



**Workforce Innovation  
and Opportunity Act  
Youth Council  
Orientation Guide**

Local WDB  
Name

2022



**NCWorks**  
**NEXTGEN**  
Your Future Starts Here

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This Youth Committee Guide is designed to provide Youth Committee members with the basic knowledge of the WIOA Youth Program to better understand their role in serving on the Youth Committee. The Workforce Innovation and Opportunity Act of 2014 (WIOA) promotes a broad vision of high-quality comprehensive career services for at-risk youth (in-school youth ages 14-24 years and out-of-school youth 16-24 years). Beginning with individual assessments of academic and work readiness and personal strengths and challenges, the local area Youth Programs provide opportunities for overcoming barriers to success with career readiness activities, career exploration and guidance, and support for educational attainment and occupational skills training leading to enrollment in postsecondary education or a good job along a career pathway. The Youth Committee supports the work of the local boards in developing their youth programs and contributes to the design of a comprehensive community workforce development system, with opportunities on career pathways that will benefit North Carolina's Young Adults.

The work of the Youth Committee is to recommend strategies for improved services to youth target populations, including youth with disabilities, foster care youth, youth offenders, children of incarcerated parents, homeless youth, and pregnant and parenting teens. These efforts lead youth to career pathways opportunities and help identify methods for providing program elements in local area youth programs such as adult mentoring, financial literacy, entrepreneurial skills training, activities that prepare youth for transition to postsecondary education and training or identify internships that lead to job placement.

The Youth Committee commits to local area system-building to align youth services, avoid duplication, and increase career development, education, and workforce development opportunities to at-risk youth through resource mapping, identification of a competitive selection of eligible service providers, and community partnerships. Members serve in a spirit of collaboration to suggest ways to bring together resources and services among schools, programs, and organizations serving youth.

This guide provides general information about WIOA, the local Workforce Development Board (WDB) requirements, Youth Committee structure, Youth Program design and eligibility requirements. The intent is for WDBs to add local content as warranted to serve as a resource tool for their Youth Committee.

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## I. The Workforce Innovation and Opportunity Act (WIOA)

- A. **History** – The Workforce Innovation and Opportunity Act (WIOA; P.L. 113-28), which succeeded the Workforce Investment Act of 1998 (P.L. 105-220), is the primary federal legislation that supports workforce development. WIOA was enacted to bring about increased coordination and alignment among federal workforce development and related programs.

**Purpose** – WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. States provide local workforce development areas the resources to deliver comprehensive youth services that focus on assisting out-of-school youth and in-school youth, with one or more barriers to employment, prepare for employment and postsecondary education opportunities; attain educational and/or skills training credentials; and secure employment with career/promotional opportunities.

- B. **Implementation** – Implementation of WIOA Title I takes place on both state and local levels. Those involved are State and local Workforce Development Boards (WDBs), Youth Committees, Chief Elected Officials, local NCWorks Career Centers, contracted WIOA Title I Service Providers, and participants.

- WIOA ensures that employment and training services provided by the core programs are coordinated and complementary so that job seekers acquire skills and credentials that meet employers' needs.
- WIOA ensures that federal investments in employment and training programs are evidence-based, data-driven, and accountable to participants and taxpayers.
- WIOA promotes alignment of workforce development programs with regional economic development strategies to meet the needs of local and regional employers.
- WIOA increases the quality and accessibility of services that job seekers and employers receive at their local American Job Centers known as NCWorks Career Centers in North Carolina.
- WIOA contributes to economic growth and business expansion by ensuring the workforce system is job-driven, matching employers with skilled individuals.
- WIOA ensures that the unemployed and other job seekers have access to high-quality workforce services.
- WIOA increases individuals with disabilities' access to high quality workforce services and prepares them for competitive integrated employment.
- WIOA prepares vulnerable youth and other job seekers for successful employment through increasing the use of proven service models services.
- WIOA streamlines and strengthens the strategic roles of Workforce Development Boards.

