

# Oklahoma Employment Security Commission



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## Oklahoma Employment and Training Issuance # 23-2009 Interim Final State Policy

**TO:** WIA Board Staff  
WIA Youth Service Providers

**FROM:** Richard J. Gilbertson, Director  
Workforce Integrated Programs

**DATE:** December 8, 2009

**SUBJECT:** WIA Youth Glossary

**PURPOSE:** To provide notice of changes pertaining to the following terms/definitions:

- *Alternative Secondary School Offerings*; p. 2
- *Family*, specifically the portion pertaining to clarifications to the definition of family – **dependent children**; p. 10
- *Pregnant or Parenting Youth* specifically the addition of the phrase **parent in behavioral terms** and clarification to the term **custodial care**; p. 23

### Youth Glossary Definitions

**ACHIEVEMENT OBJECTIVE** – Describes measurable planned action (services and training) necessary to accomplish or assist in accomplishing a goal(s). (WIA §129(c)(B))

**ADULT BASIC EDUCATION (ABE)** – Training that will enable an individual to increase basic literacy skills or attain a General Equivalency Diploma (GED).

**ADULT** - For the purpose of the WIA programs, is an individual who is age 18 or older. (WIA §101(1)).

**ADULT MENTORING** (*Element*) – The purpose of mentoring is to provide a participant with the opportunity to develop a positive relationship with an adult. The adult mentor should provide a positive role model for educational, work skills, or personal or social development. Mentoring for youth must be categorized as either:

- Academic (primarily provided to assist youth in achieving academic success);
- Employment-related (primarily provided to assist youth in achieving employment-related success); or

- Personal or social development-related (primarily provided to assist youth in achieving personal and decision-making skills necessary to become successful members of communities and workplaces.

Adult Mentoring is one of the required ten program elements and must be for duration of at least twelve months, which may occur both during and after program participation. Mentoring can be a paid or unpaid activity.

*Note: Adult mentors must be appropriately screened and trained (case managers and youth workers are not considered mentors for purposes of meeting the mentoring requirement).*

*Adult Mentoring services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**ADVANCED TRAINING/OCCUPATIONAL SKILLS TRAINING**– To count as a placement for the Youth Common Measures, advanced training constitutes 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. Such training should: (1) be outcome-oriented, and focused on a long-term goal as specified in the Individual Service Strategy; (2) be long-term in nature and commence upon program exit rather than being short-term training that is part of services received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate. (TEGL 17-05)

**AGE APPROPRIATE CAREER GOAL** – The age appropriate goal determination shall include the selection of a single career goal or the identification of an initial career pathway of occupations to consider. Either will be considered as an age-appropriate goal.

**ALTERNATIVE SECONDARY SCHOOL OFFERINGS** (*Element*) – Are specialized, structured curriculum offered inside or outside of the public school system which may provide work/study and/or General Educational Development (GED) preparation for students **including but not limited to** those with behavior problems, physical/mental disabilities, at-risk of dropping out, institutionalized or adjudicated youth and/or youth who are in the legal custody of the Department of Human Services and reside in an institution. WIA funded alternative education programs should:

- Lead to a high school diploma or GED
- Provide academically rigorous preparation for work and/or post-secondary education
- Assist with the transition to work and/or post secondary education
- Be related to the career and/or educational goals of the youth
- Address the youth’s barriers to work and/or education

*Note: Alternative Secondary School Offerings provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**ALTERNATIVE SECONDARY SCHOOL** – A public school or publicly contracted educational program that serves youth who have not been successful in mainstream “traditional” academic programs and provides instruction leading to a high school diploma and/or GED.

*Note: To be classified as an “alternative school” or “alternative course of study” for WIA purposes, a specialized structured curriculum is required which is clearly distinguishable from the regular curriculum offered to students in corresponding grades or classes. Additionally, for WIA purposes, an alternative school must be approved by the Local Educational Agency (LEA) before students may be reported as attending an alternative school. The term “alternative school” should not be confused with “magnet schools” for specialized study or for accelerated studies.*

**APPRENTICESHIP** – A relationship between an employer and an employee, during which the worker or apprentice learns a trade. The training lasts a specific length of time. An apprenticeship covers all aspects of the trade and includes both on-the-job training and related instruction.

**APTITUDE** - A natural or acquired talent or ability or quickness in learning and understanding.

**ATTENDING ANY SCHOOL** – Defined as an individual attending any High School program seeking a High School diploma.

**AT-RISK OF DROPPING OUT OF SCHOOL** – As determined by school district records, policies or personnel; a Youth who is experiencing a lack of academic success; a Youth who has a significant number of absences or erratic attendance, which result in the youth not benefiting from school; or a Youth who has behavior problems in the school setting. (WIA §101(39)).

**ASSESSMENT PURPOSE** – The purpose of assessment is to help individuals and program staffs make decisions about appropriate goals and develop effective services strategies for reaching those goals.

**BASIC SKILLS** – The term “basic skills” means basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills. (WIA §101(4)).

**BASIC SKILLS DEFICIENT** (*Eligibility Barrier under the 5% exception*) – With respect to an individual, the individual has English reading, writing, or computing skills at or below the 8<sup>th</sup> grade level on a generally accepted standardized test or a comparable score on a criterion referenced test. (WIA §101(4)).

*Note: Grade level scores below 9.0 (e.g., 8.9) should be considered as “at or below the 8<sup>th</sup> grade level.”*

**BELOW GRADE LEVEL** (*Eligibility Barrier under the 5% exception*) – An individual with educational attainment that is one or more grade levels below the grade level appropriate to the age of the individual (20 CFR §664.205(a)). When determining the level of deficiency for a youth participant, it is essential to determine the grade level at which they should be functioning. In order to enter the first grade, a child must be six years old on or before September 1<sup>st</sup>.

Age on or before September 1	6	7	8	9	10	11	12	13	14	15	16	17
Grade Level	1	2	3	4	5	6	7	8	9	10	11	12

**CAREER DEVELOPMENT ASSISTANCE** (*Follow-up Element*) – Services provided during follow-up to assist a youth, which include the provision of information, materials, suggestions, or advice which are intended to assist the youth in making occupational or career decisions. (20 CFR §664.450(3))

**CAREER GOAL(S)** – The occupation or several related occupations selected by the participant and sanctioned by the Case Manager in which the participant wishes to receive related WIA services and/or training. The career goal(s) is established by using a self-directed career decision-making or job matching process that includes assessment instruments and occupational information to determine the best job match for training/services. The career goal(s) is the basis for ISS development. (20 CFR §664.405(a)(2)).

**CAREER PLANNING** (*Program Design Component*) – A system in which individuals evaluate their abilities and interest, consider alternative career opportunities, establish career goals, and plan practical development activities.

**CASE MANAGEMENT** – (WIA §101(5))—“The term ‘case management’ means the provision of a client-centered approach in the delivery of services designed:

- (A) To prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and
- (B) To provide job and career counseling during program participation and after job placement.”

