



**\*Revised February 10, 2026**  
**HYBRID MEETING**

**Phoenix Business and Workforce Development Board  
Executive Leadership Meeting  
February 12, 2026  
9:00am – 10:30am MST**

**Location: Phoenix City Hall | 200 W. Washington St., 20<sup>th</sup> Fl, Phoenix, AZ 85003**

**Meeting Information:**

**CALL IN: +1-415-655-0001 | Access Code: 2632 502 0688**

**Webex Meeting Link:**

<https://cityofphoenix.webex.com/cityofphoenix/j.php?MTID=m855d2ee7abb9784e4a5bd98854ee360e>

### **1. Call to Order/ Roll Call**

The Executive Leadership Committee (ELC) Chair, Patrick Fitzhugh, will call the ELC meeting to order. Roll call will be completed by Board Staff to ensure a quorum is present.

### **2. Executive Leadership Committee October 16, 2025 Meeting Minutes**

*(See Attachment 2.A - 10/16/2025 Executive Leadership Committee Minutes)*

The October 16, 2025 Executive Leadership Committee meeting minutes are recommended for review and approval.

**RECOMMENDATION: This item is for information and approval.**

### **3. Chair Updates**

ELC Chair Patrick Fitzhugh will share Board updates with committee members, including action items and opportunities for Phoenix Business and Workforce Development Board (Board) Members.

**RECOMMENDATION: This item is for information and discussion.**

#### **4. Committee Chair Updates**

Committee members will share Steering Committee updates, including action items and opportunities for Phoenix Business and Workforce Development Board (Board) Members to support Board Strategic initiatives.

**RECOMMENDATION: This item is for information and discussion.**

#### **5. 300.301-Youth Policy Updates (See Attachments 5.A & 5.B)**

Board Liaison Hayden Maynard will review recommended changes to 300.301 Youth Policy, reflecting updates to align with Arizona Department of Economic Security's Workforce Innovation and Opportunity Act policy, including public comment and Board response.

**RECOMMENDATION: This item is for information, discussion and possible action.**

#### **6. Strategic Plan Update**

Board Liaison Hayden Maynard will provide an update about the development of the 2026-29 Board Strategic Plan.

**RECOMMENDATION: This item is for information and discussion.**

#### **7. Program/Fiscal Monitoring Update**

ARIZONA@WORK City of Phoenix Performance Compliance Manager Laura Whitehead will provide updates about the Monitoring Updates, including information shared with Arizona Office of Economic Opportunity and the timeline for completion.

City of Phoenix Community and Economic Development Fiscal/Budget Supervisor Gustavo Nava and WIOA Accountant III Luis Marquez will share a fiscal monitoring update.

**RECOMMENDATION: This item is for information and discussion.**

#### ~~**8. Youth Workforce Development Services Request for Proposals Results**~~

~~Board Executive Director LaSetta Hogans will provide an update on the Youth Workforce Development Services Request for Proposal results.~~

~~**RECOMMENDATION: This item is for information and discussion.**~~

- 9. Call to The Public & Open Discussion**
- 10. Matters for Future Discussion**
- 11. Adjournment**



**Phoenix Business and Workforce Development Board  
Executive Leadership Committee Meeting Minutes  
October 16, 2025 at 9 a.m.**

**Committee Members Present:**

Karen Carter	Stephanie Rimmer
Patrick Fitzhugh (Chair)	Jason Schaffner
Scott Holman Meghan McGilvra	Sam Wolo
Brandon Ramsey (Vice-Chair)	
Pearl Chang Esau	

**Public Attendees:**

Gregg Bach	Amanda Keams
Eddie Barojas	Hayden Maynard
Elissa Black	Dee Pinkston
Dominic Cota	Demitria Robles
Diana Figueroa	Rebecca Tierney
Deb Furlong	Amy Schofield
Thomas Flynn	Brenda Urquidi
Matalie Hastings	Ken Valencia
Mari Hicks	Ariadna Valentin
LaSetta Hogans	Laura Whitehead

Action items taken are noted in **bold** print.

**1. Call to Order/ Roll Call and Introductions:**

Executive Leadership Committee (ELC) Chair Patrick Fitzhugh called the August 14, 2025 Phoenix Business and Workforce Development Board (Board) ELC Meeting to order at 9:02 a.m. Roll call was completed with a quorum of five members in attendance.

ELC Chair Patrick Fitzhugh initiated the by asking ELC Members to introduce themselves. Patrick shared that he is the Regional Site Director for USAA.

- ELC Vice-Chair Brandon Ramsey will be serving as the Vice-Chair for Board.
- ELC Member Jason Schaffner is with Redbarre Media and will be serving as the Vice-Chair of the Instill Hope Steering Committee.
- ELC Member Karen Carter is with Terros Health and will be serving as the Chair for the Instill Hope Steering Committee.
- ELC Meghan McGilvra is with YearUp is Chair for the National Model for Mobility Steering Committee.

- ELC Member Pearl Chang Esau is with Shan Strategies and founder of nonprofit Techsmart. She will be serving as the Vice-Chair of the Align Investment Steering Committee.
- ELC Member Stephanie Rimmer is with Rimmer Lighting and will be serving as the Chair for the Align Investment Steering Committee.
- ELC Sam Wolo is the past Board Chair and is with W.L. Gore and associates.
- ELC Scott Holman is with Amkor Technology and will be serving as the Vice-Chair for the National Model for Mobility Steering Committee.

## **2. Approval of Minutes for ELC June 12 and August 14, 2025 Meeting Minutes:**

**A motion to approve the June 12 and August 14, 2025 Board Meeting Minutes was made by Board Member Jason Schaffner and seconded by Board Member Scott Holman.**

**Approved:** Patrick Fitzhugh (Chair), Karen Carter, Meghan McGilvra, Brandon Ramsey (Vice-Chair), Pearl Chang Esau, Stephanie Rimmer, and Sam Wolo

**Opposed: None**

**Motion passed**

## **3. Board Chair Updates:**

ELC Chair Patrick Fitzhugh shared his first update as the Board Chair. The Board Chair highlights included:

- SEMICON West conference was hosted for the first time in Phoenix and Patrick asked Board Members who attended the event to share their experience/takeaways.
  - ELC Board Member Jason Schaffner shared the event generated a significant number of jobs for people in the local entertainment industry.
  - ARIZONA@WORK City of Phoenix Program Manager Deb Furlong shared it was exciting to see Phoenix in the spotlight. She was able to network and promote the apprenticeships programs with some companies.
  - ELC Board Member Pearl Chang Esau shared she had the opportunity to host national philanthropic leaders and invited them to the launch of TechSmart, (a nonprofit organization working toward creating workforce pathways for high tech and emerging industries) to scale/braid philanthropy funding with federal and state funding and fund innovative and accessible programming to hard to reach communities. She also shared

the partnership between Arizona State University (ASU), Helios Education Foundation and TechSmart to create a semiconductor-microelectronic workforce dashboard for career navigation.

- ELC Board Member Scott Holman share he was excited to attend the conference for the first time in his 37 year career in industry.
- The Board has attained full membership.
- A Youth Workforce Development Services Request for Proposals (RFP) was issued on October 8<sup>th</sup>. A reminder was provided to Board Members that the City's Solicitation Transparency Policy is in effect and asked to forward any questions to City of Phoenix Procurement Officer Tamara John.
- Pre-planning activities for the 2026-2029 Board Strategic Plan will begin in early 2026.
- Steering Committee Updates:
  - ELC Board Member and Instill Hope Steering Committee Chair (IHSC) Karen Carter shared the committee coordinated two Community of Practice events at Grand Canyon University and South Mountain Community College. She highlighted that the sessions very informational specially on "how to get into the semiconductor industry".
  - ELC Board Member and National Model for Mobility Chair Meghan McGilvra shared they are working on aligning/updating the goals of the committee to their current skills first movement work. The committee has selected semiconductor and healthcare as the two career pathways to be mapped out to be use as a tool for participants interested in these fields. ELC Member Karen Carter is interested in learning more about career mapping and would like to attend the meetings. ELC Board Member Pearl Chang Esau asked where this information will be posted. Meghan shared the career mapping tool/information will be posted on the investinphoenix.com website that will also direct people to the ARIZONA@WORK City of Phoenix webpage. Pearl also asked if there is a career ladder/pathing that has already been built out. Meghan shared this is the first time the Board committee is working on building career mapping but there are many models nationwide that the committee is using as a best practice.

#### **4. Governance and Board Recertification:**

ARIZONA@WORK City of Phoenix Performance Compliance Manager Laura Whitehead highlighted the Governance and Board Recertification updates:

- The Department of Economic Security is no longer in charge of reviewing Board recertification and the responsibility has been reassigned to the Office of Economic Opportunity (OEO). Board recertification was approved on September 18, 2025 by OEO. Reviews are conducted every two years, the next is expected in June 2027. ELC Member Karen Carter asked if OEO conducts onsite visits. Laura shared the recent review was conducted virtually but the process may change in the future.
- Governance Review is in preparation for the Board Recertification which occurs every two years. The areas of review are:
  - Agreements: Shared Governance Agreement, Service Provider Agreements, MOU/IFA, and One Stop Operator Contract
  - Board: Memberships, Standing Committees, Bylaws, and Local Plan
  - Policies: Conflict of Interest, Sunshine Provision and Open Meeting

Karen asked if the Board has ever had any federal oversight. Executive Board Director LaSetta Hogans shared the state is responsible for certifying the Board. However, The Department of Labor has audited the Board twice in the past about every 3-4 years. ELC Member Pearl Chang Esau asked if any guidance has been provided per the recent federal workforce updates and if/how the updates will impact the Board at the local level such as how grants are awarded like the short-term federal Pell grant. LaSetta shared that if the grants were awarded prior to the government shut down the grant awardees should expect to receive their awards unless they are notified otherwise. LaSetta shared she is not aware of the specific details about the Pell grant awards, however, this is a topic that can be further explored and discussed with the Maricopa Community Colleges partners.

##### **5. Robert's Rules of Order:**

Board Liaison Hayden Maynard provided a high level overview of Robert's Rules of Order and shared key principles and best practices:

- Robert's Rules of Order are based on parliamentary procedure and first published in 1876 by Brigadier General Henry Martyn Robert.
  - The rules ensure that all members of a voting body have a voice through the voting methods and procedures, types of motions, rules of abstention, public comment, and postings etc. They provide a structured framework for meetings, ensuring fairness and clear decision-making and maintain order by establishing a quorum, preventing off-topic discussions, and keeping meetings focused. The rules

protect the rights of the minority to be heard, rights of assembly members, and rights of absentees.

- Considered authoritative guide on how to conduct a public meeting according to parliamentary procedure such government bodies, nonprofits and social groups.
- Basic rules: all members of the public body are equal and have equal rights such as right to attend a meeting, make motions, participate in the debate/discussion and vote. ELC Board Member Karen Carter asked for clarification on who is considered a member, a Board Member or a member of the public in attendance. Hayden shared that Board Members would be considered a member.
- Explained the types of motions and steps required for motions, including the necessity of a second and the restatement by the Chair. Karen asked if a date must be stated when postponing a motion. Hayden shared a date does not need to be specified when a motion is postponed. ELC Chair Patrick Fitzhugh shared that Board motions only need a fifty percent vote and not a majority. Hayden shared that a super majority vote is required when the motion is not discussed.
- Amendments allow adjustments to a main motion before voting to ensure it aligns with group intentions. Amendments can be primary, modifying the original motion, or secondary, altering a primary amendment. ELC Member Stephanie Rimmer shared that for any motion a second must be made by another Board Member. Karen asked if a Board Member is attending the meeting virtually and their camera is not on; does it require a roll call vote. Hayden shared that the Board is not subject to that requirement, however, the Board can amend the Board Bylaws to reflect this requirement. ELC Member Stephanie Rimmer shared that a roll call vote is made when attending a meeting virtually/remote. ELC Member Sam Wolo asked for the Board Bylaws to be amended to require a roll call vote when a member is attending virtually when camera is not on.
- Role of the Chair and Vice-Chair: The chair is responsible for facilitating discussions without influencing and maintains neutrality. If the Chair wishes to participate in debates, they must temporarily step down. The Chair must also ensure that only one person speaks at a time and that discussions remain on topic to maintain order.

