October 27, 2026

WIOA POLICY 4.2
CAREER PLANNING AND CUSTOMER-CENTERED SERVICE DELIVERY PRINCIPLES

I. POLICY

4.2 Career Planning and Customer-Centered Service Delivery (CCSD) Principles

1. A Customer-Centered Service Delivery (CCSD) model is not a single action. It is a set of interconnected principles that shape how the workforce system respectfully engages with and serves people throughout their journey. CCSD is designed to strengthen overall service quality and responsiveness, promote positive customer outcomes, and support Workforce Innovation and Opportunity Act (WIOA) performance measures. A customer-centered approach does not make performance harder to achieve; it makes strong outcomes more likely by aligning services with each customer's goals, needs, and strengths. Illinois' CCSD model is guided by the following principles:

    a. Individualized Services: Ensuring tailored support that reflects each customer's unique situation, goals, strengths, and needs;

    b. Respect & Dignity: Demonstrating empathy, understanding, and genuine appreciation for each customer's perspective and lived experience;

    c. Empowerment & Choice: Supporting customers in making informed decisions about their own goals, pathways, services, and next steps;

    d. Collaboration & Partnership: Working with customers as partners;

    e. Strengths-Based Approach: Building on what customers already have—assets, skills, interests, and prior experience — rather than focusing only on deficits;

    f. Holistic Support: Addressing employment, education, and supportive services together so challenges don't stand in the way of progress; and

g. Continuous Improvement: Actively seeking and using customer feedback to make services better over time.

2. Local Workforce Innovation Boards (LWIBs) must ensure that local policies, procedures, and practices support statewide consistency and do not create unnecessary barriers to WIOA services. At a minimum, local policies, procedures, and practices must:

   a. Provide "No Wrong Door" access so customers can enter the workforce system virtually, in person, through an American Job Center (AJC), or through a partner agency and still be connected to appropriate services;

   b. Remove unnecessary customer-facing steps, duplicative forms, repeated workshops or orientations and delays before eligibility determination or service delivery;

   c. Allow customers to request assistance at any point in the intake, application, assessment, career planning, service delivery, transition, or follow-up process;

   d. Use IWDS 2.0 as the statewide system of record for required WIOA Title I documentation, services, referrals, outcomes, case notes, and follow-up;

   e. Protect personally identifiable information (PII) by utilizing appropriate information security and privacy measures;

   f. Ensure meaningful access for customers with disabilities, customers with limited English proficiency, customers with low literacy, customers who need assistive technology, and customers accessing services virtually or in person;

   g. Inform customers of available accommodations and language assistance at the earliest point of contact and throughout participation;

   h. Use professional judgment to tailor services while documenting how service decisions align with customer goals, assessments, eligibility, and the Universal Career Plan (UCP); and

   i. Prevent service classification, referral, enrollment, or exit practices that manipulate performance results or selectively limit services to customers perceived as easier to serve.

3. LWIBs retain authority to establish local funding priorities, supportive service policies, internal review procedures (i.e., oversight, quality assurance, and compliance processes used to evaluate local WIOA program operations), and priority populations consistent with federal and state requirements. However, local policies may not restrict customer choice, require local residency

or employment as a condition of access, or impose additional customer-facing intake requirements.

4. To support LWIBs in providing standardized and consistent customer-centered service delivery, the Office of Employment and Training (OET) has developed the Illinois Workforce Development System (IWDS 2.0) case management system, which does the following:

    a. Incorporates a seamless intake process that allows customers to access self-service and complete pre-screening if they are interested in WIOA services. This process contains "off-ramps" in every phase to allow customers to contact local American Job Centers (AJC) staff for assistance;

    b. Equips Career Planners with tools to efficiently document, plan, and coordinate services, reducing administrative burden and supporting better decision-making; and

    c. Includes a Career Planner Homepage designed to help manage caseloads efficiently. The home page provides a centralized view of assigned cases and generates automated notifications to alert Career Planners of activities and deadlines approaching.

5. Illinois utilizes a customer journey framework to support customers from initial contact through follow-up.

    a. The framework consists of the following phases:
        1) Phase 0 – Universal Access and Basic Career Services
        2) Phase 1 – Intake and Initial Engagement
        3) Phase 2 – Eligibility Determination and Certification
        4) Phase 3 – Assessment
        5) Phase 4 – Universal Career Planning
        6) Phase 5 – Service Delivery and Monitoring
        7) Phase 6 – Transition/Exit
        8) Phase 7 – Follow-Up

    b. Each phase is designed to promote customer engagement, informed decision-making, timely service delivery, accurate documentation, and successful outcomes.

    c. The Phases of the Customer Journey document outlines the phases, their purpose, the action needed by staff, and the customer's status (see the Attachments tab).

6. This policy contains the following sections:

a. Universal Access and Basic Career Services; Section 4.2.1

b. Intake and Initial Engagement; Section 4.2.2

c. Eligibility Determination and Certification; Section 4.2.3

d. Assessment; Section 4.2.4

e. Universal Career Planning; Section 4.2.5

f. Service Delivery and Monitoring; Section 4.2.6

g. Recording Outcomes and Transition; Section 4.2.7

h. Follow-Up; Section 4.2.8

4.2.1 Universal Access and Basic Career Services

1. A customer-centered service delivery model provides customers with accessible pathways to workforce services and support. To promote consistency in service delivery across the state, Basic Career Services are defined as either Self-Service and Information-Only Services or Staff-Assisted Services. This distinction helps ensure consistent service standards, prevent misclassification, reduce compliance risk, and support equitable statewide access.

2. The difference between Self-Service and Information-Only Services and Staff-Assisted Services is based on the level of staff involvement and personalization provided to the customer, not the setting in which the service occurs (such as a workshop or one-on-one meeting), or the amount of time spent with the customer.

3. Self-Service and Information-Only Services

   a. Self-service activities occur when a customer independently accesses workforce resources with little to no staff involvement beyond general orientation or basic instructions. During self-service activities, staff do not provide customer-specific advice, interpret results, review personal background information, or recommend specific next steps based on the customer's circumstances.

   b. Information-only services involve providing general workforce information that is not personalized. The information provided is broad, generic, and applicable to all customers

rather than tailored to a customer's unique employment challenges, work history, or career goals.

c. Staff involvement in Self-Service and Information-Only Services is limited to:
   1) Greeting customers or conducting intake triage;
   2) Providing general instructions on how to access systems or resources;
   3) Directing customers to publicly available information; and
   4) Delivering general labor market or program information applicable to all customers.

d. Customers who receive only Self-Service or Information-Only Services are considered recipients of Basic Career Services that do not require eligibility determination. These customers are classified as "reportable individuals", and basic information is required from the customer to create a customer profile in IWDS 2.0.

e. Examples of Self-Service and Information-Only Services include:
   1) Providing the link to WIOA pre-screening or the Illinois workNet jobseeker page;
   2) Accessing resource room materials such as flyers, directories, and printed information;
   3) Searching job listings through the state job bank or other labor exchange systems;
   4) Using computers to create or upload résumés;
   5) Completing online job applications;
   6) Accessing labor market information, including wages, demand occupations, and industry trends;
   7) Using career exploration software or tools without staff interpretation;
   8) Participating in self-directed skills or interest inventories;
   9) Reviewing publicly available training provider information;
   10) Participating in general workshops that do not include individualized guidance; and
   11) Receiving general explanations of workforce programs without an eligibility review.

f. If staff only greet the customer, provide general instructions for using a system, offer navigation assistance, or direct customers to publicly available resources without applying professional judgment to the customer's specific circumstances, the activity remains classified as Self-Service or Information-Only.

g. To record these services in IWDS 2.0, local staff designated to assist customers in the resource room must enter the appropriate Self-Service and Information-Only Basic Career Services into the customer profile. Customers receiving only these services are not required to begin the formal intake process, are not considered enrolled in the program, and do not affect performance.

1) Quick Start Guides, Tutorial Videos, and Microteaches on every step of customer engagement are available for staff entering information into IWDS 2.0 (See Attachment tab).

4. Universal Access to Self-Accessed Basic Career Services

   a. All customers seeking assistance through the workforce system, whether through a one-stop center or technology-based access, must have self-accessed Basic Career Services available to them. The level of service requested determines the amount of information required from the customer and whether an eligibility determination is necessary. See the General Eligibility section of this policy manual for more details.

   b. Pre-screening, intake, application, and eligibility determination are Basic Career Services and do not, by themselves, establish WIOA participation. These activities may be completed independently by the customer or with assistance from AJC staff.

   c. Providing staff assistance during the pre-screening, application, or eligibility process does not, by itself, make the customer a WIOA participant or constitute the provision of a participation-level service. A customer remains a reportable individual until all applicable program requirements are met and the customer receives a service that triggers WIOA participation.

5. Basic Career Services – Staff-Assisted

   a. Once staff applies professional judgment to a customer's specific circumstances, the service becomes Basic Career Service – Staff-Assisted. The duration of the interaction does not determine classification. Even brief individualized guidance triggers Staff-Assisted classification.

   b. A service must be classified as Staff-Assisted when staff:
      1) Apply professional judgment;
      2) Provide individualized guidance or recommendations;
      3) Review and advise on age, disability, criminal background, work history, education, or documentation;
      4) Discuss challenges to employment;
      5) Review a customer's résumé and provide feedback;
      6) Interpret assessment results;
      7) Recommend specific jobs, training, or career pathways based on the customer's background; or
      8) Assist in developing an employment strategy or action plan.

c. For example, in a group workshop, a brief, general question with a generic response applicable to all customers would remain self-service or information only. However, if a customer pulls aside a Career Planner to discuss their specific background and receives personalized recommendations, the interaction becomes staff-assisted at that moment.

d. Similar distinctions apply in settings such as resume labs, job fairs, assessments, unemployment insurance-related inquiries, and resource navigation. If individualized advice or interpretation occurs, the service must be recorded as staff-assisted regardless of duration.

6. Prohibition of Selective Assistance or Service Delivery

a. Staff must not use service classifications in ways that selectively limit assistance to customers perceived as easier to serve. Any attempt to assign a lower service level to avoid documentation requirements or to influence performance results is prohibited.

b. OET will actively monitor irregular service patterns. Any practice that channels customers into self-service or information-only categories for convenience or performance manipulation will be subject to corrective action.

4.2.2 Intake and Initial Engagement

1. Under WIOA and Illinois' Customer-Centered Service Delivery (CCSD) model, intake sets the tone for the customer experience. The intake process is intended to engage, empower, and connect customers to appropriate services and resources beginning with their initial interaction with the workforce system.

2. The intake and eligibility processes in IWDS 2.0 are designed to identify customer needs, support timely access to appropriate services, and reduce unnecessary or duplicative steps. AJC Staff Members are responsible for assisting customers throughout the process, applying applicable eligibility and program requirements, addressing barriers or circumstances that cannot be resolved through the system workflow, and ensuring customers receive the information necessary to proceed with services.

3. To support consistent implementation of Illinois' Customer-Centered Service Delivery model, DCEO/OET has developed a Career Planner Quick Reference Guide outlining the key responsibilities, required actions, and applicable timeframes for each phase of the customer journey. The guide serves as a resource for AJC Staff Members and Career Planners to promote

timely service delivery and compliance with established policy requirements (see Attachments tab).

4. Consistent with customer-centered service delivery, Local Workforce Innovation Boards (LWIBs) and Local Workforce Innovation Areas (LWIAs) may not add criteria, forms, questions, or other requirements to the intake process beyond those established by DCEO/OET. LWIAs must stop using locally developed forms that duplicate information or functions available in IWDS 2.0. This includes local intake, application, eligibility, assessment, and suitability forms. IWDS 2.0 is the official system of record for documenting intake, eligibility, and suitability.

    a. Local forms may be used only when they are necessary for compliance, customer protections, or program administration and fall within an established allowable category.

    b. Allowable forms include Local Equal Opportunity forms; the Notice of Rights and Protections required under WIOA Policy 25-NOT-01; customer-signed releases of information or marketing/media releases; Customer Rights forms; Complaint forms; Customer Conduct forms; Individual Training Account (ITA) Agreements; Cooperation Agreements; Training Participation forms; and forms supporting locally approved five percent (5%) policies.
        1) LWIAs may not create, use, or require customers to complete additional local forms that collect information already captured in IWDS 2.0 or add requirements to the intake, application, eligibility, assessment, or suitability process. Any local forms used must fall within the allowable categories established in DCEO/OET policy and guidance.

5. Illinois follows a "No Wrong Door" approach to accessing WIOA and workforce services. Customers may enter the workforce system virtually, in person, or through a partner agency, and must be appropriately connected to available services and resources without being turned away or required to navigate the system independently.

    a. Staff must guide customers to appropriate resources or facilitate referrals to partner programs and services when needed. Local procedures must support timely and effective handoffs and should not shift responsibility back to the customer when staff can reasonably facilitate the connection.

6. Customers may interact with the workforce system in several ways before beginning the formal application and enrollment process. These interactions may include locating help, submitting inquiries, requesting information virtually or in person.

    a. These interactions are considered inquiries and do not constitute an application for WIOA services. An inquiry does not initiate the five (5)-day application processing timeline.

b. Customers may request assistance at any stage of the intake process. LWIBs must establish procedures and make reasonable efforts to respond to inquiries, identify the appropriate assistance or resource, and facilitate timely and effective connections to services.
    1) A response to a customer should not simply direct the customer elsewhere or place responsibility on the customer to navigate the next steps when staff can reasonably facilitate the connection or handoff.
    2) Local procedures must support timely and effective handoffs, including coordination with appropriate staff, programs, partners, or resources, as applicable.
    3) An inquiry demonstrates a customer's interest in services but does not, by itself, represent formal entry into the WIOA application or enrollment process.

7. Local intake procedures must promote timely access to services and may not subject customers to additional or varying requirements that unnecessarily delay application, enrollment, eligibility determination, or access to appropriate services.

    a. Prohibited practices include requiring multiple workshops or orientations, using interview panels or other screening processes to determine whether a customer should be permitted to proceed with program eligibility or enrollment, requiring a decision regarding training services before enrollment, or establishing other customer-facing processes that impose additional steps, screening requirements, or unnecessary delays beyond those required by WIOA or DCEO/OET policy.

    b. LWIBs and LWIAs must also ensure that established processing timeframes are treated as maximum allowable timeframes, not standard waiting periods. Staff must act promptly when the information necessary to complete the applicable action is available and may not routinely delay contacting a customer, reviewing or processing an application, determining eligibility, or completing the next required step solely because additional time remains within the allowable timeframe. Allowable processing time may not be used to conduct additional screening, assess whether a customer is likely to receive particular services, discourage a customer from proceeding, or otherwise delay or restrict access to the WIOA application and eligibility process.
        1) When additional review or information is legitimately necessary, staff must document the reason for the delay and make reasonable efforts to move the customer through the process as promptly as circumstances allow.

8. Reverse referrals may occur when a training provider identifies a prospective student who may benefit from Workforce Innovation and Opportunity Act (WIOA) funded training services and refers the customer to the Local Workforce Innovation Area (LWIA) or American Job Center/American Job Center (AJC) partner agency for eligibility determination and consideration of training funding.

a. A reverse referral from a training provider does not constitute approval for WIOA-funded training, enrollment in a WIOA program, or authorization for payment of training costs. All prospective students referred through this process must:
   1) Be determined eligible for WIOA services in accordance with federal, state, and local eligibility requirements;
   2) Meet any program-specific eligibility criteria applicable to Adult, Dislocated Worker, or Youth funding streams; and
   3) Demonstrate the need for training services as documented through the Training and Education Assessment and career planning activities discussed later in this document.

9. Pre-Screening

   a. The purpose of the pre-screen is to quickly gather essential information from the customer at the earliest point of contact to identify potential eligibility, immediate needs, and appropriate next steps. It does not constitute an eligibility determination. Customers may complete the pre-screen independently or with staff assistance, and assistance must remain available throughout the process.

   b. The pre-screen focuses on understanding the customer's goals and learning about the customer's general situation. This stage establishes the foundation for everything that follows by gathering essential information in a logical, non-threatening sequence.

   c. The pre-screening process includes the following sections:
      1) Introduction: Welcomes the customer to the program, sets a positive tone, and explains what to expect throughout the process;
      2) Selection of Goals: Captures the customer's short- and long-term career and education aspirations;
      3) Getting to Know You Better: Gathers high-level information about the customer's current circumstances, including transportation options, childcare or dependent care responsibilities, housing stability, financial needs, and other personal considerations;
      4) Skills Screening: Uses the Basic Skills Screening Tool to understand the customer's current skill levels in areas such as literacy, numeracy, and digital or job-specific skills;
      5) General Eligibility Questions: Collects broad information to determine whether the customer meets the basic requirements for program participation;
      6) Program Eligibility Questions: Dives deeper into specific program requirements for WIOA services;
      7) High-level Demographic Data: Captures basic demographic information, including race, ethnicity, gender, veteran status, and other characteristics needed for reporting and service planning; and

8) Review: Allows the customer to review and confirm all responses provided throughout the assessment.

d. If a Career Planner is doing pre-screening with a customer, additional guidance will be provided on the introduction page to help them complete the tasks listed on each page and describe the page.
   1) These will not show if a customer is going through it themselves as a self-service.

e. When a customer completes the "Self-Service Form" or does the pre-screening, a pre-record of the customer is created. The customer remains in a "reportable individual" status until all requirements for program services have been met.

f. The pre-screening questions provide a mechanism for determining basic skills deficiency by identifying Youth or Adults who are unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, which meets the second part of the WIOA definition of being basic skills deficient.
   1) If the customer is determined to be basic skills deficient, the system will indicate the customer has priority of service for the Adult program and document this as a basic skills deficiency for eligibility for Youth.

g. Adults and Dislocated Workers who answer "No" to the question regarding having a high school diploma, General Education Development (GED) certificate, or High School Equivalency Diploma (HSED) should automatically be referred to Adult basic education services through Title II. The system will trigger a referral recommendation once the application has been submitted and the customer has a profile in IWDS 2.0. However, staff must complete the referral process to obtain and document customer consent and verify that the referral location is feasible and appropriate based on the customer's needs and circumstances for the referral to be sent.

h. If the pre-screening process determines that a customer is potentially eligible for WIOA services, they are taken to a Next Steps page. There, they are directed to watch an Orientation video which provides customers with a clear, consistent introduction to the workforce system and available services in an efficient, engaging format, provided a preparation packet to help them gather the necessary documents to complete the standard WIOA application, and asked to start the WIOA application.
   1) Note that potentially eligible is a system flag and not an eligibility certification.

i. If the pre-screening indicates the customer may not be eligible, the system will direct the customer to other resources that may provide assistance. The pre-screening result is not an eligibility determination, and the customer must be informed of their option to request staff

assistance, continue to a formal application and eligibility determination, or reapply if their circumstances change.

j. Applications that have been started but not submitted do not require routine review or follow-up by the LWIA. Until an application is submitted, individuals appearing on this list have not completed the WIOA application process, and the list is considered an optional outreach resource rather than a pending application workload.
   1) LWIAs may use the list for outreach when appropriate, including to identify individuals who may have been directed to the Job Seeker application page or who may need assistance completing an application. LWIAs must also review or use the list when directed by DCEO/OET, such as when attempting to locate or assist a specific customer.

k. The system will automatically delete or remove a pre-screening when there has been no activity for one hundred eighty (180) calendar days. LWIAs are not required to contact the customer or take action solely to prevent an inactive pre-screening from being removed.

10. Application

a. The next step in the intake process is for the customer to complete an application to formally capture all required information to establish program eligibility and initiate enrollment in WIOA Title I services.

b. To ensure timely services and enhance the customer experience, the system has been developed to streamline the application process by requesting only the information needed to make an eligibility determination.

c. The customer may either complete the application on their own or request assistance from an AJC Staff Member at any point during the application process.

d. The application uses adaptive logic to display only relevant questions based on the customer's responses and applicable potential eligibility tracks.
   1) Certain questions are available only to AJC Staff Members and are completed either when staff assist the customer with the application or during eligibility certification if the customer completes the application independently.

e. Since applications are dynamic based on a customer's responses, providing a paper application for the customer to complete is not allowed.

f. A customer who begins an application but does not submit it has not formally completed the application process. The five (5)-business-day timeframe for customer contact described

further in this section begins only when the application is formally submitted through IWDS 2.0.

g. The application sections include:
   1) Introduction;
   2) Summary of Prescreening, Getting to Know You Better, and Skills Screening Page;
   3) Customer Profile: Reviews the information the customer has already provided, including personal details, prior responses, and any updates since intake;
   4) Contacts: Captures all relevant contact information for the customer, including phone numbers, email addresses, and preferred methods of communication;
   5) Veteran Information (if applicable): Gathers details about the customer's military service, eligibility for veteran benefits, and any veteran-specific resources that may support their career goals;
   6) Private Information: Sensitive documents or confidential information that may impact services, including legal, medical, or personal circumstances;
   7) Education Information: Collects details about the customer's educational background, including degrees, certifications, training programs, and ongoing educational pursuits;
   8) Employment Information: Reviews the customer's work history, current employment status, and career experience to help guide goals, steps, and service planning;
   9) Family & Household Information: Captures household composition, dependents, caregiving responsibilities, and other family-related factors that could influence the customer's career plan and supportive service needs;
      a) Career Planners must complete the IWDS 2.0 Income Calculator when a customer's income is needed to determine low-income status or Adult Priority of Service. The Income Calculator is not required when the customer meets low-income or priority status through another allowable criterion, or when low-income status is not required for program eligibility. Career Planners must document how the customer meets the applicable eligibility, low-income, or priority requirements.
   10) Career Planner Page – This is not a customer-facing page; it is only available to AJC Staff Members. This page will display if eligibility or priority cannot be determined based on data provided in the other pages. See below for more information;
   11) Document Upload Page – Provides a space to upload documentation for triggered eligibility items while displaying a listing of acceptable source documentation that can be used to verify each triggered item;
   12) Review Page - Allows the customer to review and confirm all responses provided throughout the application;
   13) Application Submission Page – Local office serving the customer can be set/confirmed. If a customer completes this form, they will be able to select the office that is best for them. If a AJC Staff Member completes this form, they will be able to confirm the office

AJC Staff Member, designate who will support them through the rest of intake, and identify whether any appointments for next steps have been scheduled;

14) Prepare for Meeting – Prepare the customer for a meeting with AJC Staff Members to complete the rest of the intake process; and
15) Signature page – This is not a customer-facing page; it is only available to AJC Staff Members. This page supports the customer and Career Planner in signing the application. See the Eligibility Determination and Certification section of this policy.

h. The AJC Staff Members will use the Career Planner page to collect additional information on potential basic skills deficiency, English language learner status, low-income status, and youth needing additional assistance based on the customer's responses to application questions. Additionally, Data Stewards will use this page to approve or deny the request to enroll youth within the five percent (5%) window for low-income youth and those who need additional assistance.
    1) This page will be dynamic and will not display if eligibility or service priority has already been determined from customer responses.
    2) If the customer has not met the basic skills deficiency through the application questions and the AJC Staff Member, after meeting with the customer, feels they do, a TABE or CASAS test may be administered.
        a) This is only necessary if the customer must meet basic skills deficiency and hasn't done so in any other way. AJC Staff Members may also request approval from their supervisor if they believe the customer may be eligible under the low-income or in-school Youth needing additional assistance exceptions.

i. On the Prepare for Meeting page, customers are provided with a listing of eligibility criteria items they have triggered that documentation is needed for, as well as a link to a preparation packet that helps them prepare for their meeting with a local office. This packet includes a list of acceptable eligibility documentation sources.
    1) The system will accept all standard file types (PDF, Word, image formats, etc.), with limits primarily based on file size.

j. AJC Staff Members must request a customer's Social Security Number (SSN) when finalizing the application. SSNs are encouraged but not required to determine eligibility or receive services.
    1) While AJC Staff Members must request SSNs for performance reporting and wage record matching, services cannot be denied if a customer chooses not to provide one, as doing so would violate the Privacy Act of 1974, which prohibits denying a right, benefit, or service due to SSN non-disclosure (unless required by federal statute).

