

Workforce Terms and Definitions

WIOA Youth Specific

Advanced Training - An occupational skills employment/training program, not funded under Title I of the WIOA, which does not duplicate training received under Title I. Includes only training outside of the one-stop, WIA and partner, system (i.e., training following exit). “(4) advanced training (long-term licensed or credentialed, for example, registered nurse training),” [page 58 of Federal Register Vol. 81 No. 161 Friday August 19, 2016, Book 2 of 2 Books, Part V”] “§ 686.710(c) Advanced training programs, including registered apprenticeship programs;” [§ 686.710 page 1320 of DEPARTMENT OF LABOR, Employment and Training Administration 20 CFR Parts 603, 651, 652, 653, 654, 658, 675, 679, 680, 681, 682, 683, 684, 685, 686, 687, and 688 Docket No. ETA-2015-0001,RIN: 1205-AB73, Workforce Innovation and Opportunity Act; Final Rule AGENCY: Employment and Training Administration (ETA), Labor, ACTION: Final Rule. SUMMARY: The Department of Labor (DOL or the Department) issues this Final Rule to implement titles I and III of the Workforce Innovation and Opportunity Act (WIOA).]

Basic literacy skills deficient- Youth who has English reading, writing or computing skills at or below 8th grade (8.9) on a generally accepted standardized test. Youth or adult who is unable to compute or solve problems, or read, write or speak English at a level necessary to function on the job, in the individual’s family or in society

Basic Skills Goal - Measurable increase in basic education skills include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

Career Pathway - A combination of rigorous and high quality education, training and other services that:

- aligns with the skills needs of industries in the economy of the state or regional economy involved;
- prepares an individual to be successful in any of a full range of secondary or postsecondary education options including apprenticeships;
- includes counseling to support an individual in achieving the individual’s education and career goals;
- includes as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- helps an individual enter or advance within a specific occupation or occupational cluster

Degree/Certificate - Nationally recognized degree or certificate or State/locally recognized credential. Certificates include, but are not limited to a high school diploma, TASC or other recognized equivalents, post-secondary degrees/certificates, and licensure or industry-recognized certificates. Includes all State Education Agency recognized credentials.

“Definition of a Secondary School Diploma: For purposes of the credential attainment performance indicator, a secondary school diploma (or alternate diploma) (commonly referred to as high school diploma) is one that is recognized by a State and that is included for accountability purposes under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). A secondary school equivalency certification signifies that a student has completed the requirements for a high school education. The types of recognized equivalents, for those not covered under ESEA, that would satisfy this performance indicator are those recognized by a State.

Examples of secondary school diplomas, alternate diplomas, and recognized equivalents recognized by individual States include:

- Obtaining certification of attaining passing scores on a State-recognized high school equivalency test.

- Earning a secondary school diploma or State-recognized equivalent through a credit bearing secondary education program sanctioned by State law, code, or regulation.
- Obtaining certification of passing a State recognized competency-based assessment.
- Completion of a specified number of college credits.

Types of Acceptable credentials - The following are acceptable types of credentials that count toward the credential attainment indicator:

- Secondary School diploma or recognized equivalent
- Associate’s degree
- Bachelor’s degree
- Graduate degree for purposes of VR program
- Registered Apprenticeship graduates from Registered Apprenticeship programs receive a credential issued by either the U.S. Department of Labor or a federally-recognized State Apprenticeship Agency. This national occupational credential, referred to as a certificate of completion, is a recognized post-secondary credential under WIOA for this measure. [page 1-2 (TEGL) WIOA NO. 13-16 Attachment III: Making Registered Apprenticeship Work for the Public Workforce System: Performance Outcomes]
- Occupational licensure
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
- Occupational certification
- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment.” [pages 14-15 of EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM, U.S. DEPARTMENT OF LABOR, Washington, D.C. 20210, CLASSIFICATION: Performance, CORRESPONDENCE SYMBOL: OPDR/OWI, DATE December 19,2016, TRAINING AND EMPLOYMENT GUIDANCE LETTER (TEGL) WIOA NO. 10-16 :OPERATING GUIDANCE for the WORKFORCE INNOVATION AND OPPORTUNITY ACT (referred to as WIOA)]

Educational Functioning Level – Determined from standardized testing/assessment (i.e. TABE)

Employed at Registration - An employed individual is one who, during the 7 consecutive days prior to registration, did any work at all as a paid employee, in his or her own business, profession or farm, worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family, or is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.