#### **6. Board End-of-Year-Networking:**

ELC Chair Patrick Fitzhugh asked Committee Members if they would like to consider organizing a Board networking event before the end of the year. Vice Chair Brandson Ramsey suggested a networking event through service which would allow Board Members to connect while engaging in a meaningful activity. ELC Members Scott Holman, Sam Wolo, Stephanie Rimmer and Meghan McGrilva seconded/ supported the idea.

**7. Call the Public and Open Discussion:**

None

**8. Future Agenda Items:**

- ELC Member Sam Wolo shared that the most recent Board Bylaw amendment requires Board Members to have their cameras on when attending a meeting virtually which aligns with the roll call vote requirements.

**9. Adjournment:**

**The meeting adjourned at 10:21 a.m.**

DRAFT



## Memorandum

To: Executive Leadership Committee (ELC)  
 From: LaSetta Hogans, Executive Director, PBWD Board  
 Subject: ARIZONA@WORK PBWD Board Policy Updates  
 Date: February 4, 2026

### INTRODUCTION:

The purpose of this memo is to give notice to the Phoenix Business and Workforce Development Board's Executive Leadership Committee (ELC) of proposed changes to the following policy:

#### Youth

300.301 – Youth Program

Revisions were made to the ARIZONA@WORK City of Phoenix Youth Program Policy to align the policy more closely with the Arizona Department of Economic Security (DES) Youth Program Policy or at Board staff suggestion.

These policies will be considered by the Executive Leadership Committee on February 12, 2026. However, if you have questions regarding the policies please contact Hayden Maynard, PBWD Board Liaison at [hayden.maynard@phoenix.gov](mailto:hayden.maynard@phoenix.gov).

300.301– Youth Program Policy

## V. POLICY

**Section D.3.b. Referrals (Page 4):** Added *“including co-enrollment with WIOA Adult and Dislocated Worker services and other ARIZONA@WORK City of Phoenix partners as appropriate”*. This addition aligns policy more closely with DES policy.

**Section F.4.a.v. Youth Services (Page 5):** Removed *“ISS [individual service strategy] must remain open in AJC [Arizona Job Connection] until all planned services are complete.”* Per the Board Operations team, this needed to be removed as the ISS is considered transactional.

**Section G.3.a.vi. Fourteen Youth Program Elements – Program Element 3: Work Experiences (Page 8):** Removed *“Participants cannot begin a WEX [Work Experience] until the WEX Agreement has been approved by the Youth Workforce Development Supervisor. All WEX*

*agreements must be approved prior to reimbursement.*” Per the Board Operations team, this should be removed for the following reasons:

- Compliance liability: Board does not want to be held responsible for compliance failures by signing the WEX agreement. Providers are held responsible for adhering to regulations, having internal controls, and service delivery requirements.
- Eligibility verification risk: Signing the agreement implies that eligibility was verified by the signer and that all service requirements were completed.

**Section G.3.c.iii. Fourteen Youth Program Elements – Program Element 3: Work Experiences (Page 11):** Added language to describe internships and job shadowing. This addition aligns the policy more closely with DES policy.


**Section G.3.d.i. Fourteen Youth Program Elements – Program Element 3: Work Experiences (Page 12):** Added language to require WEX to meet State or federal minimum wage requirements, whichever is higher and to assure wages are comparable to other employees with comparable skill sets and job duties; and that wages are subject Fair Labor Standard Act. This language ensures that WEX opportunities are aligned with state and federal minimum wage guidelines and aligns the policy more closely with DES policy.

**Section G.3.d.i. Fourteen Youth Program Elements – Program Element 3: Work Experiences (Page 12):** Added *“Supportive services that enable a WIOA [Workforce Innovation and Opportunity Act] youth participant to participate in a work experience.”* This addition aligns to previous changes to the Youth program Support Service policy, to allow support services that allow participants to participate in a WEX be counted toward the providers’ WEX budget, and aligns the policy more closely to DES policy.

**Section G.10.d. Fourteen Youth Program Elements – Program Element 10: Comprehensive Guidance and Counseling (Page 17):** Added *“To ensure that confidential information is protected, any medical information/records must be protected. For additional information, refer to the WIOA Youth Program Data Entry and Documentation Procedural Guide Exhibit 200B located on the Title I-B Policy and Procedure Manual Webpage.”* This ensures providers are held accountable to maintaining security of Personal Identifying Information of participants and aligns the policy more closely with DES policy.

**Section H.3.g. Eligibility Determination – Eligibility Barrier Definitions (Page 23):** Added language defining homeless youth or runaway youth and adds these definitions as barriers to employment. This aligns the policy more closely with DES policy.

**Section Q. Serving Youth Outside the Local Workforce Development Area (Page 35):** Added *“In Arizona”* to this section to clarify that there are no geographical boundaries in Arizona to providing services and that individuals interested in WIOA Title I-B services can apply at any ARIZONA@WORK office within Arizona if they are a resident of the state. This aligns the policy more closely with DES policy.

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### I. APPLICABILITY/SCOPE

This policy applies to all Workforce Innovation and Opportunity Act (WIOA) Title I-B subrecipients and sub-awardees delivering workforce development Youth programs and services.

### II. PURPOSE

This policy, based on WIOA sec. 3(18) and sec. 126-129, provides guidelines for determining eligibility and establishes criteria for the WIOA Title IB youth formula-funded programs which includes In-School Youth (ISY) and Out-of-School Youth (OSY).

### III. BACKGROUND

The ARIZONA@WORK City of Phoenix Youth Workforce Program referenced in this policy as the “Youth Workforce Program” provides services to youth with barriers to employment, with a special focus on supporting the educational and career success of out-of-school youth. Additional services provided include career exploration and guidance, continued support of educational attainment, and training in in-demand industries and occupations. The goal of the program is for qualified youth to obtain employment along a career pathway, enrollment in postsecondary education or a Registered Apprenticeship prior to the end of participation. Program services are delivered by contracted youth providers, or sub-awardees, that are procured by the Human Services Department and recommended for approval by the Phoenix Business and Workforce Development Board to the Phoenix City Council. These contracted providers (sub-awardees) are referenced in this policy as “youth providers”.

### IV. DEFINITIONS

Basic Skills Deficient – is defined as a youth who:


1. Performs computing or solving math skills or reading, writing, or speaking English skills at or below the 8.9 grade level on a generally accepted standardized test or:
2. 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.

Eligible Veteran

1. A person who served in the active military, naval, or air service and was discharged or released under conditions other than dishonorable.
2. Active service includes full-time duty in the National Guard or a Reserve component but does not include full-time duty for training purposes.

Eligible Spouse – is the spouse of any of the following:

1. Any veteran who died of a service-connected disability;

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2. Any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
  - a. Missing in action;
  - b. Captured in line of duty by a hostile force; or
  - c. Forcibly detained or interned in line of duty by a foreign government or power.
3. Any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs; or
4. Any veteran who died while a disability was in existence.

In-School-Youth (ISY) - a youth who:

1. Is attending secondary or post-secondary school (as defined by state law);
  2. Is not younger than age 14 or older than age 21 at the time of enrollment.
  3. Is low income and has at least one of the barriers further described in **Section H.2.**
- Note:** The age requirement is extended to 22 for youth with disabilities under state law. Youth who are temporarily not attending school because of break (fall, winter, spring, or summer), but intends to return to school after break are considered as attending school. The same applies if a youth is planning to attend a different school after break. Youth who are attending a public, private, or chartered secondary or post-secondary school, participating in a secondary or post-secondary school on-line or homeschooled, are considered as attending school.

Out-of-School Youth (OSY) – a youth who:

1. Is not attending any school;
  2. Is not younger than age 16 or older than age 24 at the time of enrollment; and
  3. Has one or more of the barriers further described in **Section H.1.**
- Note:** Adult Education under Title II of WIOA, Job Corps, YouthBuild, high school equivalency programs, and drop-out recovery programs are not considered school.


**V. POLICY**

ARIZONA@WORK City of Phoenix youth providers must ensure the Youth Workforce Program prepares participants to meet education and career goals.

**A. General Program Requirements**

Youth providers must provide:

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

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**B. Linkages to Community Partners**

Youth providers must provide linkages to community partners to:


1. Ensure that parents, youth participants, and members of the community with experience in youth programs are involved in the design and implementation of the Youth Workforce Program;
2. Make opportunities available to individuals who have successfully participated in the Youth Workforce Program to volunteer and provide assistance to participants in the form of mentoring, tutoring and/or other services.
3. Provide appropriate connections between the Youth Workforce Program and the ARIZONA@WORK City of Phoenix workforce delivery system that will foster participation with local youth and include:
  - a. Local area justice and law enforcement officials;
  - b. Local public housing authorities;
  - c. Local education agencies;
  - d. Local human service agencies;
  - e. WIOA Title II adult education providers;
  - f. Local disability-servicing agencies;
  - g. Job Corps representatives;
  - h. Representatives of other area youth initiatives, including those that serve the homeless and private youth initiatives;
  - i. Coordination and provision of youth services;
  - j. Linkages to the job market and employers;
  - k. Access for eligible youth to information and the services listed in **Section F., Youth Services** of this policy; and
  - l. Other activities designed to meet the purposes of the Youth Workforce Program and youth services.

**C. Out-of-School Priority**

Youth providers must dedicate at least 75 percent of WIOA funds to provide services for OSY. The youth provider must verify and document the youth’s ~~dropout-school~~ status at the time of program enrollment. An individual who is ~~out-of-school~~not in school at the time of enrollment, and subsequently placed in any school, is an OSY for the purposes of the 75 percent expenditure requirement for ~~out-of-school youth~~OSY throughout their participation in the program.

**D. Referrals**

1. Youth providers must ensure all youth who meet the eligibility criteria for the Youth Workforce Program receive information about the full array of services available through the partner programs that comprise ARIZONA@WORK City of

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Phoenix, eligible youth providers, as well as referrals to appropriate training and educational programs with the capacity to serve the applicant either on a sequential or concurrent basis.

2. Youth Providers must utilize the ARIZONA@WORK City of Phoenix ~~Client Referral System (CRS)~~ client referral system of record to track and manage youth participant referrals to WIOA Core and System Partners. The CRS is an electronic system designed to establish a standard process for WIOA system partners to refer clients from one organization to another, and to respond to the referral for the purpose of a potential co-enrollment or wrap around services for the participant. Youth Providers are encouraged to link and share information in the CRS with other youth serving organizations and system partners, provided the appropriate releases of information have been signed.
3. In order to meet the basic skill and training needs of an applicant who does not meet the eligibility requirements or cannot be served by the program, each Youth Provider must ensure these youth are referred using the CRS:
  - a. For further assessment, as necessary, and
  - b. To appropriate training and education programs, including co-enrollment with WIOA Adult and Dislocated Worker services and other ARIZONA City of Phoenix partners as appropriate, that have the capacity to serve them, either on a sequential or concurrent basis.

**E. Veterans Priority of Service**

Youth providers must ensure that eligible veterans and eligible spouses, referred to as covered persons, receive priority of service which includes:


1. Receiving access to the service or resource before a non-covered person; and
2. Receiving the service or resource instead of or before a non-covered person. The veteran or spouse must meet all statutory eligibility and program requirements for participation in order to receive priority for a program or service.

More information on Veterans' Priority of Service can be found at: [DES/WIOA Policy, Chapter 2 - Section 1100 Veterans' Priority of Service](#)

**F. Youth Services**

Program design is an essential element in the delivery of youth services and focus on comprehensive service strategies should be based upon individual needs. Youth providers must provide design framework services, and WIOA funds may be used to provide design framework services prior to an eligibility determination. Design framework services include:


1. Outreach and recruitment;
2. Intake and eligibility determination;
3. Objective assessment;
  - a. Youth providers must provide an objective assessment of the academic and occupational skill levels as well as needs and strengths of each

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participant to identify appropriate services and career pathways for each participant and to collect information for the Individual Service Strategy (ISS), formerly known as the College and Career Blueprint (CCB).

