupational Information – Found under Data Tools, this information center provides an extensive report on the approximately 700 occupations with employment in Oregon, and in the workforce regions; reports include an occupational description, actual job openings around the state, projected openings over a ten-year period, wage levels, industries of employment, and a list of skills.
- The Business Information Center –Found under Business and Employers, this informative tool provides regional reports on various industries; although intended audience is area employers, the economic, and demographic and workforce information is useful as a learning tool for staff; especially valuable is the "industry staffing patterns" included in the full report on an industry.
- The Employer Database – Found under Business and Employer, this tool is valuable to job seekers, as it will produce a list of area businesses with contact information; this is not an OED Research product, and not comprehensive (a business has to agree to be listed), but it is a useful starting point for a job search.

Career Information System

The Career Information System (CIS) is a career exploration tool that utilized labor market information to bring awareness of opportunities in Oregon. WorkSource Centers, schools, and employment training programs are just a few of the organizations that utilize this comprehensive tool. Participants create individual profiles that allow them access to information regarding occupations, industries, scholarships, schools, training, employment and programs of study.

Access CIS at https://oregoncis.uoregon.edu/Portal.aspx. Each sub-recipient has a unique login. Contact your supervisor to receive access information.

NATIONAL CAREER READINESS CERTIFICATE (NCRC)	
Revised: July 1, 2018	Standard: ST11

OVERVIEW

The National Career Readiness Certificate (NCRC) is a standardized assessment developed and maintained by ACT. There are three main components to this assessment – applied mathematics, reading information, and locating information. Upon completion of the assessment participants receive a bronze, silver, gold or platinum certificate. This validates the participants' skills for specific occupations.

Business throughout the United States have found the NCRC to be a useful tool to ensure job applicants have the skill necessary to be successful in employment. A business can choose to utilize the NCRC in their hiring process. For a list of employers who prefer the NCRC in your area go to http://www.workreadycommunities.org/OR#businesses.

STANDARD PROCEDURE

Scheduling

Each WorkSource Oregon (WSO) center offers the NCRC on a regular basis (for schedules, contact the nearest WSO). Additional testing sessions may be scheduled on a case by case basis at the discretion of WorkSource Oregon management. However, a minimum of five (5) participants must register for a special session to occur. Maximum group size will vary by location. Sessions must be scheduled at least one week prior to the test date.

Registration

The registration process must be complete at least two (2) days prior to the scheduled NCRC test date. This allows proctors to create each individual's testing account. Registration can be done in person at the WSO with staff assistance or online. All participants must follow the process below:

1. Create an iMatchSkills account so that each participant has an individual Job Seeker ID number.
   a. Go to https://empportal.emp.state.or.us/mprod_imscod_dad/!pkg_startup.proc_new_home
   b. Select "Job Seeker Click Here".
   c. Select "Create your account".
   d. Complete the "New User" pages.
   e. Select "Submit"
2. Send WSO staff each participant's full legal name and Job Seeker ID number.
3. See attachment for step by step process.

Re-tests must be scheduled for 30 days after the original test date and are limited to three (3) tests during the academic year. Participants may retake one or all sections of the test to improve their scores.

Day of Test Sessions

Revised: July 1, 2018	Standard: ST11

Participants must arrive on time or early for the NCRC. This is a proctored assessment and late arriver will not be permitted to test that day. All participants must present their photo ID to the proctor. Cell phone use and food are not allowed during the assessments. Participants are given 55 minutes to complete each of the three (3) sections of the assessment. A 10-minute break will be given between each assessment. Prior to starting the NCRC, additional demographic information is collected by ACT and a tutorial is provided on how to navigate the assessment. Total time to complete all assessments is four (4) hours.

Preparation

The NCRC is a computer based standardized assessment. Participants should be familiar with basic computer functions and test taking skills. General test taking skills and strategies for dealing with test anxiety are often helpful for participants. Math, reading, and locating information will be covered in the assessment. Many tools are available to assist participants in developing these skills. These include but are not limited to:

- GED preparation
- WorkKeys preparation through Learning Library Express (accessed through CIS)
- WIN (Worldwide Interactive Network)
- ACT Test-taking Tips (http://www.act.org/workkeys/careerseekers/tips.html)

Accommodations

Individuals with disabilities are allowed accommodations while taking the NCRC. Types of accommodations available include:

1. Braille test booklets
2. Audio DVDs
3. Open caption videotapes
4. Reader scripts
5. Large-print test booklets and answer documents
6. Sign language interpreter
7. Assistance in recording responses
8. Word-to-word foreign language glossaries
9. Extended testing time and breaks

All requests for accommodations should be made to WorkSource Oregon staff during registration. Requests for additional lighting, testing in a separate room, and signal for when test starts and ends do not require documentation. All other accommodations require documentation. Documentation of the disability should be presented at that time and include the following information:

- State specific disability as diagnosed
- Demonstrate disability is current
- Description of present problem(s) and developmental history

- Dates and type of comprehensive assessments
- Description of functional limitations or impairments resulting from the disability
- Description of specific recommendation of accommodations
- List the evaluator's professional credentials

Certain accommodations will require the ordering of supplies from ACT. In this circumstance, the assessment (and associated results) will be delayed until proper accommodation materials can be received via traditional mail.

Proctoring

Both locations and proctors must meet ACT standards to offer the NCRC. Proctors must participate in proctor training, shadow a certified proctor, and be observed proctoring. Because these are time intensive processes, all WSO are certified test locations with at least one proctor for their community. This is part of an effort to ensure the best use of limited resources. For interest in certifying a site or becoming a proctor, contact Willamette Workforce Partnership.

WILLAMETTE WORKFORCE PARTNERSHIP ON-THE-JOB TRAINING	
Revised: July 1, 2018	Standard: ST12

OVERVIEW

On-the-Job training (OJT) is a hire-first job training program that benefits both participant trainees and local employers. Participants are trained by an employer for a specific job, and enter training as an employee of the company with the expectation the trainee will remain employed once training is complete. Employers benefit by training the specific job duties needed, and by being reimbursed for up to half of the training wage upon completion of the training.

On-the-Job training is integral to the Workforce Innovation and Opportunity Act's (WIOA) training options. Because of the obvious benefits to both trainee and employer, Willamette Workforce Partnership often receives additional funds in the form of specialized grants from the federal Department of Labor (DOL) and the state of Oregon, specifically for On-the-Job Training. Generally, all OJT programs conform to WIOA regulations, but sometimes specific grant funds have slightly different goals and requirements. This does not change the general purpose of OJTs, which benefits both participants and employers.

The sub-recipient of OJT funding is responsible for ensuring that staff read, understand and follow this program standard guidance.

REFERENCES

- Policy P09 On-the-Job Training
- Policy P13 Self-Sufficiency
- Standard ST18 Registered Apprenticeship

STANDARD PROCEDURE

Recruitment

OJT candidates can be identified through employers' recruitments but it is encouraged that sub-recipient staff develop a Talent Link pool of applicants that will also be highly considered for developing OJT opportunities.

In cases where an employer refers an applicant to the WorkSource center to obtain an OJT for a vacant position, sub-recipient staff must assess the circumstances to determine whether or not an OJT is appropriate.

OJTs should be thought of as an investment to the local workforce system. The placement of a trainee must be based on enough information to confirm a likelihood of success. Employers are committing valuable time and money to prepare for a new employee and should not risk the expense of rapid turnover resulting from mismatches.

Disproportionate Share of the Work Force

In order to ensure the OJT agreement is impactful to the trainee and the employer, the employer must have adequate supervisory staff or other skilled workers available to instruct the trainee. The number of trainees participating at any business should not be disproportionate share of the employer's staff. Sub-recipients are required to ensure:

- One trainee for business with five (5) or less employees
- No more than half of all employees for a business with six (6) or more employees.

If an employer needs an exception to this ratio, sub-recipient will contact Willamette Workforce Partnership for approval prior to initiating the Training Plan.

Training Guidelines

All OJT trainees must be determined eligible for Adult and Dislocated Worker programs, regardless if funding is from a specialized grant. All Willamette Workforce Partnership standards for Adults and Dislocated Workers is applicable to any OJT candidate.

OJT trainees are regular employees and must be equitably treated as a regular employee with wages and employment benefits (including health benefits) and working conditions at the same level and to the same extent as other employees working a similar length of time and doing the same type of work. Because all new employees undergo some form of training, it is important to differentiate the initial "training and orientation" routinely provided by an employer to *qualified* new hires from the additional supervision related to the OJT.

Employers should only be compensated for training that *is in addition to* what is normally provided to a qualified new employee and necessary to bring the trainee's skills to entry-level standards for the position. Trainees who already possess a substantial portion of the skills required to perform the job should not be placed into an OJT. Furthermore, all expenditures for training activities will have documentation for the need of training; mere subsidies for business or financial incentives to hire are avoided. Thus, the selection of trainees for OJT should be carefully governed by a well-thought out process through evaluating the job seeker's current skills with the skills necessary to perform the job.

Employer Checklist

All employers interested in entering into an OJT agreement must complete the Employer Checklist prior to the OJT agreement. The checklist can be found in the OJT manual. The checklist should be updated when the business has any significant or major changes affecting training, hiring, or job retention occurs, or every two years. Once completed, the employer checklist will be submitted to Willamette Workforce Partnership staff for approval.

Employer Restrictions

If an employer has entered into previous OJTs during the previous two years, the retention rate must either be 75% or the employer will need to be put on a corrective action plan prior to the OJT. If a lower retention rate has occurred, a reasonable explanation or corrective plan will need to be documented. Low retention outcomes due to 5 or less OJT placements within two years will need explanation but can be waived of this standard by Willamette Workforce Partnership staff. Corrective plans can involve Business Services staff performing monitoring once every other week or other actions that achieve the purpose of safeguarding WIOA funding without creating an undue burden to the employer. If an employer is on corrective action, and has not shown improvement, Business Services staff will notify Willamette Workforce Partnership prior to placing or denying the employer additional OJTs during the OJT Training Agreement contract period.

Funding Restrictions

To ensure a fair distribution of WIOA funding throughout the Willamette Valley, the same employer cannot have more than 50% of all allocated funding to its business in one program year. During times of excess funding, sub-recipient may exceed this percentage; however, written approval is required by Willamette Valley Workforce Partnership prior to the training plan.

Placement Restrictions

All OJT agreements must comply with WIOA, State of Oregon, and Willamette Workforce Partnership guidelines. For the list of Willamette Workforce Partnership's OJT restrictions, please refer to the OJT policy or OJT Development Manual.

Training timelines

Willamette Workforce Partnership limits OJT trainings to a minimum of 4 weeks and a maximum of 26 weeks.

Training Agreement and Plan Documentation

The Training Agreement and Plan can only be completed after the Employer Eligibility is finalized and approved by Willamette Workforce Partnership. Training Plans may be modified as needed such as changing the training length of time or training plan elements.

Training Agreement
The agreement and rules should be reviewed and discussed with the employer to assure they understand the purpose of the agreement and the restrictions. The Training Agreement must include: general provisions, key payment definitions, applicable laws and rules, information on trainees such as wages and benefits, record retention, contract modification/termination, and employer signature/sub-recipient signature.

Training Plan
The Training Plan must include: training goals, specific skill requirements for the job, a form of measurement for skill attainment during the training, and participant signature.

Each participant must have an individualized training plan that takes the skill requirements of the occupation, the academic and occupational skill level of the participant, and prior work experience into consideration. An OJT must be limited to the period of time required for a participant to become proficient in the occupation for which training is being provided. In order to show skill advancements for the position, Sub-recipient staff must ensure the Training Plan is clear, concise, and with the ability to have quantifiable measurements for skill gain.

Please refer to the On-The-Job Training Manual for further guidance.

Exceptions
In the case where a participant or work conditions may not meet the requirements outlined in the Willamette Workforce Partnership's OJT program standard or manual, Sub-recipient should contact Willamette Workforce Partnership staff for review and written approval.

End of an OJT
An OJT Training Plan is considered finished when of the following occurs:

- The trainee successfully completed the OJT and retained by the employer
- The OJT Training Plan reached ending date or the completion of the training; however, the trainee was not retained by the employer. *Please note,* this type of situation should warrant further analysis. Usually unsuccessful performance is identified and possibly addressed earlier in the training period. Any employers who exhibit a pattern of this behavior will not be eligible for further OJT agreements.
- The trainee quits or is fired by the employer. *Please note,* efforts should be made to contact the trainee and/or the employer for cause. It is the sub-recipient's responsibility to ensure placements are right-fitting for both trainee and the employer, this includes offering support throughout the OJT. Any employer who

exhibits a pattern of trainees quitting or being fired during trainings should be closely reviewed and analyzed prior to additional OJT agreements.

Furthermore, sub-recipient staff may terminate an OJT training plan when the following situations occur:

- The employer fails to provide the training that was specified in the training plan
- The employer violates terms and conditions of the Training Agreement, this includes general violations of Federal and/or State regulations such as significant safety violations or failure to pay wages.

If sub-recipient staff decides to terminate an OJT training plan because of the violations of the agreement, staff must notify Willamette Workforce Partnership.

Incumbent OJT

Incumbent worker OJT is an allowable service under WIOA if the following conditions apply:

- The trainee is employed, for at least 6 months, and is not earning a self-sufficient wage or wages comparable, or higher than previous employment. The OJT position must provide an increase wage, hours, and/or benefits that ***leads*** the participant to self-sufficiency; ***and***
- The trainee must be able to learn new technologies, new production or service procedures, or able to upgrade to a new job that requires additional skills or workplace literacy.

For Incumbent OJTs, Training Plan must have accompanying documentation that illustrates the above criteria is met.

Registered Apprenticeships and OJTs

Registered Apprenticeships can receive OJT funding. Please refer to the Registered Apprenticeship standard for more information.

Staffing Agencies and OJTs

In the case of where an employer is also working with a staffing agency, the trainee must be on the payroll of the company, and not of the staffing agency, before reimbursements are paid. Documentation to verify this is required.

Payment

Sub-recipient must establish a process to ensure proper fiscal procedures are followed including securing original receipts and a signed acknowledgement of direct payments made to reimbursed employers.

There are two potential payment timeframes for OJT obligations - the completion of training and at the end of the retention period. Unless stated in Willamette Workforce Partnership contract language, retention payment agreements with employers will need approval by Willamette Workforce Partnership. The total OJT payment may not be more than 50% of the actual gross wages earned during the training period (not including sick, holiday, or vacation time) or $3,000; whichever is less. In some cases, the limited amount may increase. Sub-recipients will need approval from Willamette Workforce Partnership. Payments can only be made when all the *Skills to Be Learned* have been scored at a passing level.

At a minimum, reimbursements must address the following:

- Employees' wages must be at least $11.75 per hour. This is for non-incumbent employees.
- Verification that trainee is still employed at the business
- Reimbursement for the wage rate is equal or higher (due to raises) as outlined in the Training Agreement or Training Modification Request Form.
- Trainee worked no less than 32 hours per week
- The gross amount earned by the trainee
- The total amount paid to the trainee by the employer
- Other payroll deductions

In cases where retention payments are approved by Willamette Workforce Partnership, payments can only be made after the employer retains the trainee for at least ninety (90) days past the completion date of the OJT. This must be verified through Business Services staff monitoring. If the employee is not retained for at least six (6) months, this may have an adverse effect on the employer's ability to arrange further OJT's.

WILLAMETTE WORKFORCE PARTNERSHIP PARTICIPANT RECORDS AND FILE MANAGEMENT	
Revised: July 1, 2018	Standard: ST13

OVERVIEW

Records of eligibility and enrollment must be maintained for each participant receiving Workforce Innovation and Opportunity Act (WIOA) funded services. These records are expected to include:

1. A hard copy file; and
2. An electronic file maintained in the local Management Information System (MIS).

STANDARD PROCEDURE

Participant Files

All applications submitted, even applications of those who do not enroll, (including those who are deemed ineligible, those who do not complete the eligibility process or those who are not enrolled for other reasons) must be maintained for Equal Opportunity auditing. Sub-recipient staff should note on the application the reason that the applicant was not enrolled and batch with all applications for the program year.

All sub-recipients must ensure that all files are complete and up-to-date at any time that the files are called for review. Information that is maintained and updated regularly within the MIS, such as activity tracking, case notes, and individual plans, will be done at specific times to reduce duplication and minimize paper-handling.

File Format

For each eligible who receives one or more services beyond initial intake and eligibility, sub-recipients will create a participant file using a section classification folder. Each folder will have the File Cover Sheet completed and attached to the outside of the file. Any WIOA hard copy documentation will be kept in a participant's file.

Confidentiality of Files

No other participant's name shall appear in another participant's file at any time. If multiple participants' names are listed on an expenditure receipt, the names of all participants other than that named on the file must be redacted using black ink to mark out the names in a manner that they cannot be identified or read.

Medical Files

Medical information cannot be kept in I-Trac or the participant's hard copy file. Sub-recipient will keep a separate medical file. If medical information documents a participant's eligibility for the program, a case note must be entered in both the electronic file and the hard copy file noting the location of the separate medical file.

Sections will be divided as listed below and at minimum will contain the following information:

Adult/Dislocated Files

A/DW SECTION 1 (Outer Left Side) Standard Documentation (Eligibility)	A/DW SECTION 2 Individual Employment Plan
• I-Trac Eligibility Determination Review (EDR) • I-Match/WOMIS Eligibility • Eligibility Verification Documentation o Legal to work o Selective Service (if applicable) o Priority of Service (if applicable) • Signed Release of Information • Signed Publicity Release • Signed EEO/Grievance Notice	• Individual Employment Plan with signature
A/DW SECTION 3 Assessments/Activities	**A/DW SECTION 4 Exits/Outcomes**
• Activities related to participant's IEP Examples can include: o NCRC Test Scores o Vocational Scholarship (ITA) documentation with signatures and approved ETPL verification o Short-term training documentation o Resume/Cover letter o Documentation of Measurable Skill Gain o Other Assessments	• Credentials *(if applicable)* • Job Seeker Employment Verification *(if applicable)* • I-Trac Program Participation Report (PPR) after program exit
A/DW SECTION 5 Case Notes after Exit	**A/DW SECTION 6 (Outer Right Side) Expenditures**
• Printed WOMIS case notes if participant enrolled prior to 2012. • Printed I-Trac Case Notes after program exit.	• Documentation with approval form and copies of: o Gas Vouchers (If applicable) o Bus Passes (if applicable)

Youth Files

YOUTH SECTION 1 (Outer Left Side) Standard Documentation (Eligibility)	YOUTH SECTION 2 Individual Service Strategy
• Signed I-Trac Application • Eligibility Determination Review (if applicable) • Eligibility Verification Documentation o Identity o Age o Legal to work o Income o School status o Appraisal o Eligibility Barrier o Selective Service (if applicable) • Signed Release of Information • Signed EEO/Grievance Notice • Signed Publicity Release	• I-Trac Individual Service Strategy o Signed and dated by participant
YOUTH SECTION 3 **Assessments/Activities**	**YOUTH SECTION 4** **Exit/Outcomes**
• Activities related to participant's ISS Examples include: o Basic Skills Pre/Post-test o NCRC documentation (if applicable) o Credentials (Not Common Measure) o Resume for Work Experience o Work Experience Training plan o Any other activities	• Credentials (Youth Common Measure) • Work Experience Evaluations • Educational Placement Confirmation • I-Trac Program Participant Report (PPR) at exit
YOUTH SECTION 5 **Case Notes after Exit**	**YOUTH SECTION 6 (Outer Right Side)** **Expenditures**
• Printed WOMIS Case Notes if participant enrolled prior to 2012. • Printed I-Trac Case Notes report after program exit.	• Documentation with approval form and copies of: o Gas Vouchers (If applicable) o Bus Passes (if applicable)

On-The-Job-Training Files

OJT SECTION 1 (Outer Left Side) Standard Documentation (Eligibility)	OJT SECTION 2 Training Agreement and Assessments
• I-Trac Eligibility Determination Review (EDR) • I-Match/WOMIS Eligibility Determination • Eligibility Verification Documentation o Driver's License-front and back o Legal to work o Selective Service (if applicable) • Signed Release of Information • Signed Publicity Release • Signed EEO/Grievance form	• Training Agreement documentation with signatures • Obligation/Allocation Form • NCRC test scores (if applicable)
OJT SECTION 3 **Activities**	**OJT SECTION 4 (Outer Right Side)** **Expenditures**
• Activities related to participant's OJT Examples include: o O-Net description o Employer's job description o Resume	• Final Invoice • Supportive Services documentation

Records Management and Retention

Sub-recipients are required to maintain and retain records of all fiscal and program activities funded under the WIOA in a confidential manner with appropriate safeguards. Sub-recipients will incorporate into their management systems the following procedures for the management of all WIOA records:

- Retain all records and documents pertinent to participants, including: grants, grant agreements, interagency agreements, contracts or any other award, including financial, statistical, or other pertinent records, and supporting documentation, for a period of at least three years after the original submission by the State of Oregon of the final expenditure report (closeout) for that funding period to the Federal Department of Labor, the awarding agency;

- Retain all records of non-expendable personal property for a period of at least three years after final disposal of property;

- Retain indirect cost records such as computations or proposals, cost allocation plans, and supporting documentation for three years from the date the indirect cost rate package is submitted for negotiation. If not submitted for negotiation, the three-year period identified in (1) above shall apply;

- Retain all records pertinent to applicants, registrants, eligible applicants/registrants, participants, terminees, employees and applicants for employment for a period of not less than three years from the close of the applicant program year; or until program year participant records are called for by Willamette Workforce Partnership to take into its possession. Such records must be maintained as a whole record system, and in a manner that ensures the confidentiality and safekeeping of records;
- Retain records regarding complaints and action taken on the complaints for a period of not less than three years from the date of resolution of the complaint; and
- Retain all records beyond the required three years if any litigation or audit has begun or a claim is instituted involving the grant or agreement covered by the records. The records shall be retained until the litigation, audit or claim has been resolved or the required three years, whichever period is longer.

