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| **Date of Review:**      **Reviewer Name:**       |
| **Grantee:**      **Grant Type:**      **Grant Number:**      **Grant Start Date:       Grant End Date:****Total Grant Amount:**       |
| **PROGRAM PURPOSE:** The purpose of the Job Training and Economic Development Grant Program is to meet the skill needs of the target industries by establishing and expanding partnerships between employers and Eligible Entities to develop training programs and provide access to Barrier Reduction *Funding for individuals in the Target Population.* |
| **AREAS FOR REVIEW:** Core Guide Areas of Emphasis and Local Procedures Areas of Emphasis. The areas below will be sampled and reviewed, and technical assistance provided where risk is observed.  |
| *Service Design**Administrative Controls**Personnel**Procurement* *-Equipment /prior approval**Reporting Systems* *-IWDS / DR Service codes**Budget Controls**Allowable Costs* | *Financial Reporting**Participant Files* *-Eligibility* *Participant Suitability Training* *-Supportive Services / Referrals / Periodic review and update of SS needs**Performance Outcomes* | *Performance**-Worksite Agreement**-Supervision* *-Employee Code of Conduct**-Timekeeping Procedures – including documenting work hours, employee and supervisor signatures**-Local Monitoring procedures, resolution to issues identified* |

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| **FISCAL CONTROLS** |
| **1. Grantee has successfully completed and submitted all required periodic fiscal reports.** |  |
| **2. A review of the grant expenditures and obligations indicates that the grant is generally on track to fully expend grant funds.****Budget:       Actual:       Percentage Rate:****Comment:** |  |
| **PROGRAMMATIC CONTROLS****Work Plan Fidelity** |
| **3. A review of the grant activities indicate that the project has been****implemented as outlined in the grant scope of the work.**Have any changes occurred that will require an amendment to the Scope of Work?NoYes |  |
| **Scope Specific Questions (as needed)** |
| **4. Outreach and Recruitment - Grantee operates within planned outreach and recruitment strategies, including:** Disseminating program information to and establishing a referral process with partners Distributing flyers in public places that face the target population(s) and/or utilizing social media Planning/participating in events that include individuals from the target population(s) |  |
| **5. Employer Engagement- Grantee demonstrates evidence of established business partnerships, and strategies that will be used to engage additional area employers.**   |  |
| *[SCOPE-SPECIFIC QUESTION]* |  |
| *[SCOPE-SPECIFIC QUESTION]* |  |
| **PERFORMANCE MEASURES** |

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| **6. Performance Measure** | **Plan**  | **Actual** | **Pct/Goal** |
| Number of individuals enrolled in a training program | 2 | 1 | 50.0% |
| Number of individuals completing a training program |   |   | #DIV/0! |
| Number of individuals experiencing a wage/benefit increase (Category 1) |   |   | #DIV/0! |
| Number of individuals placed in unsubsidized employment (Category 2 and 3) |   |   | #DIV/0! |
| Number of individuals retained in unsubsidized employment for 180 days |   |   | #DIV/0! |
| Number of individuals placed in post-secondary education (Category 3) |   |   | #DIV/0! |
|   |   |   | #DIV/0! |
| **Additional Measures** | **No Planned Numbers are required**  | **Actual** | **Pct/Goal** |
| Number of businesses engaged |   |   |  |
| Number of individuals ***placed*** and number ***acquiring*** an Industry-Linked Credential, Certification, or License |   |   |  |
| Number of individuals ***placed*** and number ***completing*** a Pre-Apprenticeship, Registered Apprenticeship, or a Non-Registered Apprenticeship Program |   |   |  |
| Number of individuals ***placed*** and number ***completing*** an OJT |   |   |  |
| Number of individuals ***placed*** and number ***completing*** a paid work experience or internship |   |   |  |
| Number of individuals ***continuing*** a Pre-Apprenticeship, Registered Apprenticeship, or a Non-Registered Apprenticeship Program at case closure |   |   |  |
| Number of individuals employed in the target industries |   |   |  |
| Number of individuals retained 6 months after placement |   |   |  |
| Number of individuals retained 12 months after placement |   |   |  |
| Number of individuals promoted in the target industries |   |   |  |

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| **Issues/Notes:**       |
| **EXPLANATION OF CATEGORIES** |