*Note: Case Management is not an activity under the ten program elements.*

**CERTIFICATE** - A certificate is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards are not included in this definition. Work readiness certificates are also not included in this definition. A certificate is awarded in recognition of an individual’s attainment of technical or occupational skills by:

- A state educational agency or a state agency responsible for administering vocational and technical education within a state.
- An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual’s knowledge, skills, and abilities.
- A registered apprenticeship program.

- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- Job Corps centers that issue certificates.
- Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

**CHILD CARE / DEPENDENT CARE ASSISTANCE** (*Supportive Service Element*) – A supportive service that provides assistance with child/dependent care costs that is necessary to enable a youth to participate in activities authorized by WIA.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**CITIZENSHIP / ELIGIBLE TO WORK** – Participation in programs and activities financially assisted in who or part under WIA shall be open to citizens and nationals of the United States, lawfully admitted permanent resident aliens, lawfully admitted refugees and parolees, and other individuals authorized by the United States.

**COLLABORATION** – A mutually beneficial alliance of groups or organizations that come together to achieve common goals for youth in their sub-region. This alliance is characterized by well-defined relationships that include a commitment to:

- Mutual relationships and goals
- Jointly developed structured and shared responsibility in delivering 10 Youth Program Elements in their sub-region
- Sharing of resources
- Mutual authority and accountability for success

#### **COMMON MEASURES FOR YOUTH (TEGL 17-05)**

- **Placement in Employment or Education** - The number of youth participants who are in employment (including the military) or enrolled in post-secondary education and/or advanced training / occupational skills training in the first quarter after the exit quarter divided by the number of youth participants who exit during the quarter.
- **Attainment of a Degree or Certificate** - The number of youth participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter divided by the number of youth participants who exit during the quarter.

- **Literacy and Numeracy Gains** - The number of youth participants who increase one or more educational functioning levels divided by the number of participants who have completed a year in the youth program (i.e., one year from the date of first youth program service) plus the number of participants who exit before completing a year in the youth program.

**COMMUNITY-BASED ORGANIZATION** – A private nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.

**COMMUNITY and SERVICE LEARNING PROJECTS** (*Leadership Development Element*) – Structured workplace or community-based learning experience, through which participants learn and develop by participating in organized community service work activities that meet identified community needs. Community and Service Learning Projects are designed collaboratively by the program and participant(s) to further understanding of course content, acquire a broader appreciation of the discipline, enrich the learning experience, and promote a lifelong civic engagement and enhanced sense of civic responsibility.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**COMPREHENSIVE GUIDANCE & COUNSELING** (*Element*) – Is primarily provided to assist a youth in achieving success in school and at the workplace. Assistance may include drug & alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth. Services may be provided on an individual or group basis, using a variety of processes and techniques. Is on-going and interactive between both parties and can be a key ingredient for a successful outcome.

*Note: Comprehensive guidance and counseling, drug & alcohol abuse counseling, and referral to counseling must be provided by an appropriately trained and credentialed/licensed counselor. All counseling referrals, and related follow-up, must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**CREDENTIAL** - A nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or other industry-recognized certificates. States should include all state education agency recognized credentials. In addition, States should work with local workforce investment boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individual to enter or re-enter employment, retain employment, or advance into better employment. (WIA §136(b)(2)(i)(IV) and 20 CFR §663.508)

*Note: This term applies to the current WIA statutory adult, dislocated worker, and older youth measures only; it does not apply to the common measures.*

**DATE OF ENROLLMENT / PARTICIPATION** – The first day, following a determination of eligibility, that the individual receives a service funded by the program. This date is established by a staff person entering the enrollment and subsequent service into Oklahoma Service Link. The Date of Enrollment must equal the date of the first program service.

**DATE OF EXIT** – The term program exit means a participant has not received a service funded by the program or by a partner program for 90 consecutive calendar days, and is not scheduled for future services. The exit date is the last date of service.

**DEMAND OCCUPATION** – A demand occupation is one in which substantial numbers of employment opportunities exist within the local area. Demand occupations may also include occupations that are considered to be emerging. (20 CFR 666.100)

**DEFICIENT IN BASIC LITERACY SKILLS** (20 CFR §664.205) (*Eligibility Barrier*) - The term “deficient in basic literacy skills” is defined at the local level. These definitions may establish such criteria as are needed to address the local concerns, and must include a determination that an individual:

- (A) Computes or solves problems, reads, writes, or speaks English at or below the 8<sup>th</sup> (8.9 or below) grade level on a generally accepted standardized test or a comparable score on a criterion referenced test; or
- (B) Is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual’s family or in society.

*Note: Grade level scores below 9.0 (e.g., 8.9) should be considered as “at or below the 8<sup>th</sup> grade level.”*

**DEVELOPMENTAL NEEDS** – Items, materials, situations, steps or acts that need to occur to aid in the growth of an individual or to assist an individual to realize or meet their potential.

**DROP OUT PREVENTION STRATEGIES** – Student centered intensive individualized attention and instruction through tutoring, mentoring programs, alternative secondary school offerings, and instruction technologies to assist youth with the completion of high school. Effective programs also characteristically feature a wide range of student assistance services to address such things as substance abuse, teen pregnancy and young parenthood, suicide prevention, and other mental and physical health issues.

**EDUCATIONAL FUNCTIONING LEVELS** – As outlined in the National Reporting System (NRS) designed by the Department of Education to track WIA Title II funded adult education and literacy programs – there are two sets of educational functioning levels – six levels for Adult Basic Education (ABE) and six levels for English-as-a second language (ESL) students. The ABE levels roughly equate to two grade levels. Further guidance on the educational functioning level descriptors can be found in Attachment C, TEGL 17-05. Each ABE and ESL level describes a set of skills and competencies that students entering at that demonstrate in the areas of reading, writing, numeracy, speaking, listening, functional, and workplace skills. These descriptors provide guidelines for placing participants in educational functioning levels, based on performance on standardized test.

**ELIGIBILITY BARRIERS FOR INCOME ELIGIBLE YOUTH** – (WIA §101(13 (c) and 20 CFR §664.200(c)) “Eligible participants must also fall within one or more of the following categories:

1. Deficient in basic literacy skills;
2. School dropout;
3. Homeless, runaway, or foster child;
4. Pregnant or parenting;
5. Offender; or
6. An individual (including a youth with a disability) who requires additional assistance to complete an educational program, or to secure and hold employment.”

*✍Note: CFR 664.210 states that criterion for this definition and the documentation to prove need shall be established at the local level by the Youth Council. It will be approved by the WIA Board, based on local area need, and must be included in local policy.*

**ELIGIBILITY BARRIERS FOR THE FIVE PERCENT OF YOUTH PARTICIPANTS WHO DO NOT HAVE TO MEET INCOME ELIGIBILITY REQUIREMENTS:**

1. School Dropout;
2. Basic Skills Deficient;
3. Are one or more grade levels below the grade level appropriate to the individual's age;
4. Pregnant or parenting;
5. Possess one or more disabilities, including learning disabilities;
6. Homeless or runaway;
7. Offender; or
8. Faces serious barriers to employment as identified by the local board (WIA sec. 129(c)(5) and 20 CFR 664.220).