In the event that a sub-recipient is unable to keep their records, Willamette Workforce Partnership will take custody and be responsible for the maintenance and retention of the records of any fiscal agent or service provider.

File Transfer

There may be occasions where it is appropriate to transfer a participant from one service provider to another in either the local area or state.

To transfer the file, the current contractor will complete and sign the File Transfer Checklist. The file will then be delivered to Willamette Workforce Partnership staff for review and signature. If approved, the file is then forwarded to the new sub-recipient who also reviews and signs the File Transfer Checklist. At that point, the sub-recipient is responsible for both the participant and file.

If the transfer is not approved, the physical file and File Transfer Checklist will be returned to the transferring (current) sub-recipient with the reason for denial of the transfer.

File Closure

A file is closed when one of the follow occurs:

- One year of follow-up services is completed for youth participants
- Adult or Dislocated Worker participant exits
- Youth participants are full-program exited in I-Trac

Once closed, file documents *can* be transferred from an eight-section folder to a plain manila folder for storage and archiving if determined appropriate by contractor management.

File Archiving

Files of participants who have Exited (Adult & Dislocated Worker) and Full Program Exited (Youth) will be archived every other year. Files delivered to Willamette Workforce Partnership will be closed with a completed File Cover Sheet. Sub-recipients will receive a list by Willamette Workforce Partnership staff of participant files that should be closed and ready for archiving. Sub-recipients will need to ensure the following:

- Files are to be brought to Willamette Workforce Partnership in alphabetical order (last name, first name) in Bankers Boxes by specified date and time frame.
- Sub-recipient will provide a completed File Transfer Log Form along with the boxes. This form is found in Dropbox under the forms folder for all sub-recipients.

Upon delivery of the files, Willamette Workforce Partnership staff will review each box with sub-recipient to cross reference the files in box to the names on the File Transfer Log Form.

File Archiving for non-enrolled applications

Participant files who did not complete eligibility, or were found to be ineligible, must be maintained for Equal Opportunity auditing. Note on the application the reason the applicant was not served. Add them in separate boxes from the Exited (Adult & Dislocated Worker) and Full Program Exited (Youth) participant files.

Disposal of Records

No records addressed in this standard shall be disposed of without instruction from or approval of Willamette Workforce Partnership. Any records that are confidential in nature, including participant records, must be shredded, or similarly destroyed. Non-confidential records may be recycled. If there is any outstanding litigation or audit claim begun on records prior to termination of retention, the records will be retained until resolution of litigation or audit claim.

WILLAMETTE WORKFORCE PARTNERSHIP PRIMARY INDICATORS OF PERFORMANCE	
Revised: July 1, 2018	Standard: ST14

OVERVIEW

To ensure Workforce Innovation and Opportunity Act (WIOA) funded services assist a participant in a way that is conducive to the overall purpose of WIOA, it is necessary for WIOA sub-recipients to document results. Reportable results that measure WIOA programs services are based on the following types of outcomes:

- Employment during 2nd Quarter After Exit
- Employment during 4th Quarter After Exit
- Median Earnings
- Credential Attainment
- Measurable Skill Gain

DEFINITIONS

- **Date of Participation:** the first day the participant receives services after eligibility determination.
- **Date of Exit:** The date that a participant stopped receiving services funded by a program or grant that are not self-service, follow-up. Occurs when a participant has not received, or is not scheduled to receive, WIOA-funded services for 90 consecutive days. Participant self-service (services without staff assistance) and follow-up services are not considered as services that extend participation date.
- **Activities/Services:** services received during participation in the program can be Activities (youth) or Career/Training Services (adult). These activities are entered into the I-Trac and trigger one or more outcome expectations for performance.

Metric: All performance outcomes are determined by Department of Labor (DOL) metrics. All metrics use this format:

$$\frac{\text{Numerator}}{\text{Denominator}} = \text{Performance}$$

STANDARD PROCEDURE

<u>Employment Rate-2nd Quarter After Exit (Adult)</u>

The percentage of participants who are in unsubsidized employment during the *second quarter* after exit from the program.

Verification of Outcomes

- o Employment records
- o Unemployment Insurance confirmations
- o Customer attestation (limited)

Performance Metric

The number of participants who exited during the reporting period who are found to be employed in the second quarter after exit.

The number of participants who exited during the reporting period

<u>Employment Rate-2nd Quarter After Exit (Youth)</u>

The percentage of participants who are in education or training activities, or in unsubsidized employment during the *second quarter* after exit from the program.

Verification of Outcomes

- Employment records
- Unemployment Insurance confirmations
- Transcripts or other documentation showing enrollment into education or training activities
- Customer attestation (limited)

Performance Metric

The number of participants who exited during the reporting period who are found to be employed **or** in educational activities in the second quarter after exit.

The number of participants who exited during the reporting period

<u>Employment Rate- 4th Quarter After Exit (Adult)</u>

The percentage of participants who are in unsubsidized employment during the *fourth quarter* after exit from the program.

Verification of Outcomes

- Employment records
- Unemployment Insurance confirmations
- Customer attestation (limited)

Performance Metric

The number of participants who exited during the reporting period who are found to be employed in the 4th quarter after exit.

The number of participants who exited during the reporting period

<u>Employment Rate- 4th Quarter After Exit (Youth)</u>

The percentage of participants who are in education or training activities, or in unsubsidized employment during the *fourth quarter* after exit from the program.

Verification of Outcomes

- Employment records
- Unemployment Insurance confirmations
- Transcripts or other documentation showing enrollment into education or training activities

- Customer attestation (limited)

Performance Metric

The number of participants who exited during the reporting period who are found to be in educational activities **or** employed in the 4th quarter after exit.

The number of participants who exited during the reporting period

<u>Median Earning (Adult and Youth)</u>

The median earnings of program participants who are in unsubsidized employment during the *second* quarter after exit from the program.

Verification of Outcomes

- Employment records that reflect quarterly earnings during 2nd quarter after exit
- Wage Handout from WOMIS
- Unemployment Insurance confirmations
- Customer attestation (limited)

Performance Metric

Total quarterly earnings, for all participants employed in the 2nd quarter after exit, with the wage information listed in order from lowest to highest value. The value in the middle of the list if the median earnings value.

Example:

9, 12, 12, 12, 14, 14, 18, 18, 18, 18, 21, 21, 21, **21** ,22, 22, 22, 22, 22, 27, 27, 27, 27, 33, 33, 33, 33, **45**

The median earning for this group is 21 because it is the middle point between 9 and 45.

<u>Credential Attainment (Adult and Youth)</u>

The percentage of participants enrolled in an education or training program (excluding customized training, WEX, and OJT) who attain a recognized post-secondary credential or secondary school diploma, or its recognized equivalent, during participation or within one year after exit from the program.

Verification of Outcomes

The following list includes examples of acceptable credentials to use as verification:

- Secondary School diploma or recognized equivalent that is recognized by the State
- Associate's degree
- Bachelor's degree
- Occupational licensure
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates

- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment
- Certificates that recognize an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry

The following list includes examples of not-acceptable credentials/diplomas:

- Work Readiness certificates which includes National Career Readiness Certificate (NCRC)
- Certificates that are general skills related, such as safety, hygiene, etc.
- Certificates awarded by the workforce development board
- OLCC, BLS/First Aid, OSHA 30, Flagger/Forklift, Food Handers
- Certificates of completion that does not meet the definition as describe in the acceptable credentials/diplomas list.

Special Considerations

- Certificates must recognize technical or industry/occupational skills for the specific industry/occupation rather than general skills related to safety, hygiene, etc., even if such general skill certificates are broadly required to qualify for entry-level employment or advancement in employment.
- If a participant obtains a secondary school diploma or equivalent, in order to count, they must also be employed or in an education/training program leading to a postsecondary credential within 1 year after exit
- All In-School Youth (ISY) are included in the credential indicator measure since they are attending secondary or postsecondary school. Only Out-of-School (OSY) who participant in occupational skills training, secondary, postsecondary, or adult education, Youth Build, or Job Corps during participation in the Title 1 Youth program will also fall into this measure.

Performance Metric

$$\frac{\text{The number of participants who exited during the reporting period who obtained a recognized postsecondary credential during the program or within 1 year after } \textbf{or} \text{ those who were in a secondary education program and obtained a secondary school diploma or equivalent within 1 year of exit and were also employed or in an education/training program leading to a recognized post-secondary credential within 1 year after exit}}{\text{Number of participants enrolled in an education or training program (excluding OJT and customized) who exited during the reporting period.}}$$

<u>Measurable Skill Gain (Adult and Youth)</u>

The percentage of participants who, during a program year, are in education or training programs that leads to a recognized postsecondary credential or employment, and who are achieving skill gains, but not a credential or employment. Measurable Skill Gains are categorized as academic, technical, occupational, or other forms of progress toward a credential or employment.

All individuals who receive training are measured from the stated below outcomes. This includes funding a training program for a secondary school program equivalent. In addition, all participants funded by WIOA for training services are automatically entered into this measure. Sub-recipients are required to report at least one (1) measurable skill gain per enrollment episode.

The following list includes the five (5) different types of Measurable Skill Gains:

1. Educational Functioning Level Gain: Measures skill gains of participants who are receiving instruction below the postsecondary level. This type of gain is applicable to those who are enrolled in basic education programs.

Verification of outcomes

- Participant-completes a pre and post-test assessment that reflects progress toward an educational skill gain or outcome.
- Participant enrolls in an adult high school will provide verification of earning credits/units that is recognized by the State.
- Participant who exit a program below the postsecondary level and enrolls into a postsecondary education and training during the program year. Below postsecondary education applies to participants enrolled in a basic education program.

2. Secondary Diploma or Equivalent: When a participant attains a secondary school diploma or its recognized equivalent.

Verification of outcomes

- Secondary school diploma or its recognized equivalent
- Participant obtains certification of attaining passing scores on all parts of the State-recognized high school or adult secondary school equivalency test.

3. Secondary of Postsecondary Transcript: When a participant provides a transcript or report card for either secondary or post-secondary education for one academic year (or 24 credit hours) and shows that the participant is meeting the academic standards. Participants can be enrolled either full or part time status.

Verification of outcomes

- Secondary education*:* Participant provides a "at or above 9th grade level" transcript with 2 or more credits per quarter/semester within the program year. This does not include adult GED programs.

- o Post-Secondary: Participant provides a transcript that reflects:
  - o Full time: 12+ credits per one semester
  - o Full time: 18+ credits per one quarter
  - o Part time: 12+ per two semesters
  - o Part time: 18+ per two quarters

4. Progressing toward a milestone: Satisfactory or better progress report towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program).

Verification of outcomes

- o Participant provides an employer or training provider progress note. Training reports on milestones completed or increase pay resulting from skill upgrade are allowable.

5. Passing of a technical/occupational knowledge board: exam Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade related benchmarks such as knowledge based exams.

Verification of outcomes

- o Participant provides test results and/or other documentation providing passage of the exam.

Performance Metric

$$\frac{\text{The number of participants during the reporting period who are found in an education or training program that leads to a recognized postsecondary credential or employment and are achieving measurable skill gains based on attainment of at least one type of gain}}{\text{Number of program participants reporting period who are in an education or training program that leads to a recognized postsecondary credential or employment}}$$

Process

All participants who enroll into Title 1B are automatically entered into the retention and median earning measures. Sub-recipients are required to have a procedure set in place that addresses timelines for staff and participant engagement, including retention periods for 2nd and 4th Quarter after exit contact. For example, sub-recipient may choose to create a timeline for customer engagement during retention and enter that information into an Individual Employment Plan or Customer Expectation form.
Once a performance measure is met, staff must enter the outcomes in I-Trac. All outcomes, except Measurable Skill Gain, will be entered in the Outcomes tab. If the outcome is a credential, the name of the credential name must illustrate an acceptable credential/diploma. Only acceptable credentials will be entered into the Outcomes Tab.

Non-acceptable credentials are not required to be noted in the Outcomes section of I-Trac and is documented as a Career Service.

The follow chart illustrates services that trigger the Department of Labor Performance

Services that Trigger Performance (Adult)

SERVICES	2ND QUARTER	4TH QUARTER	CREDENTIAL ATTAINMENT	MEASURABLE SKILL GAIN *
Documentation	✓	✓		
Individualized Career Coaching				
Pre-GED Assessment				
Pre-ESL Assessment				
Individual Employment Plan				
Pre-Vocational ABE/GED				
Pre-Vocational ESL				
Workforce Preparation				
Vocational Scholarship			✓	✓
Entrepreneurial Training			✓	✓
GED			✓	✓
On-The-Job Training (OJT)				✓
Registered Apprenticeship				✓

*Triggers during program, not at exit.

Services that Trigger Performance (Youth)

SERVICES	2ND QUARTER	4TH QUARTER	CREDENTIAL ATTAINMENT	MEASURABLE SKILL GAIN *

Registered of Out-School Youth	✓	✓		
Registered of In-School Youth	✓	✓	✓	✓
Follow-up services				
Adult Mentoring				
Basic Skills Remediation/Tutoring				
Career Guidance				
Comprehensive Counseling				
Career-Based Training				
Entrepreneurial skills training				
Exploratory Interview				
Financial Literacy				
Individual Service Strategy				
Industry Tour				
Leadership Development				
Post-Secondary Transition Prep				
WEX Preparation				
Pre-Employment Training				
Work Readiness-Life Skills				
Assessment/Reassessment				✓
ESL (English as Second Language)			✓	✓
GED			✓	✓
High School Diploma- Alt. School			✓	✓
High School Diploma- K-12			✓	✓
Skills Training-Leading to Certificate			✓	✓
Skills Training- No certificate				
Structured Work Experience/Internship				

Job Shadow				
On-the-Job Training				✓
Pre-Apprenticeship				✓

*Triggers during program, not at exit.

WILLAMETTE WORKFORCE PARTNERSHIP

PRIORITY OF SERVICE

Revised: July 1, 2018	Standard: ST15

OVERVIEW

Workforce Innovation Opportunity Act (WIOA) provides a focus on serving "individuals with barriers to employment," and seeks to ensure access to these populations on a priority basis. Priority of Service is not eligibility criteria for the program, but it is the means to ensure an emphasis on providing services to these populations.

The priority of service for veterans applies across all qualified employment and training programs. The Jobs for Veterans Act (JVA) requires that veterans and eligible spouses are identified at the point of entry and made aware of their entitlement to priority of services, the full array of services available under priority of services, and applicable eligible requirements for this programs and services.

Priority of Service is for Title 1 Adult funding for Individualized Career and Training services. Only Veterans, recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient are eligible for Priority of Service.

REFERENCE

- Policy P04 Priority of Service

STANDARD PROCEDURE

Process

Priority is determined during eligibility and enrollment into Individualized Career Services under the Adult funding stream. During that time, paperwork verifying priority must be entered into the participant file.

Individuals that attest to meeting criteria for priority services must first undergo a determination for eligibility and appropriateness prior to the implementation of any program services beyond Basic Career Services (i.e. Individualized Career and Training Services). Training and Supportive Services funds are determined as a first come, first serve basis; however, priority for Adult funding will be provided to those who meet the guidelines of Priority of Service. Sub-recipients will utilize the order as described *below* for competing training applications (including OJTs) and Support Services.

Establishing Priority for Adult Funds

The following order shall be utilized when two (2) or more eligible Priority of Service participants request services concurrently.

- 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 Adult formula funds for Individualized Career Services and

Training services.

- Non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
- Veterans and eligible spouses who are not included in WIOA's priority groups.
- Non-covered persons outside the groups given priority under WIOA.

Documentation

To determine Priority of Service, at least one document from one of the categories below must be photocopied and kept in the participant's physical file.

Eligibility Criteria	Definition	Acceptable Documentation
Veteran	Under WIOA Sec. 3 (53), a JVA "covered person" is one of the following: • <u>A veteran</u> who is an individual who served in the active military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable; which may include National Guard or Reserve personnel • <u>A recently separated veteran</u> is any veteran who applies for participation under this title within 48 months after the discharge or release from active military, naval, or air service; or • <u>Eligible spouse of</u> a veteran who died of a service connected disability; A member on active duty who (at time of spouse's application) is listed in one or more of the following categories and has been listed for a total more than 90 days as missing in action, captured in the line of duty, or forcibly detained; or A veteran with a total disability from a service connected disability or one who died while being evaluated for it.	• DD-214 • An official notice issued by the Department of Veterans Affairs that establishes entitlement to a disability rating or award of compensation to a qualified dependent • An official notice issued by the Department of Defense that documents the eligibility of an individual, based on the missing or detained status of that individual's active duty spouse • An official notice issued by a state veterans' service agency that documents veteran status or spousal rights, provided that the State veterans' service

		agency requires federal documentation of that information.
Recipient of Public Assistance	The term ''public assistance'' in WIOA Sec. 3(50) means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test. An individual must provide official documentation showing assistance within the last six (6) months under any of the following programs at the time of registration: • General Assistance (GA) (State/local government); Refugee Cash Assistance (RCA); • Supplemental Nutrition Assistance Program (SNAP) • Supplemental Security Income (SSI) • Temporary Assistance to Needy Families (TANF)	• Agency Records
Low-Income Individual	Under WIOA Sec 3 (36)(a), low-income individual is one of the following: • An individual who receives, or in the past six months has received, or is a member of a family that is receiving or in the past (6) six months has received public assistance through one or more of the following: o SNAP o TANF o SSI o State or local income-based public assistance • Is in a family with total family income that does not exceed higher than the Federal Poverty line or 70% of the Lower Living Standard Income Level (LLSIL) • Is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C 14043e-2(6))), or a homeless child or youth (defined under section 752(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C 1143(2)))	• Check Stubs • Employer Records • UI Records • W-2 Records • Court Records • Self-Employment Records • Verification with outside agency (phone, fax, etc) • Self-Certification (minimal use)

	• Receives, or is eligible to receive, a free or reduced price lunch • Is a foster child on behalf of whom the State or local government payments are made. • Is an individual with a disability whose own income meets the income requirements, does not exceed the higher of the poverty line, or 70% of the LLSIL, but who is a member of a family whose income does not meet the requirement	
Basic Skills Deficient	Basic Skills Deficient in WIOA Sec. 3(5) is defined as an adult that is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. To qualify a person must meet one of the following: • Lacks a high school diploma or equivalency and is not enrolled in post-secondary education. • Determined to be Limited English Skills proficient through staff-documented observations • Enrolled in a Title II Adult Education/Literacy program • Reading, writing, or computing skills at or below 8th grade level	• <3 score on National Career Readiness Certificate • Documentation of enrollment into a Title 1 Adult Education/Literacy program no older than 6 months • Staff Case notes with detailed observation illustrating Limited English Skills • CASAS test showing basic skills deficient

WILLAMETTE WORKFORCE PARTNERSHIP RAPID RESPONSE	
Revised: July 1, 2018	Standard: ST16

OVERVIEW

The Workforce Innovation and Opportunity Act (WIOA) requires states to implement statewide Rapid Response activities to assist employers and impacted workers as quickly as possible following the announcement of a permanent closure, mass layoff, or natural or other disaster resulting in a mass job dislocation.

Two major events trigger initial Rapid Response activity by the state's Rapid Response Unit:

1. The filing of a Worker Adjustment and Retraining Notification Act (WARN) notice. WARN (Public Law 100-379) is intended to offer protection to workers, their families, and communities by providing notice at least 60 days in advance of covered plant closings and covered mass layoffs (covered refers to employers with 100 or more full-time employees). Notice must be provided to affected workers or their representatives, local government, and the State Rapid Response Unit. The Final Rule (20 CFR Part 639) identifies which dislocation events require WARN notice.

2. The filing of a Trade Adjustment Assistance (TAA) petition authorized under the Trade Adjustment Assistance Act. The filing of a TAA petition requires the State Rapid Response Unit to ensure that rapid response assistance and appropriate career services are made available to workers covered by the petition. If the TAA petition is certified by the federal Department of Labor (DOL), eligible workers are entitled to additional benefits and training opportunities to assist their return to suitable employment.

Rapid Response may also be triggered when:

- An employer voluntarily notifies the State Rapid Response Unit or local partners of an impending event
- The State Rapid Response Unit becomes aware of an event through public notices or other sources.

The State Rapid Response Unit coordinates (as appropriate) and supports the Rapid Response activities provided locally by Local Workforce Development Boards (LWDB). The State Rapid Response Unit is the focal point in assisting local Rapid Response teams, local government officials, employers and workers by providing resources such as funding, technical assistance, and labor market information.

Generally, the State Rapid Response Unit is the first point of contact for employers for major dislocation events, including WARN and TAA petition notification. The State Rapid Response Unit responds to dislocation events by establishing communication with LWDBs and other.

Rapid Response partners, initially by telephone or e-mail. From the initial information available, the State Rapid Response Unit works with LWDBs and other partners to determine the immediate needs of workers and the employer to establish appropriate “first steps” in responding as a workforce system and then formulate strategies for planning and carrying out rapid response.