2) Local policies may not require SSN disclosure, and AJC Staff Members must understand the distinction between "requesting" and "requiring." Alternative unique identifiers will be assigned in the system.

k. Upon submission of an application completed independently by the customer, IWDS 2.0 will notify the local system administrator for the office selected by the customer. The local system administrator must ensure the customer is assigned to an AJC Staff Member who will assist the customer throughout the remainder of the intake process. Assignment must be completed through IWDS 2.0.
   1) LWIBs must AJC Staff Member establish procedures to ensure an AJC Staff Member is assigned to a submitted application within two (2) business days.
   2) The assigned AJC Staff Member must make reasonable efforts to contact the customer and schedule an appointment to continue the intake and eligibility process within five (5) business days from the date the application was submitted.
   3) The five (5)-business-day timeframe applies to contacting the customer to schedule the appointment and does not require the appointment itself to occur within five (5) business days. The actual appointment date may be based on customer and staff availability, as well as the customer's individual circumstances.
   4) Submitted applications must be prioritized over general inquiries when managing staff workload and follow-up activities. This prioritization ensures that staff capacity is directed first toward customers who have formally entered the application process, while maintaining reasonable procedures for responding to individuals seeking information or assistance.

l. An inquiry, request for information, partially completed application that has not been submitted, or other preliminary interaction with the workforce system does not constitute submission of an application and does not initiate the five (5)-business-day timeframe. LWIBs must nevertheless maintain procedures to make reasonable efforts to respond to inquiries and assist customers who request help completing or submitting an application.

m. The distinction between an inquiry, an application that has been started but not submitted, and a submitted application establishes clear expectations for customer follow-up and staff responsibilities.
   1) These distinctions must not be used to delay, discourage, or create barriers to a customer applying for WIOA services. Customers may request assistance at any point in the application process. When assistance is requested or a need for assistance is identified, AJC staff must provide reasonable assistance consistent with Illinois' Customer-Centered Service Delivery model and must not require the customer to complete unnecessary steps before accessing or submitting an application.

n. Before a customer is enrolled, applications may have one of two statuses: In Progress or Closed.
   1) In Progress means the application has been started but not completed, remains open, and requires AJC Staff Member action.
   2) Closed means the application is no longer moving forward. Closing an application helps distinguish customers who will not move forward from those who require further follow-up.
   3) IWDS 2.0 records application status and retains an audit history of closures and reopenings. Local procedures must ensure that closure decisions are documented, reviewable, and consistent with this policy.

o. An application may be closed only under the circumstances described below. Application closure must not be used as a substitute for timely customer follow-up or required staff action. AJC staff must make reasonable efforts to assist the customer in completing the application and eligibility process and must not allow an application to remain inactive solely for the purpose of reaching the system auto-close date.
   1) System Auto-Close
      a) The system will automatically close an application ninety (90) calendar days after the latter of:
         i) The date the application was submitted; or
         ii) The date the application was certified.
      b) System auto-close is a system function and does not relieve AJC staff of responsibility for timely follow-up with the customer. Staff must actively manage pending applications and make reasonable attempts to contact and assist customers before an application reaches the auto-close date.
      c) An application must not be intentionally left inactive to allow the system to close it when staff could reasonably take action to assist the customer in moving forward.
   2) Customer-Initiated Closure (Opt-Out)
      a) After completing an application, IWDS 2.0 sends reminder emails encouraging the customer to meet with their AJC Staff Member to complete the next step in the eligibility process. These emails include an Opt-Out option that allows the customer to:
         i) Close their application; and
         ii) Select a reason they no longer wish to continue with the application process.
      b) When a customer clearly communicates to AJC staff that they no longer wish to pursue WIOA services, staff may close the application and document the customer's request.
   3) Manual Closure by AJC Staff Member
      a) An AJC Staff Member may manually close an application only when there is a documented reason supporting closure. Allowable reasons include:

i) The customer requests to withdraw or discontinue the application;
ii) The customer reports that they no longer need or want WIOA services;
iii) The customer has moved or otherwise cannot reasonably continue services through the LWIA;
iv) The customer is determined not eligible for the WIOA program for which they applied, following completion of the applicable eligibility determination;
v) The customer fails to attend a scheduled intake or eligibility meeting and does not respond to reasonable follow-up attempts to reschedule;
vi) The customer stops responding during the application or eligibility process after reasonable and documented attempts have been made to contact and assist the customer; or
vii) The application is a confirmed duplicate and closure is necessary to maintain the appropriate application record.

b) Before closing an application because a customer is unresponsive or failed to attend an appointment, AJC staff must document the contact attempts made and any assistance offered to help the customer continue the application process.
c) Staff may not close an application because a customer appears unlikely to qualify, has not yet decided whether to pursue training, requires additional assistance to complete the process, or has not completed locally established steps that are not required by WIOA or DCEO/OET policy.
d) To manually close an application, the AJC Staff Member must:
i) Select the Close Application button within the Eligibility Certification tab; and
ii) Document the specific reason for closure and, when applicable, the efforts made to contact or assist the customer.

p. Closed applications may be reopened; however:
1) The closed application must be reviewed, updated, and re-verified. A new application is not needed;
2) Eligibility must be re-determined before services can proceed; and
3) A new application may be required if information is outdated, unverifiable, or no longer accurate.

q. All system activity is logged, including when and why applications are closed or reopened.

r. Incomplete applications may remain in the system until they reach one hundred and eighty (180) calendar days of inactivity, at which point they will be automatically deleted.

s. It is important to distinguish between auto-close and auto-delete:
1) Auto-Close (90 Calendar Days): The application is closed but remains in the system and may be reopened.

2) Auto-Delete (180 Calendar Days): Applications for customers who never receive an enrolling service are permanently deleted after one hundred and eighty (180) calendar days of inactivity.

4.2.3 Eligibility Determination and Certification

1. Eligibility

   a. Eligibility determination verifies that customers meet federal criteria for WIOA Title I programs (Adult, Dislocated Worker, and Youth). This includes factors such as age, work authorization, Selective Service registration, and specific program requirements, such as low-income status or challenges to employment.
      1) For full information about eligibility criteria for WIOA Title I programs, see the applicable program eligibility in this policy manual.

   b. Determining/Certifying eligibility involves the customer meeting with an assigned AJC Staff Member to determine WIOA eligibility. IWDS 2.0 includes Eligibility Certification screens that are only visible to the assigned AJC Staff Member.

   c. The assigned AJC Staff Member must make reasonable efforts to contact a customer to set up their initial meeting to complete the application and determine eligibility within five (5) business days from when the application was submitted.
      1) Outreach attempts should be added to the case note portion of the Customer Profile.
      2) Once a meeting is scheduled, it should appear on the Eligibility Certification screen under the Scheduled Appointment section.

   d. Prior to the meeting, the assigned AJC Staff Member should review the submitted application to gain a better understanding of the customer and to familiarize themselves with any submitted or missing documentation needed to determine eligibility.
      1) This review should be completed with sufficient time to notify the customer if additional or corrected documents are required, so they can bring the appropriate documentation to the meeting.
      2) The system provides a review icon (magnifying glass with plus icon in the middle) that will pull open the summary review of the application data, and the Eligible Programs Table will provide a summary and view of all required documentation needed to support program eligibility and the ability to review documentation that has already been uploaded.

   e. During the intake meeting, the assigned AJC Staff Member must review the application with the customer to confirm that all information is accurate and complete.

1) For applications completed independently by the customer, this review must include any responses requiring AJC Staff Member explanation, clarification, or validation, such as Social Security Number disclosure and Dislocated Worker eligibility questions.
2) If the assigned AJC Staff Member completes the application with the customer, a separate application review is not required. The additional AJC Staff Member questions are completed as part of this process, and submission of the application serves as the required review.
3) The assigned AJC Staff Member must also collect any missing documentation and verify that all documentation meets source documentation requirements, including the use of self-attestation when allowed by policy.
    a) If there are questions about whether documentation meets source documentation requirements, the AJC Staff Member should follow their local area's established process for clarification and ensure the appropriate supporting documentation is uploaded to IWDS 2.0. This additional review should be handled promptly and should not create unnecessary delays in the customer's progression through the eligibility process.

f. If the customer was unable to complete the application on their own, AJC Staff Members must work with the customer to complete the application prior to determining eligibility.

g. Once the application is completed and reviewed, all required signatures must be obtained before the application process can be completed.
    1) Parental or Guardian Consent
        a) A parent or legal guardian must provide consent for a customer who is under eighteen (18) years of age, unless the customer is legally emancipated.
        b) Parental or guardian consent is not required for:
            i) A customer who is eighteen (18) years of age or older; or
            ii) A customer who is sixteen (16) or seventeen (17) years of age and is legally emancipated.
        c) When parental or guardian consent is required, IWDS 2.0 supports both electronic and wet signatures. For an electronic signature, the system can email the signature page directly to the parent or legal guardian for completion.
    2) Customer and AJC Staff Member Signatures
        a) The customer and AJC Staff Member must sign the application using the application signature page. IWDS 2.0 supports both electronic and wet signatures.
        b) For an electronic customer signature, the system sends a secure signature link to the customer by email. The AJC Staff Member completes their electronic signature directly on the application signature page.
        c) When a wet signature is used, the signed document must be uploaded into IWDS 2.0.

h. The system supports both electronic and wet signatures. The electronic option for the customer's signature is supported by sending the customer a secure signature link via email. For the AJC Staff Member, the electronic signature process is incorporated directly into the signature page to be completed. When using a wet signature, the system will require the document containing the wet signature to be uploaded.
   1) Illinois law does not require parental consent for those who have reached the age of majority, which is eighteen (18), or those who are minors aged sixteen (16) or older who have become emancipated.
   2) For minors for whom parental consent is required, the system supports both electronic and wet signatures. For the electronic signature option, the system can email the signature page to the parent or guardian to sign.

2. Eligibility Documentation

a. The WIOA Title IB Eligibility Requirements and Documentation Sources attachment to the eligibility policies in this policy manual used to determine program eligibility was updated to align with TEGL 23-19, Change 2.

b. When collecting or transmitting documentation containing personally identifiable information (PII), AJC Staff Members must follow applicable PII and information security requirements. Customers should be directed to provide documentation through IWDS 2.0 or another approved secure method whenever available. Documentation containing PII must not be transmitted through unencrypted email. Once received, required source documentation must be maintained in IWDS 2.0 in accordance with applicable documentation and record-retention requirements.

c. Self-attestation may be used only when allowed by state and federal guidance and should not be used as a first resort when other source documentation is reasonably available. AJC Staff Members should make reasonable efforts to obtain other source documentation when possible without creating unnecessary burden or delay for the customer.

d. When self-attestation is used to determine eligibility, the AJC Staff Member must work directly with the customer to complete the standardized Self-Attestation Form attachment to the eligibility policies in this policy manual created for statewide use.
   1) Only one Self-Attestation Form is required per customer, even if multiple eligibility criteria are being verified through self-attestation.
   2) The customer must attest that each applicable eligibility statement is true and sign and date the form. After the form is signed, the AJC Staff Member must upload the completed form to the applicable eligibility areas in IWDS 2.0.

e. If the customer receives WIOA-funded services before eligibility is confirmed and is later determined to be ineligible, the costs associated with those services are considered questionable costs and may be subject to repayment using non-federal funds.

f. While certain documents, such as a driver's license or a Social Security card, may not be necessary for determining eligibility, these documents or other forms of identification are often necessary for customers to obtain employment.
   1) AJC Staff Member can improve customer experience by reducing administrative burden on customers, particularly those who have been underserved, by helping them obtain necessary documents for employment, such as a driver's license or identification card, a Social Security card, and/or a birth certificate.
   2) AJC Staff Members are encouraged to refer customers to partner organizations for legal assistance, as well as to partner organizations that provide support to populations with challenges to employment, such as immigrants and refugees, homeless customers, Youth, and justice-involved customers.

3. Certification

a. If the customer's information has flagged them as eligible and the required supporting documentation has been uploaded and verified, AJC Staff Member the AJC Staff Member must certify them as eligible without adding local forms, procedures, etc.
   1) AJC Staff Members have access to a system-generated "Program Eligibility and Priority of Service Determination Cheat Sheet" that will be individualized to the customer based on their responses to the Pre-Screen and Application questions.

b. It is the AJC Staff Member's responsibility to ensure all required documentation is uploaded, legible, and acceptable before certifying eligibility.
   1) Documents to support eligibility determination must be uploaded within the Eligible Programs and Criteria table, located in the Intake section of the customer's case management tools, for their specific programs for the system to open up the certification tools.
   2) Additionally, the system will pull them over to also be housed on the Customer's Upload page and will be listed in categories such as General, Intake, Universal Career Plan, Outcomes, Transition, and Follow-Up.
   3) Eligibility-related documents will be found under the Intake category.

c. The AJC Staff Member must certify the customer for each program for which eligibility has been established and documented. Certification does not require the customer to receive

services under every eligible program; program selection and co-enrollment decisions must reflect the customer's goals, service needs, applicable priority rules, and available funding.

d. The system allows an AJC Staff Member to "Inactive" any programs the customer has been certified for but will not be served under. This could be a temporary inactivation or a permanent one. By inactivating a program, AJC Staff Members are limiting the Universal Career Plan (UCP) from showing goals, steps, and services associated with that program to streamline career planning activities to align with the active program they are being served under. Alternatively, the system will allow an AJC Staff Member to "Active" any program that was originally set as "Inactive" during the customer's journey to reach their goals.
    1) An example would be if a customer is eligible for both the Adult and Youth programs.
        a) If it has been determined that the best program to provide the applicable services needed is the Youth program, the AJC Staff Member can change the status for the Adult program to "Inactive".
        b) If it is determined during the course of services that the customer could benefit from a service that is only offered in the Adult program, the AJC Staff Member can make the Adult program status "Active" so those services can be added to the customer's Customer Employment Plan (IEP) for Adults and Dislocated Workers or the Customer Service Strategy (ISS) for Youth, from here on will be referred to as the Universal Career Plan.

e. Once eligibility has been determined, the AJC Staff Member Homepage will display a countdown indicating the customer's status, such as "Application Certified & No Enrolling Services", "Application Certified 30+ Days Ago but Not Enrolled in Services", "Application Certified 60+ Days Ago but Not Enrolled in Services", and "Application Certified 80+ Days Ago but Not Enrolled in Services".

f. As a reminder, applications will auto-close once they reach ninety (90) calendar days of being submitted or certified and have no enrolling services, and will be deleted from the system after one hundred eighty (180) calendar days. Closed applications can be reopened. If this happens, the application must be re-reviewed, and a new eligibility certification date must be established.
    1) Note that all activity is logged, so State and Local staff can see when and why applications were closed and reopened.

4.2.4 Assessment

1. Assessment is an ongoing process used to understand a customer's employment goals, existing skills, career readiness, service needs, and challenges to education or employment. Assessment begins as an extension of the intake process and continues throughout service delivery as

appropriate. It is not a one-time activity or a one-size-fits-all approach. Assessment results help Career Planners identify appropriate services and guide the development and ongoing update of the customer's Universal Career Plan (UCP).

2. The classification of assessment activities and their relationship to WIOA participation differ by program:

    a. For the Adult and Dislocated Worker programs, an initial assessment of skill levels, including literacy, numeracy, English language proficiency, aptitudes, abilities, and supportive service needs, is a Basic Career Service. When an assessment requires staff assistance and is provided to an eligible customer, it constitutes a participation-level service. This differs from pre-screening, intake, application, and eligibility determination activities, which do not, by themselves, establish WIOA participation.

    b. For the Youth program, assessment is part of the required WIOA Youth program design and service-delivery process rather than a Basic Career Service. Each participant must receive an objective assessment of academic and occupational skill levels, and service needs to support development of the Universal Career Plan (UCP) and identification of appropriate Youth program elements and services.

3. Career Planners must ensure assessments are appropriate to the customer's program, individual circumstances, and service needs. Career Planners must avoid unnecessary or duplicative assessments when sufficient and current assessment information is already available and may be used consistent with applicable WIOA requirements.

4. See the Assessments Process and Requirements section of this policy manual for additional assessment requirements and procedures.

5. Getting Started Assessment (GSA)

    a. Once the application is complete, the required documents are submitted, and the customer is certified eligible, the system will provide a prompt to continue with the Getting Started Assessment (GSA).

    b. The GSA is a guided, one-on-one conversation between the customer and the Career Planner that builds on the customer's intake responses to identify career goals and steps and appropriate career services to help them reach those goals. More information about the GSA can be found in the Getting Started Assessment section of this policy manual.

c. The GSA is only accessible to the AJC Staff Member and must be completed with the customer. A customer may not complete it on their own.
    1) The GSA can be done in-person or virtually.
    2) The AJC Staff Member will read the questions and enter the responses from the customer. Therefore, it is highly recommended that the first appointment includes enough time to complete the assessment.
    3) The assessment sections are strategically designed to use skip logic and automation to only ask questions that apply to that customer.
    4) If there isn't enough time to finish the GSA in one meeting, the AJC Staff Member can save their progress at any point and return to it later to complete it during a subsequent meeting.

d. The GSA alone is not meant to determine suitability for training. That will be determined when the AJC Staff Member completes the required Training and Education or Work-Based Learning Assessment with the customer when a related goal, step, or service is added to the Universal Career Plan.

e. For Adults and Dislocated Workers, the GSA combines the functions of both the Initial Assessment of Skill Levels & Other Needs and the Comprehensive and Specialized Assessments services, while addressing the remaining federal reporting requirements.
    1) Once an AJC Staff Member completes the Ready to Enroll section of the GSA, those two services will be recorded, and the customer will be enrolled in WIOA.

f. For Youth, the entire assessment serves as the pre-enrolling Youth Objective Assessment.

g. AJC Staff Member must make every effort to complete the GSA within thirty (30) calendar days of the certification of eligibility.
    1) The system will automatically close an application ninety (90) calendar days from certification if the GSA has not been started.
    2) If, based on the customer's responses to the GSA and discussion with the customer, the AJC Staff Member determines that WIOA services may not align with the customer's goals or circumstances, the AJC Staff Member must discuss the assessment findings and available options with the customer before closing the assessment or application. Closure may not be based on anticipated performance, perceived difficulty to serve, or a decision that another service would be preferable without the customer's informed participation.
        a) A "Close Assessment" button appears on every page of the GSA up to the Ready to Enroll section.
    3) An AJC Staff Member must discuss this determination with the customer and connect them to support services that better align with their needs and goals.

4) The AJC Staff Member must document the reasoning for this decision by selecting a reason the GSA is being stopped from a dropdown list and provide a detailed reason in a case note on that page.

h. The discussion with the customer and the information learned about a customer's basic literacy and occupational skill levels will enable appropriate referrals to services available through the AJC/One-Stop Operator and partner programs, as well as identify potential individualized career and/or training services.

i. Based on the customer's responses, the system automatically flags appropriate services and referrals, which are displayed on the customer's Recommendations tab in the Universal Career Plan.

6. Community Referrals: Brokering, Advocating, and Linking

a. The purpose of community linkage and referrals under WIOA is to:
   1) Connect customers to needed resources beyond employment services: This can include education, job training, supportive services, housing assistance, childcare, transportation, healthcare, or mental health services.
   2) Reduce challenges to employment: Many job seekers face challenges that can't be solved by job placement alone. Referrals help address those obstacles so people can realistically enter or stay in the workforce.
   3) Coordinate services across agencies and community partners: WIOA emphasizes collaboration between workforce centers, schools, nonprofits, social service agencies, and employers so services aren't duplicated or fragmented.
   4) Provide holistic, customer-centered support: Instead of a "one-size-fits-all" approach, community linkages tailor support to a customer's needs and goals.
   5) Improve outcomes for job seekers and employers: When people get comprehensive support, they're more likely to complete training, get employed, and keep their jobs, benefiting both workers and businesses.

b. In short, community linkage and referrals help turn workforce services into a full support system, not just a job search or training program.

c. Career Planners must utilize the Referral module to gain and maintain access to organizations in the community to make effective referrals. See the Illinois workNet Universal Referral System section of this policy manual for more information about providing and receiving referrals.

