

## Glossary of Sample Definitions

**ADULT** – For the purpose of the WIA programs, is an individual who is age 18 or older. (WIA §101(1)).

**ADVANCED TRAINING/OCCUPATIONAL SKILLS TRAINING** – To count as a placement for the Youth Common Measures, advanced training constitutes 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 should: (1) be outcome-oriented, and focused on a long-term goal as specified in the Individual Service Strategy; (2) be long-term in nature and commence upon program exit rather than being short-term training that is part of services received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate. (TEGL 17-05)

**ADULT BASIC FUNCTIONING LEVEL (ABE)** – Describes a set of literacy and numeracy skills and competencies that students demonstrate and measures educational gain in the National Reporting System (NRS) for Adult Education skills areas. Each educational functioning level is equivalent to 2 grade levels.

**ALTERNATIVE SECONDARY SCHOOL** – A public school or publicly contracted educational program that serves youth who have not been successful in mainstream “traditional” academic programs and provides instruction leading to a high school diploma and/or GED.

**AT-RISK OF DROPPING OUT OF SCHOOL** – As determined by school district records, policies or personnel; a Youth who is experiencing a lack of academic success; a Youth who has a significant number of absences or erratic attendance, which result in the youth not benefiting from school; or a Youth who has behavior problems in the school setting. (WIA §101(39)).

**BASIC SKILLS DEFICIENT** – With respect to an individual, the individual has English reading, writing, or computing skills at or below the 8<sup>th</sup> grade level on a generally accepted standardized test or a comparable score on a criterion referenced test. (WIA 101(4)).

**CASE MANAGEMENT** – (WIA §101(5))—“The term ‘case management’ means the provision of a client-centered approach in the delivery of services designed:  
(A) 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  
(B) To provide job and career counseling during program participation and after job placement.”

**CERTIFICATE** - A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards are not included in this definition. Work readiness certificates are also not included in this definition. Awarding institutions include: a State educational agency; institution of higher education; professional, industry or employer organization or a product manufacturer; registered apprenticeship program; public regulatory agency; Department of Veterans Affairs; Office of Job Corps; Indian Tribe Higher Education Institution; or State Department of Education.

**CREDENTIAL** - A nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or other industry-recognized certificates. States should include all state education agency recognized credentials. In addition, States should work with local workforce investment boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individual to enter or re-enter employment, retain employment, or advance into better employment. (WIA §136(b)(2)(i)(IV) and 20 CFR §663.508)

**DATE OF ENROLLMENT / PARTICIPATION** – The first day, following a determination of eligibility, that the individual receives a service funded by the program. This date is established by a staff person entering the enrollment and subsequent service into the automated Virtual One-Stop Program or VOS. The Date of Enrollment must equal the date of the first program service.

**DATE OF EXIT** – The term program exit means a participant has not received a service funded by the program or by a partner program for 90 consecutive calendar days, and is not scheduled for future services. The exit date is the last date of service.

**EDUCATIONAL FUNCTIONING LEVELS** – As outlined in the National Reporting System (NRS) designed by the Department of Education to track WIA Title II funded adult education and literacy programs – there are two sets of educational functioning levels – six levels for Adult Basic Education (ABE) and six levels for English-as-a second language (ESL) students. The ABE levels roughly equate to two grade levels. Further guidance on the educational functioning level descriptors can be found in Attachment C, TEGL 17-05. Each ABE and ESL level describes a set of skills and competencies that students entering at that demonstrate in the areas of reading, writing, numeracy, speaking, listening, functional, and workplace skills. These descriptors provide guidelines for placing participants in educational functioning levels, based on performance on standardized test.

**ELIGIBLE YOUTH** – An individual who:

(A) Is not less than age 14 and not more than age 21;

(B) Is a low-income individual; and (see definition of Low Income Individual)

(C) Is an individual who is one or more of the categories shown under (*Eligibility Barriers for Eligible Youth*) (WIA 101(13)).