Local Rapid Response partners include:

- State Rapid Response Unit
- LWDBs
- WorkSource Centers
- Unemployment Insurance Division
- Organized labor and/or Oregon State Labor Council, AFL-CIO when the workforce is union represented
- Community and Technical Colleges
- Other system partners and stakeholders as determined appropriate locally

Rapid Response services will be provided to workers and employers prior to dislocation events if possible or immediately following notification of the dislocation event provided that such actions would not adversely impact any ongoing collective bargaining negotiations related to the dislocation event. Local Rapid Response teams must consult with appropriate labor representatives when WIOA sub-recipients will serve union members.

STANDARD PROCEDURE

Roles and Responsibilities

<u>State Rapid Response Unit:</u>
To ensure the effective delivery of Rapid Response services, the State Rapid Response Unit will maintain an effective statewide Rapid Response system to ensure the regular exchange of information related to WARN notices and TAA petitions and other potential dislocations.

The State Rapid Response Unit is responsible for the following Rapid Response activities:

A. Maintain administrative policies and procedures that support rapid response assistance.

B. Develop and operate a Rapid Response communications strategy among the Oregon Employment Department, labor organizations, LWDBs, and, through those entities, WorkSource partner organizations, including community and technical colleges. The following describes the communication strategy:

When the State Rapid Response Unit receives a WARN or TAA petition or learns about a substantial layoff or closure event, it will immediately notify the LWDB-designated local Rapid Response contact (and state partners as necessary) to discuss the event status. Notice of the WARN and/or TAA petition will be sent to LWDBs and their designated local Rapid Response Contact(s).

The State Rapid Response Unit and LWDB-designated local Rapid Response Contact(s) will discuss the event and begin formulating strategies for carrying out Rapid Response activities. In most cases, the local Rapid Response Contact will make the initial contact with the business and introduce Rapid Response services.

C. The local Rapid Response Contact will arrange for an initial on-site meeting with employers and employee representatives, assess layoff schedule, determine employer plans to assist the workers, and introduce appropriate on-site Rapid Response activities for WARN and TAA related events.

D. The local Rapid Response Contact will plan for on-site assistance for Rapid Response related events with the employer, labor organization, or representatives of the affected workers.

E. Coordinate and facilitate the delivery of Rapid Response layoff orientations for affected workers in conjunction with the LWDB and local Rapid Response team.

F. Assist LWDBs in coordinating Rapid Response services with other available resources, such as National Dislocated Worker Grants (NDWG) and/or Trade Act funds.

G. Assist LWDBs in the development of NDWG applications and provide a state review of NDWG applications that are to be submitted to DOL.

<u>Local Workforce Development Boards:</u>
Willamette Workforce Partnership staff is responsible for coordinating the provision of Rapid Response services at the local level. To ensure the effective delivery of Rapid Response services, each LWDB is responsible for the following:

A. Establishing and maintaining a local Rapid Response team. Members of the team may include representatives from LWDBs, Oregon Employment Department; WorkSource centers partners, community and technical colleges, and other stakeholders and interested parties.

B. Identifying a Rapid Response Contact to coordinate with the State Rapid Response Unit. A Rapid Response Contact will be identified to ensure that each county is covered.

C. Planning assistance for dislocation events. Where feasible, Rapid Response assistance should be conducted on-site. Local Rapid Response teams, in conjunction with the State Rapid Response Unit and LWDBs, provide Rapid Response activities.

Rapid Response assistance generally includes the following activities:

1. Consulting with the State Rapid Response Unit, state and local economic development organizations, and other entities to avert potential layoffs.
2. Determining proposed layoff schedule and what employer plans are to assist the dislocated workers, including the status of any collective bargaining negotiations affecting layoff benefits.
3. Ascertaining and providing the State Rapid Response Unit with information related to severance, separation pay and retirement incentives.
4. Coordinating the delivery of Rapid Response layoff orientations for affected workers in conjunction with the State Rapid Response Unit. Local Rapid Response Contact will arrange for participation by local service providers in these sessions.
5. Assessing the needs of the impacted workers as quickly as possible through the use of surveys. A survey is an important tool to determine an affected worker's skills and education and identifying potential assistance needs. Additionally, DOL requires survey results for NDWG applications.
6. Maintaining an inventory of available workforce resources for on-site meetings to address the short and long-term assistance needs of the impacted workers.
7. Determining the need for peer worker outreach to connect dislocated workers with services.
8. Consulting and coordinating with appropriate labor representatives when planning Rapid Response activities for those impacted workers covered by a collective bargaining agreement.
9. Ensuring procedures are in place for the timely access and referral to WorkSource programs, services and information offered by the WIOA, Unemployment Insurance (UI), TAA, Wagner-Peyser and other programs.

When a LWDB, local Rapid Response team, or local partner becomes aware of a WARN-level layoff or closure event, the local Rapid Response Contact must notify the State Rapid Response coordinator, so the two can discuss the event and begin formulating strategies for carrying out Rapid Response activities.
When a LWDB, local Rapid Response team, or local partner becomes aware of a layoff or closure event that does not meet the WARN threshold or is not TAA related, it will initiate

Rapid Response services. The local Rapid Response Contact must inform the State Rapid Response coordinator of the Rapid Response event and number of attendees.

When Rapid Response activities are near completion, the local Rapid Response team should notify and coordinate with the appropriate WorkSource partners. This enables local sites to assume responsibility for service delivery to those dislocated by layoffs or closures who are interested in accessing career services, training services, supportive services, and other relevant services.

Shared Responsibilities

The State Rapid Response Unit, LWDBs, local Rapid Response teams, and local service sub-recipients must be fully cognizant of ongoing collective bargaining negotiations related to a plant closure or layoff event. Rapid Response teams must be cautious and avoid any actions that might impact those negotiations. They must be aware of the impact that the offer of services and resources may have on the negotiation process, especially with respect to financial arrangements related to the provision of severance benefits. Rapid Response teams must consult with appropriate labor representatives when WIOA programs will serve union-represented employees.

WILLAMETTE WORKFORCE PARTNERSHIP REFERRALS	
Revised: July 1, 2018	Standard: ST17

OVERVIEW

The diversity in workforce resources demonstrates the various needs of individuals in the community. Each workforce program has unique strengths and expertise. In order to best serve individuals it is important to connect applicants and potential applicants with the program(s) that will best fit the individual's needs. Even though individuals may meet the criteria for multiple programs, staff must work with the individuals to determine the best fit for both the individual and program.

REFERENCE

- Policy P01 Youth Services Eligibility

WIOA Adult/Dislocated Worker Referrals

Adult & Dislocated Worker services aim to connect individuals with employment as quickly as possible. This may mean assisting individuals with gaining necessary skills or connecting with other resources. Consider referring an individual to the WIOA Adult & Dislocated Worker program if they have the following characteristics:

1. 18 and older
2. Has completed high school diploma or equivalent
3. Looking to work immediately
4. Interested in training

WIOA Youth Referrals

The focus of WIOA Youth programs is to prepare participants to enter and be successful in the workforce. See Youth Services Eligibility policy for complete list of eligibly criteria. In addition to this criterion, the following characteristics may make WIOA Youth programs a good fit for the individual:

1. 16 to 24 years of age
2. Desires to complete high school diploma or equivalent
3. Lacks work experience
4. Willing to commit to intensive program activities and requirements
5. Interested in more than immediate employment

STANDARD PROCEDURE

Assessment

Staff should learn about the individual's motivations, goals and needs to help determine if the program and individual are mutually beneficial. If not, the next step is to refer the individual to another program. The above criteria can be used to help determine which WIOA program is most appropriate. If a WIOA program is not appropriate, refer to another resource in the community that can meet the individual's needs.

Warm Referral

Referrals may look different from organization to organization. However, sub-recipients are encouraged to perform a "warm referral" with participants. A "warm referral" is a facilitated connection between the individual and the program. This can include:

- Calling ahead to the organization and setting up a meeting,
- Providing a contact name to the individual, not just the agency name
- If applicable, escorting the participant to the program

The actions of referring should be designed to ensure the individual is able to successfully connect with the program to determine if enrollment is appropriate.

WILLAMETTE WORKFORCE PARTNERSHIP REGISTERED APPRENTICESHIP	
Revised: July 1, 2018	Standard: ST18

OVERVIEW

Registered Apprenticeship is a model of job preparation that combines a paid On-the-Job Training (OJT) with related classroom instruction to progressively increase workers' skill levels and wages. Entities that administer Registered Apprenticeship are known as "program sponsors" or "JATC." JATCs offer job seekers with immediate employment opportunities that pay sustainable wages and offer advancement along a career path. Graduates of Registered Apprenticeships receive recognized credentials and the potential for training to be applied toward furthering a post-secondary education.

Registered Apprenticeship programs can take many forms and the types of sponsors can vary, including:

- Employers who provide for in-house education as well as on-the-job training at the worksite
- Employers who provide on-the-job training at the worksite but, use outside educational providers for the related instruction portion
- Joint Apprenticeship Training Programs, administered jointly by employers and unions
- Apprenticeship intermediaries, such as educational institutions, industry associations, and community-based organizations

REFERENCES

- Policy P05 Individual Training Accounts
- Policy P07 Supportive Services and Needs Related Payments Policy
- Policy P09 On the Job Training
- Standard ST08 Individual Training Account
- Standard ST12 On-the-Job Training
- Standard ST14 Primary Indicators of Performance
- Standard ST21 Supportive Services

STANDARD PROCEDURE

Assisting Participants with Registered Apprenticeships

The model and outcomes of a Registered Apprenticeship strongly aligns with the goal of WIOA and is encouraged to be used as a training avenue for youth and Adult/DW participants. Sub-recipient staff can locate Registered Apprenticeship opportunities at: http://www.oregon.gov/boli/ATD/Pages/A_StatewideOpportunities.aspx

Participants, who are not already enrolled in a program, should be provided with the Oregon Apprenticeship Guide as part of the information necessary for customer choice. Each JATC Apprenticeship program has different program requirements and standards that can be

accessed through the link. Once a program is identified, the MA# can be used as a reference code and should match the first 4 digits of the standard code located in the Apprenticeship Standards website:
http://www.oregon.gov/boli/ATD/Pages/A_Standards_1000-8999.aspx

Within the document, sub-recipient staff can guide participants in locating the minimum qualifications, selection procedures, and grading guidelines for applications. Sub-recipients should use this as a tool to verify if the participant needs pre-vocational services as part of the Individuals Service Strategy or Employment Plan.

Aligning Registered Apprenticeships with ITAs

Approved Registered Apprenticeships are located in the Eligible Training Provider List (ETPL) under the Training Program section of the list. Any approved Registered Apprenticeships have "apprenticeship" in the course title. The training program name can be either an employer or an outside educational provider who is contracted with the Registered Apprenticeship sponsor to offer the classroom training.

Individuals who request an ITA for a Registered Apprenticeship must have verification that the sponsored employer is not reimbursing the trainee for the tuition or that the training is not a normal expense paid by the employer for others.

Any individual enrolled into a Registered Apprenticeship program will need to follow the same assessments, documentation, and performance measures that are expected of individuals who receive an ITA. Sub-recipients are allowed to create a separate ITA packet for the specific use of Registered Apprenticeship trainings.

Adding a Registered Apprenticeship to the ETPL

According to the Department of Labor (DOL), Registered Apprenticeship programs that are registered with DOL or Bureau of Labor and Industry, Apprenticeship and Training Division, are automatically eligible for the ETPL. If a participant is interested in a Registered Apprenticeship program training that is not on the ETPL, sub-recipient staff should contact the Registered Apprenticeship sponsor and provide the application to the ETPL link: https://www.surveymonkey.com/r/J575SZF. Registered Apprenticeship programs must be on the ETPL, or have written authorization by Willamette Workforce Partnership, prior to commitment to pay for ITA or OJT.

If a training start date is within 30 days, the Registered Apprenticeship training provider has submitted an application, and no updated information is readily available on the ETPL, sub-recipient staff should contact Willamette Workforce Partnership with the following information:

- Name of the Training Provider

- Name of the Training Program
- Name of Registered Apprenticeship sponsor
- Date of Application for the ETPL
- Contact information for the Training Provider/RA sponsor
- Start date of the Training Program

As part of Willamette Workforce Partnership's role, staff will act as facilitators for status updates and inform sub-recipient staff of next steps.

Aligning a Registered Apprenticeship with WIOA OJT

Sub-recipients can contract with Registered Apprenticeship programs where participants may participate in OJTs with multiple employers who are signatories to the Registered Apprenticeship program. This contract must be approved by Willamette Workforce Partnership prior to the first day of service. OJTs for Registered Apprenticeships can include Incumbent Workers.

Establishing Timeframes for Registered Apprenticeships

Registered Apprenticeships can last longer than standard training. WIOA states that it is not necessary to track apprentices through the completion of their apprenticeship program unless they are supported by WIOA funding throughout the entire training. Start and End dates of training should match the timeframes of WIOA funded payments.

For example, a sub-recipient pays for one year of classroom training through the ITA, the recorded end date of the training would be one year. If an ITA and OJT are used to assist the participant for the apprenticeship, the participant record would have two (2) records for training with two (2) end dates (a record for the ITA funded activity and a record for the OJT funded activity).

Pre-Apprenticeships Programs

Pre-apprenticeship programs are programs or a set of services designed to prepare individuals to ensure and succeed in a Registered Apprenticeship program. A pre-apprenticeship program can complete an application for the ETPL, and if approved, receive the same consideration as other classroom training programs. If a pre-apprenticeship program is not on the ETPL, that service will be considered:

- Youth: Pre-Apprenticeship Service
- Adult: Workforce Preparation Service

All funding and procedures regarding a pre-apprenticeship program is guided by if the program is or is not on the ETPL.

Revised: July 1, 2018	Standard: ST18

Aligning Registered Apprenticeships with Supportive Services

Supportive Services are allowable to individuals enrolled in a Registered Apprenticeship. Sub-recipients will follow the Supportive Service policy and standard. Supportive Services alone cannot initiate participation or extend exit. Therefore, sub-recipients that wish to support apprentices by only providing supportive services, such as transportation and child care, may do so as long as the service is coupled with an appropriate career service that can initiate participation and/or extend participation.

Performance

For participants enrolled into a Registered Apprenticeship program funded by an ITA or OJT, sub-recipients will follow the same performance measures as outlined in the Primary Indicator of Performance standard.

USDOL Registered Apprenticeship Technical Assistance

USDOL has developed a toolkit and several pieces of guidance to support the expansion of registered apprenticeship:

- ApprenticeshipUSA Toolkit - https://www.dol.gov/apprenticeship/toolkit.htm
- ApprenticeshipUSA Community of Practice - https://apprenticeshipusa.workforcegps.org/
- Framework on Registered Apprenticeship for High School Students - https://wdr.doleta.gov/directives/corr_doc.cfm?docn=4799

WILLAMETTE WORKFORCE PARTNERSHIP RETHINKING CAREERS	
Revised: July 1, 2018	Standard: ST19

OVERVIEW

Rethinking Careers is a proprietary curriculum developed by Willamette Workforce Partnership to teach work ready skills to youth. This curriculum utilizes cognitive behavioral techniques to reinforce the skills youth need to be successful in the workplace. Workforce Innovation and Opportunity Act (WIOA) Youth sub-recipients are able to use this curriculum as a part of the pre-employment training for youth and are granted free access to this curriculum as a sub-recipient of WIOA funding.

STANDARD PROCEDURE

Facilitator Training

Only trainers certified by Incite/WWP may facilitate the Rethinking Career curriculum. Trainers will check out a facilitator's binder and will sign a confidentiality agreement. The sub-recipient must also sign a licensing agreement which will grant access to and use of the curriculum for one year. If the facilitator is no longer employed with the program or the program does not continue to use the curriculum the facilitator's binder will be promptly returned to Willamette Workforce Partnership.

Facilitation

Rethinking Careers is a unique curriculum, delivered in 14 sessions. Facilitation is a key factor in developing intended outcomes. The lecture format of teaching is not an effective way to deliver this curriculum because youth need to engage in the conversation and make their own decisions. The following has been identified as key components to successful facilitation of this curriculum:

- Each session is held in a private location where youth feel safe discussing personal issues
- Youth begin the cohort at the same time
- Ideally, at least one day needs to be between each session. It is permissible to facilitate sessions two days in a row but it is never permissible to facilitate more than one session per day
- The same facilitator trains all sessions in a series
- Thinking and skills logs are focused on work experience. If a participant is not yet placed in a work experience, focus may be placed on school, projects, or other activities where participant would demonstrate these skills
- The facilitator is to use his or her discretion in determining how many skill and thinking logs should be completed after each session but participants must complete at least one after each session

- Facilitators should also use their discretion in assigning homework that requires completion of multiple copies of the same assignment but participants must complete one copy at minimum
- Conversations focus on work experience. If a participant is not yet placed, utilize common work place scenarios
- Materials for each session are to be distributed at the beginning of each session

Attendance

- Youth will sign a contract at the beginning of the first session. This contract is a contract with themselves and is provided in the participant materials on the first day
- If they are unable to attend a session they must contact the facilitator PRIOR to the start of the workshop
- If a youth is a "No Show" the facilitator must contact the person and ask if he or she plans to attend the next session
- The facilitator will provide and review the materials for the missed session when the youth returns
- Youth are required to make up missed activities and thinking-logs

Compliance with Homework

- To fulfill the contract, participants are required to complete all homework assignments

- Homework and Skill/Thinking Logs may be completed after the session at the location where the facilitation occurs. It is permissible to assist participants with these assignments; however, it is never permissible to complete the assignments for participants

- If a youth does not complete an assignment or Skill/Thinking Logs, the facilitator needs to address this in the session or individually with the participant after the session

Materials and Supplies

Willamette Workforce Partnership will provide each sub-recipient with electronic copies of all material needed to facilitate the sessions. This includes:

- Participant materials
- Coaching Skills
- Work-Ready Skills Assessment
- Skills & Thinking Logs

- Pre & Post Participant Learning Assessments
- Participant Evaluations of Workshop Series

These materials should be printed and packaged as follows:

- One inch binders with pre-printed tabs (1-14) should be used to house the materials
- Materials for each session are to be delivered at the beginning of each session
- Before the first workshop, Session 1 should be inserted into each participant binder and tabs (2-14) should be inserted as well but without the accompanying material
- Pre-assessment, Contract for Success, and Skill and Thinking Logs should also be in each participant binder on day one
- The Current State Sort Cards, Post-assessment, and Participant Evaluations should be given to the facilitator to distribute as directed

Fidelity

Fidelity refers to how closely contractors follow the Rethinking Careers program as intended by the developers. This includes consistency of session delivery, using the materials as intended, and adhering to the program schedule and timing.

Session delivery that is not true to the original design decreases the likelihood that the program outcomes will be met. Poor fidelity can result in a range of unintended consequences for youth, facilitators, and the curriculum overall.

It is the Rethinking Careers facilitators' responsibility to ensure fidelity by:

- Attending an in-person intensive facilitator certification training provided by Willamette Workforce Partnership
- Tracking program attendance
- Tracking compliance with homework and Skill and Thinking logs

Documentation in I-Trac

Each time a youth attends a Rethinking Careers session a new Career Based Training service will be opened and closed in I-Trac. Case notes should be entered as appropriate. Career Based Training can be entered as a batch service. Opening and closing a new service for each session is necessary. Youth must complete 10 out of 14 sessions to successfully meet the Rethinking Careers requirements.

WILLAMETTE WORKFORCE PARTNERSHIP SELECTIVE SERVICE	
Revised: July 1, 2018	Standard: ST20

OVERVIEW

WIOA requires that all male persons receiving any assistance or benefits under this title shall follow the Selective Service requirements, if otherwise eligible.

Selective Service requirements state that male persons born on or after January 1, 1960 are required to register with Selective Service within 30 days of their 18th birthday and up to, but not including their 26th birthday. All men in this age group must meet Selective Service registration requirements unless exempt from the registration requirement.

REFERENCE

- Policy P11 Selective Service

STANDARD PROCEDURE

Required Persons

Men required to register include those males who:

- United States (U.S.) citizens;
- Parolees;
- Veterans discharged before their 26th birthday;
- Non-citizens who take up residency in the U.S. prior to their 26th birthday:
    a. Illegal aliens;
    b. Legal permanent residents;
    c. Seasonal agricultural workers; and/or
    d. Refugees.
- Dual nationals of the U.S. and another country regardless of whether they live in the U.S.

Documentations for Required Persons

When an applicant states he has registered with the Selective Service, verification or registration is required. Sub-recipient will use the one of following for verification:

- Print out of online verification at www.sss.gov/RegVer/wfVerification.aspx
- Selective Service Registration Card
- Certified Post Office Receipt of Registration
- Selective Service Verification Form (Form 3A)
- DD-214 "Report of Separation"
- Selective Service Acknowledgement letter

Exceptions to Selective Service for U.S. Citizens

Exceptions to the mandatory registration for U.S. citizens are as follow:

- Males who are serving in the military on full-time active duty;
- Male attending the service academies who are discharged after their 26th birthday;
- Male hospitalization, incarcerated, or institutionalized are not required to register during their conferment; however, they must register within 30 days of release if they have not reached their 26th birthday; and
- Male veterans discharged after their 26th birthday

Documentation for Exceptions for U.S. Citizens

Acceptable forms of supporting documentation include:

- Status information letter showing the individual was not required to register

Exceptions to Selective Service for Non-U.S. Citizens

Exceptions to the mandatory registration for U.S. citizens are as follow:

- Non-U.S. male who came into this county for the first time after his 26th birthday
- Non-U.S. male who first entered the United States illegally after his 26th birthday
- Non-U.S. male on a valid non-immigrant visa

Documentation for Exceptions for Non-U.S. Citizens

Acceptable forms of supporting documentation include:

- Exemption letter from the Selective Services System
- Date of entry into U.S. stamp in passport
- I-94 with date of entry stamp on it
- Letter from U.S. Citizenship and Immigration Services indicating the date of entry into U.S. along with documentation of the individuals age
- Proof the individual was not living in the U.S. from age 18-26

Failure to Register Waiver

If the individual was required to register and did not, documentation must show that the failure to register was not knowing and willful. This should include a copy of the Letter of Status from the Selective Service System along with written explanation and supporting documents (if applicable) which will be submitted to Willamette Workforce Partnership for written approval prior to enrollment. Willamette Workforce Partnership staff will review the documentation and a decision will be issued to sub-recipient staff in writing. The decision must be kept in the participant's file.

