



Workforce Development Board Policy ☒ Standard Operating Procedures ☒

Topic: WIOA Youth – NextGen Services

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☒ New

☐ Revised

Page 1 of 18

Purpose

This policy establishes policies and procedures for determining eligibility, enrolling participants, delivering services, and exiting individuals in the WIOA Youth program of the Portland Metro Workforce Development area. It ensures compliance with the Workforce Innovation and Opportunity Act (WIOA) federal and state requirements while supporting consistent service delivery, program accountability, and positive employment outcomes for participants. The WIOA Youth program is known as NextGen in the Portland Metro service area.

Contents

Policy Statement	2
Eligibility	2
Education Status	2
Out-of-School	2
In-School	2
Low Income	3
Qualifying Employment Characteristics	3
Out-of-School Applicants	3
In-School Applicants	4
Eligibility Documentation	4
Birth Date	4
Qualifying Employment Characteristics	5
Basic Skills Deficient	5
Requires Additional Assistance	5
Individual Career Plan	5
Objective Assessment	5
Selective Service Registration	6
Participant Enrollment	7
Work Authorization	7
Required Disclosures	8
Enrolled Participant	8
Eligibility Review	9
Ineligible Customers	9
Service Design and Definitions	9
WIOA Program Elements	9
In-Program Services	10
Adult Mentoring	10
Career Coaching	10
Career Labs	11
Career Mapping Workshop	11
Career Related Learning Experience	11
Entrepreneurial Skills	12

Financial Literacy Education	12
Individual Career Plan Development and Review	12
Leadership Development	13
Mental Health/Drug and Alcohol Counseling.....	13
Objective Assessment	13
Outreach and Recruitment.....	13
Post-Secondary Preparation and Transition Activities.....	14
Secondary Education and Skills	14
Training, Post-Secondary Education and Employment Skills	15
Training Completer	16
Work Based Training.....	16
Learning Opportunity.....	17
Work Readiness Training.....	17
Follow-Up Services.....	17

Policy Statement

Services for Workforce Innovation and Opportunity Act (WIOA) Youth participants in the Portland Metro area are offered through the established network of Service Provider Contractors. Individuals must be determined eligible, registered and enrolled in the WIOA Youth – NextGen fund in I-Trac to receive any WIOA Youth funded service.

Eligibility

Education Status

The eligibility requirements for enrollment into NextGen services are determined based on the Applicant's Education Status at Registration – i.e., In-School (ISY) or Out-of-School (OSY).

Out-of-School

- Age 16-24.
- Not attending any school (Secondary or Post-Secondary) as defined by State law.
- Low income (see below for additional detail and definition).
- Have at least one Qualifying Employment Characteristic (see below for additional detail and definition).
- Sex assigned male at birth and aged 18 and older must be registered for Selective Service (see below for additional detail and definition).
- Able to complete WIOA Youth documentation.

In-School

- Age 16-21.
- Attending school as defined by State law, excluding enrollment in YouthBuild, Job Corps and Adult Basic Education Title II programs.
- Low Income (see below for additional detail and definition).
- Have at least one Qualifying Employment Characteristic (see below for additional detail and definition).

- Sex assigned male at birth and aged 18 and older must be registered for Selective Service (see below for additional detail and definition).
- Able to complete WIOA Youth documentation.

Low Income

A determination of low income is required for:

- All In-School youth.
- Out-of-School youth who have completed their high school diploma/GED equivalent and the only Qualifying Employment Characteristic is Basic Skills Deficient or English Language Learner.
- Out-of-School youth with only a Qualifying Employment Characteristic of Requires Additional Assistance to complete an education program or to secure or hold employment.

Qualifying Employment Characteristics

All Applicants must meet one or more of the Qualifying Employment Characteristics to be enrolled in the NextGen program.

Out-of-School Applicants

- Homeless or Runaway.
- In or Aged Out of Foster Care.
- High School Dropout.
- Aged 16-18 and have not attended school for at least one quarter.
- Justice System Involvement.
- Pregnant or Parenting.
- Person with a Disability (including learning disabilities).
- Basic Skills Deficient (if not attending school, have completed high school diploma/GED equivalent **and** are low income).
- English Language Learner (if not attending school, have completed high school diploma/GED equivalent **and** are low income).
- Is low income and meets one of these criteria indicating they Require Additional Assistance to complete an education program or to secure or hold employment:
 - Applicant has never held a job.
 - Applicant is between the ages of 18 and 24 and has never held a full-time job.
 - Applicant is between the ages of 18 and 24 and has been fired from a job prior to program application.
 - Applicant has quit Post-Secondary education without attaining a recognized credential.

