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KENTUCKY

Youth

Manual



**Kentucky
Career Center**

Career Training Employer

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This manual was updated on May 7, 2019 with the following changes:

- The “DRAFT” watermark was removed.
- On page 26, In-School Youth, A, now reads “Attending **any** school, including secondary and post-secondary school...”.

For additional information or assistance, please contact the compliance unit at the Department of Workforce Investment (Compliance.Unit@ky.gov).

SECTION A: BACKGROUND AND PURPOSE

The WIOA Title I-B Youth Program provides a comprehensive array of high-quality services, including career exploration and guidance, continued support of educational attainment, and training in in-demand industries and occupations. The program's goal is for the youth to obtain employment along a career pathway, enrollment in post-secondary education or a Registered Apprenticeship prior to the end of participation. The Youth Program provides services to youth with barriers to employment, with a special focus on supporting the educational and career success of out-of-school youth.

The goal of this manual is to provide a comprehensive summary of the main components and essential elements of the WIOA youth program for Local Workforce Development Boards (LWDBs), board staff, and KCC staff. This manual provides guidance for the LWDBs to use in providing services to WIOA Title I-B Youth Program participants, including In-School and Out-of-School youth, and has been developed as a resource to bring together the WIOA Youth program vision and requirements as set forth in:

- [The Workforce Innovation and Opportunity Act](#)
- [WIOA Department of Labor Final Rule](#)
- [TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16](#)
- [TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 08-15](#)
- [TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 23-14](#)
- [WIOA State Plan for the Commonwealth of Kentucky FY-2018](#)

SECTION B: GENERAL PROGRAM REQUIREMENTS¹

LWDBs provide strategic and operational oversight of the local area functions, including locally-driven strategic planning, operational alignment and integrated service delivery design, for all partner programs including Youth. The LWDB, as a convener of partners, should solicit feedback and participation from individuals and organizations that have demonstrated experience and expertise in addressing the employment, training, and education needs of eligible youth.

A standing committee, which could include parents, youth participants, and other members and community-based organizations from the community, can provide information and assist with planning, operational, and other issues relating to the provision of services to youth locally. See Section E for more on Standing Youth Committees. Whether part of the Standing Youth Committee or not, LWDBs must ensure that parents, youth participants, and other members of the community with experience relating to youth programs are involved in both the design and implementation of its youth programs.

The Youth Program is a required partner for all KCCs and youth in need must be able to access services at all KCCs statewide. Local and State planning processes strive to combine data, analysis, and locally-

¹ 20 CFR [679.220](#); [679.300](#), [679.360](#), [681.420\(b\)](#), [681.420\(g\)](#)

specific information to determine the strategic investments and direction to address the greatest needs of the local youth population and align efforts across the entire workforce system. The LWDB is also required to describe the design framework for the local area’s youth program, and how the 14 Program Elements are to be provided within that framework.

Specifically, an LWDB must ensure that all 14 Youth Program Elements (SECTION I) are available to youth in the KCC system, as outlined in the Strategic Local Plan. An LWDB can decide the most effective and economical providers of the various Program Element services and a particular service from a service provider may deliver several elements. LWDBs should consider how providers will deliver services in collaboration with other partners, in line with sector strategies, and in line with the WIOA state plan.

LWDBs must ensure that the Youth Program prepares participants to meet their education and career goals. The LWDB must provide:

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

Note: Youth programs must link participation to the individual to the service strategy and not the timing of youth service provider contract or program years.

SECTION C: LINKAGES TO COMMUNITY AND PARTNERS

In order to connect with youth in need of services and to create a network of providers to serve youth in the Local Workforce Development Area (LWDA), the LWDB must provide linkages to community and partners to:

- A. Ensure that parents, youth participants, and members of the community with experience in youth programs are involved in the design and implementation of the WIOA Title I-B Youth Program².
- B. Make opportunities available to individuals who have successfully participated in the Youth Program to volunteer and provide assistance to participants in the form of mentoring, tutoring and/or other services.
- C. Provide appropriate connections between the Youth Program and the Kentucky Career Center (KCC) system that will foster participation with local youth³, including:

² 20 CFR [681.420\(g\)](#)

³ 20 CFR [681.420\(c\)](#)

1. Local area justice and law enforcement officials;
2. Local public housing authorities;
3. Local education agencies;
4. Local human service agencies;
5. WIOA Title II adult education providers;
6. Local disability-servicing agencies;
7. Job Corps representatives;
8. Representatives of other area youth initiatives, including those that serve the homeless and private youth initiatives;
9. Coordination and provision of youth services;
10. Linkages to the job market and employers;
11. Access for eligible youth to information and the services listed in this manual; and
12. Other activities designed to meet the purposes of the Youth Program and youth services.

SECTION D: REFERRALS⁴

The Youth Program Design must include plans for service for all youth, including those who *are* and *are not* eligible for WIOA Title I Youth Program funds. The local area's Standing Youth Committee should recommend eligible youth service providers, ways to coordinate youth services, and establish partners for referral as described in this section.

Each LWDB must ensure all youth who meet the eligibility criteria for the youth program receive information about the full array of services available through the LWDB, KCC partners, and eligible youth service providers, and other appropriate training and educational programs with the capacity to serve the applicant.

In order to meet the basic skill needs and training needs of applicants who do not meet the eligibility requirements of a particular program or cannot be served by the program, each KCC must ensure these youth are referred for further assessment, as necessary, and to appropriate training and education programs that have the capacity to serve them.

⁴ 20 CFR [681.410 \(d\)-\(f\)](#)

SECTION E: STANDING YOUTH COMMITTEES⁵

LWDBs may choose to establish a Standing Youth Committee. The purpose of the committee includes providing information to assist with planning, operations, oversight, and other issues related to the provision of the youth program. A Standing Youth Committee can also assist the LWDB in the establishment of required linkages listed in SECTION C.

Under the direction of the LWDB, a Standing Youth Committee may:

- A. Recommend policy direction to the local board for the design, development, and implementation of programs that benefit all youth;
- B. Recommend the design of the comprehensive community youth workforce development system to ensure a full range of services and opportunities for youth, including disconnected youth;
- C. Recommend ways to leverage resources and coordinate services among schools, public programs, and community-based organizations serving youth;
- D. Recommend ways to coordinate youth services and youth service providers;
- E. Provide on-going leadership and support for continuous quality improvement for local youth programs;
- F. Assist with the planning, operational and other matters related to youth;
- G. If delegated by the LWDB after consultation with the Chief Local Elected Official, oversee eligible youth providers, as well as other youth program responsibilities; and
- H. Select youth grants or contracts.

If the LWDB chooses not to establish a Standing Youth Committee, the LWDB retains the responsibility for the activities listed. A LWDB that chooses not to establish a Standing Youth Committee must include a description of how the following functions will be provided in the local area as a part of their Strategic Local Plan.