| ***Category 1*** ***(Employer driven training for under-employed individuals, under-represented individuals, and other workers requiring new skills to address an imminent lay-off or termination)*** In Category 1, Eligible Entities will partner with local employers that need upskilling their workforce to address labor shortages created by the negative economic and public health impacts of COVID-19. This partnership requires that the employer identify the specific skillset needed for entry-level positions or those needed to advance their careers. Proposals should include an overview of the existing curricula or address how a customized training approach supports the employer's productivity and increases the skill competencies of current employees or new hires. Elements of the training strategy should consider short-term credentials for entry positions and long-term training in a career pathway facilitating advancement with the employer or within the sector. Applicants may consider incorporating Barrier Reduction funding (defined under Category 4) into the training strategy to support retention for the participant. The list of allowable services is under "Program Services" of this NOFO.**Eligible Category 1 Participants** include Under-employed and under-represented individuals who reside and are eligible to work in Illinois. Under-employed and under-represented.***Category 2 (Sector Specific Work-Based Learning for unemployed individuals and under-represented individuals)*** Applications focusing on Category 2 will establish partnerships with employers and education entities to develop regional or local strategies for individuals needing occupational training and supportive services to obtain self-sustaining employment. The partnership must focus on sector-specific occupational training in conjunction with work-based learning. Training strategies must be part of a career pathway for demand occupations in the target industries and result in participants earning stackable certifications or credentials. Any combination of work-based learning under Section 5 - Program Services may be offered to participants. However, the work-based learning opportunity must align with education and training within a career pathway. Essential Employability Skills, digital and financial literacy, and career readiness services must be incorporated into the program model. Additionally, based on a needs assessment, support services, and Barrier Reduction funding are offered to stabilize the individual, support entry and completion of training, and support placement and retention in employment. The list of allowable services can be found under "Program Services" of this NOFO.**Eligible Category 2 Participants** include Unemployed and under-represented individuals who reside and are eligible to work in Illinois. Unemployed and under-represented.***Category 3 (Career Development Opportunities for Youth ages 16-24 with one or more barriers to education, training, and employment)***For applications including Category 3, the program design will engage educators and business leaders in providing or creating a combination of academic, employability, and technical skills through three components — contextualized instruction, career development, and support services. The model also must include a strong supportive services component that can include Barrier Reduction funding to ensure youth have the tools to complete the program and be successful in either post-secondary education or the workforce. Training must include one or a combination of the following industry-recognized certificates or certification, a certificate of completion of an apprenticeship or other similar programs, a license recognized by the State or Federal government, or an associate or baccalaureate degree with multiple entries and exit points, and opportunities for acceleration. Employers are included in leadership roles to guide the development of career pathways and opportunities to experience the workplace through related paid or unpaid work experiences, internships, pre-apprenticeships, or apprenticeships.These training programs will create opportunities for youth to obtain marketable in-demand skills and prepare them for jobs. Partnerships in this category must support and commit to leveraging resources to educate, train, support, and identify youth employment.**Eligible Youth Participants** include unemployed, under-employed and at-risk in-school and out-of-school youth ages 16-24 who reside and are eligible to work in Illinois.***Category 4 - Barrier Reduction Fund (Can be a component of Category 1, 2 and 3; or can be a stand-alone grant supporting matching funding)***Barrier Reduction Funding is flexible funding that can be a line item in a grant that includes one or more of the other categories listed above or can be a stand-alone grant if the applicant demonstrates that other funding sources (grant or contract) will support training, work-based learning, and career services. Barrier reduction funding is to increase family stability and job retention by covering accumulated emergency costs for basic needs, such as: housing-related expenses (rent, utilities, etc.), transportation, childcare, digital technology needs, education needs, mental health services, substance abuse services, income support, and work-related supplies that are not typically covered by programmatic supportive services [20 ILCS 605/605-415(b)]. Eligible entities that can apply for Barrier Reduction Fundingeither as a component of one or more Categories or as a stand-alone grant are listed under **"Eligible Entity."** At a minimum, all applicants for Barrier Reduction Funding will be required to:1. describe the exact types of barrier reduction funding services to be provided (e.g., housing, transportation, childcare, etc.)
