To view the full recording, visit https://dews.webex.com. On the right-hand side of the page at the top, click on “View session recordings.” Select: “WIOA Youth Program FAQs” then Select “View” for the recording to begin. When prompted, enter “Careers” for the password.
Denise:

As you look at the screen you see several ships, different but also similar. These ships represent the 33 WIOA Youth Programs and their providers ... and what I mean by that is that all of you are working under the same law and regulations but you also have different strategies or approaches to provide services. Some times these differences generate questions and are submitted to our youth mailbox or monitors. Some questions are unique to a local area but many are similar although they come from different areas of the state. So today’s webinar will deal with those frequently asked questions. So Juie, let’s have a conversation on some of the questions we have received. Ok Juie, what’s our first question?
Juie:

We get this question quite frequently.

How to document details of work experience?

The answer it that you should record work experience details in OSOS comments using the SENSE model. You must have heard this before, where:
S is for situation that is sentences about where the youth is at.
E is for evaluation of how did you and the youth evaluated the situation
N for next steps,
S for sufficient information is written in the comment and
E is more as a reminder for making sure only employment related information is written.

So going back to work experience details in comments – sufficient information for work experience should include: location of the work experience, youth’s tasks, how the occupational and academic educational components are covered, length of work experience, and stipends if appropriate.

Please note that we have not received guidance from USDOL on documentation, so this
might all change later.

Apart from the OSOS comment, you will need to maintain various documents as required by your local work experience policy and also requirements related to payments, timesheets, and other fiscal aspects.

Some local areas also document work experience via Achievement Objective tab in OSOS and add it to the ISS. Nevertheless, a SENSE comment in OSOS is required for any service that is provided. Link to the details about SENSE comment (https://labor.ny.gov/workforcenypartners/osos/video/osos-case-notes.shtm) is shared over chat.

We get another question about work experience:

Can a youth work overtime under work experience?  
The answer depends...overtime could be an agreement between business and the youth. If overtime is offered it cannot not displace workers. Also, WIOA should not pay for the overtime.

There is one more and a really critical one that gets asked about work experience. Denise, please tell us more about it.
Denise:

What needs to be done to connect ISS with the Work Experience?

Denise:

In determining appropriate work experience placements, the program staff should align work experiences with youth’s current career pathways, occupational and/or long-term career goals, strengths, and learning needs of the youth as described in the ISS. Some thing to remember, some skills develop though a work experiences maybe what’s called transferrable skills. Transferable skills can be defined as skills developed in one situation which can be transferred to another situation. Transferable skills should be analyzed, discussed and made clear to the youth as the work experience opportunities are aligned with the ISS.

It's like a ripple effect. They’re connected.

So Juie what is our next question?
Juie:

Thanks Denise. We get asked a lot about incentives in the youth program.

How to document incentives in OSOS?
Incentives should be documented in OSOS using a SENSE comment. Offering an incentive is not same as offering a program element, nor a specific incentive can be tied to a element all the time. So please recorded incentive in OSOS comment and do not attach a service type to it.

Another question about incentives that comes up often is:

Can we give incentive for promotion or increase in wages? Or can this or that can be given incentives.
It depends: Any incentives must be directly tied to achievement of milestones in education, training and work experience. Also TEGL 21-16 states that such incentives for achievement of milestones could include improvements marked by achieving a credential or other successful outcomes.
Regardless, any incentives offered to the youth must be noted in your local incentives policy. Youth like fairness and objectivity in programs, they spread the word too, a local
policy that is clear and really incentivizes milestones’ achievement is ideal.

Youth Team at NYSDOL is planning to create templates for incentives polices, which your area can use as a starting point. Could you please send your local area’s incentives policy to YouthTeam@labor.ny.gov. You might even get a special holiday package from our team if you send us your policy – here’s our incentive for you!

Denise: I hope Juie you are kidding right?

Juie: You never know Denise. Hey Tiffany, could you please send a chat asking providers to send their local incentives policy to the YouthTeam@labor.ny.gov mailbox?
Denise:

Ok, I know we have a lot of questions on credentials regrading whether a specific certification is a qualifying industry recognized WIOA credential or not. So Juie help us out.

Juie: Definitely yes! It is the most popular question that we get asked about. We are glad to answer the question and what to share the tricks and criteria we use to decide if a certification is a qualifying WIOA credential or not.
Juie:

Let us look at what a WIOA industry recognized credential is definitely not:
Industry Recognized WIOA Credential

Is definitely NOT:

- OJT
- Customized Training

Juie:

If a certification is awarded as a result of On-the-Job Training that is OJT or a customized training then it is not a WIOA credential.
Juie:

If a certificate is awarded by or issued by the Local Workforce Development Board then it is definitely not a industry recognized WIOA credential. WIOA wants to avoid conflict of interest here.