**ELIGIBLE PROVIDER** - The term “eligible provider”, used with respect to:

- (A) Training services, means a provider who is identified in accordance with section 122(e)(3);
- (B) Intensive services, means a provider who is identified or awarded a contract as described in section 134(d)(3)(B);
- (C) Youth activities, means a provider who is awarded a grant or contract in accordance with section 123 (a competitive process); or

(D) Other workforce investment activities, means a public or private entity selected to be responsible for such activities, such as a one-stop operator designated or certified under section 121(d).

**ELIGIBLE YOUTH** – An individual who:

(A) Is not less than age 14 and not more than age 21;

(B) Is a low-income individual; and (*see definition of Low Income Individual*)

(C) Is an individual who is one or more of the categories shown under (*Eligibility Barriers for Eligible Youth*) (WIA 101(13)).

In addition, up to 5 percent of the youth served in a local area may be non-low-income, if they are within one or more of the categories shown under (*Eligibility Barriers for the Five Percent of youth participants who do not have to meet Income Eligibility Requirements*).

**EMERGENCY OR SHORT TERM HOUSING ASSISTANCE** (*Supportive Service Element*) – A supportive service which provides assistance with housing that is necessary to enable a youth to participate in activities authorized by WIA.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**EMPLOYABILITY** – A demonstrated level of knowledge, skills, abilities, work behaviors and attitudes necessary to compete successfully in the labor market.

**EMPLOYED** – An employed individual is currently working as a paid employee or who works in his or her own business or profession or on his or her own farm, or works 15 hours or more per week as an unpaid worker in a farm or enterprise operated by a member of the family, or is one who is not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.

**EXPOSURE TO POST-SECONDARY EDUCATIONAL OPPORTUNITIES** (*Leadership Development Opportunity Element*) – Exposure to post-secondary education is part of the Leadership Development Opportunity Element, and can be accomplished through tours and by explaining the opportunities available through, (i.e.):

- Colleges
- Technical Schools
- Career Pathways Exploration
- Oklahoma Career Information System (OKCIS)

- Financial Aid Opportunities

**FAMILY** – (WIA § 101(15)) The term “family” means two or more persons 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:

- (A) A husband, wife, and dependent children.
- (B) A parent or guardian and dependent children.
- (C) A husband and wife.

Any individual not meeting the above definition of family is considered to be a family of one.

**Exception:** If the family of a disabled youth does not meet the income eligibility criteria, the disabled youth may be considered a low-income individual if the youth’s own income:

- (a) Meets the income criteria established in WIA section 101(25)(B); or
- (b) Meets the income eligibility criteria for cash payments under any Federal, State or local public assistance program. (WIA sec. 101(25)(F)).”

The State is providing the following clarifications to the definition of family:

- **“Guardian”** refers to an individual related by blood, marriage, or decree of court and/or living in a single residence where the parents are not present in the residence.
- The phrase **“living in a single residence”** includes temporary, voluntary residence elsewhere such as attending school or college, or visiting relatives. It does not include involuntary temporary residence elsewhere, such as incarceration or placement into foster care as result of a court order.
- For Categories A and B, **“dependent children”** shall include:
  - Biological or adoptive children, age 14-17;
  - Biological or adoptive children, age 18-24, who are not attending school and who are not supporting themselves;
  - Biological or adoptive children, age 18-24, who are attending full-time or part-time secondary or post-secondary school and who are not supporting themselves; **or**
  - Biological or adoptive children, age 18 or older, who are unable to work due to a medically documented and permanent physical or mental disability.

*✍️Note: Dependent children “living in a single residence with parent(s) or guardian(s)” would include children living away from home while attending school or college, or visiting relatives; but where permanent residence is the same as the parent(s) or guardian(s).*

**FAMILY INCOME** - All income received by all members of the family during the six-month period prior to application/registration, annualized by multiplying the six-month income by two (6-month income x 2). This amount should be compared to the 70% LLSIL or HHS poverty determination, whichever is greater. The composition of the family is determined as of the date of the application/registration. Therefore, the income of prior family members who may have comprised part of the family during the past six months, but are no longer

members of the household (i.e., a divorced, separated or deceased spouse, or other family member) would not be counted for income determination purposes. Only the income of members of the current family should be counted and applied against the current family size.

### **Determination and Verification of Family Income Eligibility**

When a federal statute specifically provides that income or payments received under such statute shall be excluded in determining eligibility for the level of benefits received under any other federal statute, such income or payments shall be excluded in WIA eligibility determination.

### **Inclusions for Family Income**

- ***Gross wages and salaries before deductions:*** Total money earnings received from work performed as an employee. If a family's only source of income was from wages and salary payments, family income would be equal to gross wages and salary received.
- ***Income from non-farm self-employment:*** Net income (gross income minus operating expenses) from a business or other non-farm enterprise in which a person is engaged on his/her own account. If the business or enterprise has suffered a loss, this loss will be allowed to offset wage earnings.
- ***Income from farm self-employment:*** Net income from farm self-employment (income from a farm which operates as an owner, renter, or sharecropper, after deductions for farm operating expenses). If the farm has suffered a loss, this loss will be allowed to offset wage earnings. Money received under the Agricultural Crop Stabilization Program is considered income.
- ***Social Security Disability Insurance (SSDI):*** pays benefits to individuals that have worked in the past, paid Social Security taxes, and are currently unable to work for a year or more because of a disability. SSDI is considered income replacement. SSDI is different from Supplemental Security Income (SSI). SSI is an income supplement program funded by general tax revenues and pays benefits based on financial need (not Social Security taxes). SSI is designed to help aged, blind, and disabled people who have little or no income and provides cash to meet basic needs for food, clothing, and shelter.
- ***Money received from such sources:***
  - Governmental and non-governmental pensions; (including military retirement pay);
  - Regular payments from railroad retirement benefits, strike benefits from union funds, worker's compensation , and training stipends;
  - Alimony;
  - Merit based scholarships, fellowships, and assistantships i.e. the recipient may be determined by students' athletic, academic, artistic or other abilities;
  - Dividends, interest, net rental income, net royalties, periodic receipts from estates or trusts, and net gambling or lottery winnings;
  - Terminal leave pay, severance pay, or a cash out of accrued vacation leave;
  - Disaster Relief Employment Wages; and
  - On-the-Job Training (OJT) wages.