2. demonstrate the applicant has established policies for resource and service coordination with appropriate provider organizations
3. demonstrate there is a need to use Barrier Reduction Funding to assist program participants in a manner related to either a Job Training and Economic Development Grant or a complementary workforce or job training grant program or contract, including a reason why these services are unavailable through other social service programs
4. distinguish between when support services will be used compared to Barrier Reduction Funding and why Barrier Reduction Funding is the better option
5. describe the population of individuals to be served, the region of the State to be served, the types of assistance to be provided to program participants and the estimated total amounts and the amounts to be provided per participant
6. describe the anticipated outcomes by using the Barrier Reduction Funding to assist program participants; and
7. offer emergency cash assistance, criteria needs to be established to determine the need and how much assistance will be provided; this also needs to be addressed in policy (Emergency cash assistance will need prior approval by DCEO)
8. (for barrier reduction stand-alone grant requests) provide a description of the complementary job training grant or contract, including the source and amount of funds, the type(s) of target population served, the location(s) of the services, a description of the job training program, and attach a copy of the agreement.

Barrier Reduction Funding requests included as a component of a category should serve individuals listed in the categories. Barrier Reduction Funding requested as a stand-alone grant should serve individuals that meet the definition of unemployed, under-employed or under-represented with a barrier to employment as set forth in this NOFO and who are or will be receiving job training services through a complementary grant or contract. In addition, for Barrier Reduction Funding requested in a stand-alone grant, the applicant must use the funds to assist individuals who: * reside in or receive job training services in a qualified census tract or in a disproportionately impacted area
* or who have experienced negative economic or public health impacts resulting from the COVID-19 pandemic as defined in this NOFO and the JTED rules (56 Ill. Admin. Code 2660.20).
 |
| **BARRIER REDUCTION FUND** |
| **Category 4 - Barrier Reduction Fund (Can be a component of Category 1, 2 and 3; or can be a stand-alone grant supporting matching funding)****Barrier Reduction Funding is flexible funding that can be a line item in a grant that includes one or more of the other categories listed above or can be a stand-alone grant if the applicant demonstrates that other funding sources (grant or contract) will support training, work-based learning, and career services. Barrier reduction funding is to increase family stability and job retention by covering accumulated emergency costs for basic needs, such as: housing-related expenses (rent, utilities, etc.), transportation, childcare, digital technology needs, education needs, mental health services, substance abuse services, income support, and work-related supplies that are not typically covered by programmatic supportive services [20 ILCS 605/605-415(b)]. Applicants must have policies on Barrier Reduction Funding if they intend to provide these services through a grant.** |
| **All BRF Grantees** |
| **7. Grantee has established Barrier Reduction Fund policy(ies)** |  |
| **8. Barrier Reduction Fund policies supporting the project:**  Describes the population of individuals to be served  Describes the exact types of barrier reduction funding services to be provided Demonstrates established resource and service coordination with appropriate provider organizations Distinguishes between when support services will be used compared to Barrier Reduction Funding Demonstrates clear criteria for use of emergency cash assistance (determination of need, amount)  |  |