Males Who Turn 18 While Enrolled in a WIOA Youth Program

A male who turns 18 years of age while enrolled in a WIOA program is required to register with the Selective Services within 30 days of his 18th birthday, or will be suspended from services until he registers. Sub-recipients must have a system in place to flag such persons, so the Selective Service registration can be conducted within 30 days of their 18th birthday and documented in I-Trac.

WILLAMETTE WORKFORCE PARTNERSHIP

SUPPORTIVE SERVICES

Revised: August 28, 2018	Standard: ST21

OVERVIEW

Supportive Services are to be provided to participants enrolled into Title 1B and illustrate a need for additional aid to be successful in engaging in WIOA training activities or to retain employment.

Supportive Services are not an entitlement and dispersal of Supportive Services are determined through a case-by-case basis. To the greatest extent possible, sub-recipients should address participant needs through leveraging of resources and partnerships with other providers, agencies, and funding sources. Additional information regarding Supportive Services can be found under the Supportive Services & Needs Related Payment Policy.

REFERENCES

- Policy P07 Supportive Services & Needs Related Payment
- Standard ST07 Individual Service Strategy

STANDARD PROCEDURE

Supportive Services relating to Individual Services Strategy- Youth only

WIOA youth program design requires an objective assessment which includes a review of supportive service needs. When the objective assessment determines the need for supportive services, such services should be noted as part of the Individual Service Strategy and linked to other WIOA youth activities.

Cost Considerations

The cost of supportive services must be both reasonable and competitive in price. When multiple options are available for receiving supportive services, documentation must show a reasonable effort was made to determine and choose the lowest, competitively priced service available. Estimates must contain the following information:

a. Participant name
b. Date of estimate
c. Vendor name, address and phone number
d. Itemization of products and services
e. If for vehicle, model, make and year of vehicle

In addition to the entering payment information, all Supportive Service payments need to illustrate how the payment will assist the participant in engaging in WIOA training activities or to retain employment. Statements made in the justification section indicating, other resources are not available, or all other resources have been exhausted, will not be considered sufficient documentation unless accompanied with additional case notes.

Approval for Reoccurring Expenses
In some instances, there may be a need to make payment for reoccurring expenses such as rent, utilities, car insurance, and child/dependent care. Reoccurring expenses do not include transportation during training. In the event a participant requests supports for a reoccurring expense, Sub-recipient managers must create a process that ensures participants do not become dependent upon supportive services.

Method
Support Service payments need to have adequate support documentation to verify participant received payment. Required practices include:

- Only the participant receiving the payment may sign a receipt of payment document (no spouses, family, etc.)
- "Cash-like Payments" (vouchers, gift-cards, etc.) may only be presented to the participant at the time of signature and may not be distributed via other means such as electronic deposits, mail, etc.
- Proof of purchase can be tracked back to the sub-recipient's general account ledger

Supportive Services Specific Guidelines

Support Services: Allowable with acceptable documentation

Community Services and Legal Aid Services

a. Attach supporting documents that indicate price for the item

b. Fees for expediting certificates are allowable, but should be minimally used

Transportation Assistance: Bus passes, mileage reimbursement

All mileage reimbursements should be determined by a weekly rate and use the following method:

To calculate mileage:
Participant's primary location to training/interview/WSO (round trip) **multiplied with** the amount of times per week the participant is required to make the trip

To calculate funding amount (for one week):
Mileage amount (from previous calculations) X (federal rate) cents per mile = total for the week

Sub-recipients may offer mileage reimbursements in weekly, bi-weekly, or monthly amounts. If offering a monthly reimbursement, staff will time the total for the week by 4 to determine the amount. Sub-recipient cannot offer anything higher than a mileage reimbursement that covers more than a month of mileage.

Background Checks/Fingerprints

a. Background check/fingerprinting *is allowable* if it is a requirement for entering training, a work experience, or employment

b. Background check/fingerprinting *is not allowable* if the employer or training provider typically pays the cost for other trainees/employees

c. Verify the background check/fingerprinting is a requirement for a work experience or part of the tuition of a ITA training program

d. Attach supporting documentation showing price of the background check/fingerprint

e. Payment cannot be made to the participant directly

Car Insurance

a. Actual statement or Invoice from insurance company
   1. *Participant's name (Must be the vehicle of the eligible participant)*
   2. *Insurance company name, address and phone number*
   3. *Dates of coverage (verify statement/invoice is for the dates requested)*
   4. *Model, make and year of vehicle*

b. Verify auto-pay is suspended for month requested and notate in I-Trac

c. Check will be made out to Insurance company

Housing

a. Attach actual mortgage statement, <u>or</u> copy of rental agreement, <u>or</u> letter from landlord indicating monthly amount, address of property and month of payment (i.e. June rent)

b. If a letter from the landlord, staff must call and verify the information and make a note on the letter indicating you have verified the information

c. If the mortgage statement or rental agreement is not in the eligible participant's name, we will be unable to assist with this expense

d. Case note in I-Trac must include justification that explains how this payment is a one-time only and will assist the customer in WIOA activities

e. Verify auto-pay is suspended for month requested <u>and</u> note in I-Trac

f. Check will be made out to the landlord or mortgage company

g. Deposits are not allowable

ID/Driver's License/Related Documents

a. Attach supporting documentation showing the current price of the item. If item relates to a vehicle, the vehicle must have the participant's name on the registration
b. We cannot pay for fines or other penalties
c. DMV requires separate checks for each payment. The cost of processing checks is often more than the service being provided. This assistance is allowable, but finding other ways, such as reimbursement, is highly recommended

Emergency Car Repair (Including Tires)

a. Repairs must be actual repairs and not on-going maintenance (e.g., oil change, tune-up)
b. Verify that participant's name is on the title/registration/insurance to verify services are being provided to an eligible participant
c. We will NOT cover the service, if participant is doing their own repair
d. For car repairs, the cost of the repair needs to be reasonably relative to the value of the vehicle (can be determined through Kelly Blue Book)

Uniform or Appropriate Work Attire and Work-Related Tools

a. Clothing must be necessary for work, job search, or training and related to the participant's occupational goal
b. Tools must be required by the employer. If the tools or equipment are normally supplied by the employer, payment is not allowable
c. Attach an itemized estimate

Medical, Dental, and/or Optical

a. Must be required for work or training
b. Attach an itemized estimate of the services requested
c. Verify what participant's insurance covers and note on PAF
d. Receipts or Proof of Purchase cannot have any medically identifiable information. I-Trac ID's must be used on payment vouchers

Child Care/Dependent Care

a. Child care or dependent care can only be paid for during the times the participant is in WIOA services

b. Verify that the child care provider or dependent care provider is DHS approved and the costs align with DHS set rates. Copy of license or registry information will need to be obtained

c. We will not cover the costs if the child care provider shares the same address with the participant

d. Document showing child care or dependent care hours align with WIOA training times

Relocation Expenses

a. Verify the participant is moving for a job outside of the community area. A written job offer is the only acceptable form of verification of employment

b. For U-Haul expenses, attach supporting documentation showing the quote for expenses. Damages to a U-Haul occurred by the participant are not allowable expenses

c. We will not cover expenses related to down payments or deposits for mortgage, cleaning costs, rental costs, etc.

Assistance with Educational Testing

a. Attach supporting documentation showing the current price of the testing

Payments for Fees for employment and training-related applications, test, and certifications

a. Attach supporting documentation showing the current price of testing, application, or certificate

Books, Fees, and School Supplies

a. Attach supporting documentation showing the current price supplies

b. Documentation that verifies Pell grant or scholarships do not cover the costs

Needs Related Payments

a. Verification the participant is in (or will start) a training service; ITA or OJT

b. Verification the participant has completed a budget/prosperity planned

c. Attach supporting documentation that verifies the participant meets the guidelines described in the Supportive Services policy

d. Verification to show the payment will not exceed either:

- Most recent unemployment insurance benefit amount

If participant did not receive unemployment insurance: Verification that the payment will not exceed the poverty level based on family size. Poverty level information is obtained at: https://aspe.hhs.gov/poverty-guidelines. If the applicant has other sources of income from family members, that income must be included in the overall verification and calculations for distributing payments.

Limits

The total of supportive services payments to one individual is $750 per program year. Willamette Workforce Partnership must approve exceptions to this amount.

Timeframe

Support service payments can be provided to a participant only after enrollment is complete. The act of paying for the Supportive Service does not commence or extend program participation, nor does it delay program exit. If the participant partakes in additional activities during the service payment, such as counseling or advising, that would affect the participant's program activity and exit. The latest date of payments depends on the grant and funding.

Supportive Services during Follow-Up for Youth

Supportive Services in follow-up for youth is an allowable activity under WIOA. Sub-recipients must be able to identify how the follow-up Supportive Service payment supports the continued employment or post-secondary success of the customer. Supportive Service payments in follow-up must adhere to all Supportive Service guidelines.

Documentation

All Supportive Services are recorded in I-Trac with corresponding documentation and receipts stored in the participant's file in the Expenditures section. In addition, all supportive service payments need to be attached to a service or training in I-Trac. When a support service is paid directly to the participant (such as reimbursements), a signature that acknowledges receipt of the support payment must be on file with the receipt.

WILLAMETTE WORKFORCE PARTNERSHIP TARGET SECTORS	
Revised: July 1, 2018	Standard: ST22

OVERVIEW

The Workforce Innovation and Opportunity Act (WIOA) emphasizes the importance of targeted sectors that are in-demand. By focusing training and career exploration activities in these areas, more opportunity will be created for individuals to connect with high-wage employment. The Mid-Valley Workforce Board has identified the regional targeted sectors as Health Care, Advanced Manufacturing, and Transportation/Warehousing and Logistics.

DEFINITIONS

In-Demand Industry Sector- an industry sector that has a substantial current or potential impact (including through jobs that lead to self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.

In-Demand Occupation- an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the state, regional, or local economy, as appropriate.

North American Industry Classification System (NAICS)- The standard used by Federal statistical agencies in classifying industries for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy.

O*NET Code - An ONET code is a SOC (standard occupational classification) code extended out several decimal places. ONET codes were created to match an occupation with an occupational training category at community colleges.

Standard Occupational Classification - The Standard Occupational Classification (SOC) System is a United States government system of classifying occupations. It is used by U.S. Federal government agencies collecting occupational data, enabling comparison of occupations across data sets. Each industry (with an industrial NAICS code) contains many occupations with a standard occupational classification. For example, the construction industry has many occupations each with its own SOC code, electricians, plumbers, carpenters, etc. but the industry also employs workers in SOC classifications such as secretarial, IT, etc. occupations.

STANDARD PROCEDURE

Training Services

Sub-recipients must provide priority consideration to training programs that lead to employment or recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area.

Determining if a Training is within a Targeted Sector

Sub-recipient staff are required to ensure a priority of training is allocated to the regionally defined targeted sectors. For On-the-Job Trainings or Work Experiences, sector information is determined through the Employer Eligibility Checklist, not the position description. When an employer identifies a NAICS code for the business, the first three digits of the code will need to fall within the list above to qualify as a targeted sector.

For other forms of training, such as Vocational Scholarships, sub-recipients will sub-recipients will use a combination of the O*Net code, CIP (classification of Instructional Programs), and NAICS codes to determine if the training will lead to a position within a Targeted Sector.

To verify if the O*Net code is corresponding with the correct NAICS code, sub-recipients can locate the auto-populated O*NET code, (found under Targeted Position, I-Trac will auto-populate a number next to the title of the occupation), and enter it into O*Net's online database. In the Summary Report page, the industry information will appear. That information should be compared to the drop-down list found under the Industry section.

NAICS

The following three digit codes are NAICS codes within the Targeted sectors:

Healthcare:
621- Ambulatory Health Care Services
622- Hospitals
623- Nursing and Residential Care Facilities

Transportation:
481- Air Transportation
482- Rail Transportation
483- Water Transportation
484- Truck Transportation
485- Transit and Ground Passenger
486- Pipeline Transportation
487- Scenic and Sightseeing
488- Support Activities for Transportation

Manufacturing:
311- Food Manufacturing
312- Beverage and Tobacco Product
313- Textile Mills

314- Textile Product Mills
315- Apparel Manufacturing
316- Leather and Allied Product
321- Wood Product Manufacturing
322- Paper Manufacturing
323- Printing and Related Support Activities
324- Petroleum and Coal Products
325- Chemical Manufacturing
326- Plastics and Rubber Products
327- Nonmetallic Mineral Product
331- Primary Metal Manufacturing
332- Fabricated Metal Product
333- Machinery Manufacturing
335- Electrical Equipment, Appliance and Component Manufacturing
336- Transportation Equipment
337- Furniture and Related Product
339- Misc. Manufacturing

Warehousing:
493- Warehousing and Storage

Logistics:
541614: Process, Physical Distribution, and Logistics Consulting Services

Verifying Information in I-Trac
Both O*Net information and NAICS codes are pre-loaded in I-Trac. As part of the data entry requirements for Training Services, sub-recipients are responsible for ensuring the correct O*Net code and NAICS codes are selected.

WILLAMETTE WORKFORCE PARTNERSHIP

WORKFORCE GLOSSARY- ADULT/DW

Revised: July 1, 2018	Standard: ST23

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DEFINITIONS

Adult Basic Education (ABE)

Basic skills education for adults whose inability to read, write or speak English or to effectively use mathematics is a barrier to their ability to get or keep employment.

Apprenticeship Program

Reference: National Apprenticeship Act

A formal program of training that combines on-the-job training and related classroom instruction under the supervision of a journey-level craft person or trade professional, in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs are registered with the state, can be sponsored by individual employers, joint employer and labor groups and/or employer associations.

Basic Computer Skills

The ability to log in/log out of a computer profile, use keyboard and mouse, open, write, and send emails, browse internet, and create and save a document.

Basic Skills Deficient

Reference: 20 CFR 680.600 and 20 CFR 681.290

An individual who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test (or is an individual who is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the family or in society).

Career Pathway

Reference: WIOA Section 3 (7)

A combination of rigorous and high-quality education, training and other services that:

- Aligns with the skill needs of industries in the state and/or local economy.
- Prepares a participant to be successful in any of a full range of education, including secondary, post-secondary and apprenticeships.
- Includes counseling to support a participant in achieving their education and career goals.
- May include education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Organizes education, training and other services to meet the particular needs of the participant in a manner that accelerates the educational and career advancement of the participant to the extent practical.
- Enables a participant to attain a secondary school diploma or equivalent and at least one recognized post-secondary credential.
- Helps a participant enter or advance within a specific occupation or occupational cluster.

Career Services
Reference: 20 CFR 678.430.
These are activities required to be available through the WorkSource Centers to assist customers in securing employment. Services are broken out as Basic and Individualized.

- *Basic Career Services*
  Generally informational and lighter-touch services which carry no additional costs that must be paid to outside vendors on behalf of the participants. May be staff delivered or self-service.
- *Individualized Career Services*
  Includes services that are delivered by WorkSource staff either through workshops, one-on-one engagement or through a third-party vendor that are designed to assist customers in developing career plans, determining skill levels and training needs, and securing basic employment skills. Includes services for which there are outside costs associated with the engagement.
- *Self-Service/Information Only*
  Services that do not require staff interaction or substantive assistance and do not extend the participant's WorkSource enrollment. An electronically delivered service is not automatically defined as self-service. Each product or service must be reviewed and categorized during development.

Co-enrolled
Enrollment and participation in multiple programs for which a customer is eligible and occurring at the same point or overlapping points in time.

Credential
Reference: PIRL/TEGL 15-10
Within the context of education, workforce development, and employment and training for the labor market, the term credential refers to a verification of qualification or competence issued to an individual by a third party with the relevant authority or jurisdiction to issue such credentials (such as an accredited educational institution, an industry recognized association, an occupational association or professional society). Certificates of participation issued by a Local Workforce Development Board and the National Career Readiness Certificate (NCRC) are not considered Credentials for WIOA reporting purposes. The range of different types of credentials include:

- Educational diplomas, certificates and degrees
- Registered apprenticeship certificates
- Occupational licenses (typically awarded by State government agencies)
- Certifications and certificates awarded from or recognized by industry or professional associations

Disability

Reference: Americans with Disabilities Act of 1990 42 USC 12102

A physical or mental impairment that substantially limits one or more of a person's major life activities.

Eligible Training Provider

Reference: State of Oregon Workforce Programs Policy – Eligible Training Provider

An entity that is authorized to receive ITA payment for WIOA training services. To be an eligible training provider, an entity must qualify as one of the following:

- An accredited institution of higher education that provides a program leading to a recognized post-secondary credential
- An entity that carries out programs registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 60 Stat. 664, Chapter 663, 29 U.S.C. 50 et seq.)
- Another public or private provider of a program of training services, which may include joint labor-management organizations, and eligible providers of adult education and literacy activities under WIOA title II, if such activities are provided in combination with occupational skills training
- Community Based Organizations (CBOs) or private organizations of demonstrated effectiveness that provide training under contract with the Local Workforce Development Board

Eligible Training Provider List (ETPL)

A statewide collection of education and training providers that are approved to provide WIOA ITA training through the WorkSource system. For a current list, go to http://wioa.weebly.com/eligible-training-providers.html

Eligibility

- Adult
  An individual who is age 18 or older, has complied with Selective Service Registration requirements and is Legal to Work in the US.
- Dislocated Worker
  Reference: WIOA Section 3 (15) and TEGL 22-04
  An individual who meets one of the following four definitions and is Legal to Work:
  1) has been terminated or laid off, or who has received a notice of termination or layoff, from employment; and is eligible for or has exhausted entitlement to unemployment compensation;

     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.

2) Has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;

OR

is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days;

OR

for purposes of eligibility to receive services other than Individualized Career Services or Training services or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close.

3) Was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters.

4) Is a displaced homemaker.

<u>Note:</u>
To determine a laid-off customer's eligibility for dislocated worker-funded services, the participant's last date of employment (the Date of Actual Qualifying Dislocation) must be within 48 months prior to registration. This aligns with the timeframe described in the TEGL definition of a "Recently Separated Veteran."

Separating military service members (non-retiree) and military spouses may be enrolled for services as dislocated workers if they meet the definitions set forth in TEGL 22-04 Section 4. Recently separated veterans and transitioning service members are considered to have received a notice of termination or layoff from their employer (DD-214).

- Displaced Homemaker
  Reference: WIOA Section 3 (16)
  For Dislocated Worker Purposes, an individual who has been providing unpaid services to family members in the home and who:
  - Has been dependent on the income of another family member but is no longer supported by that income;

    OR

   - Is the dependent spouse of a member of the Armed Forces on activity duty and whose family income is significantly reduced because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member of the Armed Forces;

     AND
   - Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Note: Consistent with ETA's policy, Oregon honors all marriages that are valid in the state of celebration. Oregon includes both genders as "homemakers" and includes same-sex married couples as within the word "family."

- National Dislocated Worker Grant (DWG)
  The eligibility requirements of Dislocated Worker, plus any additional eligibility requirements for the employer- or industry-specific layoff or dislocated worker subpopulation the award is designed to serve. Each grant will have different additional requirements.

English as a Second Language (ESL)
English language education for those who have limited ability in speaking, reading, writing or understanding the English language, and whose native language is a language other than English, or who lives in a family or community environment where a language other than English is the dominant language.

Enrollment
The period of participation in a specific program from receipt of first qualifying program-funded service through exit.

Exit
Reference: PIRL/WIOA Section 225
The date that a participant stopped receiving services funded by a program or grant that are not self-service, informational or follow-up. Occurs when a participant does not receive a service funded by the program or funded by a partner program for ninety (90) consecutive calendar days and is not scheduled for future services; services do not include self-service, information-only services or activities or follow-up services. Rules apply to all programs and funding streams concurrently. The exit date is the date of the last qualifying service received.

- Global Exclusion Exit
  Result only when an individual meet one of the following criteria:

  - Institutionalized – Became incarcerated in a correctional institution or has been a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services.

- Criminal Offender – Participant received services during incarceration and is still incarcerated at exit. Note: This exit reason does not remove participant from all performance indicators.
- Health and Medical – Exits program because of a medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation.
- Deceased
- Reserve Forces; Called to Active Duty – For 90 days or more.
- Ineligible – A participant who was determined eligible and is later determined not to have met eligibility criteria.

Incumbent Worker
Reference: 20 CFR 680.780
As it relates to WIOA 20 percent set-aside provision, to be eligible for Incumbent Worker services, a person must be employed, meet the Fair Labor Standards Act requirements for an employer-employee relationship, and have an established employment history with the employer for six months or more.