In-School Applicants

- Homeless or Runaway
- In or Aged Out of Foster Care
- Justice System Involvement
- Pregnant or Parenting
- Person with a Disability (including learning disabilities)
- in Basic Skills Deficient
- English Language Learner
- Requires Additional Assistance to complete an education program or to secure or hold employment as evidenced by one of these criteria:
 - Applicant has never held a job.
 - Applicant is between the ages of 18 and 24 and has been fired from a job prior to program application.
 - Applicant is deemed at risk of dropping out of school.
 - Applicant has been placed on probation, suspended from secondary school, or expelled from Secondary school.
 - Applicant has repeated at least one Secondary grade level.
 - Applicant is behind the credit rate required to graduate from High School.

Not more than five percent of newly enrolled In-School Youth (ISY) in a given program year (July-June) may be determined eligible based on the “Requires Additional Assistance” *Employment Characteristic* therefore this characteristic can only be reported for newly enrolled ISY in a given program year when it is the only characteristic the Applicant has to determine eligibility. Refer to the *Requires Additional Assistance* Workforce Development Board policy for additional details.

Eligibility Documentation

Following are the data elements which require documentation for eligibility determination, and a list of acceptable documents. Where Customer Attestation is the allowable source, the signed NextGen Application will be the documentation of the attestation. This will be reflected in I-Trac as “Signed Application.”

Birth Date

One of the allowable documents which reflects a birth date that supports the Applicant’s age is required:

Baptismal Record	Public Assistance Benefits Letter or Crossmatch
Birth Certificate or Hospital Record of Birth	Record of incarceration, hospitalization, or institutionalization
DD-214 Military Separation Record	School Records or School ID Card
Driver’s License	Selective Service Registration Acknowledgement Letter
Family Bible	Selective Service Registration Card
Government Issued Photo ID (includes Passport)	Tribal ID Card
Passport	Signed Application*

Note: Applicant attestation documented with the signed Application may only be used when the Applicant does not have one of the allowable birthdate validation documents available.

Qualifying Employment Characteristics

Basic Skills Deficient

Applicants seeking services through NextGen must be assessed to determine their basic skill level at the point of eligibility determination and enrollment. Basic Skills Deficient is defined as:

1. Have English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test administered within the last 12 months from the date of eligibility determination. A copy of the test must be maintained in the participant file.

Or

2. Unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. This may be determined by staff during the enrollment process while working with the Applicant when at least one of the following elements are observed (and therefore assessed). This is documented in I-Trac with the assessment selection made by staff in the Basic Skills control.
 - Information (in writing or through discussion with the Applicant) that an educational institution the Applicant engages or engaged with determined them to have a GPA at D or below within the previous six months.
 - Qualifies for Special Education services or has an Individual Education Program (IEP) plan.
 - Is enrolled in a Title II Adult Education and Family Literacy Act program, this also includes enrollment in English as a Second Language (ESL) class.
 - Determined to be Limited English Skills proficient through staff-engagement and observation.
 - Staff make observations of deficient functioning in completing forms, assisting in the development of a service strategy, or behaviors in group discussion settings.

Requires Additional Assistance

The Employment Characteristic of Requires Additional Assistance requires a Registration Note to be entered on the *Registration Tab* to document what type of Requires Additional Assistance the Applicant is attesting to.

Individual Career Plan

Staff develop an initial Individual Career Plan to document an anticipated service strategy that aligns with the NextGen program design. The initial plan date must be prior to the Participation Date; the plan is to be maintained on file with any copies of eligibility documents.

Objective Assessment

An Objective Assessment is to be completed to determine service needs; the assessment is to be maintained on file with any copies of eligibility documents. The date of the assessment must be prior to the Participation Date.

Selective Service Registration

An Applicant who is required to register for Selective Service must do so to be eligible to be enrolled.