Denise: Are there any more nots?

Juie: yes, there are...the simple, but sort of long.
Juie:

If the certificate is awarded after completion of a stand alone work readiness training or a stand alone training to achieve general skills such as computer security, good hygiene or safety, then it is definitely not an industry recognized WIOA credential.
Juie:

And lastly the certificate shouldn’t be already disqualified by the US Department of Labor. For example: Cardiopulmonary Resuscitation (CPR); OSHA-10; HAZMAT certifications; Lead Abatement certifications; Asbestos Removal certifications; Confined Space certifications; ServSafe Food Handler are already not considered as a WIOA credential by the U.S. Department of Labor.

There are total 6 criteria listed on this slide, which tell what an industry recognized WIOA credential is not.
Denise:

Ok you were very clear on what it is not an industry recognized WIOA credential. Talk to us about what an industry recognized WIOA credential is:
Juie:
The certification must be awarded in recognition of the individual's attainment of skills that are: Technical or occupational or industry skills. These are skills, talents, competencies, knowledge that employees need to know for a specific job, occupation or industry.

Denise: Juie do you have any examples that you can share?

Juie: Sure. A nurse typically needs to know how to draw blood, how to check pulse, how to measure blood pressure. The nurse also needs to know the physiology and anatomy of humans. There are the technical or occupational or industry skills. Or another example, an electrician needs to know how to do wiring and have the knowledge of amperes, AC, DC transformers, motors and much more. These are clearly occupational, technical skills.

Denise: Great examples, what else do we need to know?
Juie:

The skills attained by the individual because of the certificate must be measurable. If they are not measurable, how would one know if the individual attained or learned those technical, occupational or industry skills. So the measurement of the skills should be part of any training that is offering WIOA industry recognized credential.
Juie:

These skills gained by achieving the credential can’t be any random occupational, technical or industry skills that you or I might think are important. These skills must be based on standards developed or endorsed by businesses or industry associations. Standards by many businesses and industry associations bring value and credibility to the skills learned by the individual. This ensures that the skills have market value.

Denise: Are there more criteria?

Juie: Yes, the last and fourth one.
Juie:

The skills attained by gaining a credential must be necessary to obtain employment or advance within an industry or occupation. These skills must be necessary and useful to the individual that’s what WIOA is getting at.

Denise: That’s a lot of information, can you give us a summary?

Juie: Okay. We reviewed 6 criteria which tell what a WIOA industry recognized credential is not. And the skills attained by the customer should not only be measurable technical/industry or occupational skills, they must also be meaningful to businesses and useful to individual to advance. Definitely note that a WIOA industry recognized credential must meet all the listed 4 criteria.

Juie: Denise, we discussed the credential quite a lot. Let us move into a different question.
Denise: Here’s the question, Are you aware of any sites that give information related to the use of proper pronouns?

We’re not going to spend a lot of time on this question because there is a link that we will be providing in chat that will provide more detail. I’m sure that many of you have seen or will see LGBTQ youth in your programs. In serving this population we need to be sensitive and knowledgeable about how to address them. We have to make sure that we are using proper pronouns in addressing them based on their preferences and although it can feel awkward it is appropriate to ask them their preference of pronoun. As I said early, please see a link in chat that will provide more details. https://www1.nyc.gov/assets/hra/downloads/pdf/services/lgbtqi/Gender%20Pronouns%20final%20draft%2010.23.17.pdf. There are also many more sites on google.

So, this is a good lead in to the next question.
Juie:

**How to data enter transgender youth in OSOS and what to do with selective service?**

The gender field in OSOS is for the gender identified by the youth or customer. So please record the gender identified by the youth in general info tab gender field. If the individual is born as a male, is a US citizen or immigrant and between ages 18 to 25, he must be registered for selective service even if they identify as a female. If they are born as female and identify as male they do not need to be registered for selective service. For more details about who must register for selective service and its exceptions, see the link [https://www.sss.gov/Portals/0/PDFs/WhoMustRegisterChart.pdf](https://www.sss.gov/Portals/0/PDFs/WhoMustRegisterChart.pdf) in chat.

If an individual identifies as a female, you report her in OSOS as a female, but she was born as a male, please make a comment in OSOS to see at hard file. The hard file should mention that she is registered for selective service.

Similarly, an individual is born as female, but now identifies as a male, mark that he is signed up for selective service and write a comment in OSOS to see hard file, listing the appropriate details.
This is not straightforward, but point to remember is to appropriately record the gender with which the youth identifies with. Then work around the selective service using the hard file. The goal is to provide good customer service to the youth, by recording appropriate gender and meet the PIRL reporting requirements.

Juie: Hey Denise, I am tired of talking and may be our providers could be tierd of listening to my voice...you want to take on the next question?
Denise:

So here’s the question: We drive youth to interviews, we take them to shop for business clothes and giving them continual guidance on resume, careers etc, Is this considered comprehensive guidance and counseling?

