



To: Workforce Development Board Directors
WorkOne Operators
Youth Directors

From: Regina Ashley *RA*
Associate Chief of Operations for Policy

Date: December 2, 2015

Subject: MEMORANDUM
Interim Guidance on Youth Eligibility and Data Validation – Version 2

Purpose

This interim guidance addresses eligibility and data validation requirements for the Workforce Innovation and Opportunity Act (WIOA) Title I youth program.

Rescissions

- DWD Policy 2012-07 change 1, Eligibility and Data Validation Policy for Indiana’s Workforce Investment System

References

- Workforce Innovation and Opportunity Act, Sections 3(27), 3(46), 129 (a)
- WIOA Proposed Regulations, Sections 681.200 through 681.310.

Content

Youth eligibility factors changed significantly under the Workforce Innovation and Opportunity Act (WIOA). This interim guidance is to be used as a standard for the required eligibility qualifiers for the WIOA Title I Youth program.

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An Economic Development Partner

US citizenship and/or eligibility-to-work in the US are not program eligibility requirements for WIOA Title I. While citizenship does not need to be validated, Indiana has determined that an individual's eligibility-to-work in the United States (regardless of citizenship) must be validated for all WIOA Title I youth prior to the receipt of work experience or occupational skills training services.

See Attachment A for guidelines on validating eligibility to work in the United States.

The Department of Workforce Development (DWD) has identified acceptable forms of source documentation for the statutory eligibility requirements for youth. See Attachment B for eligibility requirements for in and out of school youth, and Attachment C for Eligibility Source Documentation.

DWD has outlined includable and excludable income for determining eligibility. These may be found in Attachment D.

DWD will follow US DOL guidance on which customer data elements are validated and the source documentation required to validate those data elements. Federal guidance on data validation was provided through TEGL 6-14 issued on Sept 10, 2014.

The data element, the funding source(s) for which the data element is applicable and the definition for the data element are provided in Attachment E.

Effective Date

July 1, 2015

Ending Date

Upon rescission

Contact for Questions

policy@dwd.in.gov

Action

Workforce Development Boards and WorkOne Operators are to provide guidance to their service providers to ensure the validity of participant eligibility and avoid disallowed costs.

Attachments

- **Attachment A** – Guidelines for Validating Eligibility to Work in the United States
- **Attachment B** – Eligibility Requirements for In-School and Out of School WIOA Title 1 Youth
- **Attachment C** - Eligibility Source Documentation
- **Attachment D** - Includable and Excludable Income for Determining Eligibility
- **Attachment E** - Data Validation Requirements

Attachment A

Eligibility to Work in the United States

Guidance on Validating Eligibility-to-Work:

- The customer “self-declares” when he/she enters data into the labor exchange system or when staff enters data into State’s participant reporting system. **Self-attestation** is an acceptable source of documentation, and no further validation is required for WIOA Title I youth who do **NOT** receive work experience or occupational skill training.
- Eligibility to work in the United States must be validated for any WIOA Title I Youth who receives a work experience or occupational skill training.

See Federal Form I-9 for a list of acceptable documents for employment eligibility. A copy must be maintained or scanned into State’s participant reporting system. <http://www.uscis.gov/i-9>

Attachment B

Eligibility Requirements for In and Out of School WIOA Title 1 Youth

WIOA YOUTH	
In-School	Out-of-School
<p>(Must meet all three criteria):</p> <ul style="list-style-type: none"> • Age 14 through 21; and • Attending school; and • Low income <p style="text-align: center;">AND</p>	<p>(Must meet both criterion):</p> <ul style="list-style-type: none"> • Age 16 through 24; and • Not attending any school <p style="text-align: center;">AND</p>
<p>One or more of the following:</p>	<p>One or more of the following:</p>
<ul style="list-style-type: none"> • Basic skills deficient; OR 	<ul style="list-style-type: none"> • Dropout; OR
<ul style="list-style-type: none"> • English Language Learner; OR 	<ul style="list-style-type: none"> • Is within compulsory school age(16-17) but has not attended school in most recent complete school year calendar quarter¹ OR
<ul style="list-style-type: none"> • Offender; OR 	<ul style="list-style-type: none"> • Have secondary school diploma or equivalent who is low-income AND is: <ul style="list-style-type: none"> ○ basic skills deficient; OR ○ an English Language Learner OR

¹ The Workforce Investment and Opportunity Act added an additional provision for determining eligibility for an out-of-school youth (aged 16-24). This criterion is listed as “a youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters.”

Indiana’s definition of Compulsory School Age per Indiana Code 20-33-2-6, includes all youth who, beginning of the fall school term for the school year in which the student becomes seven (7) years of age, until the date on which the student:

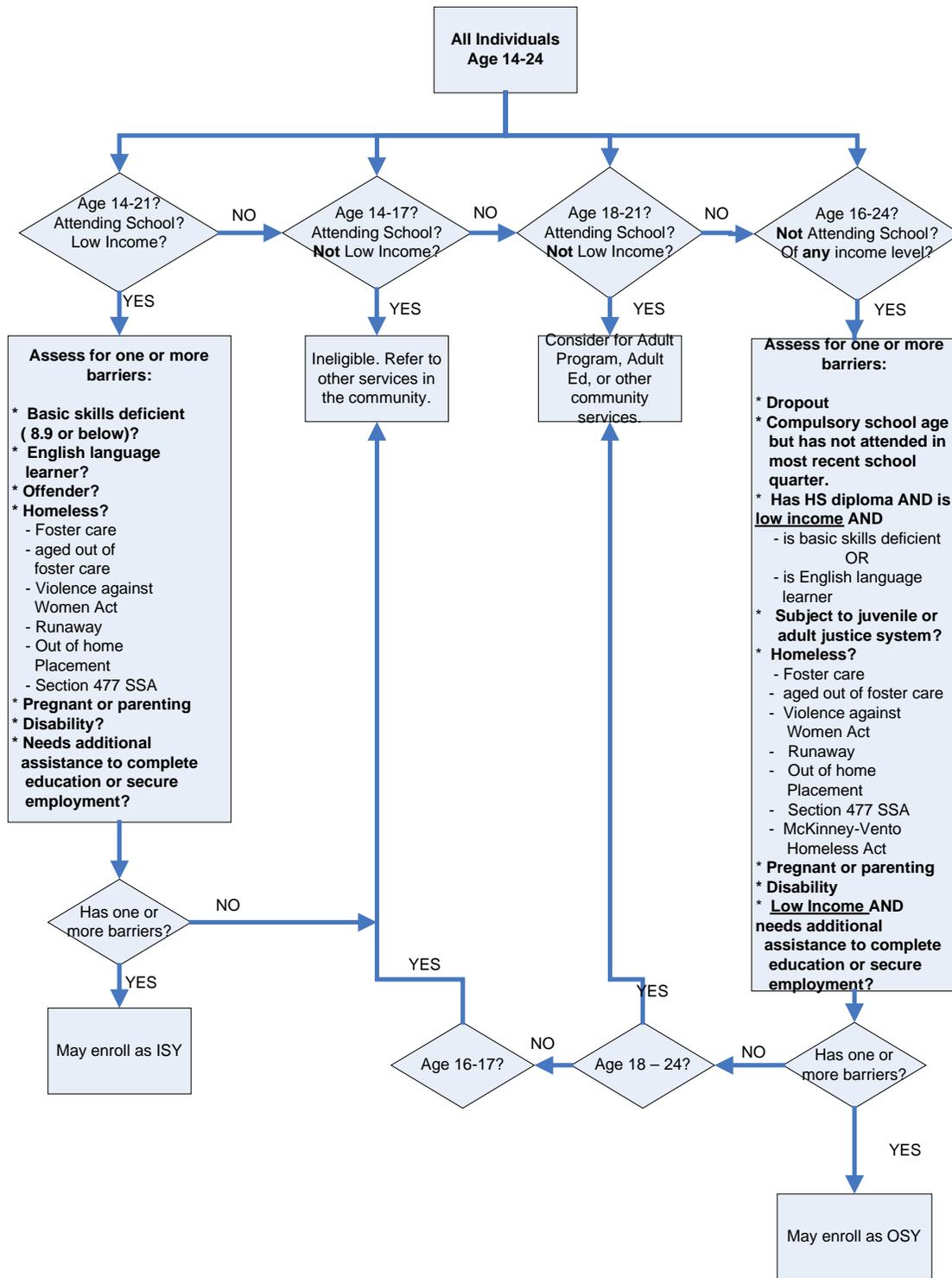
- (1) graduates;
- (2) becomes eighteen (18) years of age; or
- (3) becomes sixteen (16) years of age but is less than eighteen (18) years of age and the requirements under section 9 concerning an exit interview are met enabling the student to withdraw from school before graduation.

