

Glossary of Terms

Adult Mentoring	Mentoring must be provided by an adult other than the WIOA youth participants assigned to a Career Navigator since mentoring is above and beyond typical case management services. Mentoring services may include group mentoring, mentoring via electronic or virtual means, and if it also includes individual mentoring from their assigned mentor.
Affiliate AJCC	An affiliate AJCC is a center that offers job seekers and employers one or more of the AJCC programs, services, and activities. An affiliate site does not need to provide access to every required one stop partner program. The frequency of the program staff's physical presence in the affiliate site will be determined at the local level. These types of centers serve as access points into the local AJCC system.
AJCC	America's Job Center of California (AJCC) is your one-stop shop for workforce services, providing a comprehensive range of no-cost employment and training services for employers and job seekers. AJCC is a collaboration of local, state, private, and public entities that provide comprehensive and innovative employment services and resources to meet the needs of the California workforce.
Alternative Secondary School	An alternative school is a type of school designed to achieve grade-level (k-12) standards and meet student needs (EC Section 58500) Examples of alternative schools include but are not limited to: continuation, magnet, and charter schools if the youth participants attending an alternative school at the time of enrollment, the participant is considered to be in-school.
Attending School	An individual is 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	Program approved by department of labor (Federal) or department of apprenticeship standers (State) Approval is by certified registration or another 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. 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 to develop an appropriate service strategy to meet his/her individual needs.

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Assessment Tools Literacy/ Numeracy	<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 of Adult Basic Education (TABE) • CASAS Survey Achievement Tests <p>Additional testing instruments can be proposed, however, approval from the Workforce Partnership via the State must be obtained.</p>
At-Risk of Dropping Out (High School)	<p>A youth who meets one or more of the following criteria:</p> <ol style="list-style-type: none"> a. Two grades below his/her age group b. Youth displays indicators of a high potential to drop out of high school. <p>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:</p> <ul style="list-style-type: none"> • 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).
Attending School	<p>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-12 Public and private, and alternative (continuation, magnet, and charter) schools.</p>
Barriers to Employment	<p>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.</p>
Basic Skills Activities	<p>Refers to any basic skills activity to enhance or remediate a youth's math, reading, or English literacy levels.</p>
Basic Skills Deficient	<p>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.</p>
BEST	<p>Basic and Essential Skills Training</p>

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Bridge Program	A higher education program specifically designed to assist a student with an attained initial educational level (or an initial level of professional licensure) to attend college courses and achieve a degree (or a higher level of professional licensure) in the same field of study and in less time than an entry-level student would require.
Business Service Representative (BSR)	Performs professional work providing job development and placement, alignment of youth skills and occupation interest with employer needs, and intensive job search assistance and workshops for Workforce Innovation Opportunity Act (WIOA) youth. Serves as a communication link between business and their needs and the workforce development system and its services. Identifies challenges/unmet needs and workforce solution from a business perspective. Coordinates services with partnering agencies, and staff to assist customers in locating employment opportunities.
Career Navigation	Career Navigation, also known as case management, is the infrastructure for delivering effective services that will facilitate the positive growth and development of youth and the achievement of performance goals. The process extends from recruitment through follow up. The Career Navigator motivates participants and coordinates services and information to prepare youth for postsecondary education opportunities, academic and occupational training, or employment and training opportunities, as appropriate. Funded Partners are encouraged to incorporate trauma informed and human-centered design approaches in their staffing models.
Career Navigator	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.
Career Pathways	Defined as a combination of rigorous and high-quality education, training, and other services that include, career counseling, training for a specific occupation, and supporting advancement in that specific occupation or occupational cluster. Funded partners will be required to provide information to youth regarding career pathways and related industries to accelerate the advancement towards self-sufficiency.
Career Planning	The term means the provision of a client centered approach in the delivery of services designed to; A) prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment, activities and supportive services, using, where feasible, computer based technologies and B) to provide job, education and career counseling, as appropriate during program participation and after job placement.

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Certificate/ Credential	<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</p> <p>A variety of different public and private entities issue recognized postsecondary credentials. Below is a list of the types of organizations that award recognized postsecondary credentials, however, not all credentials offered by these entities meet the definition of a recognized postsecondary credential:</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, <u>such as</u>: <ul style="list-style-type: none"> ○ 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, <u>such as</u>: <ul style="list-style-type: none"> ○ Microsoft Certified Database Administrator ○ Certified Novell Engineer ○ Sun Certified Java Programmer • A registered apprenticeship programs • 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: <ul style="list-style-type: none"> • 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).
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Closure	YSPs must complete a closure form in CalJOBS once a participant has completed their goals and objectives on the ISS and all program activities. The closure form must detail the outcomes during participation on an attached case note, including a summary of the outcomes their ISS. The case notes must also describe the plan for transitioning from an active participant to a follow up participant, including any planned continuation of services in follow up.
Cohort	A group of youth who share a defining characteristic or who are achieving the same academic goals. A cohort forms when the students begin the curriculum and typically does not admit new members afterward. [See Learning Community]
Comprehensive AJCC	<p>A Comprehensive AJCC provides universal access to the full range of employment services, training and education, employer assistance, etc. In other words, a comprehensive AJCC is a physical location where job seekers and employers have access to the programs, services, and activities of all the required AJCC partners. These include the following:</p> <ul style="list-style-type: none"> • WIOA Title I Adult, Dislocated Worker, and Youth • WIOA Title II Adult Education and Literacy • WIOA Title III Wagner-Peyser • WIOA Title IV Vocational Rehabilitation • Carl Perkins Career Technical Education • Title V Older Americans Act • Job Corps • Native American Programs (Section 166) • Migrant Seasonal Farmworkers (Section 167) • Veterans • Youth Build • Trade Adjustment Assistance Act • Community Services Block Grant • Housing & Urban Development • Unemployment Compensation • Second Chance • Temporary Assistance for Needy Families/CalWORKs
Co-Enrollment	<p>Subrecipients may choose, at the benefit of the participant, to enroll them in more than one program to access a wide range of services. <i>Co-Enrollment</i> would be enrollment into more-than-one of the four core programs and/or enrollment by a single service provider into multiple SDWP funded programs:</p> <ul style="list-style-type: none"> • WIOA Title I. Adult, Dislocated Workers and Youth • WIOA Title II: Adult Education and Literacy • WIOA Title III: Wagner-Peyser • WIOA Title IV: Vocational Rehabilitation • SDWP-funded special projects

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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.
Cost Reimbursement	<i>Cost Reimbursement</i> means a payment mechanism in which funds are provided to carry out approved activities and is based on actual allowable costs incurred that comply with the cost principles applicable to the contract.
Court-Involved Youth	Any youth (age 14-21 under WIOA youth programs) who is considered a participant of the Department of Juvenile Justice System.
Credential	<p>Credential Attainment includes participants who are enrolled in an education or training program who attain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent. Credentials must include the following characteristics of a quality industry-recognized credential:</p> <ul style="list-style-type: none"> • Accessible — Affordable and readily available at places and times convenient for working adults. • Transparent — Clearly articulated costs and prerequisites; accurate picture of what skills, knowledge and abilities are benchmarked by a given credential, and the value it carries in the labor market. • Stackable — One of multiple manageable chunks that add up to a more substantial credential and do not require starting over at each new step. • Portable — Transferable between firms, regions and educational institutions. • Meaningful — Has value in the labor market; and • Connected — Links to a job or an educational pathway
Data Reporting System	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.
Dual Enrollment	Eligible participants can be dual enrolled into two or more WIOA Title I program and/or enrollment by two different subrecipients into programs funded by SDWP. <i>Dual enrollment</i> will allow participants to access a wider array of services that might otherwise be unavailable. Subrecipients should seek to dual-enroll for the benefit of the participant with services from other programs that supplement and/or enhance those services, and not to duplicate them.

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Educational Services	<p>Services that must include instructional approaches that offer a continuum of skill, grade level, and developmentally appropriate educational options that connect to career pathways, including:</p> <ul style="list-style-type: none"> • Tutoring • Study skills training • Evidence-based dropout prevention and recovery strategies that lead to completion of a secondary school diploma or its recognized equivalent • Post-secondary preparation, enrollment, and credential/degree attainment • Alternative secondary school services • Job shadowing and career exploration in field of study • Other activities that prepare an individual to be successful in any secondary or post-secondary educational options.
Eligibility	Refers to an individual's status in relation to their ability to receive services under the WIOA.
English Language Learner (ELL)	<p>English Language Learner -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 <u>whose cultural differences</u>, due to customary beliefs, social norms and material traits, results in a barrier to employment.</p>
Employment Services	<p>Services must include approaches that offer work-based learning opportunities that connect to career pathways, including:</p> <ul style="list-style-type: none"> • Work experience • Job shadowing and career exploration • Internships • Pre-Apprenticeships • On-the-Job training
English Language Learners, Immigrants, & Refugees (OSY Only)	<p>These population specific groups must dual-enroll with the Career Center to provide a dual-navigation of services in partnership with the population specific contract. Both funded partners will coordinate services to provide additional support, including but not limited to:</p> <ul style="list-style-type: none"> • Multilingual Language Assistance • Vocational Language Activities • Cultural Training and Awareness

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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.
Essential Skills	The skills that people need for learning, work and life. They are used in the community and the workplace, in different forms and at different levels of complexity.
ETPL	ETPL - California's Eligible Training Provider List (ETPL) provides customer-focused employment training resources for adults and dislocated workers (18+). The statewide list includes qualified training providers who offer a wide range of educational programs, including classroom, correspondence, online, and apprenticeship programs. The list includes training providers eligible to receive Individual Training Accounts through WIOA Title I-B funds. (WSD 15-07)
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 WIOA services for 90 days, except follow-up, and has no future services scheduled. A WIOA Exit Form must be completed.
Family	<p>(As defined in WIOA 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:</p> <ol style="list-style-type: none"> 1. A husband, wife, (including same-sex spouses) and dependent children 2. A parent or guardian (legal) and dependent children 3. A husband and wife. (including same-sex spouses) <p>[Reference: WIOA Section 101(15)]</p> <p>A stepchild or stepparent is considered to be related by marriage and is therefore to be included when determining family income.</p>
Financial Literacy	Financial literacy includes but not limited to budgeting, credit management, student loans, consumer debt, and identity theft.

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Follow-Up Services (Youth)	Funded Partners are required to provide at least 12 months of follow-up services to participants who have completed program services, as well as participants who may have dropped out of the program but need additional services. Follow-up services should be a continuation of programmatic services with consistent engagement to provide additional support, resources, community service/volunteering, and other youth development activities encouraging responsibility, social, and civic behaviors. Follow up services must support successful performance outcomes.
Former Foster Care Youth	Youth who was a foster care ward and has not yet reached his/her 21st birthday.
Foster Care Youth	<p>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:</p> <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • Possible foster care placement includes: <ul style="list-style-type: none"> • 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	<p>Youth with one or more of the following characteristics:</p> <ul style="list-style-type: none"> • 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.
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. Notwithstanding any other provision of this section, an individual or family will be consider to be homeless who is fleeing, or is attempting to flee, domestic violence, dating violence, sexual assault, stalking, or other dangerous or life-threatening conditions in the individual's or family's current housing situation, including where the health and safety of children are jeopardized, and who have no other residence and lack the resources or support networks to obtain other permanent housing. (NOTE: Does not include a person imprisoned or detained pursuant to an Act of Congress or State Law). (V) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))
Homeless - Out of School Youth	Means an individual who is: <ul style="list-style-type: none"> • Age 16-24; • Not attending any school; <ul style="list-style-type: none"> ○ Dropout Youth; ○ A youth who has graduated or attained a Secondary School Diploma or Equivalent, but has not attended any school within the past 6 months; ○ Enrolled in WIOA Title II Adult Education; ○ Enrolled in YouthBuild; ○ Enrolled in Job Corps; ○ Enrolled in a high-school equivalency program not in a public K-12 school system; ○ Enrolled in a drop out re-engagement program; OR ○ Enrolled in a charter school exclusively in partnership with WIOA, YouthBuild, Job Corps, or CA Conservation Corps <ul style="list-style-type: none"> ▪ AND • A homeless individual
Human Center Design	Human Center Design framework expands the range of research techniques to help build more accurate profiles and deeper understanding of jobseekers, students, and employers. This results in concrete solutions with a sharper focus of solving problems.
Immigrant	Same as <u>Permanent Resident Alien</u> - 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 these criteria.

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Incentives	WIOA allows incentive payment to youth participant for recognition of achievement directly tied to training activities and work experiences. WIOA requires that incentive payments must 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 cost. 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.
Individuals with a Disability	<p>The term means an individual with a disability as defined in section 3 of The Americans with Disability Act of 1990(42 USC12102). The Disabilities ACT (ADA) has a three-part definition of “disabilities” 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:</p> <ul style="list-style-type: none">• Has a physical or mental impairment that substantially limits on or more major life activities.• Has a record of such an impairment; or• Is regarded as having such an impairment.
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 WIOA 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.

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In-School Youth	<p>Means an individual who is;</p> <ul style="list-style-type: none"> • Age 14-21; • Attending school; <ul style="list-style-type: none"> ○ Public school ○ Private School ○ Charter schools ○ Homeschool ○ Community College ○ Private and Public Universities • At risk of dropping out of school; • Low income; <p>AND</p> <ul style="list-style-type: none"> • Meets one or more of the following employment barriers: <ul style="list-style-type: none"> ○ Individual with a disability; ○ Justice involved/offender; ○ A homeless individual; ○ Foster youth; ○ Pregnant or parenting; ○ Basic skills deficient; ○ English language learner; ○ An individual who requires additional assistance to complete an educational program or to secure or hold employment, as defined locally below (<i>Requires approval</i>): <ul style="list-style-type: none"> ▪ Who resides in an area with high rates of poverty, or unemployment, or resides in a designated Promise Zone or Gang Injunction Zone; ▪ Who reside in a public housing program; ▪ Who is refugee/immigrant; ▪ Who have serious emotional, medical, or psychological barriers; ▪ Who has substance abuse problem, or has a history of having such a problem; OR ▪ Who has a parent or legal guardian that is incarcerated?
Internship	<p>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.</p>

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Individual Service Strategy (ISS)	The ISS is an age appropriate, individualized written plan of short- and long-term goals that includes, career pathways, education and employment goals, involvement in program elements, supportive services, incentives, and stipends. The ISS will identify, and track activities related to each of the goals and will clearly connect the services to be provided to each youth. The ISS directly links to one or more indicators of performance outcomes.
Individual Training Accounts (ITA)	The proposed Regulations allows ITAs for older youth 18 to 24. ITAs enhance participant choice in their education and training plan and provides flexibility to service providers. ITAs benefit disconnected youth and reinforce WIOA emphasis on increasing access to opportunities for workforce development services to this population.
Job Placement	Services provided to assist a youth in obtaining a specific placement in unsubsidized employment.
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: <ul style="list-style-type: none"> • 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 Quality	Job Quality objective and measurable dimensions together provide a comprehensive assessment of job quality. <ul style="list-style-type: none"> • Raising the Floor-Jobs necessities that create the conditions of quality and fair work. • Empowering People – The value placed on a job, based on their life and family circumstance, and needs. • Livable Wage • Building Ladders – Job opportunities that include equity and inclusion to maximize individual, and organization potential to achieve growth and financial results for both employer and employee.
Job Shadow	An unpaid short-term activity offered by an employer who agrees to engage a student to follow or “shadow” them throughout their workday, providing insight on the duties and skills of the position, and information on career tracks.

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Justice Involved/Offender Out-of-School Youth	<p>Means an individual who is:</p> <ul style="list-style-type: none"> • Age 16-24; • Not attending any school; <ul style="list-style-type: none"> ○ Dropout Youth; ○ A youth who has graduated or attained a Secondary School Diploma or Equivalent, but has not attended any school within the past 6 months; ○ Enrolled in WIOA Title II Adult Education; ○ Enrolled in YouthBuild; ○ Enrolled in Job Corps; ○ Enrolled in a high-school equivalency program not in a public K-12 school system; ○ Enrolled in a drop out re-engagement program; OR ○ Enrolled in a charter school exclusively in partnership with WIOA, YouthBuild, Job Corps, or CA Conservation Corps <p>AND</p> <ul style="list-style-type: none"> • Justice involved/offender
Labor Market Information	<p>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 skill needs, available training programs, wages, and labor supply.</p>
Learning Community	<p>A group of people who are actively engaged in learning together from each other, and by habituation. Such communities have become the template for a cohort-based, interdisciplinary approach to higher education. This may be based on an advanced kind of educational design. [See Cohort]</p>
Life Skills Activities	<p>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.</p>
Limited English Language Proficiency English language learner barrier	<p>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 <u>whose cultural differences</u>, due to customary beliefs, social norms and material traits, results in a barrier to employment.</p>

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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	<p>The term “low-income individual” means an individual who:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 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.
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.

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Not Attending School	An individual who is not attending a secondary or post-secondary school. * An individual who is enrolled in adult education, Youthbuild, or Job Corps is not considered to be attending school.
Nontraditional Employment	Refers to occupations or fields of work for which individuals from the gender involved comprise less than 25% of the individuals employed in each such occupation or field of work
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. 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 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.
Offender	An individual (adult or juvenile) who: <ol style="list-style-type: none"> 1. Is or has been subject to any stage of the criminal justice process, for whom services under this Act 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: <ol style="list-style-type: none"> 1. Provides knowledge or skills essential to the full and adequate performance of the job; and 2. 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 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 service strategy of the participant, as appropriate.
Orientation	Information on the full services that are available through eligible Subrecipients, including other program services. This would include all program services and policies. Youth should also be made aware of youth development principles practiced by the Subrecipient and that the focus on services to youth will be individually based on their interests and needs.

Glossary of Terms

<p>Out-Of-School Youth</p>	<p>Means an individual and is:</p> <ul style="list-style-type: none"> • Age 16-24; • Not attending any school; <ul style="list-style-type: none"> ○ Dropout Youth; ○ A youth who has graduated or attained a Secondary School Diploma or Equivalent, but has not attended any school within the past 6 months; ○ Enrolled in WIOA Title II Adult Education; ○ Enrolled in YouthBuild; ○ Enrolled in Job Corps; ○ Enrolled in a high-school equivalency program not in a public K-12 school system; ○ Enrolled in a drop out re-engagement program; OR ○ Enrolled in a charter school exclusively in partnership with WIOA, YouthBuild, Job Corps, or CA Conservation Corps <p>AND</p> <ul style="list-style-type: none"> • Meets one or more employment barriers: <ul style="list-style-type: none"> ○ Individual with a disability; ○ School dropout; ○ Within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter (as defined by the local school district); ○ *Justice involved/offender; ○ *A homeless individual; ○ *Foster youth; ○ Pregnant or parenting; <p>OR</p> <ul style="list-style-type: none"> ○ A low-income individual who requires additional assistance to complete an educational program or to secure or hold employment, as defined locally below: <ul style="list-style-type: none"> ▪ Who resides in an area with high rates of poverty, or unemployment, or resides in a designated Promise Zone or Gang Injunction Zone; ▪ Who reside in a public housing program; ▪ **Who is a refugee/immigrant; ▪ Who have serious emotional, medical, or psychological barriers; ▪ Who has substance abuse problem, or has a history of having such a problem; OR ▪ Who has a parent or legal guardian that is incarcerated. <p>OR</p> <ul style="list-style-type: none"> ○ A Low-income recipient of a secondary school diploma or its recognized equivalent and: <ul style="list-style-type: none"> ▪ Basic skills deficient; or ▪ **English language learner
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Glossary of Terms

Outreach and Recruitment	Outreach and recruitment includes, but is not limited to, identifying potentially eligible youth, working with parents/guardians to secure eligibility documentation (when applicable), and working closely with other government systems, community organizations, and school systems to identify and recruit youth. Funded partners must develop a plan to identify specific communities to conduct outreach and recruitment.
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.
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.
Peer Mentors	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.
Performance Outcomes	Funded Partners 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.

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Preparation for Occupational or Vocational Education/Training	Activities that prepare youth to enter 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.
(Recognized) Post-Secondary Credential	Means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or Federal Government, or an associate or baccalaureate degree.
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. Is listed under WIOA sec129(c) (2) (C) Local youth programs must coordinate pre-apprenticeship with registered apprenticeship programs as defined in 171(b)(10) 129(c)
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.
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 regarding effective strategies and tools used in the workplace. Projects should be authentic, involve academic rigor, applied learning, active exploration, adult connection and assessment practices.

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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	<p>Youth who live in an area that is:</p> <ul style="list-style-type: none"> a) A designated federal or state Empowerment or Enterprise Zone (see below) * area b) An area designated or identified by law enforcement (police dept., DA or City Attorney) as a “gang injunction” safety zone d) One of the following based upon census tract (use the Local Data information provided as Attachment B to this issuance: <ul style="list-style-type: none"> • 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. <p>*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:</p> <ul style="list-style-type: none"> 1. Metropolitan Enterprise Zone located south and east of downtown, adjacent to the bay; and, 2. South Bay Enterprise Zone is in the City's South Bay area along the U.S.-Mexico border and in parts of the City of Chula Vista.
Respondent	A <i>Respondent</i> is anyone responding to the Request for Proposal (RFP), while the “subrecipient” is the entity is selected.

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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.
School	Any secondary or post- secondary or post-secondary school (20cfr NPRM Section 681.230) as defined by the applicable State law for secondary and post-secondary institutions
School Drop-out	Means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.
Specialized AJCC	Specialized AJCCs are defined as sites that address specific needs, including those of dislocated workers, youth, or key industry sectors or clusters. Specialized centers must be connected to the comprehensive AJCC and any appropriate affiliate AJCC.
Stipends	Training allowance or stipends are provided to participants for their successful participation in and completion of education or training services. Stipends may not exceed the Federal or State minimum wage, whichever is higher.
Subrecipient	A non-federal entity that receives a subaward from a pass-through entity to carry out part of the federal program but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other federal awards directly from the federal awarding agency (2 CFR 200.93). A subrecipient carries out a portion of a federal award and creates a federal assistance relationship with the pass-through entity.
Subsidized Employment	<i>Subsidized employment</i> 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 WIOA 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.

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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 provided to enable successful participation in WIOA activities. Funded partners must also provide in-kind match to extend and promote the use of Supportive Services by leveraging and promoting resources, self-sufficiency, and accessibility. Supportive Services include, but are not limited to: <ul style="list-style-type: none"> • Transportation • Childcare and dependent care • Housing and utilities • Educational testing • Tools and uniforms • Work attire and interview clothes • Books, fees, and school supplies for post-secondary education • Legal aid services • Employment and training related application fees, testing, and certifications
Training Services	Services must include instructional approaches that offer occupational skills and education concurrently with training options that connect to career pathways, including: <ul style="list-style-type: none"> • Occupational skills training (Classroom based occupational skills training) • Job shadowing and career exploration • Apprenticeship training
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.
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.

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Universal Services	<p>Universal Services are identified as additional WIOA program elements that will supplement core program services through continued skills development. The services are required to be provided to all youth including, but not limited to:</p> <ul style="list-style-type: none"> • Financial Literacy • Mental Health • Comprehensive Guidance & Counseling • Leadership Skills & Youth Development • Mentoring
Unsubsidized Employment	<p>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 exciter's who become self-employed.</p>
Veteran and Covered Spouse Status for Veterans' Priority	<p>A covered person under the Jobs for Veterans Act is one of the following:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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)
WIOA Program Elements	<p>WIOA designates 14 program elements that must be made available to all enrolled youth. If a funded partner does not directly provide one of the program elements, it must demonstrate the ability to make seamless referrals to appropriate providers of such services. The funded provider will have primary responsibility for ensuring that each participant receives the full continuum of services. SDWP has implemented each of the elements into aspects of the universal program design, including:</p> <ul style="list-style-type: none"> • WIOA Program Tracks • Universal Services • Basic and Essential Skills Training (BEST)

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WIOA Program Tracks	<p>Program Tracks that each eligible youth must enroll into as part of their program participation. All tracks include required core program services and outcomes. Funded partners may not alter core program services or outcomes; however, youth may switch tracks at any time based on updates to their ISS. Tracks are as follows:</p> <ul style="list-style-type: none">• Track A: Education Only• Track B: Employment & Experience• Track C: Employment & Training• Track D: Employment & Education
Work-Based Learning	<p>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:</p> <ul style="list-style-type: none">• Career related mentoring• Community service learning• Entrepreneurial work experience• Internship• Job shadow• Project-based learning, and subsidized work experience and structured work experience.
Work Experience	<p>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.</p>
Work Readiness Skills	<p>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).</p>