## Exclusions for Family Income

- *Unemployment Compensation;*
- *Child support payments;*
- *Old age and survivors' insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402);*
- *Income earned while the veteran was in Active Military Duty, and certain other Veteran's Benefits:* i.e., compensation for service-connected disability and service-connected death, vocational rehabilitation, and education assistance;
  - Military Pay or Allowances: Are there special rules that apply to veterans when income is a factor in eligibility determinations? (Sec. 667.255) Yes, under 38 U.S.C. 4213, when past income is an eligibility determinant for Federal employment or training programs, any amounts received as military pay or allowances by any person who served on active duty, and certain other specified benefits must be disregarded. This applies when determining if a person is a "low-income individual" for eligibility purposes (for example, in the WIA youth, Job Corps or NFJP programs) and applies if income is used as a factor in applying the priority provision under 20 CFR 663.600 when WIA adult funds are limited. Questions regarding the application of 38 U.S.C. 4213 should be directed to the Veterans Employment and Training Service.
  - US Code: Title 38, Section 4213. Eligibility requirements for veterans under Federal employment and training programs: Any (1) amounts received as pay or allowances by any person while serving on active duty, (2) period of time during which such person served on such active duty, and (3) amounts received under chapters 11, 13, 30, 31, 35, and 36 of this title by an eligible veteran, any amounts received by an eligible person under chapters 13 and 35 of such title, and any amounts received by an eligible person under chapter 106 of title 10, shall be disregarded in determining eligibility under any public service employment program, any emergency employment program, any job training program assisted under the Economic Opportunity Act of 1964, any employment or training program carried out under the Job Training Partnership Act or **Title I of the Workforce Investment Act of 1998**, or any other employment or training (or related) program financed in whole or in part with Federal funds.
  - Title 38:
    - Chapter 11 - Compensation for Service-Connected Disability or Death
    - Chapter 13 - Dependency and Indemnity Compensation for Service-Connected Deaths
    - Chapter 30 - All-Volunteer Force Educational Assistance Program
    - Chapter 31 - Training and Rehabilitation for Veterans with Service-Connected Disabilities
    - Chapter 35 - Survivors' and Dependents' Educational Assistance

▪ Chapter 36 – Administration of Educational Benefits

- US Code: Title 10, Chapter 106 – Educational Assistance for Members of the Selected Reserve
- ***Federal non-cash benefits such as:*** Medicare, Medicaid, food stamps, school lunches, and housing assistance;
- ***Assets drawn down as withdrawals from a bank;***
- ***Public Assistance payments:*** Payments received under Temporary Assistance to Needy Families (TANF), Supplemental Security Income (SSI), General Assistance (GA), Refugee Cash Assistance (RCA);
- ***One time cash payment, which includes:*** tax refunds, loans, which are debt and not income, one-time insurance payments or compensation for injury, gifts and lump sum inheritances;
- ***Job Corps payments;***
- ***Cash value of employer-paid or union-paid portion of health insurance or other employee fringe benefit;***
- ***Cash value of food or housing received in lieu of wages;***
- ***Payments received under the Trade Readjustment Act of 1974;***
- ***Needs-based scholarship assistance;***
- ***Financial assistance under Title IV of the Higher Education Act:*** i.e. PELL Grants, BEOG Grants, Federal Supplemental Educational Opportunity Grants and Federal Work Study, PLUS, Stafford, and Perkins loans like any other kind of loan are debt and not income;
- ***Stipends received in the following programs:*** VISTA, Peace Corps, Foster Grandparents Program, Retired Senior Volunteer Program; Youth Works/Americorps Program;
- ***Foster child care payments; and***
- ***All WIA payments except OJT.***

**FAMILY SIZE** - The number of dependent children plus the number of parents or guardians who reside together. Use definitions in *Family* to arrive at the correct number.

*Note:* An “individual with a disability” must, for purposes of income eligibility determination, be considered to be an unrelated individual who is a family unit of one consistent with the definition of Low Income Individual at Section 101(25)(f) of the Act.

**FOLLOW-UP (Element)** – Follow-up services provided to youth after exiting from the WIA Youth Program facilitate and support youth development, retention and advancement in long-term employment and education placements.

One year of follow-up is required by the Workforce Investment Act and enables service providers to help each enrollee to work steadily and advance to better jobs, to maintain regular attendance in post-secondary education and/or training and to continue to grow, mature, and acquire adulthood competencies through participation in youth development activities for a longer period of time. The type(s) of follow-up provided is determined based

on the needs of the participant. For youth that participate in summer employment opportunities only, follow-up may be less intensive. Follow-up services may include:

- a) Leadership development opportunities;
- b) Supportive services;
- c) Regular contact with a youth participant's employer, including assistance in addressing work-related problems that may arise;
- d) Assistance in securing better paying jobs, career development and further education;
- e) Work-related peer support groups;
- f) Adult mentoring; and
- g) Tracking the progress of youth in employment after training.

***Note:*** *Follow-up services should begin at the point of the last youth program service even if the program exit has not occurred and must be appropriate to the needs of the individual youth and documented in program notes.*

**FOSTER CHILD** (*Eligibility Barrier*) – An individual currently in foster care or has been in the Foster Care system at any point during his/her lifetime. This definition applies to the eligibility barrier only. For the foster child definition concerning determining low-income: reference p. 20 & 21 of this policy LOW- INCOME INDIVIDUAL part (E).

**HIGH SCHOOL DIPLOMA EQUIVALENT** – A GED or high school equivalency diploma recognized by the State of Oklahoma.

**HIGH SCHOOL PROGRAMS** – for the purpose of this program, shall be defined as programs administered by the Oklahoma Department of Education, chartered alternative schools, education at home leading to a high school diploma (home schools) pursuant to Section 4 of Article XIII of the Oklahoma Constitution, distant learning schools, correspondence and various religious schools that result in a high school diploma.

***Note:*** *This would exclude any person who is seeking or attending a school or classes to acquire a GED or any other Skills school or post secondary school that does not directly lead to a high school diploma.*

**HOMELESS** (*Eligibility Barrier*) – the term “homeless” or “homeless individual or homeless person” (from Stewart B. McKinney Homeless Assistance Act 42 U.S.C. §11302) includes:

- (1) An individual who lacks a fixed, regular, and adequate nighttime residence; and
- (2) An individual who has a primary nighttime residence that is -

- (A) A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
- (B) An institution that provides a temporary residence for individuals intended to be institutionalized; or
- (C) A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

**INCENTIVE PAYMENT** – Monetary payment given to a WIA Youth participant for successful participation and achievement of expected outcomes as defined in the ISS upon completion of established benchmarks or upon final program completion. Incentives may be used to retain youth in a program and must be tied to training, education, or work readiness. Such achievements must be documented in the participants file as the basis for an incentive payment. Guidelines for the payment of incentives to youth participants must be described in local policy.

**INDIVIDUAL WITH A DISABILITY** – means an individual with any disability (as defined in Section 3 of the Americans with Disabilities Act of 1990, as amended (42 U.S.C. 12102)).