- b. A new objective assessment is not required if a partner program has completed an objective assessment with the participant in the last six months and its use is deemed appropriate by the Workforce Development Supervisor.
  - c. The objective assessment must include a review of:
    - i. Basic skills (see **Section M, Basic Skill Assessment for Objective Assessment**);
    - ii. Occupational skills;
    - iii. Prior work experience;
    - iv. Employability;
    - v. Interests (including interest and aptitudes for nontraditional jobs);
    - vi. Supportive service needs; and
    - vii. Developmental needs.
4. Development of an Individual Services Strategy;  
Youth providers must develop an ISS (**Attachment A**), based on the objective assessment that specifies which of the 14 program elements are necessary to assist the participant in meeting their educational and career goals. The objective assessment may be directly linked to one or more performance accountability measures for youth as specified in 34 CFR 463.155.
- a. The ISS must include identification of appropriate career pathways including:
    - i. Educational goals;
    - ii. Employment goals, including non-traditional employment, taking into consideration career planning and the results of the objective assessment;
    - iii. Appropriate achievement objectives and services for the participant;
      - a) The ISS is a living document and must be updated with each contact with the participant to reflect progress, status, and changes. The ISS must coincide with case notes in Arizona Job Connection (AJC) and services.
      - b) ISS updates/revisions should not occur more than 30 days apart to ensure continued engagement of the participant.
    - iv. The ISS is to be reviewed and revisions to the service strategy must be documented in case notes during each contact with the Career Advisor (see **Section 5.d., Case Management**); and
    - ~~v. ISS must remain open in AJC until all planned services are complete.~~

5. Case Management;

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Youth providers must provide case management of youth. Case management uses a client- centered approach in the delivery of services designed to:

- a. Prepare and coordinate the ISS for participants and ensure access to workforce development activities and supportive services;
  - b. Provide job and career counseling during program participation and after job placement;
  - c. Provide service(s) to participants for the amount of time necessary to enter postsecondary education and/ or unsubsidized employment. While there is no minimum or maximum time a youth can be served in the Youth Workforce Program, programs must link participation to the ISS and not the timing of the youth service provider contracts or program years; and
  - d. Contact between provider Career Advisors and program participants is not to exceed 30 days in duration to ensure contact is maintained between the program and the participant.
6. Follow-up Services.
- a. All youth participants must be provided a minimum of 12 months of follow-up services after the completion of participation (see **Section G.9, Program Element 9: Follow-Up Services**).
7. Under WIOA Title I-B, a youth becomes a participant, and in turn is “a reportable individual” when they are enrolled, and all of the below applicable program requirements have been provided.
- a. Eligibility determination;
  - b. Provision of an objective assessment;
  - c. Development of an ISS; and
  - d. Have received 1 of the 14 WIOA youth program elements described in **Section G. Fourteen Youth Program Elements**.

In addition to these services, DES/WIOA Youth Section 300.303 requires the addition of Career Planning to the S&T plan in the AJC system

**G. Fourteen Youth Program Elements**

WIOA Youth service delivery is based on the provision of 14 elements. In order to support the attainment of a secondary school diploma or its recognized equivalent, or entry into post-secondary education and career readiness for participants, youth providers must make the 14 youth program elements available to participants. It is not necessary to use WIOA youth funds to provide all 14 elements when resources are leveraged through partner programs that already provide readily available resources. Youth providers are encouraged to partner with existing local, state, or national entities that can provide program element(s) at no cost, as described at 20 CFR §681.460(c).

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Youth providers must ensure there is an agreement in place with a partner organization to ensure a program element is offered when a specific element is not offered utilizing allocated WIOA funds. Youth providers must also ensure the element is closely connected and coordinated with the ARIZONA@WORK City of Phoenix Youth Workforce Program.

The 14 program elements must not be provided to participants prior to eligibility determination. Justification must be entered into case notes providing sufficient reason as to why the particular element was selected, including expected outcomes resulting from participation.


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

Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery are strategies that lead to completion of the requirements of secondary school diploma or High School Equivalency (HSE), including certificate of attendance or similar documentation for individuals with a disability, or a recognized postsecondary credential. Tutoring, study skill can be provided to individuals who have a high school diploma or HSE and are in postsecondary education.

- a. Tutoring, study skills, instruction that leads to a high school diploma are reported under this element. These services include:
  - i. Providing academic support;
  - ii. Helping youth identify areas of academic concern;
  - iii. Assisting overcoming learning obstacles; and
  - iv. Providing tools and resources to develop learning strategies.
- b. Secondary school dropout prevention strategies that lead to a high school diploma are also reported under this element. This service is provided to individuals who are still in school. Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in formal learning or training activity. Strategies, include but are not limited to:
  - i. Tutoring;
  - ii. Literacy development;
  - iii. Active Learning experiences;
  - iv. After-school opportunities; and
  - v. Individualized instruction.

**2. Program Element 2: Alternative Secondary School Services or Recovery Services**

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

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the completion of a recognized credential.


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

### 3. Program Element 3: Work Experiences (WEX)

Work experiences (WEX) are planned, structured learning experiences that take place in a workplace for a limited period of time. A WEX provides a youth participant an opportunity for career exploration and skill development. Priority consideration is given to programs that lead to postsecondary credentials that align with the targeted industry sectors of focus as determined annually by the Phoenix Business and Workforce Development Board (PBWDB).


- a. The following are required for all WEX opportunities prior to enrolling:
  - i. Staff must ensure that participants fully complete the in-person or virtual work readiness training;
  - ii. The WEX must align with outcome-oriented occupational goals specified in the ISS. Career Pathway programs are a focus for occupational trainings;
  - iii. Both the youth provider staff, and participant must mutually review and determine the feasibility and suitability of utilizing a WEX for the participant;
  - iv. The selection of a worksite for paid and/or unpaid WEX is determined by the needs of the participant and employer;
  - v. The standard maximum number of hours per participant for all work experience activities is 320 hours per program year. Additional hours for an extended WEX must be pre-approved by the Workforce Development Supervisor prior to the continuation; and
  - ~~vi. Participants cannot begin a WEX until the WEX Agreement (Attachment B) has been approved by the Youth Workforce Development Supervisor. All WEX agreements must be approved prior to reimbursement.~~

- b. Additional Work Experience Requirements  
To participate, employers must agree to provide work-related activities

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for participants to develop basic work habits, learn occupational skills and gain usable working experience to promote future employment at the worksite. Work experience activities should not reduce current work hours for existing employees, displace current employees, create a lay-off to current employees, impair existing contracts or collective bargaining agreements, and/or infringe upon the promotional opportunities for current employees.

- i. WEX opportunities provided by an employer are:
  - a) Paid or unpaid;
  - b) Provide youth with opportunities for career exploration and skill development; and
  - c) Take place in the private or public sectors.
- ii. Labor standards apply in any WEX where an employee/employer relationship exists, as defined by the Fair Labor Standards Act or applicable state laws.
- iii. WEX participants are not eligible to receive needs-related payments, because WEX is not considered a training or employment service.
- iv. The WEX must be accompanied by an academic and occupational component that encompasses contextual learning and is intended to help the participant learn information necessary to work in specific industries or occupations.
  - a) The academic and educational component may occur concurrently or sequentially with the WEX.
  - b) The academic and educational component may occur inside or outside of the work site.
  - c) The academic and educational component may be provided by the WEX provider or may be provided separately in a classroom.
  - d) Providers have flexibility in determining appropriate types of academic and occupational education necessary for a WEX. However, prior to initiating the WEX, the Career Advisor must document what the academic and educational component is and how it will be provided in the WEX contract.
  - e) Contextual learning does not include attending high school classes or their equivalent that will lead to attainment of a High School Diploma or equivalent.
  - f) Contracts are the mechanism to deliver a WEX to ISY and

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OSY. When the academic and educational component is not provided directly by the employer, an additional contract with the training provider is required.

- v. Youth providers also agree to ensure the following occur:
  - a) Supply the Employer with the required forms, procedures for maintaining work experience trainee(s)' records, and instructions of required reporting information;
  - b) Provide a counselor to assist the Employer in the resolution of training, employment, and personal problems that may affect performance;
  - c) Provide tools, work clothing/shoes, and supportive services as may be required by each work experience trainee, if applicable; and
  - d) Provide monetary training payments to work experience trainee(s) as needed or required.
  
- c. The following types of WEX may be provided to participants:
  - i. Summer employment opportunities and other employment opportunities available throughout the school year.
    - a) Summer employment opportunities must provide direct linkages to academic and occupational learning, including leadership development opportunities, tutoring, occupational skills training, etc., and may provide other elements and strategies as appropriate to serve the needs and goals of the participants.
    - b) The summer employment administrator does not have to select employers through a competitive process for summer employment opportunities.
  - ii. Pre-apprenticeship programs
    - a) A pre-apprenticeship program is designed to prepare individuals to enter and succeed in an apprenticeship program registered under the National Apprenticeship Act and includes:
      - i. Training and curriculum that aligns with the skill needs of employers in Arizona or region involved;
      - ii. Access to educational and career counseling and other supportive services,

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directly or indirectly;

- iii. Hands-on meaningful learning activities that are connected to education and training activities such as exploring career options and understanding how skills acquired through the coursework can be applied toward a future career;
  - iv. Opportunities to attain at least one industry recognized credential; and
  - v. A partnership with at least one or more Registered Apprenticeship programs that assist in placing individuals who complete the pre-apprenticeship in a registered apprenticeship program.
- b) Youth Program providers must verify and maintain information on the type of credential offered and the pre-apprenticeship program’s documented partnerships with registered apprenticeship programs.
- iii. Internships and job shadowing
- a) Job shadowing is designed to increase career awareness, help model youth behavior through examples, and reinforce the youth and young adult link between academic learning and occupational work requirements. It includes the youth conducting interviews with people in their prospective professions to learn more about those fields or participating in an expanded informational interview in the workplace.
  - b) An internship is temporary; may be paid or unpaid, as appropriate; and is consistent with other laws, such as Fair Labor Standard Act (FLSA).
  - a)c) A job shadow experience is a temporary work exposure, where the participant is not paid a wage, and which may last a few hours, days, weeks, or longer.
- iv. On-the-job training (OJT) opportunities
- a) OJT is provided under a contract with an employer who is reimbursed a percentage of the wage rate of the participant being trained while engaged in productive work in a job. For more information on OJT, refer to policy 600.605 On-the-Job Training.
- d. Work Experience Expenditure Requirements
- Youth providers must spend at least 20 percent of all funds allocated to the Youth Workforce Program on paid and unpaid WEX. Allowable WEX expenditures include:
- i. Wages/stipends paid for participation in a WEX;

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a) Wages must, at minimum, meet the higher of State or federal minimum wage requirements;

b) Ensure wages are comparable to other employees with comparable skills and job duties; and

a)c) Wages are subject to FLSA rules.

i-ii. Staff time working to identify and develop a work experience opportunity, including staff time spend working with employers to identify and development the WEX;

ii-iii. Staff time working with employers to ensure a successful WEX, including staff time managing the WEX;

iii-iv. Staff time spent evaluating the WEX;

iv-v. Participant and employer WEX orientation sessions;


v-vi. Classroom training or the required academic educational component directly related to the WEX;

vi-vii. Incentive payments directly tied to the completion of the WEX (see 300.311 Youth Incentive Policy); and

viii. Employability skills/ job readiness training to prepare the youth for the WEX.


vii-ix. Supportive services that enable a WIOA youth participant to participate in work experience.