4.2.5 Universal Career Planning

1. Universal Career Plan (UCP)

    a. The purpose of a Universal Career Plan (UCP) is to establish an ongoing, structured strategy that identifies the customer's educational and employment goals, achievement steps, career pathway information, supportive service needs, and the appropriate combination of services required to achieve those goals.

    b. If the AJC Staff Member assigned to the customer does not have a Career Planner-aligned role, a Primary Career Planner must be assigned in the Customer Settings section of the Overview page no later than the date the customer receives the first participation-level service. The Primary Career Planner is responsible for ongoing career planning and case management activities.
        1) As a best practice, a Secondary Career Planner should also be assigned at that time to ensure continuity of service when the Primary Career Planner is unavailable due to vacation, leave, training, or other absences.

    c. The UCP serves as the primary instrument for Career Planners to document the appropriateness of service decisions, including referrals to partner programs, and ensures that all needs identified through required assessments are fully addressed.
        1) The development of the UCP must be informed by the information learned from the Pre-Screen, Application, and GSA.
        2) The WIOA Challenges and Potential Solutions Chart can assist Career Planners in identifying solutions to challenges found during the Pre-Screen, Application, and GSA (see Attachments tab).
        3) The UCP must not be static. It should follow the customer through participation, transition, exit, and follow-up and should be updated when customer goals, needs, services, employment, education, barriers, or circumstances change.

    d. The UCP, which incorporates the Individual Employment Plan (IEP) for Adults and Dislocated Workers and the Individual Service Strategy (ISS) for Youth, is jointly developed by the customer and the Career Planner.

    e. The UCP is structured hierarchically for clarity and progression: the Goal represents the highest-level aspiration or overarching outcome generally related to employment or education, followed by specific Steps that break it down into measurable steps, and then the supporting Services that provide the resources, actions, or support needed to achieve them.

    f. The UCP consists of the following sections:

1) Recommendations: Displays suggested Goals, Steps, and Services for the customer based on the customer's responses from the Pre-Screen, Application, and GSA. Career Planners can select which recommendations are appropriate, add additional goals or services, and ensure all identified needs are addressed. This step provides a structured foundation for developing a personalized UCP that aligns with the customer's strengths, interests, and challenges. This section also allows career planners to see and complete required assessments that are triggered based on the UCP.
2) Plan: Shows the finalized UCP, organized hierarchically with Goals at the top, followed by measurable Steps, and the supporting Services needed to achieve them. The Career Planner can modify the plan by adding or adjusting goals, steps, or services to match the customer's circumstances better. This section ensures the UCP is actionable, realistic, and tailored to the customer's educational and employment aspirations while incorporating any recommended assessments or supportive services.
3) Signature: Provides a formal acknowledgment by both the customer and Career Planner that the UCP has been reviewed, agreed upon, and documented. Signatures confirm mutual understanding of the goals, steps, and services outlined in the plan, and indicate the customer's commitment to actively participate in the activities needed to achieve their career and educational outcomes. This section ensures accountability and supports ongoing engagement throughout the customer's participation in WIOA services.
    a) The system supports both electronic and wet signatures for the customer and career planner to complete. A customer has access to their career plan through their Illinois workNet account and can complete the signature process there when it has been initiated by the career planner. The career planner can complete their electronic signature within the IWDS 2.0 system. The wet signature for either a customer or career planner will require the signed document to be uploaded.
    b) When any UCP is modified (after a signature has been obtained) by adding or discontinuing an employment, training, or education goal, the system will require a new signature from the Career Planner and customer before any new services can be started.

g. Career Planners may add Goals, Steps, and Services that are not on the Recommendations tab to the career plan.

h. The Career Planner must utilize the WIOA Title IB Services Matrix with Definitions attachment that defines the WIOA Title IB services to address the customer's unique strengths, challenges, and needs.
    1) Each of the services on the WIOA Title IB Services Matrix is tied to an existing Goal and Step in the system.

i. At the very minimum, Adult and Dislocated Worker customers should have at least one Goal – Employment; however, the customer should have as many Goals and Steps as needed for them to reach their targeted purpose for program services.

j. At the very minimum, Youth customers should have at least one Goal – Employment OR Education OR Training; however, the customer should have as many Goals and Steps as needed for them to reach their targeted purpose for program services.

k. The initial creation of the UCP constitutes an enrolling service for Adults and Dislocated Workers, while subsequent updates are recorded and logged as activities that do not extend participation or delay exit.

l. The creation of the UCP fulfills one of the three required pre-enrollment requirements for Youth. The other two required pre-enrollment activities are Eligibility Determination and an Objective Assessment. There is no specific sequence or order required.

2. Training and Education Assessment

a. If a training or education goal is included in the UCP, the Training and Education Assessment will appear on the Required Assessments tab in the Career Plan Recommendations tab for both the customer and the Career Planner to complete.

b. Completing this assessment is required for any customer who wants to receive training or education services.
   1) This includes situations where a customer is reverse referred to WIOA services by a training provider.

c. At the end of the assessment, the customer and Career Planner must review the information together to confirm understanding, approve participation in training or education, or save their progress to continue later.
   1) This step ensures the customer is fully informed and prepared before beginning any training or education activity.

d. Once the assessment is completed, an actual start date can be entered for the appropriate training service.

e. To learn more about the Training and Education Assessment, see the Assessment Requirements section of this policy manual.

3. Work-Based Learning Assessment

a. If a hands-on learning goal is included in the Universal Career Plan, the Work-Based Learning Assessment will appear on the Required Assessments tab in the Career Plan Recommendations tab for both the customer and the Career Planner to complete.

b. A Work-Based Learning (WBL) Assessment is required for any customer entering a WBL or On-the-Job Training (OJT) program.
   1) If a customer is referred to WIOA by an employer, they may skip the assessment unless the Career Planner determines that the customer's suitability is uncertain.
   2) A flag will appear during prescreening and within the WBL/OJT services to indicate whether the customer was referred by an employer.

c. After the assessment is completed, the Career Planner reviews the customer's input, highlights the most important details, and records any guidance or concerns that may affect the customer's participation.

d. The customer and Career Planner must go over the results together to ensure everything is clear, decide whether to move forward with the WBL program, or pause and return to the assessment later. This review step helps confirm that the customer understands the expectations and is ready to begin the work-based learning opportunity.

e. An actual start date can only be entered for the appropriate WBL service after the assessment has been completed.

f. To learn more about the Work-Based Learning Assessment, see the Assessment Requirements section of this policy manual.

4.2.6 Service Delivery and Monitoring

1. Services

a. The purpose of receiving the right services under the Workforce Innovation and Opportunity Act (WIOA) is to ensure customers are provided with targeted support that aligns with their skills, needs, and career goals. Appropriate services help remove challenges to employment, build relevant skills for in-demand occupations, and promote successful job placement and long-term economic self-sufficiency while ensuring effective use of program resources.
   1) To assist in determining appropriate allowable WIOA services, see the WIOA Title IB Service Matrix with Definitions (See Attachment tab).

b. To more efficiently capture and report some of the services in the Illinois Workforce Development System 2.0 (IWDS 2.0), the Department of Commerce and Economic Opportunity's Office of Employment and Training (OET) created "same-day services".
   1) These services are staff-assisted career services that can typically be provided on one or more days.
   2) Therefore, same-day services in the Illinois Workforce Development System will start and end on the same day, which eliminates the services inadvertently being left open.
   3) Each subsequent time that same-day service is provided, it will be listed as an episode of the original service and require supporting case notes. The services classified as same-day services are shown as such in the WIOA Title IB Service Matrix with Definitions.
   4) Example: A customer receives job search services from the Career Planner on April 6, and the Career Planner records the service in IWDS 2.0 the same day. The next time job search services are provided to the customer, it would be recorded as an Additional Service Episode with supporting case notes of the original service. In this example, the customer received additional job search services on April 10, and the Career Planner added an Additional Service Episode to the original Job Search service along with case notes with an April 10 date. This then changes the end date of the original Job Search service to April 10.
   5) Adding the additional episode will update the customer's last service date even if no other services are provided. So, this mechanism should NOT be used when a customer is no longer actively participating in WIOA services.

c. Career Planners must ensure that customers begin an appropriate participation-level service as soon as reasonably possible following eligibility certification. Although IWDS 2.0 allows up to ninety (90) calendar days from certification for enrollment in a qualifying service, the ninety-day period is a maximum allowable timeframe and must not be treated as the standard timeframe for beginning services. Career Planners must not delay service delivery solely because additional time remains within the ninety-day period.
   1) For purposes of this requirement, enrollment in services occurs when the customer actually begins a qualifying participation-level service and the service is recorded in IWDS 2.0 with a started status. Merely adding or scheduling a future service on the Universal Career Plan (UCP) does not satisfy the enrollment requirement.
   2) If the customer does not begin a qualifying service within ninety (90) calendar days of eligibility certification, the application will be automatically closed in IWDS 2.0, and the customer must undergo the required re-review before proceeding.

d. All services that have been or are currently being provided to the customer must be accurately documented, and each instance of service delivery must be entered into the Illinois Workforce Development System 2.0 (IWDS 2.0) within five (5) business days to ensure timely and compliant reporting of service delivery and participation tracking. The entry of

services should be combined with documentation that provides any other notable information, as outlined in the Case Notes section of the policy.

e. As services are completed, Career Planners must mark services with an indication of completion status (successful or unsuccessful) within five (5) business days of learning about the completion of the service.

f. For Youth, the first enrolling Youth element (service) may not be provided until the three non-enrolling Youth activities have been completed prior to participation.

g. There may be situations where a Career Planner would schedule future services or there needs to be a gap in service.
   1) Planning future services means the customer is still active and staff are preparing or coordinating upcoming services, but there is not a defined gap in service.
   2) A gap in service is explicitly defined in federal performance reporting rules as a period of time during which a customer is unable to continue services due to a documented allowable reason that prevents participation.
   3) Planning future services = normal, ongoing case management. Gap in Service = pausing WIOA participation for an allowable reason.
   4) See the Planned (Future) Services and Gap in Service (Pausing Participation) sections below.

2. Planned (Future) Services

   a. The term “planned future services” refers to services (such as training) that will be provided to active customers but that are scheduled to take place at a future date.

   b. The customer must remain in active participation status while Career Planners and the customer work together to prepare for upcoming services. All qualifying services that continue participation must be documented as ongoing to maintain the customer’s active status.

   c. Career Planners must ensure each customer receives at least one qualifying service every ninety (90) calendar days, as failure to do so will result in auto-exit.

3. Gap in Service (Pausing Participation)

   a. A gap in service is a temporary, federally permitted pause in WIOA services. It is not a program exit. A gap may be used when circumstances beyond the customer’s control temporarily prevent the customer from participating in WIOA-funded career or training

services and the customer is expected to return and resume services. Allowable circumstances may include medical issues, family emergencies, or a temporary lack of training availability.

1) During an approved gap in service, the customer does not receive WIOA-funded career or training services. However, the customer remains a WIOA customer and is not considered exited simply because ninety (90) consecutive calendar days have passed since the most recent date of service. The gap is handled according to federal performance reporting requirements.
2) A gap in service must last at least ninety (90) but no more than one hundred eighty (180) consecutive calendar days, measured from the customer's most recent date of service. The gap, including the expected return date, must be entered into IWDS 2.0 before the customer would otherwise meet the requirements for program exit.
3) A gap in service may not be used only to prevent or delay a program exit. Before approving a gap, the Career Planner must:
    a) Verify and document an allowable reason the customer cannot participate in WIOA-funded career or training services;
    b) Confirm and document that the customer is expected to return and resume services;
    c) Document the expected length of the gap and the anticipated return date;
    d) Upload required supporting documentation in IWDS 2.0; and
    e) Maintain contact with the customer at least once every thirty (30) calendar days during the gap.
4) At the end of the approved gap period, the Career Planner must determine whether the customer is ready to resume services and update IWDS 2.0 by entering the appropriate service. If the customer does not return as expected, IWDS 2.0 must follow the applicable program exit requirements.
5) A gap may not be continued or extended only to keep the customer enrolled in WIOA.
6) A gap in service and a program exit are different. A gap temporarily pauses services because the customer is expected to return. A program exit occurs when the customer meets the requirements for exit and is no longer receiving or scheduled to receive qualifying services. IWDS 2.0 will not exit a customer solely because ninety (90) calendar days without a service occur during a properly documented and approved gap in service.

b. Allowable Gap in Service Reasons:
    1) Delay Before the Beginning of Training: A documented period in which a customer cannot start their planned WIOA-funded training on the originally scheduled date due to circumstances outside their control. This may include waitlists, provider scheduling issues, or required prerequisites that must be completed first. The delay must be temporary and tied to a confirmed training plan.
    2) Health Issue or Caring for A Family Member: A situation where the customer is unable to begin or continue training or employment activities because of their own

medical condition or because they must provide essential care to an ill, disabled, or dependent family member. The condition must significantly limit participation and be expected to resolve or stabilize.

3) Military Service: A customer is called to active duty, reserve duty, training, or deployment as part of the U.S. Armed Forces, which will temporarily interrupt or delay participation in WIOA activities.
4) Natural or Other Disaster: An event such as a flood, fire, severe weather, public health emergency, or other large-scale disruption that prevents the customer from safely or reasonably engaging in training or employment services. These events must be unexpected and outside the customer's control.
5) Temporary Relocation: A short-term move from the customer's primary residence due to housing issues, safety concerns, family obligations, or other circumstances that interrupt their ability to attend training or services. The relocation must be expected to end, allowing the customer to resume activities.

c. Once a customer has no active WIOA Title IB services for ninety (90) consecutive calendar days, and no gap in service with a return date entered or any future service scheduled in IWDS 2.0, an automatic exit will occur on the ninety-first (91st) day.
   1) Likewise, if a customer reaches the documented return date without receiving a service, the system will also trigger an automatic exit.

d. Note that situations or reasons calling for a "gap in service" are different from "exclusionary" transition reasons, which are permanent and not expected to resolve.

4. Progress Tracking

a. Effective progress tracking by the Career Planner allows the timely provision of services to address the customer's specific needs to support the goals outlined in the Universal Career Plan.

b. Career Planners must track and document the customer's progress throughout their journey by maintaining regular contact with customers. During this contact, the Career Planner can learn of situations that may alter the career plan or the need for additional services.
   1) For most customers and situations, regular contact is defined as two-way communication that occurs every thirty (30) calendar days; however, some conditions may require contact sooner than thirty (30) calendar days to align with the customer's needs.
   2) The WIOA Customer Thirty (30) Day Contact – Career Planner Question Guide was designed to assist Career Planners in conducting the required contact (See Attachments tab).

c. To maintain continuity, customers should see the same Career Planner for check-ins and return visits/appointments until the customer exits the system.
    1) The customer should be notified if the Career Planner changes and should be offered an opportunity for an introductory meeting with the new Career Planner as soon as mutually convenient.
    2) The local board must develop internal procedures for transferring customers to another Career Planner in times of illness, absence, loss of employment, or other applicable reasons.

d. Career Planners must ensure that if they learn the customer is enrolled in a partner program or other WIOA or Non-WIOA programs during participation, that information must be properly recorded in the system on the Co-Enrollment Across Partner Programs section under the In Program Updates area.

e. If the Career Planner discovers a customer has encountered a challenge during program participation, the Customer Characteristics section of the In Program Updates area must be updated.

f. Career Planners are to upload all documentation contained in the customer's case file into the IWDS 2.0 to support remote monitoring and data validation purposes by the State and the U.S. Department of Labor (USDOL).

5. Case Notes

a. Case notes and file maintenance are essential to providing quality WIOA services, supporting continuous career planning, and ensuring accurate reporting.

b. Notes must document ongoing, two-way communication between the Career Planner and customer, capturing actions taken by both parties to achieve the Career Plan's goals.

c. They should clearly reflect successes, challenges, outcomes, service dates, coordination with other programs, and secondhand information from teachers/instructors, employers, family members, or partners, with sources and dates documented. All facts related to the Universal Career Plan must be recorded promptly, while derogatory or speculative comments must be avoided.

d. Career Planners must maintain ongoing contact with customers and document that contact in IWDS 2.0 at least once every thirty (30) calendar days. Case notes must be objective and

concise and must be entered in IWDS 2.0 within five (5) business days of the service, contact, or activity being documented.

e. High-quality case notes tell the story of services provided and customer progress, supporting monitoring, oversight, and accurate outcome reporting, and ensuring the customer's status and achievements are clearly understood by supervisors, partners, and monitors.

f. Notes should be written clearly and professionally, reflecting what a reviewer would expect to see in a complete and accurate customer file.

g. To ensure completeness, case notes should follow the helpful acronym for structuring notes – SAR.
   1) SAR Model (Situation, Action, Result)
      a) Situation: What support, resources, or assistance would help the customer successfully reach their goals?
      b) Action: What services, referrals, guidance, or activities were provided to support the customer?
      c) Results: What progress was made, what changed, or what outcomes are expected because of the support provided?

h. Not every case note will have a situation, action, and result, but the case notes should all fit into a story with a beginning, middle, and end.

i. Accurate, timely, and objective case notes document services, track progress, and support customer success. They create a clear record of activities and outcomes, ensuring effective career planning and program accountability.

j. Case notes entered at any point during the customer's journey will be carried over into and housed in the Case Note section on the left part of the Customer Profile page. This allows Career Planners, supervisors, and monitors to easily locate and read through case notes associated with the customer.

k. Case notes are further outlined in the Case Note Guidelines section of this policy manual.

4.2.7 Recording Outcomes and Transition

1. Recording outcomes

   a. Accurately recording Workforce Innovation and Opportunity Act (WIOA) outcomes is essential to track customer progress, ensure program accountability, and measure

performance. Documented outcomes, including employment, retention, wages, credentials, and skill gains, support informed decision-making, enable effective follow-up, and ensure compliance with federal and state reporting requirements.

b. Outcomes of education and training services, such as credentials and/or Measurable Skill Gains attained, must be entered within five (5) business days of learning of the attainment.

c. The performance indicators are defined as follows:
   1) The percentage of program customers who are in unsubsidized employment during the second (2nd) quarter after exit from the program.
   2) The percentage of program customers who are in unsubsidized employment during the fourth (4th) quarter after exit from the program.
   3) The median earnings of program customers who are in unsubsidized employment during the second (2nd) quarter after exit from the program.
   4) The number of customers enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training only) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one (1) year after exit from the program.
   5) The number of customers who are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment during a program year.
      a) This is the only measure that is not exit-based.

d. To learn more about the performance indicators, the methodology identified for calculating each measure, along with operational parameters for determining the customer population(s) for each measure, is provided in the appropriate sections of this policy manual in Chapter 3.

2. Transition/Exit

a. The importance of transitioning a WIOA customer from services toward exit is to ensure the customer has achieved stability in employment or education and is prepared to succeed independently.

b. A planned transition confirms that program goals have been met, services have been appropriately delivered, and the customer understands next steps, including follow-up support.

c. This process promotes long-term retention, supports accurate performance reporting, and ensures a smooth shift from active services to self-sufficiency while maintaining continued engagement through follow-up.

d. A timely and well-documented transition by the Career Planner ensures that all goals are met and closed and any performance outcomes achieved by the customer during participation, and any employment or entry into postsecondary education have been recorded.

e. The purpose of exiting a customer from WIOA is primarily to ensure compliance, performance accountability, and accurate reporting of outcomes, and a smooth transition to follow-up services for Youth supporting continued employment or education success.

f. Exit is an automated process in the Illinois Workforce Development System 2.0 (IWDS 2.0) and will occur when the customer has completed all planned WIOA services or has had no service activity for ninety (90) consecutive days (with no future services scheduled).

g. If the customer is co-enrolled in any DOL-funded program listed in the Co-Enrollment and Common Exit section of this policy manual, they should only be exited once they have no staff-assisted services for ninety (90) consecutive days across all programs and no future services are scheduled.
   1) The exit date is applied retroactively to the last date of service in any program.

h. For more information regarding exit requirements, see the General Requirements for Program Exit policy section of this manual.

4.2.8 Follow-Up

1. Follow-up is an important responsibility of a Career Planner because it supports customer success and helps meet workforce program performance goals.

   a. Follow-up services provided after employment or education placement help improve retention, address challenges, and support long-term success.

   b. These services are a required part of the program and do not change a customer's exit date or cause re-enrollment.

2. Career Planners must set expectations for follow-up at enrollment and work with customers to determine appropriate services based on customer needs.

3. Follow-up requirements differ by program.

a. For Adults and Dislocated Workers, follow-up activities focus on helping them retain unsubsidized employment. Those activities may include workplace counseling, resolving job-related issues, connecting customers to resources, or providing information about advancement or education opportunities.

b. For Youth customers, follow-up services are critical for supporting success in employment or postsecondary education and may include Adult mentoring, supportive services, financial literacy, and career guidance.

4. All follow-up activities must be accurately documented in IWDS 2.0, which supports enhanced follow-up reporting and allows Career Planners to clearly record the services provided to the customer.

5. For more information regarding follow-up requirements, see the Follow-Up policy section of this manual.

II. INQUIRIES

Inquiries should be directed to the appropriate OET Regional Manager: Kristen Chevali at Kristen.I.Chevali@Illinois.gov for the Northern Region, RuthWhitis@illinois.gov for the Central Region, or Bryan Ellis at Bryan.Ellis@Illinois.gov for the Southern Region.

III. ATTACHMENTS

A - Phases of the Customer Journey
B - IWDS 2.0 Resources
C – Career Planner Quick Reference Guide
D - WIOA Challenges and Potential Solutions Chart
E - WIOA Title IB Service Matrix with Definitions
F - WIOA Customer Thirty (30) Calendar Day Contact – Career Planner Question Guide

Sincerely,



Julio Rodriguez, Deputy Director
Office of Employment and Training

JR:ld

Phases of the Customer Journey

This attachment summarizes the phases of the Customer Journey Framework, which guides customers from initial engagement through follow-up. The journey is the same for all customers; the only difference is the point of enrollment. Phase 4 may include the Training and Education Assessment (TEA) and Work-Based Learning Assessment (WBLA), depending on the customer's identified services.

Phase	Purpose	Action Needed	Customer Status
Phase 0 – Universal Access and Basic Career Services	Provide all customers with access to workforce information, resources, and basic career services.	Welcome the customer, provide orientation, share available services and resources, and answer initial questions.	Customer has made initial contact and is exploring available services.
Phase 1 – Intake and Initial Engagement	Collect customer information and begin building a relationship to identify workforce needs.	Complete intake forms, gather required information, explain the program, and determine next steps.	Customer has expressed interest and is engaged in the intake process.
Phase 2 – Eligibility Determination and Certification	Verify eligibility for program participation and complete enrollment requirements.	Review documentation, verify eligibility criteria, certify enrollment, and document the determination.	Customer is determined eligible and officially enrolled (or referred if ineligible).
Phase 3 – Assessment (Getting Started Assessment - GSA)	Evaluate the customer's skills, interests, abilities, barriers, and service needs.	Conduct assessments, review employment history, identify strengths and barriers, and document findings.	Customer's needs and goals have been assessed and are ready for planning.
Phase 4 – Universal Career Planning	Develop an individualized career plan that supports the customer's employment and training goals.	Collaborate with the customer to establish goals, identify services, develop the career plan, and document agreed-upon activities.	Customer has an approved career plan and is prepared to begin services.
Phase 5 – Service Delivery and Monitoring	Deliver planned services while monitoring progress toward employment and training goals.	Provide career, training, and supportive services; monitor participation; update documentation; and modify the plan as needed.	Customer is actively participating in services and progressing toward goals.
Phase 6 – Transition/Exit	Prepare the customer for successful completion of services and transition to employment, education, or other opportunities.	Confirm goal attainment, coordinate placement or referrals, complete exit planning, and provide transition support.	Customer is completing services and transitioning to employment, education, or another appropriate outcome.
Phase 7 – Follow-Up	Maintain contact after exit to support retention, continued success, and outcome tracking.	Conduct follow-up contacts, provide additional assistance or referrals as needed, document outcomes, and encourage continued success.	Customer has exited the program and is receiving follow-up services.

IWDS 2.0 TRAINER RESOURCES

Section Guide and Direct Links

Illinois workNet • IWDST Trainer Full Resources

Purpose. This attachment provides a quick outline of the sections available on the IWDST Trainer Full Resources page and a direct link to each section. Use the Table of Contents to jump directly to a section within this document.

Main Resource Page: IWDST Trainer Full Resources

Table of Contents

Select a section below to jump directly to that section of this document.

