

Regional Program Standards

Focus: WorkSource Centers Youth Program Services
 Other:

Topic: Oregon Youth Employment Program

Date: July 1, 2024

New Revised

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Overview

The Oregon Youth Employment Program (OYEP) is designed to prepare youth for and support them through Occupational Skills Training, Pre-Apprenticeship Training Programs, On-The-Job Training or Work-Based Training activity in one of the following targeted sectors: construction, healthcare, information technology, manufacturing, and public sector. Other sectors may be permitted with notice from Worksystems staff. Services are designed to help close employment gaps, particularly for those underserved and underrepresented communities, by providing young Oregonians with valuable training and work experience that promotes the development of essential employability skills.

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Quality Jobs Initiative

The Department of Labor and Worksystems are prioritizing advancing quality jobs in the workforce system through guidance, performance measurement, strategic use of funding opportunities, and provision of technical assistance to support quality jobs workforce strategies.

A Quality Job helps workers achieve economic stability and mobility, while prioritizing diversity and worker voice. The Columbia-Willamette Workforce Collaborative (CWWC) convened a Quality Jobs Council, comprised of 19 cross-sectoral Participants representing businesses, workers, labor, service providers and government agencies to develop a regional definition of Quality Job to include 1) self-sufficiency wages, 2) safe working conditions/worker engagement, 3) predictable hours, 4) comprehensive benefits, 5) accessible hiring and onboarding practices and 6) training and advancement opportunities. The full CWWC Quality Jobs Framework can be found at this [link](#).

Worksystems will continually engage with employers to increase quality job opportunities for populations that have been historically underrepresented in careers with elements of high job quality and build partnerships that

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raise job quality in meaningful ways for all residents in our region. Additional guidance and training regarding career coaching with an emphasis on job quality will be provided by Worksystems. Additional information and guidance can be found below in the Additional Performance and Data Guidance section.

Eligibility and Documentation Requirements

Contractors must establish processes that prepare potential Participants to complete the eligibility and enrollment requirements for the Oregon Youth Employment Program (OYEP) as outlined below.

Eligibility

All OYEP Participants must be between the ages of 16 and 24 when they begin receiving OYEP services. Documentation of age is Customer Attestation, the signed OYEP *Program Application* is the documentation of this attestation.

Note: Applicants under the age of 18, Contractor staff must conduct due diligence to obtain parent/guardian signature for enrollment. Where a parent/guardian is absent, an Applicant under the age of 18 may be enrolled without parent/guardian signature. Once confirmed that a parent/guardian is absent, Contractor staff sign the Application in place of a parent/guardian with title of Career Coach printed after their signature. The signed Application must be retained in I-Trac.

Enrollment

The following steps must be completed to enroll a Participant in the OYEP program:

- The Applicant applies for the program via the online *Program Application*. Completion of this step creates an OYEP record in I-Trac with an Application date. Career Coaches must manually complete fields for “Service Provider” and “Customer Of” and complete the I-Trac Registration Tab.
- The Applicant must sign the OYEP I-Trac *Program Application* before the Applicant can receive any OYEP services. Obtain the Applicant’s signature (or parent or guardian signature) on the *Program Application* utilizing the I-Trac eSignature process. If an eSignature cannot be obtained, print the Application from the I-Trac Customer Documents menu for signature and upload the signed Application to I- Trac.

The Applicant must begin participation in program services within 45 days of the Application date. Participation begins with the first OYEP-funded service entered in I-Trac.

Program Design and Service Delivery

There are five service provision functions within the PDX OYEP program:

- Worksite Development Contractors are responsible for the recruitment and training of worksites, completion of worksite documentation and management of the *Worksite Agreement/Terms and Conditions*.
- Worksite Liaisons are employed by the Worksite Development Contractors and are the primary points of contact for worksites. They are responsible for placing the Participant at a worksite, coordinating with the worksite Supervisor and Career Coach, supporting the workplace relationship between the worksite and Participant and assisting in mediating concerns that may arise throughout the duration of the Work Experience. The Worksite Liaisons verify hours worked for the Employer of Record.
- OYEP Coaching Contractors are responsible for providing informational sessions, orientation and support concerning work-based training services including process and timelines for engagement, Participant enrollment, work-based training matching, payroll onboarding and ongoing program support. They coordinate enrollment of prioritized Community Referral Partner Participants and track usage of slot allocations across their Contract.
- OYEP Career Coaches are employed by contracted OYEP Career Coaching service providers and are the primary points of contact for Participants. The OYEP Career Coach is responsible for supporting Participants through the enrollment and onboarding process, communicating with the Worksite Liaison for appropriate worksite placement decisions, working with the Participant on their work performance, providing necessary Support Services to the Participant and assisting the Worksite Liaison with Participant performance at the worksite. OYEP Career Coaches are responsible for ensuring Participants have received supervisor feedback through the *Worksite Supervisor Intern Evaluation*. Additionally, they assist in developing a post-program “next step” plan with Participants as they exit the program- including referrals to other system services such as NextGen as applicable.
- The Employer of Record is an organization contracted by Worksystems that is the designated employer for the Work Experience and is responsible for the management of payroll, including wages, tax withholding and reporting.

Service Definitions

Engagement in services provided through OYEP is tracked and managed through I-Trac. When entering service activities in I-Trac, use these definitions to ensure the appropriate service and any corresponding file documentation align with the activities in which the Participant is engaged. All services accessed by a Participant must be documented in I-Trac.

Career Coaching

Career Coaching services provide labor market and employment information about in-demand industry sectors or occupations available in the local area. Career Coaching provides advice and support in helping the Participant make decisions about what education and career path to take. Career Coaching services may include providing information about potential opportunities for work experience, Secondary Education, and the long-term benefits of Occupational Skills Training and Postsecondary education.

