

Terms and Definitions

Included are definitions for eligibility and reporting items. Major references are included as a part of the stated definition. When no references are noted, information has been gathered from several sources, with no one source quoted.

References used are as follows:

Reference:

Denoted As:

The Workforce Investment Act (WIA) Public Law 105-220, August 1998	(Act)
WIA Regulations, 20 CFR Part 650 and Part 660	(Reg.)
Workforce Investment Act Standardized Record Data	(WIASRD)
Training and Employment Information Notice	(TEIN)
Training and Employment Guidance Letter	(TEGL)
Job Training Partnership Act	(JTPA)

Terms and Definitions

Adult (Act 101[1])

“Adult” means an individual who is age 18 or older.

Adult Education (Act 101[2], 203[1])

The term “adult education” means services or instructions below the post-secondary level for individuals who:

1. Have attained 16 years of age;
2. Is not enrolled or required to be enrolled in secondary school under state law; and
 - a. lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - b. does not possess a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - c. is unable to speak, read, or write the English language.

Advanced Training (TEGL 17-05, Attachment B)

This is an occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. It includes only training outside of the One-Stop, WIA, and partner system (i.e., training following exit).

(Note: this term applies to the current WIA younger youth measures only; it does not apply to common measures.)

Advanced Training/Occupational Skills Training (Youth) (TEGL 17-05, Attachment B)

To count as 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.

Area Vocational Education School (Act 101[3])

The term “area vocational education school” has the meaning given the term in section 521 of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2471).

Area vocational and technical education school.--The term “area vocational and technical education school” means:

1. a specialized public secondary school used exclusively or principally for the provision of vocational and technical education to individuals who are available for study in preparation for entering the labor market;
2. the department of a public secondary school exclusively or principally used for providing vocational and technical education in not fewer than five different occupational fields to individuals who are available for study in preparation for entering the labor market;
3. a public or nonprofit technical institution or vocational and technical education school used exclusively or principally for the provision of vocational and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits as regular students both individuals who have completed secondary school and individuals who have left secondary school; or
4. the department or division of an institution of higher education that operates under the policies of the eligible agency and that provides vocational and technical education in not fewer than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits as regular students both individuals who have completed secondary school and individuals who have left secondary school.

Basic Skills Deficient (Act 101[4], TEGL 17-05, WIASRD Data Element # 130)

The term “basic skills deficient” means, with respect to an individual, that the

individual has English reading, writing, or computing skills at or below the 8th grade level on a generally-accepted standardized test or a comparable score on a criterion-referenced test.

The individual computes or solves problems, reads, writes, or speaks English at or below the eighth grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

In addition, states and grantees have the option of establishing their own definition, which must include the above language. In cases where states or grantees establish such a definition, that definition will be used for basic skills determination.

(Note: Individuals with grade levels between 8.1 and 8.9 fall within the meaning of Basic Skills Deficient.)

Basic Literacy Skills Deficient

A participant that has English reading, writing or computing skills at or below the 8th grade level on a generally accepted standardized test, or a comparable score on a criterion-referenced test, is Basic Literacy Skills Deficient. Individuals with grade levels between 8.1 and 8.9 fall within the meaning of Basic Skills Deficient. An individual who does not achieve a Bronze level on the Work Keys assessment tool should be considered Basic Literacy Skills Deficient.

Basic Skills Goal (TEGL 17-05, Attachment B)

A measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

(Note: This term applies to statutory youth measures only; it does not apply to the common measures).

Business Entity (Act 333[1])

The term "business entity" means a firm, corporation, association, partnership, consortium, joint venture, or other form of enterprise.

Case Management (Act 101[5])

The term “case management” means the provision of a client-centered approach in the delivery of services designed:

1. 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
2. To provide job and career counseling during program participation and after job placement.

Certificate (WIASRD Item #668, TEGL 17-05, Attachment B)

A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills or other post-secondary degree/diploma 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.

A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

1. A state educational agency or a state agency responsible for administering vocational and technical education within a state.
2. An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
3. A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, and Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
4. A registered apprenticeship program.

5. A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., Federal Aviation Administration's aviation mechanic certification, state certified asbestos inspector).
6. A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
7. Job Corps centers that issue certificates.
8. An institution of higher education, which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

Chief Elected Official (CEO) (Act 101[6])

The term "chief elected official" means:

1. The chief elected executive officer of a unit of general local government in a local area; and
2. In a case in which a local area includes more than one unit of general local government, the individuals designated under agreement described in Section 117[c] [1] [B].

Citizenship (Act 188[a] [5])

To be eligible for the WIA, the registrant must be a United States citizen or "eligible non-citizen" whose status permits employment in the United States. For WIA record keeping purposes, "eligible non-citizen" includes:

1. Nationals of the United States; or,
2. Lawfully admitted permanent resident alien; refugees, asylees, and parolees; or,
3. Other immigrants authorized by the Attorney General to work in the United States.

Classroom Training (Non-Regulatory Definition)

Academic and/or occupational training conducted in an institutional setting or through distance learning using technology. Effective classroom training will provide linkages between academic and occupational learning.

Commission (Act 333[2])

The term “Commission” means the 21st Century Workforce Commission established under Section 334. The commission was established by Congress to conduct a thorough study of all matters relating to the information technology workforce in the United States.

Community-Based Organization (Act 101[7])

The term “community-based organization” means a private non-profit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.

Credential (TEGLs 15-10 and 17-05)

A credential is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation.

(Note: Work readiness credentials and those awarded by workforce investment boards are not included in this definition.)

Within the context of workforce development generally, the term “credential” refers to an attestation of qualification or competence issued to an individual by a third party, (such as an educational institution or industry, or occupational certifying organization) with the relevant authority or assumed competence to issue such a credential. “Credential” is the umbrella term encompassing post-secondary degrees, diplomas, licenses, certificates, and certifications.

A credential is a nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, General Equivalency Diploma, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry recognized credentials. States should use 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 that are designed to equip individuals to enter or reenter employment, retain employment, or advance into better employment.

(Note: This term applies to the current WIA statutory adult, dislocated worker, and older youth measures only; it does not apply to the common measures).

Comprehensive Assessment (Non-Regulatory Definition)

A specialized evaluation, including diagnostic testing, the use of other assessment tools, and in-depth interviewing and evaluation to identify the interests, skill levels, abilities, barriers, and service needs of individuals. The comprehensive assessment of each applicant's basic skills, occupational skills, educational background, prior work experience, employability, career aptitude and interests, and the need for supportive services.

Customized Training (Act 101[8], Reg. 663.715)

The term “customized training” means training:

1. designed to meet the special requirements of an employer (including a group of employers);
2. conducted with a commitment by the employer to employ an individual upon successful completion of the training; and
3. which the employer pays for not less than 50 percent of the cost of the training.

Date of Exit (TEGL 17-05, Attachment B)

Represents the last day on which the individual received a service funded by the program or a partner program (see definition of “exit”).

Date of Participation (TEGL 17-05, Attachment B)

Represents the first day, following a determination of eligibility, (if required), that the individual begins receiving a service funded by the program (see definition of participant).

Deficient in Basic Literacy Skills ((WIA Sections 101[13][C][i], 101[19], Reg. 664.205)

Definitions and eligibility documentation requirements regarding the “deficient in basic literacy skills” criterion in § 664.200(c) (1) may be established at the state or local level. These definitions may establish such criteria as are needed to address state or local concerns, and must include a determination that an individual:

1. Computes or solves problems, reads, writes or speaks English at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion referenced test; or
2. Is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society (WIA Sections 101[19], 203[12].)
3. In cases where the State Board establishes State policy on this criterion, the policy must be included in the State Plan.

Department or DOL (Reg. 660.300)

Department or DOL means the U.S. Department of Labor, including its agencies and organizational units.

Designated Region (Reg. 660.300)

Designated region means a combination of local areas that are partly or completely in a single labor market area, economic development region, or other appropriate contiguous subarea of a state that is designated by the State under WIA Section 116(c), or a similar interstate region that is designated by two or more states under WIA Section 116(c)(4).

Diploma (TEGL 17-05, Attachment B)

The term "diploma" means any credential that the state education agency accepts as equivalent to a high school diploma. The term "diploma" also includes post-secondary degrees including Associate's Degrees (AA and AS) and Bachelor's Degrees (BA and BS).