In the event that an 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 do meet the employment history requirement.

An incumbent worker does not have to meet the eligibility requirements for career and training services for adult and dislocated workers under WIOA, unless they are also enrolled as a participant in the WIOA adult and/or dislocated worker program. Under these training programs, the business/employer is the customer.

Individual Employment Plan
Reference: 20 CFR 680.170
Developed with a participant, an ongoing strategy to identify employment goals, achievement objectives and appropriate combination of services for the participant in order to achieve their employment goal.

Individual Training Account (ITA)
Defines the training services and associated costs to secure training from eligible training providers.

Internship
See Work Experience.

Lower Living Standard Income Level (LLSIL)
Reference: WIOA Section 3 (36) (B)
The income level (adjusted for regional, metropolitan, urban, rural and family size differences) determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary.

National Career Readiness Certificate (NCRC)
A nationally-recognized career aptitude certification that validates, through assessment, a participant's skills in mathematics, reading and locating information (interpreting charts, graphs, and maps). Does not qualify as a credential for WIOA performance reporting purposes.

One-Stop Operator
Reference: 20 CFR 678.620
An entity (public, private or non-profit) or consortium of entities certified through a competitive process to oversee the operations and coordinate services delivered by One Stop Partners and service providers in a WorkSource Center.

Participant
Reference: 20 CFR 677.150 (a)
A Reportable Individual who has been determined eligible for the program and has received a Career Service funded by the program other than self-service or information-only. Participants are included in performance cohorts.

Performance Measures
Reference: 20 CFR 677.155

- Employment – The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
    - The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- Median Earnings – The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- Credential – The percentage of those participants enrolled in an education or training program (excluding OJT and Customized Training) who attained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.
    - A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

- Skill Gain – The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains. These are defined as documented academic, technical, occupational, or other forms of progress towards a credential or employment.

Pre-Apprenticeship Program
Reference: 20 CFR 681.480
A program or set of strategies designed to prepare individuals to enter and succeed in a registered apprenticeship program and has a documented partnership with at least one, if not more, registered apprenticeship program(s) that assist in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.

Priority Populations
Reference: 20 CFR 680.600
In the WIOA Adult program, priority for Individualized Career Services and Training must be given to recipients of public assistance, other low income individuals, and individuals who are basic skills deficient.

Rapid Response Activities
Reference: 20 CFR 682.300 to 370
Strategies and activities necessary to plan for and respond as quickly as possible to announcements or notifications of permanent closure; mass layoff; mass job dislocation resulting from a natural or other disaster; or the filing of a Trade Adjustment Assistance (TAA) petition. Activities include information and access or connection to the WorkSource system and services that enable dislocated workers to transition to new employment as quickly as possible.

Reportable Individual
Reference: 20 CFR 677.150 (b)
An individual who provides identifying information (as required by the PIRL) who only uses the self-service system or information-only services or activities. These individuals are not included in WIOA performance cohorts and do not have participation or exit dates as they are not enrolled in WIOA services, but reported as a customer count.

Sector Strategies
Services and interventions for a targeted industry identified by the Local Workforce Development Board that possess high- demand occupations that may be filled by WorkSource participants.

Selective Service
Reference: WIOA Section 189(h)/TEGL 11-11

The Selective Service System is an independent agency of the United States government that maintains information on those potentially subject to military conscription. Virtually all male U.S. citizens and male immigrant non-citizens between the ages of 18 and 25 are required by law to have registered within 30 days of their 18th birthdays. Compliance with the Military Selective Service Act is a requirement of WIOA eligibility.

Self-Attestation

An individual's signed attestation (physical or electronic) that the information submitted to demonstrate eligibility for a program under Title I of WIOA is true and accurate. Synonymous to "self-certification."

Support Service

Reference: 20 CFR 680.900

Payment for services that are necessary to enable a participant to actively engage in Career Services and Training activities. Services may include, but are not limited to, assistance with transportation, child care, housing, educational testing, uniforms or other work attire, books, fees, school supplies, etc. Support Services may only be provided when it is determined they are unable to be obtained through other programs that provide such service.

Training

Reference: 20 CFR 680.200

A variety of training types are available through WIOA for eligible participants, including but not limited to those defined below. To access Training funds a participant must receive either an interview, evaluation or assessment and career planning with WIOA staff to determine the need for training services; that the participant is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency; is in need of training services to obtain or retain employment; and have the skills and qualifications to successfully participate in training services. Training types include:

- Customized Training
  Reference: 20 CFR 680.760
  Training designed to meet the special requirements of an employer (including a group of employers) which is defined by a contract, is conducted with a commitment by the employer to employ an individual(s) upon successful completion of the training, and for which the employer pays a significant share of the cost of the training as determined by the Local Workforce Development Board.

- Incumbent Worker Training
  Reference: 20 CFR 680.790
  A program of training designed to meet the special requirements of an employer (including a group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain

employment. Must be conducted with a commitment by the employer to retain or aver the layoffs of the incumbent workers trained.

- Occupational Skills Training
  Reference: 20 CFR 681.540
  An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.

- On-the-Job Training (OJT)
  Reference: 20 CFR 680.700
  Hire first training, provided to a participant by an employer that is defined by a contract and:
    - Provides knowledge or skills essential to the full and adequate performance of the job;
    - Provides reimbursement to the employer of up to a certain percent – typically 50 percent but may be more based on certain circumstances and Local Workforce Development Board policy – of the wage-rate of the participant, for the extraordinary costs of providing the training and the additional supervision related to the training;

      AND
    - Is limited in duration as appropriate to the occupation for which the participant is being trained; taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

Transitional Job
Reference: 20 CFR 680.190
Time limited work experience that is wage-paid, subsidized and with a public, private and/or non-profit employer. Reserved for participants with barriers to employment, who are chronically unemployed or have an inconsistent work history. Combined with comprehensive employment and support services, designed to assist the participant to establish a work history, demonstrate success in the workplace and develop the skills that lead to entry and retention in unsubsidized employment.
Unsubsidized Employment
A job for which wages are paid directly by the employer and that is not subsidized through any government program.

Veteran
Reference: TEGL 22-04 and Veterans' Program Letter 07-09

A person who served in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable, which may include National Guard or Reserve personnel.

- Eligible Spouse
  Means the spouse of any of the following:
    a. a veteran who died of a service-connected disability;
    b. a 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 listed for a total of more than 90 days: missing in action; captured in the line of duty by a hostile force; or forcibly detained or interned in the line of duty by a foreign government or power;
    c. a veteran who has a total disability resulting from a service-connected disability, or
    d. a veteran who died while a disability was in existence.

Note: A spouse whose eligibility is derived from a living veteran or service member (that is categories b or c above) would lose his or her eligibility if the veteran or service member were to lose the status that is the basis for the eligibility (e.g. if a veteran with a total service-connected disability were to receive a revised disability rating at a lower level). Similarly, for a spouse whose eligibility is derived from a living veteran or service member, that eligibility would be lost upon divorce from the veteran or service member.

The veterans' priority of service regulations refers to those veterans and spouses who are eligible for priority of service as "covered persons" and is the Veteran and Eligible Spouse as defined above.

Note: Consistent with ETA's policy, Oregon includes as a "covered person" the same-sex spouse of a veteran who is in one of the above categories where the marriage was valid in the state of celebration.

Work Experience

Reference: 20 CFR 680.180

Planned, structured learning experience Career Service that takes place in a workplace for a limited period of time, may be paid or unpaid, and is consistent with other laws such as fair labor. The Work Experience may be with a public, private and/or non-profit employer. Also referred to as internship.

Workforce Preparation Activities

Reference: WIOA Section 2(69) and Section 203(17)

Activities, programs or services designed to help an individual acquire any combination of the skills necessary for the successful transition into and completion of postsecondary education or training, or successfully entering employment. Activities may include but are not limited to:

- Basic academic skills
- Critical thinking
- Digital literacy (computer)
- Self-management skills
- Utilizing resources and using information

Workforce Innovation and Opportunity Act (WIOA)
An Act of the United States Congress to establish programs to prepare youth and unskilled adults for entry into the labor force and to give job training to those economically disadvantaged individuals and other individuals who face serious barriers to employment and who are in need of such training to obtain prospective employment. Titles include:

- Title I Adult, Youth and Dislocated Worker services
- IB – Adult, Dislocated Workers, Youth
- IC – Job Corps
- ID – Native American, Migrant and Seasonal Farmworker, Veterans, etc.
- Title II Adult Basic Education
- Title III Wagner-Peyser (Employment Service)
- Title IV Vocational Rehabilitation
- Title V General Provisions

WorkSource Oregon Operational Standards
Reference: WorkSource Oregon Operational Standards
A set of guidelines, rules and service designations offered statewide through WorkSource Centers that align all partners in the workforce development system.

WILLAMETTE WORKFORCE PARTNERSHIP

WORKFORCE GLOSSARY- YOUTH

Revised: July 1, 2018	Standard: ST24

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DEFINITIONS

Adult Mentoring

Reference: 20 CFR 681.490 (Required Youth Program Element)

Adult Mentoring 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 charter of the youth participant. Group and electronic mentoring is allowable but at minimum the youth must be matched with an individual mentor with whom the youth interacts on a face to face basis. The expected outcome of the mentoring relationship will connect to the goals set forth in the Individual Service Strategy. Adult mentoring services must last for at least 12 months' duration and may occur both during and after (follow-up) program participation.

Alternative Secondary School

Reference: 20 CFR 681.460 (Required Youth Program Element)

An accredited/registered school or educational program that serves youth who have not been successful in mainstream "traditional" academic programs and provides instruction leading to a high school diploma or GED.

Applicant Statement

A signed attestation (physical or electronic) that the information submitted to demonstrate eligibility for a program under Title I of WIOA is true and accurate. Synonymous to "self-certification." Participants who are age 18 or older may sign/attest on their own; participants under the age of 18 must also have the signature of a parent/guardian attesting to the accuracy of the information provided.

Apprenticeship Program

Reference: National Apprenticeship Act

A formal program of training that combines on-the-job training and related classroom instruction under the supervision of a journey-level craft person or trade professional, in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs are registered with the state, can be sponsored by individual employers, joint employer and labor groups and/or employer associations.

Basic Skills Assessment

A standardized test to determine the level at which a participant computes or solves problems, reads, writes, or speaks English. Tests determine participant's ability in each category.

Basic Skills Deficient

Reference: 20 CFR 680.600 and 20 CFR 681.290

An individual who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test (or is an individual who is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the family or in society).

Career Pathway

Reference: WIOA Section 3 (7)

A combination of rigorous and high-quality education, training and other services that:

- Aligns with the skill needs of industries in the state and/or local economy.
- Prepares a participant to be successful in any of a full range of education, including secondary, post-secondary and apprenticeships.
- Includes counseling to support a participant in achieving their education and career goals.
- May include education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Organizes education, training and other services to meet the particular needs of the participant in a manner that accelerates the educational and career advancement of the participant to the extent practical.
- Enables a participant to attain a secondary school diploma or equivalent and at least one recognized post-secondary credential.
- Helps a participant enter or advance within a specific occupation or occupational cluster.

Comprehensive Guidance and Counseling

Reference: 20 CFR 681.510 (Required Youth Program Element)

The staff provision of individualized guidance through program services that support the Individual Service Strategy. This also may include drug and alcohol abuse counseling, mental health counseling and referral to specialized partner programs as appropriate. These types of counseling can be provided through referral, with the WIOA service provider coordinating with the referral agency to assure continuity of service.

Concurrent Education and Workforce Preparation Activities

Reference: 20 CFR 681.630 (Required Youth Program Element)

The provision of education services integrated in and provided concurrent with – and in the same context as – workforce preparation activities and training within specific occupations or occupational clusters. The program design may include, in addition to workforce preparation activities (see related definition), basic academic and hands-on occupation skills training taught within the same timeframe and connected to a specific occupation, occupational cluster or career pathway.

Credential

Reference: PIRL/TEGL 15-10
Within the context of education, workforce development, and employment and training for the labor market, the term credential refers to a verification of qualification or competence issued to an individual by a third party with the relevant authority or jurisdiction to issue such credentials (such as an accredited educational institution, an industry recognized association, an occupational association or professional society). Certificates of participation issued by a Local Workforce Development Board and the National Career Readiness Certificate (NCRC) are not considered Credentials for WIOA reporting purposes. The range of different types of credentials include:

- Educational diplomas, certificates and degrees
- Registered apprenticeship certificates
- Occupational licenses (typically awarded by State government agencies)
- Certifications and certificates awarded from or recognized by industry or professional associations

Disability
Reference: Americans with Disabilities Act of 1990 42 USC 12102
A physical or mental impairment that substantially limits one or more of a person's major life activities.

Eligible Youth
Reference: 20 CFR 681.200 to 681.220
A person between the ages of 14 and 24 years of age that meets the eligibility requirements for WIOA In-School or Out-of- School. Refer to *WIOA Youth Eligibility* document located at I-Trac Resources for the most current, detailed eligibility requirements and subsequent in- or out-of-school designation. Attachments A and B to this Glossary identify income types that must be included or excluded from the low income calculation.

English as a Second Language (ESL)
English language education for those who have limited ability in speaking, reading, writing or understanding the English language, and whose native language is a language other than English, or who lives in a family or community environment where a language other than English is the dominant language.

Enrollment
See participation

Entrepreneurial Skills Training
Reference: 20 CFR 681.560 (Required Youth Program Element)
Education and training that develops the knowledge and skills around the basics of starting and operating a small business.

Exit
Reference: PIRL/WIOA Section 225
The date that a participant stopped receiving services funded by a program or grant that are not follow-up. Occurs when a participant does not receive a service funded by the program or for ninety (90) consecutive calendar days and is not scheduled for future services; services do not include follow-up services. Rules apply to all programs and funding streams concurrently. The exit date is the date of the last qualifying service received.

- Global Exclusion Exit
  Result only when an individual meet one of the following criteria:
  - Institutionalized – Became incarcerated in a correctional institution or has been a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services.
  - Criminal Offender – Participant received services during incarceration and is still incarcerated at exit. Note: This exit reason does not remove participant from all performance indicators.
  - Health and Medical – Exits program because of a medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation.
  - Deceased
  - Reserve Forces; Called to Active Duty – For 90 days or more.
  - Foster Care – the participant is in the foster care system [as defined by 45 CFR 1355.20(a)] and has moved from the area as part of the program.
  - Ineligible – A participant who was determined eligible and is later determined not to have met eligibility criteria.

Financial Literacy Education
Reference: 20 CFR 681.500 (Required Youth Program Element)
Activities that support and teach participants about personal financial management, such as (but not limited to) budgeting, bank accounts, loans, credit/credit reports, how to shop for financial products, and identity theft.

Follow-Up Services
Reference: 20 CFR 681.580 (Required Youth Program Element)
Services provided to youth after exit to facilitate and support youth development, retention and advancement in employment, and/or education placements. Services may include: Support Services, Adult Mentoring, Financial Literacy education; career counseling and exploration services and activities that help youth prepare for and transition to postsecondary education and training. Follow-up services must be provided to all youth participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot

be located or contacted.

High Poverty Area

Reference: 20 CFR 681.260

Defined by the American Community Survey, a high poverty area is a census tract or set of contiguous census tracts that has a poverty rate of at least 25 percent as reviewed and set every five years. The Area may also be established based on the boundaries of an American Indian Reservation or other tribal land as defined by the Secretary of Labor in published guidance or a county.

Homeless

Reference: 42 U.S.C. 11302

The term "homeless," "homeless individual" or "homeless person" includes:

1. An individual or family who lacks a fixed, regular, and adequate nighttime residence.
2. An individual or family with a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, including a car, park, abandoned building, bus or train station, airport, or camping ground.
3. An individual or family living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements (including hotels and motels paid for by Federal, State, or local government programs for low- income individuals or by charitable organizations, congregate shelters, and transitional housing).
4. An individual who resided in a shelter or place not meant for human habitation and who is exiting an institution where he or she temporarily resided.
5. An individual or family who —
   A. will imminently lose their housing, including housing they own, rent, or live in without paying rent, are sharing with others, and rooms in hotels or motels not paid for by Federal, State, or local government programs for low-income individuals or by charitable organizations, as evidenced by —
      i. a court order resulting from an eviction action that notifies the individual or family that they must leave within 14 days;
      ii. the individual or family having a primary nighttime residence that is a room in a hotel or motel and where they lack the resources necessary to reside there for more than 14 days; or
      iii. credible evidence indicating that the owner or renter of the housing will not allow the individual or family to stay for more than 14 days, and any

oral statement from an individual or family seeking homeless assistance that is found to be credible shall be considered credible evidence for purposes of this clause;

B. has no subsequent residence identified; and

C. lacks the resources or support networks needed to obtain other permanent housing.

6. Unaccompanied youth and homeless families with children and youth defined as homeless under other Federal statutes who —

   A. Have experienced a long term period without living independently in permanent housing;

   B. have experienced persistent instability as measured by frequent moves over such period; and

   C. can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

Incentive Payment

Reference: 20 CFR 681.640

A financially-based reward for recognition and achievement directly tied to training activities and work experience.

- Tied to the goals of the specific program
- Outlined in writing prior to beginning the program services to be incented
- Align with the local program's organizational policies
- Allowable under the Uniform Guidance (2 CFR 200)

Individual Service Strategy

An individual plan for a participant that includes an employment goal (including, when appropriate, employment in a non- traditional vocation), appropriate achievement objectives (including educational goals), and appropriate services that take into account what is learned from assessment. The Individual Service Strategy is the basis for the overall case management strategy, and should be developed in concert with the participant, updated as appropriate, reflect the participant's interests and incorporate career pathway planning.

In-School Youth

Reference: 20 CFR 681.220

Youth ages 14-21 who, at registration, are attending school in any of the following categories:

- Alternative High School for GED

- Alternative High School for Diploma
- High School or less
- College or Post High School Technical Training

Note: Alternative School includes schools funded in part or in full with Department of Education funds where the school receives ADM money from the State of Oregon for the student enrolled. Title II programs funded by the Department of Labor and YouthBuild or Job Corps are not considered to be Alternative Schools.

Labor Market Employment Information
Reference: 20 CFR 681.460 (Required Youth Program Element)
Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as (but not limited to) career awareness, career counseling and career exploration.

Leadership Development
Reference: 20 CFR 681.520 (Required Youth Program Element)
Services that include, but are not limited to, opportunities that encourage responsibility, employability, and other positive social behaviors such as:

- Exposure to post-secondary educational opportunities
- Community and service learning projects
- Peer-centered activities, including peer mentoring and tutoring
- Organizational and team work training, including team leadership training
- Training in decision making, including determining priorities
- Citizenship training, including life skills such as parenting, work behavior, and budgeting of resources
- Civic engagement activities which promote the quality of life in a community
- Activities that place youth in a leadership role such as youth leadership committees

Low Income
Refer to Eligible Youth

National Career Readiness Certificate (NCRC)
A nationally-recognized career aptitude certification that validates, through assessment, a participant's skills in mathematics, reading and locating information (interpreting charts, graphs, and maps). Does not qualify as a credential for WIOA performance reporting purposes.

Occupational Skills Training
Reference: 20 CFR 681.540 (Required Youth Program Element)
An organized program of study that provides specific vocational skills that lead to proficiency

in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.

Objective Assessment

A review by qualified staff and/or using a valid and reliable assessment instrument(s) with reliable accommodations to determine a youth participant's:

- Academic skills
- Basic literacy skills
- College readiness
- Career interests and aptitudes (including interests and aptitudes for nontraditional jobs)
- Work readiness
- Personal strengths, barriers, and life skills
- Support service needs

The results of these assessments are applied to the development of an on-going Individual Service Strategy.

Offender

Reference: WIOA Section 3 (38)
An adult of juvenile who is or has been subject to any stage of the criminal justice process and for whom services under WIOA may be beneficial or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

Out-Of-School Youth

Reference: 20 CFR 681.210
Youth ages 16 to 24 who, at registration, are not attending school in any of the following categories:

- Completed HS Diploma/GED/Equivalent
- Dropped out or expelled from High School or less
- School age (16-18) and not attending school for at least one

Parent Youth

A youth (male or female) who is providing custodial care of a dependent child(ren) under the age of 18 at the time of program registration.

Participation

Reference: 20 CFR 681.320
Participation (enrollment) in the WIOA funded youth program may happen only after all of the

following have occurred:

- Eligibility determination (including collection of required documentation)
- The provision of an Objective Assessment
- Development of an Individual Service Strategy
- Participation in a service that is one of the Required Youth Program Elements

The participation date is the date of the service that is one of the Required Youth Program Elements.

Performance Measures

Reference: 20 CFR 677.155

- Employment – The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

  The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- Median Earnings – The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- Credential – The percentage of those participants enrolled in an education or training program (excluding OJT and Customized Training) who attained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.

  A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.
- Skill Gain – The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains. These are defined as documented academic, technical, occupational, or other forms of progress towards a credential or employment.

Post-Secondary Preparation and Transition

Reference: 20 CFR 681.460 (Required Youth Program Element)

Activities that help youth participants prepare for and successfully transition to post-secondary education or training.

Pre-Apprenticeship Program

Reference: 20 CFR 681.480

A program or set of strategies designed to prepare individuals to enter and succeed in a registered apprenticeship program and has a documented partnership with at least one, if not more, registered apprenticeship program(s) that assist in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.

Pregnant Youth

An eligible participant who is pregnant at the time of program registration.