- C. **Structure** – WIOA includes five titles:

- a. **Title I:** Workforce Development Activities – authorizes job training and related services to unemployed or underemployed individuals and establishes the governance and performance accountability for WIOA;
- b. **Title II:** Adult Education and Literacy – authorizes education services to assist adults in improving their basic skills, completing secondary education, and transitioning to postsecondary education;
- c. **Title III:** Amendments to the Wagner-Peyser Act – amends the Wagner-Peyser Act of 1933 to integrate the U.S. Employment Service (ES) into the One-Stop system authorized by WIOA;
- d. **Title IV:** Amendments to the Rehabilitation Act of 1973 – authorizes employment-related vocational rehabilitation services to individuals with disabilities, to integrate vocational rehabilitation into the One-Stop system; and
- e. **Title V:** General Provisions – specifies transition provisions from WIA to WIOA.

These five titles are brought together under one system called The One-Stop System.

## II. The One-Stop Career Center System

The One-Stop Career Center was created to house the opportunities afforded under WIOA under one roof creating easy access to services for job seekers and employers. In North Carolina, this system is referred to as NCWorks.

### A. Key Principles

**The following four principles are key to all NCWorks Career Centers:**

- **Universal Access:** All community members will have access to a wide array of employment development services and quality workforce and labor market information.
- **Customer Choice:** The philosophy of giving customers choices is critical to an NCWorks Career Center.
- **Integration:** The NCWorks Career Center network offers the potential for a seamless approach to service delivery, providing access to services under a wide array of employment, training, and education programs provided by multiple partners.
- **Performance-Driven/Outcome-Based Measures:** To ensure customer satisfaction, NCWorks Career Centers must have clear outcome measures.

### B. Required Partners

To ensure key services are provided, collaborative working arrangements are created with partnering agencies. Memoranda of Understanding are created among required partners and any other partners deemed critical for the effective operation of the NCWorks Career Center.

**Required center partners:**

WIOA Title I: Adult, Dislocated Worker, and Youth programs  
 Job Corps  
 YouthBuild  
 Native American Programs

National Farmworkers Jobs (NFJP)  
WIOA Title II: Adult Education and Literacy  
WIOA Title III: Wagner-Peyser Act Employment Service (ES) program  
Trade Adjustment Assistance (TAA) activities  
Jobs for Veterans State Grants (JVSG) programs  
State Unemployment Compensation Laws  
WIOA Title IV: Vocational Rehabilitation Act of 1973  
  
Older Americans Act of 1965  
Carl D. Perkins Career and Technical Education Act of 2006  
Community Services Block Grant Act  
Department of Housing and Urban Development  
Second Chance Act of 2007 (if applicable) – Department of Justice  
Social Security Act: Temporary Assistance for Needy Families (TANF)  
Other (if applicable)

Resources:

North Carolina WIOA One-Stop Required Partners Memorandum of Understanding and Infrastructure Funding Agreement  
Recipes for Success: A Youth Committee Guide under the Workforce Innovation and Opportunity Act, US Department of Labor – Employment and Training Administration (Spring 2017)

**C. Counties Served by the [Customize Here]:**

**D. Area One-Stop Locations known as NCWorks Career Centers [Customize Here]**

**III. The Local Area Workforce Development Board (WDB)**

**A. Local Workforce Development Board Composition**

Local Workforce Development Boards are charged with the responsibilities of overseeing the local workforce development system. Members are selected by the area's Chief Elected Officials and approved by the N.C. Governor. Local WDB members are comprised of 51% private sector representatives and include community leaders representing organized labor, registered apprenticeship, community-based organizations adult education and literacy institutions of higher education, economic and community development entities, state employment services, and Vocational Rehabilitation

**B. Local Area WDB Duties and Responsibilities:**

1. In partnership with the Chief Elected Official, develop and submit a comprehensive 4-year Local Plan to the Governor.
2. Perform workforce research and regional market analysis.

3. Convene local workforce development system stakeholders to assist in the development of the local plan and identify non-federal expertise and resources to leverage support for workforce development activities.
4. Lead efforts to engage with a diverse range of employers and with entities in the local area.
5. Lead efforts with representatives of secondary and postsecondary education programs in the local area to develop and implement career pathways within the local areas by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers.
6. Lead efforts in the local area to identify proven and promising strategies and initiatives for meeting the needs of employers, workers, and jobseekers in the local workforce system and to identify and disseminate information on promising practices carried out in other local areas.
7. Develop strategies for using technology to maximize the accessibility and effectiveness of the local workforce development system for employers, workers, and job seekers.
8. Conduct program oversight.
9. Negotiate and reach agreement on local performance accountability measures.
10. Designate or certify one-stop operators and, when appropriate, terminate for cause the eligibility of such operators.
11. Coordinate activities with education and training providers in the local area.
12. Develop a budget for the activities of the local Board consistent with the Local Plan and duties of the local Board which are subject to the approval of the Chief Elected Official.
13. Annually review the physical and programmatic accessibility provisions of all one-stop centers in the local area in accordance with the Americans with Disabilities Act of 1990.
14. Coordinate workforce efforts in the local area with partners.