Indiana has also defined its School Year as “for each school year, a school corporation shall conduct at least one hundred eighty (180) student instructional days,” per Indiana Code, 20-30-2-3. While there may be extenuating circumstances that a school district may request a waiver of these 180 days, which could include weather related cancellations, the Indiana Department of Workforce Development would consider 180 student instructional days as the “school year.”

For the purposes of out-of-school youth eligibility calculations, a “school calendar quarter” would be defined as 45 student instructional days. Weekends, holidays or cancelled days in which school was closed would not count towards the 45 student instructional days. Some school corporations may define these 45 days as a “semester,” but calculations for accuracy of total instructional days should still be verified by the case manager at the time of application and enrollment.

<ul style="list-style-type: none"> • Homeless (multiple categories) <ul style="list-style-type: none"> ○ In foster care, ○ Aged out of the foster care system, ○ Violence Against Women Act of 1994, ○ McKinney-Vento Homeless Assistance Act, ○ Runaway youth, ○ Out-of-Home placement, ○ Chafee Foster Care Independence Program (Section 477 of the Social Security Act); OR 	<ul style="list-style-type: none"> • Subject to juvenile or adult justice system; OR
<ul style="list-style-type: none"> • Pregnant or Parenting; OR 	<ul style="list-style-type: none"> • Homeless (multiple categories): <ul style="list-style-type: none"> ○ In foster care, ○ Aged out of the foster care system, ○ Violence Against Women Act of 1994, ○ McKinney-Vento Homeless Assistance Act, ○ Runaway youth, ○ Out-of-Home placement, ○ Chafee Foster Care Independence Program (Section 477 of the Social Security Act) OR
<ul style="list-style-type: none"> • Youth who is an individual who has a disability; OR 	<ul style="list-style-type: none"> • Pregnant or Parenting; OR
<ul style="list-style-type: none"> • An individual who requires additional assistance to complete an educational program or to secure or hold employment (locally defined) 	<ul style="list-style-type: none"> • Youth who is an individual who has a disability; OR
	<ul style="list-style-type: none"> • A low income individual who requires additional assistance to complete an educational program or to secure or hold employment (locally defined)

The logic chart on the next page is a helpful tool for determining whether a youth is appropriate for the in-school or out-of-school youth program.



In-School vs. Out-of-School Youth Enrollment Flowchart

Attachment C

Eligibility Source Documentation

Eligibility Item	Eligibility Definition	Source Documentation - Eligibility
Age	Must be “not less than age 14” and “not more than age 24” <u>at the time of first youth service</u>	Youth who receive any WIOA Youth program service follow applicable Data Element Validation source documentation requirements in Attachment E. A hard copy or scanned-in copy of the documentation is required.
Attending School	In-school youth must be attending school.	<ul style="list-style-type: none"> • School ID card • Letter from school • Self-Attestation
Not Attending School	Out of school youth must be not attending any school.	<ul style="list-style-type: none"> • Self-Attestation • School documentation • Drop out letter
Low-income	<p>The individual is a person who:</p> <ul style="list-style-type: none"> ▪ Receives, or in the past six months has received, or is a member of a family that receives, or in the past six months has received, assistance through SNAP, TANF, SSI under Title XVI of the Social Security Act, or another federal, state or local income-based public assistance program. Other income-based public assistance program includes: <ul style="list-style-type: none"> ○ Refugee Cash Assistance (RCA) ○ General Assistance (GA) (state/local government). In the United States, General Assistance encompasses a varying set of assistance programs that share two defining characteristics: 1) They are funded and administered by the state, county and/or locality in which the particular program operates; and 2) They provide benefits to low-income persons who are not eligible for federal assistance. Across states, assistance is usually cash benefits and also includes state-funded medical assistance. ▪ Is a member of a family that received a total family income, for the six-month period prior to program participation (exclusive of unemployment compensation, child support payments, payments described in the above 	<p>See Attachment D in this document for a listing of Includable and Excludable Income for all low-income youth.</p> <p>For individual with a disability:</p> <ul style="list-style-type: none"> • Detailed case notes • Self-attestation <p>A hard copy or scanned-in copy of the documentation is required.</p>

