

## Los Angeles County Workforce Investment Act Youth Program File Contents Guide

ELIGIBILITY	DEFINITION	ACCEPTABLE DOCUMENTATION
Age 14-21		<ul style="list-style-type: none"> <li>▪ Birth Certificate</li> <li>▪ Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address</li> <li>▪ ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address</li> <li>▪ U.S. Passport (unexpired or expired)</li> <li>▪ Certificate of U.S. Citizenship (INS N-560 or N-561)</li> <li>▪ Certificate of Naturalization (INS N-550 or N-570)</li> </ul>
Low Income	<ul style="list-style-type: none"> <li>▪ An individual or his family whose gross total earning for a six-month period, prior to enrollment, in relation to his family size is the highest of either 70 percent LLSIL, determined by the Secretary of Labor, or the Poverty Guidelines, published by HHS. The WIA require annual revisions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Income documentation required for all family members living in applicant's household for the past six (6) months; Start and end dates need to be verified. Documentation must be current within the last two months.</li> <li>☐ Check Stubs</li> <li>☐ Notice of Action/Approval (i.e., CalWORKs, SSI, GR)</li> <li>☐ Alimony Agreement (spousal support)</li> <li>☐ Unemployment Benefit Stub or EDD printout PF5</li> <li>☐ Bank Statements (Direct Deposit)</li> <li>☐ Employers Statement (on Employers letterhead, if worked for temporary Agencies or paid by Cash)</li> <li>☐ Court decree declaring participant ward of the court</li> <li>▪ Exclude unemployment compensation, child support payments, public assistance program payments, and old age and survivors insurance benefits received under Section 202 of the Social Security Act (42 USC 402).</li> </ul>

Deficient in Basic Skills	Individual is assessed to have basic skills (reading, writing, math computation, speaking and listening) below the 8 <sup>th</sup> grade level.	<ul style="list-style-type: none"> <li>• Assessment Test Scores</li> <li>• School Records showing grade level for basic skill levels</li> </ul>
School Dropout	An individual who is no longer attending any school and who has not yet received a secondary school diploma or its recognized equivalent. A youth's dropout status is determined at the time of registration. A youth attending an alternative school at the time of registration is <b>not</b> a dropout.	<ul style="list-style-type: none"> <li>• Written referral from parent, probation officer, teacher, etc.</li> <li>• School records</li> <li>• Probation records</li> </ul>
Homeless, Runaway or Foster Youth	<ul style="list-style-type: none"> <li>▪ Individual who lacks a fixed, regular, adequate nighttime residence; or who has a primary nighttime residence that is (1) a supervised, publicly or privately operated shelter designed to provide temporary living accommodations; (2) a temporary living arrangement at the residence of, a friend or family; (3) an institution providing temporary residence for individuals intended to be institutionalized, excluding jails or prisons; (4) a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings. An individual under 18 years of age who has become an emancipated adult through the court system and was a former Foster child.</li> <li>▪ Individual who is a foster child on whose behalf state or local government payments are made for support.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letter from shelter or person providing the living space</li> <li>▪ Self-certification Form</li> <li>▪ Letter from court</li> <li>▪ Referral from Department of Children and Family Services clearly stating participant is a foster child.</li> </ul>
Pregnant or Parenting	<ul style="list-style-type: none"> <li>▪ A person, male or female, who first became a parent or provided custodial care while still under the age of 19 years old regardless of their age today.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Birth Certificate of Child</li> <li>▪ Written referral from teen pregnancy program</li> <li>▪ Doctors certification of pregnancy</li> </ul>
Offender	<ul style="list-style-type: none"> <li>▪ Record of arrest or conviction for one or more felonies excluding misdemeanors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Release record</li> <li>▪ Record of arrest</li> <li>▪ Probation documentation</li> <li>▪ Probation Officer Referral</li> </ul>
6 <sup>th</sup> Eligibility Definition (6thED) Attending Continuing Education	<ul style="list-style-type: none"> <li>▪ Individual who is enrolled in a continuing education or alternative school program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Records</li> </ul>