- e. Youth providers are required track the program funds spent on paid and unpaid WEX, including wages and staff costs for the development and management of work experiences, and report such expenditures to the Youth Workforce Development Supervisor. In addition, youth providers must track the percentage of funds spent on WEXs by calculating the total ARIZONA@WORK City of Phoenix youth program funds expended on WEXs, not by calculating the funds expended separately for ISY and OSY.
- f. Youth providers must ensure there is a written Work Experience Agreement (**Attachment B**) between each employer offering the WEX to ensure compliance with WIOA and applicable regulations.
- g. The work experience contract between the youth provider and the employer must include employer compliance with:
  - i. Regulations under WIOA sec. 188 (nondiscrimination);
  - ii. 29 CFR Section 37, Title VI of the Civil Rights Act of 1964'
  - iii. Age Discrimination Act of 1975;
  - iv. Sections 504 and 508 of the Rehabilitation Act of 1973;
  - v. Title IX of the Education Amendments of 1972;
  - vi. Title II Subpart A of the American with Disabilities Act of 1990;
  - vii. The Genetic Information Nondiscrimination Act of 2008; and
  - viii. Policy on Medical/Recreational Marijuana for WEX prohibitions.
- h. The conditions of employment and training will be in full compliance with applicable federal, state, and local laws;

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- i. No individual may be placed in a WIOA Title I-B employment activity if a member of the person’s family is directly supervising the individual;
- j. The youth provider and worksite must comply with the Fair Labor Standards Act or the Arizona minimum wage law, whichever is applicable;
- k. Work experience is not permitted to be carried out for the construction, operation, or maintenance of any part of a facility that is used for, or to be used, sectarian instruction or a place of worship;
- l. The youth provider must ensure the worksite is not presently debarred, suspended, proposed for debarment, declared ineligible, or excluded by any federal department or agency;
- m. Participant must not be placed under the WEX agreement if:
  - i. Any other individual is laid off from the same or equivalent job;
  - ii. Employer has terminated any other regular, unsubsidized employee, or otherwise caused an involuntary reduction in its own workforce with intention of filling the vacancy with the WIOA Title I-B participant;
  - iii. The job is created in a promotional line that infringes in any way on the promotional opportunities of any current employees.
- n. The participant portion of the WEX agreement must include:
  - i. The duration of the WEX in hours;
  - ii. The participant’s schedule, to include the days and hours the participant will work;
  - iii. The scope of work;
  - iv. Worksite agreement signed by the service provider, the employer, and the participant;
  - v. Health and safety standards;
  - vi. Identification of academic and educational component and how it will be provided;
  - vii. Conditions, requirements, and amounts of incentives;
  - viii. Dress code, if any;
  - ix. Grievance process; and
  - x. Consequences for non-compliance with the agreement.

The case file documentation must include the WEX agreement, activity sheets, and attendance records.

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**4. Program Element 4: Occupational Skills Training**



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

Participants are required to complete a two-day work readiness training prior to enrolling into occupational skills training. Both days of work readiness training must be attended for the training to be considered complete. Youth providers are permitted to waive this requirement in situations where there the youth has already completed a similar training or other reasons that indicate the training is either duplicative or will provide minimal or no benefit to the youth. Case notes must explain the rationale for waiving the sessions.

- a. Youth providers must offer priority consideration to training programs that offer postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area. Such training must:
  - i. Be outcome oriented and focused on an occupational goal specified in the ISS;
  - ii. Be of sufficient duration to impact the skills needed to meet the occupational goal and;
  - iii. Result in the attainment of a recognized postsecondary credential.
- b. The training program must meet requirements listed in policy [600.602 Training Services – Occupational Skills](#).
- c. Occupational skills training not funded by an Occupational Training Account (OTA) must be competitively procured by contract or grant.
- d. ~~However,~~ OSY and ISY may be issued an OTA with a specified dollar amount to provide training using WIOA funds based on the needs identified in the ISS.

**Note:** For Program Years 2020 to 2022, Arizona has been granted a [waiver from](#) the United States Department of Labor (DOL) of the requirement (20 CFR § 681.550) that OTAs are only available to OSY enrolled in the Youth Workforce Program.

- i. OTAs allow participants the opportunity to choose the training provider that best meets their needs.
- ii. If an OTA is used to pay for the training, the training program must be listed as an approved program on the Eligible Training Provider List (ETPL). For more information on OTA requirements, see policy [600.601 Training Services Eligibility](#).

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- e. OSY and ISY between the ages of 18 and 21 may also co-enroll in the WIOA ARIZONA@WORK City of Phoenix Adult Program if the youth’s needs, knowledge, skills and interests align with the Adult Program and may receive training services through an OTA funded by the Adult Program.

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

- a. Education offered concurrently with workforce preparation and training for a specific occupation is reflective as an integrated training model. This element is also referred to as Integrated Education or Contextualized Instruction. Youth providers must ensure the service is only added to the Service and Training (S&T) plan in AJC when the following services are provided at the same time:
  - i. Workforce participation activities;
  - ii. Basic academic skills; and
  - iii. Hands-on occupational skills training connected to a specific occupational cluster, or career pathway.

**6. Program Element 6: Leadership Development Opportunities**


Leadership development encourages responsibility, confidence, employability, self- determination, and other positive social behaviors. Participants must be engaged in the activity to count it as an activity required for enrollment, such as:

- a. Exposure to postsecondary educational possibilities;
- b. Community and service-learning projects;
- c. Peer-centered activities, including peer mentoring and tutoring;
- d. Organizational and teamwork training, including team leadership training;
- e. Training in decision-making, including determining priorities and problem solving;
- f. Citizenship training, including life skills training such as parenting skills and work- behavior training;
- g. Civic engagement activities, which promote the quality of life in a community; and
- h. Other leadership activities that place the youth in a leadership position such as serving on the standing youth committee.

**Note:** Calling a youth to advise them to come into the youth provider office or other ARIZONA@WORK City of Phoenix job center or affiliate site does not meet the definition of leadership development.

**7. Program Element 7: Supportive Services**

Supportive services for youth are services that enable an individual to

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participate in WIOA activities. For additional information, refer to policies [500.501 Supportive Services Eligibility](#) and [500.502 Supportive Services Categories](#).

**8. Program Element 8: Adult Mentoring**


Youth providers must make adult mentoring available, which may include a youth being matched with an adult mentor, an employer, or an employee of an employer.

- a. Youth providers must ensure that adult mentoring for youth:
  - i. Is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentors offer guidance, support, and encouragement to develop the competence and character of the participant;
  - ii. Lasts at least 12 months and occurs during the program year and following exit from the program; and
  - iii. Matches the youth with an individual mentor with whom the youth interacts in person and virtually.
- b. Providers must ensure appropriate policy and procedures are in place to adequately screen and select mentors.
- c. Attempts to find a suitable mentor in the community who is not a Career Advisor must be documented in the participant’s case notes. If a suitable community-based mentor cannot be found, a provider’s Career Advisor may serve a mentor when adult mentors are not available in the community.

**9. Program Element 9: Follow-Up Services**

The purpose of follow-up services is to ensure the youth is successful in employment and/or postsecondary education and training after exiting from the program. Follow-up services must include more than an attempt to contact the individual or contact made only to secure documentation in order to report a performance outcome. All youth participants must be provided an opportunity to receive follow-up services for minimum of 12 months after the completion of participation, unless the participant declines to receive follow-up services, or the participant cannot be contacted or located. Follow-up service may begin immediately following the last expected date of service in the Youth program (and other ARIZONA@WORK partner program in which the participant is co-enrolled) when no futures services are scheduled.

- a. Follow-up services may be provided beyond 12 months at the discretion of the youth provider. This does not preclude individuals from accessing ARIZONA@WORK City of Phoenix services for which they are determined



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- eligible.
- b. The type and duration of follow-up services must be determined based on the needs of the youth participant and may vary among participants.
  - c. Follow-up services for youth may include:
    - i. Supportive services, except for needs-related payments;
    - ii. Adult mentoring;
    - iii. Financial literacy education;
    - iv. Services that provide labor market information and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling and career exploration services; and
    - v. Services necessary to ensure success of the youth employment and/or post-secondary education.
  - d. Follow-up services must be recorded in case notes in AJC promptly and accurately to ensure expediency of services. Case notes in AJC must contain documentation substantiating follow-up contact with the youth, including follow-up attempts. This may include, but is not limited to:
    - i. A letter;
    - ii. An e-mail message; or
    - iii. Case notes based on an actual conversation, either in person or by telephone. Follow-up attempts with the participant must be made and documented in AJC on a monthly basis during the 12-month requirement.
  - e. If it becomes necessary during the follow-up period to utilize WIOA services beyond those available through the follow-up component, re-enrollment into WIOA is required.

**10. Program Element 10: Comprehensive Guidance and Counseling**

Comprehensive guidance and counseling provide individualized counseling to participants to help alleviate additional barriers to education and work.

- a. Comprehensive guidance and counseling include:
  - i. Drug and alcohol abuse counseling;
  - ii. Mental health counseling; and
  - iii. Referrals to partner programs, as appropriate.
- b. When referring participants to necessary counseling that cannot be provided by the youth provider, the youth provider must coordinate with the organization it refers to in order to ensure continuity of service.
- c. When funds exist with the youth, it is allowable to provide counseling services directly to participants rather than referring the youth to partner programs.
- d. ~~When funds exist with the youth, it is allowable to provide counseling services directly to participants rather refer the youth to partner programs.~~ To ensure that confidential information is protected, any medical information/records must be protected. For additional

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[information, refer to the WIOA Youth Program Data Entry and Documentation Procedural Guide Exhibit 200B located on the Title I-B Policy and Procedure Manual webpage.](#)

### 11. Program Element 11: Financial Literacy Activities


Financial literacy education may include the following activities:

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

### 12. Program Element 12: Entrepreneurial Skills Training

Entrepreneurial skills training (see [600.603 Entrepreneurial Training Services policy](#)) addresses the basics of starting and operating a small business.

- a. Youth providers must ensure that entrepreneurial skills training develops the skills associated with starting and operating a small business. Such

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skills may include, but are not limited to, the ability to:

- i. Take initiative;
  - ii. Creatively seek out and identify business opportunities;
  - iii. Develop budgets and forecast resource needs;
  - iv. Understand various options for acquiring capital and tradeoffs associated with each option; and
  - v. Communicate effectively and market oneself and one's ideas.
- b. Among the approaches that may be used to teach youth entrepreneurial skills are the following:
- i. Entrepreneurial education programs that introduce the values and basics of starting and running a business, including guiding youth through the development of a business plan and using simulations of business start-up and operation.
  - ii. Enterprise development which provides support and services that incubate and help youth develop their own businesses.
  - iii. Enterprise development programs go beyond entrepreneurial education by helping youth access loans or grants that are needed begin business operations and by providing more individualized attention to the development of viable business ideas.
  - iv. Experiential programs that provide youth with the ability to gain experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business, or they may facilitate placement in apprenticeship or internship positions with adult entrepreneurs in the community.

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

Youth providers must provide services that make available labor market and employment information about in-demand industry sectors or occupations in the City of Phoenix, such as career awareness, career counseling, and career exploration services.

- a. Youth provider Career Advisors must be familiar with state and federal Labor Market Information (LMI) data and tools.
- b. Career awareness begins the process of developing knowledge of a variety of careers and occupations available, their skill requirements, working conditions and training prerequisites; and job opportunities across a wide industry sectors.
- c. Career exploration is described as the process in which a youth choose an educational path, training or a job which fits their interests, skills, and abilities.
- d. Career counseling or guidance provides advice and support in making

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decisions about what career paths to take. Career counseling services may include:

- i. Providing information on resume preparation;
- ii. Interviewing skills;
- iii. Potential opportunities for job shadowing; and
- iv. Long-term benefits of postsecondary education and training (e.g., increased earning power and career mobility).

**14. Program Element 14: Postsecondary Preparation and Transition Activities**

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

- a. Assisting youth prepare of SAT/ ACT testing;
- b. Assisting with college admission applications;
- c. Searching and applying for scholarships and grants’;
- d. Filling out Financial Aid applications and adhering to changing guidelines; and
- e. Connecting youth to postsecondary education programs.


**H. Eligibility Determination**

At the time of eligibility determination, youth providers must determine if the youth meets the ISY or OSY criteria to participate in Youth workforce program services during any part of the program year.

1. Out-of-School Youth

A young person meets the definition of OSY if a participant is:

- a. Not attending school (**see Section H.4, School Status**);
- b. Not younger than 16 or older than 24 at the time of enrollment and one or more of the following:
- c. Has one of the following barriers:
  - i. A school dropout;
  - ii. A low-income individual with a secondary school diploma or its recognized equivalent and:
    - a) Basic skills deficient; or
    - b) An English language learner;
  - iii. An offender;
  - iv. Homeless, i.e., lacks a fixed, regular, and adequate nighttime residence:
    - a) Individual and meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 1403e-2));
    - b) Child or youth who meets the criteria defined in sec. 725(2) of

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the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11341(2)); or


- c) Runaway.
- v. In foster care, has aged out of foster care, or has attained the age of 16 years old and left foster care for kinship, guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act ([42 U.S.C. 677](#)), or in an out-of-home placement;
- vi. Pregnant or parenting;
- vii. An individual with a disability; or
- viii. A low-income individual who requires additional assistance to enter or complete an education program or to secure or hold employment (**see Section M., Needs Additional Assistance Criterion**).