1. Blackout & Hypercare Resources
2. Access & General Navigation
3. Pre-Enrolling Activities
4. Customer Intake
5. Customer Career Plan
6. Customer Outcomes
7. Customer Follow-Up
8. System Reports
9. User Management
10. Training Provider Entity Management
11. Grant Management
12. Performance

Resource Sections

1. Blackout & Hypercare Resources

Temporary forms and reference materials supporting IWDS 2.0 blackout/hypercare periods, including case notes and Career Plan PDFs.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#blackout

Topics/resources currently listed include:

- IWDS 2.0 Case Note Fillable PDF Form
- Career Plan PDF – Youth

- Career Plan PDF – Adult/DW

2. Access & General Navigation

Resources for system access and day-to-day navigation in IWDS 2.0.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#access

Topics/resources currently listed include:

- Getting Access to IWDS 2.0
- Homepage
- Dashboard
- Creating a Customer Profile
- Turning Pre-Records into Customer Profiles
- In Program Updates
- Viewing Uploads
- Logs

3. Pre-Enrolling Activities

Resources for activities completed before formal WIOA enrollment.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#preenroll

Topics/resources currently listed include:

- Self & Information Only Services
- Referring Non-Enrolled Customer

4. Customer Intake

Resources supporting the customer intake and eligibility process.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#enroll

Topics/resources currently listed include:

- Pre-Screen
- Application
- Eligibility Certification
- Assessments

5. Customer Career Plan

Resources for developing and maintaining the customer Career Plan after enrollment.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#careerplan

Topics/resources currently listed include:

- Recommended Services
- Goals & Steps
- Services
- Signatures

6. Customer Outcomes

Resources for documenting customer outcomes in IWDS 2.0.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#outcomes

Topics/resources currently listed include:

- Employment Outcomes
- Education Outcomes
- Credential Outcomes
- Measurable Skill Gain (MSG) Outcomes

7. Customer Follow-Up

Resources for transition, exit, and post-participation follow-up activities.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#followup

Topics/resources currently listed include:

- Transition
- Auto Exit
- Follow-Up

8. System Reports

Section reserved for IWDS 2.0 system reporting resources. The page currently indicates additional materials are forthcoming.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#reports

9. User Management

Section reserved for user-management resources and system access administration. Additional materials are currently forthcoming.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#users

10. Training Provider Entity Management

Resources for managing Eligible Training Provider entities, contacts, relationships, access, and all-student performance reporting.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#entity

Topics/resources currently listed include:

- ETPL Coordinator Outreach
- Adding & Editing Entities
- Training Provider Contact Access
- Training Provider Contact Information
- Provider & Relationship Management
- ETPL All-Student Performance Reporting

11. Grant Management

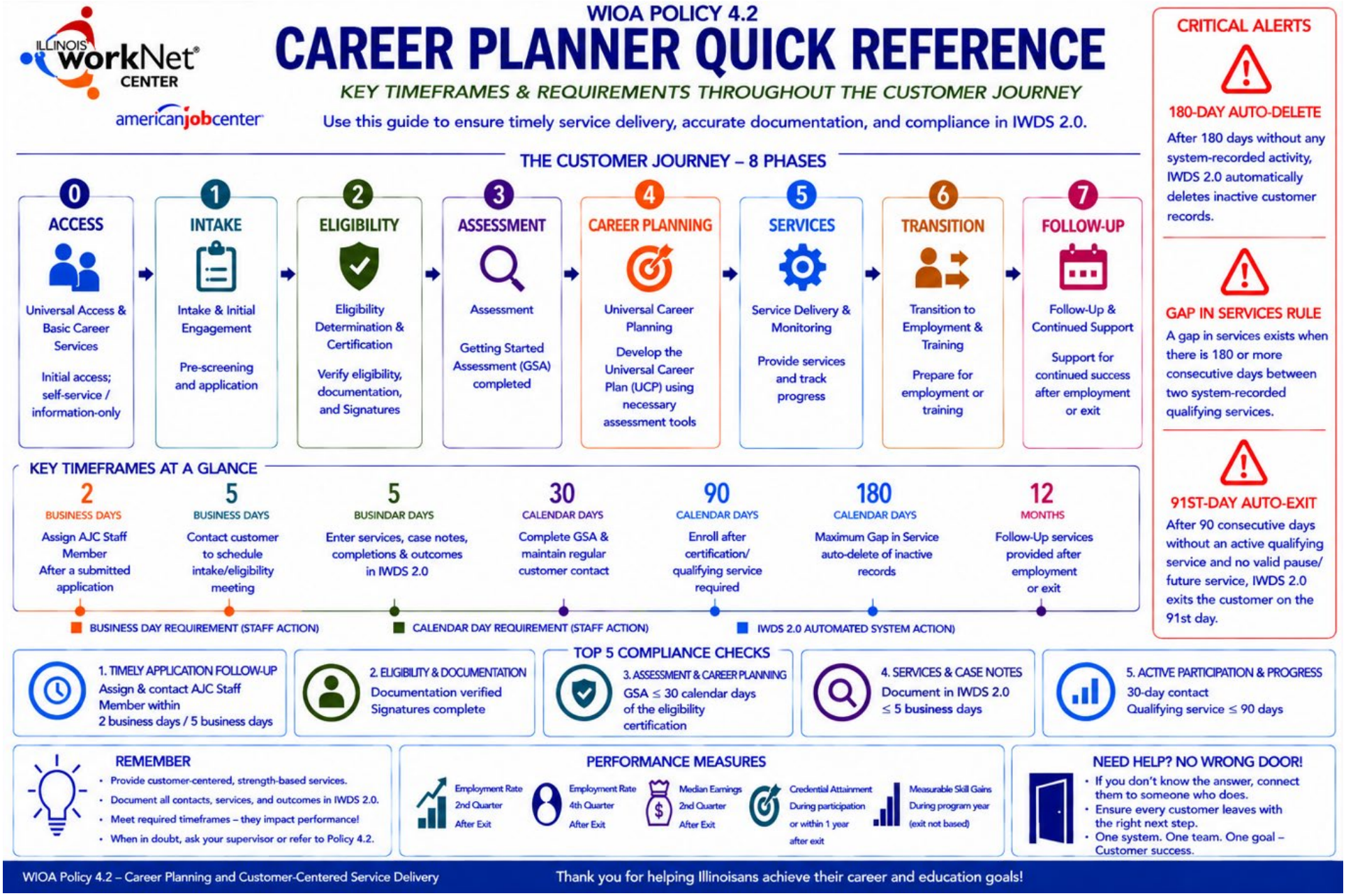
Section reserved for grant-management resources. Additional materials are currently forthcoming.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#grant

12. Performance

Section reserved for IWDS 2.0 performance resources. Additional materials are currently forthcoming.

Direct section link: https://www.illinoisworknet.com/iwdsttrainer-full-resources#performance



Revised October 27, 2026

WIOA Populations with Challenges and Proposed Solutions Chart

WIOA CHALLENGE POPULATION *see § 3(24), et seq.*	**POTENTIAL CHALLENGES TO ACCESS** *What is the nature of the challenges themselves?*	**IMPLICATIONS OF CHALLENGE** *How do these challenges inhibit success?*	**CHALLENGE SOLUTIONS** *What can our system do to address the challenge?*
(A) Displaced Homemakers	• No recent work experience. • May have recently divorced, so may have unreliable housing and transportation. • Limited recent/relevant work experience.	• Not considered "job ready" (no recent work experience or work skills not current to labor market) so may require longer training/education time. • Less likely to secure living-wage jobs due to lack of experience and recent work experience.	• Access to education and/or work-based education, On-the- Job training.
(B) Low-Income Individuals	• Cost of tuition. • Lack of appropriate clothing or wardrobe. • Transportation. • No recent work experience. • Poor soft skills. • Poor executive functions. • Housing. • Domestic violence. • Childcare (including children w/ special needs). • Lack of GED/HSD. • Poor personal hygiene and grooming. • For individuals living in generational poverty situations, they *may* have limited access to such things as positive role models (e.g., neither parent has ever worked), limited access to learn correct speech patterns and appropriate social interactions, finances to pay for driver's education (and no one they know owns a car that has insurance for use on the driving test), and lack of trust in public systems (e.g., workforce system and education providers. • Literacy issues. • Social services involvement (potentially multiple systems with multiple and confusing requirements). • Difficulties accessing medications and/or support they need to address disabilities. • Costs in general, ranging from transportation, childcare, access to technology at home and on the go (computers, smartphones, other electronic options).	• Full-time attendance is difficult to manage with other commitments. • Lack of wardrobe leaves low-income candidates unable to make a good impression in interviews. • Unable to participate either consistently or full-time due to lack of reliable transportation, childcare, housing, other issues, such as domestic violence. With domestic violence, may also have safety issues. • Inability to travel to hiring events, job search, interviews. • Difficulty successfully navigating the system, meeting participation requirements (executive functions), and/or skills gains. • Not considered "job ready" (no recent work experience, work skills not current to labor market, no GED/HSD) so may require longer training/education time. • Difficulty w/ social interactions (soft skills) so they may not actively engage or be engaged in training. • Examples: Less likely to compete for livable wage jobs; lack of trust in public institutions and assistance; lack of self-confidence; lack of trust they really can make positive life changes; lack of driver's license (which impacts job opportunities); increased risk of having a criminal record; likely to struggle with transportation; more likely to have health issues that impact work; present less favorably and therefore are less competitive in the interview; and have a much smaller even non-existent reliable support network, e.g., friends and family. • Difficulty navigating complex system requirements and/or understanding of available resources. • Incurring any costs can add to a tremendous challenge.	• Cost of tuition solutions. • Partner with community organizations and businesses to provide a stock business-appropriate wardrobe in various sizes for low-income job seekers, "scholarships" to upgrade wardrobes. • Flexible participation requirements such as part-time or extended hours, able to easily reschedule, or independent modules. • Strong collaboration with state and community support service resources to stabilize housing, childcare, domestic violence, transportation. Referring, leveraging resources. • Availability of supportive services funding, partnerships with Community-Based Organizations (CBOs), provision of online One-Stop services and resources. • Co-location of partner programs for referrals and support services. • Reach out to local public transportation or CBOs to coordinate transportation. • Flexible onsite ABE/GED/HSD classes with open enrollment and smaller class sizes. Also 1:1 assistance. • Soft skill classes. • Use of executive function strategies by staff and taught to customers. Provide tools such as calendars. • Pair customers with staff trained and challenge-specific experience. • Have mentors or navigators who have successfully completed the programming while living with some of these challenges. • Access to personal hygiene and grooming resources. Staff able to address this sensitive issue with people. • Workshops to address typical intergenerational behaviors; financial assistance with daycare and transportation; assistance with creating a reliable support network; access to practicing new positive behaviors on the job, e.g., internships; access to medical assistance for health issues, e.g., chronic as well as for glasses; encouragement; access to positive role models. • Partner with social services agencies. • Provide support services initially for immediate needs *and* connect jobseekers quickly and efficiently to existing services

WIOA Populations with Challenges and Proposed Solutions Chart

		• Sometimes an increase in income means losing crucial subsidies (childcare, housing, food benefits, medical insurance, utility assistance) that help people out of poverty.	to meet those needs on a longer-term basis. • Include the "benefit cliff" in job search strategies. Ultimately, good jobs, with living wages, predictable schedules, and benefits are the best path out of poverty.

(C) Indians, Alaska Natives, and Native Hawaiians	• Available employment opportunities and job market are saturated.
	• Limited resources for providing education and training are not tied to prospective employment opportunities or markets.
	• Natural resources extraction employment is often cyclical or subject to diminishing resources. Individuals with experience in these areas may only work during specific seasons or periods of availability/abundance.
	• Lack of comprehensive employment planning that takes the totality of an individual's challenges to employment into account.
	• Individuals without local family support who live in or move to urban centers may not have necessary life skills or resources to maintain a search for employment or develop marketable job skills.
		• Many new and prospective job opportunities are centered on service industry employment, are filled quickly, and may be filled by tribal members formerly living away from the reservation who decide to return and therefore do not reduce the number of unemployed.
		• Lacking entry into the job market to begin with, many unemployed do not have the resources to extend job search activities beyond the reservation or near-reservation areas.
		• Individuals unemployed or under-employed are faced with addressing personal and/or family distress, behavioral health needs, basic subsistence and/or household needs, and possible legal obligations in addition to developing employment search and retention skills.
		• Individuals who relocate to more populous areas in search of employment without adequate family or social services support may fail to improve their condition.
			• Partnerships between employers in need of trained personnel and specific training provided by the tribe or accessible from the reservation to fill avenues of employment.
			• Development of employment opportunities connected with a resource for purposes other than extraction.
			  ○ For instance, forestry harvesting to be replaced by wood products manufacture, sales, and marketing.
			  ○ Seasonal unemployment due to lack of resource harvesting opportunities is replaced by working at sustaining and enhancing the resource.
			• Identify individuals/populations that may be able to maintain suitable earnings through reduced employment and increase hours available for work opportunities.
			• Partnership with local employers with sufficient work opportunities to justify limited investment in point-to-point transportation provided by the tribe.
			• Pursue governmental contracting opportunities that may provide for work to be performed from reservation and near-reservation areas.

(D) Individuals with Disabilities, Including Youth Who are Individuals with Disabilities			
Physical Disabilities	• Transportation can be difficult, and services may be located too far away. • (*Chair-Users*): Moving around a cluttered or disorganized environment is difficult, even if technically ADA compliant. • On-going treatment or need to address disability related unscheduled events (e.g., flare-ups). • Need assistance w/ Activities of Daily Living (ADLs). • Design of a One-Stop office with multiple locations within the area where an individual needs to access services. • Lack of Staff awareness and training on best practices of engaging with individuals with disabilities.	• Services are too far away for a person with physical disabilities to practically access; public transportation is insufficient/unavailable. • (*Chair-Users*): Physical access to the building is difficult or onerous for chair-users if the environment doesn't facilitate access. • Unable to participate either consistently or full-time. • Difficulty w/ ADLs such as using the bathroom, grooming, eating (low blood sugar so may need a snack).	• Virtual delivery of online services could eliminate the need for individuals with physical disabilities to travel. • (*Chair-Users*): Ensure ADA compliance, but also be mindful of footprint and room layout to facilitate access. • Flexible participation requirements such as part-time or extended hours, able to easily reschedule independent modules, or Internet access. • Staff trained on strategies to resolve an issue as it occurs; quick on-site fixing equipment, adjust table, adjust volume. Staff trained in available state and community resources, co-location (DHS/VR). • Partner with social service agencies in addition to DHS/VR.

WIOA Populations with Challenges and Proposed Solutions Chart

Sensory Disabilities (blind/low-vision, deaf and hard of hearing)	• (*Blind/Low-Vision*): Computer equipment is often inaccessible. • Limited staff training and education on the ADA and best practices with assisting individuals with disabilities. • (non-ASL speakers) Deaf or hard of hearing individuals do not all "speak" ASL (American Sign Language).	• (*Blind/Low-Vision*): Lack of accessible computer equipment makes it difficult to develop resumes and undertake training. • (Non-ASL speakers) Non-ASL persons cannot use ASL to communicate with job counselors and employers.	• (*Blind/Low-Vision*): Paperless One-Stop environment that facilitates access on personal devices. • Partner with social service agencies in addition to DHS. • (non-ASL speakers) Establish process to help non-ASL speakers access services at the office and create or develop a group of service providers who can provide language support to non-ASL speakers. Maybe use video conferencing (SKYPE, FaceTime, or similar) to make that resource available on-demand.
Behavioral or Mental Health Disabilities	• (*Individuals with ADHD*): Too much noise and stimuli at the One-Stop. • (*Individuals with Non-Apparent Disability*): Lack of understanding/knowledge of their own disability can interfere with appropriate accommodations or services. • (*Refugees and immigrants*): Cultural stereotypes and attitudes prevent many from seeking services to address mental health issues.	• (*Individuals with ADHD*): Accessing public spaces such as computer labs can be counter productive. • (*Individuals with Non-Apparent Disability*): Computer-based assessment tests may not be effective. • (*Refugees and immigrants*): A person may appear to be difficult to work with, anxious, unreliable, but refuses to seek services or gets angry when staff brings up counseling or treatment options.	• (*Individuals with ADHD*): Train staff to recognize the need for a quiet environment for some job seekers. • (*Individuals with Non-Apparent Disability*): Train staff to recognize signs of different types of behavioral or mental health disabilities and how to connect job seekers with appropriate support. • (*Refugees and immigrants*): Provide training to staff to understand cultural sensitivity, behavioral, and mental health issues.
Cognitive Disabilities	• Poor executive functions. • Diagnosed or undiagnosed learning disabilities. • (*Refugees*): Lack of understanding/knowledge of their own experience can interfere with appropriate accommodations or services.	• Difficulty successfully navigating the system, meeting participation requirements (executive functions), and/or skills gains. • Difficulty with social interactions (soft skills) so may not actively engage or be engaged in training. • Cannot learn in a classroom setting or the "usual" way or setting. • (Refugees) Symptoms of trauma (learning difficulties, lethargy, non-responsiveness to tasks or due dates) may be mistaken for cognitive disabilities.	• Curricula/staff able to adjust training to meet the learning style/needs of the participant. • Soft skill classes. • Use of executive function strategies by staff and taught to customers. Provide tools such as calendars. • Access to learning disability testing or vocational testing instruments specific to a particular learning disability. • (Refugees) Staff training in tandem with close connection with refugee resettlement agencies to integrate employment services with resettlement assistance.
Others	• (*Individuals using a Service Animal*): Lack of policy or understanding of service animal's purpose; obstacles to physical access that inhibit people from using a service animal.	• (*Individuals using a Service Animal*): The service animal may be asked to wait "outside," even though the individual relies on it for equal accessibility.	• (*Individuals using a Service Animal*): Design policy that is inclusive of service animals, train staff on purpose of service animal.
(E) Older Individuals	• Uncomfortable with technology. • May have physical disabilities. • Need assistance w/ Activities of Daily Living (ADLs). • Real or perceived decline in workplace skills and ability/interest in learning new skills. • Transportation. • Focus on Youth in Transition and adults younger than 40 years	• Unable to use computers, Internet, printers, faxes, so unable to benefit from in-place programming. • See physical disabilities. • Difficulty w/ ADLs such as using the bathroom, grooming, eating (low blood sugar so may need a snack). • Less able to compete for a living-wage job. • Feeling lost in the One-Stop system with the focus on	• Have mentors or navigators who have successfully completed the programming. • Partner with another older person. • Curricula/staff able to adjust training to meet the learning style/needs of the participant. • Physical disabilities. • Staff sensitive and able to address any ADL related issues.

WIOA Populations with Challenges and Proposed Solutions Chart

	of age. • Stigma of failure to be employed. • Challenges of technology expectations. • The onset of hearing loss; physical issues.	younger adults. • Manifestations of the changes in hearing and physical abilities.	• Have a break room with *healthy* snacks (no soda machine or processed food vending machines). • Access to work-based learning, such as on-the-job training and paid work experience, to demonstrate their skills to a potential employer. • SCSEP program is more engaged with the overall One-Stop system. • Training and education to staff focused on working with the aging workforce. • Emotional support/managing stress groups. • Partnerships with social services agencies.
(F) Ex-Offenders	• Reduces employability through limiting available labor market. • Unaware of bonding. • Don't know how to market themselves. • Pre-incarceration skills are out of date. • May not report entire conviction history. • No recent work experience. • Poor soft skills (perhaps institutionalized behavior). • Low income, cognitive, mental health, and behavioral issues (in previous section of this chart). Often, have a number of these issues. • Depending on the conviction, limited access to jobs in specific fields, such as health care. • Depending on the conviction, limited access to financial assistance for education.	• Limited number of employers able or willing to hire. • May require more staff assistance. • Just not able to get a job due to limited labor market, staff not being aware of conviction history. • Not considered "job ready" (no recent work experience, work skills not current to labor market, no GED/HSD) so may require longer training/education time • Difficulty with social interactions (soft skills) so may not actively engage or be engaged in training. • Limited access to education and employment. Risk of reoffending if continued limited access to earn a living, which leads to an increased risk of being incarcerated again.	• Staff specially trained on local employer requirements for hire, bonding, and how to address conviction history in interview. • Use any jobs held while incarcerated (kitchen, correctional industries, landscaping) on resumes. Capture these transferable skills. • Get references from supervisors and vocational information from the institution. • Run a background check to see what employers would see if they ran it. • Work with pro bono attorneys or others to get records sealed or expunged. • Develop a pool of employers willing to take a chance on these people. • Strong assessment tool to identify non-apparent or unknown challenges. • Specialized career guidance, an opportunity to regain confidence and identify a skill set that can be used in a field where the individual is likely to have both immediate and longer-term success, and financial assistance with education as necessary.
(G) Homeless Individuals	• Transportation. • No recent work experience. • Poor soft skills. • Poor executive functions. • Housing. • Domestic violence. • Childcare (including children w/ special needs). • Lack of GED/HSD. • Poor personal hygiene and grooming. • No physical or mailing address. • Unaddressed physical or mental health needs.	• Unable to participate either consistently or full-time due to lack of reliable transportation, childcare, housing, or domestic violence where they may also have safety issues. • Difficulty successfully navigating the system, meeting participation requirements (executive functions), and/or skills gains. • Not considered "job ready" (no recent work experience, work skills not current to labor market, no GED/HSD) so may require longer training/education time. • Difficulty w/ social interactions (soft skills), so may not actively engage or be engaged in training. • No mailing address or voicemail – also no access to phone or stamps.	• Flexible participation requirements such as part-time or extended hours, able to easily reschedule, or independent modules. • Strong collaboration with state and community support service resources to stabilize housing, childcare, DV, and transportation. Referring, leveraging resources. • Co-location of partner programs for referrals and support services (e.g., clothing, hygiene products, transportation vouchers). • Reach out to local public transportation or Community Based Organizations to coordinate transportation. • Flexible onsite ABE/GED/HSD classes with open enrollment and smaller class sizes. Also 1:1 assistance. • Soft skill classes. • Use of executive function strategies by staff and taught to

WIOA Populations with Challenges and Proposed Solutions Chart

	*Homeless people should not be stereotyped, so some of these may not apply. • Potential lack of a variety of necessities when seeking employment, such as address, phone number, reliable food source; potentially extreme trauma-based reactions; potentially living in constant state of fight or flight; potentially limited to no child care; potentially limited to no transportation; potentially limited to no hope for the future; lack of medical assistance; lack of work clothes; lack of sense of security and self-confidence; potential domestic situations they were fleeing; and the need for money is so immediate there may be limited time/access/ability for necessary education/certifications. • Lack of documentation required for eligibility.	• Strong assessment tool to identify non-apparent or unknown challenges. • Stress and trauma-induced behaviors at both the One-Stop and on the job/during interview; lack of access to present as professional as necessary for interviews; lack of childcare if/when finds a job; lack of medical assistance for chronic or other needs; extreme fear and distrust. • Cannot prove age, selective service, eligibility to work in the U.S., home address.	customers. Provide tools such as calendars. • Pair customers with staff trained and challenge-specific experience. • Have mentors or navigators who have successfully completed the programming *while* being homeless. • Access to personal hygiene and grooming resources. Staff able to address this sensitive issue with people. • Specialized career guidance, including opportunities to immediately earn money/access to work-based learning, required close working partnerships with homeless programs, financial access for medical, food, shelter, transportation, trauma-sensitive workshops, and staff. • Acceptance of self-attestation, navigation, or referral to appropriate agencies to secure documentation.
(H) Youth Who are in or Have Aged-Out of Foster Care	• Lack of proper/appropriate interview clothing. • Lack of positive role models who work. • Homelessness. • Hygiene issues. • Lack of experience of having to follow a regular schedule. • Transportation. • Lack of a cell phone or a consistent contact number. • Lack of "soft skills" or knowledge of professionalism. • Criminal history. • Location. • Low education level or mental disability. • Vital documents. • Low self-esteem/confidence. • Verbal skills/appropriate language and vocabulary. • Living in a foster home that is too restrictive. • No career training before entering college. • Biological parents are not supportive of the young person's plan. • Not graduating from high school. • The number of regular meetings that youth need to attend to maintain resources. • Difficulty with people in authority positions. • Parenting. • Low level of life skills.	• Without proper work attire, the employer may think that the individual is not invested in a job. • Don't feel the need to work, as it has been role modeled to live off government funding. • Difficult to search and maintain jobs while couch surfing. • Hard to maintain hygiene when not accessible to products or showers. Hygiene issues cause employment issues. • Do not have experience developing or following their own schedules. This makes it hard to follow through/commit to being somewhere at a specific time. • No means of a way to get to a job. • Difficult to hold a job if you cannot be reached or contact an employer if needed. The person is seen as unreliable. • Without knowledge or ability to communicate or be social in the appropriate settings can limit opportunities. • Criminal history can cause a challenge in the application process. • Employment is limited in rural areas. • May lack the intellectual knowledge and/or ability needed to hold down a job and could lose the job for not understanding. • Without proper documents, young people will not be able to gain employment. • Do not feel good about themselves or feel good enough to	• More programs like Goodwill that include job training, interviews, and workwear. Provide trendy clothing that appeals to a younger audience. • Provide job shadowing. Provide job mentors. Develop realistic job fairs that target young people's job interests and have younger professionals manning the booths. • Develop a rental program that will assist with the first month and security deposit for newly hired employees. • Provide a variety of free hygiene products. Provide locations that will allow free and daily showering and laundering. • Create a trial work program that can ease individuals into the workforce. • Have funding available to reimburse foster parents or other caregivers. Offer gas vouchers or fuel cards to those who can provide a ride to work. Free bus passes for working individuals. • Provide free cell phones for job seekers and employed individuals. • Education classes related to the importance of these soft skills or one-on-one support. • Clarification of what needs to be addressed on an application and in an interview for a criminal offense, both juvenile and adult. Record sealing made readily available.