Required to Register (All elements must be true)	Not Required/Exempt from Registering (Any one of the elements must be true)
1. Sex-assigned male at birth 2. US Citizen OR immigrant residing in the US between the ages of 18 and 25 3. Age 18 or older 4. Born on or after January 1, 1960	1. Sex-assigned female at birth 2. Born before 1960 3. Under the age of 18 4. A seasonal agricultural worker on a H-2A visa 5. A lawful non-immigrant on a current non-immigrant visa 6. Was incarcerated / hospitalized / institutionalized continuously between 18th and 26th birthdays 7. Was not living in the United States between 18th and 26th birthdays 8. Was on active US Military, Coast Guard duty or a student in an Officer Procurement Program continuously between 18th and 26th birthdays

Documentation Types are defined by the requirement to register and whether the Applicant registered or did not register for the Selective Service. All documents must be uploaded to I-Trac.

IF Requirement is	AND Registration Status is	Then Documentation Types must be one of the following
Required	Registered	• Download the Selective Service Registration Acknowledgement Letter from https://www.sss.gov/verify/ • Selective Service Registration Card • Stamped Post Office Receipt of Registration
	Not Registered: Applicant was unaware of the requirement to register and is now age 26 or older.	• Request for Status Information Letter & Supporting Documentation • Selective Service Status Information Letter
	Not Registered: Applicant willingly and lawfully chose not to register.	No document and Applicant is not eligible.
Not Required/Exempt	Not Required to Register	• Signed Application (Age/Sex at Birth) • DD-214 Military Separation Record • Immigrant/Non-Immigrant Allowable Documents (refer to Appendix 1) • Records of Incarceration/ Hospitalization/ Institutionalization

Additional Selective Service Registration Notes**Applicants under the age of 18**

All Applicants who are under age 18 when they begin participation in NextGen services who are sex assigned male at birth and who are not exempt must register for Selective Service within 30 days of their 18th birthday (i.e., 30 days before or 30 days after their birthday); if they do not register, they must be Exited from all program services.

Incarceration/Hospitalization/Institutionalization

Applicants who were required to register but did not and can provide documentation that they were incarcerated, hospitalized and/or institutionalized from their 18th birthday to their 26th birthday are exempt from registration.

Military Service

If the Applicant was in the US Military, Coast Guard or Officer Training between their 18th and 26th birthday they are not required to register and their DD-214 Military Separation Record is the documentation.

Participant Enrollment**Work Authorization**

Work authorization verification must be completed prior to providing any type of NextGen service. As Service Providers conduct verification of work authorization, they must ensure they comply with the nondiscrimination provisions at Section 188 of WIOA and its implementing regulations at 29 C.F.R. part 38. To ensure equal treatment, all Applicants must provide documentation of authorization to work in the United States. To verify that the Applicant is authorized to work within the United States, applicants must present documentation to staff that is equivalent to the [Federal Form I-9 requirements](#). Refer to the [US Citizenship and Immigration Services website, uscis.gov](#), for guidance. A copy of the document(s) is required to be uploaded to the I-Trac record.

Note: The documents on *List A* show both identity and work authorization. Applicants presenting an acceptable *List A* document should not be asked to present any other document.

The *List B* document only verifies identity through a picture that matches what the person looks like (if a picture is provided on the *List B* document) and/or that the name on the *List B* document is exactly the same as what is listed on the *List C* document. Applicants who choose to present a *List B* document must also present a document from *List C*.

Additional guidance on work authorization documents can be found in this link: [Form I-9 Acceptable Documents | USCIS](#)

Documentation is completed in the *Work Authorization* Control on the *Other Documents Tab* in the NextGen record. There are two classifications of work authorization documents in I-Trac – Permanent and Temporary.

- **Permanent:** Individuals who are authorized to work in the U.S. indefinitely without the need for periodic renewal or reverification. This status is typically held by:
 - U.S. citizens
 - Noncitizen nationals
 - Lawful permanent residents (Green Card holders)

According to federal guidance, individuals with permanent work authorization do not require reverification of their work authorization—even when their document(s) (e.g., U.S. passport, Green Card) expire.

- Temporary: Individuals authorized to work in the U.S. for a limited time. This status is typically held by individuals who are not U.S. citizens or lawful permanent residents and who qualify under specific visa categories or programs.

For participants with a temporary work authorization document, you must view that participant's document every 90 days during their participation in In-Program and Follow-Up services for as long as their documentation remains temporary with an expiration date. Every 90 days you must ask the participant to show their work authorization documentation and confirm in I-Trac that the expiration date and document(s) entered in I-Trac matches the document(s) shown. You must also review work authorization document(s) with a participant once the document(s) used is expiring.