Eligibility Item	Eligibility Definition	Source Documentation - Eligibility
	<p>bullet and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 USC 402)) that, in relation to family size does not exceed the higher of:</p> <ul style="list-style-type: none"> ○ The poverty line, for an equivalent period; or ○ 70 percent of the lower living standard income level, for an equivalent period; or <ul style="list-style-type: none"> ▪ Is a homeless individual, as defined in section 41403(6) of the Violence Against Women Act of 1994, or a homeless child or youth as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act ; or ▪ Receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act; OR ▪ Is a foster child on behalf of whom state or local government payments are made; OR ▪ Is a person with a disability whose own income meets the income criteria established in WIOA 3(36)(A)(ii), but is a member of a family whose income does not meet this requirement. OR ▪ Is a youth living in a high poverty area. 	
5 percent eligibility window for youth who are not low income	<p>Not more than five percent (5%) of youth may be covered individuals except that they are not low income.</p> <p>A “covered individual” is:</p> <ul style="list-style-type: none"> ○ An <u>in-school</u> youth OR ○ An <u>out-of-school</u> youth who is: <ul style="list-style-type: none"> ○ a recipient of a secondary school diploma or equivalent who is low income OR ○ a low income individual who requires additional assistance to enter into or complete an educational program to secure or hold employment. 	<p>Youth who receive any WIOA Youth program service follow applicable Data Element Validation source documentation requirements in Attachment E.</p> <p>A hard copy or scanned-in copy of the documentation is required.</p>
5% Limitation for in-school youth requiring additional assistance	<p>No more than five percent (5%) of <u>in-school</u> youth participants may be those who are eligible because they require additional assistance to complete an educational program or to secure or hold employment.</p>	<p>Youth who receive any WIOA Youth program service follow applicable Data Element Validation source documentation requirements in Attachment E.</p> <p>A hard copy or scanned-in copy of the documentation is required.</p>

Eligibility Item	Eligibility Definition	Source Documentation - Eligibility
Military Selective Service	<p>All males born after December 31, 1959 to be registered with the US Military Selective Service.</p> <p>Section 189(h) of WIA requires individuals to be in compliance with Section 3 of the Military Selective Service Act (50 USC Appr.452) in order to participate in WIA Title IB funded programs.</p> <p>Staff <u>must</u> follow operational guidance issued by DWD on verifying that a male customer born after December 31, 1959 is registered with the US Military Selective Service. This includes local management coordinating and publishing a policy for non-registered males, age 26+ and born after December 31, 1959.</p>	<p>The following source documents verify the registration:</p> <ul style="list-style-type: none"> • Acknowledgement letter from the Selective Service • Form DD-214 • Screen printout of the Selective Service Verification site: www.sss.gov/RegVer/wfVerification.aspx (Staff enters last name, SSN and date of birth at website. Printout includes Selective Service number and date of birth as confirmation for data validation) • Selective Service Registration Card • Selective Service Verification Form (form 3A) • Stamped Post Office Receipt of Registration <p>A hard copy or scanned-in copy of the documentation is required.</p>

Attachment D

Includable and Excludable Income for Determining Eligibility

Eligibility requirements frequently reference **family income**. For purposes of determining family income for eligibility, “family” is defined as:

Two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

- (a) spouses and their dependent children;
- (b) a parent or guardian and dependent children;
- (c) spouses.

Per TEGL 26-13, issued June 18, 2014:

The Department of Labor’s policy is to recognize lawful same-sex marriages as broadly as possible to the extent that federal law permits, and to recognize all marriages valid in the jurisdiction where the marriage was celebrated—i.e., the ‘state of celebration.’ ... ETA interprets gender specific terms of marriage such as “widow,” “widower,” “husband,” and “wife,” to include married same-sex spouses.... ETA will recognize the marriage even if the marriage is not recognized in the state where the married individual resides.

Includable Forms of Income:

- Gross wages and salaries before deductions. Total money earnings received from work performed as an employee. If a family’s only source of income was from wages and salary payments, family income would be equal to gross wages and salary received
- Net receipts from non-farm self-employment (receipts from a person’s own unincorporated business, professional enterprise, or partnership after deductions for business expenses). If the business or enterprise has suffered a loss, this loss will be allowed to off-set wage earnings.
- Net receipts from farm self-employment (receipts from a farm that one operates as an owner, renter, or sharecropper, after deductions for farm operating expenses). If the farm has suffered a loss, this loss will be allowed to off-set wage earnings.
- Regular payments from railroad retirement benefits, strike benefits from union funds, worker’s compensation, and training stipends;
- Alimony;
- Military family allotments or other regular support from an absent family member or someone not living in the household, except child support payments and military payments indicated below which are excluded from family income calculations;
- Pensions whether private or government employee (including military retirement pay);
- Regular insurance or annuity payments received by the individual or family member.

- College or university grants or scholarships based on merit, fellowships, and assistantships;
- Dividends, interest, net rental income, net royalties, periodic receipts from estates or trusts, and net gambling or lottery winnings;
- On-the-Job Training wages;
- Social Security Disability (SSDI) Insurance payments (Title II of the Social Security Act, Federal Old-Age, Survivors and Disability Insurance). SSDI pays benefits to individuals that have worked in the past, paid Social Security taxes, and are currently unable to work for a year or more because of a disability. SSDI is considered income replacement.

Excludable Forms of Income:

- State and federal unemployment insurance compensation;
- Regular payments from Old-Age, Survivors, and Disability Insurance (OASI) benefits received under Section 202 of the Social Security Act;
- Supplemental Security Income Insurance (SSI), Title XVI of the Social Security Act, for the Aged, Blind, and Disabled. SSI is an income supplement program funded by general tax revenues and pays benefits based on financial need (not Social Security taxes). SSI is designed to help aged, blind, and disabled people who have little or no income and provides cash to meet basic needs for food, clothing, and shelter;
- Needs-based scholarship or grant assistance, such as the 21st Century Scholars program or the Frank O'Bannon Grant;
- Financial assistance under Title IV of the Higher Education Act, i.e., Pell Grants, Federal Supplemental Educational Opportunity Grants and Federal Work Study, PLUS (Stafford and Perkins loans, like any other kind of loans, are debt and not income);
- Child support payments;
- Cash welfare payments under a federal, state, or local income-based public assistance program (e.g., Temporary Assistance for Needy Families (TANF), Emergency assistance money payments);
- Refugee Cash Assistance (Refugee Assistance Act of 1980 - PL 97-212);
- General Assistance;
- Foster child care payments;
- Non-cash benefits such as employer-paid or union-paid portion or health insurance or other employee fringe benefits, Medicare, Medicaid, food stamps, school meals, and housing assistance;
- Cash value of food or housing received in lieu of wages;
- Cash payments received under Title V of the Older American's Act;

- Allowance, earnings, and payments made to individuals participating in WIA programs or any other workforce development program for which eligibility is based upon a needs and/or income test;
- U. S. Housing and Urban Development (HUD) rental assistance subsidies;
- Subsidies for child care made on behalf of a family participating in the child care voucher program administered by the county Step Ahead Council;
- Certain one-time cash payments including: tax refunds; one-time gifts; loans, which are debt and not income; assets from the sale of a home, property, or car; one-time insurance settlements; lump sum inheritances; one-time compensation for injury; etc.
- Capital gains and losses;
- Income earned while a veteran was on active military duty and certain other veterans' benefits, i.e., compensation for service-connected disability, family compensation for service-connected death, vocational rehabilitation, and education assistance;
- IRA withdrawals;
- Stipends received in the following programs: VISTA, Peace Corps, Foster Grandparent Program, YouthWorks/AmeriCorps Programs, and Retired Senior Volunteer Program;
- Job Corps payments;
- Assets drawn down as withdrawals from a bank;
- Payments received under the Trade Readjustment Act of 1974.