The Standing Youth Committee membership must reflect the needs of the local area. The committee members are appointed based on their expertise to help address the employment, training, education, human and supportive service needs of eligible youth.

- A. When the local board chooses to have a Standing Youth Committee, the committee must include:
 - 1. A member from the LWDB, who chairs the committee; and
 - 2. Members of community-based organizations with a demonstrated record of success in serving eligible youth and other individuals with appropriate expertise who are not members of the local board.

⁵ 20 CFR [681 subpart A](#)

- B. Additional Standing Youth Committee members may include:
1. Representatives of agencies such as secondary and post-secondary education, training, health, mental health, disability, housing, public assistance and justice;
 2. Representatives of philanthropic or economic and community development organizations;
 3. Employers; and
 4. Parents, participants, and youth.
- C. LWDBs may designate an existing entity, such as an effective youth council, as the Standing Youth Committee if the youth council meets WIOA requirements in this policy.

SECTION F: OUT-OF-SCHOOL PRIORITY

LWDBs must dedicate at least 75 percent of WIOA Title I-B Youth Program funds to provide services for Out-of-School Youth (OSY).⁶ LWDBs must verify the youth's dropout status at the time of WIOA Title I-B Youth Program enrollment. An individual who is out of school at the time of enrollment, and subsequently placed in any school, is an OSY for the purposes of the 75 percent expenditure requirement throughout his/her participation in the program.

Note: Local area administrative costs are not subject to the 75 percent minimum OSY requirement. The percent of WIOA Title I-B Youth Program funds used to serve OSY is calculated by:

- 1) Taking the LWDA's total NFA for Youth in a Program Year;
- 2) Reducing the total by 10% for program administration; and
- 3) Determining 75% of the remaining total.

As part of its ongoing monitoring and oversight, each LWDB must track the program funds spent on OSY and report such expenditures as part of the local WIOA Financial Report.

SECTION G: PROCUREMENT REQUIREMENTS⁷

LWDBs must award grants or contracts to carry out youth workforce investment activities on a competitive basis to youth service providers.

When the LWDB chooses to award grants or contracts, the requirements for procuring youth service providers include:

⁶ 20 CFR [681.410](#)

⁷ 20 CFR [681.400](#)

- A. Any criteria used to identify youth providers consistent with the WIOA state plan, including:
 - 1. The financial stability of the service provider;
 - 2. Experience in successfully providing services to disconnected youth and youth with barriers to employment, including youth with disabilities;
 - 3. Demonstrated success in serving youth, specifically youth with barriers and OSY;
 - 4. Length of time the youth service provider has been in business;
 - 5. Available network of business and community partners; and
 - 6. Ability to meet the performance accountability measures based on the performance indicators for youth programs;
- B. The criteria used to identify youth providers in the local plan;
- C. The criteria used to identify youth training providers in the local plan, including determining whether:
 - 1. Training is related to in-demand occupations or career pathways identified in the state and local plans; and
 - 2. A recognized credential is awarded upon the successful completion of a training program.
- D. Conducting full and open competition to secure youth service providers according to federal procurement guidelines in the 2 CFR 200 and 2900 (Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards). LWDBs must:
 - 1. Use their own documented procurement procedures which reflect applicable state, local and tribal laws and regulations, provided that the procurement conforms to applicable Federal law and 2 CFR 200;
 - 2. Award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration must be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources; and
 - 3. Maintain sufficient records that detail the history of procurement. These records must include, but are not necessarily limited to the following:
 - a. Rational for method of procurement;
 - b. Selection of contract type;
 - c. Contractor selection or rejection; and
 - d. The basis for contract price.
- E. Selecting eligible providers of youth services by awarding a grant or contract on a competitive basis may be assigned to the Standing Youth Committee by the LWDB, if applicable. If a Standing Youth

Committee is not established, the responsibility of selecting youth service providers belongs to the LWDB.

- F. If the LWDB determines there are an insufficient number of eligible youth providers in the local area, such as rural area, the local area may award grants or contracts on a sole source basis in accordance with 2 CFR 200.320.
- G. LWDBs may implement a pay-for-performance contract strategy for the 14 Program Elements. The LWDBs must not use more than 10 percent of the total funds allocated under WIOA for pay-for-performance contracts.⁸ (See SECTION Q of this guidance.)

SECTION H: YOUTH SERVICES

LWDBs must develop and implement a comprehensive Youth Program. LWDBs must describe the program design for youth services and how the required 14 Program Elements (See SECTION I: 14 Program Elements) will be provided within the program in the Strategic Local Plan.⁹ WIOA Title I-B Youth Program funds may be used to provide limited Youth Program costs prior to an eligibility determination. These costs may include assessment, outreach, and other statewide activities but do not include any Youth Program services.

The LWDB must submit how it will implement its youth program design to the Department of Workforce Investment (DWI) by June 30, 2019 for PY 2019 and within 60 days of execution of an MOA for the allocation of funds for all future MOAs.

The Youth Program must include:

- A. **Outreach and recruitment:** LWDBs should develop intensive outreach efforts to and linkages with non-profits, community groups, faith-based agencies, schools, and other support agencies who are able to provide youth services (see SECTION C).
- B. **Intake and eligibility determination:** Involves registration, eligibility determination (SECTION J), and collection of documentation to support verification of eligibility for services (SECTION L). Other services also include referral for basic skills development and referral to other services as appropriate (SECTION D).
- C. **Objective assessment¹⁰:**
 - 1. The LWDB or youth program provider must provide an objective assessment of the academic and occupational skill levels (SECTION O) as well as needs and strengths of each participant to

⁸ 20 CFR [681.420\(i\)](#)

⁹ 20 CFR [681.420\(b\)](#)

¹⁰ 20 CFR [681.420\(a\)\(1\)](#)

identify appropriate services and career pathways for each participant and to collect information for the Individual Service Strategy (ISS).

Note: In the KEE-Suite system, both ISS and Individual Employment Plans (IEPs) may be entered as IEPs. In instances where this document references ISS, that information should be entered into KEE-Suite as an IEP.

2. A new objective assessment is not required if a partner program has completed an objective assessment with the participant in the last six months and its use is deemed appropriate by the LWDB.¹¹
 3. The objective assessment must include a review of:
 - a. Basic Skills;
 - b. Occupational skills;
 - c. Prior work experience;
 - d. Employability;
 - e. Interests (including interest and aptitudes for non-traditional jobs);
 - f. Supportive service needs; and
 - g. Developmental needs.
- D. **Development of an Individual Service Strategy**¹²: The LWDB or youth program provider must develop an ISS, based on the objective assessment that specifies which of the 14 Program Elements are needed to assist the participant in meeting his/her educational and career goals. The objective assessment may be directly linked to one or more performance accountability measures for youth as specified in 20 CFR 671.155 and 34 CFR 463.155.
1. The ISS must include identification of appropriate career pathways including:
 - a. Educational goals;
 - b. Employment goals, including non-traditional employment, taking into consideration career planning and the results of the objective assessment; and
 - c. Appropriate achievement objectives and services for the participant.
 2. The ISS is a living document and must be updated with each contact to reflect progress, status, and changes. ISS updates must coincide with case notes and services in KEE-Suite.
 3. A new ISS is not required if a partner program has completed an ISS with the participant in the last six months and its use is deemed appropriate by the LWDB.