- (1) The term "disability" means, with respect to an individual
  - (A) A physical or mental impairment that substantially limits one or more major life activities of such individual;
  - (B) A record of such an impairment; or
  - (C) Being regarded as having such an impairment (as described in paragraph (3)).

[Note: this definition has been moved to Section 12103.]
- (2) Major Life Activities
  - (A) In general
 

For purposes of paragraph (1), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
  - (B) Major bodily functions
 

For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
- (3) Regarded as having such an impairment
 

For purposes of paragraph (1)(C):

  - (A) An individual meets the requirement of “being regarded as having such an impairment” if the individual establishes that he or she has been subjected to an action prohibited under this chapter because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

(B) Paragraph (1)(C) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

(4) Rules of construction regarding the definition of disability

The definition of “disability” in paragraph (1) shall be construed in accordance with the following:

(A) The definition of disability in this chapter shall be construed in favor of broad coverage of individuals under this chapter, to the maximum extent permitted by the terms of this chapter.

(B) The term “substantially limits” shall be interpreted consistently with the findings and purposes of the ADA Amendments Act of 2008.

(C) An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.

(D) An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

(E)

(i) The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as

(I) medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;

(II) use of assistive technology;

(III) reasonable accommodations or auxiliary aids or services; or

(IV) learned behavioral or adaptive neurological modifications.

(ii) The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.

(iii) As used in this subparagraph

(I) the term “ordinary eyeglasses or contact lenses” means lenses that are intended to fully correct visual acuity or eliminate refractive error; and

(II) the term “low-vision devices” means devices that magnify, enhance, or otherwise augment a visual image.

The following question and answer is in regard to disabled individuals and can be found in 20 CFR 664.250 (Youth) of the Final Rules.

**May a disabled youth whose family does not meet income eligibility criteria under the Act be eligible for youth services?**

Yes. Even if the family of a disabled youth does not meet the income eligibility criteria, the disabled youth may be considered a low-income individual if the youth’s own income:

(b) Meets the income criteria established in WIA section 101(25)(B); or

(c) Meets the income eligibility criteria for cash payments under any Federal, State or local public assistance program. (WIA section 101(25)(A))

**INDIVIDUAL SERVICE STRATEGY** (*Program Design Component*)- The Individual Service Strategy (ISS) is an ongoing strategy jointly developed by the participant and the case manager, which identifies an age-

appropriate employment / career goal, appropriate achievement objectives, and appropriate combination of services for the participant to reach these objectives.

**INFORMED CUSTOMER CHOICE** – Choices made by customers using the best information available, including employment-related information (e.g., information about self such as abilities and interests, knowledge of support services, training providers, etc.)

**IN-SCHOOL YOUTH** – Defined as either (i) those who are attending any school and have not received a secondary school diploma, or (ii) those who are attending post-secondary school and *are not basic skills deficient*.

**INTERNSHIPS** (*Work Experience Element*) – a period of time spent in business, industry, or other agency for the purpose of providing a student with opportunities to gain insight and direct experience related to one or more functions of the organization. Internships give a student paid or unpaid work experience in a career field of study.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**JOB MATCH** – A process that allows individuals to make informed choices in determining career goals(s) used for the selection of needed services and/or training. Occupations selected shall be demand occupations, lead to self sufficient salaries, and be compatible with participants’ abilities, allowing them a probable change for success.

**JOB SHADOWING** (*Work Experience Element*) – Job shadowing is typically a part of career exploration activities. A youth follows an employee at a firm for one or more days to learn about a particular occupation or industry. Youth spend time, one-on-one, with employees doing their job. Businesses and employees who host Job Shadowing go about their regular work while discussing it with the youth. A youth observes the daily routine of an employee and then “interviews” the employee about his/her work and education. Job shadowing can help youth explore a range of careers and specific career objectives in order to select a career pathway. Participating several times a year, youth experience first hand a variety of careers choices so they can:

- Understand the daily duties and activities involved with each job and career
- Ask questions about the job and workplace
- Identify their career interests
- Become aware of the technical and academic skills they would need to enter each career
- Develop communication skills
- Apply a connection between academic classroom work and their career goals.

*Note: This is a short-term, one or more days observation type activity. The program could include more than one profession to be shadowed to allow for participant choice.*

*Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**LABOR MARKET AREA** - The term “labor market area,” means an economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.

**LEADERSHIP DEVELOPMENT OPPORTUNITIES** (*Element*) – are opportunities that encourage participation in activities related to leadership, decision-making, citizenship, and community service. Engagement by youth in such activities should assist youth in gaining skills to become more responsible, employable, and to encourage other positive social behaviors. Leadership opportunities include some of the following activities:

- Exposure to post secondary educational opportunities
- Community and service learning projects
- Peer-centered activities, including peer mentoring and peer tutoring
- Organizational and teamwork training, including team leadership training
- Training in decision-making, including determining priorities, and
- Citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources.
- Job Readiness
- Life skills training
- Work readiness/Pre-employment skills

*Note: Leadership Development services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in case notes.*

**LEARNING DISABILITY** - Any neurological condition that impedes a person’s ability to take in, store, process or express information. It can affect one’s ability to read, write, and communicate.

**LIFE SKILLS TRAINING** (*Leadership Development Opportunities Element*) – Activities and/or training that assist youth to develop marketable work habits. May include modules/training/curriculum instruction in: (a) personal finance and budgeting, (b) computers, (c) parenting/pregnancy prevention, (d) self-leadership (e.g. conflict resolution, public speaking, and anger management), (e) work behavior training, (f) banking, and other training that develops independent living skills.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**LINKAGES TO COMMUNITY SERVICE** (*Supportive Service Element*) – A supportive service which would consist of a referral/contact with community resources. The services received through community resources would enable a youth to participate in activities authorized by WIA.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**LITERACY** – An individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

In broad terms, literacy is the ability to identify, understand, interpret, create, compute and communicate meaning from and by the use of a variety of socially contextual symbols. Within various levels of developmental ability, a literate person can derive and convey meaning, and use their knowledge to achieve a desired purpose or goal that requires the use of language skills, be they spoken or written. A literate person can mediate their world by flexibly orchestrating meaning from one knowledge base and apply or connect it to another knowledge base. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society.

**LOCAL BOARD** – Each state is divided into local workforce investment areas by the state. Each one of these local workforce areas must have a local board called a Local Workforce Investment Board (LWIB) or some variation thereof.

Each LWIB is responsible for the development and oversight of the workforce development activities in its area. LWIB responsibilities include selecting operators and providers of One-Stop services, as well as developing the list of eligible providers of training services; monitoring local system performance, and developing local performance measures with the State Workforce Investment Board/Council and governor.

Local elected officials appoint representatives from the following to serve as LWIB members: local educational entities; labor organizations; community based organizations (including organizations representing individuals with disabilities and veterans); and economic development agencies. A majority of LWIB members must represent businesses. Among these business representatives, LWIB members elect their chairperson.