Note: the documents used to calculate an individual's or family's income level are generally valid for a one-month period of time, unless specified otherwise – Once low income eligibility has been established for a youth or an adult income-based program, the customer must receive a service under the funding source within 30 calendar days.

Attachment E

Data Validation Requirements

The purpose of this document is to provide the definition and the allowable source documentation for each data element under WIOA Title I Youth program.

DWD will follow US DOL guidance on which customer data elements are validated and the source documentation required to validate those data elements. The data element, the funding source(s) for which the data element is applicable and the definition for the data element are provided in this document. WorkOne staff needs to recognize these data elements and become familiar with their data element definitions when entering customer data into Indiana’s customer case management system. These are the data elements, which after a positive (passing) validation review, ensures accurate eligibility determination, service provision and outcomes.

A positive (passing) validation of a data element can be achieved in two ways (depending on the requirements for the specific data element):

MATCH – the data on the validation worksheet must be the same as the data on the source documentation, i.e., verifying that a data demographic is accurate. For example, if the validation worksheet indicates the date of birth is July 15, 1975, the source documentation must also indicate July 15, 1975.

SUPPORT – the source documentation must provide evidence that the data on the validation worksheet is correct; i.e., substantiating or supporting that a key condition or characteristic is valid. For example, source documentation is used to support “youth who needs additional assistance” because validators must interpret policy and determine if the documentation supports that policy.

This document also provides charts that indicate if a data element must be matched or supported. Only one of the items listed under “Reporting Documentation Requirements” (in accordance with the service received) is needed for data validation purposes.

Data Element Validation (DEV) Requirements WIOA Youth

WIOA Youth	
Data Element Definition of Description	Reporting Documentation Requirements
<p>DATE OF BIRTH</p> <p>The individual’s date of birth</p>	<p>MATCH</p> <p>Must have paper or scanned documentation. The birth date must match on one of the following documents:</p> <ul style="list-style-type: none"> • Copy of ID (driver’s license, school ID) • School records • Baptismal Record • Birth Certificate • Federal, State or Local government Identification Card • Hospital Record of Birth • Passport • Public Assistance/Social Service Records • Tribal Records • Cross match with Department of Vital Statistics • DD-214 Report of Transfer of Discharge Paper • Work Permit
<p>VETERAN STATUS</p> <ul style="list-style-type: none"> • “Veteran - Less Than or Equal to 180 days” - the individual is a person who served in the active US military, naval, or air service for a period of less than or equal to 180 days, and who was discharged or released from such service under conditions other than dishonorable. • “Eligible Veteran” - the individual served on active duty for a period of more than 180 days and: <ul style="list-style-type: none"> ○ was discharged or released with other than a dishonorable 	<p>SUPPORT</p> <p>Must have documentation from one of the following list that on its own or in combination, documents the accuracy of veteran’s status.</p> <ol style="list-style-type: none"> 1. DD-214 2. Letter from Veteran’s Administration or documentation of a cross match with veteran’s data with dates and branch of service specified. <p><i>For all above: Must have paper or scanned documentation or detailed</i></p>

<p>discharge; or</p> <ul style="list-style-type: none">○ was discharged or released because of a service connected disability; or○ as a member of a reserve component under an order to active duty pursuant to Section 167(a), (d) or (g), 673(a) of Title 10 USC, served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge. <ul style="list-style-type: none">● “Veteran - Other Eligible Person” - the individual is:<ul style="list-style-type: none">○ The spouse of any person who died on active duty or of a service-connected disability;○ The spouse of any member of the Armed Forces serving on active duty who at the time of application for assistance under this part, is listed, pursuant to 38 USC 101 and the regulations issued there under, by the Secretary concerned, in one or more of the following categories and has been so listed for more than 90 days:<ul style="list-style-type: none">▪ missing in action;▪ captured in the line of duty by a hostile force; or▪ forcibly detained or interned in the line of duty by a foreign government or power; or○ The spouse of any person who has a total disability permanent in nature resulting from a service-connected disability or the spouse of a veteran who died while a disability so evaluated was in existence. <p>Do not record anything if the individual does not meet any one of the conditions listed above.</p>	<p><i>case notes</i></p>
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<p>EMPLOYMENT STATUS AT PARTICIPATION</p> <ul style="list-style-type: none"> ▪ “Employed” - the customer is a person who either: <ul style="list-style-type: none"> ○ Did any work at all as a paid employee; ○ Did any work at all in his or her own business, profession, or farm; or ○ Worked 15 hours or more as an un-paid worker in an enterprise operated by a member of the family; or ○ Is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job. ▪ “Employed but Received Notice of Termination of Employment or Military Separation” - the customer is a person who, although employed, either: <ul style="list-style-type: none"> ○ Has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close; or ○ Is a transitioning service member. • “Not employed” – the customer is a person who does not meet any of the conditions above. 	<p>SUPPORT</p> <p>Must have paper or scanned documentation signed and dated showing information is accurate at the time of participation from one of the following documents:</p> <ol style="list-style-type: none"> 1. Pay stub 2. Case Notes containing the participant’s employment status, the date the information was obtained showing information collected from the individual is correct as of the first date of participation for the period of participation being reviewed <p><i>For all the above: Must have paper or scanned documentation or detailed case notes.</i></p>
<p>LOW INCOME STATUS</p> <p>The individual is a person who:</p> <ul style="list-style-type: none"> ▪ Receives, or in the past six months has received, or is a member of a family that receives, or in the past six months has received, assistance through SNAP, TANF, SSI under Title XVI of the Social Security Act, or another federal, state or local income-based public assistance program. Other income-based public assistance program includes: 	<p>SUPPORT –paper or scanned documentation (demonstrating information that is current as of the date of participation for the period of participation being reviewed)</p> <p><u>Must have documentation from one of the following list that on its own or in combination, documents the accuracy of the low income status reported:</u></p> <ol style="list-style-type: none"> 1. Alimony Agreement 2. Applicant’s Statement (detailed and signed by applicant)