Education and Employment Rate – 2nd Quarter After Exit: the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit from the program) The number of title I Youth program participants who exited during the reporting period who are found to be employed, either through direct UI wage record match, Federal or military employment records, or supplemental wage information, OR found to be enrolled in secondary education, postsecondary education, or occupational skills training (including advanced training) in the second quarter after the exit quarter DIVIDED by the number of title I Youth program participants who exited the program during the reporting period. This is described in Attachment 10, Figure 2.

Education and Employment Rate – 4th Quarter After Exit: the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit from the program.)The number of participants who exited during the reporting period who are found to be employed, either through direct UI wage record match, Federal or military employment records, or supplemental wage information, in the fourth quarter after the exit quarter DIVIDED by the number of participants who exited during the reporting period. This is described in Attachment 10, Figure 3.

Exit - A participant who has a date of case closure, completion or known departure from WIOA-funded or non-WIOA funded partner service within the quarter and is not scheduled for future services except follow-up services. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; services do not include self-service, information-only services, activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.

Exit Date - The last date on which WIOA Title I funded or partner services were received by the individual excluding follow-up services.

Exit Quarter - Quarter in which the last date of service (except follow-up services) takes place.

Follow-up – Direct service provided a participant after exit from WIOA.

Grade Level – Current or last grade completed in school.

High School Diploma Equivalent - A TASC (formerly GED) or high school equivalency diploma recognized by the State.

Integrated Education and Training Program (IET) – a service approach that provides adult education and literacy 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. [page 4 (TEGL) WIOA NO. 10-16: Attachment 1: Definitions of Terms Related to the Performance Accountability System]

Literacy and Numeracy – Measure of reading, writing, and math abilities of a participant as determined by standardized testing/assessment (i.e. TABE).

Occupational Skills Goal - Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Participant – Participant that has been determined to be eligible to participate in program and is receiving services (not including follow-up services). Participant (Title I Youth Program) is a reportable individual who has satisfied all applicable program requirements for the provision of services, including eligibility determination, an objective assessment, and development of an individual service strategy, and received 1 of the 14 WIOA Youth program elements identified in sec. 129(c)(2) of WIOA. [page 4 (TEGL) WIOA NO. 10-16: Attachment 1: Definitions of Terms Related to the Performance Accountability System]

Planned Gap in Service - No participant activity of greater than 90 days due to a delay before the beginning of training or a health/medical condition that prevents an individual from participating in services. Must have a hold entered in OSOS

Post-Secondary Education - A program at an accredited degree-granting institution that leads to an academic degree (e.g. AA, AS, BA, BS). Does not include programs offered by degree-granting institutions that do not lead to an academic degree.

Post-test – Measures what a youth has learned of a specific subject matter.

Pre-test – Measures a youth’s ability or understanding of a specific subject matter.

Service – Direct assistance provided participant.

Test of Adult Basic Education (TABE) – Standardized test measuring basic education skills including reading comprehension, writing, and math computation.

Work Readiness Skills Goal – Work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image.

Local Workforce Investment System Specific

Deficient in Basic Literacy Skills (681.290) – A youth who is “deficient in basic literacy skills” is one who is determined to compute or solve problems, read, write or speak English below the 9th grade level on a generally accepted standardized test or who receives a comparable score on a criterion-referenced test.

Requires additional assistance to complete an educational program, or to secure and hold employment - (681.300 & 681.310) - A youth who “requires additional assistance to complete an educational program” is one who needs supportive services, such as transportation, childcare, job coaching or other assistance, to successfully complete a program and become employed.