| **9. Documentation of BRF expenditures:** Establishes that participants are within the target populations in the approved scope of work Demonstrates participant need is related to either a JTED or another complementary workforce development grant program or contract Demonstrates why assistance is unavailable through other social service programs  Describes the anticipated outcomes and benefits of the expenditures |  |
| **BRF Standalone Grantees** |
| **10. The Grantee is operating within their approved workplan, supporting individuals participating in JTED and other job training programs approved in their application for funding.** |  |
| **11. Individuals served meet the definition of unemployed, under-employed or under-represented with a barrier to employment.**  |  |
| **12. Individuals served are or will be receiving job training services through a complementary grant or contract.** |  |
| **13. Individuals servedreside in or receive job training services in a qualified census tract or in a disproportionately impacted area; or have experienced negative economic or public health impacts resulting from the COVID-19 pandemic as defined in the associated NOFO and JTED rules.** |  |
| **Internal Monitoring** |
| **14. There is evidence that the grantee has monitored the grant.**  Issues identified have been appropriately documented.  Issues requiring intervention have been reported to DCEO.  Issues identified / requiring intervention have been resolved appropriately. |  |
| **Issues/Notes:**       |
| **PARTICIPANT ELIGIBILITY- TARGETED POPULATION** |
| **15. The participant meets eligibility requirements in one or more of the following:****a.** **"Under-Employed Individuals"** defined as an individual who is employed and is in need of job training to address the **negative economic or public health impacts experienced due to the COVID-19** **pandemic** due to the individual's occupation or level of training. "Under-employed individuals" includes workers who receive notices of termination or lay-off notices as a result of negative economic or public health impacts of the COVID-19 pandemic.**b.** **"Negative Economic or Public Health Impacts"** means harm that households or populations have experienced as a result of the COVID-19 pandemic, as permitted by the American Rescue Plan Act and the related guidance issued by the U.S. Department of the Treasury. "Negative economic or public health impacts" includes, but is not limited to, households or populations that: have experienced unemployment or increased food or housing insecurity due to the COVID-19 pandemic are **low-income individuals** or **moderate-income individuals**, which experienced negative impacts due to the COVID-19 pandemic there has been a loss of instructional time in K-12 schools: any student that lost access to in-person instruction for a significant period of time. are living within either a qualified census tract or a disproportionately impacted area; or are receiving services or other assistance pursuant to this NOFO within either a qualified census tract or a disproportionately impacted area. are receiving services or other assistance pursuant to this NOFO within either a qualified census tract or a disproportionately impacted area.**c.** **”Qualified Census Tract"** means a census tract, as defined by the U.S. Census Bureau, having 50 percent of households with incomes below 60 percent of the Area Median Gross Income (AMGI) or having a poverty rate of 25 percent or more.**d.** **"Disproportionately Impacted Area"** means those ZIP Codes most severely affected by the COVID-19 pandemic, to be determined based on positive COVID-19 case per capita rates, and high rates in at least one of the following poverty-related categories relative to other ZIP Codes within their region: * share of population consisting of children ages 6 to 17 in households with income less than 125% of the federal poverty level (FPL)
* share of population consisting of adults over age 64 in households with income less than 200% FPL
* share of population in household with income less than 150% FPL; and
* share of population consisting of children ages 5 and under in households with income less than 185% FPL.