<ul style="list-style-type: none"> ○ Refugee Cash Assistance (RCA); ○ General Assistance (GA) (state/local government). In the United States, General Assistance encompasses a widely varying set of assistance programs that share two defining characteristics: 1) They are funded and administered by the state, county and/or locality in which the particular program operates; and 2) They provide benefits to low-income persons who are not eligible for federal assistance. Across states, assistance is usually cash benefits and also includes state-funded medical assistance. ▪ Is a member of a family that received a total family income, for the six-month period prior to program participation (exclusive of unemployment compensation, child support payments, payments described in the above bullet and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 USC 402)) that, in relation to family size does not exceed the higher of: <ul style="list-style-type: none"> ○ The poverty line, for an equivalent period; or ○ 70 percent of the lower living standard income level, for an equivalent period; or ▪ Is a homeless individual, as defined in section 41403(6) of the Violence Against Women Act of 1994, or a homeless child or youth as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act ; or ▪ Receives or is eligible to receive a free or reduced price lunch; OR ▪ Is a foster child on behalf of whom state or local government payments are made; or ▪ Is a person with a disability whose own income meets the income criteria established in WIOA 3(36)(A)(ii), but is a member of a family whose income does not meet this requirement; or ▪ Is a youth living in a high poverty area. 	<ol style="list-style-type: none"> 3. Award Letter from Veteran’s Administration 4. Bank Statements 5. Compensation Award Letter 6. Court Award Letter 7. Pension Statement 8. Employer Statement/Contact 9. Family or Business Financial Records 10. Housing Authority Verification 11. Pay stubs 12. Public Assistance Records – check for TANF, Food Stamps, etc. 13. Quarterly Estimated Tax for Self-employed Persons 14. Social Security Benefits 15. Medical card showing cash grant status 16. UI Documents and/or Printout 17. School records showing eligibility for free/reduced price lunch. 18. Screen shot scanned from http://www.hoosierdata.in.gov/pov/radius.asp documenting that youth’s address places him/her as living in a high poverty area (30% or more poverty).
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<p>Do not include foster child payments.</p> <p>This field requires response.</p>	
<p>TANF - NEEDY FAMILY STATUS</p> <p>The customer is a person who is listed on the welfare grant or has received cash assistance or other support services from the TANF agency in the last six months prior to participation in the program.</p> <p>This field requires response.</p>	<p>SUPPORT</p> <ol style="list-style-type: none"> 1. Detailed supporting evidence that includes dates of participation and services rendered (demonstrating information is current as of the date of participation for the period of participation being reviewed) NOTE: Validators do not have access to TANF Public Assistance Records. <p><i>Must have paper or scanned documentation or detailed case notes</i></p>
<p>OTHER PUBLIC ASSISTANCE RECIPIENT</p> <p>The individual is a person who is receiving or has received cash assistance or other support services from one of the following sources in the last six months prior to participation in the program:</p> <ul style="list-style-type: none"> • General Assistance (GA) (state/local government) • Refugee Cash Assistance 9RCA) • Food Stamp Assistance; and • Supplemental Security Income 9SSI-SSA Title XVI). <p>Do not include foster child payments.</p> <p>In the United States, General Assistance encompasses a widely varying set of assistance programs that share two defining characteristics: 1) They are funded and administered by the state, county and/or locality in which the particular program operates; and 2) They provide benefits to low-income persons who are not eligible for federal assistance. Across states, assistance is usually done as cash benefits and also includes state-funded medical assistance.</p>	<p>SUPPORT (accurate as of date of participation for the period of participation being reviewed) from one of the following documents:</p> <ol style="list-style-type: none"> 1. Copy of authorization to receive cash public assistance 2. Copy of public assistance check 3. Medical card showing cash grant status 4. Public assistance refugee assistance records 5. Documentation from state public assistance records showing dates of participation and services rendered. NOTE: Validators do not have access to public assistance data base. <p><i>For all above: Must have paper or scanned documentation or detailed case notes</i></p>
<p>HOMELESS INDIVIDUAL and/or RUNAWAY YOUTH</p>	<p>SUPPORT</p> <p>One of the following:</p>

<p>The individual is a person who lacks a fixed, regular, adequate night time residence. This definition includes:</p> <ul style="list-style-type: none"> ○ Any individual who has a primary night time residence that is a publicly or privately operated shelter for temporary accommodation; ○ An institution providing temporary residence for individuals intended to be institutionalized; or ○ A public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings; or ○ A person under 18 years of age who absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth). ○ An individual who is homeless as defined in the McKinney-Vento Act² or Violence Against Women Act³. 	<ol style="list-style-type: none"> 1. Written statement from shelter provider 2. Written statement from individual providing temporary residence 3. Written statement from social service agency 4. Applicant statement (including signed and dated completed application) indicating individual is homeless and/or a runaway (signed and dated showing information is accurate as of the date of participation for the period of participation being reviewed) 5. Written statement from an educational institution indicating the youth is McKinney-Vento eligible.
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² **As defined under McKinney Vento, the term homeless children and youths' —**

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes —

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; 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; are abandoned in hospitals; or are awaiting foster care placement;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

³ **Under the Violence Against Women Act, the terms “homeless”, “homeless individual”, and “homeless person”—**

(A) mean an individual who lacks a fixed, regular, and adequate nighttime residence; and

(B) includes—

- (i) an individual who—
 - (I) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - (II) is living in a motel, hotel, trailer park, or campground due to the lack of alternative adequate accommodations;
 - (III) is living in an emergency or transitional shelter;
 - (IV) is abandoned in a hospital; or
 - (V) is awaiting foster care placement;

<p>This definition does not include an individual imprisoned or detained under an Act of Congress or state law. An individual who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.</p> <p><i>This question requires an answer.</i></p>	<p><i>For all above: Must have paper or scanned documentation or detailed case notes</i></p>
<p>OFFENDER</p> <p>The individual is a person who either:</p> <ul style="list-style-type: none"> ○ Is or has been subject to any stage of the criminal justice process for committing a status offense or delinquent act and for whom services under this Act may be beneficial; or ○ Requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction. <p><i>This question requires an answer.</i></p>	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Documentation from justice system 2. Documented phone call with court representatives (This can be described in case notes - include details of who talked to whom and when in the case notes) 3. Applicant statement (including signed and dated completed application) indicating individual is an offender (signed and dated). <p><i>For all above: Must have paper or scanned documentation or detailed case notes</i></p>

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- (ii) an individual who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
 - (iii) migratory children (as defined in section [6399](#) of title [20](#)) who qualify as homeless under this section because the children are living in circumstances described in this paragraph.