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

## 2. In-School-Youth

A youth meets the definition of ISY if a participant is:

- a. Attending secondary school, including secondary and postsecondary school (as defined by Arizona law);
- b. Not younger than age 14 or older than 21 years old at the time of enrollment. The age requirement is extended to 22 for youth with disabilities because school districts must provide programs and services to eligible youth with disabilities attending secondary school until they turn 22 years old. Youth with a disability who turn 22 years old during the school year must continue to receive services from the school district until the end of the school year (ARS 15-764);
- c. Low-income and **at least one of the following barriers**:
  - i. Basic skills deficient;
  - ii. An English language learner;
  - iii. An offender;
  - iv. Homeless youth between 16-24 years old, i.e., lacks a fixed, regular, and adequate nighttime residence:
    - a) Individual and meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 1403e-2));
    - b) Child or youth who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11341(2)); or
    - c) Runaway.
- v. In foster care, has aged out of foster care, or has attained the age of 16 years old and left foster care for kinship, guardianship or adoption, a child eligible for assistance

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under sec. 477 of the Social Security Act ([42 U.S.C. 677](#)), or  
 in an out-of-home placement;

- vi. Is pregnant or parenting;
  - vii. An individual with a disability; or
  - viii. Requires additional assistance to complete an educational program or to secure and hold employment (See Section M. Needs Additional Assistance Criterion)
- d. If a youth turns 21 years old during participation, there may continue to receive services.

**Note:** Individuals who are 22 years and older attending postsecondary education do not meet the age requirement for ISY (14-21 years old) and do not meet the Youth Workforce Program eligibility requirements. These individuals may be served by the ARIZONA@WORK City of Phoenix Adult or Dislocated Worker Program, whichever one is applicable.


### 3. Eligibility Barrier Definitions

- a. A youth is **basic skills deficient** when one of the following definitions applies:
  - i. The youth performs any of the following at or below an 8.9 grade level:
    - a) Computing or solving math problems;
    - b) Reading English;
    - c) Writing English; or
    - d) Speaking English.
  - ii. The youth is unable to:
    - a) Compute or solve problems;
    - b) Read, write, or speak English at a level necessary to function on a job, in the youth’s family, or in society.
  - iii. Case notes must clearly document the assessment tool used to determine basic skills deficiency. Documented evidence including version of assessment and date completed must be included in the notes.
- b. **English Language Learner (ELL)** is defined as an individual who has limited ability in reading, writing, speaking or comprehending the English Language, and:
  - i. Whose primary language is other than English; or
  - ii. Who lives in a family or community environment where the dominant language is other than English.
  - iii. When assessing a youth for BSD as an ELL, formalized assessments, observation and interviews may be used.
    - a) These assessment instruments must be valid and appropriate.
    - b) Reasonable accommodations must be provided as needed in the assessment process and if necessary, for individuals with disabilities.

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- c) The observation must be included in the objective assessment and case notes.
  - c. **Dropout** is defined as an individual who is no longer attending school and who has not received a secondary diploma or its recognized equivalent. Individuals who have dropped out of postsecondary education are not considered “drop out” for purposes of Youth Workforce Program eligibility.

**Note:** For the definition of OSY, youth who have dropped out of school must not be required to wait until they have not attended school for at least the most recent complete school calendar quarter or calendar quarter to be enrolled in the Youth Workforce Program.
  - d. **Offender** is defined as an adult or juvenile who:
    - i. Is or has been subject to any stage of the criminal justice process, and for whom services under this act may be beneficial; or
    - ii. Requires assistance overcoming artificial barriers to employment resulting from a record of arrest or conviction.
  - e. **Parenting** includes either a custodial or non-custodial mother or father. When a youth is within the Youth Workforce Program age eligibility requirements, the age the youth who became a parent does not factor into the definition of parenting.
  - f. **A pregnant individual** only includes the expectant mother.
  - g. Homeless or runaway youth are defined as individuals between the ages of 14 to 24, who lack a fixed, regular, and adequate nighttime residence.
    - i. Meets the criteria defined in Section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6)); or
    - ii. Meets the criteria defined in Section 725(2) of McKinney-Vento Homeless Assistance Act (42 U.S.C 11435a(2)).
4. School Status
- School status is determined at the time of enrollment. The enrollment process may occur over a period of time, as such, Career Advisors must determine school status during the time the eligibility determination portion of the program enrollment is made. Once the school status of the youth is determined that status remains the same throughout the youth’s participation.
- a. Youth who are temporarily not attending school because the school is on break (Winter, Spring, Fall or Summer Break) but are enrolled to continue school after the school break are considered to be attending school and may only be enrolled as ISY. The same applies if the youth is planning to attend a different school after the break.
  - b. When a youth is in the Youth Workforce Program between high school graduation and postsecondary education, the youth is considered in-school if they have registered for classes, even if the youth has not yet begun postsecondary classes at the time of the Youth Workforce Program


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enrollment. However, if the youth graduates from high school and registers for postsecondary education but does not ultimately follow through with attending postsecondary education, then such a youth would be considered an OSY.

- c. For purposes of ARIZONA@WORK City of Phoenix (WIOA Title IB), the following are not considered schools for purposes of determining school status:
  - i. Providers of adult education under Title II of WIOA;
  - ii. Job Corp program;
  - iii. HSE programs; and
  - iv. Dropout re-engagement programs.


**Note:** An exception exists for youth attending HSE programs, including dropout re-engagement programs funded by the public K-12 school system that are classified by the school system as still enrolled in school; they are considered ISY.

- d. Youth who are participating in online secondary and postsecondary school are considered to be attending school. Likewise, youth who are homeschooled, or attending public, private or chartered secondary/postsecondary schools are considered to be attending school.
  - e. When a youth is enrolled in any credit-bearing postsecondary education classes including credit-bearing community college classes and credit-bearing continuing education classes, then they are considered attending postsecondary education and therefore, an ISY. If the youth is only enrolled in non-credit bearing postsecondary classes, they would not be considered attending postsecondary school, and therefore is an OSY.
  - f. A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete quarter or semester is an OSY. The definition of a quarter or semester is based on how a local school district defines the terms.
5. Needs Additional Assistance Criterion  
Youth providers must ensure that an ISY enrolled in a program year based solely on eligibility because he or she “requires additional assistance to enter or complete an educational program or to secure and hold employment” criterion is limited to five percent of ISY. Providers must track ISY enrolled in the program each year to ensure that no more than five percent are enrolled using this criterion. Youth that qualify under “requires additional assistance include both

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ISY and OSY who meet at least one of the following:

- a. Educational Barriers
    - i. In school (secondary or postsecondary) with a Grade Point Average of less than 2.0;
    - ii. Has quit secondary or postsecondary program without attaining a recognized credential;
    - iii. Has repeated at least one secondary grade level;
    - iv. Is deemed at risk of dropping out of school by a school official;
    - v. Placed on probation, suspended from school, or expelled from school one or more times during the past two years.
  - b. Employment Barriers
    - i. Has never held a job (applies to OSY only);
    - ii. Has been fired from a job within the 12 months prior to program participation (applies to OSY only);
    - iii. Has never held a full-time job for more than 13 consecutive weeks (applies to OSY only);
    - iv. Has a family history of chronic unemployment, including long-term public assistance.
  - c. Other Barriers/Characteristics
    - i. Emancipated youth;
    - ii. Has one or more parents or legal guardian currently incarcerated;
    - iii. Has been referred to, or is being treated by, an agency for a substance abuse related problem;
    - iv. Has experienced traumatic events, is a victim of abuse, or resides in an abusive environment as documented by a school official or professional.
6. Low-Income Requirements
- a. All ISY must be low-income unless included in the five percent low-income exception.
  - b. Low-income eligibility requirements apply to OSY only if they are recipients of secondary school diplomas or its recognized equivalent and are at least one of the following:
    - i. Basic skills deficient;
    - ii. An English language learner; or
    - iii. In need of additional assistance to enter an educational program or to secure employment ((see **Section H.5., Needs Additional Assistance Criterion**)).
  - c. If a youth meets all other eligibility criteria for WIOA Title I except the low-income criteria eligibility, the youth may be served under the five percent low-income exception pursuant to the five percent guidelines.

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7. Non-Low-Income Youth

Youth providers **must not** serve more than five percent of youth who do not meet low-income requirements but who meet all the other eligibility requirements. The five percent is calculated using the combined total of ISY and OSY.


The percentage of non-low-income youth will be calculated based on the percent of newly enrolled youth in the Youth Workforce Program in a given program year who would ordinarily be required to meet the low-income criteria.

I. **Documentation for Eligibility**

Youth providers must ensure timely documentation is collected in regard to eligibility determination. Attempts to secure documentation and the outcome must be recorded in AJC case notes promptly and accurately.

1. General Requirements

- a. Youth providers must use the [WIOA Title I-B Youth Program Eligibility Checklist \(Attachment C\)](#)
- b. To determine for the youth program:
  - i. The checklist identifies source documents, which are documents used to verify eligibility requirements.
  - ii. All eligibility and data validation documents must uploaded into AJC except for medical documentation or information regarding participant in the Arizona Address Confidentiality Program (ACP). ~~Section ### further describes Arizona ACP participants~~
  - iii. The youth program provider must ensure that reasonable attempts have been made to secure source documentation as identified in the checklist.
- c. The [WIOA Title I-B Applicant Statement \(Attachment D\)](#) may be used as permitted on the *WIOA Title I-B Youth Program Eligibility Checklist* when the information is unverifiable, or it is unreasonably difficult for the applicant to obtain, and as permitted under the [Data Validation Checklist](#).
  - i. For high-risk OSY, the *WIOA Title I-B Applicant Statement* is acceptable to allow up front enrollment of the youth.
  - ii. High risk OSY means not having a high school diploma or HSE and meeting the eligibility criteria as listed **Section H.1., Out-of-School Youth**.


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**Note:** An exception includes OSY who meet the “requires additional assistance” to enter or complete an education program or to secure or hold employment eligibility criteria (**see Section H.5.**), as they are not considered high risk. As such, the *WIOA Title I-B Applicant Statement* may not be used for upfront enrollment for youth that meet this eligibility criteria.

- iii. If additional documentation is required on the *WIOA Title I-B Youth Program Eligibility Checklist* for data validation purposes, the career advisor may request the documentation from the youth after the youth has begun to receive youth services.
- iv. Youth providers must ensure all youth who are less than 18 years old have a *WIOA Title I-B Applicant Statement* signed by the youth’s parent, guardian, or a responsible adult/collaborating witness. By signing the form, the youth’s parent, guardian, or a responsible adult/collaborating witness gives permission for the youth to participate in the program and verifies the information on the form is accurate.


## 2. Determining Low-Income Status

- a. A low-income youth is an individual who:
  - i. Receives, is a member of a family that receives, or has received in the past six months, cash payments under a federal, state, or local income-based public assistance program (e.g., Temporary Assistance to Needy Families (TANF));
  - ii. Receives annual income in relation to family size that does not exceed the higher of the federal poverty guidelines or 70 percent of the DOL Lower Living Standard Income Level (LLSIL) for each program year (see **Attachment E**);
  - iii. Receives, is a member of a family that receives, or has received in the past six months, assistance through the Supplemental Nutrition Assistance Program (SNAP);
  - iv. Qualifies as a homeless individual who lacks a fixed, regular and adequate nighttime residence;
  - v. Is a foster child for whom state or local government payments are made;
  - vi. Is a member of a family whose income does not meet low-income requirements, but is an individual with a disability, and therefore can be counted as a family of one so that

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- individual income meets the low-income requirement;
    - vii. Receives Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI);
    - viii. Receives, is a member of a family that receives, or has received within the past six months, assistance through the Refugee Cash Assistance (RCA), a federally funded need-based cash benefit for refugees and other eligible beneficiaries, who are not eligible for other cash assistance programs, such as TANF;
    - ix. Receives, or is eligible to receive, a free or reduced-priced lunch under the Richard B. Russell National School Lunch Act (NSLA); or
    - x. Is a youth who lives in a high poverty area, as determined by the American Community Survey.
  