Required Disclosures

Provide and discuss the social security number (SSN) disclosure and the grievance and equal opportunity rights disclosure to ensure the Applicant understands their rights. The Applicant will acknowledge receipt of these disclosures when they sign the NextGen Application. No copies of the forms need be maintained in the customer file.

Social Security Number (SSN) Disclosure

A participant's SSN is required for their inclusion in some performance cohorts. The collection of an Applicant's social security number is not required for program eligibility purposes and providers may not deny services if an Applicant is eligible for NextGen services and chooses not to disclose their number. Applicants must be provided the SSN Disclosure (Standard SSN April 2025) that describes how their SSN will be used and the program's commitment to confidentiality.

Where the Applicant agrees to the use of their SSN for reporting purposes, the indication is noted through I-Trac on the NextGen Application for services and the consent is the Applicants' signature on the Application.

Equal Opportunity (EO)/Grievance Disclosure

The EO Disclosure (April 2025) is to be given to the Applicant during the eligibility determination interview meeting. Reasonable efforts should be made to assure that the information and complaint procedures are understood by potential Applicants.

Enrolled Participant

Once all elements of eligibility determination, documentation and I-Trac registration have been completed, obtain the Applicant's signature on the Application utilizing the I-Trac eSignature process. If an eSignature cannot be obtained, print the Application from the I-Trac Customer Documents menu for signature and upload the signed Application to I-Trac.

Note: Applicants under the age of 18, Contractor staff must conduct due diligence to obtain parent/guardian signature for enrollment. Where a parent/guardian is absent, an Applicant under the age of 18 may be enrolled without parent/guardian signature. Once confirmed that a parent/guardian is absent, the participant may sign the Application in place of a parent/guardian with a case note entered in I-Trac by the Career Coach to document this.

Eligibility Review

Once the I-Trac Application is signed, the Registration Results Control reflects no missing information and shows the Applicant to be eligible for “WIOA” only or “WIOA” and “EOI,” the I-Trac record and Applicant file is to be reviewed by a Reviewer who has been designated and trained to conduct eligibility reviews. The Reviewer is responsible to validate that all documents have been collected, are correct, and support eligibility.

The eligibility determination review must be conducted within 45 days of the NextGen I-Trac Application Date. Once the review is complete, the Reviewer enters the review date in the I-Trac record (which becomes locked from any further edits of eligibility data) and the Applicant may begin participation in NextGen services. Participation begins with the first NextGen funded service entered in I-Trac.

Ineligible Customers

Applicants who do not meet the NextGen eligibility requirements for enrollment are to be referred to other programs in the local area that may be available to provide similar services. WorkSource Center services should be reviewed and discussed, and the Applicant referred to MyWorkSource for additional service options. Formal referrals are not required. All costs associated with participants found to be ineligible after receiving program-funded services will be disallowed.

Service Design and Definitions

There are two categories of NextGen services – In Program services and Follow-Up services. Engagement in services provided through NextGen is tracked and managed through I-Trac. All services accessed by a participant must be documented in I-Trac regardless of where the service is delivered, including referrals to partner organizations or schools who provide the direct service.

WIOA Program Elements

WIOA Youth requires that 14 program elements be available to all participants through program service design or by referral to another local program:

1. Tutoring, study skills, drop-out prevention services.
2. Alternative secondary school services or dropout recovery services.
3. Paid and unpaid Work Experience– including summer employment, pre-apprenticeship programs, internships and job shadowing, On-the-Job Training.
4. Occupational Skills Training.
5. Education offered concurrent with workforce preparation activities and training in a specific occupation or occupational cluster.
6. Leadership development.
7. Support Services.
8. Adult mentoring.
9. Follow-up services.
10. Comprehensive guidance and counseling – mental health and drug and alcohol counseling.
11. Financial literacy education.
12. Entrepreneurial skills training.

13. Services that provide labor market and employment information about in-demand industry sectors.
14. Post-Secondary preparation and transition activities.

In-Program Services

In-Program services are activities and services that are provided after enrollment in NextGen and until Exit to Follow-Up. Services are related to the development of competencies and skills, and completion of short- and long-term employment and education goals as reflected in the Individual Career Plan. There must be service engagement at minimum once every 90 days.

