**LWIA #\_\_\_\_\_\_\_\_ Participant Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SSN: XXX-XX-\_\_\_\_\_\_\_\_\_**

**IWDS Application Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ IWDS Exit Date \_\_\_\_\_\_\_\_\_\_\_\_\_ IWDS Certification Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Case Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ELIGIBILITY**

\_\_\_\_\_ Is certification of eligibility within 30 days of the application

\_\_\_\_\_ IWDS application date is on or after the date the application is signed on the hard copy

\_\_\_\_\_ Was participant enrolled in services within 45 days of certification of eligibility

\_\_\_\_\_ Documentation in the file provides support that the participant is Authorized to Work in the United States

\_\_\_\_\_ Documentation in the file provides support that the participant is compliant with the Selective Service

 (Requirement, if applicable)

\_\_\_\_\_ **IN-SCHOOL YOUTH**

\_\_\_\_\_ Documentation in the file supports the participant is eligible as an in-school youth

 \_\_\_ Attending school (as defined by state law);

 \_\_\_ Not younger than 14 (unless an individual with a disability attending school under State law) or older than 21;

 \_\_\_ A low-income individual

 \_\_\_\_\_ Cash Public Assistance \_\_\_\_\_ Individual/Family Income \_\_\_\_\_ Food Stamps

 \_\_\_\_\_ Homeless \_\_\_\_\_ Disability \_\_\_\_\_ Foster Child

 \_\_\_\_\_ Free or Reduced Price Lunch \_\_\_\_\_ Living in a High Poverty Area

 \_\_\_ One or more of the following:

 \_\_\_ Basic skills deficient

 \_\_\_ An English language learner

 \_\_\_ An offender\_

 \_\_\_ Homeless, a homeless child or youth, a runaway, in foster care or 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.

 \_\_\_ Pregnant or parenting

 \_\_\_ An individual with a disability

 \_\_\_ An individual requiring additional assistance to enter or complete an educational program or to secure

 or hold employment

 \_\_\_ Non-Low Income (5% limitation)

\_\_\_\_\_ **OUT-OF-SCHOOL YOUTH**

\_\_\_\_\_ Documentation in the file supports the participant is eligible as an out-of-school youth

 \_\_\_ Not attending any school as defined under state law, individuals attending Adult Education provided under

 Title II of WIOA, YouthBuild, or Job Corps are also classified as out-of-school youth;

 \_\_\_ Not younger than 16 or older than age 24; and

 \_\_\_ One or more of the following:

 \_\_\_ A school dropout as defined by the state

 \_\_\_ Within the age of compulsory school attendance, but has not attended school for at least the most

 Recent complete school year calendar quarter as defined by the school district and the applicable school

 based on the student’s residence or assignment;

 \_\_\_ A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual

 and is:

 \_\_\_ Basic skills deficient; or

 \_\_\_ An English language learner

 \_\_\_ Subject to the juvenile or adult justice system;

 \_\_\_ Homeless, a homeless child or youth, a runaway, in foster care of 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;

 \_\_\_ Pregnant or parenting

 \_\_\_ An individual with a disability

 \_\_\_ A low-income individual requiring additional assistance to enter or complete an educational program or to

 secure or hold employment

 \_\_\_\_\_ Cash Public Assistance \_\_\_\_\_ Individual/Family Income \_\_\_\_\_ Food Stamps

 \_\_\_\_\_ Homeless \_\_\_\_\_ Disability \_\_\_\_\_ Foster Child

 \_\_\_\_\_ Free or Reduced Price Lunch \_\_\_\_\_ Living in a High Poverty Area

**ASSESSMENT and SERVICE STRATEGY**

\_\_\_\_\_ There is evidence that the youth was provided an objective assessment which includes a review of:

 \_\_\_\_\_ Basic Skills \_\_\_\_\_ Occupational Skills \_\_\_\_\_ Prior Work History

 \_\_\_\_\_ Employability \_\_\_\_\_ Interest \_\_\_\_\_ Aptitudes

 \_\_\_\_\_ Supportive Service Needs \_\_\_\_\_ Developmental Needs

\_\_\_\_\_ Test dates and scores recorded in IWDS are supported by hard copy tests in the participant file

 Pre-Test Date\_\_\_\_\_\_\_\_\_\_\_ (optional) Scores: Math \_\_\_\_\_\_\_\_\_ Reading\_\_\_\_\_\_\_\_\_\_

 Post-Test Date\_\_\_\_\_\_\_\_\_\_ (optional) Scores: Math \_\_\_\_\_\_\_\_\_ Reading\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ There is evidence that an Individual Service Strategy (ISS) has been developed for the participant that:

 Identifies an age-appropriate career pathway

 Identifies appropriate achievement objectives

 Identifies appropriate services

 Takes into account the results of the objective assessment

 Identifies a younger youth basic skills goal for those deficient in reading or math

 Is linked to one or more indicators of performance in WIOA sec. 116(b)(2)(A)(ii)

\_\_\_\_\_ There is evidence that the ISS has been updated as necessary when there are changes in services, objectives

 or goals.