In addition to these responsibilities, Local Workforce Development Boards are encouraged to designate a standing Youth Committee/Youth Council to provide information and to assist with planning, operational, oversight, and other issues relating to the provision of services to youth.

#### **IV. Youth Committee/Youth Council**

The partnerships represented on the Youth Committee/Youth Council bring together a diverse set of stakeholders, resources, and partners who can address the needs of young adults more effectively than any one partner can do alone. Youth Committee/Youth Council members have the expertise to advise on issues that support the Local WDB's ability to attain the goals of State, local and regional plans to meet the objective of providing customer-focused services to individuals and businesses.

A Youth Committee's/Youth Council's success will depend on building relationships. Many groups may already exist in the community that have been focusing on various aspects of youth development. It is critical that the Youth Committee/Youth Council acknowledges the work of these other groups and engages them in the work of developing a comprehensive youth service system.

A Youth Committee/Youth Council can provide a mechanism for leadership, advocacy, and an enhanced focus on youth workforce development. The Committee/Council can help to identify gaps in services and develop strategies to use in competitive selections or community partnerships to



address the unmet needs of youth. A Youth Committee/Youth Council can also provide a comprehensive program for youth development by coordinating youth policy, ensuring quality services, and leveraging financial and programmatic resources.

Resource:

Recipes for Success: A Youth Committee Guide under the Workforce Innovation and Opportunity Act, US Department of Labor – Employment and Training Administration (Spring 2017)

#### **A. Youth Committee/Youth Council Composition**

A Youth Committee/Youth Council is made up of individuals who have a passion for helping youth. The WIOA requirements for the Youth Committee/Youth Council include:

- a. A member of the Local WDB who chairs the committee/council.
- b. Members of community-based organizations with a demonstrated record of success in serving eligible youth.
- c. Other individuals with appropriate expertise and expertise who are not members of the Local WDB:
  1. Secondary and post-secondary education
  2. Justice and child welfare system
  3. WIOA Title I Youth Providers
  4. Vocational Rehabilitation
  5. Housing
  6. Mental and behavioral health
  7. Youth and their families
  8. Other individuals who play a significant role in youth development in the community

Resources:

Recipes for Success: A Youth Committee Guide under the Workforce Innovation and Opportunity Act, US Department of Labor – Employment and Training Administration (Spring 2017)

WIOA Section 107(b)(4)(A)

20 CFR 681.110

#### **B. Youth Committee/Youth Council Responsibilities:**

1. Recommend policy direction to the local WDB for the design, development, and implementation of programs that benefit all youth.
2. Recommend the design of a comprehensive community workforce development system to ensure a full range of services and opportunities for all youth, including disconnected youth.
3. Recommend ways to leverage resources and coordinate services among schools, public programs, and community-based organizations serving youth.
4. Recommend ways to coordinate youth services and recommend eligible youth service providers.
5. Provide on-going leadership and support for continuous quality improvement for local youth programs.

6. Assist with planning, operational, and other issues relating to the provision of services to youth.
7. If so delegated by the Local WDB and, after consultation with the chief elected official (CEO), oversee eligible youth providers, as well as other youth program oversight responsibilities.

Resource:

20 CFR 681.120

To ensure the success of the emerging workforce, WDBs and Youth Committees must be committed to:

- a. Coordinating efforts and working collaboratively with other agencies to best serve youth and young adults.
- b. Providing consistency in working with youth and young adults to connect them to education and/or employment.
- c. Working with youth and young adults to identify their strengths and assets.
- d. Assessing and tailoring services and outcomes for youth and young adults based on their individual needs, strengths, and barriers.