**LOCAL YOUTH PROGRAM** - Those youth activities offered for youth in the 12 local workforce investment areas by youth providers and vendors.

**LOW-INCOME INDIVIDUAL** - The term “low-income individual” means an individual who:

- (A) Receives, or is a member of a family that receives, cash payments under a Federal, State, or local income-based public assistance program;
- (B) Received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of:
  1. The poverty line, for an equivalent period; or
  2. 70 percent of the lower living standard income level, for an equivalent period.

- (C) Is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.);
- (D) Qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. § 11302);
- (E) Is a foster child on behalf of whom State or local government payments are made; or
- (F) In cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in (A) or (B), but who is a member of a family whose income does not meet such requirements.

**LOWER LIVING STANDARD INCOME LEVEL (LLSIL)** – The income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of the Department of Labor based on the most recent lower living family budget issued by the Secretary.

**NON-TRADITIONAL EMPLOYMENT** - Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

**OBJECTIVE ASSESSMENT** (*Program Design Component*) – A process that identifies service needs, academic levels, goals, interests, skill levels, abilities, aptitudes, and supportive service needs, and measures barriers and strengths. It includes a review of basic and occupational skills, prior work experience, employability potential and developmental needs. The result of an objective assessment is an individual service strategy.

**OCCUPATIONAL SKILLS** - Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with, and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

**OCCUPATIONAL SKILLS TRAINING** (*Element*) – Basic or advanced training for acquiring skills in a specific occupation. Instruction conducted in an institutional or work site setting designed to provide or upgrade the technical skills and information required to perform a specific job or group of jobs such as auto mechanics, health services, or clerical training. Occupational Skills Training includes job specific competency training and pre-apprenticeship training. Training institutions such as career techs, community colleges, universities, and private training providers provide such training.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**OFFENDER** (*Eligibility Barrier*) – An individual who:

- (A) is or has been subject to any stage of the criminal justice process; or

- (B) requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

**ON-THE-JOB TRAINING** (*Work Experience Element*) – Training by an employer that is provided to a paid participant while engaged in productive work in a job that:

- (A) Provides knowledge or skills essential to the full and adequate performance of the job;
- (B) Provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and
- (C) 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.

*Note: In most cases, on-the-job training is not an appropriate work experience activity for youth participants under age 18.*

*Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**OPERATIONAL PROCEDURES** – A written document that provides direction for step-by-step execution of actions necessary to perform identified processes. Procedures must be developed with sufficient detail to be used for the following:

- Executing functions
- Training personnel
- Conducting oversight

**ORGANIZATIONAL & TEAMWORK TRAINING** (*Leadership Development Opportunities Element*) – Training that fosters the development of group or team interaction skills.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**OUTCOME** – Documented effect or impact of a service or intervention on an individual. Outcomes are what the program efforts are designed to achieve. Proposed outcomes must be stated in terms of measurable indicators.

**OUT-OF-SCHOOL YOUTH** – An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but, *is basic skills deficient, unemployed, or underemployed (WIA section 101(33))*.

*Note: For reporting purposes, this term includes all youth except: (i) those who are attending any school and have not received a secondary school diploma or its recognized equivalent, or (ii) those who are attending post-secondary school and are not basic skills deficient.*

**OUTREACH / RECRUITMENT** – Activities and strategies for identifying and contacting potential participants. Strategies will include procedures that assure access throughout the service area and address appropriate access for participants with barriers.

**PARTICIPANT** – An individual whom has been determined eligible to participate in, and who is receiving services under a program authorized by WIA. Participation shall be deemed to commence on the first day services are received.

*Note: This is the point where performance accountability begins.*

**PRE-EMPLOYMENT SKILLS / JOB READINESS** – including but not limited to creating a resume, job seeking and interviewing skills, understanding employer and workplace expectations, positive work habits (e.g. coming to work on time, getting along with coworkers, etc.), understanding behaviors and attitudes necessary to compete in the labor market, effective coping and problem-solving skills, and other skills as identified that will develop the individual’s capacity to move toward employment.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**PEER CENTERED ACTIVITIES (Leadership Development Opportunity Element)** – Peer-centered activities consist of activities such as peer mentoring or peer tutoring. Youth learn leadership skills as peer mentors, assistant crew leaders, and receive additional training in leadership.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**PEER SUPPORT GROUPS (Follow-up Element)** – A support group where youth encourage development and offer appropriate peer centered activities among themselves.

**PLANNED GAP IN SERVICE** – No participant activity of greater than 90 days due to a delay before the beginning of training or a health/medical condition that prevents an individual from participating in services. (See Common Measure Policy for detailed explanation)

**POST SECONDARY EDUCATIONAL INSTITUTION** – The term “postsecondary educational institution” means an institution of higher education.

Institution of Higher Learning:

(A) an educational institution in any State that –

- (i) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
- (ii) is legally authorized within such State to provide a program of education beyond secondary education;
- (iii) provides an educational program for which the institution awards a bachelor’s degree or provides not less than a 2 year program that is acceptable for full credit toward such a degree;
- (iv) is a public or other nonprofit institution; and
- (v) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or or association within a reasonable time.

**POST-TEST** – A test administered to a participant after the initial test and at regular intervals during the program.

*Note: A participant must only be post tested in those areas in which he/she was deficient. For example, if the participant scored at a 7<sup>th</sup> grade math level and a 9<sup>th</sup> grade reading level the participant would only have to be tested in the area of deficiency, e.g., math.*

**POVERTY GUIDELINES** – Are a version of the Federal Poverty measure issued annually by the Department of Health and Human Services (DHHS) in the Federal Register. The guidelines are used for administrative purposes such as determining financial eligibility for assistance or services under a particular Federal program.

**POVERTY LINE** – The poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

**PREGNANT OR PARENTING YOUTH** (*Eligibility Barrier*) - An individual who is under 22 years of age and pregnant; a youth (male or female) who is a biological or adoptive parent; or a youth (male or female) who is a parent in behavioral terms. The phrase “parent in behavioral terms” means providing custodial care for one or more dependents who are under 18 years of age. Males do not qualify as a parenting youth until the child is born. The term custodial care is defined as residing with and participating in the day-to-day care of a child; or if not in the same household being responsible for a child, including but not limited to: food, shelter, clothing, medical care, daycare expense, and/or other means of financial support.

**PRE-TEST** – A test administered to a participant within 60 days following the date of participation. If a youth was tested within 6 months prior to the date of participation, the test results may be used.

**PUBLIC ASSISTANCE** - Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

**PUBLIC ASSISTANCE RECIPIENT** – A participant that is listed on the grant and/or is receiving assistance under any of the following programs at the time of eligibility determination into the WIA program.

- Temporary Assistance to Needy Families (TANF)
- General Assistance (GA) (State/local government)
- Refugee Cash Assistance (RCA)
- Supplemental Security Income (SSI-SSA Title XVI)

**REGISTRATION** – Registration is the process of collecting information to support a determination of eligibility. It begins with the initial demographic entry into Oklahoma Service Link and registration results in an initial eligibility determination.