<p>6<sup>th</sup>ED Low self-esteem and Sense of Self</p>	<ul style="list-style-type: none"> <li>▪ Individual who does not think highly of themselves or their abilities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Diagnostic Evaluation of employment potential and barriers administered by qualified professional, i.e. Occupational therapist, Certified Vocational Evaluation Specialist status</li> <li>▪ Written referral from School Counselor</li> <li>▪ Written Referral from Private Doctor</li> <li>▪ Written Referral from community liaison</li> </ul>
<p>6<sup>th</sup>ED Involved in Gang Activities</p>	<ul style="list-style-type: none"> <li>▪ Individual who is at present or in the recent past been involved in gang activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written Referral from Parent</li> <li>▪ Written referral from School Counselor</li> <li>▪ Written referral from community liaison</li> <li>▪ Self-Certification</li> </ul>
<p>6<sup>th</sup>ED Substance Abuser</p>	<ul style="list-style-type: none"> <li>▪ An addict or alcoholic, currently abusing or has a history of abuse.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letter from treatment provider</li> <li>▪ Written referral from School Counselor</li> </ul>
<p>6<sup>th</sup>ED Little or no Family Support or Direction/Negative Role Identification</p>		<ul style="list-style-type: none"> <li>▪ Written referral from School Counselor</li> <li>▪ Written referral from community liaison</li> </ul>
<p>6<sup>th</sup>ED Alienated by Sexual Preference</p>		<ul style="list-style-type: none"> <li>▪ Written Referral from Parent</li> <li>▪ Written referral from School Counselor</li> <li>▪ Written referral from community liaison</li> <li>▪ Written referral from Private Counselor/Caregiver</li> <li>▪ Self-Certification</li> </ul>

6 <sup>th</sup> ED Physically or Mentally Challenged		<ul style="list-style-type: none"> <li>▪ School Records</li> <li>▪ Department of Rehabilitation Individual Education Plan</li> <li>▪ Doctors Certification</li> </ul>
6 <sup>th</sup> ED Emancipated Minor	<ul style="list-style-type: none"> <li>▪ An individual under 18 years of age who has become an emancipated adult through the court system and was a former Foster child.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letter from court</li> </ul>
6 <sup>th</sup> ED Language or Cultural Barriers		<ul style="list-style-type: none"> <li>▪ Written Referral from School Counselor</li> <li>▪ Assessment Evaluation</li> <li>▪ Written Referral from Counselor</li> <li>▪ Written Referral from Parent</li> <li>▪ Doctors certification</li> </ul>
6 <sup>th</sup> ED Emotional Problems		
6 <sup>th</sup> ED At Risk of Dropping out of School	<ul style="list-style-type: none"> <li>▪ A youth who is in danger of dropping out for one or more of the following reasons: low self-esteem; involved in gang activity; substance abuse; no family support or direction; teen parent; failing; physically/mentally disabled; emancipated minor; language or cultural barriers; arrested/convicted for a crime; one or more parents dropped out of school; history of poor grades; little interest in education; high rate of absenteeism.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Records</li> <li>▪ School Transcript/Verification</li> <li>▪ Written referral from School Counselor</li> <li>▪ Written referral from parent</li> </ul>
6 <sup>th</sup> ED At Least Two Grades Below Grade Levels Below Age	<ul style="list-style-type: none"> <li>▪ An individual who's assessment shows that they are at least two grade levels below their age, i.e., individual who is in 12<sup>th</sup> grade and reads at the 10<sup>th</sup> grade level</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment Scores</li> <li>▪ School Records showing basic skills level</li> </ul>