**ENVIRONMENTAL STEWARDSHIP** - The integration and application of environmental values and responsibilities in order to sustain readiness, improve quality of life, and preserve valuable natural resources.

**FAMILY OF ONE/INDIVIDUAL WITH A DISABILITY** - An “individual with a disability” must, for purposes of income eligibility determination, be considered to be an unrelated individual who is a family unit of one consistent with the criteria described below for Low Income Individual (Section 101(25)(f) of the Act).

**FOLLOW-UP** – Follow-up services provided to youth after exiting from the WIA Youth Program facilitate and support youth development, retention and advancement in long term employment and education placements.

One year of follow-up is required by the Workforce Investment Act and enables service providers to help each enrollee to work steadily and advance to better jobs, to maintain regular attendance in post-secondary education and/or training and to continue to grow, mature, and acquire adulthood competencies through participation in youth development activities for a longer period of time. The type(s) of follow-up provided is determined based on the needs of the participant. For youth that participate in summer employment opportunities only, follow-up may be less intensive. Follow-up services may include:

- a) Leadership development opportunities;
- b) Supportive services;
- c) Regular contact with a youth participant's employer, including assistance in addressing work-related problems that may arise;
- d) Assistance in securing better paying jobs, career development and further education;
- e) Work-related peer support groups;
- f) Adult mentoring; and
- g) Tracking the progress of youth in employment after training.

**INDIVIDUAL SERVICE STRATEGY**- An Individual Service Strategy (ISS) is an ongoing strategy jointly developed by the participant and the case manager, which identifies an age-appropriate employment / career goal, appropriate achievement objectives, and appropriate combination of services for the participant to reach these objectives.

**IN-SCHOOL YOUTH** – Defined as either (i) those who are attending any school and have not received a secondary school diploma, or (ii) those who are attending post-secondary school and *are not basic skills deficient*.

**LITERACY** – An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

**LOW-INCOME INDIVIDUAL** – An individual who:

(A) Receives, or is a member of a family that receives cash payments under a Federal, State, or local income based public assistance program;

(B) received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of—

(i) the poverty line, for an equivalent period; or

(ii) 70 percent of the lower living standard income level, for an equivalent period;

(C) is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.);

(D) qualifies as a homeless individual, as defined as an individual who lacks a fixed, regular, and adequate nighttime residence, an individual who has a primary residence that is a operated as a shelter, an institution that provides temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular accommodation for human beings (subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302));

(E) is a foster child on behalf of whom State or local government payments are made; or

(F) in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or subparagraph (B), but who is a member of a family whose income does not meet such requirements.

**MENTORING** - Opportunities for youth to interact meaningfully, and one-on-one, with a caring adult(s) over a minimum 12-month period to improve academic performance, provide job shadowing, goal setting, career exploration, work readiness, and social skills improvement – and may occur both during and after program participation. One of the required WIA 10 program elements.

**NUMERACY** – Proficiency in mathematics as well as general confidence and competence with numbers and measures.

**OCCUPATIONAL SKILLS TRAINING** – Basic or advanced training for acquiring skills in a specific occupation. Instruction conducted in an institutional or work site setting designed to provide or upgrade the technical skills and information required to perform a specific job or group of jobs such as auto mechanics, health services, or clerical training. Occupational Skills Training includes job specific competency training and pre-apprenticeship training. 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. Training institutions such as career techs, community colleges, universities, and private training providers provide such training.

**OFFENDER** – An individual who:

- (A) is or has been subject to any stage of the criminal justice process; or
- (B) requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

**OUTCOME** – Documented effect or impact of a service or intervention on an individual. Outcomes are what the program efforts are designed to achieve. Proposed outcomes must be stated in terms of measurable indicators.

**OUT-OF-SCHOOL YOUTH** – An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but, *is basic skills deficient, unemployed, or underemployed (WIA section 101(33))*.