Public Assistance Recipient

A participant that is listed on the public assistance grant and/or is receiving assistance under any of the following programs at the time of program registration or during the previous six months:

- General Assistance
- Refugee Cash Assistance
- Social Security Disability Income (SSDI)
- Supplemental Nutrition Assistance Program (SNAP)
- Supplemental Security Income (SSI Title XVI)
- Temporary Assistance to Needy Families (TANF)

Required Youth Program Elements

Reference: 20 CFR 681.460

Each of the following 14 program elements must be made available to youth participants:

- Activities that help youth prepare for and transition to postsecondary education and training.
- Adult Mentoring
- Alternative secondary school or drop out recovery services, as appropriate.
- Comprehensive Guidance and Counseling
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Entrepreneurial Skills Training
- Financial Literacy Education
- Follow-Up Services
- Leadership Development
- Occupational Skills Training which includes 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.
- 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.

- Support Services
- Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that leads to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.
- Work Experience that have academic and occupational education as a component of the work experience, which may include (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities.

Requires Additional Assistance
Reference 20 CFR 681.300 and 681.310
Youth that require additional assistance to enter or complete an educational program or to secure and hold employment.

School Drop Out
Reference: Oregon Department of Education
A student who withdrew from school and did not graduate or transfer to another school that leads to graduation. Dropouts ***do not include*** students who:

- Are deceased
- Are being home schooled
- Are enrolled in an alternative school or hospital education program
- Are enrolled in a juvenile detention facility
- Are enrolled in a foreign exchange program
- Are temporarily absent because of suspension, a family emergency, or severe health problems that prevent attendance at school
- Received a GED certificate
- Received an adult high school diploma from a community college

Selective Service
Reference: WIOA Section 189(h)/TEGL 11-11
The Selective Service System is an independent agency of the United States government that maintains information on those potentially subject to military conscription. Virtually all male U.S. citizens and male immigrant non-citizens between the ages of 18 and 25 are required by

law to have registered within 30 days of their 18th birthdays. Compliance with the Military Selective Service Act is a requirement of WIOA eligibility.

Support Service

Reference: 20 CFR 681.570 (Required Youth Program Element)
Payment for services that enable a participant to actively engage in WIOA program activities. Services may include, but are not limited to, assistance with transportation, child care, housing, educational testing, uniforms or other work attire, books, fees, school supplies, etc.

Tutoring

Reference: 20 CFR 681.460 (Required Youth Program Element)
Instruction designed to coach, teach and guide youth participants to increase academic success. This service may be provided as a group activity, one-on-one, via computer-based programs or through partnering agencies or WorkSource Centers.

Work Experience

Reference: 20 CFR 681.600 (Required Youth Program Element)
Planned, structured learning experience that takes place in a workplace for a limited period of time. Work Experiences may be paid or un-paid as appropriate and may take place in the private for-profit, non-profit or public sector; must include academic and occupational education, which may occur concurrently or sequential basis.

Workforce Preparation Activities

Reference: WIOA Section 2(69) and Section 203(17)
Activities, programs or services designed to help an individual acquire any combination of the skills necessary for the successful transition into and completion of postsecondary education or training, or successfully entering employment. Activities may include but are not limited to:

- Basic academic skills
- Critical thinking
- Digital literacy (computer)
- Self-management skills
- Utilizing resources and using information

Workforce Innovation and Opportunity Act (WIOA)

An Act of the United States Congress to establish programs to prepare youth and unskilled adults for entry into the labor force and to give job training to those economically disadvantaged individuals and other individuals who face serious barriers to employment and who are in need of such training to obtain prospective employment. Titles include:

- Title I Adult, Youth and Dislocated Worker services

- IB – Adult, Dislocated Workers, Youth
- IC – Job Corps
- ID – Native American, Migrant and Seasonal Farmworker, Veterans, etc.
- Title II Adult Basic Education
- Title III Wagner-Peyser (Employment Service)
- Title IV Vocational Rehabilitation
- Title V General Provisions

WILLAMETTE WORKFORCE PARTNERSHIP

YOUTH ELIGIBILITY, ASSESSMENTS, AND ENROLLMENT

Revised: August 10, 2018	Standard: ST25

OVERVIEW

Under WIOA, youth participants must complete four (4) tasks in order to be considered enrolled into WIOA programming; Eligibility Determination, the provision of an Objective Assessment, development of the Individual Services Strategy, and participation in any one of the WIOA youth program elements. Before all four (4) tasks are complete, participants are reflected in I-Trac as either Applied or Registered. Eligibility and enrollment requirements will be applied equally to all applicants to avoid discrimination against any particular group of applicants applying for the same program. The following procedures outlines the steps necessary to complete all required tasks for participant enrollment.

REFERENCES

- Policy A01 Grievances and Complaints
- Policy P01 Youth Services Eligibility
- Policy P02 Equal Opportunity
- Policy P11 Selective Service
- Policy P13 Self-Sufficiency
- Standard ST28 Youth Services and 15 Elements
- Standard ST07 Individual Services Strategy
- Standard ST20 Selective Service

STANDARD PROCEDURE

Outreach and Recruitment

These activities are aimed to increase awareness of the WIOA Title 1 youth services. Outreach services include, but is not limited to:

- Identifying potentially eligible participants
- Working with parents and guardians to secure necessary documentation
- Working closely with other government agencies, school districts, other local agencies, and visiting places frequented by youth

As part of the orientation, participants should receive information about the program's available services, including all 15 WIOA elements.

Orientation

Youth sub-recipients are expected to have an established orientation process. The orientation is provided so that participants can determine whether they want to pursue program enrollment. During the orientation, the sub-recipient will share the following information with prospective participants:

- All available program services
- Participant expectations
- Eligibility criteria
- Notice of Equal Opportunity and rights
- Grievance and complaint procedures

Staff will follow-up with orientation attendees regarding next steps and ensure that individuals are aware of needed documentation.

Online Application
All applicants are required to use the Willamette Workforce Partnership Youth application located in I-Trac under the Resources tab. The Youth application is a form used to record basic individual characteristics into I-Trac and to establish eligibility as required by WIOA. All applications must have a signature prior to the date of enrollment. The signature is a certification by the applicant or parent/guardian (if under 18) that the information provided during eligibility determination is true, complete, correct, and specifics the consequences of providing false information.

Changes to Application
If information on an application is not correct, sub-recipients must print an Eligibility Determination Report (EDR) to reflect the updated information. Sub-recipients may not modify the application in any manner. If an applicant's name is incorrect, collateral statements must be completed to explain the discrepancy.

Co-enrollment
Co-enrollment into two or more WIOA youth programs is not allowed. Youth can be co-enrolled into Adult/DW and Youth programs.

Youth Transfer
Youth actively enrolled in a WIOA youth program may be transferred between agencies. Sub-recipients should contact the other agency to establish coordination of services or next steps.

Eligibility Checklist
Youth applicants need to provide valid documentation from the eligibility checklist for eligibility determination. All documentation provided by the applicant must be photocopied and entered into the participant's file. If additional information is needed at the end of the

interview, staff can use a collateral contact form as verification until the proper document is acquired. This verification process is required by Willamette Workforce Partnership and the Department of Labor to determine and record the validity of the eligibility information collected. The following chart includes examples of acceptable documentation for general eligibility and documented barriers.

General Eligibility Criteria	Acceptable Documentation
Age	▪ Agency Records. ▪ Baptismal or Church Record (that includes date of birth). ▪ Birth Certificate. ▪ Court Records. ▪ DD-214. ▪ Driver License. ▪ Foster Child Letter. ▪ Government-Issued Photo ID. ▪ Hospital Record. ▪ Naturalization Certificate. ▪ Passport. ▪ School Records. ▪ Social Security Administration NUMI printout.
Legal to Work Status	▪ Verification Document(s) that satisfy List A of the I-9. ▪ Verification Document(s) that satisfy Lists B <u>AND</u> C of the I-9.
	Note: If not using I-9 documentation, any of the following documents will verify an applicant's U.S. Work Authorization (use one only). ▪ Agency Records. ▪ Government-Issued Photo ID & Social Security Card (other than a card stating it is not valid for employment). ▪ Birth Certificate. ▪ Hospital Record of Birth (that includes place of birth). ▪ Baptismal Certificate (that includes place of birth). ▪ Passport. ▪ DD-214. ▪ Alien Registration. ▪ Naturalization Certificate. ▪ Native American Tribal Document. ▪ Social Security Administration NUMI printout. ▪ DACA employment authorization (http://www.ilrc.org/files/documents/daca_fact_sheet.pdf).
Selective Service (if applicable)	▪ On-line verification at www.sss.gov. ▪ Selective Service Registration Card.
	▪ DD-214. ▪ An official notice issued by the Department of Veterans Affairs that

Veteran's Status (if applicable)	establishes entitlement to a disability rating or award of compensation to a qualified dependent. ▪ An official notice issued by the Department of Defense that documents the eligibility of an individual, based on the missing or detained status of that individual's active duty spouse. ▪ An official notice issued by a state veterans' service agency that documents veteran status or spousal rights, provided that the State veterans' service agency requires federal documentation of that information.
School Status	▪ School Records

Eligibility Barriers Criteria	Acceptable Documentation
Aged out of Foster Care	▪ Court Records/Documents. ▪ Health & Welfare Records/Statement. ▪ Written Statement from Cognizant State/Local Agency.
At risk of dropping out (In-school youth only)	▪ School documents showing credit deficiency.
Basic Skills Deficient	▪ Basic skills assessment (no older than 6 months) from another youth-serving organization, community college, or school. ▪ CASAS Basic Skills Appraisal.
Disability	▪ Individual Educational Program, 504 plan, or K-Plan ▪ Medical Records. ▪ Letter from Drug or Alcohol Rehabilitation Agency. ▪ Physician's Statement. ▪ Psychiatrist's or Psychologist's Diagnosis/Statement. ▪ Social Security Administration Disability Records.
English Language Learner	▪ School Record. ▪ Statement from school official. ▪ Applicant Statement (minimal use).
Foster Care	▪ Court Records. ▪ Agency Records. ▪ Collateral Contact.
Homeless or Runaway	▪ Agency Records. ▪ Statement from an individual providing temporary residence. ▪ Statement from shelter. ▪ Applicant statement (minimal use).
Is being treated by or has successfully completed treatment with an	▪ Letter from Rehabilitation or treatment agency. ▪ Medical Record. ▪ Physician's Statement. ▪ Psychiatrist's or Psychologist's Diagnosis/Statement.

agency for a substance abuse or mental health disorder	▪ Applicant Statement (minimal use).
Low Income	▪ See "Determining Low Income Eligibility" section
Public Assistance	▪ Agency records that show the applicant, or applicant family member in the same household, receives or has received in the last 6 months assistance through SNAP, TANF, Social Security, or other state or local needs based public assistance programs.
Offender/Subject to juvenile or adult justice system	▪ Court Records. ▪ Statement from Parole Officer. ▪ Applicant Statement (minimal use).
Pregnant or Parenting	▪ Child's Birth Certificate. ▪ Hospital Record of Birth (that includes applicant name as parent). ▪ Applicant Statement (minimal use).
School Dropout	▪ School Records. ▪ State from School Official. ▪ Collateral Contact.
Unemployed or history of being terminated	▪ Applicant Statement. ▪ Unemployment Insurance records.

Determining Low Income Eligibility

All In-School Youth and some categories of Out-of-School Youth must be determined to meet the WIOA low-income guidelines. Guidelines for determining if low income is required. Please see the Youth Eligibility Policy.

The following chart describes countable income for determining low-income criteria. Items such as assets, one-time property gains, cash and non-cash benefits from public assistance programs, stipends, supportive services, child or foster care support, unemployment, and pay or allowances for veterans *are not included as countable income.* Countable income should be calculated and compared to the Lower Living Standard Income Level (LLSIL). A current copy of current LLSIL tables for use in determining income eligibility can be obtained at: www.doleta.gov/llsil. Willamette Workforce Partnership utilizes the LLSIL guidelines for West: Non-metro. The current version is pre-loaded in I-Trac system to calculate income eligibility automatically based on the family size entered.

Includable Income for Low-Income Criteria	
Income Type	Income Type Description
Alimony	Payments received by an ex-spouse
Allotments	Military family allotments or other regular support from an absent family member or someone not living in the household

Annuity Payments	Regular insurance or annuity payments
Dividends and Interest	Dividends or interest paid on financial accounts
Education	Non-needs-based college or university grants, fellowships and assistantships
Lottery	Net gambling or lottery winnings
Rental - Net	Net rental income
Retirement	Railroad retirement benefits, private, government employee and military retirement, old age/survivors retirement
Royalties – Net	Net Royalties
Self-Employment	Net receipts from farm self-employment (receipts from a farm which one operates as an owner, renter, or sharecropper, after deductions for farm operating expenses) and Net receipts from non-farm self-employment (receipts from a person's own unincorporated business, professional enterprise, or partnership after deductions for business expense)
Trusts	Periodic receipts from estates or trusts
Union Strike Benefits	Benefits from union funds
Wages	Money wages and salaries before deductions (gross)
Worker's Compensation	Benefits and medical are paid or awarded to employees for on-the-job injuries and benefits paid to dependents of employees killed in the course of employment
WIOA	On-the-job training

Five Percent Eligibility Request

WIOA provides a five percent (5%) eligibility window to allow youth who would benefit from services, but do not meet the income eligibility requirements, to enroll. Youth must meet the other eligibility barriers to qualify. Sub-recipients can submit an email request for an exception for low-income to Willamette Workforce Partnership. That request must include the low-income calculation that shows the individual/family income is over the 70% low-income guidelines and verification that the youth meets other eligibility determinations.

Five Percent Eligibility Request for Requires Additional Assistance

WWP defines the following characteristics as qualifications for "Requires Additional Assistance:

- Youth has no work history or has history of being terminated from employment;
- Youth is at risk of dropping out of school; or
- Youth is treated by, or has successfully completed, treatment with an agency for a substance abuse or mental health disorder.

WIOA also provides a five percent (5%) eligibility window to allow ISY youth who meets the Requires Additional Assistance criteria to enroll into WIOA services. Sub-recipients can submit an email request for enrollment to Willamette Workforce Partnership. That request must include verification of ISY/OSY status and that the youth meets the additional assistance eligibility determination.

Eligibility Interview

The eligibility interview must take place within 30 days of completely the online application. If not, the application will expire, and I-Trac will automatically pre-program exit the application. If the applicant is still interested in services, the application process must start over.

At the eligibility interview, the applicant is expected to bring all eligibility applicable documents from the checklist. For minors, youth should bring a parent or guardian to the interview because a signature will be required to complete the process.

A participant who completes the registration process and is found eligible, but does not receive services for 45 days, their application will expire. Printed copies must be maintained for Equal Opportunity purposes. Expired applications will be filed on site with a notation of the reason the participant was not enrolled:

- Applicant was eligible, but elected to not participate; or
- Applicant was eligible, but was not selected to participate

Unable to obtain parental permission

In the absence of a parent or legal guardian, or the parent or legal guardian is otherwise unable to sign the application because of extreme circumstances, other sources may be used for the eligibility verification. This includes a responsible adult such as a Probation Officer, DHS Case Manager, etc. In the event that a responsible adult is unable to verify the information, a self-certification may be accepted.

Self-Certification and Collateral Contact Forms

A self-certification is a self-attestation of the required eligibility information and may be used only after all reasonable attempts to secure official documentation have been made and failed. Willamette Workforce Partnership allows for the use of a self-certification to document some items which, in some cases, are not verifiable, or which may cause undue hardship for the individual applicants to obtain. Common items include:

- Disability
- Ex-Offender
- Family Size
- Homeless or Runaway youth
- Low-income
- Pregnant or Parenting

- School status at participation

Documentation through self-attestation should not be overused (no more than 20% percent each program year).

The collateral contact statement serves the same purpose as the self-certification; however, completed by a third party in lieu or a guardian or parent. Staff determining eligibility should note on the statements that a parental/adult signature could not be obtained and case notes need to be present if a collateral contact is used.

Eligibility Review

A manager or designated staff must review each application within 30 days of the application date in order for the registration to be valid. The review cannot occur before the applicant, parent or guardian (if applicable) and interviewer signatures exist.

The reviewer cannot be the same person who completed the application. The purpose of the review is to:

- Verify data on application (and EDR if parent made changes to the signed copy of the application)
- Review the registration results section to ensure all documentation has been entered
- Confirm all signatures are present
- Confirm copies of eligibility verification documentation are present and complete

It is a best practice not to serve an applicant until the 30-day review is complete. It is also recommended that no funds be spent on applicants until after the 30-day review is complete to avoid potential disallowed costs.
There shall be an immediate check of verification of eligibility of those participants whose applications are determined by the 30-day review to be deficient or internally inconsistent. Any participants found to be ineligible will be immediately terminated.

Assessment Requirements

WIOA youth program design requires the provision of an objective assessment prior to WIOA participation. The assessment is a process to assist program participants in identifying strengths. All objective assessments must include the following elements:

- Review of basic skills and occupational skills
- Prior work experience

- Employability
- Interests
- Aptitudes
- Supportive Service needs
- Developmental tool needs

Timing of Basic Skills Assessments

Pre-tests must be conducted within 60 days of participation, however, it is recommended to assess youth within 10 days of participation.
Assessments conducted by other human service, education, or employment and training programs that were completed by the youth within six months before the date of participation, may be used to document compliance with basic skills testing and performance. This is preferable to, requiring duplicate assessments. Examples include results of recent academic testing, counseling reports, prior knowledge of a youth's situation, etc.

CASAS Testing

Once enrolled, all youths must be assessed using the CASAS pre-test in both numeracy and literacy regardless of the appraisal scores. I-Trac will automatically enter the Literacy and Numeracy outcome on the pre-test scores. If a pre-test is not entered into I-Trac, the youth is included in the Literacy and Numeracy Common Measure denominator.

Any youth testing at an Educational Functional Level (EFL) below 7 must participate in remediation or tutoring to increase their EFL. Youths must advance one or more of the functioning levels for Adult Basic Education or English as a Second Language each year until they are no longer basic skills deficient or exit the program. This will be evaluated using the CASAS post-test.

Certifying staff for CASAS

Certifications and training are required for staff to give CASAS to youth. For a sub-recipient staff to obtain a certification for administering CASAS, the following tasks will be completed:

- Create an account with Casas: www.casas.org
- Complete, at a minimum, the "E-Test proctor" workshop. This workshop includes the CASAS certification.

Certification of staff administering CASAS test is subject to annual monitoring. Sub-recipient should keep staff certifications available upon request.

Additional Assessment Methods

Other than CASAS, sub-recipients can use tools and techniques that are already employed in other contexts. Sub-recipients should use best judgment to apply the appropriate tools and techniques to the individual needs and circumstances of participating youth. A standardized assessment must be used for basic skills, otherwise, use the fewest forms possible to obtain needed information. Methods that can be used to obtain information about a youth include:

- Structured questioning
- Informal conversation
- Observation
- Self-assessment checklists
- Structured worksheets or inventories
- Formal, standardized assessments
- Other activities

Sub-recipients should use the following principles as a comprehensive framework for developing and conducting an effective assessment:

- Use assessment tools in a purposeful manner
- Use the whole-person approach to assessment
- Use only reliable assessment instruments and procedures
- Use only assessment procedures and instruments that have been demonstrated to be valid for the specific purpose for which they are being used
- Use assessment tools and processes that are appropriate for the target population.
- Ensure staff is properly trained in assessment techniques and the assessments tools being used
- If testing, ensure conditions are suitable for all test-takers. Take into consideration environmental factors such as room temperate, noise or distractions, clocks, and snacks and water
- Provide reasonable accommodation in the assessment process for youths with disabilities
- Provide privacy while taking assessments and maintain confidentiality of assessment results
- Ensure that results are interpreted properly
- Integrate assessment information with other knowledge about the youth
- Most importantly, keep the goals of the youth in mind. Interpret the results in terms of the kinds of decisions that the youth must make and in terms of what the results mean to the youth

Limited/Non-English Speakers

Some applicants are not proficient in the English language and, therefore may face substantial barriers in taking some of the standardized assessments required for WIOA participation. If an applicant is unable to read or write English, the CASAS appraisal test must still be given. The score obtained will be documented in accordance with basic skills assessment. This means that youth are not basic skills deficient in their native language may be "labeled" as basic skills deficient for the purposes of participation in WIOA funded programs. WIOA measures basic skills proficiency in the English language. Youth should be provided education and remediation to increase English skills and be provided mandatory pre-tests and post-tests according to the directives above for English language proficiency. If the program has a structure and bilingual staffing sufficient to support the youth through the program toward ISS goals, youth will not be denied access to WIOA funded services because of lack of English proficiency.

Assessment Tools and Techniques

Some assessments may be self-administered, while others must be administered by trained staff and certified programs. For all assessments, qualified staff should conduct the interpretations. Careful study of each instrument will enhance the capability of all interpreters in the correct utilization of test data.

Informal Assessments:

- *Interviewing* - Personal interviews, which involve face-to-face interaction between sub-recipient and youth, can reveal in-depth information not easily obtained through other methods.
- *Observation* - What is the youth's demonstrated attitude toward work? Is the youth able to operate independently? Is the youth motivated and committed? Does the youth follow through with assignments? Is he or she punctual for appointments?
- *Education/Experience/Transferable Skills* – Information about past conditions and experiences should be examined to evaluate successes and failures and to identify possible patterns. Details from education and work experience records can provide valuable information about employee career needs and educational plans. Transferable skills can be determined by assessing skills possessed by the youth and measuring them against the requirements of other occupational areas.
- *Value Assessment* – The process of value clarification is frequently used as a component of career exploration. It assists individuals in identifying priorities and it encompasses any activity that promotes self-examination.