¹¹ 20 CFR [681.420\(h\)](#)

¹² 20 CFR [681.420\(a\)\(2\)](#)

4. Youth programs must link participation and services of the individual to the individual service strategy and not the timing of youth service provider contract or program years.

Note: In order for an individual to be a participant in the WIOA youth program, all the following must occur and be documented in KEE-Suite:

1. Eligibility determination;
2. Objective Assessment;
3. Individual Service Strategy; and
4. Participation in any of the 14 WIOA Youth Program Elements.

20 CFR [681.320](#)

- E. **Case Management**¹³: LWDBs or youth program providers must provide case management of youth. Case management, *which should not be confused as one of the 14 Program Elements or related services*, uses a client-centered approach in the delivery of services designed to:
 1. Prepare and coordinate the ISS for participants and ensure access to workforce development activities and supportive services;
 2. Provide job and career counseling during program participation and after job placement; and
 3. Provide service to participants for the amount of time necessary to enter postsecondary education and/or unsubsidized employment. While there is no minimum or maximum time a youth can be served in the WIOA Title I-B Youth Program, programs must link participation to the ISS and not the timing of the youth service provider contracts or program years.
- F. **Follow-Up Services**: All youth participants must be provided a minimum of 12 months of follow-up services after completion of participation. This requirement includes at least a monthly attempt to contact and provide follow-up services, unless the participant declines such services in writing. The LWDB must set a policy about how service providers must document attempts to provide follow up services.

SECTION I: 14 PROGRAM ELEMENTS¹⁴

LWDBs should consider how providers will deliver services in collaboration with other partners, in line with sector strategies, and in line with the WIOA state plan.

LWDBs must ensure that all 14 Youth Program Elements are available to youth participants in the KCC system, as outlined in the Strategic Local Plan. The LWDB may contract with other entities to provide

¹³ 20 CFR [681.420\(a\)\(3\)](#)

¹⁴ 20 CFR [681.460-630](#)

the 14 Program Elements, and LWDBs are encouraged to partner with existing local, state, or national entities that can provide program element(s) at no cost to the LWDB, as described at 20 CFR [681.460\(c\)](#). Keep in mind that the 14 Program Elements represent a variety of services to be provided based on the individual's objective assessment and ISS; and while all 14 Program Elements must be made available, some services may overlap across multiple program elements. For example, Program Elements 2 (Alternative Secondary School Services or Dropout Recovery Services), 3 (Paid and Unpaid Work Experience), and 4 (Occupational Skills Training) overlap with Element 5 (Education Offered Concurrently with Workforce Preparation and Training for a Specific Occupation).

The LWDB must identify what partners provide each element in the Strategic Local Plan, and must identify the service provider of each program element in the case management system of record.

Note: KEE-Suite will auto-populate the provider for the element selected for a youth participant based upon local area submissions to the Central Office Eligible Training Provider List (ETPL) Coordinator.

LWDBs must ensure there is an agreement in place with a partner organization to ensure a program element is offered when a specific element is not offered through WIOA Title I-B Youth Program funds. LWDBs must also ensure the element is closely connected and coordinated with the WIOA Title I-B Youth Program. The 14 Program Elements must not be provided to participants prior to eligibility determination, an objective assessment, and development of an ISS.

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

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

- A. Tutoring, study skills, instruction that lead to a high school diploma are reported under this element. These services include:
 - 1. Providing academic support;
 - 2. Helping youth identify areas of academic concern;
 - 3. Assisting overcoming learning obstacles; and
 - 4. Providing tools and resources to develop learning strategies.

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

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

Program Element 2: Alternative Secondary School Services or Recovery Services

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

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

Program Element 3: Work Experiences¹⁵

Work experiences (WEX) are planned, structured learning experiences that take place in a workplace for a limited period of time. WEX provide the youth participant an opportunity for career exploration and skill development.

- A. Work Experience Requirements
 1. WEX may:
 - a. Be paid or unpaid;
 - b. Provide youth with opportunities for career exploration and skill development; and
 - c. Take place in the private sector, public sector or non-profit sector.
 2. Labor standards apply in any WEX where an employee/employer relationship exists, as defined by the Fair Labor Standards Act or applicable state laws.

¹⁵ 20 CFR [681.590-620](#)

3. WEX must have an academic and occupational component that encompasses contextual learning and is intended to help the participant learn information necessary to work in specific industries or occupations.
 - a. The academic and educational component may occur concurrently or sequentially with the WEX.
 - b. The academic and educational component may occur inside or outside of the work site.
 - c. The academic and educational component may be provided by the WEX provider or may be provided separately in a classroom.
 - d. LWDBs have flexibility in determining appropriate types of academic and occupational education necessary for a WEX. However, prior to initiating the WEX, the LWDB must include what the academic and educational component is and how it will be provided in the WEX contract.
 - e. Contextual learning does not include attending high school classes or their equivalent that will lead to attainment of a High School Diploma or equivalent.
 - f. Contracts are the mechanism to deliver a WEX to In-School Youth (ISY) and OSY. When the academic and educational component is not provided directly by the employer, an additional contract with the training provider is required.
4. LWDBs may provide the following types of WEX:
 - a. Summer employment opportunities¹⁶ and other employment opportunities available throughout the school year.
 - Summer employment opportunities must provide direct linkages to academic and occupational learning, including leadership development opportunities, tutoring, occupational skills training, etc., and may provide other elements and strategies as appropriate to serve the needs and goals of the participants.
 - The summer employment administrator does not have to select employers through a competitive process for summer employment opportunities.
 - b. Pre-apprenticeship programs¹⁷

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

 - Training and curriculum that aligns with the skill needs of employers in the Commonwealth or region involved;
 - Access to educational and career counseling and other supportive services, directly or indirectly;

¹⁶ 20 CFR [681.620](#)

¹⁷ 20 CFR [681.480](#)

- Hands-on meaningful learning activities that are connected to education and training activities such as exploring career options and understanding how skills acquired through the coursework can be applied toward a future career;
 - Opportunities to attain at least one industry-recognized credential; and
 - A partnership with at least one or more Registered Apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship in a registered apprenticeship.
- c. Internships and job shadowing

Internships and job shadowing are designed to increase career awareness, help model youth behavior through examples, and reinforce the youth and young adult link between academic learning and occupational work requirements. It includes the youth conducting interviews with people in their prospective professions to learn more about those fields or participating in an expanded informational interview in the work place.