The answer is No, those activities/services are supportive services or providing labor market information element, that is career guidance, counseling or awareness, not comprehensive guidance and counseling. Comprehensive guidance and counseling is more than well intentioned advice given by staff. Comprehensive guidance and counseling is given by professionals who are trained in a specific field, more like therapeutic work, for example substance abuse prevention, mental health concerns, eating disorders, domestic violence counseling. Now it could be possible that all of your youth are receiving comprehensive guidance and counseling but if you find this it may be a clue that you may want to double check to make sure that your staff is not reporting supportive services, case management or LMI services as comprehensive guidance and counseling.

If you look at TEGL 33-12, page 2 defines, case management that clearly shows that it is not comprehensive guidance and counselling.
Denise: ok Juie what else do you have for us?

Juie: Before we go into the next question, how about listeners, write any questions you may have in chat? Please share your questions and we can try to address them.
Juie: This is a critical question that we get

Does the 5% limitation for needs additional assistance only apply to ISY?

Yes, under W-I-O-A, only 5% of newly enrolled In-School-Youth in a program year can be made eligible under the local needs additional assistance policy for ISY.

This term needs additional assistance is not what it literally means—your local area should have a policy stating specific characteristics of ISY who need additional assistance to complete education or to secure and hold employment. This policy should be reasonable, quantifiable, and based on evidence. A good local policy will be based on characteristic of youth that are prevalent in the local area and
1) who may benefit from Youth Program services or
2) do not have other local services available to them or
3) already not eligible under WIOA. For example, youth of incarcerated parents, youth under influence of substances, an expectant father

Management Reports (http://10.64.106.121:8055/reportsite/index.jsp) are useful in figuring out your local areas numbers for 5% ISY Needs additional assistance limitation.
Definitely check them out.
Denise: Ok you just talked about the 5% for ISY, there’s more?

Juie:

There is one more 5% rule -- the low income 5% that applies to all newly enrolled ISY and three types of OSY in a program year that typically need to be low-income.

Let us break this down
Juie:

Here are the 4 types of youth who typically must be low-income. See A to D.

All newly enrolled ISY in a program year ordinarily must be low income
Similarly all newly enrolled OSY who have HSD/E and are basic skills deficient or English Language Learners must be ordinarily low income
Also all OSY who need additional assistance to enter or complete education and secure or hold employment per the local policy must be typically low-income.
Juie:

So of these A to D. 5% of these 4 types of newly enrolled youth are allowed to be not low-income in a program year.

On NYSDOL’s programs and tools page this is detailed with an example. Take a look. We already sent a link in chat. https://www.labor.ny.gov/youth/PDFs/wioa-youth-eligibility.pdf

Also the Management Reports are useful in figuring out your local areas numbers for 5% limitations. http://10.64.106.121:8055/reportsite/index.jsp

Juie: Hey Denise, what’s the next frequently asked question?
Denise

Is a specific online HS diploma or HSE program to be used for Measurable Skills Gain or Credential Attainment?

You have to make sure that the HS Diploma or HSE program is approved by the NYS Department of Education, especially for NYS residents. Programs that are not approved by New York State Department of Education are not valid for NYS residents, making them ineligible for admissions in community colleges or TAP. For example, we get questions on Penn Foster, New Online Resource or James Madison, none of these are currently approved by the NYS.

Another similar question: We have a youth, who received a HS diploma that is not approved by NYS, while being a NYS resident. **Should we mark them as a HS drop out in OSOS?**
Yes, Youth who already have these diploma’s, while being residents of the NYS should also be considered HS drop out for eligibility purposes.
Denise:

Please remember there are currently only 4 pathways to High School Equivalency. They are: TASC, approved24 college credits program, Regents HSE pathway or the National External Diploma Program. The National External Diploma Program is an online option and particularly older youth might find it more appealing to them. For more detailed information please see the link in the chat (4 pathways to HS equivalency: http://www.acces.nysed.gov/hse/fourth-pathway-hse-diploma).

Denise: I haven’t hear any questions on CareerZone or JobZone, do we have any?
Juie: O yes! About CareerZone we get this question many times.

**We planned to use CareerZone but OSOS shows the youth already has a JobZone account. Can we change it so the youth can use CareerZone instead?**

No. Once a youth has a JobZone listed in One-Stop Operating System (OSOS), top right corner, they must continue to use JobZone. A youth will automatically be assigned to JobZone (not CareerZone) if they are 18 years old or if they have collected Unemployment Insurance benefits. Any attempt to convert JobZone to CareerZone will corrupt the account, making it unusable without assistance from the OSOS Help Desk. If not already signed in, the youth must login through NY.Gov and complete career exploration activities in JobZone.
Juie:
Never change a customer’s portfolio level in OSOS, it corrupts the account. Point to remember is that CareerZone and JobZone are similar. They have similar modules and assessments.