Disability

See Individual with a Disability.

Disaster Relief Assistance (TEGL 16-03, WIA Data Element # 330)

(Note: Applies to National Emergency Grants [NEGs] Only)

Significant dislocation events are those that create a sudden need for assistance that cannot be reasonably expected to be accommodated within the on-going operations

of the formula-funded Dislocated Worker program, including discretionary sources reserved at the state level. Eligible dislocation events include unexpected events, such as disasters. Disaster applications require that the Federal Emergency Management Agency (FEMA) has declared a disaster area eligible for public assistance.

The primary purpose of a disaster project is to create temporary employment to assist with clean-up activities. The initial award will restrict the clean-up period to six months from the date of the grant award.

The participant may have:

1. Received a temporary job working in clean-up and recovery of the affected area and may have received workforce services through a Disaster National Emergency Grant (Disaster NEG), including core, intensive, and training services as defined in the WIA.
2. Received a temporary job through a Disaster NEG working in clean-up and recovery of the affected area, but received no other workforce services through the Disaster NEG.
3. Received workforce services through a Disaster NEG, including core, intensive, and training services as defined in the WIA, but did not receive a temporary job through the Disaster NEG.

The participant receives financial assistance services under a National Emergency Grant (NEG) which includes, but is not limited to, providing food, clothing, shelter, and related humanitarian services; performing demolition, cleaning, repair, renovation, and reconstruction of damaged and destroyed public structures, facilities, and lands located within the designated disaster area, as defined in the grant award document.

Dislocated Worker (Act 101[9])

The term “dislocated worker” means an individual who:

1. a) has been terminated or laid-off or who has received a notice of termination or lay off from employment;
- b) (i) is eligible for or has exhausted entitlement to unemployment compensation; **OR**
(ii) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a One-Stop center, attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not

- covered under a state unemployment compensation law; **AND**
- c) is unlikely to return to a previous industry or occupation;
 2. a) has been terminated or laid off, or has received notice of termination or layoff, from employment as a result of any permanent closure of or any substantial layoff at a plant, facility, or enterprise;
b) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; **OR**
c) for purposes of eligibility to receive services other than training services, intensive services, or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;
 3. is self-employed (including employment as a farmer, a rancher, or a fisherman), but she/he is unemployed as a result of general economic conditions in the community in which the individual resides or because of a natural disaster; **OR**
 4. is a displaced homemaker.

This definition allows individuals to qualify as a dislocated worker in four different ways. The workforce system is encouraged to test individuals' eligibility against all options to ensure that the maximum number of people qualify as dislocated workers. Individuals who do not qualify under category 1 because of the nature of their employment separation may still qualify under category 2, 3, or 4.

Displaced Homemaker (Act 101[10])

The term "Displaced Homemaker" is an individual who has been providing unpaid services to family members in the home and who has been:

1. dependent on the income of another family member but is no longer supported by that income; and
2. is unemployed or under-employed and is experiencing difficulty in obtaining or upgrading employment.

Distance Learning (TEGL 17-07)

Distance learning is education in which students take academic courses by accessing information and communicating with the instructor asynchronously over a computer network.

Distance learning is also referred to as technology-based learning. Technology-based learning is an umbrella term, which encompasses related terms such as on-line learning, Web-based learning (which only includes learning that occurs via the

Internet), CD's and DVD's, and computer based learning (by which learning through the use of dedicated personal computers is meant). Learning is via electronic technology, including the internet, intranet sites, satellite broadcasts, audio and video conferencing, Internet bulletin boards, chat rooms, Webcasts, simulations, gaming, and a variety of mobile operations such as podcasting.

Dropout (Act 101[39])

See School Dropout.

Economic Development Agencies (Act 101[11])

The term “economic development agencies” includes local planning and zoning commissions or boards, community development agencies, and other local agencies and institutions responsible for regulating, promoting, or assisting in local economic development.

Educational Gain (TEGL 17-05, Attachment B)

At post-test, the participant completes or advances one or more educational functioning levels from the starting level measured on entry into the program (pre-test).

Education Status

See School Status at Participation

Eligible Claimant (WIASRD Item # 118)

Eligible claimant referred by WPRS – if, at the time of registration in the program, the individual:

1. filed a claim and has been determined monetarily eligible for benefit payments under one or more State or Federal Unemployment Compensation (UC) programs and whose benefit year or compensation by reason of an extended duration period has not ended and who has not exhausted his/her benefit rights; AND
2. was referred to service through the State's Worker Profiling Reemployment Services (WPRS) system.

Eligible claimant not referred by WPRS – if the individual meets condition #1 above, but was not referred to service through the state’s WPRS system.

Eligible claimant exhaustee – if, at the time of registration in the program, the individual has exhausted all Unemployment Compensation benefits rights for which he/she has been determined monetarily eligible, including extended supplemental benefit rights.

(Note: WIASRD identifies this as Unemployment Compensation Eligible Status.)

Eligible Provider (Act 101[12])

The term “eligible provider,” used with respect to:

1. training services, means a provider who is listed on the Eligible Training Provider List; (CECR)
2. intensive services, means a provider who is identified or awarded a contract;
or
3. youth activities, means a provider who is awarded a grant or contract; or
4. other workforce investment activities, means a public or private entity selected to be responsible for such activities, such as a designated or certified as a one-stop operator.

Eligible Youth (Act 101[13])

The term “eligible youth” means an individual who

1. is not less than age 14 and not more than age 21;
2. is a low income individual; and
3. is an individual who is one or more of the following:
 - a) deficient in basic literacy skills;
 - b) a school dropout;
 - c) homeless, a runaway, or a foster child;
 - d) pregnant or a parent;
 - e) an offender;
 - f) an individual who requires additional assistance to complete an educational program, or to secure and hold employment.

Employment and Training Activity (Act 101[14], Reg. 660.300)

The term “employment and training activity” means an activity that is carried out for an adult or dislocated worker.

Employed at the Date of Participation

See Employment Status at Participation.

Employed in the Quarter After the Exit Quarter (TEGL 17-05, Attachment B)

The individual is considered employed in a quarter after the exit quarter if wage records for that quarter show earnings greater than zero.

When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter of measurement after the exit quarter, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.

Employed in the Second/Third Quarter after the Exit Quarter (TEGL 17-05, Attachment B)

The individual is considered employed if wage records for the second or third quarter after exit show earnings greater than zero. Wage records will be the primary data source for tracking employment in the quarter after exit.

When supplemental data sources are used, individuals should be counted as employed if, in the second or third calendar quarter after exit, they did any work at all as paid employees, worked in their own business, profession, or worked on their own farm.

Employment Status at the Date of Participation (TEGL17-05, Attachment B, WIASRD Item # 115)

Employed:

The participant is a person who either:

1. Did any work as a paid employee;
2. Did any work at all in his or her own business, profession, or farm;
3. Worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family; or

4. 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.

Employed but Received a Notice of Termination or Military Separation

The participant has received:

1. A WARN, or other notice that the facility or enterprise will close; or
2. Is a transitioning service member.

Not employed:

1. If the participant does not meet one of the condition described above.

(Note: Employment Status at Participation is also referred to as Employed at the Date of Participation.)

Enrolled in Education (WIASRD Item #343)

If the individual is enrolled in secondary school, post-secondary school, adult education programs, or any other organized program of study. States may use this coding value if the youth was either already enrolled in education at the time of participation in the program or became enrolled in education at any point while participating in the program.

Entered Advanced Training / Placement - Post-Secondary Education (Youth)
(TEGLs 15-10 and 17-05, Attachment B)

Advanced Training is an occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. It includes only training outside of the One-Stop, WIA, and partner system (i.e., training following exit). It includes training in the Post-Secondary Education Category.

(Note: This term applies to the current WIA younger youth measures only; it does not apply to the common measures.)

Post-Secondary Education is a program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A., A.S., B.A., B.S.). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as a placement in post-secondary education, but may count as a placement in “advanced training/occupational skills training.”

Entered Training-Related Employment (WIASRD Item # 604)

Training-related employment is employment in which the individual uses a substantial portion of the skills taught in the training received by the participant. This information can be based on any job and only applies to adults, dislocated workers, and older youth who entered employment in the quarter after the exit quarter.

Training-related employment may be determined by any appropriate method or methods including:

1. Comparing the occupational code with the training activity/job;
2. Comparing the industry of employment with the training occupation;
3. Other appropriate methods.