**RUNAWAY YOUTH** (*Eligibility Barrier*) – A youth under 18 years of age who removes himself or herself from home or place of legal residence without the permission of parents or legal guardian.

**SCHOOL DROPOUT** (*Eligibility Barrier*) – The term “school dropout” means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. Youth enrolled in alternative schools are not school dropouts. A youth’s dropout status is determined at the time of application (eligibility) and remains in effect throughout her/his participation. An individual who is out-of-school at the time of application (eligibility) and subsequently enrolled in an alternative school, may be considered an out-of-school youth for purposes of the 30 percent expenditure requirement for out-of-school youth. [*Reference: WIA Section 101(39) and Title 20 CFR Sections 664.300 & 664.310*].

**SECONDARY SCHOOL** – The term “secondary school” has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801). This is generally referred to as high school.

**SECONDARY SCHOOL PROGRAMS** - Programs administered by the Oklahoma Department of Education. It also includes, chartered alternative schools, education at home leading to a high school diploma (home schools) pursuant to Section 4 of Article XIII of the Oklahoma Constitution, distant learning schools, correspondence and various religious schools that result in a secondary school diploma.

**SELECTIVE SERVICE** - Presidential Proclamation 4771 of July 2, 1980 requires that male persons born after December 31, 1959, who have attained their 18th birthday, register with Selective Service. Registration must be completed within 30 days of a male’s 18th birthday. Failure to register in timely manner does not relieve the duty to register.

Section 189 of WIA requires all participants receiving assistance under WIA to comply with Selective Service registration under the Military Selective Service Act. Section 3(a) of the Military Selective Service Act requires

male citizens of the United States who are between 18 and 21 years of age, to present themselves for Selective Service registration at times and places determined by the President of the United States. Section 12, Subsection (g), of the Military Selective Service Act (as amended by provision contained in the National Defense Authorization Act for fiscal year 1987, P.L. 99-661) requires the registration status of all males born after December 31, 1959 be examined and confirmed.

*Note: Verification may be made by inspecting the applicant's Selective Service registration acknowledgment, or through the on-line Verification Web site: <https://www4.sss.gov/regver/verification1.asp>*

**SELF-CERTIFICATION** - Where an individual signs an attestation that the information he/she submits to demonstrate eligibility for a program under title I of WIA is true and accurate. This would be used in circumstances where items required cannot readily be verified and it would cause an undue hardship for the individual. Self-Certification would only be used in circumstances when all practical attempts to secure verification have failed.

**SELF-DIRECTED DECISION MAKING PROCESS** – A step-by-step decision making process that allows the participant to understand the problem, consider, and explore alternatives, and make informed decisions.

**SKILLS ASSESSMENT** – Includes instruments or interview with criteria that measure acquired skills.

**SOCIAL SECURITY NUMBER (SSN)** - The nine-digit identification number assigned to the applicant by the Social Security Administration under the Social Security Act. If an applicant does not have a Social Security Number, the Local Area or sub-recipient should assist him/her in obtaining one from the Social Security Administration. A Social Security Number is required before processing a participant's wages and earnings statement. Since it normally takes at least six weeks to obtain a number after the Social Security Administration receives an application, every attempt should be made to apply as soon as possible.

Applicants can apply for a Social Security Number by contacting a local Social Security Administration Office or inquiring at their local Post Office. If this is not convenient, the Social Security Administration may be phoned (toll free) at 1-800-678-2332 to receive an application.

In accordance with the Privacy Act of 1974, the Department of Labor or a sub-recipient may not deny to any individual any right, benefit or privilege provided by law because of the individual's refusal to disclose his/her Social Security Number. However, the sub-recipient can properly require disclosure of an individual's social security account number pursuant to the Internal Revenue Code where it is used as the identifying number of such individual for the purposes of a return, statement or other document required under the code (i.e. for payment of wages for OJT, Work Experience, etc.). Sub-recipients should advise applicants at the time of application of the use(s) made of the Social Security Number.

**STIPEND** – A Stipend is a fixed regular monetary payment made to a WIA Youth participant during his/her enrollment to encourage the WIA youth to participate in certain activities (seat time payments). The stipend can be used for activities such as classroom instruction. Stipends may be paid based on actual hours of attendance. The guidelines providing stipend payments to youth participants must be described in local policy.

**STUDY SKILLS TRAINING** (*Tutoring Element*) – Study skills are strategies and methods of purposeful learning. Study skills training is designed to improve learning ability and may include but is not limited to learning styles, time management, study habits, and listening and writing skills.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**SUMMER EMPLOYMENT / OPPORTUNITIES** – (*Element*) A program for youth operated during the summer months as part of a comprehensive strategy for addressing the youth’s employment and training needs. The summer youth employment opportunity element is not intended to be a stand-alone program. It provides summer employment opportunities that link academic and occupational learning as part of the required youth program elements. Summer youth employment must provide direct linkages to academic and occupational learning, such as coordinating with school systems and may provide other elements and strategies as appropriate to serve the needs and goals of the participants.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**SUPPORTIVE SERVICES** (*Element*) – Services that are necessary to enable an individual to participate in activities authorized by WIA. These services may include if allowable by local policy:

- a) Linkages to community services;
- b) Assistance with transportation costs;
- c) Assistance with childcare and dependent care costs;
- d) Assistance with housing costs;
- e) Referrals to medical services; and
- f) Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eyeglasses and protective eye gear.

*Note: Supportive Services WIA services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**TEN (10) YOUTH PROGRAM ELEMENTS / SERVICES** - Local youth programs must make the following services (known as “the ten youth program elements”) available to youth participants:

1. Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies;
2. Alternative secondary school offerings;
3. Summer employment opportunities directly linked to academic and occupational learning;

4. Paid and unpaid work experiences, including internships and job shadowing;
5. Occupational skill training;
6. Leadership development opportunities, which include community service and peer-centered activities encouraging responsibility and other positive social behaviors;
7. Supportive services;
8. Adult mentoring for a duration of at least twelve (12) months, that may occur both during and after program participation;
9. Follow-up services;
10. Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth.

*Note: Local programs have the discretion to determine what specific program services will be provided to a youth participant, based on each participant's objective assessment and individual service strategy. WIA services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in case notes.*

**High School attendance is not one of the ten program elements and is not considered as a WIA activity.**

**TRAINING IN DECISION MAKING** (*Leadership Development Opportunity Element*) – Includes but is not limited to determining priorities and setting goals.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**TRANSPORTATION ASSISTANCE** (*Supportive Service Element*) – A supportive service which provides assistance with transportation costs that is necessary to enable a youth to participate in activities authorized by WIA.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**TUTORING** (*Element*) – Instruction designed to increase basic skills level. Tutoring can be provided as a group activity, one-on-one service or via computer based programs through partnering agencies or workforce centers.

*Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**UNEMPLOYED** – An individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

**UNSUBSIDIZED EMPLOYMENT** - Employment not financed from funds provided under WIA or the Trade Act (which includes for reporting purposes entry into the United States Armed Forces); entry into employment in a registered apprenticeship program, and terminus who became self-employed.

**VETERAN - RELATED DEFINITION** – The term “eligible veteran” means a person who (a) served on active duty in the military, naval or air service (of the United States) for a period of more than 180 days and was discharged or released there from with other than a dishonorable discharge; or (b) Was discharged or released from active duty because of a service-connected disability; or (c) Was discharged as a member of a reserve component under an order to active duty pursuant to section 672(a), (d), or (g), 673, or 673b of Title 10, who served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged from such duty with other than a dishonorable discharge. [38 USC 2011(4)]

I. Campaign Veteran

Served on active duty during a war or in a campaign or expedition for which a campaign badge or expeditionary medal has been authorized as identified and listed by the Office of Personnel Management (OPM). An updated listing of those campaigns may be obtained on the OPM website: <http://www.opm.gov/veterans/html/vgmedal2.htm>.

II. Vietnam-era Campaign Veteran

Served in the active U.S. military and who was discharged or released from such service under conditions other than dishonorable during the Vietnam-era (the period beginning February 28, 1961 and ending May 7, 1975, if the veteran served in the Republic of Vietnam during that period; and the period beginning August 5, 1964 and ending May 7, 1975 in all other cases).

III. Disabled Veteran

Entitled to compensation regardless of rate (include those rated at zero percent) for a disability under laws administered by the Department of Veterans' Affairs (DVA), or who was discharged or released from active duty because of a service-connected disability.

IV. Special Disabled Veteran

Individual's disability is rated at thirty percent or more by the DVA, or at 10 or 20 percent for a serious employment disability.

V. Recently Separated Veteran

A veteran who applied for participation under WIA Title I within 12 months after discharge or release from active military duty.

*Note: The term "active" means full-time duty in the Armed Forces, other than duty for training in the reserves or National Guard. Any period of duty for training in reserves or National Guard, including authorized travel, during which an individual was disabled from a disease or injury incurred or aggravated in the line of duty is considered "active" duty. 38 USC, Section 101 (27) defines "reserve component" to include the Army National Guard and the Air National Guard. The revised definition of "eligible veteran" includes members of reserve components activated during any "period of war" including the Persian Gulf conflict, August 5, 1990, with an ending date not yet announced by the President. It matters not where such an "eligible veteran" served, only that they served during a period of war. For example, many reserve components activated during the Persian Gulf period of war did not*

*serve in the Persian Gulf Theater of operation. However, if those reserve components were activated by subsection of Title 10, the member(s) of those units will now be considered an "eligible veteran".*

**VOCATIONAL EDUCATION** – The term “vocational education” means organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning, which contributes to an individual's academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

**WORK ATTIRE AND WORK RELATED TOOLS** (*Supportive Service Element*) – A supportive service that provides assistance with uniforms or other appropriate work attire and work-related tool cost, including such items as eyeglasses and protective eye gear that is necessary to enable a youth to participate in activities authorized by WIA.

*✍️Note: Services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**WORK EXPERIENCE** (*Element*) - Work experiences for youth are planned, structured learning experiences that take place in a workplace for a limited amount of time. A work experience may be paid or unpaid, and be in the private, non-profit, or public sectors. They are designed to enable youth to gain exposure to the working world and its requirements, and to help youth acquire the personal attributes, knowledge and skills needed to obtain a job and advance in employment. The purpose is to provide the youth participant with the opportunities for career exploration and skill development and is not to benefit the employer, although the employer may, in fact, benefit from the activities performed by the youth. Work experiences may include the following:

- a) Instruction in employability skills or generic workplace skills;
- b) Exposure to various aspects of a particular industry;
- c) Progressively more complex tasks;
- d) Internships and job shadowing;
- e) Integration of basic academic skills into work activities;
- f) Supported work, work adjustment, and other transition activities;
- g) Entrepreneurship;
- h) Service learning;
- i) Paid and unpaid community service; and
- j) Other elements designed to achieve the goals of work experience.

*Note: Should be age appropriate and in compliance with the Child Labor Laws. Work Experience activities must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.*

**WORK READINESS SKILLS GOAL** – A measurable increase in work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision-making, and job search techniques (resumes, interviews, applications, and follow-up letters). Included are positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks. This also can cover accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image. Not possessing these skills would indicate the individual is deficient in work readiness skills.

**YOUTH COUNCIL** – The term “youth council” means a council established under section 117(h) of the Act. The youth council is a sub-group within each local board with many duties, some of which may include:

- Develop the portions of the local plan relating to eligible youth;
- Recommending eligible providers of youth activities;
- Conducting oversight with respect to the eligible providers of youth activities; and
- Other duties determined to be appropriate by the chairperson of the local board.

**YOUTH PROGRAM DESIGN** – The program design framework is an integral component (referred to as the “program design component” or “entry-level case management services”) of a local area’s youth services. WIA regulations (20 CFR 664.405) explain that the local grant recipient (or fiscal agent) may conduct the program design component without being competitively selected. The program design component creates an opportunity for a central access point to both determine eligibility and make appropriate referrals for the youth.

Local areas decide how to select the provider of the program design component and how to integrate this component into the overall program service plan. Local areas may use the local grant recipient (or its fiscal agent) to provide the program design component or use a competitive selection process. The competitive selection process allows the component to be provided either as part of the activities of the service provider or allows a separate provider of this component to be competitively selected.

The program design framework component is an essential ingredient in helping local areas develop comprehensive service strategies for youth based upon their individual needs. It consists of intake, an objective assessment, individual service strategy development, and information and referrals for youth participants (WIA section 129(c) (1)) (29 U.S.C. 2854).

**YOUTH WHO REQUIRE ADDITIONAL ASSISTANCE** (*Eligibility Barrier*) – This is known as the sixth barrier that a youth can meet to assist in the determination of eligibility for the WIA Youth programs.

Definitions and eligibility documentation requirements regarding the “requires additional assistance to complete an educational program, or to secure and hold employment” criterion of Sec. 664.200(c)(6) must be established at the local level.

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**ACTION REQUIRED:** Workforce Investment Board Staff are requested to widely distribute copies of this issuance to staff within the Workforce Investment Area for WIA compliance. This is official state policy and should be kept in your permanent policy issuance file.

**RESCISSIONS:** This document replaces OETI 16-2009, dated June 12, 2009.

**INQUIRIES:** If you have any questions pertaining to this issuance, please contact Kim Braddy at (405) 557-5394, [kim.braddy@oesc.state.ok.us](mailto:kim.braddy@oesc.state.ok.us) or Tami Decker at (405) 962-7595, [tdecker@oesc.state.ok.us](mailto:tdecker@oesc.state.ok.us).