<b>OTHER DOCUMENTATION REQUIRED</b>	<b>FILE FOLDER CONTENT</b>
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I-9 Verification	<p>Documents that Establish both Identity and Employment Eligibility</p> <ul style="list-style-type: none"> <li>▪ U.S. Passport (unexpired or expired)</li> <li>▪ Certificate of U.S. Citizenship (INS N-560 or N-561)</li> <li>▪ Certificate of Naturalization (INS N-550 or N-570)</li> <li>▪ Unexpired foreign passport, with I-551 Stamp or attached INS I-94 indicating unexpired employment authorization</li> <li>▪ Alien Registration Receipt Card with photograph (INS I-151 or I-551)</li> <li>▪ Unexpired Temporary Resident Card (INS I-688)</li> <li>▪ Unexpired Employment Authorization Card (INS I-688A)</li> <li>▪ Unexpired Reentry Permit (INS I-327)</li> <li>▪ Unexpired Refugee Travel Document (INS I-571)</li> <li>▪ Unexpired Employment Authorization Document issued by the INS which contains a photograph (INS I-688B)</li> </ul>	<p>Any one from the column that Establish Identity and any one from the column that Establish Employment Eligibility</p>	
		<p><u>Documents that Establish Identity</u></p> <ul style="list-style-type: none"> <li>▪ Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address</li> <li>▪ ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address</li> <li>▪ School ID card with a photograph</li> <li>▪ Voter's registration card</li> <li>▪ U.S. Military card or draft record</li> <li>▪ Military dependent's ID card</li> <li>▪ U.S. Coast Guard Merchant Mariner Card</li> <li>▪ Native American tribal document</li> <li>▪ Driver's license issued by a Canadian government authority</li> </ul>	<p><u>Documents that Establish Employment Eligibility</u></p> <ul style="list-style-type: none"> <li>▪ U.S. social security card issued by the Social Security Administration (other than a card stating it is not valid for employment)</li> <li>▪ Certification of Birth Abroad issued by the Department of State (FS-545 or DS-1350)</li> <li>▪ Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal</li> <li>▪ Native American tribal document</li> <li>▪ U.S. Citizen ID Card (I-197)</li> <li>▪ ID Card for use of Resident Citizen in the United States (I-179)</li> <li>▪ Unexpired employment authorization document issued by the INS (other than those listed under the first column)</li> </ul>
Selective Service	<p>Selective Service Acknowledgement Card</p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.sss.gov/how.htm">http://www.sss.gov/how.htm</a></li> <li>▪ Phone: 1-847-688-6888</li> <li>▪ Selective Service Registration Card</li> <li>▪ Selective Service Advisory Opinion letter</li> </ul>		
Client Information Release	Information Release Forms signed by participant (e.g., employment/wage verification)		
Skills Assessments	<ul style="list-style-type: none"> <li>▪ Files must contain Assessment scores and name/version of testing instrument on ISS. Please note that if assessment tests are not stored in participant files they <b>must</b> be easily accessible for a monitor or auditor.</li> </ul>		
Individual Service Strategy (ISS) Form	<ul style="list-style-type: none"> <li>• The ISS must provide an accurate account of the services provided to a participant and justification for those services including participant background and assessment information. The ISS is a living document and should show evidence that it is regularly updated and reviewed with the participant.</li> </ul>		
Progress Documentation	<ul style="list-style-type: none"> <li>▪ Notes</li> <li>▪ Telephone Conversation Documentation</li> <li>▪ Letters/faxes</li> </ul>		
Eligibility Documentation	<ul style="list-style-type: none"> <li>▪ See items listed in this Eligibility Guide under Acceptable Documentation</li> </ul>		

MIS Documentation	<ul style="list-style-type: none"> <li>▪ Application</li> <li>▪ Enrollment/Registration</li> <li>▪ Workforce Investment Act Goals</li> <li>▪ Workforce Investment Act Exit</li> <li>▪ Workforce Investment Act Follow-Up Contact Information</li> </ul>	
Evaluations & Progress Reports	<p>May be any one or more of the following depending upon services:</p> <ul style="list-style-type: none"> <li>▪ Evaluations – Work Experience Employer, etc.</li> <li>▪ Progress Reports – Mentor, Trainer, etc.</li> </ul>	
Nepotism Agreement	Signed by Participant	
Complaint and Grievance Procedure Acknowledgement	Signed by Participant	
<b>10 CORE ELEMENTS</b>	<b>DEFINITION</b>	<b>ACCEPTABLE DOCUMENTATION</b>
Tutoring/Basic Skills	<ul style="list-style-type: none"> <li>• Providing one on one or group tutoring services to participants who are assessed to need the service or self-elect to receive the service.</li> <li>• Holding or arranging access to basic skills remediation classes for participants who are assessed to need the service or self-elect to receive the service.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign in sheets for tutoring countersigned by tutor.</li> <li>• Progress evaluation forms signed by instructor for basic skills remediation courses.</li> </ul>
Adult Mentoring	Youth advocacy, instruction, and constructive critiquing of the youth's academic performance and social behavior provided by a caring adult to challenge youth to attain short term goals that will ultimately lead to becoming self sufficient and successful adults.	<ul style="list-style-type: none"> <li>• Written assignment of a one on one adult mentor with parameters, length and duration of service.</li> <li>• Sign in sheets for group speakers, countersigned by staff, with written participant evaluation of the respective sessions.</li> <li>• Certification by assigned mentor that they will provide the type of support listed in the definition to the respective youth with written evaluation by the mentor of the progress and effectiveness of the relationship.</li> </ul>
Alternative Secondary Education	Schooling that is outside of the traditional education provided in the school districts for youth who are dropouts, teen parents, or highly at risk, i.e., Community Education Centers, Continuation Schools.	<ul style="list-style-type: none"> <li>• School Records</li> </ul>
Summer Employment Opportunities	Work experience that is linked to academic and occupational learning.	<ul style="list-style-type: none"> <li>• Worksite assignment sheet; and</li> <li>• Worksite Agreement; and</li> <li>• Timesheets/Evaluations; and</li> <li>• Participant Evaluation of experience</li> </ul>