WIOA Populations with Challenges and Proposed Solutions Chart

	• Difficulty with time management. • No personal references. • Employer biases. • Lack of advocacy skills. • Not aware of resources or understanding that the message is targeted for them.	apply for work. • The use of the wrong language can make it less likely to be hired. • May not be allowed to access work due to rules of the foster home. • Having a hard time obtaining employment even after graduation from college due to not having skills to be employed. • Are not able to plan for work if their support systems are discouraging their plans to succeed. • Cannot access jobs without high school completion. • Requirements to meet with providers to maintain active status to receive benefits and support. Various meetings require less availability to work. • Difficult to parent and hold a job. May have to call in more often to meet the child's needs. • Not being prepared for work can cause not arriving on time or be ready to work once they are at work. • Being late for work is viewed as unreliable and may be dismissed if it occurs too often. • Without references, the job application is incomplete and may not be hired. • Foster care is seen by society as a negative, and an employer may discriminate. • Cannot articulate and respond in an inappropriate way and may lose jobs. • Do not know what is available and will not seek the support that is needed to obtain a job.	Identify more jobs that will hire with criminal convictions. • Outreach with rural areas and/or assistance with finances for transportation. • Increase career planning and/or provide intensive training for a particular skill or job. Provide "crisis support" when mental health interferes with the ability to do the job. • Obtain documents prior to exiting foster care. Create a process and provide funding for replacing lost vital documents after exiting foster care. • Create confidence workshops and provide empowerment opportunities. • Provide more exposure to young professional environments. • Training for caregivers to teach ways to be supportive towards work readiness. Provide job readiness skills in high schools. • Provide job training during high school and again in college. • Develop mentoring programs for job readiness. • Offer a variety of support programs that will assist with completing schooling requirements. • More flexibility in meeting program requirements. Create flexible work exceptions when the individual is required for other daytime obligations. • Training in how to work with authority figures. Provide engagement training to employers. • Affordable childcare that is accessible and open for extended hours. • On-the-job life skills training. • On-the-job training in time management. • Ensuring youth have connections to significant people. • Employer training in the culture of foster care. • Provide leadership skill-building at college settings and work settings. Provide work mentors. • Marketing campaign that reaches out to young people. Systems collaboration-end silos (education, child welfare, mental health, employment).
(I) English Language Learners, Individuals with Low Levels of Literacy, or Individuals Facing Substantial Cultural Challenges	• Getting assistance in their primary language is difficult or impossible in each location. • Illiteracy in both English and their native language. • Cannot communicate in English (Oral, written or both). • Lack of English-language computer knowledge. • One-Stop is set-up to utilize computer-based job search techniques and teach customers job search skills. • Cultural understanding (both on behalf of the client and the One-Stop staff).	• The language challenge can be impossible to overcome and drive the participant away. • LEP customers need one-on-one individualized assistance to apply for jobs. • Without a full cultural understanding of all the immigrant cultures (e.g., opposite gender interaction, religious customs, means of communication, time management), assistance can be unproductive or occasionally offensive. • Lack of English understanding makes it very difficult to provide assistance by someone who does not speak the same language. • Most LEP customers cannot use computers nor computerized	• Ensure front-line/intake staff are trained in cultural sensitivity and can use “emergency” translator tools like Google Translate. • Provide cultural competency training for all One-Stop employees. • Hire bilingual, bi-cultural ethnic Career Planners based upon the population groups in the area. • Allocate staff time based upon needs of customers, and LEP customers will need greater staff time per client. • Offer greater hands-on assistance with applications and basic computer skills training.

WIOA Populations with Challenges and Proposed Solutions Chart

	• Limited English Proficiency (LEP) customers require very individualized, labor-intensive services. • English Language Learners (ELL) populations avoid One-Stop in general due to lack of services and communication challenges. • Refugees & Immigrant customers are resourceful at surviving on very little, and it is difficult for them to move out of that comfort zone into an unknown future.	systems to apply for jobs in English. • LEP customers need translation assistance at job interviews and to understand the job requirements. This would require staff to frequently be out of the One-Stop center. • Need classes offered in customers' primary language (in areas with multiple languages for LEP, will require many classes; space will be an issue). • ELL jobseekers are turned away at the counter with either an expressed or implied message that they can get better services at a community-based organization (CBO) that serves their population. These CBOs have language and cultural support for ELL job seekers, but they have a smaller capacity to serve individuals and may have less access to potential job openings available through the Illinois Department of Employment Security. • Refugees & Immigrants may limit opportunities they seek or turn down good opportunities out of fear of the unknown, but the job counselor may misunderstand the motivation behind these decisions.	• Offer on-site English as a Second Language (ESL) classes. • Bring more employers into One-Stop who will hire LEP customers. • Flex staffing to allow LEP case workers to assist customers at interviews outside of the One-Stop. • Increase group room space to allow classes to be taught in the native language. • Translation is just a starting point to effective service to ELL jobseekers. Staff also require cultural knowledge and sensitivity to address all jobseekers, ELL or not, so that the customer is important and will be treated equitably. • Refugee & Immigrants train staff to look beyond the surface, build trust with the job seeker, and help the job seeker see possibilities beyond their comfort zone.
(J) Eligible Migrant and Seasonal Farmworkers (MSFWs)	• Low literacy levels in both Spanish and English. • Limited English Proficient. • Limited Spanish Proficient. • Low level of technological skills and knowledge. • Mobility (migrant farmworkers). • Not aware of services available to them.	• Limited ability to read in native language, and possibly not at all in either Spanish or English. • Unable to communicate with monolingual WIOA providers, which limits access. • Many MSFWs are indigenous from very remote areas of their native country and speak only in their own dialect. • Limits their access to online options, resume writing, and other technological options that are accessible by more tech-savvy customers. • Migrant farmworkers travel from city to city, and, usually, from state to state. They are not in an area long enough to enroll and benefit from training programs, and don't build relationships with labor exchange providers as easily as farmworkers who live in one area. • Can't access WIOA services if they are not aware of what's available, either because they don't come into the office or because staff are not making the proper referrals or informing them of their options.	• Provide English as a Second Language classes. Also, Spanish classes would be helpful. Research shows that people who are proficient in their native language can apply the concept of reading and language acquisition to learning a second language. • Provide interpreters and more bilingual staff in areas with large numbers of MSFWs. Also, provide information in all forms, i.e., written, spoken, online, in Spanish. • Seek out interpreters or staff who speak dialects in areas of high concentration of indigenous MSFWs. • Offer basic computer classes with bilingual instructors. Teach information and strategies specifically related to the need, such as resume programs, online job search, application completion, and using the Internet. Most importantly, expose them to technology and get them used to it. • Create a network so that WIOA program staff can coordinate with providers in different areas and states. Help the MSFWs make connections with staff in other offices and states. Is it possible under WIOA to provide services to the same participant in two different states for continuity? • Conduct outreach to farmworkers, preferably in coordination with the National MSFW program staff to educate them on training and job service options. Train One-Stop center staff to provide information to MSFWs about the full array of services available to them.

WIOA Populations with Challenges and Proposed Solutions Chart

(K) Individuals within 2 Years of Exhausting Lifetime Eligibility under TANF	• Lack of resources and support to engage in an active job search. • Could be challenges similar to low-income, single customers – please see above.	• Lack of childcare, transportation, and work-hour options makes the necessary training and education for employment a daunting task.	
(L) Single Parents (including single pregnant women)	• Transportation. • No recent work experience. • Housing. • Childcare (including children w/ special needs). • Lack of GED/HSD. • Time and resources need to participate in job search and training.	• Unable to participate either consistently or full-time due to lack of reliable transportation, childcare, housing. • Not considered "job ready" (no recent work experience, work skills not current to labor market, no GED/HSD) so may require longer training/education time. • Single parents must take care of many demands on their own. This means they may be in a job search class and must get to the school to take care of their child who just had a medical issue. They may also need transportation to school either on the bus or by buying fuel for an aging car. Since most support services are aimed at employment-related activities, they may not qualify for either support if they are trying to reach their child. Moreover, each time they make a choice between job search and family, they may be seen as unreliable because of missing important appointments to take care of children.	• Flexible participation requirements such as part-time or extended hours, able to easily reschedule, or independent modules. • Strong collaboration with state and community support service resources to stabilize housing, childcare, domestic violence, transportation. Referring, leveraging resources. • Co-location of partner programs for referrals and support services. • Reach out to local public transportation or community-based organizations (CBOs) to coordinate transportation. • Flexible onsite ABE/GED/HSD classes with open enrollment and smaller class sizes. Also 1:1 assistance. • Have mentors or navigators who have successfully completed the programming while living with some of these challenges. • Customize job search support to help single parents so they can meet needs for their family and themselves.
(M) Long-Term Unemployed Individuals	• Could be challenges similar to low-income, single customers – please see above. • Lack of up-to-date credentials and skills.	• Cannot navigate current job search/application environment, cannot successfully compete for an appropriate job.	• Provide access to industry recognized short term training, population specific workshops offered at One-Stop locations, one-on-one counseling to improve motivation and esteem and assistance with job search.
<u>UNIVERSAL CHALLENGES TO ACCESS</u> **What challenges to access effect all populations?**	• Lack of co-location of services in any one location. • Appropriate physical accommodations and technology. • "Inside jargon" that confuses the public. • Inability to navigate the complex web of employment, training, and support services available. • Distrust of sharing personal/private information in an unfamiliar environment. • Lack of support systems. • Inexperienced staff, high rate of staff turnover, staff pressure to meet goals resulting in "cherry picking" of customers and/or lack of attention/service.	• Lack of co-location can be particularly burdensome in rural areas, where One-Stop centers may be geographically distant from each other; populations with challenges may be discouraged from accessing geographically disparate services (or unable to access). • Motivation, lack of skill gain/progress. Unable to participate either consistently or full-time, Poor. • Lack of co-location even in non-rural areas is burdensome, as One-Stop staff can serve thousands of individuals annually, and they cannot be expected to be experts in serving all populations. Co-location would mean population-specific experts would be located within the same building, at least occasionally, and in addition to providing direct client services, they could offer suggestions for improved access, provide staff training, and hopefully have access to resources to provide specialized equipment/resources/tools/software. • Poor outcomes, bad public relations/poor reputation of One-Stop, wasted resources, continued unemployment/under employment.	• Virtual service delivery can help address the co-location of services issue; we need to also improve the way we communicate the concept of a "Comprehensive One-Stop" and not give false expectations that every service may be available at every service location (affiliates and specialized). • Strong collaboration with state and community support service resources. Perhaps there's a faith-based organization or support group that can provide support and encouragement. • Facilitate events (e.g., Job Club) where customers get to know each other and develop supportive relationships. • Use of mentors. • Better pay rates, online training resources in addition to in-person sessions, recognition/benefits for attaining Certified Workforce Professional designation, better defined leadership roles in One-Stop sites (hard to manage expectations and responsibilities for myriad partner agency staff).

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA Title I Adult, Dislocated Worker, and Youth Services and Activities

Table of Contents

WIOA Title I Adult and Dislocated Worker - Staff-Assisted Basic and Individualized Career Services	Last Updated: 6/4/26
WIOA Title I Adult and Dislocated Workers - Training Services	Last Updated: 6/4/26
WIOA Title I Youth Program Elements: Education/Career/Training	Last Updated: 10/27/26
WIOA Title I Supportive Services	Last Updated: 6/4/26
WIOA Title I Follow-Up Services	Last Updated: 6/4/26
WIOA Title I Disaster Relief Employment (DRE) Component of National Dislocated Worker Grant Services	Last Updated: 6/4/26
WIOA Title I Adult, Youth, and Dislocated Workers Work-Based Learning Summary	Last Updated: 6/4/26

Note these charts do not include all available services that may be provided, but rather those services specifically authorized under WIOA sec. 134(c)(2). Note that while services like supportive services or follow up services do not trigger participation, these services can only be provided to someone who has already received a participant-level service (see the Supportive Service Desk Reference on WorkforceGPS for more details).

For more information on distinguishing between Reportable Individual and Participant-level services for these programs, see Understanding Reportable Individuals and Participants for Performance: A Guide to Reporting Services.

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA REPORTABLE/SELF-SERVICE CAREER Services - (PIRL Data Element Nos. 1000, 1002, 1007, 1100, 1101, 1103)

Self-Service and Information Only Basic Career Services: WIOA Title I Adult and Dislocated Worker

These are non-enrolling activities that are reportable only. At a minimum, the activities listed below must be listed on the Local Services screen in IWDS.

Under WIOA, a self-service and/or an information-only service is any type of service that is only the provision of information. This includes when an individual receives a pamphlet or flyer or reads information or directions that leads them to partner programs or other resources or if it is provided in a group setting (generic "canned" service for multiple individuals). If done in a direct one-on-one setting, it becomes a staff assisted qualifying service. For example, if after or before a workshop, an attendee meets with a staff person individually and receives assistance, then that constitutes a staff-assisted or individualized service which triggers participation.

PIRL Data Element Name	Self-Service/Activity Label (IWDS)	Trigger Participation	Definition	Notes
Basic Career Services (Self-Service/Information-Only)	Eligibility Determination	No	A job seeker had reportable individual level contact, including provision of identifying information or enrollment, with one or more applicable programs.	
	Outreach, Intake, Orientation	No		
	In-Demand Industries	No	The reportable individual/participant received workforce information services including information on state and local labor market conditions industries, occupations and characteristic of the workforce; area business identified skills needs; employer wage and benefit trends; short and long term industry and occupational projections; worker supply and demand; and job vacancies survey results. Workforce information also includes local employment dynamics information such as workforce availability; business turnover rates; job creation; and job identification of high growth and high demand industries.	
	Local Job Trends and Data (LMI)	No		
	Job Vacancies	No		
	Job Skills Necessary to Fill Vacancies	No		
	In-Demand Jobs, Wages, Skills, and Outlook	No		
	Eligible Training Provider List (EPTL)	No	The reportable individual/participant accessed information-only services or activities. Information-only services or activities provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives.	
	Local Performance	No		
	Availability of Supportive Services or Assistance	No		
	Job Search Assistance (Self-Directed) incl. Job Clubs/Group Workshops	No	A job seeker accessed self-services during the reporting period, either at a physical location or remotely via the use of electronic technologies. Self-Service does not uniformly apply to all virtually accessed services; For example, virtual accessed services that provide a level of support above independent job or information seeking on the part of a reportable individual/participant would not qualify as self-service.	
	Resource Room	No		

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA BASIC AND INDIVIDUALIZED CAREER Services - (PIRL Data Element Nos. 1003-1004, 1007, 1100-1113, 1115-1116, 1200-1203, 1205-1207, 1210-1211)

Staff-Assisted Basic and Individualized Career Services: WIOA Title I Adult and Dislocated Worker

Under WIOA, individualized services that trigger participation are those that are customized to an individual and provided directly to them in a one-

PIRL Data Element Name	Career Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service contributes to the Minimum Training Expenditure Requirement	Same-Day Service?	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
Basic Career Services (STAFF ASSISTED): **"Basic Career" (STAFF ASSISTED) are services that require staff involvement to determine the participants' need or level of services that would benefit them through participation in the Adult or Dislocat**						
Job Search Assistance (STAFF ASSISTED)	**Job Search Assistance (STAFF ASSISTED)**	Activity in which the Career Planner assists participants in a one-on-one setting in the job search process, which is designed to help the participant plan and carry out a successful job hunting strategy. This includes locating relevant job openings, guidance on writing a resume, drafting a cover letter, and filling out a job application.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	No	Yes	Yes
Initial Assessment of Skill Levels & Other Needs (STAFF ASSISTED)	**Initial Assessment of Skill Levels & Other Needs (STAFF ASSISTED)**	Initial steps of customer engagement. Collecting preliminary information in a one-on-one setting about the individual's interests, skill levels (including literacy, numeracy, and English language proficiency), aptitudes, abilities (including skills gaps), challenges, and supportive service needs. The initial assessment is intended to be a brief, preliminary information-gathering process that, among other things, provides sufficient information about an individual's basic literacy and occupational skill levels to enable appropriate referrals to services available through the One-Stop operator and partner programs. The initial assessment captures details such as work history, educational attainment levels, income, and family status that support initial conversations about the individual's career service and training needs. While this initial step of assessment provides an important administrative function, staff must also consider the opportunities to utilize it as a first step in the individual's programmatic engagement. Individualized career and/or training services identified through the initial assessment offer the starting point for engaging in the comprehensive and specialized assessment process. NOTE: This basic career service differs from the Individualized Career Service "Comprehensive and Specialized Assessments" because it is initially provided to gather preliminary information (requiring staff assistance), whereas the latter is a more in-depth participant assessment. This service will be automatically added once Part 1 of the Getting Started Assessment has been completed in the Illinois Workforce Development System. It is required prior to the development of the Universal Career Plan. See Career Planning and Assessment Requirements policies.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	No	Yes	Yes
Referred to Employment/Placement Assistance (STAFF ASSISTED)	**Referred to Employment/Placement Assistance (STAFF ASSISTED)**	Assistance by a career planner in a one-on-one setting who matches a participant with existing permanent unsubsidized job openings that are related to the participant's prior job experience, career goals, and occupational interests, or with the training program the individual has completed. This includes setting up interviews with potential employers. Do not record this service when customers are placed into an OJT or other WBL opportunities.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	No	Yes	Yes
Career Counseling/Guidance Services (STAFF ASSISTED)	**Career Information Services (STAFF ASSISTED)**	Provision of career and training information in a one-on-one setting with significant staff involvement designed to help participants find the right career path. This includes the provision of information (including information on local performance and eligible training providers), materials, suggestions, or advice intended to assist the job seeker in making occupation or career decisions. Examples of Career Information include providing labor market information (LMI) and demand occupations, wages, job openings, etc. Note: This basic career service differs from the Individualized Career Service "Career Planning" because it only provides information (requiring staff assistance), whereas the latter involves the day-to-day career counseling of a participant.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	No	Yes	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA BASIC AND INDIVIDUALIZED CAREER Services - (PIRL Data Element Nos. 1003-1004, 1007, 1100-1113, 1115-1116, 1200-1203, 1205-1207, 1210-1211)

Staff-Assisted Basic and Individualized Career Services: WIOA Title I Adult and Dislocated Worker

Under WIOA, individualized services that trigger participation are those that are customized to an individual and provided directly to them in a one-

PIRL Data Element Name	Career Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service contributes to the Minimum Training Expenditure Requirement	Same-Day Service?	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
Provision of Information and Meaningful Assistance Filing for UI (STAFF ASSISTED)	**UI Filing Information (STAFF ASSISTED)**	Provision of information and meaningful one-on-one assistance to individuals seeking help in filing a claim for unemployment compensation.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	No	Yes	Yes
Assistance Establishing Eligibility for Financial Aid (STAFF ASSISTED)	**Assistance Establishing Eligibility for Financial Aid (STAFF ASSISTED)**	Provision of one-on-one assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	No	Yes	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA BASIC AND INDIVIDUALIZED CAREER Services - (PIRL Data Element Nos. 1003-1004, 1007, 1100-1113, 1115-1116, 1200-1203, 1205-1207, 1210-1211)

Staff-Assisted Basic and Individualized Career Services: WIOA Title I Adult and Dislocated Worker

Under WIOA, individualized services that trigger participation are those that are customized to an individual and provided directly to them in a one-

PIRL Data Element Name	Career Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service contributes to the Minimum Training Expenditure Requirement	Same-Day Service?	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
Individualized Career Services: **"Individualized" Career Services require significant staff involvement and focus on specific plans, strategies, and services that have been developed and evolved from BASIC career explorations. These individualized serv and require active participation to ensure a participant will succeed in the employment they have determined is the most appropriate and best chance of successful, long-term outcom**						
Comprehensive and Specialized Assessment	**Comprehensive and Specialized Assessments**	This service is provided to determine a participant's skill levels and service needs. It is used to record diagnostic tests and comprehensive and/or specialized assessments, including in-depth interviews and evaluations of a participant's challenges to employment, occupational goal(s) and career pathway, along with the occupational knowledge, skills, and abilities associated with that goal and pathway, and service needs. This service may include interpreting the results of assessment tools as well as in-depth interviewing and evaluation to identify employment challenges and appropriate employment goals. This service will be automatically added once Part 1 of the Getting Started Assessment has been completed in the Illinois Workforce Development System. It is required prior to the development of the Career Plan. See Career Planning and Assessment Requirements policies.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	No	Yes	Yes
Development of an IEP	**Development of a Career Plan**	The Individual Employment Plan (IEP), known as the Career Plan, is an administrative document developed jointly by the participant and career planner. The plan is an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to achieve the employment and career goals, including providing information on eligible providers of training services and career pathways to attain career objectives. The Career Plan is the basic instrument for the LWIAs to document the appropriateness of the decisions made about the combination of services for the participant, including referrals to other programs for specified activities, and assists the career planner in ensuring they address everything fully that was identified in the assessment. To develop the Career Plan, an initial and comprehensive assessment must be completed. Therefore, the enrolling services of Initial Assessment of Skill Levels & Other Needs (STAFF ASSISTED) and Comprehensive and Specialized Assessment will be recorded once Part 1 of the Getting Started Assessment has been completed. The initial creation of the Career Plan is logged and reported; however, all subsequent modifications and updates to the Career Plan are activities and do not extend participation or delay exit. This service will be automatically added once the Career Plan has been signed by both the customer and the career planner in the Illinois Workforce Development System. **See the Career Planning policy.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	No	Yes	Yes
Career Planning	**Career Planning**	The provision of a client-centered approach in the delivery of services, designed to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies and to provide job, education, and career counseling, as appropriate during program participation and after job placement. Career planners are to provide one-on-one staff-assisted career counseling. These activities are to assess the areas in which WIOA participants have the greatest needs and assist them in determining whether or not their existing skills are in demand in the local economy. This includes providing materials, recommendations, suggestions, or advice to assist the participant in making occupation or career decisions. Note: This service should not be used to record general interactions (case management) with participants. Speaking with a participant about day-to-day issues is not career planning and should not be recorded as such. Those types of interactions should be recorded as case notes. **See Career Planning policy.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	No	Yes	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA BASIC AND INDIVIDUALIZED CAREER Services - (PIRL Data Element Nos. 1003-1004, 1007, 1100-1113, 1115-1116, 1200-1203, 1205-1207, 1210-1211)