Entrepreneurial Training (Non-Regulatory Definition)

Entrepreneurial training programs assist qualified unemployed individuals who are seriously interested in starting a business in Michigan and becoming self-employed.

(Note: For additional information, refer to TEGL 17-05.)

EO Data (Reg. 660.300)

EO data means data on race and ethnicity, age, sex, and disability required under 29 CFR Part 37 of the DOL regulations implementing Section 188 of the WIA, governing nondiscrimination.

ETA (Reg. 660.300)

ETA means the Employment and Training Administration of the U.S. Department of Labor.

Ethnicity (WIASRD Items # 104 through 110)

Hispanic or Latino – The participant is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin (including Spain), regardless of race.

American Indian or Alaskan Native – The participant indicates that he/she is a person having origins in any of the original peoples of North America and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian – The participant indicates that he/she is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American – The participant indicates that he/she is a person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander – The participant indicates he/she is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or Other Pacific Islands.

White – The participant indicates that he/she is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Exit (TEGL 17-05, Attachment B)

The term “program exit” means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services. The exit date is the last date of services.

Exit Date (TEGL 17-05)

The last date WIA Title I or partner services, excluding follow-up services, were received by the participant.

Once a participant has not received services funded by the program or a partner program for 90 consecutive calendar days, has no gap in service, and is not

scheduled for future services. The date of exit is applied retroactively to the last day on which the individual received a service funded by the program or partner program. If the participant receives services from multiple programs, the states and grantees may use the last or most recent date of service as the “date of exit” for use in reporting on the measures in each program.

(Note: For exceptions to the program exit definition, refer to the definition for Gap in Service.)

Exit Quarter (TEGL 17-05)

Represents the calendar quarter in which the date of exit is recorded for the individual.

Family (Act 101[15], TEGL 26-13)

The term “family” means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

1. husband, wife, and dependent children
2. parent or guardian and dependent children
3. husband and wife

Although the WIA’s definition of “family” uses the terms “husband” and “wife,” the Employment and Training Administration interprets these terms as gender neutral, based on the U.S. Supreme Court’s recent decision in *United States v. Windsor*. Consistent with ETA’s policy to recognize same-sex marriage, same-sex spouses are included within the WIA’s definition of “family.”

A person not meeting the definition of family is considered to be an individual (often known as a family of one). A person with a disability shall be considered a family of one.

Family Income (Non-Regulatory Definition)

Includes all income actually received by the members of the registrant's family during the income determination period within six months prior to application. Only the income for individuals included in the registrant's family size is considered when determining family income. In addition, the income of these

family members is only to be counted during the periods persons are actually members of the registrant's family unit.

(Note: Interpretation of “husband” and “wife” as gender neutral in the WIA’s definition of “family” could impact an individual’s family income calculation.)

Food Assistance (Stamp) Recipient (WIASRD Item # 121 – Other Public Assistance Recipient)

An individual who is a member of a household that receives (or has been determined within the 6-month period prior to registration for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977.

For purposes of determining eligibility, a food stamp recipient is considered low income.

Foster Care (45 CFR 1355.20)

Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the State agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child in foster care is in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching payments that are being made.

Foster Child (WIASRD Element # 131)

The participant is a person who is currently in foster care or has been in the foster care system at any time during his or her lifetime.

Gap in Service (TEGL 17-05)

A participant should not be considered as exited if there is a gap in service of greater than 90 days in one of the following circumstances:

1. Delay before the beginning of training;

2. Health/medical condition or providing care for a family member with a health/medical condition; and
3. Temporary move from the area that prevents the individual from participating in services, including National Guard or other related military service.

Governor (Act 101[16], 203[8])

The term “Governor” means the chief executive of a State or outlying area.

Grant (Reg. 660.300)

Grant means an award of WIA financial assistance by the U.S. Department of Labor to an eligible WIA participant.

Grantee (Reg. 660.300)

Grantee means the direct recipient of grant funds from the Department of Labor. A grantee may also be referred to as a recipient.

Group Counseling (Non-Regulatory Definition)

Where staff and employers identify specific behaviors associated with obtaining and retaining employment. Group Counseling can also be conducted for supportive service needs, particularly in layoff situations where large numbers of people need to receive information.

High School Completion (Non-Regulatory Definition)

An individual has completed high school if he or she has been awarded a high school diploma or an equivalent credential, including a GED credential.

Homeless Individual and/or Runaway Youth (WIASRD Item # 125, P.A. 100-77- McKinney-Vento Homeless Assistance Act)

An individual who lacks a fixed, regular, adequate night time residence; and any individual

- a) who has a primary night time residence that is a publicly or a privately operated shelter designed to provide temporary living

- accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
- b) an institution providing temporary residence for individuals intended to be institutionalized; **OR**
 - c) a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings; **OR**
 - d) a person under 18 years of age who absents himself or herself from home or a place of legal residence without the permission of his or her family (i.e., a runaway youth).

A homeless applicant is considered low income.

(Note: This definition does not include an individual imprisoned or detained pursuant to an Act of Congress or state law.)

(Note: An individual who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.)

Individual Employment Plan (IEP)

An IEP will be developed at the time of registration for each WIA participant to identify employment goals, appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals. The IEP will be revised when there is a change in the employment goals and/or services.

Local labor market information will be taken into consideration in the development of the IEP. The IEP must include an assessment of the person's job readiness, specific employment and training need, and specific strengths and deficiencies. The IEP will include an assessment of the person's financial, social and/or supportive needs and provide the justification for all services to be given. The IEP will describe what core services have been provided.

(Note: the terms Individual Employment Plan (IEP) and Individual Service Strategy (ISS) are used interchangeably.)

Individual Service Strategy (ISS)

WDA policy requires the preparation of an Individual Service Strategy (ISS) for WIA participants. The electronic ISS sets forth a mutually developed plan

between a participant and the MWA worker. The purpose of the ISS is to address barriers and assist the participant in achieving employment/training goals. This verifies the participant is aware of and understands the details of the mutually developed ISS. Final approval rests with the MWA worker. It is recommended the consultations be held in-person, with the participant; however, they may take place over the telephone or through the use of other alternative communication methods. An acknowledgement copy of the ISS should be provided to the participant.

The ISS should complement a comprehensive assessment completed for each participant, which assesses each participant's basic skills, occupational skills, educational background, prior work experience, employability, career aptitude and interests, and the need for supportive services. (The comprehensive assessment may include diagnostic testing.)

There is no requirement to maintain a hard copy formatted ISS in the participant's file. However, if a hardcopy is maintained, it is recommended the ISS contain signatures of both an MWA worker and the participant. The ISS must be continuously updated via case notes reflecting all changes in services received, and records/documents kept. Additionally, the OSMIS must accurately reflect when participants meet goals and objectives of the plan(s), or as changes occur to stated goals and objectives.

(Note: the terms Individual Employment Plan (IEP) and Individual Service Strategy (ISS) are used interchangeably.)

Individual Training Account (ITA) (20 CFR 663.100(b)(3) & 20 CFR 663.410)

Through the One-Stop system, adults and dislocated workers needing training are provided Individual Training Accounts (ITAs) and access to lists of eligible providers and programs of training. These lists contain quality consumer information, including cost and performance information for each of the providers' programs, so that participants can make informed choices on where to use their ITAs.

ITAs are used to purchase individual training services for adults or dislocated workers and funded through the WIA Title I. The ITA is established on behalf of a participant. Adult and dislocated workers purchase training services from eligible providers they select in consultation with the case manager.

Individual with a Disability (Act 101[17], 188, 203[9] [A], Reg. 660.300, Americans with Disabilities Act Section 3(2) (a), 29 CFR, Section 37.4, WIASRD Item # 104, and USDOL Frequently Asked Questions)

The participant indicates that he/she has any “disability” as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a “disability is a physical or mental impairment that substantially limits one or more of the person’s major life activities.

(Note: For definitions and examples of “physical or mental impairment” and “major life activities,” see paragraphs (1) and (2) of the regulations.)

The term “individual with a disability” means an individual with any disability as defined in Section 3 of the Americans with Disabilities Act. Section 3 defines disability as a physical or mental impairment which substantially limits one or more of the person’s major life activities; a record of such an impairment; or being regarded as having such an impairment.