## V. Youth Program Design

The WDB with input from the Youth Committee develops a plan on how the WIOA Title I Youth funds will be used in the support of programs for eligible youth. In North Carolina, the WIOA Title I Youth program has been branded as NextGen. Through a competitive bid process, WDBs then identify entities to operate WIOA Title I youth programs in their local area. Local entities such as schools, community colleges, non-profit and for-profit organizations provide youth activities and services in partnership with the WIOA One-Stop system and under the direction of the local Workforce Development Boards.

These programs shall:

1. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs of the participant.
2. Develop service strategies for each participant that are directly linked to one of more of the indicators of performance that shall identify career pathways that include education and employment goals including appropriate non-traditional employment, appropriate achievement objectives, and appropriate services for the participant.
3. Provide:
  - activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized post-secondary credential.
  - preparation for post-secondary educational and training opportunities.

- strong linkages between academic instruction and occupation education that lead to the attainment of recognized postsecondary credentials.
- preparation for unsubsidized employment opportunities, as appropriate.
- effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.

4. Ensure availability of the WIOA Title I Youth Program’s 14 Elements:

Local programs must make each of the following 14 services available to youth participants under WIOA Law §129(c)(2) 20 CFR §681.460):

1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalency (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.
2. Alternative secondary school services, or dropout recovery services as appropriate.
3. Paid and unpaid work experiences that have as a component academic and occupational education that may include
  - a. Summer employment opportunities
  - b. Opportunities available throughout the school year
  - c. Pre-apprentice programs
  - d. Internships and job shadows
  - e. On-the-job training opportunities
4. Occupational skills training which includes priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved.
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
6. Leadership development opportunities, including community service and peer centered activities encouraging responsibility and other positive social and civic behaviors.
7. Support services that enable an individual to participate in WIOA activities.
8. Adult mentoring
9. Follow-up services for not less than 12 months after the completion of participation.
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referrals to counseling, as appropriate to the needs of the individual youth.
11. Financial literacy education
12. Entrepreneurial skills training
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.
14. Activities that help youth prepare for and transition to postsecondary education and training.

Resources:

WIOA Section 107(g)(1)(A)

WIOA Section 107(g)(1)(B)

WIOA Sections 123 and 129(c)

North Carolina Workforce Innovation & Opportunity Act Youth & Young Adult Framework

## VI. Developing Partnerships, Outreach, Recruitment, and Orientation

### A. Partnerships

Strong partnerships help to leverage resources and increase opportunities for youth. They can enhance the ability of workforce development areas to access information and data, improve services, and increase efficiencies with regard to recruitment processes, referrals, and case management. Creating strong partnerships is critical to providing the most effective, targeted, and appropriate services for youth to maintain progress along a successful career pathway.

The intent of the WIOA is not necessarily to use WIOA funds for every youth element; rather, the WIOA Youth program is intended to act as an intermediary, partnering with various publicly and privately funded organizations to ensure that all 14 Youth Program Elements are available to all youth participants. Local grant recipients can rely on partner programs to provide some of the elements if such services are available for all eligible youth in the local area. If an activity is not funded with WIOA Title I funds, the local area must ensure that those activities are closely connected and coordinated with the WIOA system. Ongoing relationships should be established with providers of non-WIOA funded activities either through coordinated case management strategies, memorandums of understanding, or an alternate, yet similar method.

*Partners who may include:*

1. Faith-based organizations
2. Schools
3. Social service agencies
4. Non-profit organizations
5. Juvenile institutions
6. Homeless shelters
7. Food pantries
8. Public housing authorities
9. Education agencies
10. Job Corps representatives
11. Mentoring organizations
12. Other community-based organizations

### B. Outreach and Recruitment

Outreach and recruitment are vital components of a successful WIOA Youth program. The objective is to connect youth most in need to the array of services that WIOA has to offer.

*Recruitment factors to consider include:*

1. Where do you find youth in your local community? Where do they hang out?
2. How do youth workers, counselors, and others identify potential youth participants?
3. Where and to whom to referrals go?

4. What outreach materials do you use to recruit youth? Are they current?

*Outreach and recruitment ideas include:*

1. Use social media, radio, TV, and print media to promote the value and positive outcomes of WIOA services.
2. Involve previous youth participants who can positively speak about programs as peer advocates and recruiters.
3. Hold youth-specific orientation events that promote the benefits of participation, such as:
  - Summer and year-round employment opportunities
  - Free tutoring
  - Supportive services
  - Fun activities and other unique opportunities
4. Involve local community leaders.
5. Emphasize appeal, value, and uniqueness of WIOA services.
6. Use social medial tools, such as Facebook and Twitter, to reach out to youth.