**e.** **"Low-Income Individual”** as defined by the Secretary of the Treasury (Treasury) rules for the American Rescue Plan Act of 2021 (ARPA) that established the Coronavirus State and Local Fiscal Recovery Funds (SLFRF) definition of low income as (i) income at or below 185 percent of the Federal Poverty Guidelines (FPG) for the size of its household based on the most recently published poverty guidelines by the Department of Health and Human Services (HHS).      "Low-income individual" means an individual who:* receives
* or in the past 12 months has received
* or is a member of a family household that is receiving
* or in the past 12 months has received, assistance through any of the following:

  Children’s Health Insurance Program (CHIP) Childcare Subsidies through the Child Care and Development Fund (CCDF) Program Medicaid National Housing Trust Fund (HTF), for affordable housing programs only Home Investment Partnerships Program (HOME), for affordable housing programs only Temporary Assistance for Needy Families (TANF)  Supplemental Nutrition Assistance Program (SNAP)  Free and Reduced-Price Lunch (NSLP) and/or School Breakfast (SBP) programs  Medicare Part D Low-income Subsidies  Supplemental Security Income (SSI)  Head Start and/or Early Head Start  Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)  Section 8 Vouchers  Low-Income Home Energy Assistance Program (LIHEAP)  Pell Grants  has income that is at or below 185 percent of the Federal Poverty Guidelines (FPG) for the size of their household based on the most recently published poverty guidelines by the U.S. Department of Health and Human Services (HHS) **f.** **"Moderate-Income Individuals"** as defined by the Secretary of the Treasury (Treasury) rules for the American Rescue Plan Act of 2021 (ARPA) that established the Coronavirus State and Local Fiscal Recovery Funds (SLFRF) definition of moderate income as income at or below 300 percent of the FPG for the size of its household based on the most recently published poverty guidelines by HHS. "Moderate-income individual" means an individual whose income is at or below 300% of the FPG for the size of their household based on the most recently published poverty guidelines by HHS. **g.**  **"Under-Represented Individuals with a Barrier to Employment"** means individuals who reside in or receive services in a qualified census tract (QCT), disproportionately impacted area, or who have experienced negative economic or public health impacts resulting from the COVID-19 pandemic.   |  |
| **Issues/Notes:**       |

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| **CAREER PLANNING-CASE MANAGEMENT** |
| **Part 1: Comprehensive Assessment** |
| **16.** **The assessment is appropriate for the participant and addresses the areas below to inform the employment plan. Areas the applicant was assessed for include:**  Employment goals   Interest and skills inventory   Essential employability skills  Basic skills deficiency  Digital literacy assessment  Barriers to employment  Suitability for the desired training program  Review of training options that align with interest and skills inventory Determination of referrals N/A |  |
| **17**. **Additionally, assessments were evaluated, and suitability of the participant was verified when developing the employment goals, appropriate achievement objectives, and the needed combination of services to address barriers. Suitability included working with the participant on:**  Aligning career goals to interests, skills, and abilities  Reviewing occupational profiles and employment outlooks for the selected occupation.  This not only includes wage information, and training needed, but also includes what employees do in the job; and  Exploring the career services that are needed to achieve the participants' employment goals   Researching the training services that are needed to achieve the participants’ employment goal that include, but not limited to:    Assessing the participant’s preferred training delivery method (traditional classroom, virtual, hands-on) Assessing the cost and the length of the training program; and  Considering work-based-learning opportunities including, but not limited to, Registered Apprenticeships, On-the-Job Training, Transitional Job, and/or work experience.  Finding the supportive/barrier reduction services that are needed to achieve the participants' employment goals  |  |
| **Issues/Notes:**       |
| **Part 2: Career Plan** |
| **18. The completed, signed and dated Career Plan identified and documented the following:****Goals and Objectives:** Short-term (training or employment) goal(s)   Long-term (employment) goal(s) that:   clearly documents the career pathway to attain the career objectives   includes a review of the demand occupations list intermediate objectives that will be required to meet the goals listed, and  required training components (remedial, pre-requisites, skills, work-based  training etc.) **Justification as to why the short-term and long-term goals are appropriate for the participant and must be:**    Based on assessment information, an interview with the participant, and skills obtained from previous employment   Includes an explanation of the skills gap that the Career Plan is designed to overcome. “Skills gap” is the significant gap between the skills required by the employer, and the current capabilities of the applicant; and   Includes barriers to employment and/or participant needs, if applicable.  **The appropriate sequence and mix of services addressed the unique strengths, challenges, and needs of the participant to obtain the training or employment goal(s)**  **Eligible training providers consist of a public or private college or university, an industry association, a registered apprenticeship program, or a community-based organization that is approved to provide training services by the appropriate accrediting body [20 ILCS 605/605-415(b)].**  **Identifies potential barriers and/or needs that may prevent the participant from obtaining employment or participating in training. The IEP documented the services that are provided to address the participant’s barriers including but not limited to: Career Service, Supportive/Barrier Reduction Services, Needs-Related Payments, and referrals to partner agencies for additional assistance such as childcare, counseling, or other applicable programs.****There is a direct link to one or more of the performance indicators.** **There is a method for tracking progress and identifying next steps including but not limited to: Follow-up on open goals, objectives, and services** |  |