**Note:** *For reporting purposes, this term includes all youth except: (i) those who are attending any school and have not received a secondary school diploma or its recognized equivalent, or (ii) those who are attending post-secondary school and are not basic skills deficient.*

**OUTREACH / RECRUITMENT** – Activities and strategies for identifying and contacting potential participants. Strategies will include procedures that assure access throughout the service area and address appropriate access for participants with barriers.

**PARTICIPANT** – An individual whom has been determined eligible to participate in, and who is receiving services under a program authorized by WIA. Participation shall be deemed to commence on the first day services are received.

**Note:** *This is the point where performance accountability begins.*

**POST SECONDARY EDUCATIONAL INSTITUTION** – The term “postsecondary educational institution” means an institution of higher education. An Institution of Higher Learning is:

(A) an educational institution in any State that –

(i) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;

(ii) is legally authorized within such State to provide a program of education beyond secondary education;

(iii) provides an educational program for which the institution awards a bachelor’s degree or provides not less than a 2 year program that is acceptable for full credit toward such a degree;

(iv) is a public or other nonprofit institution; and

(v) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

**POST-TEST** – A test administered to a participant after the initial test and at regular intervals during the program.

**Note:** A participant must only be post tested in those areas in which he/she was deficient. For example, if the participant scored at a 7th grade math level and a 9th grade reading level the participant would only have to be tested in the area of deficiency, e.g., math.

**PREGNANT OR PARENTING YOUTH** - An individual who is under 22 years of age and pregnant; a youth (male or female) who is providing custodial care for one or more dependents who are under 18 years of age. Males do not qualify as a parenting youth until the child is born.

**PRE-TEST** – A test administered to a participant within 60 days following the date of participation. If a youth was tested within 6 months prior to the date of participation, the test results may be used.

**SCHOOL DROPOUT** – The term “school dropout” means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. Youth enrolled in alternative schools are not school dropouts. A youth’s dropout status is determined at the time of application (eligibility) and remains in effect throughout her/his participation. An individual who is out-of-school at the time of application (eligibility) and subsequently enrolled in an alternative school, may be considered an out-of-school youth for purposes of the 30 percent expenditure requirement for out-of-school youth. [Reference: WIA Section 101(39) and Title 20 CFR Sections 664.300 & 664.310].

**SECONDARY SCHOOL** – The term “secondary school” has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801). This is generally referred to as high school.

**SLOTS** – The number of slots available refers to the number of participants that can be served at any one time by the program.

**SUPPORTIVE SERVICES** – Services that are necessary to enable an individual to participate in activities authorized by WIA. These services may include if allowable by local policy:

- a) Linkages to community services;
- b) Assistance with transportation costs;
- c) Assistance with childcare and dependent care costs;
- d) Assistance with housing costs;
- e) Referrals to medical services; and
- f) Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eyeglasses and protective eye gear.

**Note:** Supportive WIA services provided to youth participants must be appropriate to the needs of the individual youth as defined in their Individual Service Strategy and documented in enrollment notes.

**UNSUBSIDIZED EMPLOYMENT** - Employment not financed from funds provided under WIA or the Trade Act (which includes for reporting purposes entry into the United States Armed Forces)

**VOCATIONAL EDUCATION** – The term “vocational education” means organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning, which contributes to an individual's academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

**VOS (VIRTUAL ONE-STOP)** - A web-based workforce development data application that has an automated case management component to collect, maintain, and track participant registration and services provided.

**WIA** – The Workforce Investment Act of 1998 provides employment, training, and supportive services to assist eligible individuals to become gainfully employed and self-sufficient.

**WIA COMPREHENSIVE SERVICES FOR YOUTH** – States and local areas that operate youth employment and training programs under the Workforce Investment Act (WIA) of 1998 are to provide year-round comprehensive youth services for youth participants to provide education, skills, work experience, and support that youth need to successfully transition to careers and productive adulthood. Comprehensive services include making available the 10 required elements of WIA.