The phrase “major life activities” means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

The definition of “disability” varies, depending on the purpose for which it is being used. Federal and state agencies generally use a definition that is specific to a particular program or service. For example, for purposes of nondiscrimination laws (e.g. the Americans with Disabilities Act, Section 503 of the Rehabilitation Act of 1973 and Section 188 of the Workforce Investment Act), ...A person with a disability is generally defined as someone who:

1. Has a physical or mental impairment that substantially limits one or more “major life activities”,
2. Has a record of such impairment, or
3. Is regarded as having such an impairment.

To be found disabled for purposes of Social Security disability benefits, individuals must have a severe disability (or combination of disabilities) that has lasted, or is expected to last, at least 12 months or result in death, and which prevents working at a “substantial gainful activity” level.

State vocational rehabilitation offices will find a person with a disability to be eligible for vocational rehabilitation services if he or she has a physical or mental

impairment that constitutes or results in a “substantial impediment” to employment for the applicant.

Individuals with Disabilities (Act 101[18], 203[9]) [B])

The term “individuals with disabilities” means more than one individual with a disability.

Individual of Limited English Proficiency (Act 203[10], WIASRD Item # 116)

The term “individual of limited English proficiency” means an adult or out-of-school youth who has limited ability in speaking, reading, writing or understanding the English language and:

1. whose native language is a language other than English; or
2. who lives in a family or community environment where a language other than English is the dominant language.

Information Technology (Act 333[3])

The term “information technology” has the meaning given that term in Section 5002 of the Information Technology Management Reform Act of 1996 (110 Stat. 679).

Interim Employment

See the term “Stop-Gap Employment.”

Internship

Internships provide real-world experience to those looking to explore or gain the relevant knowledge and skills required to enter into a particular career field. Internships are relatively short-term in nature with the primary focus of taking what’s learned in the classroom and applying it to the real world. Interns generally have a supervisor who assigns specific tasks and evaluates an intern’s overall work.

Job Readiness Training (Non-Regulatory Definition)

Job readiness training provides, through classroom lecture and role play, the development of the same set of skills and understanding to be acquired through

work experience. It is generally offered as pre-vocational world-of-work skills that may include showing up on time, and work place attitudes and behaviors. Job readiness training usually does not include an associated work component, but it may.

(Note: Job Readiness Training is categorized as a WIA intensive service.)

Key-Demand Occupations (Guideline Only)

Key-Demand Occupations are primarily based on the long-term occupational projections, which cover a ten-year period. These lists include occupations created by changes in technology, society, or markets, as observed by the occupational projections. Key-Demand Occupations may also be existing occupations that have been substantially modified by the same changes and are increasing in employment, experiencing strong growth rates (as compared to just simply replacing an existing worker), have relatively high wages, and display characteristics that are common with current labor force trends.

Labor Market Area (Act 101[18])

The term “Labor Market Area” means an economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by the Governor.

Labor Federation (Reg. 660.300)

Labor federation means an alliance of two or more organized labor unions for the purpose of mutual support and action.

Last Expected Service (TEGL 17-05, Attachment B)

Occurs when the participant completes the activities outlined in his or her service strategy or service plan and there are no additional services expected other than supportive or follow-up services. Last expected service may also occur in situations where the participant voluntarily or involuntarily discontinues his or her participation in services outlined in the service plan.

Last Expected Service Date (TEGL 17-05, Attachment B)

The date used to determine when a participant becomes a part of the sampling frame for the customer satisfaction survey. In many instances, this date will be the same as the exit date. In situations where a case was ended, reopened within 90 days of the original closure date, and then ended again, the date used to determine inclusion in the sampling frame is the initial last expected service date. This date is also the date that triggers follow-up services as long as no additional services are provided (other than supportive or follow-up services) 90 days following this date.

Literacy (Act 101[19], 203[12], Reg. 20 CFR 660.300)

The term “Literacy” means an individual’s ability to read, write, and speak English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Literacy Activities (Non-Regulatory Definition)

Related to basic workforce readiness; what the WIA defines as workplace literacy is commonly referred to as workforce literacy. Workforce literacy classes attempt to replicate the environment encountered in the workplace by using work relevant materials in contextual instruction. The term “workplace literacy services” as defined by the WIA, means “literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.” Literacy means “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.” Workforce technical, occupational, or vocational skills are not equivalent to basic literacy skills. These sets of skills are different in scope and require a different instructional approach to lead to student outcomes.

Literacy Training

The term “Literacy Training” refers to the acquisition of knowledge, skills, and competencies as a result of teaching an individual 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.

Local Area (Act 101[20])

The term “local area” means a local workforce investment area designated by the Governor, taking into consideration:

1. geographic areas served by local educational institutions and intermediate educational agencies;
2. geographic areas served by post-secondary educational institutions and area vocational education schools;
3. the extent to which such local areas are consistent with labor market areas;
4. the distance that individuals will need to travel to receive services provided in such local areas;
5. the resources of such local areas that are available to effectively administer required activities.

Local Board (Act 101[21], 301[3], Reg. 660.300, Reg. 661.300)

The term “local board” means a **local workforce investment board** established in each area of the state, and certified by the Governor, to set policy for the workforce investment system within the local area. The local workforce investment board (Local Board) is appointed by the chief elected official in each local area in accordance with State criteria established under the WIA Section 117(b), and is certified by the Governor every two years, in accordance with the WIA Section 117(c)(2).

Local Educational Agency (Act 101[23], 203[13])

The term “local educational agency” has the meaning given the term in Section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

Local Performance Measure (Act 101[22])

The term “local performance measure” means a performance measure established under Section 136(c).

Local Youth Program (Reg. 664.400)

A local youth program is defined as those youth activities offered by a local workforce investment board for a designated local workforce investment area, as specified in 20 CFR, Part 661.

Lower Living Standard Income Level (LLSIL) (Act 101[24])

The term “lower living standard income level” means that income level (adjusted for regional, metropolitan, urban, rural differences and family size) determined annually by the Secretary based on the most recent lower living budget issued by the Secretary.

Low Income Individual (Act 101[25])

The term “low income individual” means an individual who:

1. receives or is a member of a family that receives cash payments under a federal, state, or local income-based public assistance program;
2. received an income or is a member of a family which has received a total family income for the six-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, welfare payments and old age and survivors insurance benefits received under Section 202 of the Social Security Act), that in relation to family size, does not exceed the higher of:
 - a) the poverty level, for an equivalent period; **OR**
 - b) 70 percent Lower Living Standard Income Level (LLSIL), for an equivalent period;
3. is a member of a household that receives (or has been determined within the six-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977;
4. qualifies as a homeless individual, as defined in subsections (a) and (c) of Section 103 of the Stewart B. McKinney Homeless Assistance Act;
5. is a foster child on behalf of who State or local government payments are made; **OR**
6. 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 1 or 2 above, but who is a member of a family whose income does not meet such requirements.

Memorandum of Understanding (MOU) (Reg. 662.300(a))

The MOU is an agreement developed and executed between the Local Board, with the agreement of the chief elected official, and the One-Stop partners relating to the operation of the One-Stop delivery system in the local area.

Migrant/Seasonal Farmworkers (20 CFR Part 500 Reg. 651)

Seasonal Farm Worker - Persons who during the preceding 12 months worked at least an aggregate of 25 or more days or parts of days in which some work was performed in farm work, earned at least half of their earned income from farm work, and were not employed in farm work year-round by the same employer. For purposes of this definition only, a farm labor contractor is not considered an employer. Non-migrant individuals who are full-time students are excluded.

Migrant Farm Worker - Seasonal farm worker who has to travel to do the farm work so that they were unable to return to their permanent residence within the same day. Full-time students traveling in organized groups, rather than with their families, are excluded.

Migrant Farm Worker – Field Work Only – The person only worked in the field as a seasonal farmworker.

Migrant Food Processor - Persons who during the preceding 12 months worked at least an aggregate of 25 or more days or parts of days in which some work was performed in food processing, who earned at least half of his/her earned income from processing work, and were not employed in food processing year round by the same employer, provided that the food processing required travel such that the worker was unable to return to his/her permanent residence within the same day. Migrant food processing workers who are full-time students, but who travel in organized groups rather than with their families, are excluded.