| **19. If applicable, have updates/modifications to the IEP been recorded appropriately on the hard copy IEP and documented in a case note.** |  |
| **Issues/Notes:**       |
| **FILE MANAGEMENT** |
| **20.** **The application is appropriately recorded in Illinois WorkNet.** |  |
| **21. The application is appropriately signed and dated.** |  |
| **22. Documentation to support eligibility is in the participant file and matches “Documentation” selections on the Eligibility Determination screen in Illinois WorkNet.** |  |
| **23. Case note also supports suitability for participation and validates that the worksite and/or training selection is appropriate.** |  |
| **24. Case note is entered to verify how eligibility criteria has been met.**  |  |
| **25. Case note is entered to reflect results of assessment of Interests, Skills, and Preferences.**  |  |
| **26. If applicable, case notes are entered for any required pre-enrollment screening activities with correct dates recorded and results included in narrative of case note(s).**Drug screen resultsBackground check resultsPhysical resultsCovid test results Other       |  |
| **27**. **Appropriate service lines are entered in Illinois workNet for work experience, supportive service, etc. (as applicable)****Career Services:** Basic (e.g. career counseling, workforce and labor market informationreferrals to partners) Individualized (e.g. specialized assessments, career planning, work experiences/Transitional Jobs)**Training Services (as applicable):** On-the-Job Training Registered ApprenticeshipCustomized TrainingOccupational Skills Training (training from Eligible Training Providers)Entrepreneurial training**Supportive/Barrier Reduction Services/Needs Related Payments (as applicable)**:Needs Related Payments (must meet criteria)TransportationChildcare Dependent careHousing assistance Emergency assistance Legal aid Health care Mental healthVision and dental services Linkages to community services Physicals, immunizations, drug testing and background checksSafety training Workplace accommodations; items necessary for participants in training and work-based training, including protective clothing and equipment, clothing, tools, books, etc.Fees for employment and training-related applications, Testing, and certifications/licensures Other services that enable participants to fully participate in all project services and activities. Other:      **Supportive Service policy is on file or has been electronically provided.** |  |
| **28. Case note is entered to verify an assessment for Supportive Service needs was completed and results of assessment are documented.** |  |
| **29. All supportive/barrier reduction services have a recorded date of service in a case note with details identifying type of supportive service provided.** |  |
| **Issues/Notes:**       |
| **TRAINING** |
| **30. Participant received Classroom/Online Training services** |  |
| **Occupational Skills Training (ITA)****Type of Training:**      **Training Location:**       |  |
| **Entrepreneurial Training** **Type of Training:**      **Training Location:**       |  |
| **31. Is the training curriculum provided online?** |  |
| **32. Does the training lead to industry recognized post-secondary credentials?** |  |
| **33. Participant is enrolled in Work-Based Learning****(mark type(s) of work-based learning participant is enrolled in below)** |  |
| **Pre-Apprenticeship** Training and curriculum align with the skill needs of employers in the economy of the State or region Access to educational and career counseling, and other supportive services and/or barrier reduction funding  Hands-on, learning activities connected to education and training activities, such as exploring career options and understanding how skills acquired through coursework can be applied to a future career  Opportunities to attain at least one industry-recognized credential  A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship into a registered apprenticeship program **Apprenticeship** Combines on-the-job training (OJT) with job-related instruction in curricula tied to the attainment of industry-recognized skills standards.**Incumbent Worker Training (allowable under Category 2 only)** Employee meets the definitions of under-employed, under-represented or have received notices of termination or lay-off. Provides services to employers with 250 or less employees. **On-the-Job Training (OJT)****Customized Training****Work Experience/ Internship**For Youth, work experiences may also include:* Pre-Apprenticeship programs
* Summer employment and other employment activities available throughout the school year
* Internships and job shadowing
* On-the-job Training

**Transitional Jobs (allowable under Category 2 and 3)*** Only available for individuals with barriers to employment who are chronically unemployed or who have an inconsistent work history.