\_\_\_\_\_ The services being provided to the participant match the services, objectives and goals outlined in the ISS.

**PROGRAM ELEMENTS**

\_\_\_\_\_ There is evidence that the following program elements are available, have been provided, or the participant is

 enrolled in the services:

 \_\_\_\_\_ Tutoring, study skills training, and instruction leading to secondary school completion,

 including dropout prevention strategies

 \_\_\_\_\_ Alternative secondary school offerings, or dropout recovery services, as appropriate

\_\_\_\_\_ Paid or unpaid work experience that have as a component academic and occupational education, which may include:

 \_\_\_\_\_ Summer employment opportunities and other employment opportunities available throughout the school year

 \_\_\_\_\_ Pre-apprenticeship programs

 \_\_\_\_\_ Internships and job shadowing; and

 \_\_\_\_\_ On-the-job training opportunities

 \_\_\_\_\_ Occupational skill training

 \_\_\_\_\_ Education offered concurrently with and in the same context as workforce preparation activities and training for a

 specific occupation or occupational cluster

 \_\_\_\_\_ Leadership development opportunities

 \_\_\_\_\_ Supportive Services

 \_\_\_\_\_ Adult Mentoring

 \_\_\_\_\_ Follow-up services

 \_\_\_\_\_ Comprehensive guidance and counseling

 \_\_\_\_\_ Financial literacy education

 \_\_\_\_\_ Entrepreneurial skills training

 \_\_\_\_\_ 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

 \_\_\_\_\_ Activities that help youth prepare for and transition to postsecondary education and training

**TRAINING**

\_\_\_\_\_ The participant file contains documentation to support enrolling the participant in the training program

* The participant is unlikely or unable to obtain or retain employment, that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment, through career services
* The participant is in need of training services to obtain or retain employment that leads to self-sufficiency or wages comparable to or higher than wages from previous employment; and
* The participant has the skills and qualifications to successfully participate in the selected program of training services
* The participant selected a program of training services that are directly linked to the employment opportunities in the local area or the planning region, or in another are to which the participant is willing to commute or relocate
* The participant has an Individual Employment Plan and the specific training program is documented

\_\_\_\_\_ For ITA training, the training program selected is with an approved training provider

\_\_\_\_\_ For ITA training, the training program is an approved program in IWDS

\_\_\_\_\_ For ITA training, the cost of the training program is within the ITA limitations established by the grantee, or there is

 an approved exception.

\_\_\_\_\_ There is evidence that the customer is attending the training courses as scheduled

\_\_\_\_\_ Credentials earned are reported in IWDS and supported by documentation in the participant file

\_\_\_\_\_ Any supportive services provided to the participant are paid at the correct rate and within established policy

**SERVICES**

\_\_\_\_\_ There is documentation reflecting that meaningful 2-way communication is occurring within a 90-day timeframe

\_\_\_\_\_ If the participant has a gap in service, it was less than 180 calendar days from the date of the most recent service,

 and it was for one of the allowable reasons

\_\_\_\_\_ All services and status records have been appropriately recorded (ended) in IWDS

\_\_\_\_\_ Follow-up services are provided to all participants for a minimum of 12 months unless the participant declines to

 receive follow-up services or the participant cannot be located or contacted.

**CASE NOTES**

\_\_\_\_\_ Case note entries are entered within 10 days of when contact occurred.

\_\_\_\_\_ Case notes document appropriate meaningful 2-way communication.

\_\_\_\_\_ Case notes document appropriate use of services.

\_\_\_\_\_ Case notes appropriately document any progress or situations that need to be remedied.

\_\_\_\_\_ Case notes appropriately document assessments, updates to IEP and suitability for services.

\_\_\_\_\_ Same-day Service Case Notes are correctly used.   (Same Day service was actually provided)

**Policy References:**

Service Documentation (Case Management) – WIOA Policy Chapter 4 Section 2.6

Selective Service – WIOA Policy Chapter 5 Sections 1.1.1 – 1.1.4

Serving Veterans – WIOA Policy Chapter 5 Section 7

WIOA Low Income WIOA Policy Chapter 5 Section 5

WIOA Youth Eligibility - WIOA Policy Chapter 5 Sections 4, 4.1, 4.2 & TEGL 21-16

WIOA Adult Eligibility - WIOA Policy Chapter 5 Section 2 & Chapter 5 Section 6 & TEGL 19-16

WIOA Dislocated Worker Eligibility – Chapter 5 Section 3 & TEGL 19-16

**QUESTIONS/POTENTIAL ISSUES**