Formal Assessments:

- *Aptitude and Ability Tests* – These instruments attempt to measure a person's overall ability, including general intelligence, achievement, aptitude, and reading ability.
- *Interest Inventories* – Standardized interest inventories help individuals identify their preferences for particular activities. Suggestions are then made regarding the occupations or occupational clusters that most closely match the youth's interests.
- *Career Development Assessments* – These instruments attempt to assess where a youth may be in the career decision making/development process, their predisposition towards career change, as well as their stylistic approach, and other factors that affect the career development process.
- *Personality or Management Style Inventories* – These instruments assess the emotional, social, and motivational aspects of an individual.

Format, Materials, and Equipment

Youth should have an opportunity to familiarize themselves with the format of the assessment and any materials or equipment being used (calculator, scientific apparatus, computer, etc.). Many assessments are computerized; however, keep in mind that keyboarding, mouse use, and reading lengthy material from a screen may detract from the knowledge and skills that are being assessed. If computers are used, clear instructions on how to mark answers, turn pages, or perform other operations should be given.

Enrollment

Sub-recipients must assess whether the participant has a true ability to benefit from the program based on the program design. Some factors to consider when deciding whether or not to enroll a participant may include whether or not the participant is part of a targeted population or what services a participant is receiving from other partner agencies. Once it is determined that there is a mutual ability to benefit, the participant may be enrolled in the program. Enrollment (provision of first service) **must occur no more than 45 days from the registration date** (application date=eligibility interview date). It is recommended that enrollment not occur until the eligibility review is complete.

Referral

A participant who is determined to be ineligible for services must be referred to any available partner programs for assistance, as necessary. Sub-recipients are responsible for being knowledgeable of other resources and providing a facilitated referral.

Selection practices should be based on a careful and deliberate determination of the participant's need. WIOA funds are to serve those participants who have real need for assistance, have a reasonable chance of completing a program and, as a result of the services received, are likely to achieve the outcomes specified in their Individual Service Strategy.

Re-enrollment

Once a participant is exited from active program services, the 12-month follow up period begins. During this 12-month period, participants will not be eligible to re-enroll for services from a sub-recipient. The youth must repeat the application and enrollment process after the follow up period is complete in order to receive additional WIOA services.

Additional Documentation for Enrollment

As part of the enrollment process, youth are required to complete the following forms;

- Release of Information
- Publicity Release
- Equal Opportunity/Grievance Notice

The applicant or the parent or legal guardian (if the applicant is less than 18 years of age) has a choice and may decline to sign the Publicity Release form. If an applicant does not sign the publicity release form, that applicant cannot be used in any marketing or publicity material.

Development of an ISS and Youth Services Elements

Sub-recipients will need to perform both tasks in order for a youth to be official enrolled into WIOA services. Please refer to the ISS and Youth Services and the 15 Elements standard for more information regarding the activities.

Exiting Ineligible Participants

Sub-recipients are required to take immediate action to exit participants who, subsequent to enrollment, are discovered to be ineligible. If a participant is discovered ineligible, the sub-recipient staff will:

- Notify the participant in writing verifying the exit from the program and maintain a copy in the participant's file
- Make every attempt to assist the individual in obtaining services provided through partner organizations to reduce any negative effects of the exit from training or services
- Report the occurrence to Willamette Workforce Partnership. Willamette Workforce Partnership will work with the sub-recipient to rectify any disallowed costs. Disallowed costs must be paid back to Willamette Workforce Partnership from non-WIOA funding sources.

WILLAMETTE WORKFORCE PARTNERSHIP YOUTH EXITS AND FOLLOW-UP SERVICES	
Revised: July 1, 2018	Standard: ST26

OVERVIEW

There are two different participation statuses that youth are categorized into after official enrollment into WIOA services. Those two statuses are "active" and "exit." When a youth is in active status, they are able to access all available WIOA service elements and activities. When a youth is in "exit" status, they are able to access only certain WIOA services and activities. When WIOA activities provided to youth in exit, those services are referred to as "follow-up" services. Follow-up services will be offered to youth for 12 calendar months after the youth is determined to be "exited" from the program.

DEFINITIONS

Exit: The date that a participant stopped receiving services funded by a program or grant that are not follow-up. Occurs when participant does not receive a service for ninety (90) consecutive calendar days and is not scheduled for future services; services do not include follow-up. The exit date is the date of the last qualifying service received.

Selective Service Exit: If a youth is not 18 at the start date of participation, but turns 18 during participation, the youth must register for Selective Services to continue receiving WIOA services within 30 days after his 18th birthday. If the registration is not complete, the youth will be automatically exited immediately from the program and not eligible for follow up services.

Global (Neutral) Exit: If an individual met one of the following criteria, they are exited from the program without being included into any performance measures:

- Institutionalized: The youth is residing in an institution or facility providing 24-hour support, such as a prison or hospital and is expected to remain in that institution for at least 90 days. This reason does not apply to individuals with disabilities (as defined in 29 CFR 37.4) residing in institutions, nursing homes or other residential environments, individuals participating in the Responsible Reintegration of Youthful Offenders program and individuals participating in the Prisoner Reentry Initiative.
- Health and Medical: The youth is receiving medical treatment or providing care for a family member with a health/medical condition that precludes entry into unsubsidized employment or continued participation in the program. This does not include temporary conditions or situations expected to last for less than 90 days.
- Deceased
- Reserve Forces; Called to Active Duty: The youth 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/Relocated to a Mandated Residential Program: The youth is in the foster care system or another mandated (residential or nonresidential) program and has moved from the area as part of such a program. This does not include relocation to a Job Corps center.
- Ineligible: Participant who was determined eligible and is later determined not to have met eligibility criteria.

Follow-Up Services: Services provided to youth after exit to facilitate and support youth development, retention and advancement in employment, and/or education placements. Services include: supportive services, adult mentoring, financial literacy education, services that provide labor market and employment information about in demand 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.

STANDARD PROCEDURE

Youth Exit: When a youth has not received WIOA funded services for 90 consecutive days, I-Trac will automatically exit the youth and the exit date becomes the last date that a qualified service was provided to the participant. Sub-recipient staff will not need to place the youth in exit status.

When a youth completes all goals related to the Individual Services Strategy and does not intend on needing additional services for program participation, sub-recipient staff can begin follow-up services while the account is "active." The account will remain active for 90 days after the first follow-up services begins and will automatically go into "exit" status on the 91st day. The date of exit should be the date that it is determined by youth and staff that the youth has completed all objectives and is no longer in need of receiving services while in "active" status.

Selective Service Exit: If a youth exits because of Selective Service requirements, sub-recipients will document in case notes that youth willfully chose not to enroll with Selective Service with full knowledge that it would disqualify them from further access to WIOA services. If, after exit, the youth registers for Selective Service during the follow-up period and demonstrates the desire and need to re-engage with the program, the sub-recipient may request that the youth be enrolled into follow-up from Willamette Workforce Partnership.

Global/Neutral Exits

When a youth meets the criteria of receiving a global/neutral exit, sub-recipient must contact Willamette Workforce Partnership staff for approval prior to exiting the participant.

If a youth falls into a category of global/neutral exit, and later expresses a desire and need to re-engage during the follow-up period, sub-recipient must notify Willamette Workforce Partnership with a request that explains the situation for re-entry.

Re-entry into Active Status after Exit

Since youth are able to receive 12 months of follow-up services after they exit, it is often not necessary to re-enroll a youth who needs services after exit. If, however, it is determined that an exited youth should be re-enrolled, the youth must repeat the registration, eligibility verification, and assessment process. A youth may be re-enrolled ONLY after completion of the 12-month follow-up period.

Follow-up Services

Follow-up services are offered to ensure the youth is successful in transition to employment and/or post-secondary education and training. The types and duration of follow-up services should be provided based upon the needs of the individual youth. Sub-recipients have broad discretion in determining the intensity and type of follow-up services made available to each youth. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.

Follow-up Activities

Follow-up activities (contacts or attempted contacts) can assist with the provision of follow-up services; however, a follow-up activity is not a follow-up service. Follow-up activities should be case noted in the participant file.

Leveraging Follow-up Services

As with active youth services, sub-recipients are encouraged to leverage appropriate follow-up services to meet the needs of the individual. When feasible, follow-up services can be provided by members of other organizations, such as parole officers, treatment center staff, housing authorities, foster care providers, community action agencies, WorkSource Oregon, etc. When entering these services into I-Trac, a case note should reflect the agencies who offered the service.

Contact Requirements

All follow-ups should be based on the need of the youth; however, the minimum contact for follow-up is <u>once every three months</u> for the 12-month follow-up period.

Exceptions

Youth that meet the following criteria are not required to receive follow-up services:

- Are not accessible to the sub-recipient, and will remain so for the duration of the follow-up period
- Received a Neutral/Global Exit or Selective Service Exit
- Have communicated to the sub-recipient that they do not wish further contact.
- Cannot be contacted by the sub-recipient because contact information is no longer valid or youth does not respond to multiple contact attempts; this includes at least one contact via telephone and one in writing such as letter, email, text, social-media, etc.

Any time an exception to follow-up services is made, a case note will be entered including the wording from one of the six exceptions listed above.

Documentation

All follow-up services are to be documented in I-Trac under the Follow-Up tab with accompanying case notes attached. For payments or additional services, sub-recipient should follow the same file procedure for documenting services and payments during active status.

WILLAMETTE WORKFORCE PARTNERSHIP YOUTH INCENTIVES	
Revised: July 1, 2018	Standard: ST27

OVERVIEW

WIOA allows the payment of incentives to youth participants for recognition and achievement directly tied to training and work experiences. Incentives are not supportive services or stipends. The purpose of an incentive is to encourage youth to excel in a particular area by providing recognition for achievements. The criteria for incentive awards must be tied to the participant's progress and/or achievement toward employment and education success as outlined in the Individual Services Strategy (ISS).

REFERENCES

- Policy P03 Youth Stipends and Incentives
- Standard ST07 Individual Services Strategy

STANDARD PROCEDURE

Allowable Incentive List

WIOA mandates that sub-recipients establish incentive procedures prior to the start of the youth program. It is the responsibility of the sub-recipient to allocate incentive amounts to each achievement. Sub-recipients can do this by submitting a program Incentive Allocation Agreement prior to Willamette Workforce Partnership at the beginning of each program year.

To ensure participants have as much flexibility in earning incentives tied to training and work experience, the following list are acceptable achievements for incentives and number of occurrences a participant can receive the incentive *per program year* unless otherwise noted.

Achievement in Education	Number of times Achievements can be earned
Raises GPA (per grading period) at least .5	Two
Earn a High School Diploma or equivalent	One
Increase CASAS score by at least one Educational Functioning Level	Two
Complete a General Educational Degree or equivalent *	One
Earned a Department of Labor recognized Credential	No limit
Earned a non-Department of Labor recognized Credential	No limit
Passed all classes in post-secondary education with C or better (per grading period)	Two
Completed a technical training program	No limit

Completed a Pre-Apprenticeship program	No limit
Achievement in Work Experience	
Complete a job shadow- if obtained more than once, job shadow must be for a different position or with a different employer	No limit
Complete **(fillable)** hours in a work experience/internship	No limit
Have an attendance rate of 80% or higher in a work experience per week *(in lieu of completing hours*)	No limit
Achievement in other training activities	
Complete Rethinking Careers *	One
Earned NCRC certification-Silver or higher in one category	Three
Receive a Talent Link certification *	One
Complete a Financial Literacy Training- if obtained more than once, training must be different.	No limit
Complete a Leadership Development opportunity	No limit
Complete Pre-Employment Training	No limit
Complete a training seminar for employment or education	No Limit
Complete an Industry Tour	No Limit
Earned a Department of Labor Measurable Skill Gain	One
Obtain un-subsidized employment	One
Remained employed for six months	One
Remained employed for 1 year	One
Achievement in other training activities- Follow up	
Remain enrolled in post-secondary education/training 1st quarter of exit *	One
Remain enrolled in post-secondary education/training 2nd quarter of exit *	One
Remain enrolled in post-secondary education/training 3rd quarter of exit *	One
Remain enrolled in post-secondary education/training 4th quarter of exit *	One
Remained employed at the 1st quarter of exit *	One
Remained employed at the 2nd quarter of exit *	One
Remained employed at the 3rd quarter of exit *	One
Remained employed at the 4th quarter of exit *	One

* *Per enrollment episode in lieu of per program year.*

Other Incentives

Sub-recipients can request additional incentive measures on an individual basis or in conjunction with a structured youth program. Such incentives must receive approval by Willamette Workforce Partnership.

Timeframes

Youth participants may earn multiple incentives throughout participation in WIOA programming as long as the incentive does not exceed the maximum amount of achievements in one achievement category. For example, a youth can earn two (2) CASAS increase incentives and one (1) Talent Link certification incentive during the same time period.

Documentation

All planned incentives should be outlined within the Youth's ISS. Sub-recipient staff are responsible for documenting the attainment of the incentive for each participant. Most incentives can be recorded via the I-Trac service tab. Some incentives will require additional supporting documents to verify the achievement. The following guidelines should be used:

- High school diploma or GED incentive: The participant must not possess the degree prior to enrollment; acceptable documentation includes copy of the high school diploma, GED, or transcript verifying completion.
- GPA increase: Transcripts showing a GPA increase from previous grading period
- CASAS increase: Pre/Post test scores showing increase in I-Trac.
- Credentials: The participant must not possess the credential prior to enrollment; acceptable documentation includes a copy of the certificate/licensure/credential.
- Passing score in post-secondary education: Copy of transcript verifying grades for each grading period an incentive is awarded for.
- Completion of technical program/pre-apprenticeship: Copy of transcript or letter from training provider indicating the participant completed the program. Participants can earn two incentives for completing a technical program; one for completion and one for earning a certificate/licensure.
- Work Experience/Job Shadow: Verification from employer attesting the participant completed the hours tied to the incentive.
- Rethinking Careers: Participant's I-Trac account has at least 10 occurrences of Rethinking Careers, not including repeated workshops.

- NCRC/Talent Link: Copy of certificate or verification in I-Trac from the WorkSource.
- Complete Financial Literacy: Participant's I-Trac account has Financial Literacy completed under the Services tab.
- Measurable Skill Gain: Participant's I-Trac account has a Measureable Skill Gain with supporting documentation in file.
- Employment: Military enrollment is considered employment. Acceptable documents for employment include copy of offer letter, paystub, W-2, or any official documentation showing employment or military enrollment. For participants enrolled into the military, the participant must enlist during WIOA youth program participation or already enlisted prior to youth participation but needed WIOA services to be accepted. Documentation must match the time period the incentive is being awarded for. Participants in follow-up should not receive incentives for measures that overlap. For example, if a participant obtains employment during the second quarter after exit, they will not receive an incentive for obtaining employment and an incentive for Q2 after exit performance.
- Post-secondary enrollment: Copy of transcript or printout from the Degree Auditing Report System (DARS) showing enrollment during the incentive period.

Payment Method

Under WIOA, incentives must be in compliance with the Cost Principles in 2 CFR part 200. For example, incentives cannot be spent on entertainment costs. Incentives must be paid to a participant in the form of check/gift cards matching the assigned incentive amount established at the beginning of the program year. When incentives are provided to youth, a youth signature must be present on the form that acts as a form of a receipt.

Limits

Federal funds cannot be spent on entertainment costs. Therefore, incentives may not include entertainment, such as movie or sporting event tickets, gift cards to movie theaters, or other venues whose sole purpose is entertainment.

Incentive Review

Sub-recipients are encouraged to review the incentive distribution amounts to determine if their WIOA youth budget can support all planned incentives. If there are modifications to the incentive amounts, sub-recipients are responsible for ensuring the modification is equitably distributed to all participants. Sub-recipients will notify Willamette Workforce Partnership staff if any incentive modifications occur.

YOUTH SERVICES AND 15 ELEMENTS	
Revised: July 1, 2018	Standard: ST28

OVERVIEW

WIOA Youth funds are targeted at youth who are both in and out-of-school, to assist them in career and educational development. The types of services funded through WIOA include fourteen (14) federal requirements and one (1) local requirement, which is referred to as the Youth 15 Elements. It is the sub-recipient's responsibility to ensure that participants have access to all 15 program elements.

REFERENCES

- Policy P01 Youth Services Eligibility
- Policy P07 Supportive Services and Needs Related Payments
- Standard ST25 Youth Eligibility, Assessment, and Enrollment
- Standard ST29 Youth Work Experience
- Standard ST07 Individual Service Strategy
- Standard ST26 Youth Exits and Follow-Up Services
- Standard ST14 Primary Indicators of Performance

STANDARD PROCEDURE

Eligibility, Assessment, Individualized Service Strategy, and Enrollment

Under WIOA, youth participants must complete four (4) tasks in order to be considered enrolled into WIOA programming; Eligibility Determination, the provision of an objective assessment, development of the Individual Services Strategy, and participation in any one of the WIOA youth program elements. Please refer to the appropriate standards and/or policies regarding more information on these activities.

Youth Services 15 Elements

Under WIOA the 14 program elements are described as the key to the professional development of young adults. These elements are identified as best practices in youth development; their presence within WIOA Youth programs ensure that young people have everything needed to become employable

In addition, the Mid-Valley Workforce Area has identified Pre-Employment Training as an additional element that is essential for young adults to be successful. This totals 15 program elements for the Mid-Valley Workforce Area WIOA Youth programs. Sub-recipients must ensure that they will provide the design components that incorporate the 15 program elements to all enrolled participants. All services offered to participants should align with the participant's Individual Service Strategy and occupational or educational goal.
The following list includes the <u>15 program elements</u> available to participants:

1. **Tutoring, study skills training, and dropout prevention that lead to completion of the requirements for a secondary school diploma or its recognized equivalent or for a recognized post-secondary credential:** This element can be provided to youth through the following methods:
    - Tutoring, study skills training, and instruction that lead to a high school diploma. Services can be offered in one-on-one, in a group, or through resources and workshops. Services can include:
        - Providing academic support
        - Helping youth identify areas of academic concern
        - Assisting with overcoming learning obstacles,
        - Providing tools and resources to develop learning strategies
    - Dropout *prevention* strategies that lead to a high school diploma. Activities must *keep* a youth in-school and engaged in a formal learning and/or training setting. Services can include:
        - Tutoring
        - Literacy development
        - Active learning experiences
        - After-school opportunities
        - Individualized instruction
2. **Alternative secondary school services or dropout recovery services:** Provides youth with alternative secondary school services or services for dropout recovery. Services are offered outside of the traditional school setting for youth who struggle with traditional school settings and for those who have dropped out of school. Services can include:
    - Basic education skills training
    - Individualized academic instruction
    - English as a Second Language training
    - Credit recovery

3. **Work Experience:** Paid or non-paid employment training opportunities to develop skills, explore occupations, and begin networking. Please refer to the Youth Work Experience standard for more information regarding work experiences.

4. **Occupational Skills Training:** Training for a specific occupation that leads to the proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advance levels. Programs should focus occupational skills training to align with the Willamette Valley Workforce Area's targeted sectors. In addition, training must:

- o Be outcome-oriented and focused on an occupational goal specific to the Individual Service Strategy;
- o Lead to the attainment of recognized post-secondary credential;
- o Be of sufficient duration to impart the skills needed to meet the occupational goal

5. Education offered concurrently with workforce preparation and training: Workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.

6. Leadership Development: Activities that provide participants with the chance to take on new roles and responsibilities while encouraging responsibility, accountability, employability, and other positive social behaviors. This includes:
   - o Exposure to postsecondary educational possibilities
   - o Community and service learning projects;
   - o Peer-centered activities, including peer mentoring and tutoring;
   - o Organizational and teamwork training, including team leadership training;
   - o Training in decision-making, including determining priorities
   - o Life skills training such as parenting, work behavior training, and budgeting of resources
   - o Civic engagement activities
   - o Other leadership roles such as service in leadership committees

7. Support Services: Payment for personal expenses to ensure the individual remains in the program. Existing community resources should always be utilized first. Please refer to the Supportive Services and Related Needs policy and standard for more information.

8. Adult Mentoring: Provides a participant with the opportunity to develop a relationship with an adult who is a positive role model for educational skills, work skills, personal skills, or social skills outside of the services received through sub-recipient's case management role. WIOA case managers may act as an adult mentor only if adult mentoring is not available within the community. Adult mentoring must last for at least 12 months and can take place during the program or following exit from the program. Please note, adult mentoring must include face to face interaction with structured activities that offer guidance, support, and guidance to develop the competence, life

skills, and character of the mentee. *Screening of the mentor is required*. The following methods are allowable for adult mentoring.

- Traditional one-on-one mentoring
- Group mentoring: one adult and four youth
- Team mentoring: several adults with small groups of youth, ratio is no larger than 1:4
- Workplace mentoring with an employer or employee of a company. This can happen concurrently with a work experience placement.
- E-mentoring: Mentoring via email and the internet. This method is considered as last resort.

