

GLOSSARY OF TERMS, ACRONYMS, AND DEFINITIONS

LEGISLATIVE/GOVERNMENT

The Employment and Training Administration (ETA) – The division of the US DOL that administers WIOA-funded programs.

United States Department of Labor (USDOL) – The administrative department at the federal level responsible for the administration of WIOA.

Workforce Innovation and Opportunity Act (WIOA) – WIOA was signed into law by President Barack Obama on July 22, 2014 and took effect on July 22, 2014. WIOA superseded the Workforce Investment Act of 1998 (WIA) and amends the Adult Education and Family Literacy Act (AEFLA), the Wagner-Peyser Act, and the Rehabilitation Act of 1973. WIOA is the legislation that provides funding, guidance and alignment of public workforce development systems across the United States. The intent of WIOA is to equip workers with the skills necessary to meet business needs and to provide businesses with access to the talent pool need to compete in their local, regional and global economies.

Workforce Investment Board (WIB) – A governing board, required under WIOA legislation, made up of mandated WIOA partners, non-mandated partners, and businesses. In Tulare County, the WIB is a 15-member board.

WORKFORCE TERMS

Active Participant – An individual who has an opened WIOA application and is currently enrolled in the WIOA program.

Affiliate AJCC – An affiliate AJCC is a center that offers job seekers and employment 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.

Alternative Secondary School – A type of school designed to achieve grade-level (K-12) standards and meet students' needs (EC Section 58500). Examples of alternative schools include but are not limited to, continuation, magnet, and charter schools. If a youth participant is attending an alternative school at the time of enrollment, the participant is in-school.

American's Job Center of California (AJCC) – The California Workforce Investment Board (CWIB) identified One-Stop Centers as America's Job Centers of California in order to increase job seekers and businesses to find and access the services available in the workforce system. The Department of Labor Employment & Training Administration announced the American Job Center network as a unifying name and brand for a virtual and in-person publicly funded workforce development services.

Assessment – 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 1 year) could be used in lieu of additional assessments. The goal is to accurately evaluate the youth in order to develop an appropriate service strategy to meet their individual needs.

Attending School – When an individual is enrolled in secondary or post-secondary school they are classified as attending school. These include but are not limited to traditional K-12 public and private and alternative (e.g. continuation, magnet, and charter schools).

Barriers to Employment – Any demonstrable characteristic(s) of an applicant that serves to limit, hinder, or prohibit that person's opportunities for employment or promotion. Examples of barriers to employment are limited English language proficiency, disabilities, offender, homelessness, offender, and basic skills deficiencies.

Basic Skills Deficient – 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 referenced test, or an inability to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the family, or in society.

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.

Career Planning – The term means the provision of a customer 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 support 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.

Case Management – The provision of a customer-centered approach in the delivery of services that includes the active participation of the individual and is designed to:

1. Prepare, coordinate, and monitor comprehensive employment plans and services that may be provided from variety of agencies and staff, to ensure customer access to the necessary training and supportive services;
2. Provide job and career counseling; and
3. Advocate for the individual while frequently reassessing the individual's progress and needs.

Collaboration – Working jointly with other agencies to achieve common goals by developing a mutually beneficial and well-defined relationship. The relationship includes a jointly developed structure and responsibility, mutual authority, and accountability for success and sharing of resources.

Closure – When 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 summary of the outcomes their ISS. 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.

Comprehensive AJCC – A Comprehensive AJCC provides universal access to the full range of employment services, training and education, employer assistance, etc. A comprehensive AJCC is a physical location where job seekers and employers have access to the program, services, and activities of all the required AJCC partners. They include the following:

- 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

Co-Enrollment – Individual is enrolled into more than one of the four core programs. Example: enrolled in Title I Adult and Title I Youth.

Eligibility – Refers to an individual's status in relation their qualification to participate in a WIOA Title I funded program.

Employer Information and Support Services – Staff-assisted services designed to educate businesses to engage them in the local job market/economy and the range of services available through the local One-Stop delivery system. Establishment information services may be provided in a variety of service interventions including orientation sessions, workshops, or other business consultations (e.g., initial site visits). Information and support services that are delivered to establishments through mass mailings or communications, "cold" calling or other follow-up contacts, and regular establishment newsletters, brochures, or publications are not reportable services under this category.

Employer Penetration Rate – The term used for a performance measure that calculates the percentage of employers who use core program services out of all the employers in the state. This indicator will assist in determining if the core programs are serving a large number of employers, as well as evaluate how well the area's workforce needs are being met. This measure is a unique count of employers using WIOA core program services. The total number of BLS QCEW establishments that received a service or are continuing to receive an ongoing service and/or assistance during the reporting period (numerator) DIVIDED BY the total number of BLS QCEW establishments (denominator).

Employment Rate – The term used for a performance measure that calculates the percentage of customers who were employed at exit and retained their jobs during the first calendar quarter following their exit from the program, calculated 2nd and 4th

quarter after exit (Calendar quarters are July – September, October – December, January – March, and April – June).

Exit – The time at which a participant completes services, or the quarter within which he has not received any WIOA services for 90 days, except follow-up, and has no future services scheduled.

Follow-up Services – Subrecipients are required to provide at least 12 months of follow-up services to participants who have completed program services, as well as participant who may have dropped out of the program. Follow-up service should be a continuation of programmatic services with to provide additional support, resources, community service, and other youth development activities. While in follow- up service individuals are eligible for supportive services and all activities must support successful performance outcomes and be documented in CalJOBS.

Incumbent Worker Training – Industry or job-specific training designed to enhance the skills of a business' existing workforce. Also known as UpSkill Tulare County, this training initiative helps businesses increase the skills of entry level workers while promoting advancement opportunities in the workplace.

Individual Service Strategy (ISS) – A written plan of action to identify age-appropriate short and long-term goals that include career pathways, education and employment goals, and service needs. The ISS must directly link activities/services to one or more indicators of performance. The WIB considers the ISS a living document that requires on-going review of the progress of each participant in meeting their goals. The ISS shall be updated as needed.

Individual Training Accounts (ITAs) – Authorizations used by Employment Connection One-Stop Center customers to purchase classroom training that will prepare them for employment in demand occupations in Tulare County.

Job Placement – Services provided to help youth obtain a specific placement in unsubsidized employment.

Labor Market Information (LMI) – Up-to-date information on the local labor market, emerging occupations, industry trends, and other economic data. Labor market information is provided to businesses through formal reports and publications as well as through newsletters and on-line resources. This data helps businesses remain competitive by helping them understand industry trends, skills gaps, and the regional jobs landscape.

Limited English Learner – an individual whose native language is not English, and has the inability to speak, read, write, or understand the English language.

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.

Occupational Skills Training – Skill training for a specific occupation.

On-the-job Training (OJT) – Training by an employer that is provided to WIOA participants while they are engaged in productive work and earning a wage in a job that:

- Provides knowledge or skills essential to the full and adequate performance of the job;
- Provides WIOA-funded reimbursement to the employer of up to fifty percent (50%) or seventy-five percent (75%) of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and
- Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the individual employment plan of the participant as appropriate.

Participant – An individual who has been determined to be eligible to participate in and who is receiving services under a program authorized by WIOA Title I. Participation shall commence on the first day, following determination of eligibility, on which the individual began receiving WIOA basic career services.

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.

Recruitment Assistance – The term that encompasses many strategies to help businesses fill job openings including: marketing positions on CalJobs and on Social Media, pre-screening Job Ready Candidates from the Employment Connection Talent Pool, leveraging work-based training to make Job Ready Candidates more competitive, and providing logistical support for in-person or virtual recruitment events. The level of recruitment provided to the business will be dependent upon the industry of the business, the number of positions being filled, and the wages of those positions.

Registered Apprenticeships – A training program that connects job seekers looking to learn new skills with employers looking for qualified workers. Employers, known as sponsors, provide the apprentices with paid on-the-job learning and academic instruction that reflects their industry needs. These are administered by the USDOL Office of Apprenticeship in conjunction with both the Bureau of Apprenticeship and Training, and the State Apprenticeship Agencies.

Respondent – A Respondent is anyone responding to the Request for Proposal (RFP), while the “subrecipient” is the entity selected.

School – Any secondary or post-secondary school (20cfr NPRM Section 681.230) as defined by applicable State law for secondary and post-secondary institutions.

Secondary School – Defined in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801) as grades 9 to 12.

Sector Partnerships – The term used to describe the WIB’s strategy to keep industry at the center of its business engagement efforts. Sector Partnerships of businesses from similar industries in a shared labor market region, who work with government, education and training, workforce development, economic development and community organizations to address the workforce and other competitiveness needs of their industry.

Supportive Services – Services necessary to enable an individual to participate in activities authorized under Title I of WIOA and are consistent with the provisions of the Act. Supportive services can be offered during and after participation (TUL 17-02).

Unemployed Individual – An individual who is without a job and who wants and is available for work.

Unsubsidized Employment – Full or part-time stable employment not financed with state or federal funds. Includes entry into the Armed Forces, entry into employment in a registered apprenticeship program, and self-employment.

Work Experience – Work Experience is defined as short-term and/or part-time work assignment with an employer or private non-profit that is subsidized or unsubsidized and 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, including summer work experience opportunities (TUL 20-06).

Work Readiness Skills – Work Readiness Skills include labor market knowledge, occupational information, values clarification and personal understanding, career planning, and decision-making, and job search techniques (resume, applications, interviews).

Workforce Development – Services that help individuals find employment and receive training that leads to job placement and career advancement, while simultaneously helping businesses meet their needs for qualified personnel. The services overseen by the TCWIB and delivered via the Employment Connection One-Stop Centers are workforce development services.

Youth@Work – The WIB approved branding for the youth program. Subrecipients awarded a contract(s) must operate under the WIB approved Youth@Work logo and branding platform.

PROCUREMENT TERMS

Qualified Applicant List (QAL) – Those organizations whose RFQ has been approved are placed on the QAL as eligible for a contract award from the Workforce Investment Board.

Request for Proposals (RFP) – A solicitation for proposals for the purchase of products or services.

Request for Qualifications (RFQ) – An application the Workforce Investment Board uses to determine an organization's administrative and fiscal capacity to meet Workforce Investment Board, state, and federal government requirements for the provision of WIOA services.

INFORMATION TECHNOLOGY

CalJOBS – Statewide customer tracking and data management system used for tracking customer data, performance, and outcomes.

EmploymentConnect.org – Information system for customer tracking and data management is also used to track performance which is assessed on local measures by the state.

POPULATION

English Language Learners – Defined by the ETA 9170 as a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.

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 publicly or privately 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 ordinary use 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.)

Individual 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.

In-School Youth – An individual who is attending secondary or post-secondary, and has one or more of the following barriers:

- Basic skills deficient,
- An English Learner,
- Justice Involved,
- Homeless individual or runaway,
- An individual;
 - In foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption,
 - Eligible for the Chafee Foster Care Independent Living Program (ILP), or
 - In an out-of-home placement,
 - An individual who is pregnant or parenting,
 - An individual with a disability.

Justice Involved – Individuals (adult or juvenile) who are on parole, probation, mandatory supervision, post-release community supervision, or are otherwise supervised population as defined in Penal Code §1234(d), and/or under the jurisdiction of a county or the California Department of Corrections and Rehabilitation (CDCR). This also includes individuals who are on county informal probation, county deferred entry of judgement, or any other county diversion program such as drug courts, veterans courts, community courts or other specialty courts.

Offender – An individual (adult or juvenile) who:

- Is or has been subject to any stage of the criminal justice process, for whom services under WIOA may be beneficial; or
- Requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction. (For either violent or non-violent crimes.)

Out-of School Youth – An individual who is not attending any school; 16-24 years of age, and has a one or more of the following barriers:

- A 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;
- A recipient of a secondary school diploma or its recognized equivalent who is low-income and either basic skills deficient or an English language learner;

- Subject to the juvenile or adult justice system;
- A homeless individual or a runaway;
- An individual:
 - In foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption,
 - Eligible for the Chafee Foster Care Independent Living Program (ILP), or
 - In an out-of-home placement;
 - An individual who is pregnant or parenting;
 - Identified as having a disability;
 - Transgender and gender non-conforming individual;
 - A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment. Examples may include individuals who:
 - Have experienced recent traumatic events, are victims of abuse, or reside in an abusive environment as documented by a qualified professional;
 - Have personal or family history of seasonal or chronic unemployment (i.e. migrant-seasonal farmworker);
 - Is a disconnected youth that is neither attending school nor employed.

Veteran – An individual who served in the active US military, naval, army, coast guard, marines, or air service and who was discharged or released from such service under conditions other than dishonorable.

OTHER

In-kind Contribution – 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 value, not the new retail value of the items in question.