Minimum Wage (Non-Regulatory Definition)

Payment of wages meeting the requirements of the Fair Labor Standards Act or the Michigan Minimum Wage Law.

National Career Readiness Certificate (NCRC)

A National Career Readiness Certificate (NCRC) is earned based on test level score results for three specific tests: Applied Mathematics, Locating Information, and Reading for Information. When the test level scores have been entered for these three tests, OSMIS will automatically generate an NCRC level:

1. Individuals scoring at least a level three in each of the three tests will be awarded a bronze level NCRC.
2. Individuals scoring at least a level four in each of the three tests will be

awarded a silver level NCRC.

3. Individuals scoring at least a level five in each of the three tests will be awarded a gold level NCRC.
4. Individuals scoring at least a level six in each of the three tests will be awarded a platinum level NCRC.

Needs-Related Payments (Reg. 663.815)

Needs-related payments provide financial assistance to participants for the purpose of enabling individuals to participate in training and are one of the supportive services authorized by the WIA Section 134(e) (3).

Non-Traditional Employment (Act 101[26])

The term “non-traditional employment” refers to occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Both male and female can be in nontraditional employment.

Nontraditional employment can be based on either local or national data.

Not Employed at the Date of Participation (at Registration) (TEGL 17-05, Attachment B)

An individual is also considered not employed at the date of participation when he/she:

1. did no work at all as a paid employee on the date participation occurs;
2. has received a notice of termination of employment or the employer has issued a WARN or other notice that the facility or enterprise will close; or
3. is a transitioning service member.

Also see the definition for Employment Status at Registration.

Obligations (Reg. 660.300)

Obligations means the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a funding period that will require payment by the recipient or subrecipient during the same or a future period. For purposes of the reallocation process described at 20 CFR 667.150, the

Secretary also treats as State obligations any amounts allocated by the State under the WIA Sections 128(b) and 133(b) to a single area State or to a balance of State local area administered by a unit of the State government, and inter-agency transfers and other actions treated by the State as encumbrances against amounts reserved by the State under the WIA Sections 128(a) and 133(a) for Statewide workforce investment activities.

Occupational or Career Outlook (Non-Regulatory Definition)

Forecasts of industry employment growth are applied against an industry-occupational matrix to project employment for wage and salary workers. The matrix reflects occupational staffing patterns; each occupation as a percent of the workforce in every industry. Data for current staffing patterns comes from the Occupational Employment Statistics survey program, which collects data from employers on a three-year cycle. Data on self-employed workers in each occupation is obtained from the Current Population Survey. Self-employed workers are projected separately.

Occupational Projections (Forecasts) (Non-Regulatory Definition)

The occupational tables provided by the Bureau of Labor Market Information and Strategic Initiatives, list detailed occupational projections for the MWA for a given ten-year period. Included are employment levels for both years, net and percentage change in employment and data on annual openings. Please note, approximately every two years there will be a new set of occupational projections.

Occupational Skills Training

Occupational Skills Training consists of training and education for job skills required by an employer to provide individuals with the abilities to obtain or advance in employment or adapt to changing workplace demands. Job skills training focuses on educational or technical training designed specifically to help individuals move into employment. Placement into this activity constitutes the appropriate comprehensive basic skills education required for individuals assessed at math and/or reading levels below ninth grade.

See also Advanced Training/Occupational Skills Training.

Occupational Skills Goal (TEGL 17-05, Attachment B)

A measurable increase in primary occupational skills encompassing 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.

(Note: This term applies to the current WIA statutory youth measures only; it does not apply to common measures.)

Offender (Act 101[27], WIASRD Element # 126)

An offender is an adult or juvenile who:

1. is or has been subject to any stage of the criminal justice process for committing a status offense or delinquent act; or
2. requires assistance in overcoming barriers to employment resulting from record of arrest or conviction for committing delinquent acts, such as crimes against persons, crimes against property, status offenses, or other crimes.

Older Individual (Act 101[28])

The term “older individual” means an individual age 55 years of age or older.

One-Stop Delivery System (Act 301[3], Reg. 662.100(a))

The term “one-stop delivery system” means a one-stop delivery system described in Section 134(c) of the Workforce Investment Act of 1998. In general, the one-stop delivery system is a system under which entities responsible for administering separate workforce investment, educational, and other human resource programs and funding streams (referred to as One-Stop partners) collaborate to create a seamless system of service delivery that will enhance access to the programs’ services and improve long-term employment outcomes for individuals receiving assistance.

One-Stop Operator (Act 101[29], Reg. 662.400(a) (1 through 6))

The term “one-stop operator” means one or more entities designated or certified by

the local board with the agreement of the chief elected official. The types of entities that may be selected to be the One-Stop operator include:

1. A post-secondary educational institution;
2. An Employment Service agency established under the Wagner-Peyser Act on behalf of the local office of the agency;
3. A private, non-profit organization (including a community-based organization);
4. A private for-profit agency;
5. A government agency; and
6. Another interested organization or entity.

One-Stop Partner (Act 101[30])

The term “one-stop partner” means:

1. A required partner that carries out or makes available the following programs and activities through the one-stop delivery system:
 - a) programs authorized under the WIA;
 - b) programs authorized under Wagner-Peyser;
 - c) adult education and literacy activities authorized under Title II;
 - d) programs authorized under Title I of the Rehabilitation Act of 1973;
 - e) programs authorized under Section 403(a)(5) of the Social Security Act;
 - f) programs authorized under Title V of the Older Americans Act of 1965;
 - g) programs authorized under the Carl D. Perkins Vocational and Applied Technology Education Act;
 - h) activities authorized under Chapter 2 of Title II of the Trade Act of 1974;
 - i) activities authorized under Chapter 41 of Title 38, United States Code;
 - j) employment and training activities carried out under the Community Services Block Grant Act;
 - k) employment and training activities carried out by the Department of Housing and Urban Development; and
 - l) Programs authorized under State unemployment compensation laws (in accordance with applicable Federal law).
2. Additional partners participating, with the approval of the local board and chief elected official, in the operation of the One-Stop delivery system.

On-the-Job Training (OJT) (Act 101[31], 20 VGT 663.700, TEGL 17-05)

The term “on-the-job training” means training by an employer that is provided to a paid participant while engaged in productive work in a job that:

1. provides knowledge or skills essential to the full and adequate performance of the job;
2. provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; **AND**
3. is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.
4. is limited to the period of time required for a participant to become proficient in the occupation for which the training is being provided. In determining the appropriate length of the contract, consideration should be given to the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience, and the participant's individual employment plan.

(Note: OJT is a reportable training activity and is NOT considered to be subsidized employment.)

Outlying Area (Act 101[32], 203[14], Reg. 660.300)

The term “outlying area” means the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

Out-of-School Youth (Act 101[33], Reg. 664.300(a) and (b), TEGL 17-05, Attachment B)

The term “out of school youth” means:

1. An eligible youth who is a school dropout; or
2. An eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed.

Participant (Act 101[34], Reg. 20 CFR 660.300, TEGL 17-05, Attachment B)

A participant is an individual who is determined eligible to participate in the

program and receives a service funded by the program in either a physical location (One-Stop Career Center or affiliate site) or remotely through electronic technologies.

Participation commences on the first day, following determination of eligibility, on which the individual began receiving core, intensive, subsidized employment, training, or other services provided under the WIA Title I.

Participant Quarter (TEGL 17-05, Attachment B)

Represents the calendar quarter in which the date of participation is recorded for the individual.

Participant Status

All participant final status information is captured using the WIA Participation Status Screen. The purpose of the data collection is to record the WIA participant's status in the WIA program. This includes future services, planned gaps, the WIA manual exit date, and other reporting information upon exiting the WIA program. This information may include credential attainment, employer information, and school information.

Physical Location (TEGL 17-05, Attachment B)

A physical location means a designated One-Stop Career Center, an affiliated One-Stop partner site, including a technologically linked access point, where services and activities funded by the program are available, or other specialized centers and sites designed to address special customer needs, such as company work sites for dislocated workers.

Post-Secondary Educational Institution (Act 101[35], 203[15], TEGL 17-05, Attachment B)

The term “post-secondary educational institution” means an institution of higher education, as defined in Section 481 of the Higher Education Act of 1965.

1. An institution of higher education that provides not less than a 2 year program of instruction that is acceptable for credit toward a bachelor's degree;
2. A tribally controlled community college; or
3. A nonprofit educational institution offering certificate or apprenticeship

programs at the postsecondary level.