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

OJT is provided under a contract with an employer who is reimbursed a percentage of the wage rate of the participant being trained while engaged in productive work in a job. For more information on OJT, refer to 20 CFR 680.700.

B. Work Experience Expenditure Requirements

LWDBs must spend at least 20 percent of all funds allocated to the ISY and OSY program on paid and unpaid WEX.¹⁸

1. Allowable WEX expenditures include the following:
 - a. Wages/stipends paid for participation in a WEX;
 - b. Staff time working to identify and develop a work experience opportunity, including staff time spent working with employers to identify and develop the WEX;
 - c. Staff time working with employers to ensure a successful WEX, including staff time managing the WEX;
 - d. Staff time spent evaluating the WEX and monitoring the employer's provision of the WEX;
 - e. Participant WEX orientation sessions;
 - f. Employer WEX orientation sessions;
 - g. Classroom training or the required academic educational component directly related to the WEX;
 - h. Incentive payments directly tied to the completion of the WEX; and

¹⁸ 20 CFR [681.590](#)

- i. Employability skills/job readiness training to prepare the youth for the WEX.
- 2. LWDB must track the program funds spent on paid and unpaid WEX, including wages and staff costs for the development and management of work experiences, and report such expenditures as part of the local WIOA Financial Report.
- 3. LWDBs must track the percentage of funds spent on WEX by calculating the total local area youth funds expended on WEX rather than by calculating the funds expended separately for ISY and OSY Youth.
- 4. Local area administrative costs are not subject to the 20 percent minimum WEX requirement.
- 5. Leveraged resources must not be used to fulfil any part of the 20 percent minimum.
- C. LWDBs must ensure there is a written Worksite Agreement or contract between each employer offering the WEX to ensure compliance with WIOA and applicable regulations. The workforce site agreement must be maintained in the participant's file and include at a minimum:
 - 1. The duration of the WEX;
 - 2. Remuneration;
 - 3. Tasks and duties;
 - 4. Supervision;
 - 5. Health and safety standards;
 - 6. Identification of the academic and educational component, including how it will be provided;
 - 7. Other conditions of the WEX, such as consequences of not adhering to the agreement; and
 - 8. A termination clause.

Program Element 4: Occupational Skills Training¹⁹

Occupational skills training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by a certain occupational field at entry, intermediate or advanced levels. Occupational skills training should not be the primary element for serving youth.

- A. LWDBs must offer priority consideration to training programs that lead to post-secondary credentials that are aligned with in-demand industry sectors or occupations in the local area. Such training must:
 - 1. Be outcome-oriented and focused on an occupational goal specified in the ISS;

¹⁹ 20 CFR [681.540-550](#)

2. Be of sufficient duration to impact the skills needed to meet the occupational goal; and
 3. Result in the attainment of a recognized postsecondary credential.
- B. The training program must meet requirements listed in ETPL and the Kentucky *Need-to-Train* Guidance.
- C. Occupational skills training must be competitively procured by contract or grant. However, OSY ages 16-24 may be issued an Individual Training Account (ITA) with a specified dollar amount to provide training using WIOA Title I-B Youth Program funds, based on the needs identified in the ISS. If an ITA is used to pay for the training, the training program must be listed as an approved program on the Eligible Training Provider List (ETPL). For more information on ITA requirements, see Kentucky Guidance *Individual Training Accounts*.
- D. ISY must not use youth-funded ITAs. However, ISY between the ages of 18 and 21 may co-enroll in the WIOA Title I-B Adult Program if the youth's needs, knowledge, skills and interests align with the WIOA Title I-B Adult Program and may receive training services through an ITA funded by the Adult Program.

Program Element 5: Education Offered Concurrently With Workforce Preparation and Training for a Specific Occupation²⁰

Education offered concurrently with workforce preparation and training for a specific occupation reflects an integrated training model. LWDBs must ensure the service is added to the ISS only when the following services are provided at the same time:

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

Program Element 6: Leadership Development Opportunities²¹

Leadership development encourages responsibility, confidence, employability, self-determination, and other positive social behaviors such as:

- A. Exposure to postsecondary educational possibilities;
- B. Community- and service- learning projects;

²⁰ 20 CFR [681.630](#)

²¹ 20 CFR [681.520-530](#)

- C. Peer-centered activities, including peer mentoring and tutoring;
- D. Organizational and team work training, including team leadership training;
- E. Training in decision-making, including determining priorities and problem solving;
- F. Citizenship training, including life skills training such as parenting skills and work-behavior training;
- G. Civic engagement activities, which promote the quality of life in a community; and
- H. Other leadership activities that place the youth in a leadership position such as serving on the Standing Youth Committee.

Note: Calling a youth to advise the youth to come into the KCC or affiliate site does not meet the definition of leadership development.

Program Element 7: Supportive Services²²

Supportive services for youth are services that enable an individual to participate in WIOA activities. These include:

- A. Linkages to community services;
- B. Assistance with transportation;
- C. Assistance with child care and dependent care;
- D. Assistance with housing;
- E. Needs-related payments;
- F. Assistance with educational testing;
- G. Reasonable accommodations for youth with disabilities;
- H. Legal aid services;
- I. Referrals to health care;
- J. Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear;
- K. Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
- L. Payments and fees for employment and training-related applications, tests, and certifications.

²² 20 CFR [681.570](#)

Additional information regarding supportive services may be found in Kentucky Guidance *Supportive Service*.

Program Element 8: Adult Mentoring²³

Adult mentoring may include a youth being matched with an adult mentor, an employer, or an employee of an employer.

- A. LWDBs must ensure that adult mentoring for youth:
 - 1. Is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentors offers guidance, support, and encouragement to develop the competence and character of the participant;
 - 2. Lasts at least 12 months and occurs during the program year and following exit from the program; and
 - 3. Matches the youth with an individual mentor with whom the youth interacts on a face-to-face basis. In addition to the face-to-face interaction, group mentoring activities and mentoring through electronic means are allowable as part of mentoring activities.
- B. LWDBs must ensure appropriate policy and procedures are in place to adequately screen and select mentors.
- C. LWDB case managers may service as mentors where the LWDB has demonstrated that adult mentors are unavailable. In such instances, the LWDB should immediately seek to increase the availability of mentors through outreach to other local programs, former participants and through the local Standing Youth Committee.

Program Element 9: Follow-Up Services²⁴

The purpose of follow-up services is to ensure the youth is successful in employment and/or postsecondary education and training after exiting from the program. Follow-up services must include more than an attempt to contact the individual or contact made only to secure documentation in order to report a performance outcome. All youth participants must be provided an opportunity to receive follow-up services for minimum of 12 months after the completion of participation, unless the participant declines to receive follow-up services. Follow-up service begins automatically in the KEE-Suite system following the last expected date of service in the WIOA Title I-B Youth Program (and other KCC partner programs in which the participant is co-enrolled when no future services are scheduled).