Paid/Unpaid Work Experience	Work Experiences, with the option of being paid/unpaid, are planned, structured learning experiences that take place in a workplace for a limited period of time. Work experience worksites may be in the private for profit sector, non-profit sector, or the public sector.	<ul style="list-style-type: none"> <li>• Worksite assignment sheet; and</li> <li>• Worksite Agreement; and</li> <li>• Timesheets/Evaluations; and</li> <li>• Participant Evaluation of experience; and</li> <li>• Employer Evaluation</li> </ul>
Occupational Skills Training	Training that includes apprenticeship programs and training opportunities in local growth industries.	<ul style="list-style-type: none"> <li>• Occupation Skills Training Pre-Assessment showing need for training</li> <li>• Training Curriculum including performance measures</li> <li>• Evaluations by instructor of participant progress</li> <li>• Post Assessment</li> </ul>
Leadership Development Training	<p>These are activities which foster positive social behavior and soft skills, decision making, team work, and other activities including:</p> <ul style="list-style-type: none"> <li>a.) exposure to post-secondary educational opportunities</li> <li>b.) community and service learning projects</li> <li>c.) peer-centered activities, including peer mentoring and tutoring</li> <li>d.) organizational and team work training, including team leadership training</li> <li>e.) training in decision making, including determining priorities</li> <li>f.) citizenship training, including skills training such as parenting, work behavior, and budgeting of resources</li> <li>g.) employability</li> <li>h.) positive social behaviors (e.g., positive attitudinal development, self-esteem building, cultural diversity training and work stimulation activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign in sheet countersigned by staff person or trainer; and</li> <li>• Participant Evaluation of experience; and</li> <li>• Trainer Evaluation</li> </ul>

Supportive Services	<p>Defines in WIA section 101(46) as:</p> <p>a.) Linkages to community services</p> <p>b.) Assistance with transportation</p> <p>c.) Assistance with child care and dependant care</p> <p>d.) Assistance with housing</p> <p>e.) Referral to medical services</p> <p>f.) Assistance with uniforms or other work attire and work related tools, including such items as eye glasses and protective eye gear.</p> <p>Assistance which helps a participant remain in the program.</p>	<ul style="list-style-type: none"> <li>▪ Supportive Services Assessment of need</li> <li>▪ Copies of any supportive service payment made to participant, including receipts payment is based on.</li> </ul>
Comprehensive Guidance and Counseling	A service activity provided to develop positive attitudes towards learning and social behavior, self-esteem building decision making leading towards future careers and responsible citizenship	<ul style="list-style-type: none"> <li>▪ Extensive Progress Notes of one on one Progress services</li> <li>▪ Sign in sheet countersigned by staff or counselor for group sessions</li> </ul>
12 Month Follow Up Services	Participants who have been exited from the program will be provided 12 months of follow up services, during follow up the participants will have access to any of the other nine core elements. In addition, follow up should include maintaining regular face to face and telephone contact with the youth and employer where applicable, assistance with work or school related problems that arise, career development, facilitating alumni peer support groups and tracking the progress of the youth in school and employment after exit from the program.	<ul style="list-style-type: none"> <li>▪ Documentation listed above for any of the other nine core elements</li> <li>▪ Extensive Progress Notes of follow up visits w/ student, parent, teachers, counselors, employers, etc.</li> <li>▪ Sign in sheets for group meetings countersigned by staff or facilitator</li> </ul>
<b>GOALS</b>	<b>DEFINITION</b>	<b>ACCEPTABLE DOCUMENTATION</b>
Basic Skills	Basic Education Skills including reading comprehension, math computation, writing, listening, speaking, problem solving, reasoning, and the capacity to use these skills.	<ul style="list-style-type: none"> <li>▪ Pre-Assessment Scores/Test; and</li> <li>▪ Post Assessment Scores/Test; and</li> <li>▪ Instructor Evaluations; and</li> <li>▪ Certificate of Completion</li> </ul>
Work Readiness Skills	Includes world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques.	<ul style="list-style-type: none"> <li>▪ Pre-Assessment Scores/Test; and</li> <li>▪ Post Assessment Scores/Test; and</li> <li>▪ Instructor Evaluations; and</li> <li>▪ Certificate of Completion</li> </ul>
Occupational Skills	Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work related terminology, record keeping and paper work formats, tools, equipment, and materials, and breakdown and clean-up routines.	<ul style="list-style-type: none"> <li>▪ Pre-Assessment Scores/Test; and</li> <li>▪ Post Assessment Scores/Test; and</li> <li>▪ Instructor Evaluations; and</li> <li>▪ Certificate of Completion</li> </ul>