Post-Secondary Education (TEGL 17-05, Attachment B)

A program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A., A.S., B.A., B.S.). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as placement in post-secondary education, but may count as a placement in advanced training/occupational skills training.

See Entered into Advanced Training

Post-Test (TEGL 17-05, Attachment B)

A test administered to a participant at regular intervals during the program.

Poverty Line (Act 101[36])

The term “poverty line” means the poverty line (as defined by the Office of Management and Budget, revised annually in accordance with Section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved.

Pregnant or Parenting Youth (Act 101[13][C][IV])

Individuals who are pregnant or parenting.

(Note: Parenting is defined in behavioral terms.)

Public Assistance (Act 101[37])

The term “public assistance” means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

Food stamps, or vouchers issued by charitable agencies for food, housing, or clothing are not considered Public Assistance. Social Security retirement benefits and Social Security disability payments are not public assistance. Medicare/Medicaid are not considered public assistance for the WIA purposes.

For eligibility purposes: A registrant is considered to be receiving Public Assistance if the individual, or any family member living with the individual, receives any of the following:

1. Temporary Assistance for Needy Families (TANF)

A TANF recipient is in receipt of income or money payments pursuant to a state plan approved under the Social Security Act, Title IV. Also, includes participants who were referred by the TANF agency, participated in the TANF assessment program as a requirement prior to opening a TANF grant, and who received support services from the TANF agency.

The individual is listed on the welfare grant or has received cash assistance or other support services from the TANF agency in the previous six months prior to the date of participation.

A member of the family receiving TANF is considered low income.

2. General Assistance / Supplemental Security (SSI) / Refugee Assistance

General Assistance is a generic term used to describe welfare programs that benefit adults without dependents (single persons, or less commonly, childless married couples) as opposed to families with children who receive from the federal program formerly known as Aid to Families with Dependent Children, and, since 1996, officially known as Temporary Assistance to Needy Families. Michigan no longer provides these benefits. A General Assistance recipient is in receipt of state or local government cash assistance based on need.

A SSI recipient is in receipt of supplemental income or money payments pursuant to a state plan approved under the Social Security Act, Title XVI (Supplemental Security Income for the Aged, Blind, and Disabled), or pursuant to the Refugee Assistance Act of 1980 (Public Law 96-212). *See Supplemental Security Income.*

The Refugee Assistance Program (RAP) helps persons admitted to the U.S. as refugees to become self-sufficient after their arrival. Temporary RAP cash assistance and medical aid is available to eligible refugees for up to eight months after their entry into the U.S. Employment services, health screenings and foster care services for unaccompanied minors are other DHS services available to refugees. A Refugee Assistance recipient is in receipt of income or money payments under the Refugee Assistance Act of 1980

(Public Law 96-212).

3. Other Public Assistance

Other Public Assistance programs are state or local government cash assistance programs based on need other than TANF or SSI payments. Only cash payments going directly to the registrant or his/her family are considered public assistance payments (e.g., fuel assistance) made payable to the registrant and a company or agency can be considered public assistance. Other public assistance includes benefits paid for Independent Living (a social services program for emancipated minors).

See also Food Assistance Recipient.

Pre-test (TEGL 17-05, Attachment B)

A test used to assess a participant's basic literacy skills, which is administered to a participant up to six months prior to the date of participation, if such pre-test scores are available, or within 60 days following the date of participation.

Pregnant or Parenting Youth (WIASRD Item # 127)

The participant is a person who is either under 22 years of age and who is pregnant, or an individual (male or female) who is providing custodial care for one or more dependents under age 18.

Qualified Apprenticeship (TEGL 17-05, Attachment B)

A program approved and recorded by the ETA Bureau of Apprenticeship and Training or by a recognized state apprenticeship agency or council. Approval is by certified registration or other appropriate written credential.

Race

Please refer to the definition for Ethnicity

Rapid Response Activity (Act 101[38])

The term "rapid response activity" means an activity provided by a State, or by an entity designated by a State, with funds provided by the State, under section 134(a) (1) (A), in the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation, in

order to assist dislocated workers in obtaining reemployment as soon as possible, with services including:

1. the establishment of onsite contact with employers and employee representatives:
 - a) immediately after the State is notified of a current or projected permanent closure or mass layoff; or
 - b) in the case of a disaster, immediately after the State is made aware of mass job dislocation as a result of such disaster;
2. the provision of information and access to available employment and training activities;
3. assistance in establishing a labor-management committee, voluntarily agreed to by labor and management, with the ability to devise and implement a plan for assessing the employment needs of dislocated workers and obtaining services to meet such needs;
4. the provision of emergency assistance adapted to the particular closure, layoff, or disaster; and
5. the provision of assistance to the local community in developing a coordinated response and in obtaining access to State economic development assistance.

Registered Apprenticeship (TEGL 15-10, TEGL 02-07, TEN 44-11)

Registered apprenticeship is a national training system that combines paid learning on-the-job and related technical and theoretical instruction in a skilled occupation. Registered apprenticeship programs are developed through strategic partnerships between business and industry sponsors, the Office of Apprenticeship, approved State Apprenticeship Offices, public and private education providers, the workforce development system, community-based organizations, and other stakeholders.

The Registered Apprenticeship system provides the opportunity for workers seeking high-skilled, high-paying jobs and for employers seeking to build a qualified workforce. In this regard, the Registered Apprenticeship system effectively meets the needs of both employers and workers.

Registered Apprenticeship is highly active in traditional industries such as construction and manufacturing, but it is also instrumental in the training and development of emerging industries such as healthcare, energy, and homeland security.

(Note: Please refer to the definition of qualified apprenticeships for additional information.)

Recipient (Reg. 660.300)

Recipient means an entity to which a WIA grant is awarded directly from the Department of Labor to carry out a program under Title I of the WIA. The State is the recipient of funds awarded under the WIA Sections 127(b)(1)(C)(I)(II), 132(b)(I)(B), and 132(b)(2)(B). The recipient is the entire legal entity that received the award and is legally responsible for carrying out the WIA program, even if only a particular component of the entity is designated in the grant award document.

Register (Reg. 660.300)

Register means the process for collecting information to determine an individual's eligibility for services under the WIA Title I. Individuals may be registered in a variety of ways, as described in 20 CFR 663.105 and 20 CFR 664.215.

Registrant (29 CFR 37.4)

A registrant is an individual seeking WIA services who has filed a completed application and for whom a formal eligibility determination has been made.

Registrant means the same as “applicant.”

Registration Date (Non-Regulatory Definition)

All youth must be registered to receive any WIA Title I-B services.

Adults and dislocated workers must be registered when they start to receive the WIA Title I-B services that are not informational or self-service. Core services that do not involve a significant amount of staff time or resources and/or are primarily for the purpose of providing information should be considered as self-service or informational and registration is not required. Examples of core services requiring registration:

- staff assisted job search and placement assistance, including career counseling
- staff assisted job referrals (such as testing and background checks)

- staff assisted job development (working with employer and job-seeker)
- staff assisted workshops and job clubs

Remedial Training (Non-Regulatory Definition)

Training that is necessary to raise a participant’s job skill level so the participant can qualify for certain vocational skills training or help them achieve employment. There are various types of remedial training which may be required or taken in conjunction with some type of occupational training. Types of remedial training may include:

- GED
- Developmental Math, Reading and English
- English as a Second Language

School Dropout (Act 101[39])

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.

School Status at Exit (WIASRD Data Element #153)

School Status at Exit applies any of the following conditions:

The participant:

1. Has not received a secondary school diploma or its recognized equivalent and is attending any secondary school (including elementary, intermediate, junior high school, whether full or part-time), or is between school terms and intends to return to school;
2. Has not received a secondary-school diploma or its recognized equivalent and is attending an alternative course of study approved by the local educational agency whether full or part-time;
3. Has received a secondary school diploma or its recognized equivalent and is attending a post-secondary school or program (whether full or part-time), or is between school terms and intends to return to school;
4. Is no longer attending any school and has not received a secondary school diploma or its recognized equivalent; or
5. Is not attending any school and has either graduated from high school or

holds a GED.

Also include successful completion of an IEP for youth with disabilities.

(Note: Applies to WIA Younger Youth.)