²³ 20 CFR [681.490](#)

²⁴ 20 CFR [681.580](#)

- A. Follow-up services may be provided beyond 12 months at the discretion of the LWDB.
- B. The type and duration of follow-up services must be determined based on the needs of the youth participant and may vary among participants.
- C. Follow-up services for youth may include:
 - 1. Supportive services, with the exception of needs-related payments;
 - 2. Adult mentoring;
 - 3. Financial literacy education;
 - 4. Services that provide labor market information 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;
 - 5. Services necessary to ensure success of the youth employment and/or post-secondary education.
- D. Follow-up services must be recorded in case notes in KEE-Suite promptly and accurately to ensure expediency of services. Case notes in the system must contain documentation substantiating follow-up contact with the youth, including follow-up attempts. This may include, but is not limited to, a letter, an e-mail message or case notes based on an actual conversation, either in person or by telephone. Follow-up attempts with the participant must be made and documented in case management system of record on a monthly basis during the 12-month requirement.
- E. Re-enrollment of exited Youth Program participants should be avoided through front-end planning, but in some instances it may be necessary during the follow-up period to utilize WIOA services beyond those available through the follow-up component. In such instances, the individual must exit and re-enroll into a WIOA program.

Program Element 10: Comprehensive Guidance and Counseling²⁵

Comprehensive guidance and counseling provides individualized counseling to participants.

- A. Comprehensive guidance and counseling includes:
 - 1. Drug and alcohol abuse counseling;
 - 2. Mental health counseling; and
 - 3. Referrals to partner programs, as appropriate.

²⁵ 20 CFR [681.510](#)

- B. When referring participants to necessary counseling that cannot be provided by the local youth program, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service.
- C. When funds exist with the local program or its service providers, it is allowable to provide counseling services directly to participants rather refer the youth to partner programs.

Program Element 11: Financial Literacy Activities²⁶

Financial literacy education may include the following activities:

- Support the ability of participants to create budgets, establish initial checking and saving accounts at banks, and make informed financial decisions;
- Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- Teach participants about the significance of credit reports and credit scores, what their rights are regarding their credit and financial information, how to determine accuracy of a credit report, how to correct inaccuracies, and how to improve or maintain good credit;
- Support the participant’s ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
- Educate participants about identity theft, ways to protect themselves from identity theft, how to resolve cases of identity theft, and understand their rights and protections related to personal identity;
- Support activities that address the particular financial literacy needs of non-English speakers, including providing support through the development of and distribution of multilingual financial literacy and education materials;
- Support activities that address the particular financial needs of youth with disabilities, including connecting them with benefits planning and work incentives counseling;
- Provide financial education that is age appropriate, timely, and provides an opportunity to put lessons into practice, such as access to safe and affordable financial products that enable money management and savings; and
- Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability. Approaches should be high-quality, age-appropriate, and relevant.

²⁶ 20 CFR [681.500](#)

Program Element 12: Entrepreneurial Skills Training²⁷

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

- A. LWDBs must ensure that entrepreneurial skills training develops the skills associated with starting and operating a small business. Such skills may include, but are not limited to, the ability to:
 - 1. Take initiative;
 - 2. Creatively seek out and identify business opportunities;
 - 3. Develop budgets and forecast resource needs;
 - 4. Understand various options for acquiring capital and the trade-offs associated with each option; and
 - 5. Communicate effectively and market oneself and one's ideas.
- B. Among the approaches that may be used to teach entrepreneurial skills are the following:
 - 1. Entrepreneurial education programs that provide an introduction to the values and basics of starting and running a business, including guiding youth through the development of a business plan and using simulations of business start-up and operation.
 - 2. Enterprise development which provides support and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurial education by helping youth access loans or grants that are needed begin business operations and by providing more individualized attention to the development of viable business ideas.
 - 3. Experiential programs that provide youth with the ability to gain experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business, or they may facilitate placement in apprenticeship or internship positions with adult entrepreneurs in the community.

Program Element 13: Services That Provide Labor Market Information

LWDBs must provide services that provide labor market and employment information about in-demand industry sectors or occupations in the Local Workforce Development Area (LWDA), such as career awareness, career counseling, and career exploration services.

- A. LWDB staff and youth providers must be familiar with state and federal **Labor Market Information (LMI)** data and LMI tools.

²⁷ 20 CFR [681.560](#)

- B. **Career awareness** begins the process of developing knowledge of a variety of careers and occupations available, their skill requirements, working conditions and training prerequisites; and job opportunities across a wide industry sectors.
- C. **Career exploration** is described as the process in which a youth choose an educational path, training or a job which fits their interests, skills, and abilities.
- D. **Career counseling or guidance** provides advice and support in making decisions about what career paths to take. Career counseling services may include:
 1. Providing information on resume preparation;
 2. Interviewing skills;
 3. Potential opportunities for job shadowing; and
 4. Long-term benefits of postsecondary education and training (e.g. increased earning power and career mobility).

Note: In KEE-Suite, this element is listed as “Program type: Labor Market Information”.

Program Element 14: Postsecondary Preparation and Transition Activities

Postsecondary preparation and transition activities prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or HSE. The services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges, universities and registered apprenticeships. Additional services include but are not limited to:

- A. Assisting youth prepare of SAT/ ACT testing;
- B. Assisting with college admission applications;
- C. Searching and applying for scholarships and grants;
- D. Filling out financial aid applications and adhering to changing guidelines; and
- E. Connecting youth to postsecondary education programs.

SECTION J: ELIGIBILITY DETERMINATION²⁸

At the time of eligibility determination, youth must be an In-School Youth or Out-of-School Youth to participate in WIOA Title I-B Youth Program services during any part of the program year.

²⁸ 20 CFR [681.200](#)

Out-of-School Youth²⁹

A youth meets the definition of OSY if he or she is:

A. Not attending school*;

*All Kentucky youth below the age of 18 shall be enrolled in school by registering at the locally-assigned school. Youth who are not registered, or who are registered but have not attended that school for at least the most recent complete school year calendar quarter may be considered OSY.

B. Between 16 and 24 years old at the time of enrollment; and

C. One or more of the following:

1. A school dropout (SECTION K (C));
2. A low income individual with a secondary school diploma or its recognized equivalent and:
 - i. Basic skills deficient (SECTION K (A)); or
 - ii. An English language learner (SECTION K (B));
3. An offender (SECTION K (D));
4. Homeless (i.e. lacks a fixed, regular and adequate nighttime residence);
5. A runaway;
6. In foster care, has aged out of foster care, or has attained the age of 16 years old and left foster care for kinship, guardianship or adoption;
7. A youth who has been removed from his/her home and is in an out-of-home placement;
8. Pregnant or parenting (SECTION K (E) and (F));
9. An individual with a disability; or
10. A low income individual who requires additional assistance to enter or complete an education program or to secure or hold employment, as defined by the LWDB³⁰ (see “Low Income Youth” below).