Adult Mentoring

(WIOA Youth Element 8: Adult mentoring)

A mentor provides support toward achievement of the participant's personal, educational and career goals. Adult mentoring must be a formal relationship that includes structured activities where the mentor offers guidance, support and encouragement to facilitate personal growth, educational achievement, career entry and life-long learning.

Participants must be linked with an adult mentor for at least 12 months, which may occur while the participant is In-Program and/or in Follow-Up. While group mentoring and mentoring through electronic means are allowable, at minimum programs must match the participant with an individual mentor with whom the participant interacts on a face-to-face basis. Mentoring may also include workplace mentoring.

Career Coaching

(WIOA Youth Element 13: Services that provide labor market and employment information)

Career Coaching services provide labor market and employment information about in-demand industry sectors or occupations available in the Portland Metro area such as career exploration and career counseling services.

- Career exploration is the process by which the Career Coach helps the participant develop knowledge of the variety of careers and occupations available across a wide range of industry sectors; the skill requirements, working conditions and training prerequisites; and the job opportunities. Useful tools are [Careers NW](#), a Worksystems-sponsored website, and Oregon Employment Department's [qualityinfo.org](#).
- Career counseling provides advice and support in helping the participant make decisions about what education and career path to take. Career Coaching services may include providing information about potential opportunities for Work Experience, Secondary education, and the long-term benefits of Occupational Skills Training and Post-Secondary Education.

The primary purpose of Career Coaching is working with participants to set achievable personal, education, training and/or employment goals and then to guide, coach, support and coordinate services and participation as they progress along a skill development pathway leading to achievement of those goals and economic and personal independence, self-sufficiency and employment in jobs with career potential. Career Coaching staff functions include but are not limited to:

- Assist in identifying career and education goals.
- Develop with the participant a plan that incorporates a customized set of NextGen services (required), WorkSource services (if applicable), and outside resources that will assist the participant in meeting their goals.

- Coach participants in the personal and interpersonal (“soft” or “life”) skills required to obtain and retain employment and/or Post-Secondary placement.
- Assist participants in identifying and securing the resources and supports necessary to succeed in their training and career plans.
- Facilitate collaboration between the different Service Providers working with the participant to synchronize career and education goals and align resources.
- Coach participants in job search including resume review, interview coaching, and career advising.

Career Labs

(WIOA Element 6: Leadership development)

Targeted courses of instruction in workplace skills needed for the participant to be work ready. Providers are encouraged to utilize Worksystems-approved Career Lab curriculum. Other tools are permissible if they fulfill the required learning objectives. Providers may enhance instruction in Career Labs with additional activities and may adapt parts of this curriculum to meet specialized needs of their participants. Recommended Career Lab topics include:

- Adaptability
- Analysis/Solution Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy
- Entrepreneurial Mindset
- Resilience
- Self-Awareness
- Understanding Workplace Diversity

Completion of the following Career Lab topics are required before or during a participant’s participation in a Work Experience in the PDX Youth@Work program: Adaptability, Analysis/Solution Mindset, Collaboration, Communication and Self-Awareness.

Career Mapping Workshop

(WIOA Element 13: Services that provide labor market and employment information)

This workshop is the first step of the Career Mapping process. Participants identify their strengths, gifts and capacities, the qualities that enable them to be successful in the work environment and potential jobs. Career Mapping must be completed with a participant within the first 90 days of program participation.

Career Related Learning Experience

(WIOA Youth Element 13: Services that provide labor market and employment information)

Activities designed to inform participants of career options available to them in their fields of interest. Activities may include company tours, guest speakers, informational and mock interviews.

Entrepreneurial Skills*(WIOA Youth Element 12: Entrepreneurial skills training)*

Services that provide the basics of starting and operating a small business. These services should develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:

- Creatively seek out and identify business opportunities.
- Develop business budgets.
- Understand various options for acquiring capital and the trade-offs associated with each option.
- Communicate effectively and market oneself and one's ideas.

Financial Literacy Education*(WIOA Youth Element 11: Financial literacy education)*

Activities that teach participants how to create budgets, initiate accounts at financial institutions, and make informed financial decisions. Financial literacy education assists participants in learning how to effectively manage spending, credit, and debt – including student loans, consumer credit and credit cards. Activities also include educating participants on identity theft and ways to protect themselves.