*Some Relevant Facts about Outreach and Young Adults*

- The number one and most recurring reason why programs were not utilizing social media more often was a lack of time.
- Youth do not always have money to keep their phone turned on, but they always manage to find a Wi-Fi hotspot. We need to capitalize on that.
- Outreach on the streets and pounding the pavement is a thing of the past. “Sharing” is only one click away on social media.
- This group has seen that while time is always an issue, communicating, and advertising online needs to be a priority because that is where youth are.

Resource:

Innovation Tip Sheet, WorkforceGPS

### **C. Orientation**

The WIOA orientation should provide a complete overview of the WIOA program, opportunities provided, overview of training programs, eligibility requirements, and application methods. Following orientation, interested youth are to be scheduled for an intake appointment to determine if they are eligible and suitable for services.

## **VII. Youth Program Eligibility**

The (WIOA) of 2014 enacted a comprehensive youth employment program for serving eligible youth, ages 14-24, who face barriers to education, training, and employment. Funds for youth services are allocated to states and local areas based on a formula. The WIOA program focuses primarily on out-of-school youth (OSY), requiring local areas to expend a minimum of 75% of WIOA youth funds on OSY. The program includes 14 program elements that are required to be made available to youth participants. WIOA prioritizes work experience through a 20% minimum expenditure rate for the work experience program element.

Local programs provide youth services in partnership with the WIOA American Job Center System and under the direction of Local Workforce Development Boards.

#### A. Who is Eligible for Youth Services?

WIOA Section 129(a)(1) provides new eligibility criteria for the WIOA youth program. To be eligible to participate in the WIOA youth program, an individual must be an out-of-school youth (OSY) or an in-school-youth (ISY).

Under WIOA section 129(a)(1)(B), an OSY is an individual who is: (a) not attending any school as defined under State law); (b) not younger than 16 or older than age 24 at time of enrollment; **and** (c) one or more of the following:

- (1) A school dropout;
- (2) A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters;
- (3) A recipient of a secondary school diploma or its recognized equivalent who is a **low-income** individual and is either basic skills deficient or an English language learner;
- (4) An individual who is subject to the juvenile or adult justice system;
- (5) A homeless individual, a homeless child or youth, or a runaway;
- (6) An individual who is in foster care or has aged out of the foster care system, a child eligible for assistance under Section 477 of the Social Security Act, or an individual who is in an out-of-home placement;
- (7) An individual who is pregnant or parenting;
- (8) An individual with a disability; and/or
- (9) A **low-income** individual who requires additional assistance to enter or complete an educational program or to secure or hold employment (WIOA Section 129(a)(1)(B)).

Under WIOA section 129(a)(1)(C), an ISY is an individual who is: (a) attending school (as defined by State law), including secondary and postsecondary school; (b) not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21 at the time of enrollment; (c) a **low-income** individual; **and** (d) one or more of the following:

- (1) Basic skills deficient;
- (2) An English language learner;
- (3) An offender;
- (4) A homeless individual, a homeless child or youth, or a runaway;
- (5) An individual who is in foster care or who has aged out of the foster care system, a child eligible for assistance under Section 477 of the Social Security Act, or in an out-of-home placement;
- (6) An individual who is pregnant or parenting;
- (7) An individual with a disability;

An individual who requires additional assistance to complete an educational program or to secure or hold employment (WIOA Section 129 (a)(1)(C)).

## **B. Determination of Out-of-School and In-School Youth**

Once the determination of out-of-school or in-school is made in NCWorks Online, the classification stays with the participant during the period of participation, and expenditures must be charged as such.

For example, if an individual enrolls as a high school student, they are an ISY during their entire period of participation, even after graduating high school. Charging expenditures to the OSY cost category for ISY enrolled participants will result in disallowed costs.

## **C. Determining Eligibility**

The WIOA application is used to collect information required by federal regulations and to determine eligibility and suitability for the WIOA Youth program. The registration and eligibility determination process must be completed for any youth who is to receive any WIOA services.

