

SAN DIEGO
WORKFORCE

PARTNERSHIP[®]

Glossary of Terms for WIOA Youth Programs RFP

Adult Mentoring	Adult mentoring must last at least 12 months and be provided by someone other than the WIOA youth participant's case manager since mentoring is above and beyond typical case management services. At a minimum it must include a youth participant matched with an individual adult mentor. Mentoring services may include group mentoring, mentoring via electronic means, and other forms as long as it also includes individual mentoring from an assigned mentor.
Alternative Secondary Schools	An alternative school is a type of school designed to achieve grade-level (K-12) standards and meet student needs. Examples of alternative schools include but are not limited to: continuation, magnet, and charter schools. Youth participants attending an alternative school at the time of enrollment, the participant is considered to be in-school.
Attending School	An individual is considered to be attending school if the individual is enrolled in secondary or post-secondary school. These include but are not limited to: traditional K-12 public and private and alternative (e.g. continuation, magnet, and charter) 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.
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.
Business Service Representative	Performs professional work providing job development and placement, alignment of youth skills and occupational interest with employer needs, and intensive job search assistance and workshops for Workforce Innovation Opportunity Act (WIOA) youth. Serves as a communication link between businesses and their needs and the workforce development system and its services. Identifies challenges/unmet needs and workforce solutions from a business perspective. Coordinates services with partnering agencies, and staff to assist customers in locating employment opportunities. Attends Business Service meetings at SDWP.

Career Pathways	<p>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.</p>
Case Management	<p>The provision of a participant- centered approach in the delivery of services, which are designed to ensure and coordinate individual comprehensive employment plans, such as service strategies, for customers to ensure access to necessary WIOA funded activities and supportive services, using, where feasible, computer- based technologies; and to provide job and career counseling during program participation and after job placement.</p>
Certificate	<p>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:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., or 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: <ul style="list-style-type: none"> ▪ Microsoft Certified Database Administrator, Certified Novell Engineer, or Sun Certified Java Programmer. • A registered apprenticeship program; • 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, such as:

- FAA aviation mechanic certification or 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).

Comprehensive Guidance and Counseling

Youth participation in licensed, credentialed, or clinical substance abuse and/or psychological counseling. Counseling may be one on one, or in a group setting.

Credential

A nationally recognized degree or certificate or state/local 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 designed to equip individuals to enter or re- enter employment, retain employment, or advance into better employment. (TEGL 17- 05).

Individuals with a Disability

The Americans with Disabilities Act (ADA) has a three-part definition of "disability" that reflects the specific types of discrimination experienced by people with disabilities. Accordingly, it is not the same as the definition of disability in other laws, such as state workers' compensation laws or other federal or state laws that provide benefits for people with disabilities and disabled veterans. Under the ADA, an individual with a disability is a person who:

- has a physical or mental impairment that substantially limits one or more major life activities;
- has a record of such an impairment; or
- is regarded as having such an impairment.

Closure

An enrolled individual completing planned intensive services prior to soft exit, and has no future services scheduled. Once a Closure Form is entered in CalJOBS, an enrolled individual is now able to receive Follow-Up services.

Eligible (Eligibility)

Refers to an individual's status in relation to their ability to receive services under the Workforce Innovation and Opportunity Act. For more details on eligibility refer to SDWP Operations Manual.

Entrepreneurial Skills Training

Entrepreneurship education seeks to prepare people, particularly youth, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experiences where they can take risks, manage the results, and learn from

the outcomes. Through entrepreneurship education, young people learn organizational skills, including time management, leadership development and interpersonal skills, all of which are highly transferable skills sought by employers.

Financial Literacy Education	Financial literacy, includes, but is not limited to, budgeting and managing credit, student loans, consumer debt, and identity theft security with those specified academic areas. Financial literacy education is an essential component of preparing individuals to manage money, credit, and debt, and of becoming responsible workers, heads of households, investors, entrepreneurs, business leaders, and citizens.
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 provide the necessary support to ensure the success of youth post-program.
Human Centered Design	Human Centered Design framework expands the range of research techniques to help build more accurate profiles and deeper understanding of job-seekers, students, and employers. This results in concrete solutions with a sharper focus on solving problems.
Incentives	WIOA allows incentive payments to youth participants for recognition and achievement directly tied to training activities and work experiences. WIOA requires that incentive payments be related to the goals of the specific youth program and must be provided in accordance with the requirements in 2 CFR 200, which says that Federal funds may not be spent on entertainment costs. Therefore, incentives may not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment.
Individual Service Strategy (ISS)	The ISS is jointly developed by the participant and case manager and is reviewed every three to six months 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 WIOA Youth participant enrolled in program services based upon information obtained during in-depth comprehensive assessment and/or during case management sessions.
Internships	A paid or unpaid internship is an opportunity created by an employer to provide an on-the-job practice. 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 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.

Literacy/Numeracy Assessment Tools	<p>The following are the only federally-approved testing instruments that can be used to assess participant skill levels for literacy/numeracy:</p> <ul style="list-style-type: none"> • Tests for Adult Basic Education (TABE 9/10); • Tests for Adult Basic Education (TABE Survey 9/10); and • Comprehensive Adult Student Assessment Systems (CASAS). <p>Additional testing instruments can be proposed, however, approval from the SDWP via the State must be obtained.</p>
Objective Assessment	<p>The process whereby applicants are interviewed to determine their review of basic skills, occupational skills, prior work experience, employability interest, aptitudes, mental health needs, family situation, education and training, transportation, support needs, abilities and interests in order to assist in developing an Individual Service Strategy (ISS) for the attainment of the individual's career goals. Testing and counseling are a part of the assessment process.</p>
Occupational Skills Training	<p>Occupational Skills are those skills that are occupation specific. These skills are learned through on the job training, pre-apprenticeship training, or vocational training that is deemed preparation for a long-term unsubsidized job or long-term educational or occupational skills. Occupational Skills Training shall include primary consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in WIOA section 123. The training must be outcome oriented and focused on an occupational goal in a participant's ISS and that it be of sufficient duration to impart the skills needed to meet the occupational goal.</p>
Orientation	<p>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.</p>
Out-Of-School Youth (OSY)	<p>Means an individual aged between 16-24 at time of enrollment who is not attending any school and meets one or more of eight criteria. For more details on eligibility refer to SDWP Operations Manual. If the only "school" the youth attends is adult education provided under Title II of WIOA, Youth Build, or Job Corp the youth is considered OSY for title I of WIOA youth program eligibility.</p>
On-the-Job Training	<p>Training by an employer that is provided to a paid participant while engaged in productive work in a job that:</p> <ul style="list-style-type: none"> • Provides knowledge or skills essential to the full and adequate performance of the job; and <ul style="list-style-type: none"> ○ Is made available through a program that 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

	<ul style="list-style-type: none"> ○ 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 service strategy of the participant, as appropriate. ○
Participant	An individual who has been determined to be eligible to participate in and who is receiving services (except follow-up services authorized under WIOA) under a program authorized by WIOA, 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.
Pre-Apprenticeship Programs	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.
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.
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.
School Drop-out	An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.
Soft Exit	All enrolled individuals soft exit their WIOA program after 90 days of no services provided to the enrolled individual. A soft exit triggers Follow-Up Forms in CalJOBS to be available for data entry.
Stipends	Training allowances or stipends are provided to participants for their successful participation in and completion of education or training

services (except such allowance may not be provided to participants in OJT). Allowances or stipends may not exceed the Federal or State minimum wage, whichever is higher.

Subsidized Employment
(Paid Work Experience)

Full-time or part-time employment that is being fully or partially funded by WIOA or other public funds. The Contractor becomes the employer of record and must provide wages, Worker's Compensation and other required compensation.

Summer Work Experience

Participation in paid and unpaid work experience, including internships, during the months of May through September. 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 WIOA 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 WIOA.

Trauma Informed Care

Trauma Informed Care is an organizational structure and treatment framework that involves understanding, recognizing and responding to the effects of all types of trauma.

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.

Unsubsidized Employment

Full or part-time permanent employment not financed with state or federal funds, which could include entry into the Armed Forces and employment in a registered apprenticeship program.

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.