Lesson topics must include Banking Basics, Income and Employment, Budgeting, Consumer Skills, Credit and Debt, Financing Higher Education, and Insurance.

Individual Career Plan Development and Review*(WIOA Element 13: Services that provide labor market and employment information)*

The Individual Career Plan identifies career pathways for the participant that include education and employment goals, appropriate achievement objectives and appropriate services, considering the results of the Objective Assessment. The initial plan must be completed prior to the participant's Participation date. The plan documents short- and long-term education and employment goals and identifies which WIOA Youth Elements are to be provided.

Prior to plan development, a variety of assessments must be conducted to provide critical information about the participant's career goals, interests, aptitudes, basic academic skill level, occupational skills, work history, work and college readiness, attributes, personal strengths, developmental needs, and Support Service needs. The analysis and application of this assessment information is critical to guiding and coaching the participant and assisting them to develop a realistic plan to reach their career goals.

The plan is a dynamic document that will change as the participant is provided opportunities to explore optional careers of interest, through meetings in which the participant receives advice and guidance and through a variety of work and community-based experiences exploring a range of occupational areas. The plan must be developed as a professional collaboration between the participant and Career Coach.

During In-Program services, the plan must be reviewed and updated every 180 days as the participant completes (or is unable to complete) activities as planned and should drive program participation. Each plan update is entered in I-Trac as an *Individual Career Plan Development & Review* service. If changes are made to the plan, an *Individual Career Plan Update Form* is required.

Leadership Development*(WIOA Youth Element 6: Leadership Development)*

Opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors which may include (but are not limited to): Community and service-learning projects; peer mentoring and tutoring; leadership training; life skills training; and positive work behavior and employability training.

Mental Health/Drug and Alcohol Counseling*(WIOA Youth Element 10: Comprehensive Guidance and Counseling)*

Individualized counseling to participants by trained professionals, including drug and alcohol abuse counseling and mental health counseling. When these types of counseling services are provided through partner programs the Service Providers must coordinate with the referral agency to assure continuity of service.

Objective Assessment

The Objective Assessment is a review of skill levels and/or service needs of a participant, which must include:

- Basic academic skills
- Occupational skills
- Prior Work Experience
- Employability
- Career interests and aptitudes (including interests and aptitudes for nontraditional jobs)
- College and career readiness
- Personal strengths and challenges
- Support Service needs
- Developmental needs
- Life skills

The results of these assessments are applied to the development of an ongoing Individual Career Plan that specifies the sequence of steps and activities the participant will engage in as they progress through program services that will lead to the achievement of their development, education and, ultimately, employment goals.

Basic academic skill assessment may include a standardized test to determine the grade level at which a participant computes or solves math problems, reads, writes, or speaks English. Tests determine participants' ability in each category. To assess basic skills with a test, assessment instruments that are valid and appropriate for the target population must be used. Reasonable accommodations are to be provided for individuals with disabilities. The initial Objective Assessment must be completed prior to the participant's Participation date.

Outreach and Recruitment

Activities designed to inform potentially eligible participants about the availability of education and training services, including NextGen services. Appropriate activities may include information sessions – both at the program site and at partner sites – and targeted recruitment through partner organizations, schools, or agencies.

Post-Secondary Preparation and Transition Activities

(WIOA Youth Element 14: Post-Secondary preparation and transition activities)

Activities that help participants prepare for and transition to Post-Secondary education. Activities and services prepare participants for advancement to Post-Secondary education after attaining a high school diploma or its recognized equivalent. These services include exploring Post-Secondary education options including technical training schools, community colleges, four-year colleges and universities, and registered Apprenticeships.

Additional services include, but are not limited to, assisting participants to prepare for SAT/ACT testing; assisting with college admission applications; searching and applying for scholarships and grants; filling out the proper financial aid applications and adhering to changing guidelines; and connecting participants to Post-Secondary education programs.

Secondary Education and Skills

Programs that provide instruction at or above the 9th grade level leading to a high school diploma and/or a General Equivalency Degree (GED).

Alternative Secondary Instruction

(WIOA Youth Element 2: Alternative secondary school or dropout recovery services – Education Service)

Structured programs that serve participants who have not been successful in mainstream “traditional” academic programs and provides credit recovery, drop out recovery services, basic skills remediation, individualized academic instruction, and English as a Second Language training. Instruction leads to a High School Diploma or GED.