Screening and Monitoring Mentors
There are many positive outcomes for offering safe and structured mentoring experiences for youth participants. In order to ensure adult mentoring services are positive, structured, and meaningful, sub-recipients are required to properly screen mentoring services. Prior to referral or placement of a youth with a mentor, the sub-recipient will complete, *at minimum,* the following tasks:

- Assess the needs and existing services available in the community.
- Create a robust screening process that ensures the safety of youth
- If applicable, create a comprehensive formal agreement with an agency that offers mentorship. The formal agreement must outline a 12-month commitment and verification that mentors have been properly screened.
- Create a mentoring description that outlines the goals of the mentorship
- Facilitate an in-person interview or pre-match interview to ensure a high-quality match

If a sub-recipient provides a WIOA qualified adult mentoring service, the sub-recipient is required to complete monitoring visit or a phone-call at least once every quarter. This ensures that the mentor and mentee are adhering to the guidelines of the mentorship.

9. Follow-Up Services: A collection of all services related to the Individual Service Strategy that are available to youth following exit to ensure the youth is successful in transition to employment and/or post-secondary education and training. Follow up services may include:
    - Leadership development and supportive services
    - Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise

- Assistance in securing better paying jobs, career pathway development, and further education or training
- Work-related peer support groups
- Adult mentoring
- Services necessary to ensure the success of the youth while transitioning out of the program
- Labor market and employment information about in-demand industry sectors or occupations in the local area

Refer to the Youth Exits and Follow-Up Service standard for more information.

10. **Comprehensive Guidance and Counseling:** Provides individualized counseling to participants that include career and academic counseling and their goals. This may include referrals to mental health services, drug and alcohol counseling, etc. Programs should have established relationships with local entities to ensure participants have access to these quality services.

11. **Financial Literacy:** Workshops that empower young adults with the knowledge and skills to be financially stable. Topics should include budgeting, saving, introduction to financial institutions, credit, and financial aid. Participants should also be made aware of local resources. Best practices and innovative strategies should be utilized to effectively teach these skills.

12. **Entrepreneurial Skills Training:** Training that empowers young adults with the necessary knowledge and skills needed to start and grow a business. Activities should aim to teach youth the following skills:
    - Taking 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
    - Communicate effectively and market oneself and one's ideas
13. **Labor Market Information:** Also known as Career Exploration, Programs should ensure career exploration activities include exposure to the Mid-Valley's targeted sectors. Career exploration activities must involve an education component that integrates

information regarding labor market demand, trends, and occupational requirements. Sub-recipients are required to connect youth to tools that offer labor market information data for free. Free information about labor markets can be found at, but not limited to:

- Local WorkSource centers
- www.QualityInfo.org
- www.mynextmove.org,
- https://www.careeronestop.org/GetMyFuture/default.aspx?frd=true

14. Post-secondary Preparation: These activities prepare young adults for the transition to postsecondary education and training. Services include:
    - Exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeships
    - Assisting youth prepare for SAT/ACT testing
    - Assisting with college admission applications
    - Searching and applying for scholarships and grants
    - Filling out proper Financial Aid documentation and applications
    - Connecting youth to postsecondary education program

15. Pre-Employment Training: Engagement activities that provide participants with foundational skills needed to find employment. This can include:
    - Résumé writing
    - Interview skills
    - Appropriate attire
    - Networking

Formalized Agreements to Offer WIOA elements

Sub-recipients may implement each WIOA element directly or the program may utilize formalized partnerships to align elements. If a partnership is utilized to offer services, the sub-recipient is responsible for creating a formalized agreement with the outside agency prior to the start of the first service.

Youth Services under 15 elements

There are multiple services available to participants that fall under each WIOA program element. For data reporting purposes, services are defined as any program or partner-funded activity in which a participant is engaged during participation in order to reach short and long-term goals. Some services are qualifying services—extending participation—and some are not. NOTE: In order to be a qualifying service, it must be a meaningful and/or relevant engagement in services and a true interaction with the participant.

Services are a very important part of data entry. Services entered not only reflect a participant's activities during enrollment in the program, some trigger performance outcomes and others keep the enrollment active (restarting the 90-day with no service clock). Sub-recipients must attempt to track participant services across the required WorkSource Center and other partners until the individual exits all services.

The following chart outlines available services and if the service extends participation or triggers the Department of Labor's performance measures of Credential Attainment or Measurable Skill Gain (MSG). Performance information can also be found under the Primary Indicators of Performance standard.

List of Youth Services	Definition	Extend Participation	Credential Attainment	MSG
Career Services				
Assessment/ Reassessment	Assessment of career and skills goals including education-based assessments, self-assessments, and performance based evaluations. Assessments/re-assessments for the ISP.	No	No	No
Adult Mentoring	Mentoring will team participants with responsible adults who will serve as role models to teach the participant skills, work habits, and/or responsible behavior for a minimum of 12 months.	Yes	No	No
Basic Skills remediation tutoring	Services addressing a specific plan toward increasing basic skills. Includes: classes, tutoring in math, reading or other skills applicable, GED preparation, WIN, GAIN and other study materials, CASAS increases, or other academic testing.	Yes	No	No
Career Guidance	Provision of career guidance, career exploration, assisting customer	Yes	No	No

	choice and engagement in job search, education and/or training. Includes OLMIS and CIS research, career fairs and conferences. Staff assistance for participants engaged in job search in individual or group settings.			
Career-Based Training	Rethinking Careers Workshops	Yes	No	No
Comprehensive Counseling	Ongoing participant guidance and counseling, which may include referrals to counseling services.	Yes	No	No
Entrepreneurial Training	Training in skills needed to start and operate a small business	Yes	No	No
Exploratory Interview	Participant engagement with a business or employee to learn more about an occupation	Yes	No	No
Financial Literacy	Education on money management, budgeting, banking, credit, etc.	Yes	No	No
Individual Service Strategy	A plan to identify and address employment goals, barriers, and services. It is recommended that this activity be entered once. *Open and close the same activity when activity occurs.*	Yes	No	No
Industry Tour	Field trip to a business or workplace where participants can see what it is like to work in that organization or industry.	Yes	No	No
Leadership Development	Opportunities that encourage responsibility, employability, and other positive social behaviors. These include volunteer projects, activities that promote social responsibility, and team building exercises/events.	Yes	No	No
Post-secondary Transition Prep	Activities that prepare participants to enter Postsecondary Education, including: college tours, completing	Yes	No	No

	FAFSA, school advising activities, and scholarship application.			
Pre-Employment Skills Training	Activities that prepare youth for unsubsidized employment which include employability skills and job readiness. Activities include Resume, cover letter, and references creation, mock interviews with staff or exploratory interviews with a business or employee to learn more about an occupation.	Yes	No	No
Supportive Services	Services that are necessary to enable an individual to participate in activities authorized by the WIOA and that not available from any other resource.	No	No	No
WEX Preparation	Activities that prepare youth for the Work experience. Services include overview of work expectations, academic components related to the work experience, review of WEX training agreements, Resume, mock interviewing, cover letter, and references creation, and informational interviews with the work experience host site.	Yes	No	No
Work Readiness-Life Skills	Workshops that address life skills necessary for success in employment, training, and post-secondary education. Can occur at the youth site or WorkSource centers.	Yes	No	No
Secondary Education and Skills				
English as a Second Language (ESL)	Instruction in English language skills for limited English proficiency participants	Yes	No	No
GED Program/Classes	Instruction, tutoring, study skills and testing leading to GED attainment as a part of a recognized GED Class	Yes	Yes	Yes

High School Diploma - ALT. School	Secondary school (ALTERNATIVE) leading to high school completion for participants engaged in preparation for attainment of a High School Diploma.	Yes	Yes	Yes
High School Diploma - K-12	Secondary school (TRADITIONAL) leading to high school completion for participants engaged in preparation for attainment of a High School Diploma.	Yes	Yes	Yes
Training, Post-Secondary Education, and Employment Skills				
Occupational Skills Training- Leading to a Certificate	An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Leads to a recognized credential.	Yes	Yes	Yes
Occupational Skills Training- Not Leading to Certificate	An organized program of study that provides specific vocational skills that leads to non-recognized certificates such as general health and safety certificates	Yes	No	No
Work Based Training				
Job Shadow	Activity where participants walk through a day with a professional in their workplace to learn more about their occupation.	Yes	No	No
Structured Work Experience/Internship	A paid or unpaid opportunity for participants to be placed in an organization and given responsibility for a specified period of time.	Yes	No	No
Pre-Apprenticeship	An pre-apprenticeship program that is registered with the State of Oregon	Yes	No	Yes

	Bureau of Labor and Industries and provides occupational training			
OJT	Hire first training provided to a participant by an employer, that is defined by a contract.	Yes	No	Yes

Extended Participation

Participants must receive a service at least every 90 days to prevent an automatic exit. Once a service is received, participation is extended and the 90-day clock is reset. These services must be meaningful interactions. Therefore, receiving a support service will not extend participation. Partner agency services will also not extend participation.

WILLAMETTE WORKFORCE PARTNERSHIP YOUTH WORK EXPERIENCE	
Revised: September 18, 2018	Standard: ST29

OVERVIEW

The Workforce Innovation and Opportunity Act (WIOA) Youth Program is intended to provide young adults with meaningful work experience in not-for-profits, private, or public sectors that will increase the youth employability skills while supplying employment support to the business community. Other benefits include:

- Young adults develop a thorough understanding of employer expectations.
- Young adults increase their employability and work readiness skills.
- Young adults experience workplace success and build their self-esteem.

Sub-recipients should work toward finding employers who can create excellent opportunities for youth, as well as make sure those opportunities are the safest and most educational they can be. This standard is dedicated to framing the procedures that relate to on-site training and work placements. It also explains the overlap between work experience activities and employment laws as they pertain to youth.

Work experiences can occur in the following formats:

- o Summer employment opportunities and other employment opportunities throughout the school year
- o Pre-apprenticeship programs
- o Internships
- o Job shadowing
- o On-the-Job Training

REFERENCES

- Policy P02 Equal Opportunity
- Policy P03 Youth Stipends and Incentives
- Work Experience Development Manual
- Standard ST28 Youth Services and 15 Elements
- Standard ST27 Youth Incentives

DEFINITION

Work Experience

A planned structured learning experience that takes place in a workplace for a limited period of time. Work Experiences may be paid or unpaid as appropriate and may take pace in the private for-profit, non-profit, public sector and must include academic and occupational education, which may occur concurrently or sequential. In addition, a work experience must

- Provide knowledge of skills essential to the full and adequate performance of the occupation
- Help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and eventually advance in a career
- May include the following elements, which provide an opportunity for youth to learn and practice skills needed to succeed in the workplace:
    - Instruction in employability skills or generic workplace skills
    - Exposure to various aspects of an industry
    - Integration of basic academic skills into work activities
    - Entrepreneurship
    - Service learning and community service

STANDARD PROCEDURE

Work Experience and Educational Components

Workplace learning activities are an integral part of the youth career development. Sub-recipients are encouraged to create activities and learning plans for work education into the WIOA program to ensure that the work experience does not act as a stand-alone activity.

WEX Preparation training

With the exception of a job shadow, youth must complete a WEX preparation training activity prior or during the start of any work experience opportunity. The training can include:

- Introduction to the work experience-overview of expectations which includes reviewing the youth training agreement and behaviors that can result in disciplinary actions
- Job Search strategies
- Resume, cover letter, and references creation
- Informational Interviews
- Soft-Skills training (i.e., Rethinking Careers)
    - If not using Rethinking Careers, the following elements must be addressed within the soft-skills training:
        1. Projecting a positive attitude
        2. Working in teams
        3. Workplace attire
        4. Work habits for success such as completing tasks efficiently
        5. Health and safety at work
        6. Being accountable, such as showing up on time, notifying your supervisor ahead of time, etc.
        7. Time management

In-House Work Experience Programming

Sub-recipients who decide to create in-house work experience programs, meaning the sub-recipient is also the host site, must meet the work experience requirements established in the Work Experience definition. Any youth placed within an in-house work experience program are required to receive the same pre-work experience placement information as if they were receiving a work experience with an external business/agency. This includes youth completing the Learning Plan and Intern Agreement, and the worksite supervisor completing the Supervisor Evaluation of Work Readiness at the end of the work experience.

Additionally, internal work experience programs must be compliant with all local and federal rules and regulations including the host-site restrictions. For any in-house work experience program, WIOA case management staff will not act as the supervisor of workplace nor act as a workplace adult mentor. For more information about Adult Mentorship, please refer to the Youth Services 15 Elements standard.

Recruiting Host Sites

Sub-recipients will recruit local organizations to serve as host sites for participant work experiences. There are some restrictions regarding organizations that can participate in a work experience. Sub-recipients are responsible for ensuring that the on-site supervisors of all youth participants placed in paid or unpaid work experience have been properly vetted. All work sites will need to have a Worksite Eligibility form, Worksite Review Checklist, Work Experience Agreement, and Learning plan completed prior to a participant being placed at the location. Worksite Eligibility Forms should be completed no more than on an annual basis.

Host Site Restrictions

Placements may not occur with the following:

- Businesses in or related to the marijuana industry
- The employment carries out the construction, operation, or maintenance or any part of a facility used for sectarian instruction or as a place for religious worship with the exception of maintenance of facilities that are not primarily used for instruction or worship.
- The employer has received payments under WIOA or WIA and exhibits a pattern of failing to provide trainees with working conditions at the same level and to the same extent as other employees working a similar length of time and doing the same type of work.
- The business is involved in a labor dispute, has employees in layoff status, or is in violation of Davis Bacon Labor practices that govern prevailing wage rates for government construction contracts.

- The placement would deter union organizing.
- The employer illegally discriminates in training or hiring practices because of race, color, sex, national origin, religion, physical or mental handicap, political beliefs, or affiliations, or age.
- The placement is a job that pays by commission or piecework.
- The placement engages in partisan political activities.
- The employer has individuals on layoff from the same or any substantially equivalent job This includes ensuring the employer has terminated the employment of any regular employee or reduce the workforce of the employer with the intention of filling the vacancy with a trainee.
- The placement would infringe in any way upon the promotional opportunities of currently employed individuals (as of the date of the participation).
- Placement cannot be made if a fee has been charged to the participant for referral or placement.

Non-Discrimination and Equal Opportunity

WIOA prohibits any discrimination on the groups of race, color, religion, sex, national origin, age, disability, political affiliation, or belief. An organization that accepts a work experience participant is advised of obligations set by WIOA law, and ensures that agency services are offered to all individuals that are eligible and does not discriminate based on circumstances that might limit served populations.

Work Site Review

Sub-recipients shall employ a work site review to determine the appropriateness of utilizing the employer for work experiences. The evaluation should include the key legal provisions of the worksite agreement such as safety, youth and non-youth labor laws, layoffs, and other information found in the "Host Site Restrictions" section of this standard. In addition, the evaluation should assess the age appropriateness and level of exposure to work readiness, supervision, and job skill development that the host site can provide. As part of participation, host sites must be willing to work closely with program staff and provide proper supervision. Sub-recipients are not OSHA inspectors, however, are expected to question reasonably apparent potential hazards and complete prior due diligence prior to placement.

Work Experience evaluation

When a sub-recipient identifies a potential worksite match between a participant and employer, the sub-recipient staff will review the work experience opportunity with the participant and evaluate the participant's interest. At minimum, sub-recipients will:

- Arrange worksite interview(s) for the youth with the employer
- Complete a Work Experience Agreement and Learning Plan
- Update and/or modify the ISS to reflect progress toward goals

To ensure the work experience is right fitting for the participant, sub-recipient staff should evaluate the following:

- o Does the work experience match the participant's interest?
- o Is the participant successfully accomplishing goals, meeting appointments, raising basic skill deficiencies, etc.?
- o Why was the worksite chosen?
- o How does the work experience relate to the youth's overall goals, occupational training, etc.?
- o What educational component is provided to the youth?

Work Experience Agreement and Training Plan

Sub-recipients will have a Work Experience Agreement/Contract for each individual worksite. A signed copy of the Work Experience Agreement is given to the worksite to ensure that the expectations are fully understood. The original agreement should be located in the participant hard file.

Work Experience Learning Plan and Supervisor Evaluation

Sub-recipients will have a Learning Plan and Supervisor Evaluation for each individual youth placed at a worksite. A signed copy of the Learning Plan and Supervisor Evaluation should be located in the participant hard file. Please refer to the Work Experience Development Manual for more information.

Background Checks, Fingerprinting, and Drug Testing

Some employers require background checks, fingerprinting, or drug testing for employees, interns, or for other work experiences. Sub-recipients may not pay for drug testing using WIOA funds. Background checks and fingerprinting cannot be paid using WIOA. These items can only be paid from other funding sources.

Emergency Contact Information & Injury Procedure/Emergency Incident

All Sub-recipients will create an Emergency Contact information form that will be completed by the youth and the sub-recipient. It is required that copies of this form be provided to the host business, youth, and copies placed in the participant file.

It is important to ensure that the worksite and sub-recipient have contact information in case of an emergency at the internship site. If possible, have the youth provide a different telephone for each of the following:

- Youth Phone Number
- Message Phone and Name of Contact
- Person to Contact in Emergency, Relationship to youth and phone.

By providing potentially three different contacts increases the odds that in the event of an emergency, the work site and/or sub-recipient will be able to notify the appropriate parties.

Worksite monitoring

Sub-recipients must monitor the worksite and activities described in the work experience agreement/contract to ensure that the legal and performance requirements are being met by all parties.

The following elements must be addressed during the Worksite monitoring:

- Appropriateness of work experience for participants
- Quality of work experience in teaching participants good work habits or job skills
- Quality of outcomes and other benefits to the participants
- Acceptable work site supervision

A work site that exhibits a pattern of not meeting agreed upon requirements for the work experience ***may not*** have future work experience agreements put into place unless there is written pre-approved by Willamette Workforce Partnership.

Supervisor Evaluation

Sub-recipients will need to create a Supervisor Evaluation to evaluate the youth's performance (including soft-skills) in the work experience (except job shadow). Signatures must be included on the forms. If stipends or incentives are based on performance/ evaluations, all signatures must be present on the form in the participant's file for a payment to be made. This method will ensure that both parties have discussed the evaluation. All completed youth performance forms will be placed in the participant's file.

Work Experience Paid with Wages

In order for a work experience to be considered a paid work experience, one of the following elements must happen:

- Sub-recipients reimburse the employer for a portion of the wage paid to the participant during the paid work experience **and** meets all OJT guidelines established in the OJT policy and standards.
- Sub-recipients pay for all of the wages to the youth directly.

Youth participants placed on regular payrolls for paid work experience must be compensated according to the minimum wage standards, and/or are paid the prevailing wage of employees with similar training, experience, and skills for a similar occupation, as set by the employer. However, since work experiences are intended as trainee positions, wages do not typically exceed those for entry-level employees. All paid wages must be entered into I-Trac under the payments section.

Stipends for Work Experience

Stipends can be offered in lieu of wages. A stipend is usually a set amount paid as an allowance to the youth for successfully performing in a work experience. Stipend compensation can be given out in equal payments or over a defined period of time or when activities are completed. Payment of partial stipends may be made to participants that are unable to complete a portion of the work experience if the reason is beyond the youth's control. For example, family relocation or illness that prevents the youth from participating. If this case arises, participant's account must be documented with the justification of partial payment and reason for non-completion.

Incentives for Work Experience

Incentives may be provided to youth upon completion of training activities tied to the goals identified in the Individual Service Strategy. This includes completion of a work experience. Sub-recipients are required to adhere to the Incentive Plan submitted at the beginning of the year to Willamette Workforce Partnership.

All stipends, incentives, and wages provided for work experiences must be done so in accordance with the policy and standard guidelines set below, applicable laws, and regulations, and in a standardized, fair, and equitable manner for all participants.

If a youth receives stipends, or incentives as a result of a work experience, the following documentation must be recorded.

- Certificate of completion (if applicable)
- Case notes verifying completion dates, skill gains; and
- Time sheets/records

In addition, according to the IRS publications, stipends are considered miscellaneous compensation and are taxable. Staff should consult with internal accounting departments to ensure accurate processing for incentive and stipend payments. Furthermore, it is highly recommended that sub-recipients report stipend amounts to your insurance agency for Worker's Compensation coverage.

Fair Labor Standards Act

There are some circumstances under which individuals who participate in the private sector for internships or training programs may do so without earning wages. This may apply to interns who receive training for their own educational benefit, if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each program. The following six (6) criteria must be met if a participant is receiving non-wage work experience/internship.

1. The participant, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment
2. The internship experience is for the benefit of the intern
3. The participant does not displace regular employees, but works under close supervision of existing staff
4. The employer that provides the training derives no immediate advantage from the activities of the participant; on occasion its operations may actually be impeded
5. The participant is not necessarily entitled to a job at the conclusion of the internship
6. The employer and the participant understand that the intern is not entitled to wages for the time spent in the internship

It is the responsibility of the Sub-recipients to ensure that all six criteria are met if a work experience/internship does not pay wages.

Child Labor Laws

Regardless if the work experience is paid or un-paid, sub-recipients agreeing to work experiences for minors are responsible for ensuring the host site is in compliance with the Child Labor Law. This includes adhering to the occupational restrictions.

Resources for Labor Laws

In addition, the Fair Labor and Standards Act (FLSA), the Bureau of Labor and Industry (BOLI) has additional set criteria for employment with minors. To ensure all sub-recipients are in adherence with federal and state laws, the following links are recommended resources. Adherence to all labor laws are the responsibility of the sub-recipient.

- https://www.dol.gov/whd/flsa/
- http://www.oregon.gov/boli/pages/index.aspx
- http://www.oregon.gov/boli/whd/clu/pages/index.aspx
- http://www.oregon.gov/boli/ta/pages/t_faq_stw.aspx