* Provides individual with work experience and an opportunity to develop important workplace skills within the context of an employee-employer relationship, in which the program provider generally acts as the employer, and with an opportunity to develop important workplace skill
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| **FOLLOW-UP** |
| **34. Follow-up services meets the needs of the participant and may include, but is not limited to the following:**  Supportive/Barrier Reduction services  Mentoring  Financial literacy education  Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services Providing individuals with information about additional educational or employment opportunities Counseling individuals about the workplace Contacting individuals or employers to verify employment Contacting individuals or employers to help secure better paying jobs, additional career planning, and counseling for the individual Assisting individuals and employers in resolving work-related problems Connecting individuals to peer support groups Providing individuals with referrals to other community resources |  |

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| **WORKSITE (as applicable)** |
| **1. Worksite has the appropriate supervision for participant.** |  |
| **2. *For remote only worksites*: There is evidence that supervisor maintains contact with the participant.** |  |
| **3. Working conditions are safe and sanitary.** |  |
| **4. There is no evidence that individual(s) have been laid off from the same** **or substantially equivalent job as any apprentice’s job.** |  |
| **5. There is evidence that the worksite provides job experience, skill** **acquisition and meaningful work to the participant.** |  |
| **6. There is evidence the worksite has provided:**  Orientation to supervisors and participants Health and safety training as appropriate for the employment and job description Skills and experience acquisition adequate for employment |  |
| **7. There is evidence that the worksite has prepared timesheets in a customary businesslike fashion, ensuring accuracy as to the hours worked** |  |
| **8. Payment of wages is timely and in accordance with the worksite agreement.** |  |
| **Issues/Notes:**       |

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| **SUPERVISOR INTERVIEW: (as applicable)** **Worksite:** **Supervisor Name:** |
| **1. Did you receive an orientation / training on the requirements necessary for participant supervision during their tenure for this placement? *(including: Worksite Supervision / Orientation, Employee Code of Conduct / Orientation, Health and Safety Training, Time Keeping / Payment Procedures)*** |  |
| **2. Did the participant begin working on date indicated in the agreement? (Date should not be prior to the execution of the worksite agreement).****Start Date:****Comment:** |  |
| **3. How many participants have been assigned to this worksite?** |       |
| **4. Is there an alternate person who supervises the participant(s) in the absence of the assigned supervisor?** **Name of the alternate supervisor:** |  |
| **5. Are the participant (s) hours of work tracked?** **How are they tracked?** |  |
| **6. Are you satisfied with the participant(s)? (i.e. timely, productive, attitude, etc.)** |  |
| **Comments / Concerns / Positive Feedback:**  |

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| **PARTICIPANT INTERVIEW Participant Name:** |
| **1. When did you begin your Work-based learning?** **Start Date:** |
| **2. Did you receive a job description?**  |  |
| **3. Did you learn new skills because of this job/training?** **New Skills Learned:** |  |
| **4. Are the skills learned on the job in line with the training and occupation you are pursuing?** |  |
| **5. Have you been asked to participate or engage in any political/religious activities? *(i.e. handing out union cards, asking for votes for union activities, campaigning for political candidates, participating in religious services, decorating altars, etc.)*** |  |
| **6. Were services such as childcare, transportation, equipment or uniforms offered to you?** **Services provided:** |  |
| **7. How are your work hours recorded? (timecard / sign-in sheet / Other** **Specify:** |
| **8. What are your work hours?** |
| **9. How often do you receive paychecks?**  Weekly Twice monthly Other   |
| **Comments / Concerns / Positive Feedback:**       |