GED Instruction

(WIOA Element 1: Tutoring, study skills, drop-out prevention services – Education Service)

Structured and formal basic skills curriculum designed to address basic skills deficiencies and lead to passage of General Equivalency Degree (GED) tests and the award of a GED credential, which is commonly considered equivalent to a high school diploma. Classes may be self-paced with individualized instruction. The length of instruction depends upon the student’s needs. Individualized electronic instruction through computer-based systems may be a delivery system but it must include regular access to, and assistance from, instructors. Instruction must be part of the participant’s service plan and lead to Training or employment. Student progress is monitored, and testing is done to measure student progress. Utilize the Support Services payment type of Books and Fees for the payment of GED instruction.

High School Diploma Instruction

(WIOA Element 1: Tutoring, study skills, drop-out prevention services – Education Service)

Structured, formal curriculum approved and required by a public-school district in accordance with Oregon Administrative Rules that leads to the award of a High School Diploma.

Tutoring

(WIOA Element 1: Tutoring, study skills, drop-out prevention services – Education Service)

Services that focus on providing academic support, helping a participant identify areas of academic concern, assisting in overcoming learning obstacles, and providing tools and resources to develop learning strategies. Strategies include tutoring, study skills training, literacy development, active learning experiences, after school opportunities, and individualized instruction. Tutoring leads to a High School Diploma or GED.

Training, Post-Secondary Education and Employment Skills

There are six categories of Training, Education and Employment Skills services offered through NextGen.

ABE and ESL Instruction Concurrent with Training

(WIOA Youth Element 4: Occupational Skills Training – Training Service)

A program designed as an integrated education and training model by concurrently delivering Adult Basic Education (ABE) or English as a second Language (ESL) with Occupational Skills Training to improve a participant's basic academic skills or English proficiency in conjunction with Occupational Skills Training.

Occupational Skills Training

(WIOA Youth Element 4: Occupational Skills Training – Training Service)

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:

- Be instructor-led in either an in-person or virtual format.
- Be outcome-oriented and focused on an occupational goal specified in the Individual Career Plan.
- Be of sufficient duration to impart the skills needed to meet the occupational goal.
- Lead to the attainment of a recognized, DOL-defined credential.

Post-Secondary Education

(Education Service)

Post-Secondary Education is participation in an educational pathway beyond Secondary education, including two-year college, four-year College and qualified Apprenticeship programs.

Prerequisite Training

(WIOA Youth Element 4: Occupational Skills Training – Training Service)

Any class or Training that is required by the Training provider prior to enrolling into a Training program. The Training program must indicate the prerequisite course is required for entry into the Training program.

Pre-Apprenticeship Training Program

(WIOA Youth Element 3: Paid and unpaid Work Experience)

A program designed to prepare participants to enter and succeed in a Registered Apprenticeship Program. Pre-Apprenticeship Training Programs (PATP) are Oregon BOLI registered and should have at least one, if not more, documented partnership(s) with a Registered Apprenticeship Program that will assist in placing participants who complete the PATP into their Registered Apprenticeship Program.

If a PATP service also includes elements of Occupational Skills Training the service must be entered in I-Trac as both a Pre-Apprenticeship Program service and an Occupational Skills Training service. If a PATP service also includes elements of Workforce Preparation the service must be entered in I-Trac as both a Pre-Apprenticeship Program service and Workforce Preparation concurrent with Training.

Workforce Preparation Concurrent with Training

(WIOA Youth Element 5: Education concurrent with workforce preparation activities – Training Service)

Workforce preparation concurrent with Training is an integrated education and Occupational Skills Training program that includes workforce preparation activities, basic academic skills, and hands on Occupational Skills Training that are taught within the same time frame and connected to Training in a specific occupation, occupational cluster, or career pathway.

Training Start Definition

The start date in a Training program is considered the first day that a participant attends the Training.

Training Completer

A participant who completes a planned program of Training with a “complete” or “pass” designation from the school. Training completion must be reflected in the I-Trac record with a service end date and status of Completed. The Training end date is the last date the participant attended any service provided as part of that Training program.

Work Based Training

The following three types of services are entered in the Work Based Training Control.

Summer and Year-Round Work Experience

(WIOA Element 3: Paid and unpaid Work Experience)

A Work Experience (WEX) is intended to prepare a participant for future, unsubsidized employment, by matching participants with worksites committed to providing supportive supervision and mentorship in positions aligning with a participant’s short- or long-term career goals.