Staff-Assisted Basic and Individualized Career Services: WIOA Title I Adult and Dislocated Worker

Under WIOA, individualized services that trigger participation are those that are customized to an individual and provided directly to them in a one-

PIRL Data Element Name	Career Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service contributes to the Minimum Training Expenditure Requirement	Same-Day Service?	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
Short-Term Prevocational Services	**Short-Term Prevocational Services**	Short-term pre-vocational services are time-limited services designed to quickly prepare individuals for unsubsidized employment or training. These services provide fundamental skills for finding a job and meeting general job requirements that are not specific to an occupation. They are not job-specific training, but instead focus on general employment. Short-term pre-vocational services include, but are not limited to, developing learning and intercommunication skills, interviewing skills, mock interviewing skills, punctuality, personal maintenance skills, and professional conduct. These are intended for individuals who lack specific skills or experience needed for immediate entry into a particular occupation. Short-Term Pre-Vocational Services are intended for individuals who lack occupational credentials/certifications and require short-term services to enhance and upgrade skills for employment. Pre-vocational services may include services that: a) Preparing individuals for licensing or certification exams; and b) Enhancing the employability of individuals who already possess occupational skills, such as computer skills, in demand but lack up-to-date skills required in most workplaces hiring for the occupation. Examples of pre-vocational services include but are not limited to, nursing license exam courses and computer skills training to enhance employability when individuals already possess a set of core occupational skills but do not have the technology skills required. Includes OSHA 10 training, CPR/First Aid classes, ServSafe courses, basic computer classes, and other short-term courses that do not end in a credential and are not industry-specific.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	Must Be Combined With Training to Count	No	Yes
Internships and Work Experiences (including transitional jobs)	**WBL - Paid WEX/Internship**	A work experience or internship is a planned, structured learning experience that takes place in a workplace or at a worksite for a limited period of time. A work experience or internship may be arranged within the private for-profit sector, the non-profit sector, or the public sector. The work experience or internship is **paid**, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. **See the Work Experience and Transitional Jobs policy.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	Yes	No	Yes
	WBL - Unpaid WEX/Internship	A work experience or internship is a planned, structured learning experience that takes place in a workplace or at a worksite for a limited period of time. A work experience or internship may be arranged within the private for-profit sector, the non-profit sector, or the public sector. The work experience or internship is **unpaid**, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. **See the Work Experience and Transitional Jobs policy.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	Yes	No	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA BASIC AND INDIVIDUALIZED CAREER Services - (PIRL Data Element Nos. 1003-1004, 1007, 1100-1113, 1115-1116, 1200-1203, 1205-1207, 1210-1211)

Staff-Assisted Basic and Individualized Career Services: WIOA Title I Adult and Dislocated Worker

Under WIOA, individualized services that trigger participation are those that are customized to an individual and provided directly to them in a one-

PIRL Data Element Name	Career Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service contributes to the Minimum Training Expenditure Requirement	Same-Day Service?	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
	WBL - Pre-Apprenticeship	A program designed to prepare individuals to enter and succeed in a Registered Apprenticeship program that has a documented partnership with an employer and at least one, if not more, Registered Apprenticeship program(s) which includes all of the following: a) Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that has been designed to prepare participants to meet the minimum entry-level requirements of the Apprenticeship. b) Access to educational and career counseling, and other supportive services as needed by participants. c) Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework. d) Upon successful completion of the program, participants are provided continued support and assistance in the application process to facilitate entry into a Registered Apprenticeship program and may receive preference for enrollment. A quality pre-apprenticeship program is one that also incorporates inclusive recruitment of underrepresented individuals and strives for credential acquisition. For a more in-depth definition of pre-apprenticeship in Illinois see the IWIB Apprenticeship Illinois Committee Work Group's Approved Definition for Pre-Apprenticeship. Per TEN 19-22, Change 1, a pre-apprenticeship program is considered a type of work experience. If the pre-apprenticeship program includes an occupational skills component, it is considered a training program and may be funded using an Individual Training Account for a program on the State's list of Eligible Training Providers (ETP). Participants are counted as receiving training services for reporting purposes. **See the Work Experience and Transitional Jobs policy or ETPL policy as applicable.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER Training Measures* AMSG/DMSG *If an occupational training component is provided with an ITA, then the training measures also apply.	Yes	No	Yes
	WBL - Job Shadowing	Job shadowing is a work experience option where students learn about a job by walking through the work day as a shadow to an employee of the worksite. They witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student and can be anywhere from a few hours, to a day, to a week or more. It is intended to assist the individual in determining employment and career compatibility. **See the Work Experience and Transitional Jobs policy.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	Yes	No	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA BASIC AND INDIVIDUALIZED CAREER Services - (PIRL Data Element Nos. 1003-1004, 1007, 1100-1113, 1115-1116, 1200-1203, 1205-1207, 1210-1211)

Staff-Assisted Basic and Individualized Career Services: WIOA Title I Adult and Dislocated Worker

Under WIOA, individualized services that trigger participation are those that are customized to an individual and provided directly to them in a one-

PIRL Data Element Name	Career Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service contributes to the Minimum Training Expenditure Requirement	Same-Day Service?	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
	WBL - Transitional Jobs	Transitional jobs are time-limited, wage-paid work experiences that are subsidized up to one hundred (100) percent. These jobs can be in the public, private, or non-profit sectors and are only available for individuals with challenges to employment who are chronically unemployed or who have an inconsistent work history, as determined by the local board. Transitional jobs provide individuals 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 skills. Transitional jobs may provide a meaningful opportunity for individuals, especially those with challenges to employment and inconsistent work history, to gain experience that leads to stable long-term employment. Transitional Jobs requirements include: must be combined with comprehensive career and supportive services; must be designed to establish a work history for the individual, demonstrate success in the workplace, and develop the skills that lead to entry into and retention in unsubsidized employment; and unlike on-the-job training (OJT), with transitional jobs the training provider may be the employer of record and there is no requirement that the employer retains the individual upon completion of the transitional job, however, job retention is an ideal outcome. See the Work Experience and Transitional Jobs policy.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	Yes	No	Yes
Workforce Preparation Activities	**Workforce Preparation Skills**	Workforce preparation skills are broad, foundational skills needed to prepare for a career/work culture. They prepare individuals not just for one job, but for a career path by building general work-readiness skills. Workforce Preparation activities help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills. These skills include competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of post-secondary education or training, or employment. This includes the IL Career Pathways definition of Essential Employability skills. Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills such as math and reading. Soft Skills - Skills and/or abilities that enable someone to relate to others and adapt to a workplace environment and are necessary to being successful in the workplace. Soft skills are non-technical, intangible, and personality-specific skills. Soft skills may include work habits (such as punctuality, appropriate attitude and behavior, cooperation, the ability to take constructive criticism), integrity, interpersonal skills, problem-solving, multitasking, making good and informed decisions, communicating with others, positive job attitude or managing oneself in the workplace, showing initiative and reliability, etc.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	Yes	No	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA BASIC AND INDIVIDUALIZED CAREER Services - (PIRL Data Element Nos. 1003-1004, 1007, 1100-1113, 1115-1116, 1200-1203, 1205-1207, 1210-1211)

Staff-Assisted Basic and Individualized Career Services: WIOA Title I Adult and Dislocated Worker

Under WIOA, individualized services that trigger participation are those that are customized to an individual and provided directly to them in a one-

PIRL Data Element Name	Career Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service contributes to the Minimum Training Expenditure Requirement	Same-Day Service?	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
Financial Literacy Services	**Financial Literacy Services**	Financial literacy education activities may include the following: a) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions; b) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards; c) Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit; d) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions; e) Educate participants about identity theft, ways to protect themselves from identity theft, and how to resolve cases of identity theft and, in other ways, understand their rights and protections related to personal identity and financial data; f) Support activities that address the particular financial literacy needs of non-English speakers, including providing support through the development and distribution of multilingual financial literacy and education materials; g) Provide financial education that is timely and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and h) Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high-quality and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	No	No	Yes
Out-of-Area Job Search Assistance and Relocation Assistance	**Out-of-Area Job Search/Relocation Assistance**	Out-of-Area Job Search Assistance - Activity which assists adults and dislocated workers, who have skills which are in-demand in other labor markets, but not in the local labor market to locate employment opportunities. This includes the provision of access to job listings, telephones to contact employers, and clerical assistance for the preparation of resumes and other documents. Relocation Assistance - Services provided to an adult or dislocated worker who has secured employment outside the local labor market area and require assistance in moving to their new job site. The participant's Career Plan must support provision of this type of assistance.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	No	Yes	Yes
English-Language Acquisition and Integrated Education and Training Programs	**English Language Education**	This service is an integrated English literacy and civics education (IEL/CE). It is defined as education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. Note: English Language Acquisition activities when provided as part of an Integrated Career & Academic Preparation System (ICAPS) program, which is the implementation of the Integrated Education and Training (IET) model in Illinois, must be recorded as a training service. IETs are a service approach that provides adult education and literacy activities (including English language acquisition (ELA) activities) concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER	Yes	No	Yes

*Performance Measures:

Employment Measures

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA BASIC AND INDIVIDUALIZED CAREER Services - (PIRL Data Element Nos. 1003-1004, 1007, 1100-1113, 1115-1116, 1200-1203, 1205-1207, 1210-1211)

Staff-Assisted Basic and Individualized Career Services: WIOA Title I Adult and Dislocated Worker

Under WIOA, individualized services that trigger participation are those that are customized to an individual and provided directly to them in a one-

PIRL Data Element Name	Career Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service contributes to the Minimum Training Expenditure Requirement	Same-Day Service?	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
AEER2 =			DEER2 = Dislocated Worker Rate 2nd Quarter after Exit			
AEER4 =			DEER4 = Dislocated Worker Rate 4th Quarter after Exit			
AMER2 =			DMER2 = Dislocated Worker Median Earnings 2nd Quarter after Exit			
		Training Measures				
ACAR =			DCAR = Dislocated Worker Credential Attainment Rate			
AMSG =			DMSG= Dislocated Worker Measurable Skill Gains			

Supportive Services: Services that are necessary to enable an individual to successfully participate in career and training activities authorized under WIOA. See the tab on Supportive Services (SS) for a listing of available

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA TRAINING Services - (PIRL Data Element No. 1300-1319)

Training Services: WIOA Title I Adult and Dislocated Workers

PIRL Data Element Name	Training Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service Contributes to the Minimum Training Expenditure Requirement	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
Training Services: **Training services are designed to equip participants with the skills and credentials needed to secure employment aligned with their career goals and long-term success.**					
*On-the-Job Training (non-WIOA Youth)	**OJT - Private Sector**	OJT is provided under a contract with an employer or registered apprenticeship program sponsor in the private non-profit or private sector. Through the OJT contract, occupational training is provided for the WIOA participant in exchange for the reimbursement, typically up to fifty (50) percent of the wage rate of the participant, for the extraordinary costs of providing the training and supervision related to the training. LWIAs must consider skill requirements of the occupation, participant's academic and occupational skill, work experience and the Career Plan. An OJT contract must be limited to the period of time required for participant to become proficient in the training related occupation. Illinois ETPL requirements do not apply. Do NOT record when the training program/service is directly related to the participant's Registered Apprenticeship training. These activities must be selected in a dropdown when adding a Registered Apprenticeship service. **See OJT policy.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER Training Measures AMSG/DMSG	Yes	Yes
	OJT - Public Sector	Same as OJT just provided in the Public Sector. All provisions listed for OJT - Private Sector apply here. **See OJT policy.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER Training Measures AMSG/DMSG	Yes	Yes
*Skill Upgrading	**Skill Upgrading and Retraining**	Short-term or part-time training is designed to upgrade skills in the workplace and provide retraining to enhance current skills. These are courses that promote skills upgrading to train incumbent workers in specific skills needed by a particular business or industry, leading to potential career growth and increased wages. This includes courses that develop professional competencies particularly relevant to a vocational or occupational goal as specified in the Career Plan. It must be demonstrated that the training will result in the workers' acquisition of transferable skills that result in an industry-recognized certification or credential. Skills Upgrading training type should be reported for training that provides additional skills or certifications within the participant's specific occupational field, and where no more specific training type is applicable. Skills Upgrading is differentiated from Occupational Skills Training because the occupational goal is within a field for which the participant already has experience or training. Training program must be on the Illinois ETPL. Do NOT record when the training program/service is directly related to the participant's Registered Apprenticeship training. These activities must be selected in a dropdown when adding a Registered Apprenticeship service. **See the Training and Individual Training Accounts (ITAs) policies.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER Training Measures ACAR/DCAR AMSG/DMSG	Yes	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA TRAINING Services - (PIRL Data Element No. 1300-1319)

Training Services: WIOA Title I Adult and Dislocated Workers

PIRL Data Element Name	Training Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service Contributes to the Minimum Training Expenditure Requirement	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
Entrepreneurial Training (non-WIOA Youth)	**Entrepreneurial Skills Training**	Entrepreneurial skills training must provide the basics of starting and operating a business. These skills include but are not limited to, developing budgets and forecasting resource needs, business plan development, securing financing, general business law concepts, employee management, and the understanding of marketing concepts. Training program must be on the Illinois ETPL. **See the Training and Individual Training Accounts (ITAs) policies.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER Training Measures ACAR/DCAR AMSG/DMSG	Yes	Yes
Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with training services listed in paragraphs (a) through (g) of this section	****WIOA Title IB Funded Adult Education w/Training**	The Integrated Career & Academic Preparation System (ICAPS), is the implementation of the IET (Integrated Education and Training) model in Illinois. IETs are a service approach that provides adult education and literacy activities (including English language acquisition (ELA) activities) concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. ICAPS aims to provide an integrated pathway in Career and Technical Education (CTE) for college credit and/or program certificate opportunities for Adult Education and Literacy (AEL) students that lack basic skills. ICAPS/IET career pathway programs must be approved by the Illinois Community College Board (ICCB) to ensure the three components of integrated education and training are provided concurrently as well as contextually as required. ICAPS programs must be on the Illinois ETPL. NOTE: This is not stand-alone adult education and literacy activities. Since WIOA Title I cannot fund stand-alone adult education and literacy activities (e.g., adult education, high-school equivalency, etc.), career planners must refer the participant to a Title II Adult Education provider for those services. **See the Adult Education and the Integrated Career & Academic Preparation System (ICAPS) policy.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER Training Measures ACAR/DCAR AMSG/DMSG	Yes	Yes
Customized Training	**Customized Training**	Customized training is designed to meet the special requirements of a single employer or a group of employers and is provided by that/those employer(s) with a commitment to employ the worker upon successful completion of the training. To be considered a countable training expenditure, the customized training: a) May not be more than 50% of the total training cost; and b) Must be with an employer who: i. Agrees to hire WIOA participants upon completion of the customized training; and ii. Are training employed workers who: 1) Do not earn wages at a self-sufficiency level and to whom the employer commits to continue to employ; and 2) Are being trained in new technologies, new production or service procedures, who require additional skills or workplace literacy required for employment, or for other appropriate purposes identified by local boards. Illinois ETPL requirements do not apply. **See Customized Training policy.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER Training Measures AMSG/DMSG	Yes	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA TRAINING Services - (PIRL Data Element No. 1300-1319)

Training Services: WIOA Title I Adult and Dislocated Workers

PIRL Data Element Name	Training Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service Contributes to the Minimum Training Expenditure Requirement	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
Occupational Skills Training (non-WIOA Youth)	**Occupational Skills Training**	An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Such training must be specified in the participant's Career Plan and be of sufficient duration to impart needed skills and lead to a recognized postsecondary credential. Such programs should be outcome orientated and focused on an occupational goal specified in the Career Plan. Occupational Skills training type should be reported for training that provides skills or certifications for a participant to move into a new or different occupation from one that the participant previously had experience or training. Occupational Skills Training (06) is differentiated from Skills Upgrading because the occupational goal is outside of a field for which the participant already has experience or training. Single course(s) that aren't a separate training program and are required for entry into a program of study should be combined with the Occupational Skills Training service. An example would be the need for BIO100 before entry into a CNA program of study. Additionally, general education courses listed in the training provider's catalog as part of a program of study's course requirements should also be included in the Occupational Skills Training service. General education courses that are not listed as courses in the program of study's course requirements are not considered training. When funded by an Individual Training Account (ITA), the training program must be on the Illinois ETPL. **See the Training and Individual Training Accounts (ITAs) policies.** If the local board, per WIOA Section 134(c)(3)(G)(ii) and 20 CFR 680.320, determines that it would be **most appropriate to award a contract to an institution of higher education or other provider of training services to facilitate the training of a cohort of multiple individuals in one or more in-demand industry sectors or occupations**, and such contract does not limit customer choice, occupational skills training may be provided by contract. **See the Class-Sized Training policy.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER Training Measures ACAR/DCAR AMSG/DMSG	Yes	Yes
Prerequisite Training	**Prerequisite Training**	Per TEN 19-22, Change 1 prerequisite training consists of a separate, distinct training that satisfies the requirements for participating in a subsequent, planned training. Prerequisite training may be the only training at certain times during participation or if the participant discontinues receiving training services. An example would be the career pathway of a required CNA training that results in a certificate before a participant can be enrolled into an LPN or ADN program of study. Single course(s) that aren't a separate training program and are required for entry into a program of study should be combined with the Occupational Skills Training service. An example would be the need for BIO100 before entry into a CNA program of study. Additionally, general education courses listed in the training provider's catalog as part of a program of study's course requirements should also be included in the Occupational Skills Training service. General education courses that are not listed as courses in the program of study's course requirements are not considered training. Training program must be on the Illinois ETPL. **See the Training and Individual Training Accounts (ITAs) policies.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER Training Measures ACAR/DCAR AMSG/DMSG	Yes	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA TRAINING Services - (PIRL Data Element No. 1300-1319)

Training Services: WIOA Title I Adult and Dislocated Workers

PIRL Data Element Name	Training Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service Contributes to the Minimum Training Expenditure Requirement	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
Registered Apprenticeship	**Registered Apprenticeship Program (RAP)**	An apprenticeship program registered with the U.S. Department of Labor meeting the standards defined by USDOL under 29 CFR Part 29, Subpart A. Registered Apprenticeship is a proven model of job preparation that combines paid on-the-job training (OJT) with related instruction to progressively increase workers' skill levels and wages. It allows employers to develop and apply industry standards to training programs, thereby increasing productivity and the quality of the workforce. As an "earn and learn" strategy, Registered Apprenticeship offers job seekers immediate employment opportunities that pay sustainable wages and offer advancement along a career path. Graduates of Registered Apprenticeship programs receive nationally-recognized, portable credentials, and their training may be applied toward further post-secondary education. There are five key elements of apprenticeship: Business involvement; Structured on-the-job training; Related instruction; Rewards for skill gains; and Industry-recognized credentials. The Registered Apprenticeship Program must be on the Illinois ETPL. NOTE: In IWDS, RAPs are reported under the Training PIRL elements. There is no need to report both portions of the RAP in IWDS, since the system pulls from the documentation of related OJT and Skill Upgrading and Retraining (ITA) within the RAP service. **See the Training and Individual Training Accounts (ITAs) policies.**	Employment Measures AEER2/DEER2 AEER4/DEER4 AMER/DMER Training Measures ACAR/DCAR AMSG/DMSG	Yes	Yes

***Performance Measures:**

This column identifies the relationship of each enrolled service to WIOA Title IB Performance Measures.
All WIOA participants will be included in the denominator for Employment Rate 2nd and 4th Quarter Post Exit.
All registrants employed in the 2nd Quarter Post Exit will be included in the denominator of the Median Earnings measure.
Enrollment in specific training programs or OJT determines when participant are included in the Credential and/or MSG measures.

Employment Measures

AEER2 = Adult Employment Rate 2nd Quarter after Exit
AEER4 = Adult Employment Rate 4th Quarter after Exit
AMER2 = Adult Median Earnings Rate 2nd Quarter after Exit
DEER2 = Dislocated Worker Rate 2nd Quarter after Exit
DEER4 = Dislocated Worker Rate 4th Quarter after Exit
DMER2 = Dislocated Worker Median Earnings 2nd Quarter after Exit

Training Measures

ACAR = Adult Credential Attainment Rate
AMSG = Adult Measurable Skill Gains
DCAR = Dislocated Worker Credential Attainment Rate
DMSG= Dislocated Worker Measurable Skill Gains

Matrix – "MTE – 50%"
Minimum Training Expenditure Requirement (MTE) – 50%
Service may contribute to the 50% Minimum Training Expenditure (MTE).
When a participant is enrolled in services indicating "Yes", the costs associated with the service may count towards the LWIB's 50% rate.

Triggers Participation/Extends 90 Day Exit Window (Enrolled Service)
Enrollment makes an individual a WIOA participant.
Service record or episode extends participation by resetting the clock on the "90-Day Rule" for exit. Extends 90-Day Exit Window
Each additional service (or episode) begins a new 90-day window to program exit date.
Extends participation period and exit.
Related to 90-Day Exit rule compliance.

Non-Enrolling Activities
Activities that support career planning rather than a service or benefit received by the participant directly. The following activities provide a documentation mechanism to er enrollment in the program. These are activities, NOT SERVICES, therefore they DO NOT trigger participation or extend the date of exit.