<p>PREGNANT OR PARENTING YOUTH</p> <p>The individual is either:</p> <ul style="list-style-type: none"> • Under 25 years of age, and is pregnant; or • An individual under age 25 (male or female) who is providing custodial support for one or more dependents under age 18. 	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Child’s birth certificate 2. Doctor’s note confirming pregnancy 3. Baptismal record 4. Observation of pregnancy status (documented in case notes) 5. Signed and dated applicant statement (including signed and dated completed application) indicating the youth is pregnant/parenting as of date of participation. <p><i>For all above: Must have paper or scanned documentation or detailed case notes</i></p>
<p>YOUTH 14-24 WHO NEEDS ADDITIONAL ASSISTANCE</p> <p>The youth requires additional assistance to complete an educational program or to secure or hold employment as defined by local policy.</p> <p><i>This question requires response.</i></p> <p>Note: No more than five percent (5%) of <u>in-school</u> youth participants may be those who are eligible because they require additional assistance to complete an educational program or to secure or hold employment.</p>	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Applicant statement (including signed and dated completed application) containing information that indicates the youth requires additional assistance according to the local plan (review local plan). 2. When information provided by the applicant or written by the case manager in <i>detailed</i> case notes indicates the needs for additional assistance; 3. The Individual Service Strategy requires specific additional assistance within local policy; 4. Specific, detailed information that is stored in the state case management system that provides evidence that the data element being verified is correct (accurate as of the client’s period of participation). A checkmark or selection on a computer screen is not acceptable source documentation. <p><i>For all above: Must have paper or scanned documentation or detailed case notes</i></p>

<p>SCHOOL STATUS AT PARTICIPATION</p> <ul style="list-style-type: none"> • “In school, high school or less.” The individual has not received a secondary school diploma or its equivalent and is attending any secondary school (including elementary, intermediate, junior high, high school), whether full or part time or is between school terms and intends to return to school. • ‘In school, alternative school.” The individual has not received a secondary school diploma or its equivalent and is attending an alternative school or an alternative course of study approved by the local educational agency whether full or part time. • “In school, post high school.” The individual has received a secondary school diploma or its equivalent and is attending a postsecondary school or program (whether full or part time) or is between school terms and intends to return to school. • “Not attending school; high school dropout.” The individual is no longer attending any school and has not received a secondary school diploma or its equivalent. Enrollment in adult education is “not attending school.” • “Not attending school; high school graduate.” The individual is not attending any school and has received either a secondary school diploma or its equivalent. Enrollment in adult education, Job Corps or YouthBuild is “not attending school.” 	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Educational institution records (such as HSE certificate, home-school enrollment form, diploma), attendance record, transcripts, dropout letter, school documentation. 2. Application form (showing information correct at date of participation for the period of participation under review.) 3. Self-attestation (signed and dated) indicating the school status at the time of participation. 4. Specific, detailed information that is stored in the state case management system that provides evidence that the data element being verified is correct as of the client’s period of participation. A checkmark or selection on a computer screen is not acceptable source documentation. <p><i>For all above: Must have paper or scanned documentation or detailed case notes</i></p>
<p>BASIC SKILLS DEFICIENT</p> <ul style="list-style-type: none"> • The youth has English reading, writing, or computing skills at or below 8.9 grade level on a generally accepted standardized test OR • The youth is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. This is defined as: <ul style="list-style-type: none"> ○ Lacks a high school diploma or equivalency and is not enrolled in secondary education; or 	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Standardized assessment test with scores recorded in the state case management system 2. School records indicating literacy/numeracy deficiency, low GPA, or at-risk due to failure to complete credits on time. 3. Educational institution records (such as attendance record, transcript, dropout letter, school documentation). 4. Documentation from a WIOA Title II adult education program

<ul style="list-style-type: none"> ○ Scores 8.9 or below on the TABE; or ○ Is enrolled in Title II adult education (including enrolled for ESL); or ○ Has poor English language skills (and would be appropriate for ESL even if the individual isn't enrolled at the time of WIOA entry into participation); or ○ Is WorkINDiana eligible (Title II participants are eligible for WorkINDiana up to a year after exit); or ○ The case manager makes detailed observations of deficient functioning and records those detailed observations as justification in a case note. <p><i>For in-school youth only:</i></p> <ul style="list-style-type: none"> ○ Behind in credits to graduate on time with peer cohort ○ GPA 2.5 or below ○ Have taken and did not pass the End of Course Assessment (ECA) <p><i>Do not record anything if the individual does not meet any one of the conditions listed above.</i></p>	<p>that the individual is a participant or eligible for WorkINDiana.</p> <p>5. Case Notes – must include the customer's status, an explanation of how the deficiency was determined relative to jobs available, the date the information was obtained, and the case manager who obtained the information (for the period of participation being reviewed)</p> <p><i>For all the above: Must have paper or scanned documentation or detailed case notes.</i></p>
<p>FOSTER CARE YOUTH</p> <p>A youth who is in foster care or has ever been in the foster care system.</p> <p><i>This question requires response.</i></p>	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Case notes – paper or on-line statements by the case manager that identifies a youth's status, the date on which the information was obtained dates in foster care and the case manager who obtained the information. 2. Written confirmation from a state/local or other social services agency. <p><i>For all the above: Must have paper or scanned documentation or detailed case notes.</i></p>
<p>DATE OF EXIT</p> <p>The date on which the last service funded by the program or a partner program is received by the customer. Once a customer has not received any</p>	<p>MATCH</p> <p>Specific, detailed information that is stored in the state case management system or the case file that provides evidence of the</p>

<p>services funded by the program or a partner program for 90 consecutive calendar days and has no gap in service and is not scheduled for future services, the date of exit is applied retroactively to the last day on which the individual received a service funded by the program or a partner program. Follow-up services and Basic Career Services do not extend the period of participation.</p>	<p>exact date of the last funded service provided except for basic and follow-up services.</p> <p><i>Detailed case notes are necessary.</i></p>
<p>DATE OF PARTICIPATION</p> <p>The date on which the youth began receiving his or her first youth service or adult/dislocated worker individualized career service from a DOL funded program following a determination of eligibility to participate in the program.</p>	<p>MATCH</p> <p>Specific, detailed information that is stored in the state case management system or the case file documenting the exact date the individual received the first youth service or adult/dislocated worker individualized career service or became a participant under Wagner-Peyser or TAA. Both the funding stream and date of first service must be documented.</p> <p><i>Detailed case notes are necessary.</i></p>
<p>OTHER REASONS FOR EXIT</p> <ul style="list-style-type: none"> ○ “Institutionalized” - the customer is residing in an institution or facility providing 24-hour support such as a prison or hospital and is expected to remain in that institution for at least 90 days. ○ “Health/Medical” - the customer is receiving medical treatment that precludes entry into unsubsidized employment or continued participation in the program. Does not include temporary conditions expected to last for less than 90 days. ○ “Deceased” - the customer was found to be deceased or no longer living. ○ “Family Care” - the customer is providing care for a family member with a health/medical condition that precludes entry into unsubsidized employment or continued participation in the program. Does not include temporary conditions expected to last for less than 90 days. ○ “Reserve Forces Called to Active Duty” - the customer is a member of the National Guard or other reserve military unit and is called to active duty for at least 90 days. ○ “Relocated to Mandated Residential or Non-Residential Program” - the youth customer is in the foster care system or any other mandated residential or non-residential program and has moved 	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Detailed Case Notes with complete documentation describing the condition for the reason for exit 2. Information from partner services MIS systems 3. Information from institution or facility <p><i>For all the above: Must have paper or scanned documentation or detailed case notes</i></p>