Other Frequently Asked Questions about JobZone and CareerZone are available online. https://www.labor.ny.gov/youth/PDFs/Youth-Careerzone-Jobzone-FAQ.pdf

Juie: Tiffany has been great about keeping up with my fast or slow pace of sides. Denise, could you please answer the next FAQ about DEV?
Denise:

What is the data element validation for documenting eligibility of individual with disability?

Your programs may want to get self-attestation on a separate form, or registration or enrollment form. This may change based on further USDOL guidance.

Denise: What’s next Juie?

Juie: Okay Youth and OSOS teams get various questions about data entry in OSOS which show that many times people are not clear about what different service related terms in OSOS mean.
Juie:
There are 5 service related terms that you should know. There is a Service, Service Type, Service Category, Service Name and Program Service Type in OSOS. What is the difference in them? Let us explore an example.
Juie:
Let us say that the service you offered is resume update. In this case, the Service Type would be LMI with youth in parentheses. The Service Category will be LMI element. Service name is anything that you or your providers would want to name that offering and the Program Service Type should be Youth Services.

Denise: So in an earlier slide we talked about helping with resumes not being comprehensive guidance and counseling. So again using this example, it’s not comprehensive guidance and counseling but LMI element?

Juie: You are on point Denise. Tiffany could you please show the OSOS screen shot for the 5 service related terms and highlight them as I talk about it?
Juie:

In OSOS under the Services Window and services Tab. The Service Name comes first in the detail section then Service Type, Program Service Type is later and Service name is also a column in the table below.
Juie
Service Category is an element or design framework. It is shown by a folder symbol. All service categories for youth have word element in it, except design framework.

Service Types ends with youth in parentheses for all except for occupational skills training and is a check box symbol.
Service Type is something that you attach to an offering.
Service Type is specific information that the US Department of Labor is asking us to record under each element.
For most elements the Service Type is just one check box, but for work experience, follow up and supportive services we are expected to report more details about what types or aspect in that element was offered.

Denise: Juie, share one more example.
Juie:

Okay, let us say you did a resume update with a youth, when she is in follow-up phase of the program. In this case, the follow-up LMI with youth in parentheses will be the Service Type. The Category will be the Follow-up element. Service name would be anything that you named it. And the Program Service type will be follow-up.

I hope this clarified 5 service related terms in OSOS

So far we covered more nitty gritty questions. Denise could you share the more big picture, program design question now?
Denise: So here’s our question: With low unemployment rate, many of our youth are finding jobs on their own. What can we do for them?

Good question, what can you do, a lot. You can start by assessing what they need for their career progression. What do they need to get beyond the minimum wage job. How do they integrate their skills for work into community involvement and/or leadership? Is further education or training needed? The youth finding their own job is certainly a step in the right direction and it this reflects skills they used to do that. So lets look at specifically what you can do.
Denise:

The 14 WIOA elements can be categorized in 5 major goals. Elements that help with improvement in education, that connect with employment, support career success, develop leadership potential and assist in transition. So for the youth who has found their own job, a good place to start would be helping them to identify the skills they used to find their job and to build on those skills. Your assessment may identify that they could benefit from supporting elements such as financial literacy, supportive services and comprehensive guidance and counselling. Maybe the develop leadership potential element could be helpful. There’s a lot you can offer.

If you review TEGL 21-16, it lists the breadth of services that can be offered under each element. Do a check and see how many of the services you offered. Are there any services listed that you need or want to include?
Denise:

So as you review your program services think about how you can create a program brand and model that starts from where the youth is at. Your model should accommodate whether a youth is work ready, needs educational supports or is parenting, has other barriers or strengths, wants to further enhance their career, and learning to become self-sufficient.

Hey Juie, can you help me out here?

Juie: hmm...creating a program brand and program design requires thorough planning, research and assessments...
Juie:

We wanted to share with you an excellent tool for program design. It is a 5 page long assessment developed through the efforts of Ansell Casey Foundation. This assessment will be a good starting point for you to create a brand and most critically recruit, retain and gain outcomes for and with youth.

This assessment can be used to help you incorporate positive youth development principles into your program. The assessment is broken into 5 areas, one page each and PILOT, Positive Relationships, linkages, Improved Skills, Opportunities to contribute and belong and Trustworthy and safe setting. Then each area is divided in two section: one on how your program is doing in that area and second on staff training related to that area.

Questions and Answers
Juie: We are all travelling in similar ships...
Juie

Youth Team’s role is to make the sailing through W-I-O-A and assisting youth smoother...write to us with questions, ideas, best practices, strengths, areas of improvements...