Participants may continue to receive services beyond the age of 24 once they are enrolled in the program.

Note: A recipient of high school diploma or HSE may still meet the definition of OSY by meeting one of the other barriers identified in section C above. A youth between 16-24 years, who is not attending school only need meet one of the barriers above to qualify as an OSY. For instance, if a youth with a high

²⁹ 20 CFR [681.210](#)

³⁰ 20 CFR [681.300](#)

school diploma or HSE does not meet barrier #2 above, but has an additional barrier on the list, he or she would qualify as an OSY.

In-School Youth³¹

A youth meets the definition of ISY if he or she is:

- A. Attending any school, including secondary and post-secondary school;
- B. Between 14 and 21 years old at the time of enrollment. The age requirement is extended for youth with disabilities because school districts must provide programs and services to eligible youth with disabilities attending secondary school until they turn 22 years old. Youth with a disability who turn 22 years old during the school year must continue to receive services from the school district until the end of the school year (ARS 15-764);
- C. A low income individual; and
- D. One of the following:
 - 1. Basic skills deficient (SECTION K (A));
 - 2. An English language learner (SECTION K (B));
 - 3. An offender (SECTION K (D));
 - 4. Homeless youth (i.e. lacks a fixed, regular and adequate nighttime residence);
 - 5. A runaway;
 - 6. In foster care, has aged out of foster care, or has attained 16 years old and left foster care for kinship guardianship or adoption;
 - 7. A youth who has been removed from his/her home and is in an out-of-home placement;
 - 8. Pregnant or parenting (SECTION K (E) and (F));
 - 9. An individual with a disability; or
 - 10. Requires additional assistance to complete an educational program or to secure and hold employment, as defined by the LWDB.
- E. The state has defined “requires additional assistance to complete an educational program, or to secure and hold employment³²” as an individual who:
 - 1. Has been fired from a job within the 12 months prior to application;
 - 2. Has no previous work experience or has never held a job;

³¹ 20 CFR [681.220](#)

³² 20 CFR [681.310](#), [WIOA State Plan](#)

3. Has never held a full-time job (30+ hours per week) for more than 13 consecutive weeks;
4. Has difficulty with social interaction or behavioral problems;
5. Has a history of family disruptions, such as divorce, legally separated parents, family violence, alcohol or drug abuse;
6. Has one or more parents incarcerated;
7. Is a student participating in an alternative program/setting;
8. Has chronic attendance or discipline problems;
9. Is functioning at least one or more grade levels below his/her age group in the areas of reading and math (functioning at grade 11 or under for youth 18-24);
10. Is a student who has failed two or more subjects during the prior two years of school attendance; or
11. Has one or more parent lacks high school diploma or HSE.

If a youth turns 21 years old during participation, he/she may continue to receive services.

Note: Not more than 5% of ISY who are newly enrolled in a program year may be eligible based on this barrier. LWDBs must ensure that an ISY enrolled in a program year based solely on eligibility because he or she “requires additional assistance to complete an educational program or to secure and hold employment” criterion is limited to 5% of ISY. LWDBs must track ISY enrolled in the program each year to ensure that no more than 5% are enrolled using this criterion. Each LWDB must define this criterion in the local plan. LWDB policies established must be reasonable, quantifiable, and based on evidence that specifies characteristics of the youth identified in policy objectively requires additional assistance.

As part of its ongoing monitoring and oversight, DWI recommends that each local area have a mechanism in place for tracking, reporting, and analyzing the use of this 5% barrier exemption to ensure compliance with this regulatory limitation.

Note: Individuals who are 22 years and older attending postsecondary education do not meet the age requirement for ISY (14-21 years old) and do not meet the WIOA Title I-B Youth Program eligibility requirements. These individuals may be served by the WIOA Title I-B Adult Program.

Low Income Youth and the 5% Exception³³

- A. All ISY must be low-income unless included in the 5% low-income exception.
- B. Low-income eligibility requirements apply to OSY only if:
 1. They have earned a secondary school diploma or its recognized equivalent and are basic skills deficient or an ELL; or

³³ 20 CFR [681.250](#)

2. They are in need of additional assistance to enter an educational program or to secure employment.
- C. LWDBs must not serve more than 5% of youth who do not meet low-income requirements but meet all of the other eligibility requirements. The 5% is calculated using the combined total of In-School and Out-of-School youth.
- D. As part of its ongoing monitoring and oversight, DWI recommends that each local area have a mechanism in place for tracking, reporting, and analyzing the use of this 5% barrier exemption to ensure compliance with this regulatory limitation.

Note: The percentage of non-low income youth will be calculated based on the percent of newly enrolled youth in a LWDB's WIOA Title I-B Youth Program in a given program year who would ordinarily be required to meet the low-income criteria.

SECTION K: ELIGIBILITY BARRIER DEFINITIONS

A. A youth is **basic skills deficient** when one of the following definitions applies:

1. The youth performs any of the following at or below an 8.9 grade level:
 - a. Compute or solve math problems;
 - b. Read English;
 - c. Write English; or
 - d. Speak English.
2. The youth is unable to:
 - a. Compute or solve problems, or
 - b. Read, write or speak English at a level necessary to function on a job, in the individual's family, or in society, as determined in local policy.

Note: The LWDBs must develop a policy to compute basic skills deficiencies as defined in their local plans. Such policy must be consistent with 20 CFR [681.290](#) and SECTION O of this Youth Manual.

B. **English Language Learner (ELL)** is defined as an individual who has limited ability in reading, writing, speaking or comprehending the English language, and:

1. Whose native language is other than English; or
2. Who lives in a family or community environment where a language other than English is the dominant language.

- C. **Dropout** is defined as an individual who is no longer attending school and who has not received a secondary diploma or its recognized equivalent. Individuals who have dropped out of postsecondary education are not considered “drop out” for purposes of WIOA Title I-B Youth Program eligibility. The LWDB must verify how it determined a youth participant met the definition of Dropout. The verification must be included in the case management system of record.
- D. **Offender** is defined as an adult or juvenile who:
 1. Is or has been subject to any stage of the criminal justice process, and for whom services under this act may be beneficial; or
 2. Requires assistance overcoming artificial barriers to employment resulting from a record of arrest or conviction.
- E. **Parenting** includes either a custodial or non-custodial mother or father. When a youth is within the WIOA Title I-B Youth Program age eligibility requirements, the age the youth became a parent does not factor in to the definition of parenting.
- F. A **pregnant** individual only includes the expectant mother.

SECTION L: DOCUMENTATION FOR ELIGIBILITY

LWDBs must ensure timely documentation is collected in regards to eligibility determination. Attempts to secure documentation and outcomes must be recorded in KEE-Suite promptly and accurately.

General Requirements

- A. LWDA service providers must use KEE-Suite for eligibility determinations for the WIOA Title I-B Youth Program and for data validation. The checklist in KEE-Suite identifies source documents, which are documents used to verify eligibility requirements. All eligibility documents may be uploaded into KEE-Suite.
- B. LWDBs must ensure that reasonable attempts have been made to secure source documentation as identified in KEE-Suite.
- C. The WIOA Applicant Statement may be used as permitted when the information is unverifiable or unreasonably difficult for the applicant to obtain.

For high-risk OSY*, the WIOA Applicant Statement is acceptable to allow upfront enrollment of the youth.

***High-risk OSY** means not having a high school diploma or HSE, and meeting the eligibility criteria as listed in SECTION J: Eligibility Determination.

Note: A determination that an OSY “Requires additional assistance to enter or complete an education program or to secure or hold employment, as defined by the LWDB” is not sufficient for a

determination that the OSY individual is high-risk. As such, the WIOA Applicant Statement may not be used for upfront enrollment for youth that meet only this eligibility criteria.

If the WIOA Applicant Statement was used to determine eligibility for youth enrollment, the LWDB should request additional documentation as needed for later data validation after the youth has begun to receive Youth services.

- D. LWDBs must ensure all youth who are less than 18 years old have a WIOA Applicant Statement signed by the youth's parent, guardian, or a responsible adult/collaborating witness. By signing the form, the youth's parent, guardian, or a responsible adult/collaborating witness gives permission for the youth to participate in the program and verifies the information on the form is accurate.

SECTION M: SCHOOL STATUS

The enrollment process may occur over a period of time. School status is determined at the moment the eligibility determination is made during program enrollment. Once the school status of the youth is determined, that school status remains the same throughout the youth's participation in the Youth Program.³⁴

- A. Youth who are temporarily not attending school because the school is on break (Winter, Spring, Fall or Summer Break) but are enrolled to continue school after the school break are considered to be attending school and may only be enrolled as ISY. The same applies if the youth is planning to attend a different school after the break.
- B. When a youth is in the WIOA Title I-B Youth Program between high school graduation and postsecondary education, the youth is considered in-school if they have registered for classes, even if the youth has not yet begun postsecondary classes at the time of the WIOA Title I-B Youth Program enrollment. However, if the youth graduates high school and registers for postsecondary education, but does not ultimately follow through with attending postsecondary education, then such a youth would be considered an OSY.
- C. For purposes of WIOA Title I-B Youth Program, providers of adult education under Title II of WIOA, YouthBuild programs, the Job Corp program, HSE programs, and dropout re-engagement programs are not considered schools for purposes of determining school status. An exception exists for HSE programs, including dropout re-engagement funded by the public K-12 school system, that are classified by the school system as still enrolled in school, are considered ISY.³⁵
- D. Youth who are participating in online secondary and postsecondary school are considered to be attending school. Likewise, youth who are homeschooled, or attending public, private or chartered secondary/postsecondary schools are considered to be attending school.

³⁴ 20 CFR [681.240](#)

³⁵ 20 CFR [681.230](#)

- E. When a youth is enrolled in any credit-bearing postsecondary education classes including credit-bearing community college classes and credit-bearing continuing education classes, then they are considered attending postsecondary education and, therefore, an ISY. If the youth is only enrolled in non-credit bearing postsecondary classes, he or she would not be considered to be attending postsecondary school, and therefore is an OSY.

SECTION N: DETERMINING LOW-INCOME STATUS

A. A **low-income youth** is an individual who:

1. Receives, is a member of a family that receives, or has received in the past six months, cash payments under a federal, state, or local income-based public assistance program (e.g. Temporary Assistance to Needy Families (TANF));

Note: Section 8 housing is not a sufficient criteria for meeting the requirements of this definition.

2. Receives annual income in relation to family size that does not exceed the higher of the federal poverty guidelines or 70 percent of the United States Department of Labor (USDOL) Lower Living Standard Income Level (LLSIL) for each program year;
3. Receives, is a member of a family that receives, or has received in the past six months, assistance through the Supplemental Nutrition Assistance Program (SNAP);
4. Qualifies as a homeless individual who lacks a fixed, regular and adequate nighttime residence;
5. Is a foster child for whom state or local government payments are made;
6. Is a member of a family whose income does not meet low-income requirements, but is an individual with a disability, and therefore can be counted as a family of one so that individual income meets the low-income requirement;³⁶
7. Receives Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI);
8. Receives, is a member of a family that receives, or has received within the past six months, assistance through the Refugee Cash Assistance (RCA), a federally-funded need-based cash benefit for refugees and other eligible beneficiaries, who are not eligible for other cash assistance programs, such as TANF;
9. Receives, or is eligible to receive, a free or reduced price lunch under the Richard B. Russell National School Lunch Act (NSLA), determined per the individual and not on the entire school's eligibility;³⁷ or

³⁶ 20 CFR [681.280](#)

³⁷ 20 CFR [681.270](#)

10. Is a youth who lives in a high poverty area, as determined by the American Community Survey.³⁸

Youth living in high poverty areas are automatically considered low income individuals. WIOA defines a high poverty area as a census tract, set of continuous census tracts, an American Indian reservation, Oklahoma Tribal Statistical area (as defined by U.S. Census Bureau), Alaska Native Village, or Alaska Native Regional Corporation Area, Native Hawaiian Village Homeland Area, or other tribal land as defined by the USDOL Secretary in guidance, or a county with a poverty rate of at least 25 percent as set every five years using the American Community Survey five-year data.

LWDBs must use Determining High Poverty Census Tracts in Kentucky ([TEGL 21-16](#)) and the High Poverty Census Tracts Spreadsheet ([TEGL 21-16](#)) or other tools developed by the LWDB to determine if a youth lives in a high poverty area by census tract.

B. **Family** is defined as two or more related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

1. A married couple and dependent children;
2. A parent or guardian and dependent children; or
3. A married couple ([20 CFR 675.300](#)).

Note: When an individual is not living in a single residence with other family members the individual is not considered a member of the family for the purpose of WIOA Title I-B income calculation.

C. For the definition of family-

1. Dependent is defined as a child who is:
 - a. Under age 18 at the end of the previous calendar year, or
 - b. Over age 18 and under age 24 at the end of the previous calendar year and was a student.
2. Regardless of residence and/ or citizenship, anyone claimed as a dependent on another person's federal income tax return for the previous year must be presumed part of the person's family for the current year. To negate this assumption, the person who was claimed as the dependent for income tax purposes is required to provide information that demonstrates the person is no longer financially dependent.
3. Runaway youth, emancipated youth and court adjudicated youth separated from family through an involuntary temporary residence elsewhere (e.g. institutionalized, incarcerated, placed as result of court order) must not be classified as a dependent.