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA TRAINING Services - (PIRL Data Element No. 1300-1319)

Training Services: WIOA Title I Adult and Dislocated Workers

PIRL Data Element Name	Training Service/Activity Label (IWDS)	Definition	*WIOA Performance Measure(s)	MTE - 50%: Service Contributes to the Minimum Training Expenditure Requirement	Triggers Participation/ Extends 90 Day Exit Window (Enrolled Service)
	Training Paid by Non-WIOA Title I Funds	This activity should only be recorded in specific circumstances as a mechanism to indicate when a WIOA participant is 1) co-enrolled in another program and is being provided a training service NOT funded by WIOA Title IB; or 2) is engaged in training but the training is NOT paid by Title IB funds (e.g., paid by the participant or through grants/loans/scholarships) and is also receiving WIOA Title IB-funded individualized career services. The career planner must provide justification for the need for wrap-around WIOA services to meet the participant's employment goals that are outlined in the Career Plan. The career planner must also indicate the program providing the training service in the Career Plan; Services; and Exit. **This "other" type of training documentation will NOT flag participants for inclusion in the Training measures unless they are provided with an additional WIOA-funded training service.**	N/A	N/A	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
WIOA Youth Program Elements: Services and activities that prepare youth for education, training, and employment, addressing academic, career, and personal development needs.							
1	Career	Tutoring, Study Skills Training, Dropout Prevention	**Tutoring/Study Skills Instruction/Dropout Prevention** **Education**	Educational Achievement Services: Dropout prevention and recovery strategies that lead to completion of the requirements for a high school diploma or its recognized equivalent. Tutoring, study skills training and instruction that lead to a high school diploma are reported under this program element. Such services focus on providing academic support, helping youth identify areas of academic concern, assist with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Methods of instruction may be one-on-one, in a group setting or through resources and workshops. NOTE: Strategies designed to keep youth **IN SCHOOL** should be reported here. These may include, but are not limited to tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction and credit recovery services. Services getting a youth who has dropped out of school back in school are not reported here and should be reported in Youth Program Element #2 Alternative School/Dropout Recovery Services. ALL In-School Youth will be included in the MSG/Credential performance indicators. It is their In-School status at application that triggers the measures not this element, alone.	Employment Measures YEER2 YEER4 YMER Training Measures YCAR YMSG	No	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
2	Career	Alternative Secondary School Services	**Alternative School/Dropout Recovery Services** **Education**	Alternative secondary school services, such as Adult Education and Literacy Activities (Developmental Education) basic education skills training, individualized academic instruction, and English as a Second Language Training (English Language Education), are those that assist youth who have struggled in traditional secondary education. An alternative education program means a comprehensive educational program delivered in a nontraditional learning environment that is distinct and separate from the existing general or special education program. Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out-of-school. Services are aimed at reengaging youth, so they pursue education that leads to the completion of a high school diploma or its recognized equivalent. Examples of services include: a) basic education skills training; b) individualized academic instruction; c) English language learning; d) counseling related to re-engaging youth in secondary education; e) educational plan development; f) preparation for high school equivalency attainment (for high school dropouts only); g) educating youth about alternative secondary school programs within the school district and helping them through the process of connecting to an appropriate program; and h) academic credit recovery. NOTE: Services getting a **youth who has dropped out of school back in school should be reported here.** Strategies designed to **keeping youth IN SCHOOL should not be reported here** and should be reported in Youth Program Element #1 Tutoring, Study Skills Training, Dropout Prevention.	Employment Measures YEER2 YEER4 YMER Training Measures YCAR YMSG	No	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
3	Career	Paid and Unpaid Work Experience	**WBL - Paid WEX/Internship (Youth Limited to Summer Months)** **Career**	A work experience or internship is a planned, structured learning experience that takes place in a workplace or at a worksite for youth **limited to the summer months**. A work experience or internship may be arranged within the private for-profit sector, the non-profit sector, or the public sector. The work experience or internship is **paid**, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. Summer Months are defined in IL as May 1st through September 30th. **See Work Experience and Transitional Jobs policy.**	Employment Measures YEER2 YEER4 YMER	Yes	No
			WBL - Unpaid WEX/Internship (Youth Limited to Summer Months) **Career**	A work experience or internship is a planned, structured learning experience that takes place in a workplace or at a worksite for youth **limited to the summer months**. A work experience or internship may be arranged within the private for-profit sector, the non-profit sector, or the public sector. The work experience or internship is **unpaid**, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. Summer Months are defined in IL as May 1st through September 30th. **See Work Experience and Transitional Jobs policy.**	Employment Measures YEER2 YEER4 YMER	Yes	No
			WBL - Paid WEX/Internship (Not Limited to Summer Months)*** **Career**	A work experience or internship is a planned, structured learning experience that takes place in a workplace or at a worksite for a limited period of time and **not limited to the summer months**. A work experience or internship may be arranged within the private for-profit sector, the non-profit sector, or the public sector. The work experience or internship is **paid**, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. Do NOT record if provided as part of a Registered Apprenticeship Program or Pre-Apprenticeship Program. **See Work Experience and Transitional Jobs policy.**	Employment Measures YEER2 YEER4 YMER	Yes	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
			WBL - Unpaid WEX/Internship (Not limited to Summer Months)* **Career**	A work experience or internship is a planned, structured learning experience that takes place in a workplace or at a worksite for a limited period of time **not limited to the summer months**. A work experience or internship may be arranged within the private for-profit sector, the non-profit sector, or the public sector. The work experience or internship is **unpaid**, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. **See Work Experience and Transitional Jobs policy.**	Employment Measures YEER2 YEER4 YMER	Yes	No
			WBL - Pre-Apprenticeship Program **Career**	For younger youth, pre-apprenticeship programs can serve as a gateway to Registered Apprenticeship programs, while providing contextual learning that can promote and enhance high school completion levels. Programs are designed to prepare individuals to enter and succeed in a Registered Apprenticeship program that has a documented partnership with an employer and at least one, if not more, Registered Apprenticeship program(s) which includes all of the following: a) Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that has been designed to prepare participants to meet the minimum entry-level requirements of the Apprenticeship. b) Access to educational and career counseling, and other supportive services as needed by participants. c) Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework. d) Upon successful completion of the program, participants are supported to apply for a Registered Apprenticeship program and may receive preference for enrollment. A quality pre-apprenticeship program is one that also incorporates inclusive recruitment of underrepresented individuals and strives for credential acquisition. For a more in-depth definition of pre-apprenticeship in Illinois see the IWIB Apprenticeship Illinois Committee Work Group's Approved Definition for Pre-Apprenticeship. **See Work Experience and Transitional Jobs policy.**	Employment Measures YEER2 YEER4 YMER	Yes	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
			WBL - Job Shadowing **Career**	Job shadowing is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. They witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student and can be anywhere from a few hours, to a day, to a week or more. **See Work Experience and Transitional Jobs policy.**	Employment Measures YEER2 YEER4 YMER	Yes	No
			WBL - OJT - Private Sector (Youth)*** **Career**	OJT is provided under a contract with an employer or registered apprenticeship program sponsor in the private non-profit or private sector. Through the OJT contract, occupational training is provided for the WIOA participant in exchange for the reimbursement, typically up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and supervision related to the training. LWIAs must consider skill requirements of the occupation, participant's academic and occupational skill, work experience and the Career Plan. An OJT contract must be limited to the period of time required for participant to become proficient in the training related occupation. Do NOT record in IWDS when the service is directly related to the participant's Pre-Apprenticeship. These activities must be selected in a dropdown when adding a Pre-Apprenticeship service. Note: Per DOL, Youth OJTs are considered part of the work experience element and are not considered "training" for inclusion in MSG or Credential Measures. **See OJT policy.**	Employment Measures YEER2 YEER4 YMER	Yes	No
			WBL - OJT - Public Sector (Youth)*** **Career**	Same as OJT just provided in the Public Sector. All provisions listed for OJT - Private Sector apply here. **See OJT policy.**	Employment Measures YEER2 YEER4 YMER	Yes	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
			WBL - Employability Skills/Job Readiness Training (Youth) **Career**	Services that follow the Employability Skills Framework which advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments. Soft Skills - Skills and/or abilities that enable someone to relate to others and adapt to a workplace environment and are necessary to being successful in the workplace. Soft skills are non-technical, intangible, and personality-specific skills. Soft skills may include work habits (such as punctuality, appropriate attitude and behavior, cooperation, the ability to take constructive criticism), integrity, interpersonal skills, problem-solving, multitasking, making good and informed decisions, communicating with others, positive job attitude or managing oneself in the workplace, showing initiative and reliability, etc. These services must provide youth with employability skills/job readiness training **in order to prepare for a work experience**.	Employment Measures YEER2 YEER4 YMER	Yes	No
	N/A		**Cash Incentives (Youth)** **N/A**	Incentive payments to youth participants are permitted for recognition and achievement of milestones directly tied to training activities, work experiences, or education. Such incentives for achievement could include improvements marked by acquisition of a credential or other successful outcomes. The local program must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are tied to the goals of the specific program; outlined in writing before the commencement of the program that may provide incentive payments; align with the local program's organizational policies; and are in accordance with the requirements contained in 2 CFR Part 200. Federal funds must not be spent on entertainment costs. Therefore, incentives must not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment. Additionally, there are requirements related to internal controls to safeguard cash, which also apply to safeguarding of gift cards, which are essentially cash. **See Work Experience and Transitional Jobs policy.**	N/A	If directly tied to the completion of work experience	N/A

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
4	Training	Occupational Skills Training	**Occupational Skills Training (Youth)** **Training**	An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Such training must be specified in the participants Career Plan and be of sufficient duration to impart needed skills and lead to a recognized postsecondary credential. Such programs should be outcome orientated and focused on an occupational goal specified in the Career Plan. If ITA funded, training program must be on the Illinois ETPL. **See the Training and Individual Training Accounts (ITAs) policies.**	Employment Measures YEER2 YEER4 YMER Training Measures YCAR YMSG	No	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
			Registered Apprenticeship Program (RAP) **Training**	An apprenticeship program registered with the U.S. Department of Labor meeting the standards defined by USDOL under 29 CFR Part 29, Subpart A. Registered Apprenticeship programs provide an effective strategy to meet WIOA's emphasis on providing services to out-of-school youth and increasing youth work experiences. Registered Apprenticeship is an important talent development option that leads to career opportunities in demand-driven occupations. Registered Apprenticeship programs provide youth with the opportunity to "earn while they learn" and obtain portable credentials that can lead to additional positive post-secondary training outcomes. There are five key elements of apprenticeship: Business involvement; Structured on-the-job training; Related instruction; Rewards for skill gains; and Industry-recognized credentials. For younger youth, pre-apprenticeship programs can serve as a gateway to Registered Apprenticeship programs while providing contextual learning that can promote and enhance high school completion levels. High school students enrolled in secondary school who meet the minimum legal age of 16 can be employed as apprentices. Such programs must comply with all applicable laws, including Federal regulations on child labor as stated in the FLSA (see Child Labor Bulletin 101) and state child labor laws. Programs for high school students should: a) combine academic and technical classroom instruction with work experience, allowing youth to explore a career and develop industry-specific workplace competencies, skills, and knowledge while still enrolled in high school; b) Align academic and technical standards in secondary and postsecondary education, CTE, and industry-recognized credentials and certifications; and c) Incorporate stackable credentials of value for multiple pathways, including entrance into RA programs, community and technical colleges, universities, and sustainable employment. The Registered Apprenticeship Program must be on the Illinois ETPL. NOTE: In IWDS, youth RAPs are reported under the WEX and Training PIRL elements. There is no need to report both elements in IWDS since the system pulls from the documentation of related OJT (WEX) AND Youth Occupational Skills Training (ITA) within the RAP service. **See the Training and Individual Training Accounts (ITAs) policies.**	Employment Measures YEER2 YEER4 YMER Training Measures YCAR YMSG	The costs directly tied to the completion of the work experience component	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
5	Career	Education Offered Concurrently with Workforce Preparation	**Integrated Education and Training (IET)/ICAPS** **Education**	The Integrated Career & Academic Preparation System (ICAPS), is the implementation of the Integrated Education and Training (IET) model in Illinois. IET is a service approach that provides adult education and literacy activities/basic academic skills which are included as part of alternative secondary school services and dropout recovery services (program element 2) concurrently and contextually with workforce preparation activities (program element 3) and workforce training (program element 4) for a specific occupation or occupational cluster for the purpose of educational and career advancement. ICAPS aims to provide an integrated pathway in Career and Technical Education (CTE) for college credit and/or program certificate opportunities for Adult Education and Literacy (AEL) students that lack basic skills. **ICAPS/IET career pathway programs must be approved by the Illinois Community College Board (ICCB)** to ensure the three components of integrated education and training are provided concurrently as well as contextually as required. **See the Adult Educatioin and the Integrated Career & Academic Preparation System (ICAPS) policy.**	Employment Measures YEER2 YEER4 YMER Training Measures YCAR YMSG	No	No
6	Career	Leadership Development	**Leadership Development** **Career**	Leadership development opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as: a) Exposure to postsecondary educational possibilities; b) Community and service-learning projects; c) Peer-centered activities, including peer mentoring and tutoring; d) Organizational and teamwork training, including team leadership training; e) Training in decision-making, including determining priorities and problem solving; f) Citizenship training, including life skills training such as parenting and work behavior training; g) Civic engagement activities which promote the quality of life in a community; and h) Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.	Employment Measures YEER2 YEER4 YMER	No	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
7	Career	Supportive Services	**Supportive Services****	Supportive services for youth are defined as services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following: a) Linkages to community services; b) Assistance with transportation; c) Assistance with childcare and dependent care; d) Assistance with housing; e) Assistance with educational testing; f) Reasonable accommodations for youth with disabilities; g) Legal aid services; h) Referrals to health care; i) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear; j) Assistance with books, fees, school supplies, and other necessary items for students enrolled in Postsecondary education classes; and k) Payments and fees for employment and training-related applications, tests, and certifications. **See the Supportive Services policy.**	Employment Measures YEER2 YEER4 YMER	If directly tied to the completion of work experience	Yes
8	Career	Adult Mentoring	**Adult Mentoring** **Career**	Adult mentoring must last at least 12 months and may take place both during the program and following exit from the program and be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. The final rule also states that while group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Mentoring may include academic mentoring and workplace mentoring where the local program matches a youth participant with an employer or employee of a company. Local programs should ensure appropriate processes are in place to adequately screen and select mentors.	Employment Measures YEER2 YEER4 YMER	No	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
9	Career	Follow-Up Services	**Follow-Up Services**	Follow-up services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise. Follow-up services may begin immediately following the last expected date of service in the Youth program (and any other DOL program in which the participant is co-enrolled if the state is using a common exit policy as discussed in TEGL No. 10-16, Change 3) when no future services are scheduled. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program. The final rule also states that follow-up services for youth also may include the following program elements: a) Supportive services; b) Adult mentoring; c) Financial literacy education; d) 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; and e) Activities that help youth prepare for and transition to postsecondary education and training. Provision of these program elements must occur after the exit date in order to count as follow-up services. In addition, such follow-up services should be documented in the case file that they were provided as follow-up services post-exit. **See Follow-Up policy.**	N/A	No	N/A

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
10	Career	Comprehensive Guidance and Counseling	**Comprehensive Guidance and Counseling** **Career**	Comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. ETA strongly encourages integrating mental health assessments into the objective assessment process to identify potential mental health needs that must be addressed through mental health services or through referrals to mental health professionals for youth to be successful in the program. Violence Prevention is also covered under this element. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to ensure continuity of service. When resources exist within the local program or its service providers, it is allowable to provide counseling services directly to participants rather than refer youth to partner programs. This element IS NOT the day-to-day career counseling. That should be recorded as an additional episode to the Youth Career Planning (Case Management) activity. DOL guidance reiterates that this program element should not be recorded for general case management. Additionally, activities such as career awareness, career counseling, and career exploration services will be reported under element 13.	Employment Measures YEER2 YEER4 YMER	No	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
11	Career	Financial Literacy Education	**Financial Literacy Services** **Education**	Financial literacy education activities may include the following: a) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions; b) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards; c) Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit; d) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions; e) Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data; f) Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials; g) Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling; h) Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and i) Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.	Employment Measures YEER2 YEER4 YMER	No	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
12	Career	Entrepreneurial Skills Training	**Youth Entrepreneurial Skills Training** **Education**	This program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to take initiative; creatively seek out and identify business opportunities; develop budgets and forecast resource needs; understand various options for acquiring capital and the trade-offs associated with each option; and communicate effectively and market oneself and one's ideas. Approaches to teaching youth entrepreneurial skills may include, but are not limited to: a) Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start-up and operation; b) Enterprise development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas; and c) Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community. Note: Per DOL, Youth Entrepreneurial Skills Training is not considered "training" for inclusion in MSG or Credential Measures.	Employment Measures YEER2 YEER4 YMER	No	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
13	Career	Services that Provide Labor Market Information	**Labor Market Information (LMI)** **Career**	Labor Market Information (LMI) refers to the body of knowledge that describes the relationship between labor demand and supply. This includes identification and analysis of the socio-economic factors that influence employment, training, and business decisions, such as worker preparation, educational program offerings and related policy decisions within national, State, and local labor market areas. LMI includes, but is not limited to: (1) Employment numbers by occupation and industry; (2) Unemployment numbers and rates; (3) Short- and long-term industry and occupational employment projections; (4) Information on business employment dynamics, including the number and nature of business establishments, and share and location of industrial production; (5) Local employment dynamics, including business turnover rates; new hires, job separations, net job losses; (6) Job vacancy counts; (7) Job seeker and job posting data from the public labor exchange system; (8) Identification of high growth and high demand industries, occupations, and jobs; (9) Information on employment and earnings for wage and salary workers and for the self-employed; (10) Information on work hours, benefits, unionization, trade disputes, conditions of employment, and retirement; and (11) Information on occupation-specific requirements regarding education, training, skills, knowledge, and experience.	Employment Measures YEER2 YEER4 YMER	No	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
			Career Awareness, Guidance, and Exploration **Career**	Career Exploration is the process of learning about oneself and the world of work, identifying and exploring potentially satisfying occupations, and developing an effective strategy to realize goals. This should include three main components to benefit youth; in-depth career awareness, career counseling, and career exploration services, which consist of: a) Staff provide tools and information essential for career awareness. This begins the process of developing knowledge of the variety of careers and occupations available, their skill requirements, working conditions, training prerequisites, and job opportunities across a wide range of industry sectors; b) Engage with youth to provide career counseling/coaching or guidance, providing assessment-driven advice and support in making informed decisions about career paths to pursue. Services may include guidance on choosing a career and the requirements for employment. This may include information about job search assistance, resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training (e.g., increased earning power and career mobility); c) Career exploration can be described as the process by which youth choose an educational path and training, or a job/career, that fits their interests, skills, and abilities; or d) Job Readiness/Workforce Preparation and Employability Skills, which provides fundamental skills for finding a job and meeting general job requirements that are not specific to a career or industry. It may include developing learning and communication skills, interviewing skills, punctuality, personal hygiene, and professional conduct, as well as competencies in teamwork, collaboration, and customer service, to prepare individuals for unsubsidized employment or training.	Employment Measures YEER2 YEER4 YMER	No	Yes
			Referred to Employment/ Placement Assistance (STAFF ASSISTED) **Career**	Assistance by a career planner in a one-on-one setting who matches a participant with existing job openings that are related to the participant's prior job experience, career goals, and occupational interests or with the training program the individual has completed. This includes setting up interviews with potential employers.	Employment Measures YEER2 YEER4 YMER	No	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
14	Career	Post-Secondary Preparation and Transition Activities	**Post-Secondary Prep & Transition Activities** **Education**	In 20 CFR § 681.460 (a)(14), the final program element is activities that help youth prepare for and transition to postsecondary education and training. This element is not further described in the final rule. Postsecondary preparation and transition activities and services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship programs. Additional services include, but are not limited to, digital literacy; assisting youth to prepare for SAT/ACT testing; assisting with college admission applications; searching and applying for scholarships and grants; filling out the proper Financial Aid applications and adhering to changing guidelines; connecting youth to postsecondary education programs; and prerequisite courses required to enter into a postsecondary training program.	Employment Measures YEER2 YEER4 YMER	No	No

* Note that the categorization of career services and training services for the title I Youth program differs from the title I Adult and Dislocated Worker programs.

**Performance Measures:
This column identifies the relationship of each enrolled service to WIOA Title IB Performance Measures.
All ISY are included in the MSG and Credential Attainment Rate measures since they are attending secondary or postsecondary school.
Only OSY who are in one of the following are included in the indicators: the program element occupational skills training; secondary education during participation in the Title I Youth program; postsecondary education during participation in the Title I Youth program; Title II-funded adult e
the 9th grade level during participation in the Title I Youth program; the YouthBuild program during participation in the Title I Youth program; and Job Corps during participation in the Title I Youth program.
All WIOA Youth participants will be included in the denominator for Employment Rate 2nd and 4th Quarter Post Exit.
All Youth who are employed in the 2nd Quarter Post Exit will be included in the denominator of the Median Earnings measure.

***Youth OJT (839, 840) and/or ***Employment Opportunities Not Limited to Summer Months (445, 446) are NOT recorded in IWDS when the service is directly related to the participant's Pre-Apprenticeship. These activities must be selected in a dropdown when adding a Pre-Apprentic

****Per TEGL 21-16, supportive services can be provided to youth participants either during participation as Program Element 7 (Supportive Services) or after exit as a component of Program Element 9 (Follow-Up Services), though the former triggers and extends participation while the la

Employment Measures	Training Measures

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?

YEER2 = Youth Employment Rate 2nd Quarter after Exit
YEER4 = Youth Employment Rate 4th Quarter after Exit
YMER2 = Youth Median Earnings Rate 2nd Quarter after Exit

YCAR = Youth Credential Attainment Rate
YMSG= Youth Measurable Skill Gains

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
			The Youth activities of Eligibility Determination/Intake, Objective Assessment, and Development of a Career Plan are required prior to enrollment into the youth progra provide a documentation mechanism to support enrollment in the Youth program. These activities are NOT SERVICES; therefore, they DO NOT trigger participation for youth, are not included in one of the 14 youth program elements, don't count for fe				
			Youth Eligibility Determination/Intake	Determination of eligibility in the WIOA Youth program. Staff collect an application and documentation to determine if the individual is eligible for the in-school or out-of-school program. **See the Youth Eligibility Policy.**	N/A	N/A	Yes
			Youth Objective Assessment	This activity is provided to determine participants' skill levels and service needs. It is used to record various allowable assessments, including in-depth interviews and evaluations, of a youth's challenges to employment, occupational goal(s) and career pathway, occupational knowledge, skills, and abilities associated with that goal and pathway, and service needs. This activity may include interpreting the results of assessment tools and in-depth interviewing and evaluation to identify employment challenges and appropriate employment goals. Assessments must also consider a youth's strengths rather than just focusing on areas that need improvement. See Career Planning and Assessment Requirements policies. Career Planners providing objective assessments as part of the eligibility process is not reported as one of the 14 youth program elements in the PIRL. This is not a service tied to a program element, but a documentation mechanism for the objective assessment, which is one of the three pre-enrollment requirements. This service will be automatically added once the Getting Started Assessment has been completed in the Illinois Workforce Development System. It is required prior to the development of the Career Plan.	N/A	N/A	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table B Participant Level Services Chart

WIOA YOUTH Services - (PIRL Data Element No. 1205, 1206, 1303-2-11, 1402-1403, 1405, 1407-1415)

YOUTH Program Elements: Education/Employment/Training

Youth Program Element	Type of Service*	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Service/Activity Label (IWDS)	Definition (All definitions are found in TEGL 21-16 Pages 14-23)	**WIOA Performance Measure(s)	WEX - 20%: Service Contributes to Youth Work Experience Expenditure Requirement	Same-Day Service?
			Development of a Career Plan	The Career Plan is an administrative document jointly developed by the participant and career planner. WIOA requires that all youth participants have a Career Plan, which is an ongoing strategy to identify the participant's educational goals, employment goals including information on career pathways to attain career objectives, suitable achievement targets, needs assessment for supportive service and the appropriate mix of services, taking into account the information documented in the Objective Assessment. The Career Plan is the basic instrument to document the appropriateness of the decisions made about the combination of services for the participant, including referrals to other programs for specified activities and assists the career planner in ensuring they address everything fully that was identified in the assessment. **Note that the development of a Career Plan is not a program element and is not reported as one of the 14 youth program elements in the PIRL. This is not a service tied to a program element, but a documentation mechanism to establish the Career Plan, which is one of the three pre-enrollment requirements, has been created.** **See Career Planning policy.**	N/A	N/A	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA Supportive Services - (PIRL Data Element Nos. 1409 and 1500)

WIOA Title I Supportive Services

Supportive Services: Supportive Services are necessary to enable a participant to successfully take part in WIOA activities for Youth or career and training activities authorized Workers.