A Work Experience is a planned, structured short-term learning and training experience that takes place at a worksite and involves work that is defined by a written, signed *Work Experience Training Agreement* with the worksite. The *Work Experience Training Agreement* outlines the expectations and responsibilities of all parties and specifies learning objectives and criteria for demonstrating learning and skills gained.

A Work Experience must include academic and workplace skills as identified in the *Work Experience Training Agreement* and must include training on the information necessary to understand and work in specific industries and/or occupations. The worksite may be in the private for-profit, non-profit or public sector.

Work Experiences are an employer-employee relationship with the participant and a wage is paid. The Internal Revenue Service Fair Labor Standards Act apply. All participants must complete all Employer of Record-required documents and processes, including but not limited to: W4 (both Federal and State) and Form I-9. Refer to the PDX Youth@Work *Regional Program Standards* for the administrative rules for a Work Experience.

Job Shadow

(WIOA Element 3: Paid and unpaid Work Experience)

Job shadowing is where participants learn about a job by walking through the workday as a shadow to a competent worker. The job shadow is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant. Participants witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options.

Learning Opportunity

(WIOA Element 6: Leadership Development)

Learning opportunities are a structured and short-term educational engagement with documented learning objectives. Participants can earn stipends for participation in and completion of Learning Opportunities. At scheduled intervals the Career Coach assesses participant progress.

A Learning Opportunity cannot include activities typically done by an employee to the benefit of a business. An employer-employee relationship does not exist with Learning Opportunities. Participants are not working at a worksite and the Learning Opportunity is not considered a Work Experience service. Participants are not paid wages but are paid a Stipend for participation in and completion of education or learning activities.

A *Learning Opportunity Training Agreement* is used to establish the expectations and responsibilities of all parties when a participant is placed in a Learning Opportunity. The participant and the Career Coach collaboratively determine the goals and expected professional development of the participant and complete the learning agreement. The agreement must include the type of Learning Opportunity, weekly check in schedule, learning objectives and the maximum amount of Stipend that can be earned. The agreement must be signed by the participant, Career Coach, and the Program Supervisor prior to the start date of the Learning Opportunity service.

Completion of the Learning Opportunity is documented through verified attendance in a training or documentation of completion of the service such as a certificate or Credential. If neither are possible, the participant can complete a reflection exercise (video or written report) after completion of the activity.

Learning Opportunity Administrative Requirements

- *Learning Opportunity Agreements* are not to exceed \$1,000. Exceptions can be made over \$1,000 with approval of Worksystems.
- Participants must complete a W-9 unless they request and qualify for an exception by Worksystems.
- **Note:** Participants who have not been granted an exception and receive more than \$599 in stipend payments in one calendar year will be issued a 1099 for tax reporting purposes.

Work Readiness Training

(WIOA Element 6: Leadership Development)

Instruction designed to increase a participant's workplace skills that includes positive work behavior and employability soft skills training.

Follow-Up Services

(WIOA Element 9: Follow-Up services)

Follow-Up services are provided upon a participant's completion of In-Program services and are intended to help ensure the participant is successful in employment and/ or Post-Secondary education. All participants must be offered an opportunity to receive follow-up services that align with their individual service strategy.

Follow-up services must be provided to all participants for a minimum of 12 months following Exit from In-Program services unless the participant declines to receive them (which they may do at any point in time), or the participant cannot be located or contacted.



Workforce Development Board Policy ☒ Standard Operating Procedures ☒

**Topic: WIOA Youth – NextGen
Services**

**Date: July 1, 2025
Page 18 of 18**

A case note is entered in I-Trac to document if a participant opts out of Follow-Up services or cannot be located or contacted. Contact attempted or made for the sole purpose of securing documentation for performance reporting is not Follow-Up and is not to be counted and entered in I-Trac as a Follow-Up service.

Follow-up services are limited to:

- Support Services.
- Adult mentoring.
- Financial literacy education.
- Career Coaching.
- Job Search Assistance.
- Activities that help participants prepare for and transition to Post-Secondary education.

The types of follow-up services provided, and the duration, must be determined based on the needs of the participant; therefore, the type and intensity of services may differ for each participant. Training or Work Experience cannot be provided to participants in Follow-Up using WIOA Youth funds.