- b. For youth required to be low income, the youth provider must use the LLSIL Matrix to determine low-income status when low income status cannot be documented using methods of verification as noted above.
  - i. Youth provider staff must use the HHS Poverty guidelines or the 70 percent LLSIL column for the youth’s family size to determine low-income status.
  - ii. If the youth’s family income is more than the amount on either the HHS Poverty guidelines or 70 percent LLSIL column, the youth does not meet low-income requirements for the youth program and must not be enrolled.
  - iii. If the youth’s family income is less than the amount on either the HHS Poverty guidelines or 70 percent LLSIL column, the youth does meet low-income requirements for the youth program and may be enrolled.
  
- c. Income Included/Excluded in the Calculation - For types of income that must be included or is excluded from the income calculations when determining low-income status, refer to **Attachment F**.
  
- d. Family is defined as two or more related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:
  - i. A married couple and dependent children;
  - ii. A parent or guardian and dependent children; or
  - iii. A married couple (20 CFR 675.300).

**Note:** When an individual is not living in a single residence with other

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family members, the individual is not considered a member of the family for the purpose of Youth Workforce Program income calculation.

- e. For the definition of family, a dependent is defined as a child who is age 18 and under:
  - i. At the end of the previous calendar year; or
  - ii. At the end of the previous calendar year and who was a student.

**J. High Poverty Areas**


Youth living in high poverty areas are automatically considered low-income individuals.

- 1. WIOA defines a high poverty area as:
  - a. A census tract;
  - b. Set of continuous census tracts;
  - c. An American Indian reservation;
  - d. Oklahoma Tribal Statistical area (as defined by U.S. Census Bureau);
  - e. Alaska Native Village, or Alaska Native Regional Corporation Area;
  - f. Native Hawaiian Village Homeland Area; or
  - g. Other tribal land as defined by the USDOL Secretary in guidance or;
  - h. A county with a poverty rate of at least 25 percent, as set every five years using the American Community Survey five-year data.
  
- 2. Youth providers must use either the [Maricopa Associations of Government](#) or [U.S. Department of Housing and Urban Development Office of Policy Development and Research](#) to determine if a youth lives in a high poverty area by census tract.

**K. Income Verification**

Youth provider staff must attempt to gather information, such as other public assistance the individual may receive, (e.g., TANF and SNAP), and verify if the individual receives monetary support. Attempts include calls to the participant, letters, e-mail messages, etc. Low-income verification attempts must be documented in case notes in AJC.


- 1. Documentation related to income verification as outlined on the [WIOA Title I-B Youth Program Eligibility Checklist](#) must be collected and uploaded into AJC. Income that is being used to determine income eligibility should be identified using the *WIOA Title I-B Youth Program Eligibility Checklist*.
- 2. When a verification document cannot be obtained, the [WIOA Title I-B Applicant Statement](#) with signatures by the youth and a witness who has knowledge of the information provided, may be accepted as a last resort as permitted by the

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*WIOA Youth Program Eligibility Checklist.*

**Note:** The youth provider Career Advisor or other ARIZONA@WORK City of Phoenix program/partner staff do not qualify as witnesses and must not sign as the witness.

3. When a participant is receiving child support, the witness is the parent providing the child support or an individual that has knowledge of the applicant receiving child support. The attempts used to gather information needed for verification must be documented in AJC case notes.
4. Youth provider staff may verify Social Security benefits through Social Security Consent-Based SSN Verification Services. Fees associated with this verification are an allowable cost under Youth Workforce Program funds. Applicants are not to be charged for this verification.
5. Youth who are recipients of TANF, SNAP, or SSI may automatically be income eligible and require no further income verification if the individual has provided acceptable documentation utilizing the *WIOA Title I-B Youth Program Eligibility Checklist*.
6. At the time of application to the youth program, documentation regarding TANF and/or SNAP benefits must be current and indicate that the individual is receiving or has received or is a member of a family that is receiving or has received TANF benefits in the past six months.
7. At the time of application to the youth program, documentation regarding SNAP benefits must be current and indicate that the individual is receiving or has received or is a member of a family that is receiving, or has received in the past six months.
8. SSI/SSDI documentation must be current and indicate that payments were made to a single recipient. The individual applying to the Youth Workforce Program must be the recipient at the time of application to a in order to be considered as a family of one.
9. Refugee Cash Assistance documentation must be current and indicate that payments were made to a single recipient. The individual applying to the Youth Workforce Program must be the recipient at the time of application in order to be considered as receiving public assistance.
10. Individuals who received or are eligible to receive free or reduced lunch through the Richard B. Russell National School Lunch Program must provide:
  - a. School documentation of a free or reduced lunch;
  - b. A letter from TANF documenting approval; or
  - c. A letter from SNAP that documents approval.
11. Youth who receive free lunch through the Summer Food Service Program (SFSP) and students that attend schools that are eligible for the Community Eligibility Provision (CEP) of the Healthy, Hunger Free Kids Act of 2012 schools

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are not automatically considered low income.

12. High poverty area verification must be included in case notes in AJC that indicate the name of the high poverty areas (county) or census tract number that was used on making the determination that the youth lives in a high poverty area. The rate for the high-poverty area must also be included in AJC case notes.
13. Youth who receive free lunch through the Summer Food Service Program (SFSP) and students that attend schools that are eligible for the Community Eligibility Provision (CEP) of the Healthy, Hunger Free Kids Act of 2012 schools are not automatically considered low income.

**L. Selective Service Requirements**


Determination of Selective Service status of male youth must be conducted prior to program enrollment.

1. Every male citizen, or any male residing in the United States, born on or after January 1, 1960, unless exempt, is required to register with the Selective Service System (SSS) between their 18th and 26th birthdays. Registration with SSS can occur within 30 days of a male’s 18th birthday and prior to attaining his 26th birthday.
2. Male youth participants who turn 18 years old while enrolled in the program must complete a Selective Service Registration within 30 days of their 18th birthday. If a participant does not register for Selective Services within 30 days of his 18th birthday, he is no longer eligible to receive WIOA services. Youth denied services must be advised of available WIOA grievance procedures.
3. A detailed list of Selective Service registration requirements may be found online at <https://www.sss.gov/register/who-needs-to-register/>.
4. Selective Service registration can be verified online at <https://www.sss.gov/verify/>. The applicant’s name, date of birth, and social security number is needed to verify registration.

**M. Basic Skill Assessment for Objective Assessment**

Youth Providers are responsible for providing an objective assessment of the academic and occupational skill levels as well as needs and strengths of each participant to identify appropriate services and career pathways for each participant and to collect information for the ISS. Although not required, Youth Providers may use any of the assessments approved by the Arizona Department of Economic Security’s Division of Employment & Rehabilitation Services in [Informational Broadcast \(IB\) 20-014 Basic Skills Assessments Updates](#). The following methods may also be used to measure basic skills for the objective assessment:

1. Other formalized testing instruments designed to measure skill-related gains which must be:


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- a. Valid and reliable;
  - b. Appropriate for the target audience;
  - c. Fair;
  - d. Cost effective
  - e. Well-matched to test administrator’s qualifications; and
  - f. Easy to administer.
2. Less formal alternative assessment techniques such as observation, folder reviews, or interviews may be used for youth with disabilities.
  3. Youth providers may use previous skills assessment results if such previous assessments were conducted within the past 6 months.
  4. Information in this section does NOT apply to determination of the educational functioning level for the measurable skills gains performance measure.
  5. Youth Providers must provide eligible youth who do not enroll in WIOA programs with information regarding other applicable and appropriate services available through other local programs that have capacity to serve them. In addition, Youth Providers must provide eligible youth with referrals for further assessment if determined appropriate.

**N. Registrations, Enrollment and Data Entry**


WIOA addresses an important distinction between registration in AJC and enrollment into the Youth Workforce Program, which includes the circumstances when a youth must be registered in AJC and when youth must be enrolled in the Youth Workforce Program.

1. Registrations, Enrollments and Data Entry Requirements
  - a. Registration in AJC occurs when a youth creates an account that includes a complete data demographics and work history. However, documentation or verification of income is not required at the time of registration.
  - b. Registration in AJC must occur when a youth has taken action that demonstrates an intent to use program services and who meets specific reporting criteria for the program including youth who:
    - i. Provide identifying information;
    - ii. Use the self-service system;
      - a) Self-service system includes the youth independently access any workforce development system program’s information either in a physical location, such as a One-stop resource room or partner agency or remotely via use of electronic technologies.
      - b) Virtual services that provide a level of service beyond independent job search or information seeking on the

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part of a youth would not qualify as self-service.

- iii. Receive information-only services or activities.  
 Informational-only services are activities or services that are readily available information that does not require assessment by a staff member of the individual’s skills, education, and career objective. Examples of informational services include providing:
  - a) Labor market information;
  - b) The unemployment rate;
  - c) Information on businesses that are hiring or reducing their workforce;
  - d) Information on high growth industries; and
  - e) Referrals other than referrals to employment.
- c. Enrollment must occur when a youth requires services beyond self-service, or informational- only services and activities. The program enrollment will depend on the participant’s eligibility (see section H. Eligibility Determination). Examples of services that require significant staff involvement include the staff member’s assessment of the youth’s skills, education, or career objectives in order to achieve any of the following:
  - i. Assisting the youth in deciding appropriate next steps in the search for employment, training, and related services, including job referral;
  - ii. Assisting the youth in assessing barriers to employment; or
  - iii. Assisting the youth in accessing other related services necessary to enhance their employability and individual employment needs.
- d. Enrollment into the Youth Program includes the collection of documentation to support eligibility determination;
- e. All of these services must be added to the S&T Plan in the AJC system for the youth to be considered enrolled:
  - i. Eligibility determination;
  - ii. Provision of an objective assessment;
  - iii. Development of an ISS; and
  - iv. Career Planning;
  - v. Participation in any of the 14 Youth Program Elements.
- f. Enrollments are pending in AJC until they are approved by designated staff. All pending enrollments must be resolved no later than 15 days from initial eligibility determination. The Youth Program provider must run the applicable AJC report to monitor the timelines of the pending client record. Extenuating circumstances must be noted in case notes

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to extend the enrollment beyond the 15 days. No extension is to be made beyond 30 days from date of initial eligibility determination.

- g. When pending enrollments are not approved within 30 calendar days, the AJC system requires that the youth’s eligibility be re-determined. This includes collecting new/updated verification documentation for eligibility determination.
- h. Transactions relating to program-provided activities and services must be entered or updated in AJC promptly and accurately to ensure expediency of services.
- i. Youth Program providers must run the applicable AJC report on a monthly basis to ensure timely follow-ups and accurate data recording.

**O. Co-Enrollment**

Co-enrollment means enrollment in more than one program at a time. Co-enrollment allows for the leveraging of additional resources for training and financial support, enhanced service delivery and increased customer support which results in greater participant outcomes.

1. Youth age 18 and older may be co-enrolled in the ARIZONA@WORK City of Phoenix Adult program. There is no requirement that the youth must be 18 years old for co-enrollment in the Dislocated Worker program. Providers must:
  - a. Ensure the youth meets eligibility criteria for both the Youth Workforce and Adult programs or the Youth Workforce and Dislocated Worker programs to co-enroll participants;
  - b. Determine the appropriate level of service and combination of program services that will be provided to youth age 18-24 based on the service needs of the participant and if the participant is career-ready based on the objective assessment of the occupational skills, prior work experience, employability and participant’s needs;
  - c. Identify and track the funding streams for youth who are enrolled concurrently in the ARIZONA@WORK City of Phoenix Youth/Adult Program or the Youth/Dislocated Worker Program;
  - d. Ensure services are not duplicated; and
  - e. Ensure previous foster care youth who have been co-enrolled in WIOA Title IB Youth Program and Adult/Dislocated Worker Program and are now adults continue to remain eligible for both the Youth Program and Adult Program services and do not require re-determination of eligibility.
  