A youth who “requires additional assistance to secure and hold employment” is one who is unable to be job ready and conduct a job search, including researching job opportunities, completing job applications, and interviewing effectively; unable to arrive to work on time every workday; unable to follow instructions and ask questions whenever necessary; and/or unable to conduct oneself in a civil and constructive manner at all times, both on the job and whenever in the presence of co-workers.

RochesterWorks – Workforce Development Model Specific

Apprenticeship – A program that places a person under the formal tutelage of a skilled worker(s) to learn a trade or occupation. An apprenticeship is generally a formal agreement between the trainee and employer that specifies the length (time) of the apprenticeship, and the training and education required completing the program and obtaining certification. In NYS, the nationally recognized Certificate of Completion is available only if the apprentice completes all requirements of a program formally registered with the Commissioner of Labor.

Adult Mentoring –

- (1) Last at least 12 months and may take place both during the program and following exit from the program;
 - (2) 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; and
 - (3) 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.
- (b) Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.

High School Diploma or Equivalent – Every youth serviced for job placement in collaboration with the Youth Works Model will attain a High School Diploma or Equivalent.

Community and/or Faith Based

- can serve young people from the congregation or from throughout the local community
- offers young people a chance to develop a relationship with one or more adults
- typically occurs after school hours and/or on weekends
- can include tutoring, career exploration, life skills development, game playing, going to sports, entertainment, cultural events
- takes place outside of specific sites, i.e., going to the movies, sporting events, going to the park, or in a house of worship and reflects the values and beliefs of that religion
- has long tradition of instilling spiritual values and moral strength, puts faith into practice

Peer Based

- offers young people the opportunity to help other young people
- young people can learn best in an environment of friendship, warmth, and encouragement
- can simply be someone for a young person to hang out with

Post-Secondary Readiness - Has demonstrated Readiness for Higher Education: enrollment in an Apprenticeship program, Certificate program or College

Regular Employment – Any type of work performed or services rendered in exchange for money or other benefit under a contract of hire, written or oral, expressed or implied.

School to Career Experience – An activity that provides a link between an educational environment and a work environment that helps youth attain job/work readiness skills.

Social and Emotional Skill Development – Every youth will be provided the opportunity to build skills and competencies that enable them to successfully manage life tasks such as learning, forming relationships, solving everyday problems, and resolving conflict peacefully.

Stakeholders – Those Individuals or groups who have an interest in, are served by, or have something to gain or lose based on the performance or outcome of the organization, project, etc. It is important to know the identity of the stakeholders and their expectations for performance and/or outcomes. Some of the stakeholders for the Youth Works Model are employer/business partners, schools, community-based organizations, Funders, youth, and Workforce Investment Board.

Structured Work Experience – (a) Work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Consistent with § 680.840 of this chapter, funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage. Work experiences provide the youth participant with opportunities for career exploration and skill development.

(b) Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education may occur inside or outside the work site.

(c) The types of work experiences include the following categories:

(1) Summer employment opportunities and other employment opportunities available throughout the school year;

- (2) Pre-apprenticeship programs;
- (3) Internships and job shadowing; and
- (4) On-the-job training (OJT) opportunities as defined in WIOA sec. 3

Workforce Development – A system comprised of education, job training, vocational education, worker retraining, and other entities that help develop the necessary skills and competencies of existing and potential workers that allows them to meet the job requirements of the workplace.

Youth Advocate (a.k.a. Navigator) – A “Youth Advocate” is a paid, full-time, caring adult who works year round connecting services for youth. This can be done by advocating and working with a system that supports and develops the academic, social, life and workplace skills of youth.

Youth Works – A Workforce Development Model – A framework to create an environment/system that addresses the interests of family, business and industry, K-12 education, workforce development, youth groups, community and faith-based organizations, local government officials, and others. Central to the Youth Works model is the linking of a caring adult to provide a positive role model, guidance, support and friendship to each youth participant. In addition, every youth will be provided the opportunity to build skills and competencies that enable them to successfully manage life tasks such as learning, forming relationships, solving everyday problems, and resolving conflict peacefully, as well as obtain and keep suitable employment.