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

- Assist in identifying career and education goals.
- Develop with the Participant a plan that incorporates a customized set of OYEP services (required), WorkSource services (if applicable), and outside resources that will assist the Participant in meeting their goals.
- Coach Participants in the personal and interpersonal (“soft” or “life”) skills required to obtain and retain employment and Post-Secondary placement.
- Assist Participants in identifying and securing the resources and supports necessary to succeed in their training and career plans.
- Facilitate collaboration between the different service providers working with the Participant to synchronize career and education goals and align resources.
- Coach Participants in job search including resume review, interview coaching, and career advising.
- Management of the tracking, documentation and reporting requirements of program participation and performance.

Career Exploration

Career Exploration is the process by which the Career Coach helps the Participant develop knowledge of the variety of careers and occupations available across a wide range of industry sectors; the skill requirements, working conditions and training prerequisites; and the job opportunities. Useful tools are [Careers NW](#), a Worksystems-sponsored website, and Oregon Employment Department’s [qualityinfo.org](#).

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Career Labs

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

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

Career Mapping

This workshop is the first step of the Career Mapping process. Participants identify their strengths, gifts and capacities, the qualities that enable them to be successful in the work environment and potential jobs. Refer to the Career Mapping Manual for additional information and detail.

Financial Literacy

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

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

Service providers may consider using the Prosperity Planner (<https://www2.prosperityplanner.org/>) as an additional tool in support of financial literacy activities.

Individual Career Plan

The Individual Career Plan identifies career pathways for the Participant that include education and employment goals and appropriate achievement objectives and services. The plan documents short- and long-term education and employment goals.

Prior to plan development, a variety of assessments must be conducted to provide critical information about the Participant's career goals, interests, aptitudes, basic academic skill level, occupational skills, work history, work

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and college readiness, attributes, personal strengths, developmental needs, and support service needs. The analysis and application of this assessment information is critical to guiding and coaching the Participant and assisting them to develop a realistic plan to reach their career goals.

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

The Individual Career Plan must be completed by the Participant's Exit from the OYEP program. Each plan update is entered in I-Trac as an *Individual Career Plan Development & Review* service.

Sector Learning and Experiences

Understanding how Participants are connecting with and learning about In-Demand Occupations in different sectors is important, as these experiences help introduce Participants to career opportunities that provide living wage occupations.

Identify how the sector learning service was delivered (Guest Presentation, Pamphlet/Literature Provided or Tour). Select the appropriate status for the service along with associated Industry and Delivery Method. Visit <https://www.census.gov/naics/> for guidance on which sector to select related to the service provided.

Sector Learning And Experiences								
	Start Date	End Date	Service	Status	Industry (NAICS)	Delivery Method	Last Modified By	Date Modified
<input type="button" value="save"/> <input type="button" value="cancel"/>	<input type="text"/>	<input type="text"/>	--Select One--	--Select One--	--Select One--	--Select One--		

Training, Post-Secondary Education & Employment Skills

Occupational Skills Training

An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Such training should:

- Be instructor-led in either an in-person or virtual format.
- Be outcome-oriented and focused on an occupational goal specified in the Individual Career Plan.
- Be of sufficient duration to impart the skills needed to meet the occupational goal.
- May include workforce preparation such as First Aid/CPR, BLS, Forklift, Flagger and OSHA 10/30.

Pre-Apprenticeship Training Program

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

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Work Based Training

On-the-Job Training

On-the-Job Training (OJT) assists businesses in training skilled, productive workers. OJT's may be used to help train newly hired employees and employees hired to regular permanent employment through a staffing service relationship who need additional training to meet the employer's minimum standards. OJT services are coordinated through a WorkSource Center.

The OJT is an agreement between the WorkSource Center and an employer who agrees to act as a training provider. The OJT is a hire-first program; the trainee is hired as an employee of the company, a training plan is developed to outline the skills the trainee is lacking to be proficient in the position minimum requirements, and the employer agrees to provide the necessary training on the job to bring the trainee up to entry-level standards for the position. The employer is compensated for the extraordinary costs and decreased productivity associated with training the Participant.

Refer to OJT Regional Program Standards and the OJT Development manual for additional detail and requirements.

Work Experience

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

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

Work Experiences are an employer-employee relationship with the Participant and a wage is paid. The Internal Revenue Service Fair Labor Standards Act apply. All Participants must complete all Employer of Record-required documents and processes, including but not limited to: W4 (both Federal and State) and Form I-9 and Verification.

Work Experience Administrative Rules

- Participants may be at the worksite no more than 40 hours per week (no overtime); weekly work schedule may vary but a 25-to-30-hour work week is recommended.
- Participants in the Work Experience program must receive continuous supervision and comprehensive training in their assigned job duties, safety protocols, and relevant regulations.
- A maximum of 160 hours for the total Work Experience training is allowed unless an extension of hours is approved in writing by Worksystems' contract liaison.
- A maximum of 12 weeks for the total Work Experience training is allowed unless an extension is approved in writing by Worksystems' contract liaison.

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- A maximum of two Work Experience services per Participant is allowed unless an exception is approved in writing by Worksystems' Contract Liaison.
- Participants are paid at or above the current minimum wage for the Portland Metropolitan area. The rate is established by Worksystems. No Work Experience will pay a wage less than the current minimum wage.
- Wages are paid by an Employer of Record contracted by Worksystems and are paid through direct deposit, check, or pay card. Check endorsement or direct deposit may be used as the signed receipt.
- Holiday, vacation, and sick leave policies are outlined in the *Employer of Record Policies and Procedures* manual.
- The Work Experience may not displace, replace or cause a reduction of hours for any regular employee of the worksite.
- A worksite may not accept any Participant who is an immediate family member of any worksite supervisor or back up supervisor.
- All required equipment, tools and materials necessary for a Work Experience must be provided by the worksite.
- The following job duties are disallowed or prohibited:
 - Involvement in political lobbying or required religious activities.
 - Unprotected contact with hazardous materials.
 - Job duties that require proximity to dangerous chemicals.
 - Transport of the Participant or others to perform job duties using a personal vehicle.
 - Transport of others to perform job duties using a company vehicle.
 - Work on ladders over 6 feet tall.
 - Lift more than 50 lbs. without assistance.
 - Work on roofs.
 - Work underground.
 - Operate power tools/saws.
 - Work with children or provide homecare in unsupervised situations.

Work Readiness Training

Instruction that provides Participants with knowledge and practice of essential employability and technical skills that allow Participants to compete for in-demand occupations.

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Support Services

Support Services are financial assistance to offset expenses necessary for a Participant to engage in program activities or to seek or retain employment. Prior to considering support service payments, efforts must be made to identify resources in the community or from other grant resources that may provide the same support and use those available resources first.

Processes must be in place at each Contractor for appropriate referrals to such services as food stamps, community-based social services and housing agencies. Staff are responsible for assisting Participant exploration of resources from community sources and/or within the Participant's personal support system. When other resources are not available, and based on individual assessment and availability of funds, Support Services may be provided through OYEP program services.

Support Services are considered payments and do not extend program participation; therefore, every support service should be delivered with an appropriate staff service on the same day (e.g., Career Coaching).

Prerequisites

Participants who seek Support Services must be enrolled in the OYEP program with a Participation Date.

The Support Service must be necessary to enable the Participant to engage in education, training, job search activities or employment.

Administrative Requirements

Documentation

All Support Services are to be tracked in the Participant's I-Trac record on the Payments Tab in the Support Services control. When a support service is paid directly to the Participant a signature that acknowledges receipt of the support payment must be on file with the back-up payment documentation noted below in Support Service Definitions.

Note: Direct deposit into an account in the Participant's name and the endorsement on a cancelled check are both allowable documentation of this requirement. Direct deposit information must be received directly from the Participant with approval to deposit support service payments to the account.

When a gift card (including a gas card) is provided as the support payment, receipts for the total amount of the gift card that reflect the purchase of allowable and approved items is required with the fiscal documentation file.

Fiscal Procedures

Each Contractor must establish a written process to ensure proper fiscal procedures are followed, including paying from original invoices or childcare logs, securing original receipts, and appropriate Participant acknowledgment of direct payments made to reimburse Participants.

Documentation of support service payments is maintained in the financial records attached to the payment record. A copy of the Participant's Prosperity Planner budget documenting the Participant's financial need must be saved in I-Trac.

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Each Contractor must establish and follow a process for reconciling pre-purchased Support Services (e.g., bus passes, pre-paid gas cards, retail store vouchers). This reconciliation must occur at least quarterly (monthly preferred), with the documentation maintained on-site and made available during Worksystems or funder monitoring, as requested.

Note: Support Service purchases administered with pre-purchased (gift) cards must be allowable under the Federal Cost Principles (unless specifically allowed for by a specific grant, which allowability will be outlined in the Regional Program Standards for the grant).

Support service payments/reimbursement must be made from funds during the program year in which they were incurred.

Support Service Definitions

Contractors may provide the following types of Support Services. If the support is not defined below it is not allowable for payment under this policy.

Note: Funds may not be used to pay for interest charges, late fees or payment or modification of a debt.

Contractors may provide the following types of Support Services. If the support is not defined below it is not allowable for payment under this policy, either due to local area restrictions or because the support is not allowable by funding source(s).

Books and Fees

Costs associated with required books, school supplies and fees for Participants enrolled and officially registered in Post-Secondary Education or Training, including testing fees, or books and fees required for Occupational Skill Training.

Required Documentation: The original store receipt, school record or test receipt (for fees) that reflects an itemization of the purchased items.

Child and Dependent Care

Childcare costs are for a child(ren) age 12 and under during the time the Participant is engaged in program services — including travel to and from the service delivery site. Due to the high cost and limited resources this support should only be considered on a case-by-case basis.

A spouse, sibling, or other family member residing within the same household may not be paid with Support Service funds to provide childcare for the Participant's children. Costs for care of an individual age 13 or over may only be paid if there is a documented disability stating the individual may not be left alone.

Required Documentation: A care log (completed by the Participant and signed by the care provider verifying dates, times, and cost) is to be used to track the costs being reimbursed. The log must be retained in the financial documentation for the payment.

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Clothing/Personal Care

Clothing and/or related footwear or incidentals (including grooming and hygiene products) for interview, work or training. This may include such items as a uniform/safety attire, or a type of work shoe or protective eye wear required for the job by an employer (and not provided by the employer) or required of trainees by the training provider. Utilize community resources for interview attire whenever possible.

Required Documentation: The original store or merchant receipt that reflects an itemization of the purchased items.

Credit Repair

Credit counseling and other services necessary to assist Participants with critical skills related to household budgeting, managing money, accessing a personal credit report, and resolving personal credit problems that will contribute to the Participants' work readiness. Credit repair services are to assist the Participant to be ready to enter training, job search and/or maintain employment. Whenever possible, community resources should be utilized.

Required Documentation: The original receipt that reflects an itemization of the services provided and associated cost.

Drivers Education Training

Funds may pay the cost for a driver's education course through an ODOT-approved provider (<https://www.whydrivewithed.com/find-a-provider/>) to learn to drive and be able to secure an Oregon Driver's License in order to complete training, job search, and/or maintain employment.

Required Documentation: Verification that the provider is ODOT-approved, and original invoice for the published fee/rate. Payment must be made to the training provider.

Employment Documentation

Payment of fees required to secure or replace documentation required to complete an I-9 with an employer to secure employment.

Required Documentation: Receipts that itemize the fees necessary to obtain the approved document with staff attestation (notation and signature on receipt copy is sufficient) that the identification documentation was secured.

Food

On a limited basis and in certain situations, food may be provided to OYEP Participants as a support service. Food may be provided only to OYEP Participants to enable their engagement in OYEP services as defined in these Regional Program Standards when the service crosses over a mealtime or the service is more than three hours in duration.

Use of OYEP funds for food must be limited to reasonable and necessary purchases. Food is only considered reasonable and necessary when there is adequate documentation for the necessity of engaging in a OYEP program service over a mealtime, or the service is more than three hours in duration.

Food is not permitted for celebrations, such as a graduation ceremony. The payment of food for an individual OYEP Participant to purchase groceries is only permitted for participants who are not receiving Supplemental Nutrition Assistance Program (SNAP) assistance.

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OYEP providers must coordinate with other programs to ensure that Participants who are eligible for the Supplemental Nutrition Assistance Program (SNAP) or other food services are enrolled in such programs.

Required Documentation: OYEP service providers must have a policy and corresponding procedures that define the use of food as a support service. The policy and procedures must meet the requirements of this policy; food purchases will be reviewed and monitored against the provider policy and procedures. Provider policy/procedures must include at minimum:

- A dollar threshold (minimums and maximums) on how much, in total or per participant, is allowed.
- The requirement that a log be kept that tracks program services supported with food assistance. The log must include:
 - What OYEP service was provided.
 - Documentation of why the service was required to be delivered over a mealtime or document that the service was more than three hours in duration.
 - A list of Participants receiving the service and a Participant signature on the log.
- The original store or merchant receipt that reflects an itemization of the purchased items is required.

The policy must be provided to and approved by Worksystems' Youth Services Manager prior to any food purchases. If the policy is revised after approval, the revised version must also be approved before being implemented.

Housing Assistance

To support and contribute to the Participant's readiness to enter training, education, or employment, assistance with housing costs may be provided.

To be considered for housing assistance support, staff must determine that the situation would impede the Participant's ability to conduct an efficient job search, maintain employment or participate in training without the housing payment assistance, and that the Participant has a plan for future payments.

Where community resources are available and the Participant eligible, those resources must be used before support service payments can be utilized.

Housing Payment

Grant funds may be used to assist with housing payments (current and arrears) that will contribute to the Participants' readiness to enter training, education, or employment.

Note: WIOA funds may not be used to pay late fees for past-due rent or mortgage payment.

CDBG funds may not be used to pay any mortgage expense.

Required Documentation: Clear verification (copy of rental agreement, mortgage statement, voucher or detailed receipt) of charges due and Participant residency is required. For mortgage assistance the Participant must be one of the named borrowers/homeowners on the mortgage statement. For rent

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assistance, the address on the lease must match the Participant I-Trac record if the Participant is not named on the lease agreement. Payment must be made to the leaseholder/owner or mortgage holder.

Housing Stability Education

Grant funds may be used to pay the costs associated with community housing stability education services that will contribute to the Participants' work readiness through stabilized housing.

Required Documentation: An invoice from the community service provider is required. Payment must be made directly to the education provider.

Housing Moving Costs

Payments for services or items necessary to move into stable housing may be considered and approved. Examples include but may not be limited to: Application and move-in fees, security deposits, motel vouchers for temporary housing, fees for access to Community Warehouse, household items, temporary storage unit costs, U-Haul or similar truck or van rental to move furniture. Whenever possible, community resources such as Goodwill and Community Warehouse should be utilized.

Required Documentation: Direct payment from an invoice to landlord/rental company or itemized receipt from the motel, store or merchant where the purchase was made.

Laptop Computer

Purchase of a basic laptop computer when needed to participate in program services, engage in training or secure and/or maintain employment (when not provided by the employer or training provider).

Required Documentation: The original store or merchant receipt that reflects an itemization of the purchased items.

Legal Services

When necessary to assist a Participant in expunging a criminal record or to maintain legal to work documentation to secure employment or participate in a training. Where community resources are available and the Participant eligible, those resources must be used before support service payments are utilized.

Required Documentation: Itemized invoice that clearly details the services provided and the published rate for the service. Payment must be made to the vendor.

Medical/Dental/Optical

This Includes medical/dental/optical testing/treatment, prescriptions, mental health testing, counseling. Funds may only be used for co-payments and expenses of the Participant and cannot be used for costs of family members. Due to the high cost and limited resources, efforts should be made to first utilize Oregon Health Plan, County health care resources, and/or sliding scale fee structures with providers and support service should be limited to the minimum required to permit the person to participate in training, job search, accept employment, or maintain employment.

Note: Participant drug testing is not allowed except where required to participate in a Training, Apprenticeship program or to facilitate the hiring process for the Participant.

Required Documentation: Co-payments may be reimbursed to the Participant and require a receipt from the health care/service provider showing the date and amount of payment. All other payments

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must be made directly to the health care/service provider based on an original detailed invoice (no statements).

Professional Test/License/Organization Fees

When professional licenses/certifications/test/test preparation fees or membership/professional event registration are required or necessary to ensure a Participant obtain employment or provides increased access to employment opportunities in the associated sector. Support may include the cost for professional licenses; certifications; test fees and/or test preparation materials, including GED; business, technical and professional organization fees; professional event registration fees, etc.

Required Documentation: Original receipt(s)

Relocation

When a Participant accepts a job offer at a location out of Multnomah or Washington County and more than 50 miles away, grant funds may be used to share in the cost of moving to that location (e.g., U-Haul costs, etc.).

Required Documentation: A written, bona fide job offer must be documented to qualify for relocation support. Original receipt(s) of all approved relocation expenses must be maintained with the payment record.

Tools

When Participants are required to purchase their own tools for employment or training, this cost may be covered by support service payments. Examples include mechanic, shop, electrician tools, etc.

Tools or equipment that is supplied by the employer, e.g., industrial equipment, stationery, machinery, safety equipment, etc., may not be paid for with Support Services.

Required Documentation: Original itemized receipts that reflect the allowable and agreed upon item(s). In addition, for tool purchases for training, documentation from the training provider of the required items is to be maintained in the file. For employment, a bona fide, written job offer that shows the requirement of employees providing their own tools or equipment (must be specific) must be provided prior to the approval of funds.

Transportation

Support Services are available to provide transportation assistance to Participants to allow them to engage in services and activities that support training and education, job search, and/or employment. Transportation types (and associated requirements) include:

Auto or Bicycle Repair

Funds may pay for repair and replacement of essential parts and safety equipment to an automobile or bicycle only if it can be verified there is no other reasonable way for the Participant to transport himself/herself to a training or work site. For Auto Repair, the vehicle must be titled and registered in the Participant's name, be properly insured and there must be written verification by a reputable certified mechanic that the repairs are needed.

Required Documentation: Original invoices/receipts are required for car and bike repair payments. Quotes or work orders will not be accepted for payment receipts. Auto Repair payment must be made to the invoicing certified mechanic and a copy of the auto registration, documentation of a valid driver's

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license, and proof of insurance card must be included with the payment record and verified to be the same vehicle on which repairs were made.

Auto Insurance

Support Service payment may be provided for auto insurance coverage required by the State of Oregon or Washington and can only be justified in a situation where, without the insurance, the Participant would not be able to travel to the training site and/or place of employment. The vehicle must be titled and registered in the Participant's name and the Participant must have a valid driver's license in their state of residence.

Required Documentation: The original insurance billing with payment directly to the insurance company is required. In addition, documentation of a valid driver's license, a copy of the auto registration, and proof of insurance card is to be included with the payment record.

Auto Registration

Costs associated with DEQ test fees, title transfer and/or registration or renewal may be paid to allow Participants to register their auto for the purposes of completing training or securing and/or maintaining employment. Note that the Oregon Department of Motor Vehicles may require a valid driver's license and proof of auto insurance attached to the vehicle.

Required Documentation: The original registration/transfer/test receipt(s) and a photocopy of the new title and/or registration in Participant's name must be maintained in the Support Service financial file.

Bicycle Purchase

When a Participant chooses and it is determined that the purchase of a bicycle is as, or more, cost effective than other types of transportation assistance, support service funds may be used to purchase a bicycle, including an appropriate bike helmet if the Participant does not own one. If appropriate staff may require the Participant engage in a bicycle safety class or may purchase a child's helmet or seat if the bicycle transportation is being used to drop children at school or child care to allow Participant to work or attend training, and this cost may also be covered through support service payment.

Service providers should develop a relationship with Community Cycling Center where consultation assistance on the decision and purchase, education and repair options are available (<https://communitycyclingcenter.org/>) for reasonable costs.

Staff due diligence is required to determine and document:

- Using a bicycle as a means of transportation to and from the Participant's job, school or training location is reasonable and, over time, more cost effective and convenient than other forms of transportation. Staff determine reasonableness by evaluating with the Participant things like distance, times, work schedule, long-term viability.
- The Participant does not currently own a bicycle or have other modes of transportation available.
- The purchase price is reasonable based on some form of price comparison documentation (price quotes, including refurbished when available) for the type of bicycle being purchased.
- The type of bicycle being purchased is appropriate for the intended use (e.g., distance, night riding).

Note: Once purchased no other forms of Transportation assistance may be provided via Support Services.

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Required Documentation: The itemized receipt for the purchase and documentation of price comparisons to support the final selection decision are to be maintained in the financial file. Written attestation from the Participant that they are choosing a bicycle for their transportation, they understand they will not be provided with other forms of transportation assistance once a bike is purchased, they do not currently own a bicycle, and justification that a bicycle is a reasonable mode of transportation for the purposes of getting to/from school, training and/or employment is to be maintained in the Participant file.

Parking

When necessary, to enable the Participant to engage in career services or training activities (e.g., college campus parking fees).

Required Documentation: Original receipts that reflect a location and time in line with approved service provision (i.e., a class schedule).

Public Transportation, Car Share, Fuel

Includes all modes of transportation (e.g., public transportation passes or tickets, gas for a personal vehicle, car share service, Uber/Lyft/taxi service, bicycle/scooter share service) to help Participants engage in services and activities that support training and education, job search and/or employment.

Staff are required to determine that assistance provided is not duplicated, such as a bus pass for a month and gas purchase during the same month. Additionally, funds should not pay for the monthly cost of share vehicle services but can reimburse for the month(s) that the Participant uses the service for allowable activities. This should be managed through verification of attendance logs and communication with the Participant documented in file.

Required Documentation: A log must be kept that tracks activities supported with transportation assistance. A signature on the log for bus passes, bus ticket packages (not individual tickets), and gas card distribution to Participants that includes the Participant's signature acknowledging receipt can be used as documentation. For other types of transportation, a detailed receipt showing date and time must support reimbursement payment and must align with activities noted in the log. A signed receipt for each instance of transportation support payment in the file can replace a log as long as the tie to services is noted. Receipts are required for gas cards and must show allowable and approved purchase (i.e. gasoline and not items from the mini mart).

Utilities

Utility assistance may be provided to assist a Participant in stabilizing their living situation and to conduct an efficient job search, maintain employment or participate in training. This includes past due utility payments, utility deposits, internet cell phones and cell phone bills (but does not include any sort of television/cable expenses). Prepaid cell phone service may be paid for with Support Services funding.

The original bill must be provided before payment can be approved, with verification that the utilities/phone are for the Participant's personal residence or in the Participant's name or phone number (in the case of cell phones).

Required Documentation: Clear verification (copy of detailed utility invoice that matches Participants address. Cell phone invoice that matches the Participant's name or phone number in I-Trac) of charges due. Payment must be made to the vendor.

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Performance

Performance Element	Description
Participation in Training, Post-Secondary Education & Employment Skills or Work Based Training Services	<p>Denominator All enrolled Participants</p> <p>Numerator The number of Participants with a Training, Post-Secondary Education & Employment Skills or Work Based Training service with a status of Started.</p>
Target Industry Participation	<p>Denominator All enrolled Participants</p> <p>Numerator The number of Participants with a Training, Post Secondary Education & Employment Skills or Work Based Training service with Target Sector identified.</p>
Training, Post-Secondary Education & Employment Skills or Work Based Training Services Completion Rate	<p>Denominator All enrolled Participants with a Training, Post-Secondary Education & Employment Skills or Work Based Training service with a status of Started.</p> <p>Numerator The number of Participants with a Training, Post-Secondary Education & Employment Skills or Work Based Training service with a status of Completed.</p>
Credential Attainment	<p>Denominator All enrolled Participants with a Training, Post-Secondary Education & Employment Skills service with a status of Completed.</p> <p>Numerator The number of Participants who obtain a Credential.</p>

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I-Trac Data Entry

Performance Element	I-Trac Data Entry Fields	Documentation
Participation in Training, Post-Secondary Education & Employment Skills or Work Based Training Services	Services Tab <ul style="list-style-type: none"> • Training, Post-Secondary Education & Employment Skills Control (Status set at Started) • Work Based Training Control (Status set at Started) 	Staff Attestation
Target Industry Participation	Services Tab <ul style="list-style-type: none"> • Sector Learning And Experiences Control 	Staff Attestation
Training, Post-Secondary Education & Employment Skills or Work Based Training Services Completion Rate	Services Tab <ul style="list-style-type: none"> • Training, Post-Secondary Education & Employment Skills Control (Status set as Completed) • Work Based Training Control (Status set as Completed) 	Staff Attestation
Credential Attainment	Outcomes Tab <ul style="list-style-type: none"> • Credentials Control 	Copy of Credential, Transcript, or Participant Signed Follow Up Survey

Additional Performance Definitions
Data Entry Requirements

All program information is reported to funders through the I-Trac management information system. To ensure accurate and timely Federal, State and Local reporting, all data is to be entered in the appropriate I-Trac control within five business days of the activity, payment, or receipt of employment information.

Enrolled Participant

An Applicant with a Registration and Participation date in I-Trac.

Credentials

Credentials are awarded by education institutions, training providers, licensing boards or industry associations in recognition of an individual's performance of measurable technical and/or occupational skills necessary to gain employment or advance within an occupation.

Technical or occupational skills are based on standards developed or endorsed by employers or industry associations; degree or diploma requirements are established or endorsed by the Oregon Department of Education. Training programs depicted on the State and Local ETPL note whether a credential is available upon successful completion of the training or subsequent certification testing. The following credentials are tracked for reporting to funding agencies.

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Credential	Additional Definition
High School Diploma	
GED or High School Equivalency Diploma	
Associates Degree	
Bachelor's Degree	
Post Graduate Degree	
Non-DOL Approved Credential	Certificates awarded for Workforce Preparation such as Forklift, Flagger, OSHA, CPR/First Aid.
Other Recognized Diploma, Degree or Certificate	To report in this category the Credential must be awarded from an accredited post-secondary institution. Example: Human Resource Management certificate from Portland State University.
Occupational Certification awarded by a certification body	A Credential awarded <u>by a certification body</u> based on an individual demonstrating through an examination process that they have acquired the designated knowledge, skills, and abilities to perform a specific job. The examination can be either written, oral, or performance based. Examples: Microsoft, Apprenticeship, Security Certifications, BankWork\$, CareerWork\$ Medical, Guest Services Gold, Pre-Apprenticeship Certification.
Occupational Skills License awarded by a government agency	A Credential awarded <u>by a government agency</u> that grants legal authority to do a specific job. Licenses are based on some combination of degree or certificate attainment, certifications, assessments, or work experience; are time-limited; and must be renewed periodically. Examples: A license from the Oregon State Board of Nursing to be a practicing RN, LPN, or CNA.
Occupational Skills Certificate Awarded by an education institution	A Credential awarded by an <u>educational institution</u> based on completion of all requirements for a program of study, including coursework and test or other performance evaluations. Certificates are typically awarded for life (like a degree). Certificates of attendance or participation in a short-term training (e.g., 1 day) are not in the definitional scope for these certificates. Example: Career Pathways certificate.

Employment Characteristics
Basic Skills Deficient

A Participant who has English reading, writing, or computing skills at or below the eighth-grade level on a generally accepted standardized test; or a Participant who cannot compute or solve problems, or read, write or speak English at a level necessary to function on the job, in an individual's family or in society.

English Language Barrier

A Participant who experiences at least one of the following: Limited Proficiency in English (English is not primary language) or Is learning English because it is not their primary language.

Essential Skills Deficient

A Participant who is a High School student who has not yet demonstrated the ability to; read and comprehend a verity of text, write clearly and accurately, apply mathematics in a variety of settings, listen actively and speak clearly and coherently, think critically and analytically, use technology to learn,

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live and work, demonstrate civic and community engagement, demonstrate global literacy, demonstrate personal management and teamwork skills.

Foster Care

A Participant who is currently or was formerly in foster care. Foster care is a temporary living arrangement coordinated through the Department of Human Services for children who need a safe place to live when their parents or guardians cannot safely take care of them.

Free & Reduced Lunch Eligible

A Participant who is receiving or eligible to receive free & reduced lunch.

Generational Poverty

A Participant who is a member of a family that has faced generational poverty. Generational poverty is a term applied to families who have experienced poverty for at least two generations.

High School Credit Deficient

A Participant who is in High School and credit deficient. Credit deficient means a Freshman with less than six credits by the end of their first year, Sophomores with less than 12 credits, Juniors with less than 18, and Seniors with less than 24.

High School Diploma Equivalency or GED Track

A Participant who is in High School or alternative program to earn a HS equivalency or GED rather than High School credits.

High School Dropout

A Participant who is currently not in High School and has not completed a HS diploma/HS equivalency/GED.

Homeless/Houseless/Unsheltered

Individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; those who are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals as well as those who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or any public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Immigrant, Farm, or Migrant Worker

A Participant who self-identifies as an immigrant, refugee, asylum seeker; undocumented person, DACA recipient, "Dreamers", linguistically diverse; farmworkers, and migrant workers. Participants must not be asked to specify which of these characteristics applies to them.

Justice System Involvement

A Participant is or has been involved with the criminal justice system.

LGBTQIA2S+

A Participant who identifies as a member of the LGBTQIA2S+ community.

Person with a Disability

A Participant with a physical or mental impairment that substantially limits one or more of the major life activities of such an individual, a record of such an impairment; or being regarded as having such an impairment.

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Pregnant/Parenting

The Participant is pregnant and/or parenting.

Receiving Other Public Assistance

Examples may include refugee assistance or Oregon Health Plan.

Receiving SNAP

A Participant in a family receiving SNAP food assistance.

Receiving TANF

A Participant in a family receiving TANF.

Exit Statuses

Enrolled Participants are to be exited from OYEP at the conclusion of services. The Exit date is the end date of the last service in I-Trac.

Exit – Not Completed (Exit for Cause)

Selected when a Participant did not finish their program services due to being dismissed. Reasons for dismissal may include behavior, lack of professionalism or excessive tardiness.

Exit – Not Completed (Other Reason)

Selected when a Participant did not complete program services due to a reason other than Exit for Cause or Successful Exit. (i.e. was injured, passed away, etc.).

Exit – Not Completed (Successful Exit)

Selected when a Participant did not complete program services, however their exit was considered successful in that they exited the program with a purpose. (i.e. acquired a job, vocational training, educational opportunities, relocated, etc.)

Exit – Completed

Selected when a Participant successfully participated in the OYEP program and has completed all services.

Hours and Credits

Academic/Educational Hours

Collection of all Participant hours combined, specifically dedicated to advancing educational/academic attainment. This includes academic classroom hours, high school equivalency test practice and test hours, study time specific to vocational certification testing.

Work Readiness Instruction /Project Hours

Collection of all Participant hours combined, specifically dedicated to work specific instruction and project related activities. Does not include enrichment/supplemental experience or academic/educational hours, but does include job specific instructions (i.e. Orientation, resume building, mock interviews, 1:1 coaching and feedback, etc.).

Enrichment/Supplemental Experience Hours

Collection of all Participant hours combined, specifically, those that provide intentional enrichment/supplemental experiences for program Participants. May include but not limited to college and business/industry tours, guest speakers and presentations, outdoor recreation experiences, team building, trainings (i.e. money management, nutrition, etc.).

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Narrative Case Notes

Narrative case notes are not a service but may be completed in I-Trac to document additional detail around participation activities; successes and challenges; progress towards Individual Career Plan goals; and skill gains, Credential, employment, or Post-Secondary outcomes. Narrative case notes entered should not repeat information already entered in the I-Trac system, but should expand upon, provide context to or augment service or employment data. A case note is to be completed to document when a Participant cannot be located or contacted. Narrative case notes should not include any medical or treatment information, or personal information that is not relevant to their career plan activities.

Placement

A placement is a Participant with a Work Experience service with a status of Started in I-Trac.

Work Experience Service Statuses

A service status is entered in the Work Experience service in I-Trac under the following conditions:

Planned: A Participant has been matched with a Work Experience and the service has not yet started.

Started: A Participant has started the Work Experience.

Transferred: This status is utilized when a Participant has started a Work Experience but during the service the Participant transferred to another work experience.

Completed – Hired: This status is utilized when a Participant has started and completed a Work Experience and was hired by the worksite. This status is utilized for Work Experiences only when the Participant has completed 80 percent of their planned work experience hours. A Work Experience may also be defined as *Completed-Hired* without reaching the 80 percent rate if the Participant transitions to unsubsidized employment at their worksite.