2. Youth Workforce Program participants may also have been co-enrolled with

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the following partner programs:

- a. Employment Service (Wagner-Peyser);
- b. Vocational Rehabilitation;
- c. Adult Education and Literacy Programs;
- d. Migrant Seasonal Farm Workers Program (MFSWs) at the point of entry to the One- Stop system to assure equity of services is provided;
- e. Jobs Program (TANF Work Program);
- f. Youth Build;
- g. Job Corps;
- h. Supplemental Nutrition Assistant Employment and Training (SNA E&T);
- i. Indian and Native or American Programs;
- j. Trade Adjustment Assistance (TAA) Programs; or
- k. Other required ARIZONA@WORK City of Phoenix partner programs.

3. When youth are co-enrolled, services provided by partner programs must be added to the Service and Training plan in AJC under partner provided services. When a service is provided by a partner that uses the AJC system (such as Employment Service or TAA) the services do not need to be added to Partner-Provided services on the Service and Training plan because the AJC system automatically considers the individual co-enrolled when they are receiving services from more than one program that uses AJC.

**P. Transferring of a Participant to Another Local Workforce Development Board (LWDB)**

When a participant requests to be transferred to another LWDB’s WIOA Title I-B Youth program, due to relocation or any other reason, the youth provided from both local areas (transferring and receiving) must exercise due diligences to assist the youth and follow the steps listed under [DES/WIOA Exhibit 100.5, Transfer of a Participant](#)


**Q. Serving Youth Outside the Local Workforce Development Area (LWDA)**

In Arizona, there are no geographical boundaries in providing services to individuals in any WIOA Title I-B program regardless of the individual’s address. Individuals interested in WIOA Title I-B can apply at any ARIZONA@WORK office regardless of zip code and/or residence. The LLSIL levels of the local area where the applicant is applying to determine eligibility apply.

**R. Incentive Payments**

Youth providers may use incentive payments for recognition and achievements directly related to training activities and work experiences. Specific program goals, outlined in the ISS, including the amount of the incentive must be entered into the participant’s file case notes. All incentives are based on the availability of funding.

1. Providers must ensure incentive payments are tied to the goals of a work experience, education or training and are outlined in writing before the

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commencement of the program that may provide incentive payments. For additional information, refer to [Policy #300.11 - Youth Incentive Policy](#).

- Awarding of incentive payments must align with the ARIZONA@WORK City of Phoenix policies, as well as Code of Federal Regulations Part 200 and 2900 - Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (2 CFR parts 200), and WIOA Fiscal Policies (Chapter 3, Section 100).

#### S. Program Exits

Youth who have not received a qualifying service funded by the Youth Workforce Program or funded by a partner program for 90 consecutive calendar days from the date of last service, and is not scheduled for future services, is considered to have exited the program. Follow-up Services provided to the youth are not a qualifying service and do not extend the exit date. The provider may re-enroll participants in at any time if they remain eligible. There shall be no waiting period prior to re-enrollment. Please refer to [Policy # 400.403-Data Integrity and the Customer Participation Cycle](#).

#### VI. POLICY MANAGEMENT REQUIREMENTS

Administrative revisions to the policy may be made by the Phoenix Business and Workforce Development (PBWD) Board Executive Director, with notice to the PBWD Board's Executive Leadership Committee. All other substantive revisions will go to the ~~PBWD Board's Advancing Youth Workforce Committee~~ [Board's Executive Leadership Committee](#) for review and recommendation to the ~~PBWD~~ Board for approval.

#### VII. ADDITIONAL OR MISCELLANEOUS INFORMATION

Related Workforce Development Program References

- Department of Economic Security Policy and Procedure Manual-Workforce Innovation and Opportunity Act (WIOA)  
[DES/WIOA Adult, DW, and Youth Program Policies](#)
- ~~2.~~ McKinney Vento Homeless Assistance Act (Section 725(2), Subtitle B of Title VII (42 U.S.C. 11431)). [Section 725\(2\) of the McKinney-Vento Homeless Assistance Act](#)
- ~~2.3.~~ [Arizona Department of Economic Security Policy and Procedure – Exhibit 300B WIOA Youth Program Data Entry and Documentation Procedural Guide](#)
- ~~3.4.~~ Attachment A – Template Cover page and Individual Service Strategy
- ~~4.5.~~ Attachment B – WEX Agreement
- ~~5.6.~~ Attachment C - WIOA Title I-B Youth Program Eligibility Checklist
- ~~6.7.~~ Attachment D – WIOA Title I-B Applicant Statement
- ~~7.8.~~ Attachment E – Lower Living Standard Income Level

## Individual Service Strategy (ISS) for WIOA Youth Services

Youth Name: _____	Date: _____
DOB: _____	PID: _____
Address: _____	Phone: _____
Email: _____	Agency/Staff: _____

\*Do not use social security number for participant I.D.

<b>Brief Assessment Overview</b>			
<i>Identify personal, educational, occupational, financial, medical, childcare, transportation, housing, food/nutrition</i>			
Strengths	Challenges (Barriers)	Service/Resource/Partner Agency Referral	
<b>Goals</b>			
<i>Identify personal, educational, and occupational short- and long-term goals</i>			
Goal Type	Short-Term Goal	Long-Term Goal	Performance Indicator(s) Goal is Linked To
Educational Goal			
Occupational/Employment Goal			
Personal/Social Goal			

**Program Elements Needed to Achieve Goal**

Youth are required to have access to all fourteen WIOA Youth program elements. Please select elements based on needs identified on the participant's objective assessment.

<b>Improving Educational Achievement</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> Tutoring: study skills training, and instruction leading to secondary school completion, including dropout prevention strategies  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Alternative secondary school offerings  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Activities that help youth prepare for transition to postsecondary education and training  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<b>Preparing for and Succeeding in Employment</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> Paid & Unpaid Work Experience (Summer Employment, Pre-Apprenticeship Programs, Internships, Job Shadowing, OJT with academic & occupational education)  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Labor Market & Employment information including Career Awareness, Career Counseling, and Career Exploration Services  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Education offered concurrently with Workforce Preparation and Training for a specific occupation  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>

<b>Preparing for and Succeeding in Employment</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> Occupational Skills Training  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Entrepreneurial Skills Training  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<b>Supporting Youth</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> Supportive Services  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Adult Mentoring  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Comprehensive Guidance & Counseling (may include drug & alcohol abuse counseling & referral)  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Follow-up  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<b>Developing the Potential of Young People as Citizens &amp; Leaders</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> Leadership Development Opportunities/ Opportunities to develop social behaviors, other soft skills, and leadership opportunities  <i>Action Steps/Referrals/Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>



Youth Name: \_\_\_\_\_ Date: \_\_\_\_\_

DOB: \_\_\_\_\_ ID\*: \_\_\_\_\_

\*Do not use social security number for participant ID.

**Youth and Case Manager Agreements:**

**For Youth - I agree to:**

- Contact my Case Manager monthly or as often as necessary to update my progress on this plan. I understand that my case can be closed if I go 90 days without participating in a service.
- Let my Case Manager know of any problems which would cause changes to any activities or interfere with completing the plan.
- Seek, accept and maintain employment that meets my planned goal(s) as stated above.
- Contact my Case Manager when I become employed and provide all necessary information pertaining to the job.
- Stay in contact with my Case Manager for up to a year after exiting the program to maintain and support meeting my goals.

**For the Case Manager – I agree to:**

- Assist with the appropriate career guidance, training and supportive services.
- Coordinate with other agencies and programs to help you obtain needed services.
- Monitor your participation and progress in the activities above.
- Assist you in your search for employment.
- Maintain contact with you for up to one year after you obtain employment for employment retention and career advancement purposes.

\*Youth Provider staff will obtain and release employment and training related information as appropriate. The type of information released or shared is strictly for the purposes of eligibility determination, developing, implementing, and monitoring of agreed Individual Employment Plan. I agree to attend and adhere to training schedule and maintain acceptable attendance throughout completion of training and additional services provided.

\_\_\_\_\_  
Youth Signature

\_\_\_\_\_  
Case Manager Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## Work Experience Worksite Agreement

This Worksite Agreement describes the terms and conditions between \_\_\_\_\_ (Youth Service Provider) and \_\_\_\_\_ (Worksite). The effective date of this agreement is: \_\_\_\_ to \_\_\_\_.

### WORK EXPERIENCE INFORMATION

Participant Name:		O*NET:	
Participant ID:		Duration of WEX (in hours):	

### GENERAL AGREEMENT PROVISIONS

**The Worksite/Worksite Supervisor agrees:**

1. **Work Assignment:** Provide productive work assignments, as agreed upon in the Work Experience Training Plan by the Youth Service Provider and worksite employer and ensure that adequate work is available to keep youth participants busy during working hours. If the Worksite Employer determines that a change of job duties is necessary, the Work Experience Training Plan must be revised with the new/additional job duties and the Youth Service Provider must provide its prior written approval.
  
2. **Employer of Record:** These provisions do not establish an employer/employee relationship between the employer and the youth participant. The Youth Service Provider will be the employer of record, and the relationship between the employer and the youth participant is one of trainer/youth.
  
3. **Termination:** This agreement may be terminated by either party by giving written notice to the other party no less than five working days before the intended termination date.
  
4. **Health & Safety Standards & Training:** Provide safety instructions necessary to reasonably protect the youth against injury and provide them with the necessary equipment to carry out training responsibilities and duties. The worksite supervisor will not allow the youth to use any tools, equipment, or machinery until such time as the Verification of Safety Training has been completed and understands and agrees that the youth participants are prohibited from beginning work assignments until they have been adequately trained and qualified to perform such work assignments.
  
5. **Work Schedule:** Each participant’s dates of placement, maximum number of allowable hours, and work schedule will be outlined in his or her Work Experience Training Plan. The worksite employer is responsible for paying **any** hours worked over the maximum hours allowed or after the last day of work outlined in the Training Plan unless an extended end date is requested and approved by the Youth Service Provider.
  
6. **Time Sheet Responsibilities:** Require that participants accurately and completely record all hours worked on paper or electronic time sheets provided by the Youth Service Provider and verified by the Worksite Supervisor. Worksite Supervisors are encouraged to review each participant’s timesheet, whether paper or electronic, at the end of each week to ensure that time records accurately report the actual hours worked and do not record any hours for unexcused absences, lunch breaks, hours not worked or recreational activities not approved by the Youth Service Provider.

7. **Supervision:** Provide adequate full-time adult supervision of each participant by paid staff members (non-volunteer) and timely, constructive feedback, with a maximum ratio of one adult Worksite Supervisor to two participants. The Youth Service Provider will consider the number of on-site supervisors and a facility's physical size in placement decisions. When the Worksite Supervisor assigned to each participant is unavailable, ensure an alternate supervisor is designated. The Worksite should, whenever possible, inform the Youth Service Provider if a new supervisor is assigned to the participant(s). Assure that sufficient training, materials, and equipment are available to carry out work assignments.
8. **Performance Reviews:** Prepare and submit youth mid-point and post evaluations per the guidelines of the Supervisor's Handbook. The Mid-point performance review should include recommendations to improve the performance of the youth or should document the basis for a decision to terminate further worksite training, if necessary. The final performance review should indicate whether the youth will be retained as a full-time employee.
9. **Worksite Monitoring:** The Worksite Supervisor must ensure the following:
  - a. No currently employed worker will be displaced by a youth. This includes partial displacement such as a reduction in hours of non-overtime work, wages, or employment benefits.
  - b. No training assignment will infringe upon the promotional opportunities of currently employed individuals.
  - c. No youth shall be placed in a position substantially equivalent to positions for which employees have been laid off.
  - d. Ensure that Participants do not engage in political, labor organizing, religious, or non-work-related fundraising activities during work hours.
  - e. Appropriate standards of health and safety and a drug-free workplace will be maintained.
  - f. Adequate insurance will be in effect at all times, provided by the Youth Provider's organization.
10. **Nepotism.** Not providing a training assignment under this program for a member of the owner of the Worksite's immediate family.
11. **Subcontract.** Not subcontract the services of the youth provided under this agreement.
12. **Transportation.** Ensure that the youth participant does not operate a motor vehicle and is not transported offsite to attend meetings or work at different sites during the workday without the express written approval of the Youth Service Provider staff in advance.
13. **Insurance.** Certify that there will be in effect, throughout the term(s) of training, proper personal and property liability insurance, and if required, appropriate bonding. The worksite shall provide proof of said coverage prior to the youth commencing training.
14. **Collective Bargaining.** Obtain the concurrence of the appropriate bargaining entity, when a collective bargaining agreement exists, in order to ensure compliance of the prescribed training with the terms of said agreement.
15. **Confidentiality.** Ensure youth participants are aware of any Worksite policies and procedures with respect to protecting confidential information from disclosure, except to authorized persons.
16. **Discipline.** Not initiate discipline on the youth participant without the written concurrence of the Youth Service Provider.
17. **Youth File Folder onsite.** Maintain a list of participants, their work assignments, schedules, and emergency cards at each worksite as well as a valid work permit for participants under the age of 18.
18. **Inclement Weather and Drinking Water.** Provide adequate indoor work to occupy youth participants during inclement weather and periods when the temperature reaches 105 degrees Fahrenheit when the regular Worksite is designated as out-of-doors. Provide adequate cool water, access to shade, and extra rest periods for participants when the temperature exceeds 95 degrees Fahrenheit. Ensure Participants know how to recognize the symptoms of heat stroke and heat exhaustion and what to do.
19. **Comply with all applicable federal, state, and local laws** and regulations relating to a safe and accessible work environment, including but not limited to, federal and state Occupational Safety and Health Administration ("OSHA") laws and regulations, Americans With Disabilities Act (the "ADA") and its regulations, and the Fair Employment and Housing Act (the "FEHA") and its regulations.