School Status at Participation (WIASRD Item # 129)

The following categories apply to school status at participation:

In-school, High School or Less: If the individual has not received a secondary school diploma or its recognized equivalent and is attending any secondary school (including elementary, intermediate, junior high school, whether full or part-time), or is between school terms and intends to return to school.

In-school, Alternative School: If the individual has not received a secondary school diploma or its recognized equivalent and is attending an alternative high school or an alternative course of study approved by the local educational agency whether full or part-time.

In-school, post High School: If the individual has received a secondary school diploma or its recognized equivalent and is attending a post-secondary school or program (whether full or part-time), or is between school terms and intends to return to school.

Not attending school; High School dropout: If the individual is no longer attending any school and has not received a secondary school diploma or its recognized equivalent.

Not attending school; High School Graduate: If the individual is not attending any school and has either graduated from high school or holds a General Equivalency Diploma (GED).

(Note: This is also referred to as Education Status or Education Status at Participation.)

Secondary School (Act 101[40])

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).

Secretary (Act 101[41], 203[16], Reg. 660.300)

The term “secretary” means the Secretary of the U.S. Department of Labor, or Secretary of the U.S. Department of Education.

Self-Certification (Reg. 660.300)

Self-certification means an individual's signed attestation that the information he/she submits to demonstrate eligibility for a program under Title I of the WIA is true and accurate.

Self-Sufficiency (WIA 101(24), 20 CFR 663.230)

State Boards or Local Boards must set the criteria for determining whether employment leads to self-sufficiency. At a minimum, such criteria must provide that self-sufficiency means employment that pays at least the lower living standard income level or the most recent year, as defined in WIA Section 101(24).

Self Sufficiency for a Dislocated Worker may be defined in relation to a percentage of the layoff wage. The special needs of individuals with disabilities or other barriers to employment should be taken into account when setting criteria to determine self-sufficiency.

(Note: Local areas are permitted to define self-sufficiency at a higher income level than the state minimum, as long as supporting documentation is provided.)

Short-Term Pre-Vocational Skills

Such skills as communication and interviewing, professional conduct, and other services appropriate in preparing individuals for employment or training.

USDOL considers pre-vocational skills training as an intensive service.

Significant States (20 CFR 651.10)

Significant states are states that have the highest number of Migrant and Seasonal Farmworker (MSFW) applicants that utilize services under the Wagner-Peyser Act and the WIA of 1998. The Employment and Training Administration designates annually the top twenty states with the highest MSFW activity based on data received from state and local offices.

Significant Local Offices (20 CFR 651.10)

Significant local offices are designated annually and include those local offices where MSFWs account for ten percent or more of annual applicants. In addition, those local offices that are located in an area with a large number of MSFWs can be designated as significant even if MSFWs do not account for ten percent of the population.

Significant Bilingual Local Offices (20 CFR 651.10)

Significant bilingual local offices are also designated annually by ETA and include those significant MSFW offices where ten percent or more of MSFW applicants require service provisions in Spanish (or other language).

Single Parent (Non-Regulatory Definition)

The participant is a single, separated, divorced or widowed individual who has primary responsibility for one or more dependent children under age 18.

Skills Upgrade Training (Non-Regulatory Definition)

Training that will upgrade current skills of the participant or may also include retraining in a new area.

Start Date (Non-Regulatory Definition)

For purposes of reporting the participant's WIA activities, this date indicates the month, day, and year the participant actually begins the WIA activity.

State (Act 101[42], 203[17], 333[4], Reg. 660.300)

The term “State” means each of several states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. The term “State” does not include outlying areas.

State Adjusted Level of Performance (Act 101[43])

The term “State Adjusted Level of Performance” means a level described in clause (iii) or (v) of Section 136(b) (3) (A).

State Board (Act 101[44], Reg. 661.200)

The term “State Board” means a **State Workforce Investment Board** established under Section III. The State Board is a board established by the governor in accordance with the requirements of WIA Section 111.

State Performance Measure (Act 101[45])

The term “state performance measure” means a performance measure established under Section 136(b).

Stop-Gap Employment (Non-Regulatory Definition)

Stop-gap employment is also referred to as Interim Employment. Stop-gap employment is employment for income maintenance prior to and/or during participation in intensive or training services with the intention of ending such employment with entry into permanent, unsubsidized employment. Stop-gap employment can be full or part-time employment.

Subgrant (Reg. 660.300)

Subgrant means an award of financial assistance in the form of money, or property in lieu of money, made under a grant by a grantee to an eligible subrecipient. The term includes financial assistance when provided by contractual legal agreement, but does not include procurement purchases, nor does it include any form of assistance which is excluded from the definition of grant.

Subrecipient (Reg. 660.300)

Subrecipient means an entity to which a subgrant is awarded and which is accountable to the recipient, (or higher-tier subrecipient), for the use of the funds provided. DOL’s audit requirements for states, local governments, and non-profit organizations provides guidance on distinguishing between a subrecipient and a vendor at 29 CFR 99.210.

Subsidized Employment (Non-Regulatory Definition)

Subsidized employment is subsidized by state or federal funds.

(Note: On-the-Job Training (OJT) is a reportable training activity, rather than subsidized employment.)

Substantial/Mass Layoff (20 CFR 639.9)

"Substantial layoff" is any reduction in force including those who have received a layoff notice, which is not the result of a plant closing and which results in an employment loss at a single site of employment during any 30-day period for:

1. a. at least 33 percent of the employees (excluding employees regularly working less than 20 hours per week); **AND**
 - b. at least 50 employees (excluding employees regularly working less than 20 hours per week); **OR**
2. at least 500 employees (excluding employees regularly working less than 20 hours per week).

(Note: States are allowed to define substantial layoff.)

Supplemental Security Income (SSI) (WIASRD Data Element # 121)

The individual is a person who is receiving or has received SSI under Title XVI of the Social Security Act and/or SSDI under Title XIX of the Social Security Act in the last six months prior to participation in the program.

Individuals who are in financial need, 65 years of age or older, or needy people of any age who are blind or disabled (including children) may be eligible for SSI. SSI is paid out of Title XVI of the Social Security Act.

To qualify for SSI payments because of blindness, a person must have central visual acuity of 20/200, or less, in the better eye, with the use of a corrective lens, or visual field restriction of 20 degrees or less.

SSI payments for disability (SSDI) may be made if an individual is unable to engage in substantial, gainful activity because of a physical or mental impairment, which can be expected to result in death or which has lasted (or is expected to last) for 12 months or longer.

(Note: Supplemental Security Income (SSI) is considered Public Assistance.)

Supportive Services (Act 101[46])

The term "Supportive Services" means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under and consistent with the

provisions of the WIA.

Technology-Based Learning

Please refer to the definition of Distance Learning.

Training Services (TEGL 17-05, Attachment B)

These services include WIA-funded and non-WIA funded partner training services. These services include:

1. Occupational skills training, including training for non-traditional employment;
2. On-the-Job training;
3. Programs that combine workplace training with related instruction, which may include cooperative education programs;
4. Training programs operated by the private sector;
5. Skill upgrading and retraining;
6. Entrepreneurial training;
7. Job readiness training;
8. Adult education and literacy activities in combination with other training; and
9. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of training.

Transitioning Service Member (TEGL 17-05, Attachment B)

A service member in active duty status (including separation leave) who participates in employment services and is within 24 months of retirement or 12 months of separation.

“Uncovered” UI Employment (TEGL 7-99)

While the majority of employment in a state's workforce will be "covered" in the UI wage records, certain types of employers and employees are excluded by federal standards or are not covered under a state's UI law. "Uncovered" employment typically includes federal employment, postal service, military, railroad, self-employment, some agricultural employment, and employment where earnings are primarily based on commission. Flexibility exists in methods used to obtain information on participants in "uncovered" employment. Examples include:

1. Case management, follow-up services, and surveys of participants to determine that the participant is employed; **OR**
2. Record sharing and/or automated record matching with other employment and administrative databases to determine employment. These databases include, but are not limited to, the Office of Personnel Management (Federal Career Service); United States Postal Service; Railroad Retirement System; State Department of Revenue or Tax (State income tax for self-reported occupations); U.S. Department of Defense; and Government Employment Records (state government, local government, judicial employment, public school employment, etc.).

Underemployed (20 CFR 668.150)

An individual who is working part-time but desires full time employment, or who is working in employment not commensurate with the individual's demonstrated level of educational and/or skill achievement.

Unemployed Individual (Act 101[47])

The term "unemployed individual" means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

The U. S. Department of Labor, Bureau of Labor Statistics, definition of unemployed is: "Persons are classified as unemployed if they do not have a job, have actively looked for work in the prior four weeks, and are currently available for work. Actively looking for work may consist of any of the following activities:

Contacting:

- An employer directly or having a job interview;
- A public or private employment agency;
- Friends or relatives;
- A school or university employment center;
- Sending out resumes or filling out applications;
- Placing or answering advertisements;
- Checking union or professional registers; or
- Some other means of active job search.

Passive methods of job search do not result in jobseekers actually

contacting potential employers, and therefore are not acceptable for classifying persons as unemployed. These would include such things as attending a job training program or course or merely reading the want ads.

Workers expecting to be recalled from layoff are counted as unemployed, whether or not they have engaged in a specific job seeking activity. But, in all other cases, the individual must be actively engaged in some job search activity and available for work (except for temporary illness).

Unemployment Compensation Programs (WIASRD Item # 118)

An eligible unemployment compensation claimant is an individual who has been determined to be monetarily eligible for benefit payments under one or more state or federal unemployment compensation programs, and whose benefit year or compensation, by reason of an extended duration period, has not ended and who has not exhausted his/her benefit rights.

1. Eligible claimant referred by Worker Profile Reemployment System (WPRS)
2. Eligible claimant not referred by WPRS
3. Exhaustee (The individual has exhausted unemployment compensation benefits.)
4. Neither claimant nor exhaustee

Unobligated Balance (Reg. 660.300)

Unobligated balance means the portion of funds authorized by the federal agency that has not been obligated by the grantee and is determined by deducting the cumulative obligations from the cumulative funds authorized.

Unit of General Local Government (Act 101[48])

The term “unit of general local government” means any general purpose political subdivision of a State that has the power to levy taxes and spend funds, as well as a general corporate and police powers.

Vendor (Reg. 660.300)

Vendor means an entity responsible for providing generally required goods or services to be used in the WIA program. These goods or services may be for the

recipient's or subrecipient's own use or for the use of participants in the program. DOL's audit requirements for States, local governments, and non-profit organizations provides guidance on distinguishing between a subrecipient and a vendor at 29 CFR 99.210.

Veteran (and Related Definitions) (Act 101[49], TEGL 22-04 & change)

The term "Veteran" means an individual who served in the active military, naval, or air service and who was discharged or released from such service under conditions other than dishonorable, which may include National Guard or Reserve personnel.

Recently Separated Veteran means any veteran who applies for participation under the WIA Title I within 48 months after the discharge or release from active military, naval, or air service.

Disabled Veteran means a veteran who served on active duty in the U.S. armed forces and who is entitled to compensation regardless of rate (include those rated at 0 percent) under laws administered by the Veterans' Administration (DVA), if not for the receipt of military retirement pay; or an individual who was discharged or released from active duty because of service-connected disability.

Special Disabled Veteran means if the individual is a veteran who served on active duty in the U.S. armed forces and who is entitled to compensation (or who, but for receipt of military retirement pay would be entitled to compensation) under laws administered by the DVA for a disability who is:

1. rated at 30 percent or more by the Veterans Administration
2. rated at 10 or 20 percent in the case of a veteran who has been determined by the DVA to have a serious employment handicap for a serious employment disability or was discharged or released from active duty because of service-connected disability.

Transitioning Member means a veteran is in active military duty status (including separation leave) with the U.S. armed forces and within 24 months of retirement of 12 months of separation from the armed forces.

Campaign Veteran means a veteran who served on active duty in the U.S. armed forces during a war or in a campaign or expedition for which a campaign badge or expeditionary medal has been authorized as identified and listed by the Office of Personnel Management (OPM).

Transition Assistance Program (TAP) is a benefit offered to Veterans. The Veteran has attended a TAP workshop within the last three years.

Eligible Veteran means if the individual served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge; or was discharged or released because of a service connected disability; or as a member of a reserve component under an order to active duty pursuant to Section 167 (a), (d), or, (g), 673 (a) of Title 10, U. S. C., served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge.

Eligible Veteran Less than 180 Days means if the individual is a person who served in the U.S. military, naval or air service for a period of less than or equal to 180 days, and who was discharged or released from such service under conditions other than dishonorable.

Military Spouse means an individual who is married to an active duty service member including National Guard or Reserve personnel on active duty. The surviving spouse of an active duty service member who lost his/her life while on active duty service in Afghanistan, Iraq, or other combat-related areas is considered to be a military spouse.

Other Eligible Person means if the individual is a person who is:

1. the spouse of any person who died on active duty or of a service-connected disability,
2. the spouse of any member of the Armed Forces serving on active duty who at the time of application for assistance under this part, is listed, pursuant to 38 U. S. C. 101 and the regulations issued there under by the Secretary concerned, in one or more of the following categories and has been so listed for more than 90 days:
 - a) missing in action;
 - b) captured in the line of duty by a hostile force; or
 - c) forcibly detained or interned in the line of duty by a foreign government or power; **OR**
3. the spouse of any person who has a total disability permanent in nature resulting from a service-connected disability or the spouse of a veteran who died while a disability so evaluated was in existence.

Vocational Education (Act 101[50])

The term “vocational education” has the meaning given the term in Section 521 of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2471).

Vocational Occupational Training (Non-Regulatory Definition)

An occupationally relevant training component, directly related to a specific occupational field or specific job, which may combine classroom, laboratory, and other related activities.

Vocational Rehabilitation (Non-Regulatory Definition)

Vocational Rehabilitation services are those funded under Parts A and B of Title I of the Rehabilitation Act of 1973. Vocational Rehabilitation and Employment Services are those funded by the Vocational Rehabilitation and Employment Program authorized by 38 USC Chapter 31.

(Note: “Vocational Rehabilitation” and “Vocational Rehabilitation and Employment Services” are two separate events.)

Wagner-Peyser Act (Reg. 660.300)

Wagner-Peyser Act means the Act of June 6, 1933 as amended, codified at 29 U.S.C. et seq.

WIA Regulations (Reg. 664.300)

WIA regulations mean the regulations in 20 CFR Parts 660 through 671, the Wagner-Peyser Act regulations in 20 CFR Part 652, Subpart C, and the regulations implementing WIA Section 188 in 29 CFR Part 37.

Work Experience (Reg. 664.460)

Work experience is 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 workplace may be in the private for profit sector, the non-profit sector, or the public sector.

Work Readiness Skills Goal (Youth) (TEGL 17-05, Attachment B)

A measurable increase in work readiness skills, including 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.

(Please note: this term applies to current WIA statutory youth measures only, it does not apply to the common measures).

Worker Profiling and Reemployment Services (Non-Regulatory Definition)

A UI claimant who has been referred to the WIA reemployment services by the Worker Profiling and Reemployment Services (WPRS) system.

See Unemployment Compensation Programs.

Workforce Investment Activity (Act 101[51])

The term “workforce investment activity” means an employment and training activity, and a youth activity. The term “workforce investment activities” mean the array of activities permitted under Title I of the WIA, which include employment and training activities for adults and dislocated workers, as described in WIA Section 134, and youth activities, as described in WIA Section 129.

Workforce Investment System (Reg. 661.100)

Under Title I of the WIA, the workforce investment system provides the framework for delivery of workforce investment activities at the state and local levels to individuals who need those services, including job seekers, dislocated workers, youth, incumbent workers, new entrants to the workforce, veterans,

persons with disabilities, and employers.

Workplace Training (Non-Regulatory Definition)

Training which is designed to enable participants to gain exposure to the working world and its requirements and help acquire personal attributes, industry defined skill standards and knowledge needed to obtain a job and advancement in employment.

Youth Activity (Act 101[52], Reg. 660.300)

The term “youth activity” means a workforce investment activity described in Section 129 that is carried out for eligible youth.

Youth Council (Act 101[53])

The term “youth council” means a council established under Section 117(h).

Youth Needs Special Assistance (WIASRD Data Element # 129)

The participant is a person who is between the ages of 14 and 21, and requires additional assistance to complete an educational program, or to secure and hold employment as defined by the state or local policy. If the State Board defines policy, it must be included in the State Plan.