<p>from the area as part of such a program or system (exclusion for youth customers only).</p> <ul style="list-style-type: none"> ○ “Retirement” - the adult retired from employment. (Note: adults who exit the program based on this reason will not be excluded from the calculation of performance measures; they will be included.) ○ “Not a Valid SSN” - the customer either disclosed an invalid Social Security Number (SSN) or chose not to disclose a SSN. 	
<p>ENROLLED IN EDUCATION</p> <p>The youth is enrolled in secondary school, post-secondary school, an adult education program, or any other organized program of study. This coding may be used if the youth was either already enrolled in education at the time of participation in the program or became enrolled in education at any point while participating in the program.</p>	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Applicable records from educational institutions certifying enrollment 2. Cast Notes with verification from educational institution or training provider indicating the youth is enrolled in education during the period of participation being reviewed. <p>For all above: Must have paper or scanned documentation or detailed case notes</p>
<p>RECEIVED EDUCATIONAL ACHIEVEMENT SERVICES</p> <p>The youth received educational achievement services. Educational achievement services include, but are not limited to, tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies; and alternative secondary school offerings</p> <p>Do not record anything if the individual did not receive the service described above.</p>	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Information that is stored in the state case management system or the case file that provides evidence that the data element being verified is correct and is accurate for the client’s period of participation (POP) (specific and detailed information including service provided, service provider and dates service was received) 2. Sign-in sheets indicating attendance during the POP 3. Attendance Records indicating attendance during the POP 4. Vendor Contract for time period during the POP 5. Activity sheets for time period during the POP <p>For all above: Must have paper or scanned documentation or detailed case notes</p>
<p>RECEIVED SUMMER EMPLOYMENT OPPORTUNITIES</p>	<p>SUPPORT</p>

<p>The youth received summer employment opportunities directly linked to academic and occupational learning.</p>	<p>One of the following:</p> <ol style="list-style-type: none"> 1. Information that is stored in the state case management system or the case file that provides evidence that the data element being verified is correct and is accurate for the client's period of participation (POP) (specific and detailed information including service provided, service provider and date(s) service was received) 2. Sign-in sheets indicating attendance during the POP 3. Attendance Records indicating attendance during the POP 4. Vendor Contract for time period during the POP 5. Activity sheets for time period during the POP <p><i>For all above: Must have paper or scanned documentation or detailed case notes</i></p>
<p>RECEIVED LEADERSHIP DEVELOPMENT OPPORTUNITIES</p> <p>The youth received services that include, but are not limited to, opportunities that encourages responsibility, employability, and other positive social behaviors such as:</p> <ul style="list-style-type: none"> • Exposure to post-secondary educational opportunities; • Community and service learning projects; • Peer-centered activities, including peer mentoring and tutoring; • Organizational and team work training, including team leadership training; • Training in decision-making, including determining priorities; and • Citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources. 	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Information that is stored in the state case management system or the case file that provides evidence that the data element being verified is correct and is accurate for the client's period of participation (POP) (specific and detailed information including service provided service provider and date service was received) 2. Attendance Records indicating attendance during the POP 3. Vendor Contract for time period during the POP 4. Activity sheets for time period during POP <p><i>For all above: Must have paper or scanned documentation or detailed case notes.</i></p>

<p>RECEIVED FOLLOW-UP SERVICES</p> <p>The youth received twelve (12) months of follow-up services.</p> <p>Follow-up services for youth include:</p> <ul style="list-style-type: none"> • Regular contact with a youth customer’s employer, including assistance in addressing work-related problems that arise; • Assistance in securing better paying jobs, career development and further education; • Work-related peer support groups; • Adult mentoring; and • Tracking the progress of youth in employment after training. <p>.</p>	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Information that is stored in the state case management system or the case file that provides evidence that the data element being verified is correct and is accurate for the client’s period of participation (POP) (specific and detailed information including service provided, service provider and date(s) service was received) 2. Attendance Records indicating attendance during the twelve (12) months following the POP 3. Documented receipt for follow-up support services during the twelve (12) months following the POP 4. Activity sheets for time period following the POP <p><i>For all above: Must have paper or scanned documentation or detailed case notes</i></p>
<p>TYPE OF EMPLOYMENT MATCH 1ST, 2ND, & 3RD QUARTERS AFTER EXIT QUARTER</p> <p>Customer’s employment is validated</p> <p>No staff action required unless supplemental data is used; The state case management system automatically records wages from the quarterly UI Wage Record System (WRS) and the Wage Record Interchange System (WRIS) and validation is conducted by IDWD.</p> <p><i>If wages are reported from supplemental data, staff must record in the state case management system that the customer achieved an employment outcome.</i></p>	<p>NOTE: Documentation requirements apply only if wages are reported from supplemental data.</p> <p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. The state case management system screens with detailed case notes, documenting supplemental data sources including case management notes, automated data base systems, WorkOne operating systems’ administrative records, surveys of participants, and contacts with employers. 2. Other out-of-state wage record systems <p><i>Applicant statement alone is not sufficient unless the applicant was included in a survey</i></p> <p><i>For all above: Must have paper or scanned documentation or detailed case notes.</i></p>

<p>TYPE OF RECOGNIZED CREDENTIAL</p> <p>Record the type of recognized educational or occupational certificate, credential, diploma or degree attained by the individual who received training services: High School Diploma/GED; AA or AS Diploma/Degree; BA or BS Diploma/Degree; Occupational Skills Licensure; Occupational Skills Certificate or Credential; Other Recognized Educational or Occupational Skills Certificate/Credential.</p> <p>Credentials must be attained either during participation or by the end of the fourth quarter after the quarter of exit from services (other than follow-up services).</p>	<p>MATCH</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Detailed Case Notes – paper or on-line statements by the case manager that identifies a customer’s status, the date on which the information was obtained and the name of the case manager obtaining the information and is accurate for the client’s period of participation. 2. Participant surveys with complete documentation 3. Transcripts, certificates or diploma <p><i>For all above: Must have paper or scanned documentation or detailed case notes.</i></p>
<p>ATTAINED DIPLOMA, GED OR CERTIFICATE</p> <ul style="list-style-type: none"> • “Individual attained a secondary school (high school) diploma” – the individual attained a secondary school (high school) diploma recognized by the state. • “Individual attained a GED or high school equivalency diploma” – the individual attained a GED or high school equivalency diploma recognized by the state. • “Individual attained a certificate or other post-secondary degree/diploma” – the individual attained a certificate in recognition of an individual’s attainment of technical or occupational skills or other post-secondary degree/diploma. • “Individual did not attain a diploma, GED or certificate” – the individual did not attain a diploma, GED, or certificate. 	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Transcripts, certificates or diploma 2. Letter or other documentation from school system <p><i>For all above: Must have paper or scanned documentation or detailed case notes</i></p>
<p>DATE ATTAINED DEGREE OR CERTIFICATE</p> <p>Record the date on which the individual attained a diploma, GED, or certificate. Ideally, the date should be the date listed on the diploma, GED, or certificate.</p>	<p>MATCH</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Transcripts, certificates or diploma 2. Letter or other documentation from school system