EXITS	DEFINITION	ACCEPTABLE DOCUMENTATION
Entered Employment	Individual entered full or part time employment. This includes individuals who enter the military and/or a qualified apprenticeship program.	<ul style="list-style-type: none"> <li>• Place of Employment</li> <li>• Employer Verification including:</li> <li>• Placement Wage</li> <li>• Number of Hours/week</li> <li>• Job Title/Duties</li> </ul>
Returned to Secondary Education	Individual returned to school after participation in the program	<ul style="list-style-type: none"> <li>• Statement in Progress Notes</li> <li>• Signed Certification by Participant</li> <li>• School Enrollment Verification</li> </ul>
Entered Advanced Training	Individual entered non-WIA advanced training in a targeted occupation, i.e., Regional Occupational Programs, Trade Schools, etc.	<ul style="list-style-type: none"> <li>• Copy of Registration/Enrollment</li> </ul>
Entered Post-Secondary Education	Individual entered an accredited degree granting institution that leads to an academic degree (AA, AS, BA, or BS).	<ul style="list-style-type: none"> <li>• Copy of Registration/Enrollment</li> </ul>
Attained Recognized Credential	Individual obtained a nationally recognized degree or certificate or a state/locally recognized credential	<ul style="list-style-type: none"> <li>• Copy of Credential Attained</li> </ul>
Planned Services Completed	Individual completed all WIA service goals and the individual is no longer receiving services (excluding follow-up services).	<ul style="list-style-type: none"> <li>• Required documentation for all services provided and exit(s) claimed</li> <li>• Progress Notes state that all services were completed successfully.</li> </ul>
Planned Services Not Completed	<b>Negative Termination:</b> Individual did not complete all WIA service goals and the individual is no longer receiving services (excluding follow-up services).	<ul style="list-style-type: none"> <li>• Statement in Progress Notes</li> </ul>
Lacks Transportation	<b>Negative Termination:</b> Individual lacks the necessary transportation to remain in the program, Progress Notes should state all efforts made to resolve transportation issue.	<ul style="list-style-type: none"> <li>• Statement in Progress Notes</li> </ul>
Family Care	<b>DOES NOT APPLY TO YOUTH; DO NOT CLAIM</b>	
Health/Medical	<b>Negative Termination:</b> The individual is receiving medical treatment, which precludes entry into employment or continued participation in WIA other than temporary conditions expected to last less than 90 days.	<ul style="list-style-type: none"> <li>• Self-declaration</li> <li>• Statement in Progress Notes</li> </ul>
Cannot Locate	<b>Negative Termination:</b> Individual cannot be located after utilizing the address, phone number, and additional contact information provided by the client to locate them.	<ul style="list-style-type: none"> <li>• Statement in Progress Notes</li> </ul>
Death		<ul style="list-style-type: none"> <li>• Statement in Progress Notes</li> </ul>

Institutionalized	<b>Negative Termination:</b> Individual resides in an institutional facility providing 24 hour support such as a hospital or a prison and is expected to remain in that institution for more than 90 days.	<ul style="list-style-type: none"><li>• Statement in Progress Notes</li></ul>
Voluntary Other	<b>Negative Termination:</b> Individual voluntarily withdrew from the program for reasons other than those listed above, Progress Notes should state efforts made to retain participant in program.	<ul style="list-style-type: none"><li>• Statement in Progress Notes</li></ul>
Objective Assessment Only	<b>Negative Termination:</b> Individual did not return after objective assessment was administered.	<ul style="list-style-type: none"><li>• Statement in Progress Notes</li></ul>