Completed – Not Hired: This status is utilized when a Participant has started and completed a Work Experience and the Participant was not hired by the worksite. This status is utilized for Work Experiences only when the Participant has completed 80 percent of their planned work experience hours. A Work Experience may also be defined as Completed without reaching the 80 percent rate if the Participant:

- Transitions to unsubsidized employment.
- Transitions to a Secondary, Post-Secondary or Occupational Skills Training program.
- Has an identified medical necessity that precludes them from participating in the Work Experience.

Not Completed – Fired: This status is utilized when a Participant has started a Work Experience, but during the service, the Participant was terminated from their placement.

Not Completed – Quit: This status is utilized when a Participant has started a Work Experience, but during the service the Participant voluntarily ended their participation without completing 80 percent of their planned hours.

Quality Job Standards

A quality job helps workers achieve economic stability and mobility, while prioritizing diversity and worker voice. The Quality Job Standards below should be incorporated into to career planning discussions with participants:

- **Self-Sufficiency Wages:** A quality job provides sufficient income to afford a decent standard of living. For example, jobs that offer pay consistent with published self-sufficiency standards that consider family composition and cost of living.

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- **Safe Working Conditions/Worker Engagement:** A quality job offers employees dignity and respect and welcomes engagement in workplace operations. For example, quality jobs uphold and enforce anti-harassment and anti-discrimination policies and provide reasonable accommodation to employees with disabilities.
- **Predictable Hours:** A quality job offers employees predictability on the number of hours they are offered per week to minimize hardship on employees and their families.
- **Comprehensive Benefits:** A quality job provides basic benefits that increase economic security, improve health and overall well-being. Quality jobs include healthcare, childcare, transportation, wellness programs and access to retirement savings programs, among other supports.
- **Accessible Hiring and Onboarding Practices:** A quality job offers transparent and accessible hiring and onboarding practices to ensure that employer and employee are set for success.
- **Training and Advancement Opportunities:** A quality job provides opportunities to build skills and access new roles and responsibilities in a workplace. For example, quality jobs offer internal pathways to support career progression and professional development opportunities.

The Quality Jobs Framework and Quality Job Standards should be utilized keeping in mind each program Participant's unique career goals, education goals, and circumstances while developing an individualized career plan. The Framework should be used by Career Coaches to inform and facilitate discussions when exploring career path options and evaluating employment opportunities.

Situations may arise in which an employment opportunity does not meet all or only meets some of the quality job standards. Worksystems recognizes that getting on a pathway to a quality job is, at times, a necessary first step toward the attainment of a quality job. Supporting program participants while they remain on their career journey toward a quality job is the primary goal of a Career Coach when it comes to advancing quality jobs, and coaching job seekers in how to recognize a quality job is the key to accomplishing that goal.

File Documentation Requirements

Participant file documentation may be paper located in a physical file (to be kept in a secure [locked] file location); may be kept in a secure electronic file (secure means limited access/access requiring system permissions and is not in a folder accessible by all staff and with no security built in); or maintained in I-Trac.

The following standard forms will be used and are provided as forms by Worksystems.

Requirement	Detail	Location
Program Application	A completed and signed OYEP <i>Program Application</i> is required. Obtain an eSignature through I-Trac or print the Application from the Customer Documents link once all Registration data is entered, secure Applicant signature and upload to I-Trac.	I-Trac

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Work Experience Forms	<p>Forms W4- Federal and State Submitted through the Employer of Record. No copies should be retained in the Participant file.</p> <p>Form I-9 and Verification Submitted through the Employer of Record. No copies should be retained in the Participant file.</p>	<p>Employer of Record</p>
Work Experience Training Agreement	<p>Participant training agreement that outlines the details concerning the tasks the Participant is expected to complete and learning goals for the Work Experience. It also details the work schedule and contact information.</p> <p><i>A copy of the Work Experience Training Agreement is sent to the Career Coach using the I-Trac secure file exchange to be filed in the PDX Youth@Work, NextGen and OYEP Participant files.</i></p>	<p>Participant File</p>
Individual Career Plan	<p>The Individual Career Plan identifies career pathways for the Participant that include education and employment goals and appropriate achievement objectives and services.</p>	<p>Participant File</p>
Credits & Hours	<p>I-Trac Outcomes Tab</p> <ul style="list-style-type: none"> • Credits & Hours Control 	<p>I-Trac</p>
Credential Attainment	<p>I-Trac Outcomes Tab</p> <ul style="list-style-type: none"> • Credential Control 	<p>I-Trac & Copy of Credential, Transcript, or Signed Follow Up Survey uploaded to I-Trac</p>
After Participation Employment Confirmation	<p>Outcomes Tab</p> <ul style="list-style-type: none"> • Employment Information • Employment Confirmation 	<p>I-Trac</p>
Participant ROI for Success Story	<p>For quarterly success stories only.</p>	<p>Participant File and submit with Quarterly Report</p>
Pay Card Receipt Signature	<p>Where a pay card is distributed by the Youth Coaching Contractor, Participants are required to sign an acknowledgement of receipt of the pay card. The signature is to be captured at the point the pay card is given to the Participant, with the number/card ID noted. Electronic signatures are allowed utilizing tools such as DocuSign and Adobe Sign. Further payments to the pay card do not require additional signature as it is treated as a direct deposit.</p> <p style="text-align: center;">_____</p>	<p>Participant File</p> <p style="text-align: center;">_____</p> <p>Employer of Record File</p>

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	Where the card is distributed by the Employer of Record the Employer of Record will follow their fiscal policy for card distribution.	
Support Service Payments Receipt Signature	When a Support Service is paid directly to the Participant a signature that acknowledges receipt of the support payment must be on file with the back-up payment documentation. See Support Service Policy	I-Trac & Participant File