	<p><i>For all above: Must have paper or scanned documentation or detailed case notes</i></p>
<p>School Status at Exit</p> <ul style="list-style-type: none"> • “In-School, High School or less” – the individual has not received a secondary school diploma or its recognized equivalent and is attending any primary or secondary school (including elementary, intermediate, junior high school), whether full or part-time, or is between school terms and intends to return to school. • “In-School, Alternative School” – the individual has not received a secondary school diploma or its recognized equivalent and is attending an alternative high school or an alternative course of study approved by the local educational agency whether full or part-time. • “In-School, Post-High School” – the individual has received a secondary school diploma or its recognized equivalent and is attending a post-secondary school or program (whether full or part-time), or is between school terms and intends to return to school. • “Not attending school; High School Dropout” – the individual is no longer attending any school and has not received a secondary school diploma or its recognized equivalent. • “Not attending school; High School Graduate” – the individual is not attending any school and has graduated from high school or holds a GED. 	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Transcripts, certificates or diploma 2. Letter or other documentation from school system 3. Detailed Case Notes – Paper or on-line statements by the case manager that documents a customer’s status, the date on which the information was obtained and the case manager obtaining the information and is accurate for the client’s POP (Period of Participation). <p>For all above: Must have paper or scanned documentation or detailed case notes.</p>
<p>YOUTH PLACEMENT INFORMATION</p> <p>Record the primary activity the youth entered in the first quarter following the exit quarter:</p> <ul style="list-style-type: none"> • Entered post-secondary education; • Entered advanced training; • Entered military service; and • Entered a qualified apprenticeship. 	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Detailed supporting evidence from other agencies that includes dates and services rendered, apprenticeship verification, military service, advanced training, post-secondary education, transcripts, registration forms 2. Community college information 3. Employer contracts

<p>Youth may qualify for more than one activity. For example, if the youth enters advanced training and has entered a qualified apprenticeship, please record “entered a qualified apprenticeship.”</p>	<p>4. Detailed Case Notes – paper or on-line statements by the case manager that identifies a customer’s status, the date on which the information was obtained and the case manager obtaining the information and is accurate for the client’s POP (Period of Participation).</p> <p><i>For all the above: Must have paper or scanned documentation or detailed case notes.</i></p>
<p>YOUTH RETENTION INFORMATION</p> <p>Record the primary activity the youth entered in the third quarter following the exit quarter:</p> <ul style="list-style-type: none"> • In post-secondary education; • In advanced training; • In military service; and • In a qualified apprenticeship. <p>Youth may qualify for more than one activity. For example, if the youth enters advanced training and has entered a qualified apprenticeship, please record “In a qualified apprenticeship.”</p>	<p>SUPPORT</p> <p>One of the following:</p> <ol style="list-style-type: none"> 1. Detailed supporting evidence from other agencies that includes dates and services rendered, apprenticeship verification, military service, advanced training, post-secondary education, transcripts, registration forms. 2. Community college information 3. Employer contacts 4. Detailed Case Notes – paper or on-line statements by the case manager that identifies a customer’s status, the date on which the information was obtained and the case manager obtaining the information, and is accurate for the client’s Period of Participation. <p><i>For all above: Must have paper or scanned documentation or detailed case notes.</i></p>
<p>ASSESSMENT</p> <p>Indiana required three assessments be used across the state: TABE for educational attainment; Indiana Career Explorer for career interest aptitude, and values inventory; and WorkKeys for workplace skills</p> <p><u>Category of Assessment</u></p> <ul style="list-style-type: none"> • “ABE” – the customer was assessed using approved tests for Adult Basic Education • “ESL” – the customer was assessed using approved tests for English-As-A-Second Language 	<p>SUPPORT</p> <p><u>Category of Assessment: one of the following:</u></p> <ol style="list-style-type: none"> 1. Test records 2. Case Notes – paper or on-line statements by the case manager that identifies the category of assessment, the date on which the information was obtained and the case manager obtaining the information and is accurate for the client’s Period of Participation. Case notes should also detail the customer’s progress.

- Both ABE and ESL – the customer was assessed using approved test for ABE and ESL

Type of Assessment Test

The type of assessment test that was administered to the youth customer: TABE 9-10; ABE; WorkKeys: SPL; BEST: Best Plus: TABE Class E; Wonderlic; Other Approved assessment Tool.

Functional Area

The functional area: Reading; Writing; Language; Mathematics; Speaking; Oral; Listening; Other Literacy Functional Area; Other Numeracy Functional Area

NOTE: The State of Indiana requires WIA Title I Youth participants, except for those youth enrolled in high school, to be assessed in three functional areas: Reading, Math and Language. Youth In high school are exempt from the Language assessment.

Date Administered Test

The date on which the pre-assessment test was administered to the youth customer.

Educational Functioning Level

Record the educational functioning level that is associated with the youth customer’s raw scale score:

- Beginning ESL Literacy; Low Beginning ESL Literacy;
- Beginning ABE Literacy/High Beginning ESL Literacy;
- Beginning Basic Education/Low Intermediate ESL;
- Low Intermediate Basic Education/High Intermediate ESL;
- High Intermediate Basic Education/Advanced ESL;
- Low Adult Secondary Education/Exit ESL
- High Adult Secondary Education

Type of Assessment Test

SUPPORT

1. Test records
2. Case Notes – paper or on-line statements by the case manager that identifies the category of assessment, the date on which the information was obtained and the case manager obtaining the information and is accurate for the client’s Period of Participation. Case notes should also detail the customer’s progress.

Functional Area

SUPPORT

1. Test records
2. Case Notes – paper or on-line statements by the case manager that identifies the category of assessment, the date on which the information was obtained and the case manager obtaining the information and is accurate for the client’s Period of Participation. Case notes should also detail the customer’s progress.

Date Administered Test

MATCH

1. Test records
2. Case Notes – paper or on-line statements by the case manager that identifies the category of assessment, the date on which the information was obtained and the case manager obtaining the information and is accurate for the client’s Period of Participation. Case notes should also detail the customer’s progress.

Educational Functioning Level

SUPPORT

1. Test records

	<p>2. Case Notes – paper or on-line statements by the case manager that identifies the category of assessment, the date on which the information was obtained and the case manager obtaining the information and is accurate for the client’s Period of Participation. Case notes should also detail the customer’s progress.</p> <p><i>For all the above: Must have paper or scanned documentation or detailed case notes.</i></p>