See the state Supportive Services policy. In addition, Local Workforce Innovation Boards (LWIBs) must develop a supportive services policy that ensures resource and service policy should address procedures for referral to such services, including how such services will be funded when they are not otherwise available from partne

PIRL Data Element Name	Service/Activity Label (IWDS)	Definition	Same-Day Service?
Most Recent Date Received Supportive Services	**SS - Linkages to Community Services/Referrals**	Linkages to services provided by the community or other partner programs offered via referrals to the participant. Examples include, but aren't limited to: a) Food pantries and soup kitchens; b) Homeless shelters and housing assistance; c) Substance abuse/addiction counseling; d) Mental health counseling; e) Domestic abuse intervention; f) Parenting resources; g) Childcare/dependent care assistance; h) Transportation assistance; i) Clothing assistance; j) Education and literacy programs; k) Legal Aid; l) Financial counseling; and m) Credit repair assistance.	Yes
	SS - Transportation Assistance	Assistance provided to a participant to permit participation in a WIOA-funded career service or training program by ensuring that he or she has the ability to make the trip from his or her residence to the training or employment site (and childcare site, if necessary) and back. Assistance may include, but is not limited to, providing for the cost of: a) Mileage reimbursement; b) Parking passes or reimbursements; c) Access to public transportation (e.g., bus pass); d) Car liability insurance; d) Vehicle registration fees; e) Driver's License fees; g) Purchase of a bicycle; h) Vehicle repairs; and i) Public rideshare assistance (e.g., Uber, Lyft). **NOTE: WIOA funds may not be used for foreign travel or to pay for fines or penalties.**	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA Supportive Services - (PIRL Data Element Nos. 1409 and 1500)

WIOA Title I Supportive Services

Supportive Services: Supportive Services are necessary to enable a participant to successfully take part in WIOA activities for Youth or career and training activities authorized Workers.

See the state Supportive Services policy. In addition, Local Workforce Innovation Boards (LWIBs) must develop a supportive services policy that ensures resource and service policy should address procedures for referral to such services, including how such services will be funded when they are not otherwise available from partne

PIRL Data Element Name	Service/Activity Label (IWDS)	Definition	Same-Day Service?
	SS - Child/Dependent Care Support	Assistance provided to a participant to permit participation in a WIOA-funded career service or training program by ensuring that children or other dependents of the participant are properly cared for during the period of time a participant is in training or at work. Assistance may include, but is not limited to: a) Help with identifying care options such as child/adult day care or after-school programs; and b) Payments towards the costs of care. Note: The LWIB may want to address the following when drafting its local policy and procedure: i) Whether the participant must use a licensed facility; ii) Whether family and/or household members can provide the care; and iii) Attendance requirements for participants in training.	Yes
	SS - Housing Assistance	Assistance provided to a participant to permit participation in a WIOA-funded career service or training program by ensuring that he or she maintains or obtains adequate shelter for themselves and their families while they are a program participant. Assistance may include, but is not limited to: a) Help to identify emergency housing options; b) Financial assistance towards rent or a mortgage; and c) Financial assistance towards utilities.	Yes
	SS - Educational Testing Assistance	Assistance provided to a participant to permit participation in a WIOA-funded career service or training program by ensuring that he or she maintains or obtains access to educational testing for themselves while they are a program participant. Assistance may include, but is not limited to: a) Assistance with placement tests such as the SAT, PSAT/NMSQT, GRE, AP, MCAT, LSAT, CLEP, and others; b) Payment of test-related fees; and c) Test preparation workbooks and other study aids.	Yes
	SS - Accommodations Support	Assistance provided to a participant to permit participation in a WIOA-funded career service or training program by ensuring that he or she maintains or obtains reasonable accommodations for themselves while they are a program participant. Assistance may include, but is not limited to: a) Reasonable accommodations for individuals with disabilities; b) Assessments for learning disabilities; c) Funding of assistive technology/equipment and American Sign Language (ASL) interpreters; d) Funding of foreign-language interpreters to accompany participants on job interviews; and e) Helping a participant secure accommodations from a training provider or employer.	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA Supportive Services - (PIRL Data Element Nos. 1409 and 1500)

WIOA Title I Supportive Services

Supportive Services: Supportive Services are necessary to enable a participant to successfully take part in WIOA activities for Youth or career and training activities authorized Workers.

See the state Supportive Services policy. In addition, Local Workforce Innovation Boards (LWIBs) must develop a supportive services policy that ensures resource and service policy should address procedures for referral to such services, including how such services will be funded when they are not otherwise available from partne

PIRL Data Element Name	Service/Activity Label (IWDS)	Definition	Same-Day Service?
	SS - Legal Assistance	Assistance provided to a participant to permit participation in a WIOA-funded career service or training program by ensuring that he or she maintains or obtains legal documentation for themselves while they are a program participant. Assistance may include, but is not limited to: a) Expunging or sealing old criminal records; b) Obtaining, reinstating revoked or suspended driver's licenses; c) Assisting with securing occupational licenses when a criminal record is a discretionary obstacle; d) Untangling outstanding court debt issues; e) Negotiating wage garnishments, such as for child support orders; f) Securing certificates of rehabilitation for the formerly incarcerated; g) Stabilizing lives by preventing illegal evictions, resolving credit report problems, or filing for domestic violence restraining orders; and h) Assisting veterans with accessing healthcare, education grants, and housing services. **NOTE: WIOA cannot pay for associated fines.**	Yes
	SS - Health and Wellness Support	Assistance provided to a participant to permit participation in a WIOA-funded career service or training program by ensuring that needed health services are made available. Health and wellness services may include, but are not limited to: a) Personal hygiene products; b) Physical examination, including vacinations, required for participation in training or as a condition of employment; c) Provision of eyeglasses; d) Essential dental services; and e) Other essential health care that is required by the program.	Yes
	SS - Uniforms, Work Attire, and Tools	Assistance provided to participants to enable their participation in a WIOA-funded career service or training program or to assist them in obtaining-a job gained through WIOA participation by providing uniforms, work attire, and tools. These may include, but are not limited to assistance with: a) Uniforms or other clothing suitable for work or interviews; and b) Protective eye gear, steel-toed boots, and other safety equipment.	Yes
	SS - Books, Fees, or Supplies for Postsecondary Education	Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes to enable their participation in a WIOA-funded career service or training program or to assist them in obtaining a job gained through WIOA participation. These may include, but are not limited to, assistance with: a) Hard copy and electronic textbooks or other required materials; and b) Fees above and beyond tuition (e.g., application fees, per-credit fees, online course fees, campus parking fees). **Note: Under WIOA, these are not considered training costs – they are to be charged as supportive services.**	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA Supportive Services - (PIRL Data Element Nos. 1409 and 1500)

WIOA Title I Supportive Services

Supportive Services: Supportive Services are necessary to enable a participant to successfully take part in WIOA activities for Youth or career and training activities authorized Workers.

See the state Supportive Services policy. In addition, Local Workforce Innovation Boards (LWIBs) must develop a supportive services policy that ensures resource and service policy should address procedures for referral to such services, including how such services will be funded when they are not otherwise available from partne

PIRL Data Element Name	Service/Activity Label (IWDS)	Definition	Same-Day Service?
	SS - Technology Assistance	Assistance with technology needs for students enrolled in postsecondary education classes to enable their participation in a WIOA-funded career service or training program or to assist them in obtaining a job gained through WIOA participation. These may include, but are not limited to, assistance with: a) Laptops, tablets, modems, routers, wireless hotspots, and other devices or software, including broadband internet service, that will allow a participant to create or maintain a wireless connection needed for training.	Yes
	SS - Assistance with Applications, Tests, and Certifications	Assistance is provided to participants to enable their participation in a WIOA-funded career service or training program or to assist them in obtaining a job gained through WIOA participation by assisting with necessary applications, tests, and certifications needed to enter into training or obtain employment. These may include, but are not limited to assistance with: a) Fees for drug testing or medical exams, fingerprinting, vision exams, etc. required by employers or training providers; b) License issuance and license renewal fees; and c) License and certification exam fees, including retake fees.	Yes
	SS - Other Allowable Supportive Services	Other supportive services that are made available to participants to enable their participation in a WIOA-funded career service or training program or to assist them in obtaining a job gained through WIOA participation. These may include, but are not limited to: a) Meals (for youth only); and b) Other reasonable allowable supportive service expenses included in the local board policy to permit an individual to participate in the WIOA program.	Yes
	SS - Needs-Related Payments*	Needs-Related Payments (NRPs) provide financial assistance to those participants that qualify enabling them to participate in training. *Unlike other supportive services, in order to qualify for needs-related payments, a participant must be unemployed and enrolled in training. Participants may receive needs-related payments 30 days prior to training; however, States may grant local areas the authority to extend eligibility for exceptional circumstances. NRPs are a form of supportive service available only to adults or dislocated workers who are enrolled in training services authorized under WIOA. See the NRP policy for further guidance.	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table A Participant Level Services Chart

WIOA Supportive Services - (PIRL Data Element Nos. 1409 and 1500)

WIOA Title I Supportive Services

Supportive Services: Supportive Services are necessary to enable a participant to successfully take part in WIOA activities for Youth or career and training activities authorized Workers.

See the state Supportive Services policy. In addition, Local Workforce Innovation Boards (LWIBs) must develop a supportive services policy that ensures resource and service policy should address procedures for referral to such services, including how such services will be funded when they are not otherwise available from partne

PIRL Data Element Name	Service/Activity Label (IWDS)	Definition	Same-Day Service?

Note: Supportive services and follow-up services in the Title I Adult and Dislocated Worker programs do not count as participation by themselves. They can only be given after participant-level service. Supportive services are meant to help a participant take part in career or training services. Because of this, career planners must document the need f to an enrolling service. According to TEGL 10-16, Change 3, supportive services do not delay a participant's exit from the program.

All Youth program elements, except follow-up services, trigger participation once the following are completed: Eligibility determination, Objective assessment, and Career Plan Adult and Dislocated Worker programs. In the Title I Youth program, supportive services can be provided as a follow-up service. This means they can occur after a participant ex exit date.

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table A			
WIOA Follow-Up Services - (PIRL Data Element Nos. 1412 and 1503)			
Follow-Up Services: WIOA Title I Adult, Dislocated Workers, and Yout			
PIRL Data Element Name	**Service/Activity Label (IWDS)**	**Definition**	**Same-Day Service?**
Adult and Dislocated Worker Follow-Up Services: **The purpose of follow-up services in the Title I Adult and Dislocated Worker programs is to provide ongoing support after employment to advance in their careers, and address issues that could affect long-term employment success.**			
Most Recent Date Received Follow-up Service	**Follow-Up Services**	**Adult and DW -** Follow-up services must be provided, as appropriate, for participants in adult or dislocated worker workforce activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment per the Follow-Up Services policy. Follow-up services must meet the needs of the participant and may include, but is not limited to the following: a) Counseling individuals about the workplace; b) Contacting individuals or employers to help secure better paying jobs, additional career planning, and counseling for the individual; c) Assisting individuals and employers in resolving work-related problems; d) Connecting individuals to peer support groups; e) Providing individuals with information about additional educational or employment opportunities; and f) Providing individuals with referrals to other community resources. **See Follow-Up policy.**	No
Youth Follow-Up Services: **The purpose of youth follow-up services is to provide ongoing support for at least 12 months after exit to help youth retain employment, address challenges that could affect their long-term success.**			

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table A

WIOA Follow-Up Services - (PIRL Data Element Nos. 1412 and 1503)

Follow-Up Services: WIOA Title I Adult, Dislocated Workers, and Yout

PIRL Data Element Name	Service/Activity Label (IWDS)	Definition	Same-Day Service?
	Follow-Up Services	**Youth -** Follow-up services must be made available to all WIOA Youth for a minimum of twelve (12) months from the exit per the Follow-up Policy. 20 CFR § 681.580 describes follow-up services as "critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise." Follow-up services may begin immediately following the last expected date of service in the Youth program (and any other DOL program in which the participant is co-enrolled if the state is using a common exit policy as discussed in TEGL No. 10-16, Change 3) when no future services are scheduled. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program. The final rule also states that follow-up services for youth also may include the following program elements: a) Supportive services; b) Adult mentoring; c) Financial literacy education; d) 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; e) Activities that help youth prepare for and transition to postsecondary education and training; and f) Other services necessary to ensure the success of the youth in employment and/or postsecondary education. Provision of these program elements must occur after the exit date in order to count as follow-up services. DOL recommends that when these services are provided as follow-up services they are coded as follow-up services in state/local management information systems as opposed to program services provided prior to program exit so that management information systems clearly differentiate follow-up services from those services provided prior to exit. In addition, such follow-up services should be	No

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 19-16, TEGL 21-16, and TEGL 10-16, CH 3 Attachment VII Table A

WIOA Follow-Up Services - (PIRL Data Element Nos. 1412 and 1503)

Follow-Up Services: WIOA Title I Adult, Dislocated Workers, and Yout

PIRL Data Element Name	Service/Activity Label (IWDS)	Definition	Same-Day Service?
		up services from those services provided prior to exit. In addition, such follow-up services should be documented in the case file that they were provided as follow-up services post exit. **See Follow-Up policy.**	

Note: Per TEGL 10-16, Change 3, follow-up services do not change or delay exit as they may occur after exit in title I Adult and Dislocated W after exit in the title I Youth program.

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 14-18, and TEGL 09-24

WIOA Disaster Recovery - (PIRL Data Element No. 1409 and 2004)



WIOA Title I Disaster Relief Employment (DRE) Component of National Dislocated Worker Grant Service

PIRL Data Element Name	Service/Activity Label (IWDS)	Definition	WIOA Performance Measure(s)	*MTE - 50%: Service Contributes to the Minimum Training Expenditure Requirement	Same-Day Service?
National Dislocated Worker Disaster Relief Grants (DWGs): This funding provides temporary disaster relief employment and other services to help communities respond to major disasters and emergencies.					
Received Services through a Disaster Recovery Dislocated Worker Grant	**Disaster Relief Employment**	Temporary employment (limited to 2080 hours or 12 months, whichever is longer) of Disaster Recovery project participants to provide humanitarian assistance and/or disaster clean-up and recovery assistance in disaster-declared, eligible counties to assist communities with disaster efforts. Humanitarian assistance generally includes actions designed to save lives, alleviate suffering, and maintain human dignity in the immediate aftermath of disasters, including activities such as the provision of food, clothing, and shelter. Disaster clean-up and recovery efforts include activities such as demolition, repair, renovation and reconstruction of damaged and destroyed structures, facilities and lands located within the disaster area.	N/A	No	No
	Disaster Relief Safety Training	Safety orientation, safety training, equipment training for Disaster Relief Employment participants to safely perform work activities.	N/A	No	No
Disaster Relief Supportive Services	**SS - Child/Dependent Care for DRE**	Services provided to a DRE participant to permit his/her participation in Disaster Relief Employment (DRE) by ensuring that children or other dependents of the participant are properly cared for during the period of time a participant is in a DRE activity. Assistance may include child/adult day care or after school programs which are in-home or outside the home. Child care usually includes supervision and shelter and may include meals and transportation.	N/A	No	Yes
	SS - Emergency Assistance for DRE	A one-time or rare expense to allow a Disaster Relief Employment participant to participate in DRE activities by removing or reducing barriers to participation. Examples of emergency assistance include payment of utility bills, car insurance payment, rent payment, and vehicle repairs.	N/A	No	Yes
	SS - Housing Assistance for DRE	Supportive services which assist DRE participants in maintaining or obtaining adequate shelter for themselves and their families while in Disaster Relief Employment by removing or reducing barriers to participation.	N/A	No	Yes
	SS - Medical Tests/Care for DRE	Services provided to a DRE participant to permit him/her to participate in Disaster Relief Employment (DRE) by ensuring that needed health care services are made available. Health care services may include, but are not limited to: a) Medical care and diagnostics; b) Provision of vision services, including eyeglasses; c) Essential dental services; d) Reasonable accommodations for individuals with disabilities; e) Drug, alcohol abuse counseling; and f) Other health care or mental health services.	N/A	No	Yes

WIOA Services - PIRL OMB Control Number 1205-0521, TEGL 14-18, and TEGL 09-24

WIOA Disaster Recovery - (PIRL Data Element No. 1409 and 2004)

WIOA Title I Disaster Relief Employment (DRE) Component of National Dislocated Worker Grant Service

PIRL Data Element Name	Service/Activity Label (IWDS)	Definition	WIOA Performance Measure(s)	*MTE - 50%: Service Contributes to the Minimum Training Expenditure Requirement	Same-Day Service?
	SS - Other Supportive Service for DRE	Other supportive services not listed elsewhere that are made available to DRE participants to enable their participation in Disaster Relief Employment by removing or reducing barriers to participation.	N/A	No	Yes
	SS - Safety Equipment for DRE	Safety equipment needed for safely carrying out Disaster Relief Employment work tasks.	N/A	No	Yes
	SS - Testing/Licensing/Certification for DRE	Testing, licensing, certification necessary for Disaster Relief Employment participation or continuation.	N/A	No	Yes
	SS - Transportation Assistance for DRE	Services provided to a DRE participant to permit his/her participation in Disaster Relief Employment (DRE) by ensuring that he/she has the ability to make the trip from his or her residence to the Disaster Relief Employment worksite (and childcare site, if necessary) and back. Assistance may include the cost of public transportation or mileage reimbursement if the participant is using his or her vehicle for transportation purposes.	N/A	No	Yes
	SS - Work Clothing for DRE	Work clothing needed for Disaster Relief Employment such as boots, shirts, pants, gloves, rain gear, winter clothing/gear, etc.	N/A	No	Yes
	SS - Work Tools/Supplies for DRE	Tools and/or supplies provided to a specific participant to carry out their Disaster Relief Employment work. If items are purchased for and/or assigned to a worksite, it is not reported as a Supportive Service to a participant.	N/A	No	Yes

WIOA Services - PIRL OMB Control Number 1205-0521

WIOA Work-Based Learning (WBL) Experiences - (PIRL Data Element No. 1205, 1-7)

WIOA Title I Adult, Youth, and Dislocated Workers W

PIRL Data Element Name	Program	Service/Activity Label (IWDS)
Summary Table of WIOA Work-Based Learning Opportunities: Structured experiences such as internships, apprenticeships, or on-the-job training that build skills and prepare participa		
Summer Employment/Internships during the summer (WIOA Youth) - Summer Months are defined in IL as May 1st through September 30th.	IY ONLY	**WBL - Paid WEX/Internship (Youth Limited to Summer Months)**
		WBL - Unpaid WEX/Internship (Youth Limited to Summer Months)
Employment Opportunities, Including Internships, not limited to summer months**	IA, ID, IY	**WBL - Paid WEX/Internship (Not Limited to Summer Months)**
		WBL - Unpaid WEX/Internship (Not limited to Summer Months)
Pre-Apprenticeship Programs	IY, IA, ID	**WBL - Pre-Apprenticeship**
Job Shadowing	IY, IA, ID	**WBL - Job Shadowing**
On-the-Job Training (WIOA Youth)*,**	IY ONLY	**WBL - OJT - Private Sector (Youth)**
		WBL - OJT - Public Sector (Youth)
Transitional Jobs	IA, ID, DWG	**WBL - Transitional Jobs**
Incentives	IY ONLY	**Cash Incentives (Youth)**

* YOUTH OJTs are Career Level/Work-Based Learning Experiences (WBL). This differs for WIOA IA and ID.

WIOA Services - PIRL OMB Control Number 1205-0521

WIOA Work-Based Learning (WBL) Experiences - (PIRL Data Element No. 1205, 1-7)

WIOA Title I Adult, Youth, and Dislocated Workers W

PIRL Data Element Name	Program	Service/Activity Label (IWDS)
**Youth OJT (839, 840) and/or **Employment Opportunities Not Limited to Summer Months (445, 446) are NOT recorded in IWDS when the service is directly related to the participant selected in a dropdown when adding a Pre-Apprenticeship service.		

WIOA Participant Thirty (30) Calendar Day Contact - Career Planner Question Guide

Below are questions career planners can ask during the required thirty (30) calendar day contact to help ensure your case notes clearly show progress, barriers, and services provided. Note that not all questions will apply to every customer.

1. General Check-In

- How have things been going since our last check-in?
- Have there been any changes in your situation this month?
- Are you still interested in pursuing the goals listed in your career plan?
- Do you have any immediate concerns you want to discuss today?

Notes:

---

2. Money and Budget Status Questions

- If you didn't have a bank account previously, do you have one now?
- Have you developed a budget and spending plan that will assist you in meeting your financial interests now that you are employed?
- Are you interested in financial literacy or budgeting resources?

Notes:

---

3. Job Search Activity Questions

- Are there specific employers or industries you're interested in?
- How many jobs have you applied for since our last contact?
- Have you had any interviews recently?
- Do you need help with your resume or applications?
- Can we discuss where you have applied and any results or feedback you received?
- Would you like job leads or referrals?

Notes:

---

4. Training / Education Questions (If Applicable)

- Are you currently attending your training or classes?
- Have there been any challenges with your coursework or attendance?

- What new skills have you gained since we last spoke, and have you taken any tests or assessments that show your progress?
- What skills or certifications are you working toward?
- Do you need any support to stay on track with training?

Notes:

---

5. Challenges to Employment and Training Questions

- Are you experiencing any transportation issues getting to work or training?
- If needed, do you have reliable childcare?
- Are housing or financial issues affecting your job search or training?
- Do you have reliable internet or technology access for job searching or training?
- Does your training require specific clothing, tools, or equipment?
- Is there anything preventing you from reaching your employment goals right now?

Notes:

---

6. Career Plan Review Questions

- Are your career goals still the same as when we created your career plan?
- Have you achieved any goals since our last meeting?
- Do we need to update your plan based on your current situation?
- What steps would you like to focus on before our next meeting?

Notes:

---

7. Next Steps Questions

- What are your goals for the next thirty (30) days?
- What support do you need from me before our next contact?
- When would be the best date and time for our next check-in?

Action Plan:
