**GLOSSARY OF TERMS**

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| **Adult** | An individual who is age 18 or older. |
| **Adult Education** | Services or instruction below the post-secondary level for individuals who:   1. Are 16 years of age or older; 2. Are not enrolled or required to be enrolled in secondary school, under state law; 3. Lack sufficient mastery of basic educational skills to enable the individual to function effectively in society; 4. Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; 5. Are unable to speak, read, or write the English language. |
| **Advanced Training** | Advanced Training/Occupational Skills Training – Advanced training is an occupational skills and employment or training program, not funded under WIA Title I, which does not duplicate training received under WIA Title I. Training that leads to an academic degree (e.g., AA, AS, BA, BS) should be categorized as post-secondary education and not reported as advanced training. Advanced training may be provided by a partner following the exit of the registrant from WIA. Advanced training does not include training funded partially or wholly with WIA funds. An example of advanced training is a community college program that does not lead to an advanced degree. (CISRS Definition) |
| **Alternative Secondary** **School Services** | A non-standard high school, other than a home school, for students with special needs, interests, or learning styles. Examples include GED/Diploma Preparation programs or juvenile court and community schools. |
| **Apprenticeship** | A program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency (State Apprenticeship Council). Approval is by certified registration or other appropriate written credential. The apprenticeship must be paid, for it to count as a placement. |
| **Assessment** | An assessment is defined as an independent comprehensive evaluation of an individual to identify skills, abilities, aptitudes and interest used to design a service strategy and/or baccalaureate degree.  Assessment includes a review of educational skill levels, occupational skills, prior work experience, employability, interests, aptitudes (including interest in non- traditional jobs), and supportive service needs. Where appropriate, recent assessments (within 6 months) could be used in lieu of additional assessment. The goal is to accurately evaluate the youth in order to develop an appropriate service strategy to meet his/her individual needs. |
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| **Assessment Tools Literacy/ Numeracy** | The following are the only federally-approved testing instruments that can be used to assess participant skill levels for literacy/numeracy:   * Tests of Adult Basic Education (TABE) * CASAS Survey Achievement Tests * Adult Basic Learning Examination (ABLE)   The following are the only federally-approved testing instruments that can be used to assess participant skill levels for literacy in English–As-A-Second Language levels:   * CASAS (all) * Oral BEST and BEST Plus * Literacy BEST   Additional testing instruments can be proposed, however, approval from the Workforce Partnership via the State must be obtained. |
| **At-Risk Of Dropping Out (High School)** | A youth who meets one or more of the following criteria:   1. Two grades below his/her age group 2. Youth displays indicators of a high potential to drop out of high school. These can be based upon policies that have been adopted by the Local Education Agency (LEA) as criteria for identifying potential dropouts including the following:  * Not able to obtain work permit due to low GPA * Below 2.0 GPA or is on their school’s D and F list. * Has failed to pass the California High School Exit Exam (CAHSEE) * Below minimum number of required credits for grade level * Chronic attendance problems * Disciplinary issues (e.g. suspensions, expulsions or other documented behavioral issues resulting in a disciplinary action). |
| **Barriers To Employment** | Any demonstrable characteristic(s) of an applicant that has served to limit, hinder or prohibit that person’s opportunities for employment and/or promotion. Examples of barriers to employment for youth are: limited English language proficiency, teenage parenting, individuals with disabilities, substance abuse, homelessness, basic skills deficiency, and welfare assisted youth. |
| **Basic Skills Activities** | Refers to any basic skills activity to enhance or remediate a youth’s math, reading, or English literacy levels. |
| **Basic Skills Deficient** | Basic Skills Deficient Youth are defined as an individual who has English reading, writing, or computing skills at or below the 8th grade level (8.9) on a generally accepted standardized test or a comparable score on a criterion-reference test; 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. |
| **Bridge Program** | A [higher education](http://en.wikipedia.org/wiki/Higher_education) program specifically designed to assist a student with an attained initial educational level (or an initial level of professiona[l licensure](http://en.wikipedia.org/wiki/Licensure)) to attend college courses and achieve a [degree](http://en.wikipedia.org/wiki/Terminal_degree) (or a higher level of professional licensure) in the same [field of study](http://en.wikipedia.org/wiki/List_of_academic_disciplines) and in less time than an entry-level student would require. |

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| **Career Exploration** | Investigating occupational interest areas often through real or simulated job experience. |
| **Career Pathways** | A strategy to support participants' transitions from education into and through the workforce. This strategy has been adopted at the federal, state and local levels in order to increase education, training and learning opportunities for America’s current and emerging workforce.  Career pathways are an integrated collection of programs and services intended to develop students’ core academic, technical and employability skills; provide them with continuous education and training; and place them in high-demand, high - opportunity jobs.  A career pathways initiative consists of a partnership among community colleges, primary and secondary schools, workforce and economic development agencies, employers, labor groups and social service providers. |
| **Case Management** | Refers to the provision of a client-centered approach in the delivery of all -encompassing, customized services. This is an activity used to document the general coordination of all other youth services |
| **Certificate** | A certificate is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards are not included in this definition. Work readiness certificates are also not included in this definition  A certificate is awarded in recognition of an individual’s attainment of technical or occupational skills by:   * A state educational agency or a state agency responsible for administering vocational and technical education within a state; * 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. * A professional, industry, or employer organization, such as: * National Institute for Automotive Service Excellence certification, * National Institute for Metalworking Skills, Inc., * Machining Level I credential * A product manufacturer or developer using a valid and reliable assessment of an individual’s knowledge, skills, and abilities, such as: * Microsoft Certified Database Administrator * Certified Novell Engineer * Sun Certified Java Programmer * A registered apprenticeship program; * A public regulatory agency, upon an individual’s fulfillment of educational, |

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|  | 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, such as:   * FAA aviation mechanic certification * state certified asbestos inspector * A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons; * Job Corps centers that issue certificates; * Institution of higher education, which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe(s). |
| **Cohort** | A group of students who work through a curriculum together to achieve the same [academic degree](http://en.wikipedia.org/wiki/Academic_degree) together. A cohort forms when the students begin the curriculum and typically does not admit new members afterward. [See Learning Community] |
| **Common Measures** | Long-term mandatory Department of Labor (DOL) performance accountability standards which are:   * Literacy/Numeracy skill gains * Attainment of degree or certificate (including at a minimum a high school diploma/GED, as well as occupational/vocational/technical skills certification   Placement in employment or post-secondary education or training (including apprenticeships) |
| **Comprehensive** **Guidance and** **Counseling** | Youth participation in, licensed, credentialed, or clinical substance abuse and/or psychological counseling. Counseling may be one to one, or in a group setting. Counseling and treatment plans may include a 12-step program, or other commonly accepted substance abuse and psychological counseling practices. |
| **Computer** **Literacy Skills Training** | Computer training, computer skill development workshops, or training that provides skills leading to computer literacy. |
| **Court-Involved** **Youth** | Any youth (age 14-21 under WIA youth programs) who is considered a participant of the Department of Juvenile Justice System. |
| **Credential** | A nationally recognized degree or certificate, or state education agency/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates.  In addition, states should work with local workforce investment boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment. (Please 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). |

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| **Data Reporting** **System** | San Diego Workforce Partnership’s data management system used for the purpose of collecting and recording information pertinent to a participant including: demographic, service, and outcome data. |
| **Differently-abled** **Youth (youth with disabilities)** | The Americans with Disabilities Act (ADA) defines a person with a disability as:   1. A person with a physical or mental impairment that substantially limits one or more major life activity, or 2. A person with a record of such a physical or mental impairment, or 3. A person who is regarded as having such impairment. Examples of a major life activity, as set forth in the first prong of the ADA definition, include activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working. |
| **Dropout** **(High School)** | An individual no longer attending any school and who has not attained a high school diploma, General Education Development Test (GED), or equivalent. |
| **Eligible Youth (WIA)** | An individual who meets the WIA general eligibility criteria of providing proof of the following:   * A valid Social Security Number (SSN), * Authorization to work in the United States, * Selective Service System registration, (for males 18 years of age or over); * Age; and * Veteran and/or covered veteran spouse status for veterans’ priority, if applicable; and  1. Is not less than age 14 and not more than age 21; 2. Is a low-income individual (see definition); and 3. Is an individual who is one or more of the following (as defined in this glossary): 4. Deficient in basic literacy skills. 5. A high school dropout 6. Homeless and/or a runaway 7. Foster child 8. Pregnant or a parent 9. An offender 10. Youth who require additional assistance to complete an educational program, or to secure and hold employment including one or more of the following:  * At risk of dropping out of school * Disabled * Limited English proficiency * Family history of chronic unemployment * Gang involved youth * Reside in areas with high rates of poverty, crime and unemployment * Refugee/immigrant youth * Have a substance abuse problem or history of having such a problem * Former Foster Care * Parent or guardian or sibling is incarcerated * Is being raised by someone other than biological parents such as kinship care; and * First-generation high school graduate. |

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| **Employed (at Registration)** | An individual who is employed during the seven (7) consecutive days prior to WIA registration, did any work at all as a paid employee, in his or her own business, profession or farm, worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family, or 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. This is whether or not they are seeking another job. |
| **Evidence-Based Practice** | Integration of best available scientific evidence with clinical expertise and client values (informed consent) in making practice decisions. Ethical and professional obligation to seek out, assess and apply the best available evidence as appropriate for program design and development. |
| **Exit** | A participant completing services, or who has a termination date within the quarter and has not received any WIA services for 90 days, except follow-up, and has no future services scheduled. A WIA Exit Form must be completed. |
| **Family** | (As defined in WIA for purposes of income determination for eligible youth, only).  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. A husband, wife, and dependent children 2. A parent or guardian (legal) and dependent children 3. A husband and wife.   A stepchild or stepparent is considered to be related by marriage and is therefore part of the family. |
| **Family History Of Chronic Unemployment** | Defined as meeting one of the following conditions:  a) Youth or family member has a “poor employment history” or is underemployed)- Poor employment history - Employment has been limited to one or more part-time (20 hours per week or less), or short-term (four months or less), jobs within the prior year, which were for the purpose of income maintenance rather than a career path (i.e., the jobs were “dead end” type jobs which would not prepare the individual for permanent reemployment in the previous industry or occupation);  Underemployed describes 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 attainment.  b) Has received unemployment insurance (UI) and/or public assistance in the prior year, with little or no employment in interim periods, indicating a poor work history.  c) Meets the local self-sufficiency measure for employed adults (family income is below 200% of the LLSIL).  d) Meets the definition of long-term unemployed - any one who at some time was connected to the workforce and is:  1. Unemployed at the time of application for eligibility determination; and  2. Has been unemployed for 15 or more of the 26 weeks immediately prior to such determination; or |

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|  | 3. Has been laid off and meets the definition of underemployed with a poor  work history (see above) and since the layoff has only earned below 70% of pre-dislocation wage;  4. Has limited opportunities for employment or reemployment in the same or similar occupation in the area in which such individuals reside, including older individuals who may have substantial barriers to employment by reason of age. |
| **Financial Literacy** | The ability to make informed judgments and to take effective decisions regarding the use and management of money. Examples include balancing a checkbook, budgeting, and filing a tax return. |
| **First Generation** **High School** **Graduate** | Youth whose parents or guardian(s) have not attained a high school diploma or its recognized equivalency and would be the first generation to achieve a high school diploma or its equivalency. |
| **Five Percent (5%) Window** | Up to five percent of youth participants served by youth programs in a local area may be individuals who do not meet the income criterion for eligible youth, provided that they are within one or more of the following categories:   1. Deficient in basic literacy skills. 2. A high school dropout 3. Homeless and/or a runaway 4. Foster child 5. Pregnant or a parent 6. An offender 7. Youth who require additional assistance to complete an educational program, or to secure and hold employment including one or more of the following:    * At risk of dropping out of school    * Disabled    * Limited English proficiency    * Family history of chronic unemployment    * Gang involved youth    * Reside in areas with high rates of poverty, crime and unemployment    * Refugee/immigrant youth    * Have a substance abuse problem or history of having such a problem    * Former Foster Care    * Parent or guardian or sibling is incarcerated    * Is being raised by someone other than biological parents such as kinship care; and    * First-generation high school graduate. |
| **Follow-Up Services (Youth)** | All youth participants must receive some form of follow-up services for a minimum duration of 12 months after exiting from the program. The types of services provided and the duration of services must be determined based on the needs of the individual. Follow-up services for youth may include:   * Leadership development and supportive service activities * Regular contact with the youth’s employer, including assistance in dressing work-related problems that arise * Work-related peer support groups * Adult mentoring * Tracking the progress of youth in employment after training |

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| **Former Foster Care Youth** | Youth who was a foster care ward and has not yet reached his/her 21st birthday. |
| **Foster Care Youth** | The client is a foster child on behalf of whom State or local government payments are made. In San Diego County a foster child is one who is currently in one of the following situations:   1. Children’s Service Bureau of the Health & Human Services Agency - The minor’s parent(s) has neglected or abused the minor and Juvenile Court has declared the minor a dependent child of the Juvenile Court; or 2. Probation Department - A minor has committed a criminal offense and the Court declares the minor a ward of the Juvenile Court. The Juvenile Court has ultimate authority over all these children, reviews each situation at least twice a year, and orders the placement (where the child will live) of the minor.   Possible foster care placement includes:  • Relative's home;  • Non-relative’s home;  • Foster Family Agency (FFA) non-relative’s home;  • FFA group home; and  • Residential 24-hour care facility |
| **Gang Involved Youth** | Youth with one or more of the following characteristics:  • Admits to current or past involvement with a gang  • Desires to be initiated into a gang  • Has tattoos and/or paraphernalia associated with a specific gang  • Has been arrested in the company of a known gang member while committing a delinquent or criminal act  • Has been confirmed as a gang member by police records, observances, and/or informants  • Has family members who are gang-affiliated as outlined above |
| **General Education** **Development Test** **(GED)** | A General Education Development Test (GED) may be taken by students 18 years and older for the purpose of receiving the California High School Equivalency Certificate. |
| **High School Diploma**  **Equivalency** | A General Education Development Test (GED) or high school equivalency diploma recognized by the State. |

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| **Homeless** | An individual who lacks a fixed, regular, adequate nighttime residence; and, any adult or youth who has a primary nighttime residence that is a public or private operated shelter for temporary accommodation, an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings. (NOTE: Does not include a person imprisoned or detained pursuant to an Act of Congress or State Law). |
| **Immigrant** | Same as [Permanent Resident Alien](http://uscis.gov/graphics/glossary3.htm#permanent) - an alien admitted to the U.S.A. as a lawful permanent resident and issued immigrant visas by the Department of State overseas or adjusted to permanent resident status by the Immigration and Naturalization Service in the United States. **Note**: Legal status is required for this criteria. |
| **Individual Service Strategy (ISS)** | The ISS is jointly developed by the participant and case manager and is regularly reviewed and adjusted to reflect the progress and meet the continuing needs of the participant. It serves as a plan of action for participants to achieve their goals. An ISS must be developed for each WIA Youth participant enrolled in program services based upon information obtained during in-depth comprehensive assessment and/or during case management sessions. |
| **In-Kind Contribution** | The term “in-kind contributions” is used to refer to contributions of equipment, supplies, or other tangible resources, as distinguished from a cash contribution or monetary grant. Some businesses, individuals or non-profit organizations may also donate the use of space or staff time as an in-kind contribution. In-kind contributions are assessed at their current fair market value, not the new retail value of the items in question. |
| **In-School Youth** | 1. Attending High School – The individual is not a high school graduate (or equivalent) and is attending any school (including elementary, intermediate, junior high school, secondary or postsecondary, or an alternative school or program whether full or part-time), or is between school terms and intends to return to school;  2. Attending Post-High School – The individual is a high school graduate (or equivalent) and is attending a postsecondary school or program (whether full or part-time), or is between school terms and intends to return to school and is not basic skills deficient; |
| **Internship** | A paid or unpaid internship is an opportunity created by an employer to provide an on-the-job practice. This may be done in collaboration with a participant’s school, so academic credit and real world work experience can be earned at the same time. Internships are typically for short periods of time (i.e. a semester, six weeks, a month), and are developed to provide guidance, supervision and evaluation of the youth’s work as an intern. |
| **Job Placement** | Services provided to assist a youth in obtaining a specific placement in unsubsidized employment. |

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| **Job Search Assistance** | Means the provision of instruction and support to a participant to give the participant skills in acquiring full time employment. The services provided may include, but are not limited to:   * Resume writing, * Interviewing skills, * Labor market guidance, * Telephone techniques, * Information on job openings, * Job acquisition strategies, * The provision of office space and supplies for the job search |
| **Job Shadow** | An unpaid short-term activity offered by an employer who agrees to engage a student to follow or “shadow” them throughout their work day, providing insight on the duties and skills of the position, and information on career tracks. |
| **Labor Market** **Information** | Occupational supply and demand information for San Diego County that identifies areas of growth or decline for the labor market and includes assessment of the effects of such growth or decline. Review and evaluation of an area’s employment possibilities, including projected openings, new employment, job skills needs, available training programs, wages, and labor supply. |
| **Leadership Development Activities** | Activities that encourage responsibility, employability, and other positive social behaviors such as:   * Exposure to post secondary opportunities; * Community service and service learning projects; * Peer-centered activities, including peer mentoring and tutoring; * Organizational and team leadership training; * Training in decision making, including determining priorities; and * Citizenship training, including life skills training. |
| **Learning Community** | A group of people who are actively engaged in learning together from each other, and by [habituation.](http://en.wikipedia.org/wiki/Habituation) Such communities have become the template for a cohort-based, [interdisciplinary](http://en.wikipedia.org/wiki/Interdisciplinary) approach to [higher education.](http://en.wikipedia.org/wiki/Higher_education) This may be based on an advanced kind of educational design. [See Cohort] |
| **Life Skills** **Activities** | Include activities that prepare youth for independent living. Activities are designed to develop skills in legal issues, housing, personal finance, health and nutrition, employment, personal relationships, and change management. They also encompass survival/daily living skills such as using the telephone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. |
| **Limited English Language Proficiency** | An individual with a limited ability speaking, reading, writing, or understanding English, resulting in a barrier to employment, and (a) whose native language is not English, or (b) who lives in a family or community environment where a language other than English is the dominant language. Also, the inability of an individual, whose native language is not English, to communicate in English and whose cultural differences, due to customary beliefs, social norms and material traits, results in a barrier to employment. |

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| **Local Education Agency (LEA)** | A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools within a city, county, township, school district, or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a vocational education program. |
| **Lower Living Standard Income**  **Level (LLSIL)** | The income level (adjusted for San Diego region and family size) determined annually by the Secretary of Labor, based on the most recent lower living family budget issued by the Department of Labor (DOL). |
| **Low-income**  **Individual** | 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 that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in (1), above, and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402) that, in relation to family size, does not exceed the higher of:  a. The poverty line, for an equivalent period; or  b. 70 percent of the lower living standard income level (LLSIL), for an equivalent period; or  3. Is a member of a household that receives (or has been determined within the  6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.);  4. Qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance  5. Act (42 U.S.C. 11302);  6. Is a foster child on behalf of whom State or local government payments are made;  7. Is an individual with a disability whose own income meets the requirement of a program described in (1) or (2) above, but who is a member of a family whose income does not meet such requirements. |
| **Member of a Family Receiving Public Assistance** | A youth ages 14 to 21 who receives, or is a member of a family, which receives, cash welfare payments under a federal, state or local welfare program. |
| **Mentoring By Adults** | When youth participate in activities where an adult serves as a type of advisor or role model. Mentoring is on a 1-to-1 basis, establishing a supportive relationship, providing academic assistance, and introducing the youth to new experiences that enhance the youth's ability to excel in school and become a responsible citizen. |
| **Mentoring By Peers** | When youth participate in activities where a more experienced youth participant serves as a type of advisor or role model to a less experienced participant. Mentoring is on a 1-to-1 basis, establishing a supportive relationship, providing academic assistance, and introducing the youth to new experiences that enhance the youth's ability to excel in school and become a responsible citizen. |

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| **Military Service** | Reporting for active duty and is considered employment for Adults, Dislocated Workers and Youth. |
| **Not Employed** | An individual who does not meet the definition of employed, or who although employed has received a notice of termination of employment. |
| **Occupational Skills Training** | Occupational Skills are those skills that are occupation specific. These skills are learned through on the job training, pre-apprenticeship training, ROP, or vocational training that is deemed preparation for a long-term unsubsidized job or long-term educational or occupational skills. |
| **Offender** | An individual (adult or juvenile) who:   1. Is or has been subject to any stage of the criminal justice process, for whom services under WIA may be beneficial; or 2. Requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction. |
| **On-The-Job Training (OJT)** | 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; and 2. Provides WIA funded 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 that is appropriate to the occupation for which the participant is being trained, taking into account the content of the training, taking into account the prior work experience of the participant, and the IEP of the participant, as appropriate. |
| **Orientation** | Information on the full services that are available through eligible providers, including contracted programs and One-Stop Career Center Network. This would include all program services and policies. Youth should also be made aware of youth development principles practiced by the provider and that the focus on services to youth will be individually based on their interests and needs. |
| **Out-Of-School Youth** | A youth who is not attending any school and:   1. Is not a high school graduate (has dropped out); or 2. Is a high school graduate and is basic skills deficient, unemployed or underemployed; or 3. Is attending post secondary school and is basic skills deficient. |
| **Parent or** **Guardian or Sibling Currently Incarcerated** | Youth’s parent or guardian or sibling is subject to any stage of the criminal justice process resulting from a record of arrest or conviction, and is currently subject to incarceration or confinement in a local, state or federal detention facility. |

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| **Participant** | An individual who has been determined to be eligible to participate in and who is receiving services (except follow-up services authorized under WIA) under a program authorized by this WIA, Title 1. Participation shall be deemed to commence on the first day, following determination of eligibility, on which the individual began receiving subsidized employment, training, or other services provided under this title. |
| **Performance Outcomes** | Contractors are required to help all enrolled youth meet the DOL performance accountability standards known as Common Measures. (see Common Measures) |
| **Post Secondary** **Education** | A program at an accredited degree-granting institution that leads to an academic degree (e.g. AA, AS, BA, BS). Does not include programs offered by degree- granting institutions that do not lead to an academic degree (e.g. certificate programs). |
| **Post-Test** | A way to measure post-program skill level to determine whether a youth has gained knowledge or skills as a result of training, as compared to the level of knowledge or skill measured before training, at the pre-test. |
| **Pregnant Or Parenting Youth** | A youth who is under 22 years of age and who is pregnant, or a youth (male or female) who is providing custodial care for one or more dependents under age 18. |
| **Preparation for** **Occupational or Vocational Education/ Training** | Activities that prepare youth to enter into Occupational Skills Training or other pre-apprenticeship training, ROP, or vocational training. The activity could include short-term or long-term training programs, apprenticeship programs or military programs requiring an entrance exam. It may also include activities that prepare youth for these programs including orientations, assistance with applications and financial aid, etc. |
| **Preparation For** **Post Secondary Educational Opportunities** | Activities that prepare youth for postsecondary educational opportunities. Examples include SAT Preparation, college preparation courses, courses leading to a participant’s entry into postsecondary education, assistance with college applications and entrance letters, assistance with financial aid, college tours, and college fairs. |
| **Pre-Apprenticeship** | A form of structured workplace education and training in which: (a) an employer, employer group or an industry, labor union, or other CBO collaborates with a secondary or vocational-technical school to provide formal instruction in which the structured work-based experience is a credit-bearing and integral part of instruction; (b) a participant agrees to work part-time after school and during summers and/or vacations for the employer for a specified period of time; (c) an employer agrees, through a registered agreement, to provide structured and formal training in a specific field or trade over a specified period of time in coordination with the secondary school course of study; and (d) the employer commits to a full apprenticeship arrangement after the student graduates from high school and the pre- apprenticeship training has been successfully completed. |
| **Pre-Test** | 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. |

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| **Project-Based**  **Learning** | Learning experiences that engage students in complex, real-world Projects through which they develop and apply skills and knowledge, which take effort and persistence over time, result in creation of something that matters to them, and has an external audience. Employment and community partners provide students with ongoing coaching and expert advice on projects, particularly in regard to effective strategies and tools used in the workplace. Projects should be authentic, involve academic rigor, applied learning, active exploration, adult connection and assessment practices. |
| **Public Assistance** | Federal, state or local government cash payments for which eligibility is determined by a needs or income test. The statutory definition of public assistance contains a two-part test: (1) the program must provide cash payments, and (2) eligibility for the program must be determined by a needs or income test. |
| **Raised By Someone Other Than Biological Parents** | Minor who lives with and is being cared for by a grandparent, aunt or uncle, sibling or some other relative, - a living arrangement commonly referred to as "kinship care" - because their own parents were unavailable or unable to care for them. (Not including youth in foster care placement). |
| **Refugee** | Any person who is outside his or her country of nationality who is unable or unwilling to return to that country because of persecution or a well-founded fear of persecution. Refugees are subject to ceilings by geographic area and are eligible to adjust to lawful permanent resident status after one year of continuous presence in the United States. **Note**: Legal employment status is required for this criteria. |
| **Resides In Area With High Rates Of Crime, Poverty, And Unemployment** | Youth who live in an area that is:   1. A designated federal or state Empowerment or Enterprise Zone (see below)\* area 2. An area designated or identified by law enforcement (police dept., DA or City Attorney) as a “gang injunction” safety zone 3. One of the following based upon census tract (use the Local Data information provided as Attachment B to this issuance:   • Lives in an area with an unemployment rate of 6% or more.  • An area that has 1 ½ times above the County average number of residents over the age of 25 who do not have a HS diploma  • An area that has 1-½ times above the County average number of residents living below federal poverty level.  \*An Enterprise Zone is a defined geographic area in which businesses can claim certain state income tax savings and other advantages. Enterprise Zones were created in California to stimulate business investments in areas that are economically disadvantaged as well as spur job growth in areas of high unemployment. The state of California has designated two Enterprise Zones in the City of San Diego:   1. Metropolitan Enterprise Zone located south and east of downtown, adjacent to the bay; and, 2. South Bay Enterprise Zone is located in the City's South Bay area along the U.S.-Mexico border and in parts of the City of Chula Vista. |

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| **Runaway Youth** | The client is a youth between the ages of ages 14-17, who is not emancipated, and who absents himself or herself from home or place of legal residence without the permission of parents or legal guardian. |
| **Sector Strategy** | State policies that promote regional partnerships of employers, educators, workforce developers and other stakeholders that address the skills needs of critical industries in a region. |
| **Secondary School** | The term “secondary school” has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801), usually referring to grades 9 to 12. |
| **Subsidized Employment** | Subsidized employment is employment in the private or public sector for which the employer receives a subsidy from TANF or other public funds to offset some or all of the wages and costs of employing a recipient. Full-time or part-time employment that is being fully or partially funded by WIA or other public funds. The Contractor becomes the employer of record and must provide wages, Worker’s Compensation and other required compensation. |
| **Substance Abuse** **Issues or History** | The use of alcohol and/or drugs to the extent that an individual’s ability or behavior is diminished and creates a barrier to employment. |
| **Summer Work** **Experience** | Participation in paid and unpaid work experience, including internships, during the months of June through August. Summer work experience is intended for summer specific employment. If the youth is engaged in work experience that lasts longer than the summer months, it is considered work experience. |
| **Supportive Services** | Supportive Services are intended to help a client remain active in activities outlined in WIA Title I Programs. Supportive Services may include assistance with transportation, childcare, dependent care, housing, and needs-related payments, which are necessary to enable an individual to participate in activities authorized under Title I of WIA. |
| **Tutoring** | Activities to enhance study skills, educational guidance, and instruction leading to completion of secondary or postsecondary school. Tutoring examples include individual or group academic support services. This service may be provided either in or out of a school setting. |
| **Underemployed** | Underemployed means 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 attainment. |
| **Unemployed Individual** | An individual who is without a job and who wants and is available for work. |
| **Unsubsidized**  **Employment** | Full or part-time permanent employment not financed with state or federal funds, including entry into the Armed Forces, entry into employment in a registered apprenticeship program and exiters who become self-employed. |

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| **Veteran and Covered Spouse Status for Veterans’ Priority** | A covered person under the Jobs for Veterans Act is one of the following:   1. A Veteran is 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 [WIA Title I Section 101(49)]; or 2. The Spouse of:  * Any Veteran who died of a service-connected disability; * A member serving on active military duty who is listed as missing in action, captured in the line of duty by a hostile force, or forcibly detained or interned in the line of duty by a foreign government or power; or * Any Veteran with a total service-connected disability rating or one who died while being evaluated for it. (Pub.L.107-288 Sec. 4215) |
| **Work-Based Learning** | Activities which take place in the context of actual work environments, linked to learning outcomes, developed in part with employer input and industry specific skills, and based upon labor market information. Activities should be designed to be mastered at progressively higher levels that are coordinated with school-based learning. Can take place at private, for-profit, non-profit or public sector; and can be paid or non-paid activities. (Note: applicable labor laws must be adhered). Activities must be relevant to the career plan and include but are not limited to:   1. Career related mentoring, 2. Community service learning, 3. Entrepreneurial work experience, 4. Internship, 5. Job shadow, 6. Project-based learning, and, 7. Subsidized work experience and structured work experience. |
| **Work Experience** | Work Experience is defined as a short-term and/or part-time work assignment with an employer or private non-profit agency that is subsidized or unsubsidized and which provides an individual with the opportunity to acquire the skills and knowledge necessary to perform a job, including appropriate work habits and behaviors, and is combined with classroom or other training. Includes internships and job shadowing, not including summer work experience opportunities. |
| **Workforce Investment** **Act (WIA)** | Employment and training program legislation that was effective as of July 1, 2000 intended to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the U.S. (Public Law 105-220—Aug. 7, 1998) ([http://www.doleta.gov/regs/statute](http://www.doleta.gov/regs/statutes/)s/) |
| **Workforce Investment** **Board (WIB)** | The Workforce Investment Board (WIB) is appointed by the chief elected official in each local area in accordance with State criteria established under WIA section 117(b), and is certified by the Governor every two years, in accordance with WIA section 117(c)(2). In partnership with the chief elected official(s), the WIB sets policy for the local area.  The WIB is composed of mandatory partners, with a majority of private sector representatives, responsible for providing policy guidance and oversight of the One- Stop system, youth activities, and employment and training activities in accordance with State criteria under Title I of WIA. |

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| **Work Readiness Skills** | Foundation skills that are academic and behavioral characteristics necessary for success in the world of work such as work maturity, employability, pre-employment, and occupational/technical skills. Work Readiness Skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision-making, and job search techniques (resumes, applications, interviews, and follow-up letters). |
| **Youthful Offender** | A minor who has been convicted of a crime. |