Note: Local policies regarding non-dependent youth must be consistent with the definitions of family provided here.

D. Unemployment Insurance compensation and child support are not excluded from income calculations in determining low-income status.

³⁸ 20 CFR [681.260](#)

SECTION O: BASIC SKILL ASSESSMENT FOR OBJECTIVE ASSESSMENTS

LWDBs are not required to use tests approved by the National Reporting System (NRS), nor are they required to determine the youth's grade level or Educational Functioning Level (EFL) when determining basic skills for the objective assessment. LWDBs are not prohibited from using these tools. LWDBs may use the following methods to measure basic skill for the objective assessment:

- A. Other formalized testing instruments designed to measure skill-related gains. The formal testing must be:
 - 1. Valid and reliable;
 - 2. Appropriate for the target audience;
 - 3. Fair;
 - 4. Cost-effective;
 - 5. Well-matched to a test administrator's qualifications; and
 - 6. Easy to administer.
- B. Less formal alternative assessment techniques such as observation, folder reviews or interviews may be used for individual with disabilities, as described in [TEGL 21-16](#).
- C. LWDBs may use previous basic skill assessment results if such previous assessments have conducted in the past 6 months.

Note: Information in this section does not apply to determining educational functioning level for the measureable skill gain performance accountability measure.

SECTION P: CO-ENROLLMENT

Co-enrollment means enrollment in more than one program at a time. As a result, the LWDB must be responsive to the needs of these programs and their customer groups. Co-enrollment allows for additional resources for training and financial support, enhanced service delivery and increased customer support which results in greater participant outcomes.

- A. Individuals who meet the respective program eligibility requirements may participate in Adult and Youth programs concurrently.³⁹ LWDBs must:
 - 1. Ensure the youth meets eligibility criteria for both the Youth and Adult Program or the Youth and Dislocated Worker Program to co-enroll participants;

³⁹ 20 CFR 681.430-450

2. Determine the appropriate level of service and combination of Youth, Adult, Dislocated Worker and other services that will be provided to youth age 18-24 based on the service needs of the participant, and if the participant is career-ready based on the objective assessment of the occupational skills, prior work experience, employability and participant's needs;
3. Identify and track the funding streams for youth who are enrolled concurrently in the Youth/Adult Program or the Youth/Dislocated Worker Program;
4. Ensure services are not duplicated; and
5. Ensure previous foster care youth who have been co-enrolled in WIOA Title I-B Youth Program and Adult/Dislocated Worker Program and are now adults continue to remain eligible for both the Youth Program and Adult Program services and do not require re-determination of eligibility.

Note: 20 CFR [681.450](#) states: "Local youth programs must provide service to a participant for the amount of time necessary to ensure successful preparation to enter postsecondary education and/or unsubsidized employment."

- B. WIOA Title I-B Youth Program participants may also have co-enrollment with the following partner programs:
 1. Adult Education and Literacy Programs;
 2. Migrant Seasonal Farm Workers Program (MFSWs) at the point of entry to the One-Stop system to assure equity of services is provided;
 3. Jobs Program (TANF/K-TAP Work Program);
 4. Youth Build;
 5. Job Corps;
 6. Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T); or
 7. Other employment-related programs.
- C. When youth are co-enrolled, services provided by partner programs must be added to the Local Area Plan under partner-provided services. When a service is provided by a partner that uses the KEE-Suite system (such as Employment Service or Trade Adjustment Assistance) the services do not need to be added to partner-provided services on the local plan because KEE-Suite automatically considers the individual co-enrolled when he/she is receiving services from more than one program that uses KEE-Suite.

SECTION Q: INCENTIVE PAYMENTS⁴⁰

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

- A. LWDB policies and procedures must ensure incentive payments are tied to the goals of a specific program and are outlined in writing before the commencement of the program that may provide incentive payments.
- B. Each LWDB's policies and procedures that govern the awarding of incentive payment must align with the local program organization's policies, as well as 2 CFR 200 and 2900, and WIOA Fiscal Policies (Chapter 3, Section 100).

SECTION R: PROGRAM EXITS

Youth who have not received a service funded by the WIOA Title I-B Youth Program or funded by a partner program for 90 consecutive calendar days from the date of last service, and is not scheduled for future services, is considered to have exited the program. LWDB may re-enroll participants in the WIOA Title I-B Youth Program at any time if they remain eligible. An LWDB must not impose a waiting period prior to re-enrollment. Re-enrollment requires a new eligibility determination.

A. Exits Excluded from Participation

The date of exit is the last date a service was provided to a participant. Case notes must include for the reason for exit and documentation should be uploaded into KEE-Suite.

1. The participant will not be counted in performance if they exit the program for any of the following reasons:
 - a. **Deceased**- participant died during participation in a WIOA Title I-B program;
 - b. **Institutionalized**- participant is residing in an correctional institution or facility providing 24-hour support, such as a prison or hospital, and is expected to remain institutionalized for at least 90 calendar days;
 - c. **Health/Medical**- participant is receiving medical treatment that precludes entry into unsubsidized employment or continued participation in a WIOA program (this does not include temporary conditions expected to last for less than 90 calendar days);

⁴⁰ 20 CFR [681.640](#)

- d. **Entered into active military duty**- participant who is a reservist and has been called to active duty or participant enlists and reports for active duty which prevents participation in WIOA Title I-B Youth Program; and
 - e. **Foster care**-participant is in the foster care system as defined in [45 CFR 1355.20](#) (a), and exits the program because the participant has moved from the LWDB as part of such a program or system.
2. When a participant receives services from multiple programs, the most recent service end date is the date of exit. Follow-up services provided to youth do not extend the exit date.

B. Gaps in Service

A youth participant may be placed in a gap in service when a situation arises that will temporarily prevent program participation for greater than 90 consecutive calendar days. The gap in service will provide time for the youth to address barriers to continued participation without exiting the program. Eligibility does not need to be re-determined at the end of the gap in service.

1. A gap in service extends a participant's exit date for 90 calendar days from the time he or she is placed into the gap. The gap in service must be related to:
 - a. A delay before the beginning of training;
 - b. A health/medical condition, or providing care for a family member with a health/medical condition; or
 - c. A temporary move from the area that prevents the individual from participation in services, including National Guard or other related military service.
2. A gap in service may be extended for an additional 90 consecutive calendar days (for a total of 180 consecutive calendar days) to resolve the issue that is preventing a participant from completing program services. The extended gap in service must be related to:
 - a. A health/medical condition, or providing care for a family member with a health/medical condition; or
 - b. A temporary move from the area that prevents the individual from participation in services, including National Guard or other related military service.
3. All gaps in service must be referenced in case notes detailing the reason for the gap in service.

Note: Case notes do not constitute an "activity". As long as a staff-assisted service is entered in KEE-Suite, a customer will not be exited.