20. **Compliance with OSHA.** Worksite Supervisor and Youth Service Provider, consistent with the manner described in this section, comply with all federal and state OSHA regulations, which apply to the youth participant assigned to the Worksite Supervisor's location. The following describes the general obligations of worksite employer with regard to OSHA compliance:
- a. Youth Service Provider shall provide that its employees are trained in general safe work practices prior to commencement of services for Worksite Supervisor. Worksite supervisor shall ensure that the youth are trained with regard to the specific hazards of and safe work practices before commencing such work and/or training.
  - b. Youth Service Provider may inspect the Worksite Supervisor's worksite before assigning youth to work there. Youth Workforce Program staff and/or Youth Service Provider may do so thereafter on a periodic basis, with prior notification.
  - c. Upon request by Youth Service Provider the Worksite Supervisor will provide documentation of the completion of their OSHA obligations under this section. Worksite Supervisor will include training in its exposure monitoring and sampling programs for the purpose of quantifying employee exposures to chemical, physical, and biological hazards in the youths' assigned tasks. The Worksite Supervisor will inform the youth of the results of such monitoring and sampling in accordance with OSHA requirements. Youth Workforce Program staff, Youth Service Provider, and any youth will be informed of any suspected or known employee exposure in excess of OSHA permissible exposure limits, immediately following the Worksite Supervisor's first knowledge of such overexposure.
  - d. The Worksite Supervisor is to notify the Youth Services Provider within 24 hours of any accidents, special situations, or unusual occurrences. If a Participant is injured or becomes ill, provide first aid or medical attention and notify the Provider immediately, no matter how minor the injury. No more than 24 hours after notice of the injury or illness, the Worksite Supervisor shall file all forms required by the Provider. Furthermore, the Worksite shall cooperate with any injury or illness-related reporting requirements deemed necessary by the Provider.
21. **Compliance with Equal Employment Opportunity (EEO) laws:** Worksite and Provider of Services shall, consistent with the manner described in this section, comply with all federal, state, and local laws requiring equal employment opportunity, and prohibiting discrimination, harassment, and retaliation in the workplace. The following describes the general obligations of the parties with regard to compliance with EEO and nondiscrimination obligations.
22. **Grievance Procedures:** Informal resolution should occur first with the individual(s) directly involved in the issues. If that doesn't work, escalation to the individual's supervisor should occur, followed by involvement of youth provider staff and leadership. If informal resolution is unsuccessful, a formal grievance can be filed. Youth provider staff will assist any youth at this stage by working through the process of filing a formal grievance with the Local Area Workforce Board staff to include the provisions of WIOA, its regulations, or other agreements believed to have been violated.

#### ADDITIONAL DECLARATIONS

This agreement is subject to Title IB of the Workforce Innovation and Opportunities Act and the regulations issued there under, and any service, financial aid, or other benefits provided under this Agreement shall be provided without discrimination due to age, race, color, creed, sex, handicap, or national origin.

Work experience trainees are not employees of the Service Provider, or the employer/training site, but are participants of the WIOA program. Work experience trainees shall comply with rules and policies as outlined by the employer/training site for employees/volunteers of this position with the exception of paid sick leave and annual leave. Work experience trainees shall be covered for injury on the job by the general liability or Worker's Compensation of the Service Provider; or through the Arizona Health Care Cost Containment System (AHCCCS) for TANF recipients.

**Noncompliance of this Agreement** may result in this agreement being terminated by either party by giving written notice to the other party no less than three (3) working days before the intended termination date.

**WORK EXPERIENCE: OCCUPATIONAL AND ACADEMIC TRAINING PLAN**

Participant Name:	Participant ID #
Worksite Name and Work Experience (WEX) Location:	
Participant Job Title:	Work Schedule (Days and Hours):
Participant may work a maximum of _____ hours per week and a maximum of _____ total hours during WEX placement.  The participant shall be compensated for actual hours at the rate of 100% of the hourly wage, not to exceed eight hours per day, and not to exceed 40 hours per week (20 hours if in-school)	
<b>EMPLOYMENT EXPECTATIONS</b>	
Describe the scope of work/duties the participant will be engaged in at the worksite:	
Dress code: (Describe your expectations for employee dress)	

<b>Occupational Educational Plan (Duties)</b>		
Clearly describe the Occupational Education component the participant will complete:	Start Date	End Date
1.		
2.		
3.		
4.		

<b>Academic Educational Plan (Skills)</b>		
Clearly describe the Academic Education component the participant will complete:	Start Date	End Date
1.		
2.		
3.		
4.		

**WEX Worksite, Service Provider & Participant Acknowledgments:**

**WEX Worksite:** As an authorized agent of the WEX Worksite, I hereby acknowledge that the WEX Worksite understands and agrees to the requirements set forth in this agreement, the general provisions and the work experience training plan.

SUPERVISOR NAME:		TITLE:		PHONE:		EMAIL:	
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ADDRESS	City	state	Zip

I have reviewed the attached WEX Training Agreement and the General Contractor Provisions and agree to comply with the requirements therein. I have also reviewed the Supervisor Handbook, which sets forth the expectations and requirements for the ARIZONA@WORK City of Phoenix WEX in more detail. I understand that compliance with these provisions will be monitored.

I understand that any change to the originally agreed-upon schedule, job duties, or placement dates must be pre-approved by provider staff.

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**Worksite Supervisor’s Signature** **Date**

**YOUTH SERVICE PROVIDER:** I hereby acknowledge and accept all conditions as set forth in this agreement, the general provisions and the work experience training plan.

STAFF NAME:		TITLE:		PHONE:		EMAIL:	
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ADDRESS	City	state	Zip

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**Youth Provider’s Signature** **Date**

We understand the ARIZONA@WORK City of Phoenix and provider requirements which set forth the rules and expectations about acceptable workplace behavior. I have reviewed the Occupational and Academic Educational Plan and agree to comply with the requirements therein. I understand that I am solely responsible for my actions and agree to comply with all rules.

I will contact the provider staff if I have any questions or concerns.

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**Participant Signature** **Date**

## VERIFICATION OF HEALTH & SAFETY STANDARDS AND TRAINING

PARTICIPANT NAME:

WORKSITE NAME:

**The Worksite Supervisor must complete this form within the first week of training and place a copy of the original in the participant's file.**

Describe any physical requirements, i.e., standing or stooping, expressed in hours per day, and lifting or carrying, expressed in pounds and hours per day:

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My signature below attests that:

1. The facility has a written safety policy that applies to this work site.
  2. A qualified instructor has provided this youth:
    - a. Training on the worksite's safety rules and regulations.
    - b. Detailed instructions in the use of all the tools, equipment, and machinery listed in Section A which this youth will utilize in the performance of his/her job.
    - c. Training in emergency procedures.
    - d. Training in the Worksite Supervisor's Injury and Illness Prevention Program (IIPP), emergency action and fire prevention plans, and all other site-specific safety rules and safety and health programs pertinent to this youth's work assignments.
  3. This worksite shall abide by all applicable ADA and OSHA safety regulations.
  4. This worksite shall prohibit this participant from using any tools, equipment, and machinery for which training has not been provided.
- A. The following is a complete list of all tools, equipment, and machinery this participant will utilize in the performance of his/her job:

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

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**Worksite Supervisor Signature**

**Date**

I have been trained in the use of all tools, equipment, and machinery listed above, and I agree to use only those tools, equipment, and machinery on which I have been trained. I have also been given an orientation on the worksite's safety policies.

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**Participant Signature**

**Date**

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**Workforce Supervisor Signature**

**Date**

**City of Phoenix**  
70% LLSIL, 100% LLSIL and Self-Sufficiency  
Income Matrix (2025)

Metro Area

<b>Family Size</b>	<b>HHS Poverty Guidelines</b>	<b>70% LLSIL</b>	<b>100% LLSIL</b>	<b>Self-Sufficiency (Adult Program)</b>	<b>Self-Sufficiency (Dislocated Worker Program)</b>
				<b>450% LLSIL</b>	<b>450% LLSIL</b>
<b>1</b>	<b>\$15,650</b>	<b>\$14,370</b>	<b>\$20,529</b>	<b>\$92,381</b>	<b>\$92,381</b>
<b>2</b>	<b>\$21,150</b>	<b>\$23,551</b>	<b>\$33,644</b>	<b>\$151,398</b>	<b>\$151,398</b>
<b>3</b>	<b>\$26,650</b>	<b>\$32,334</b>	<b>\$46,191</b>	<b>\$207,860</b>	<b>\$207,860</b>
<b>4</b>	<b>\$32,150</b>	<b>\$39,915</b>	<b>\$57,022</b>	<b>\$256,599</b>	<b>\$256,599</b>
<b>5</b>	<b>\$37,650</b>	<b>\$47,100</b>	<b>\$67,286</b>	<b>\$302,787</b>	<b>\$302,787</b>
<b>6</b>	<b>\$43,150</b>	<b>\$55,090</b>	<b>\$78,700</b>	<b>\$354,150</b>	<b>\$354,150</b>
<b>7</b>	<b>\$48,650</b>	<b>\$63,080</b>	<b>\$90,114</b>	<b>\$405,513</b>	<b>\$405,513</b>
<b>8</b>	<b>\$54,150</b>	<b>\$71,070</b>	<b>\$101,528</b>	<b>\$456,876</b>	<b>\$456,876</b>
<b>Poverty Level Additional Per Person &gt; 8</b>	<b>\$5,500</b>				
<b>LLSIL Additional Per Person &gt; 6</b>		<b>\$7,990</b>	<b>\$11,414</b>	<b>\$51,363</b>	<b>\$51,363</b>

**Maricopa County**  
70% LLSIL, 100% LLSIL and Self-Sufficiency  
Income Matrix (2025)

Metro Area

<b>Family Size</b>	<b>HHS Poverty Guidelines</b>	<b>70% LLSIL</b>	<b>100% LLSIL</b>	<b>Self-Sufficiency (Adult Program)</b>	<b>Self-Sufficiency (Dislocated Worker Program)</b>
				<b>450% LLSIL</b>	<b>450% LLSIL</b>
<b>1</b>	<b>\$15,650</b>	<b>\$14,370</b>	<b>\$20,529</b>	<b>\$92,381</b>	<b>\$92,381</b>
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<b>Poverty Level Additional Per Person &gt; 8</b>	<b>\$5,500</b>				
<b>LLSIL Additional Per Person &gt; 6</b>		<b>\$7,990</b>	<b>\$11,414</b>	<b>\$51,363</b>	<b>\$51,363</b>

PUBLIC COMMENT Policy 300.301

Name	Email	Page	Comment	Response
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