Following verification of school status, age, and citizenship, as identified in WIOA section 188(a)(5), eligibility determination includes the following steps:

1. Determining income eligibility, when applicable
2. Determining barriers
3. Ensuring selective service registration, if applicable
4. Identifying basic skills deficiencies

## **D. Income Eligibility**

A youth is income eligible, as applicable, for youth services if he/she is:

1. Receiving, or is a member of a family that receives, or was determined eligible to receive, income-based public support within the prior six months.
2. A member of a family that lives at 100 percent or less of the poverty threshold or at 70 percent or less of the lower living standard income level.
3. Receiving, or is a member of a family that receives, or was determined eligible to receive, food stamps within the prior six months.
4. Homeless
5. Receiving, or is eligible to receive a free or reduced-price lunch as defined by the National School Lunch Act.
6. A foster child.
7. An individual with a disability whose own income meets the income requirement of clause 2, but who is a member of a family whose income does not meet this requirement.
8. Living in a high-poverty area.

## **E. Nondiscrimination**

To determine program eligibility and/or meet federal reporting requirements, the WDB, in compliance with applicable federal and state laws, does not discriminate in employment or in the provision of services based on race, color, religion, sex, national origin, age, disability, genetic information, political affiliation or believe, and for beneficiaries only, citizenship or participation in any federally assisted program or activity.

The WIOA Section 188 contains a specific nondiscrimination provision that provides that participation in WIOA is available to citizens and nationals of the United States; lawfully admitted permanent resident aliens, refugees, asylees and parolees; and other immigrants authorized by the Attorney General to work in the United States. Individuals with employment authorization qualify under this provision as “immigrants authorized by the Attorney General to work in the United States.” Therefore, DACA participants with employment authorization may access any WIOA services for which they otherwise would qualify. Appropriate documentation of employment authorization must be identified and documented. DACA information and resources are available in English at [www.uscis.gov/childhoodarrivals](http://www.uscis.gov/childhoodarrivals), and in Spanish at [www.uscis.gov/acciondiferida](http://www.uscis.gov/acciondiferida).

Non-discrimination provisions that apply to the public Workforce System prohibit discrimination under the basis of sex. Although gender identity is not an explicitly protected basis under the applicable federal laws, discrimination based upon gender identity, gender expression, and sex stereotyping has been interpreted to be a form of prohibited sex discrimination, including under laws that apply to federally-assisted employment, training, and education programs and activities. NCWorks Career Centers should ensure that they are providing equal access to services.

#### F. **Accountability:**

The local WDB sets and tracks local accountability measures that align with USDOL-WIOA performance indicators and the NCWorks Commission on Workforce Development performance accountability measures. The WDB’s monitor and provide technical assistance to ensure that these measures are met or exceeded. This results in high quality services being provided to meet the needs of participants. Data related to performance accountability and all other aspects of WIOA youth program operations are captured in the NCWorks.gov online system.

WIOA youth performance indicators are:

- a. **Employment Rate – 2<sup>nd</sup> Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program. For Title I Youth, the indicator is the percentage of participant in education or training activities, or in unsubsidized employment during the second quarter after exit.
- b. **Employment Rate – 4<sup>th</sup> Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program. For Title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit.
- c. **Median Earnings – 2<sup>nd</sup> Quarter After Exit:** The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- d. **Credential Attainment:** The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary



school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

- e. **Measurable Skill Gain:** The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, toward such as credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:
  - i. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
  - ii. Documented attainment of a secondary school diploma or its recognized equivalent;
  - iii. Secondary or postsecondary transcript of report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
  - iv. Satisfactory or better progress report towards established milestones such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
  - v. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

In summary, the Youth Committee/Youth Council serves as a standing committee to its local Workforce Development Board. The Committee/Council is intended to bring together local workforce training providers, schools, community organizations, and others, to better coordinate WIOA youth funds and services in the community. The Committee/Council assists with oversight responsibilities and provides input as to the types of training activities and services that affect the youth participating in these programs. These efforts ensure that youth are served through a collaborative workforce development system that effectively integrates education, employment, and community services, allowing them to develop into well-rounded productive citizens. The collective impact is a more prosperous community benefiting from responsible young adults who are prepared to live and work in the local area.

**Add local information about the WDB NextGen Youth Programs and Services [Customize Here].**





Local WDB Contact Information Here: