



Workforce Investment Board of Tulare County Workforce Dictionary

Introduction: The following tool is designed to provide guidance for workforce terms and definitions used throughout the Tulare County Workforce system.

The terms and definitions are derived from Federal, State, and local guidance. Workforce development staff should use this resource as a guide. This document is not an all-inclusive list of terms and definitions.

If questions about a term or definition arise, the language used in WIOA regulations, state guidance, and local directives take precedence over the language in this dictionary.

Active Participation	The customer is making consistent and purposeful efforts to achieve their goals. Such as attending workshops, Job Connect, and occupational skills training.	
Adult Basic Education	An instructional program for the undereducated adults planned around those basic and specific skills most needed to help him or her to function adequately in society.	38 CFR 21.142
Adult Education	Academic instruction and education services below the postsecondary level that increase an individual's ability to— <ol style="list-style-type: none"> 1. Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; 2. Transition to postsecondary education and training; and 3. Obtain employment. 	Title 29 – Labor §3272
Affiliate Center	A secondary service site in the One-Stop system. Affiliate sites are those located outside of the physical comprehensive One-Stop centers, where customers are provided information on the availability of core services in the local area and may receive some of the services offered through the One-Stop system. Affiliate sites must be certified by the WIB.	
AJCC Operator	Formerly referred to as One-Stop Operator (OSO), the AJCC Operator coordinates the service delivery of required AJCC partners and service providers and the implementation of partner responsibilities and contributions agreed upon in the Memorandum of Understanding (MOU).	WSD 22-13
America’s Job Center of California (AJCC)	The common identifier used within California for One-Stop centers, the One-Stop system, and access points to WIOA-affiliated programs and services.	TUL 22-08
Assessment	A review of education skill levels, occupational skills, prior work experience employability, interest, aptitudes (including interest in non-traditional jobs), and supportive service needs. Where appropriate a recent assessment (within one year) could be used in lieu of an additional assessment. The goal is to accurately evaluate the customer to develop an appropriate service strategy to meet their individual needs.	
Attending School	An individual is considered to be attending school if the individual is enrolled in secondary or postsecondary education. If a youth is between high school graduation and postsecondary education, the youth is considered an In-School Youth (ISY) if they are registered for	TUL 20-03

	<p>postsecondary education, even if they have not yet begun postsecondary classes.</p> <p>However, if the youth registers for postsecondary education but does not follow through with attending classes, the youth is considered Out-of-School Youth (OSY) if the eligibility determination is made after the youth decides not to attend postsecondary education. Youth on summer break are considered ISY if they are enrolled to continue school in the fall (TEGL 21-16).</p>	
<p>Barriers to Employment / Individuals with Barriers to Employment</p>	<p>Any demonstratable characteristic(s) of an applicant that serves to limit, hinder, or prohibit that person's opportunities for employment or promotion, including:</p> <ul style="list-style-type: none"> • Displaced homemakers • Low-income individuals • American Indians, Alaska Natives, and Native Hawaiians • Individuals with disabilities, including youth with disabilities • Older individuals (age 55 or older) • Ex-offenders • Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6)), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 1143a(2))) • Youth who are in or have aged out of the foster care system • Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers • Eligible migrant and seasonal farmworkers, as defined in section 167(i) • Individuals within two years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) • Single parents (including single pregnant women) • Long-term unemployed individuals • Individuals who voluntarily disclose their transgender identity or gender nonconforming individuals by selecting "other groups" are 	<p>WIOA section 3 (24)</p>

	determined by the Governor to have barriers to employment	
Basic Skills Deficient	<p>An individual that is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society (WIOA Section 3[5]). Criteria used to determine whether an individual is basic skills deficient include the following:</p> <ul style="list-style-type: none"> • Lacks a high school diploma or high school equivalency and is not enrolled in postsecondary education. • Enrolled in a Title II Adult Education/Literacy program. • English, reading, writing, or computing skills at an 8.9 or below grade level. • Determined to be Limited English Skills proficient through staff-documented observations. • A standardized test may be used to assess basic skills that include reading, writing, or computing skills. 	TUL 16-01, WSD 15-14
CalFresh	<p>CalFresh, known federally as the Supplemental Nutrition Assistance Program or SNAP, provides monthly food benefits to individuals and families with low-income and provides economic benefits to communities. The amount of benefits a household receives is dependent on household size countable income, and monthly expenses, such as housing and utilities. The program issues monthly benefits on an Electronic Benefit Transfer (EBT) card.</p>	
CalJOBSsm	<p>State of California's federally recognized "system of record" for the participant tracking and reporting of WIOA Title I and Title III, JVSG, TAA, and two of California's NFJP grantees. As the system of record, CalJOBS provides a unified and streamlined intake and case management system that enables co-enrollment across programs while reducing the duplication of services provided to program participants.</p> <p>CalJOBS allows a participant to simultaneously have one active Wagner-Peyser application, one active TAA application, one active NFJP application, and/or multiple active WIOA applications—as long as the Local</p>	TUL 21-04

	<p>Workforce Development Area (Local Area) is different on each active WIOA application. Within a WIOA application, the participant can be enrolled in multiple grants (including, but not limited to, locally defined grants, statewide projects, formula funds, and NDWGs). An active application includes program eligibility and services funded by the associated program and has not yet exited.</p> <p>Per Directive WSD16-23, WIOA Title I and Title III core and partner programs are required to direct key into CalJOBS on time to ensure a common record is always maintained and, when appropriate, a common exit is applied.</p>	
<p>Career and Technical Education</p>	<p>WIOA Sec. 3 (6) The term "career and technical education" has the meaning given the term in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302).</p> <p>Organized educational activities that—</p> <ol style="list-style-type: none"> 1. Offer a sequence of courses that— (i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; (ii) provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph. 2. Include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, occupation-specific skills, and knowledge 	<p>Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302)</p>

	<p>of all aspects of an industry, including entrepreneurship, of an individual.</p> <ol style="list-style-type: none"> 3. To the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing. 4. May include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965). 	
Career Counseling	Activities designed to assist individuals in making plans and decisions related to their education, career, or personal development.	
Career Pathway	<p>A combination of rigorous and high-quality education, training, and other services that—</p> <ol style="list-style-type: none"> 1. Aligns with the skill needs of industries in the economy of the State or regional economy involved. 2. Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171). 3. Includes counseling to support an individual in achieving the individual’s education and career goals. 4. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. 5. Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the 	<p>WIOA sec. 3(7)(A) through(G)</p>

	<p>educational and career advancement of the individual to the extent practicable.</p> <ol style="list-style-type: none"> 6. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential. 7. Helps an individual enter or advance within a specific occupation or occupational cluster. <p>A career pathway is a structured series of positions, work experiences, or educational milestones with various entry points that enable individuals to advance in their chosen career field or related fields over time. These pathways are intended to support gradual and continuous skill development, building upon previous learning achievements. Career pathways are also known as "career ladders" or "career lattices."</p>	
Career Planning	<p>A customer-centered approach in the delivery of services, designed–</p> <ol style="list-style-type: none"> 1. To prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies. 2. To provide a job, education, and career counseling, as appropriate, during program participation and after job placement. (WIOA sec. 3(8)) 	TEGL 19-16
Career Services	<p>Career services, as identified in sec. 134(c)(2) of WIOA consists of three types:</p> <ol style="list-style-type: none"> 1. <u>Basic career services</u> must be made available and, at a minimum, must include the following services, as consistent with allowable program activities and Federal cost principles: <ol style="list-style-type: none"> a. Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs. b. Outreach, intake (including worker profiling), orientation to information, and other services available through the one-stop delivery system. For the TANF program, States must provide individuals with the opportunity to initiate an 	20 CFR 678.430

	<p>application for TANF assistance and non-assistance benefits and services, which could be implemented through the provision of paper application forms or links to the application Web site.</p> <ul style="list-style-type: none"> c. Initial assessment of skill levels, including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs. d. Labor exchange services, including— <ul style="list-style-type: none"> i. Job search and placement assistance, and, when needed by an individual, career counseling, including— <ul style="list-style-type: none"> a) Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA) b) Provision of information on nontraditional employment ii. Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered through the one-stop delivery system. e. Provision of referrals to and coordination of activities with other programs and services, including programs and services within the one-stop delivery system and, when appropriate, other workforce development programs. f. Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including— <ul style="list-style-type: none"> i. Job vacancy listings in labor market areas ii. Information on job skills necessary to obtain the vacant jobs listed iii. Information relating to local occupations in demand and the earnings, skill 	
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	<p style="text-align: center;">requirements, and opportunities for advancement for those jobs</p> <ul style="list-style-type: none"> g. Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of providers. h. Provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system. i. Provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including, child care, child support, medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program, benefits under SNAP, assistance through the earned income tax credit, and assistance under a State program for TANF, and other supportive services and transportation provided through that program. j. Provision of information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation. <ul style="list-style-type: none"> i. "Meaningful assistance" means: <ul style="list-style-type: none"> a) Providing assistance on-site, using staff who are well-trained in unemployment compensation claims filing and the rights and responsibilities of claimants. b) Providing assistance by phone or via other technology, as long as the assistance is provided by trained and available staff and within a reasonable time. ii. The costs associated with providing this assistance may be paid for by the State's 	
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	<p style="text-align: center;">unemployment insurance program, or the WIOA adult or dislocated worker programs, or some combination thereof.</p> <p>k. Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.</p> <p>2. <u>Individualized career services</u> must be made available if determined to be appropriate for an individual to obtain or retain employment. These services include the following services, as consistent with program requirements and Federal cost principles:</p> <p>a. Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include—</p> <p>i. Diagnostic testing and use of other assessment tools</p> <p>ii. In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals</p> <p>b. Development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve their employment goals, including the list of, and information about, the eligible training providers (as described in § 680.180 of this chapter).</p> <p>c. Group counseling</p> <p>d. Individual counseling</p> <p>e. Career planning</p> <p>f. Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training.</p> <p>g. Internships and work experiences that are linked to careers (as described in § 680.170 of this chapter).</p>	
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	<ul style="list-style-type: none"> h. Workforce preparation activities i. Financial literacy services as described in sec. 129(b)(2)(D) of WIOA and § 681.500 of this chapter; j. Out-of-area job search assistance and relocation assistance k. English language acquisition and integrated education and training programs <p>3. <u>Follow-up services</u> must be provided, as appropriate, including Counseling regarding the workplace, for participants in Adult or Dislocated Worker workforce investment activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment.</p>	
Case Management	<p>The provision of a customer-oriented approach in the delivery of services that includes the active participation of the customer and is designed to:</p> <ul style="list-style-type: none"> • Prepare, coordinate, and monitor comprehensive employment plans and services that may be provided from a variety of agencies and staff, to ensure customer access to the necessary training and supportive services • Provide job and career counseling • Advocate for the customer while frequently reassessing the customer's progress and needs 	
Case Notes	<p>Paper or electronic statements by the case manager that identify, at a minimum,</p> <ol style="list-style-type: none"> 1. A participant's status for a specific data element 2. The date the information was obtained 3. The case manager who obtained the information. <p>If case notes are used as a documentation source, the case notes must provide an auditable trail back to the source of information verified. The case manager does not need to keep a hard copy of the information verified in the participant's case file.</p>	<p>TUL 16-01 Or local directive WSDD-228</p>
Classroom Training	<p>Classroom training programs are in a school setting and equip participants with the skills and education required to obtain and retain meaningful employment.</p>	

<p>Closure</p>	<p>A closure may be entered in CalJOBS when a participant has completed their goals, objectives, and activities on the ISS or IEP and all program activities. The closure must include the outcomes during participation on the case note, including a summary of the ISS or IEP outcomes. 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.</p>	
<p>Co-enrollment</p>	<p>Deliberate intentional enrollment in more than one WIOA Unified Plan Partner program. Sharing case management, leveraging resources, eliminating duplication of services, and improving participant experiences and outcomes are all made possible through the strong partnerships that characterize strategic co-enrollment. It is intended to be participant centered and provide all necessary services to achieve positive outcomes. Coordination should prevent duplication or the supplanting of intensive services. Co-enrollment can streamline the provision of intensive services such as case management, job search assistance, and follow-up services.</p>	<p>WSD19-09</p>
<p>Collaboration</p>	<p>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.</p>	
<p>Comprehensive One-Stop Center</p>	<p>A comprehensive one-stop center is a physical location where job seekers and employer customers can access the programs, services, and activities of all required one-stop partners. A comprehensive one-stop center must have at least one Title I staff person physically present.</p> <p>The comprehensive one-stop center must provide the following:</p> <ol style="list-style-type: none"> 1. Career services, described in § 361.430 2. Access to training services, described in 20 CFR 680.200 3. Access to any employment and training activities carried out under sec. 134(d) of WIOA 	<p>34 CFR 361.305</p>

	<p>4. Access to programs and activities carried out by one-stop partners, listed in §§ 361.400 through 361.410, including the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III (Wagner-Peyser Act Employment Service program)</p> <p>5. Workforce and labor market information</p>	
Contract	A legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term as used in this part does not include a legal instrument, even if the non-federal entity considers it a contract when the substance of the transaction meets the definition of a federal award or subaward. (Uniform Guidance Section 200.22)	TUL 22-08
Corrective Action Plan (CAP)	A list of specific steps that subrecipients must take within a stated period of time in order to achieve compliance.	TUL 22-08
Credential Attainment	The number of participants enrolled in an education or training program [excluding on-the-job training (OJT) or customized training] who attain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation or within one year of program exit.	WSD22-01 Or local directive TUL22-04
Customer Engagement	Customer engagement allows subrecipient staff to provide information about resources available to the customer that will support their career goals and encourage customers to participate in employment and training programs that will help them prepare to enter the workforce.	WIOA Adult, Dislocated Worker, and Youth Contract's Exhibit A
Customized Training	<p>Customized Training is designed to meet the specific requirements of an employer (or a group of employers); conducted with a commitment by the employer to employ the participant upon successful completion of the training; and for which the employer paid a significant portion of the cost of training, as determined by the Local Board in accordance with WIOA.</p> <p>Customized training may be provided when the following criteria are met:</p>	WSD21-03

	<ul style="list-style-type: none"> • The participant is not earning a self-sufficient wage as determined by Local Board policy. • The above paragraph's requirements are met. • The customized training relates to on-the-job training contracts for employed workers, or other appropriate purposes identified by the Local Board. 	
Data Validation	The series of internal controls or quality assurance techniques established to verify the accuracy, validity, and reliability of data.	WSD22-04
EC Talent Pool	<p>A trusted workforce pipeline for local businesses that helps workers attain high-quality jobs and make good wages. Participants must successfully complete four milestones;</p> <ul style="list-style-type: none"> • Understand & Build Your Skills • Explore Your Career Options • Overcome Personal Challenges • Find the Best Possible Job 	
Economic Development	A program, group of policies, or activity that seeks to improve the economic well-being and quality of life for a community by creating and/or retaining jobs that facilitate growth and provide a stable tax base. For a good resource, see the California Association of Local Economic Development and the Governor's Office of Business and Economic Development.	WSD 16-04
Eligibility Determination	WIOA Title I Career Services eligibility must be determined for WIOA-funded Adults, Dislocated Workers, and Youth. Moreover, specialized workforce programs cater to specific groups such as individuals with disabilities, those experiencing homelessness, foster youth, justice-involved individuals, and English Language Learners. These programs may or may not require WIOA Title I eligibility criteria. Non-WIOA and federal programs will define their eligibility criteria based on the grant requirements.	TUL 14-06
Place Holder for New Term		
Employment Rate – 2nd Quarter (Q2) After Exit	The percentage of participants who are in unsubsidized employment (and/or education for Youth participants) during the second quarter after program exit.	WSD22-01 Or local directive TUL22-04
Employment Rate – 4th Quarter (Q4) after Exit	The percentage of participants who are in unsubsidized employment (and/or education for Youth participants) during the fourth quarter after program exit.	WSD22-01 Or local directive TUL22-04

Employment-related training	Training that allows or enables an individual to obtain skills, abilities and/or knowledge that are designed to lead to employment (29 CFR Section 38.4[t]).	TUL 18-01 , WSD 17-03
English Language Learner	When used with respect to a participant, it means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and: (1) Whose native language is a language other than English; or (2) Who lives in a family or community environment where a language other than English is the dominant language.	WIOA Sec. 203(7)
Enrollment	Enrollment occurs the first day on which the individual actually begins receiving staff-assisted core, intensive, or training services. CalJOBS documentation of one or more of these services must be completed and entered to count as an enrollment.	
Entered Employment Rate	The percentage of participants who are in unsubsidized employment (and/or education for Youth participants)	WSD22-01 Or local directive TUL22-04
Exit	This occurs when the participant has not received program services for 90 consecutive calendar days, and no additional future services are scheduled.	WSD22-01
Exit Date	Reportable individuals are not considered participants in a program, so they do not “exit.” However, the date of exit for reporting purposes is determined as follows: <ul style="list-style-type: none"> • Individual does not become a participant. • Individual is served with only self-service and/or information-only services. • 90 days elapsed since being identified as a reportable individual, and the individual has not received additional self-service or information-only services or activity during the 90-day time frame. <p>Once the above criteria have been met, the date of exit is applied retroactively to the last day of receipt of self-service and/or information-only services or activities. This methodology is used to ensure reportable individuals do not remain in the system indefinitely</p>	WSD22-01 Or local directive TUL22-04
Exiter	A person that has not received services for 90 consecutive days or one or more of the following occurs. <ul style="list-style-type: none"> • Has become incarcerated or becomes a resident at a facility providing 24-hour support, such as a hospital or treatment center. 	WSD22-01 Or local directive TUL22-04

	<ul style="list-style-type: none"> • Has received medical treatment that is expected to last longer than 90 days. • Becomes deceased. • Is a member of a military reserve unit and has been called to active duty for at least 90 days. • Is in foster care and exits the program due to moving outside the subrecipient's area (only applies to the Youth program). 	
Ex-Offender	The participant, at program entry, is a person who either has been subject to any stage of the criminal justice process for committing a status offense or delinquent act or requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.	WSDD-233
Family	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: <ol style="list-style-type: none"> 1. A married couple and dependent children 2. A parent or guardian and dependent children 3. A married couple 	20 CFR 675.300
Follow-up Services	<p>Follow-up services are critical services provided following a participant's exit from the program to help ensure the individual is successful in employment and/or postsecondary education and training. Supportive services may be provided during follow-up.</p> <p>Local areas must provide follow-up services to Adult and Dislocated Worker participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment. The provision of follow-up services does not extend the date of exit and does not trigger re-enrollment in the program. [TEGL 10-16]</p> <p>Follow-up services must be made available to participants in unsubsidized employment and training activities. The level of follow-up services may differ among participants, depending on their specific needs and preferences.</p>	WSD 19-06 Or TEGL 10-16 And TUL 19-06
Group Counseling	AJCC staff, in a group setting, may provide participants counseling and vocational guidance to assist the participant in achieving employment goals, and to	WSD19-06

	make decisions regarding employment and/or training opportunities.	
Homeless	<p>An individual experiencing homelessness is an individual who meets any of the following criteria [WIOA sec. 3(24)(G)].</p> <ul style="list-style-type: none"> • Lacks a fixed regular, and adequate nighttime residence; this includes a participant who meets one of the following categories. <ul style="list-style-type: none"> a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. b. Living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations. c. Living in an emergency or transitional shelter. d. Abandoned in a hospital. e. Awaiting foster care placement. • Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground. • Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent’s or parent’s spouse’s seasonal employment in agriculture, dairy, or fishing work. • Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e. runaway youth). <p>Note- A participant imprisoned or detained under an Act of Congress or State law does not meet the definition. Additionally, a participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.</p>	TEGL 19-16
Human-Centered Design	Human-Centered Design is a creative approach to problem solving that starts with the people you are	

	<p>designing for and ends with new solutions that are tailor-made to suit their needs. It is about building a deep empathy with the people you are designing for, generating tons of ideas, building a bunch of prototypes, sharing what you've made with the people you're designing for, and eventually putting your innovative new solution out in the world.</p>	
Incumbent Worker	<p>To qualify as an Incumbent Worker, the employee must meet the following:</p> <ul style="list-style-type: none"> • Be a current employee of an eligible employer and have an established employment history with the employer for six months or more. An individual is not held to the six-month employment requirement if the IWT is being provided to a cohort of employees. In this instance, not every employee must meet the employment history requirement as long as a majority of the employees being trained do meet the requirement. • Meet the Fair Labor Standards Act requirements for an employer-employee relationship. • Meet the Selective Service requirements. 	WSD 19-01
Incumbent Worker Training (IWT)	<p>IWT is developed with an employer or employer association to upgrade skills of a particular workforce.</p> <ul style="list-style-type: none"> • Designed to meet the special requirements of an employer (including a group of employers) to retain a skilled workforce, avert the need to lay-off employees by assisting the workers in obtaining the skills necessary to retain employment, and/or provide training that will result in progression on a career pathway and income mobility. • Conducted with a commitment by the employer to retain employees, avert the layoff(s) of the incumbent worker(s) trained for a period of six months following completion of the training, or promote incumbent workers to higher paying positions. • Increases the competitiveness of the employer or employee. • Gives employees the opportunity to progress on their career pathway by providing 	WSD 19-01

	<p>opportunities to obtain certificates or credentials based on the employer’s need. (Reference 20 CFR 680.790)</p>	
Individual Counseling	<p>AJCC staff, in a one-on-one setting, may provide a participant counseling and vocational guidance to assist the participant in achieving employment goals, and to make decisions regarding employment and/or training opportunities.</p>	WSD19-06
Individual Employment Plan (IEP)	<p>An IEP is an individualized career service plan, under WIOA sec. 134(c)(2)(a)(xii)(II), that is developed jointly by the participant and career planner when determined appropriate by the one-stop operator or one-stop partner. This plan is an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to achieve their employment goals. (20 CFR 680.170)</p>	TEGL 19-16
Individual Services Strategy (ISS)	<p>An ISS is a written plan of action to identify career pathways that include education and employment goals. An ISS should include:</p> <ul style="list-style-type: none"> • Career planning • Results of the objective assessment • Specifies achievement objectives • Supportive Service needs • Provide case management including follow-up services 	20 CFR 681.420
Individual Training Account (ITA)	<p>An ITA is a payment agreement established on behalf of a participant with a training provider. WIOA Title I Adult and Dislocated Workers purchase training services from State eligible training providers they select in consultation with the career planner. Career planners will provide information of program quality and performance information on the available eligible training providers. Payments from ITAs may be made in a variety of ways, including the electronic transfer of funds through financial institutions, vouchers, or other appropriate methods. Payments also may be made incrementally, for example, through payment of a portion of the costs at different points in the training course. Under limited conditions, as provided in § 680.320 and WIOA sec. 134(d)(3)(G), a Local WDB may contract for these services, rather than using an ITA for this purpose.</p>	20CFR 680.300 (Subpart C)

<p>Individual with a Disability</p>	<p>An individual with a disability includes an individual with one or more of the following criteria.</p> <ol style="list-style-type: none"> 1. A physical or mental impairment that substantially limits one or more of the major life activities of such an individual. 2. A record of such an impairment. 3. Being regarded as having such an impairment. <p>The term “individual with a disability” does not include an individual on the basis of:</p> <ol style="list-style-type: none"> 1. Transvestism, transsexualism, or gender identity disorders not resulting from physical impairments. 2. Pedophilia, exhibitionism, voyeurism, or other sexual behavior disorders. 3. Compulsive gambling, kleptomania, or pyromania; or 4. Psychoactive substance use disorders resulting from current illegal use of drugs. <p>The term “individual with a disability” does not include an individual who is currently engaging in the illegal use of drugs, when a recipient acts on the basis of such use. This limitation does not exclude as an individual with a disability an individual who:</p> <ol style="list-style-type: none"> 1. Has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in the illegal use of drugs. 2. Is participating in a supervised rehabilitation program and is no longer engaging in such use. 3. Is erroneously regarded as engaging in such use, but is not engaging in such use, except that it is not a violation of the nondiscrimination and equal opportunity provisions of WIOA or this part for a recipient to adopt or administer reasonable policies or procedures, including but not limited to drug testing, designed to ensure that an individual described in paragraph (ff)(2)(i) or (ii) of this section is no longer engaging in the illegal use of drugs. 	<p>29 CFR 38.4(q) and 29 CFR 38.4(ff)(1) -3</p>
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	<p>With regard to employment, the term “individual with a disability” does not include any individual who:</p> <ol style="list-style-type: none"> 1. Is an alcoholic if: <ol style="list-style-type: none"> a. The individual's current use of alcohol prevents such an individual from performing the duties of the job in question. b. The individual's employment, by reason of such current alcohol abuse, would constitute a direct threat to the individual or the safety of others. 2. Has a currently contagious disease or infection, if: <ol style="list-style-type: none"> a. That disease or infection prevents the individual from performing the essential functions of the job in question. The individual's employment, because of that disease or infection, would constitute a direct threat to the health or safety of the individual or others. 	
<p>Industry or Sector Partnership</p>	<p>A workforce collaborative, convened by or acting in partnership with a State board or local board, that—</p> <ol style="list-style-type: none"> 1. Organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership— <ol style="list-style-type: none"> a. Representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable; and b. One or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and c. One or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and 2. May include representatives of— 	<p>TEGL 19-16</p>

	<ul style="list-style-type: none"> a. State or local government b. State or local economic development agencies c. State boards or local boards, as appropriate d. A State workforce agency or other entity providing employment services e. Other State or local agencies f. Business or trade associations g. Economic development organizations h. Nonprofit organizations, community-based organizations, or intermediaries i. Philanthropic organizations j. Industry associations k. Other organizations, as determined to be necessary by the members comprising the industry or sector partnership. <p>(WIOA sec. 3(26))</p>	
Information and Referral	The process to link people who need assistance with resources and/or to supply descriptive information about the agencies or organizations which offer services. The information and referral process involves establishing contact with the individual, assessing the individual's long and short-term needs, identifying resources to meet those needs, providing a referral to identified resources, and where appropriate, following up to ensure that the individual's needs have been met.	
Informed Consumer Choice	The practice of making decisions based on a comprehensive understanding of all the available options, gathering relevant information, evaluating alternatives, and considering their own needs, preferences, and budget before making a decision.	
Initial Assessment	AJCC staff conduct an initial assessment of a participant's skill level, aptitude, abilities, interests, and supportive service needs.	WSD19-06
In-Kind Contribution	Federal and/or non-federal contributions of non-cash resources used for training or supportive services. Examples include donated personnel, services, or the use of equipment or space.	WSD 18-10
In-School Youth	An In-School Youth (ISY) is an individual who is: <ul style="list-style-type: none"> 1. Attending school (as defined by State law), including secondary and postsecondary school; 	20CFR 681.220

	<ol style="list-style-type: none"> 2. Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 21 once they are enrolled in the program; 3. A low-income individual; and 4. One or more of the following: <ol style="list-style-type: none"> a. Basic skills deficient; b. An English language learner; c. An offender; d. A homeless individual aged 14 to 21 who meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6)), a homeless child or youth aged 14 to 21 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), or a runaway; 5. 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, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement; 6. An individual who is pregnant or parenting; 7. An individual with a disability; or 8. An individual who requires additional assistance to complete an educational program or to secure or hold employment. 	
Intake	The process of determining an individual’s eligibility for WIOA Title I-B services and completing the registration requirements.	
Job Development	Planned and organized efforts to encourage employers or business organizations to make jobs available for WIOA Title I-B participants and for participants in special Workforce Development grants.	
Job Fairs	Sponsored events where representatives from a broad range of employers share information about career options in their industry or field, qualifications for specific jobs, training opportunities in specific areas, and positions that are currently available with the	

	objective of helping job seekers evaluate career choices and identify and apply for specific job openings.	
Job Readiness Training	Job readiness training includes services that teach skills needed to be successful in the workplace, rather than skills needed to get into the workplace. It should provide participants with specific occupational competencies needed to perform specific work tasks on the job. For example, job readiness training courses could teach WIOA customers skills such as how to communicate in an office environment, how to function as part of a team, or how to work in a deadline driven workplace. In each of these instances, the focus of the training would be on competencies needed to succeed during the workday while on the job (rather than the skills needed to find and apply for a job).	WSD 18-10
Job Ready	An individual who is job ready meets the technical requirements of their career goals. They exhibit employability skills that align with workplace expectations and effectively navigate the workplace culture and environment for their desired employment. This includes communicating effectively, working collaboratively, and adapting to changing situations and expectations.	
Job Search & Job Readiness Assistance	Staff provided assistance to learn how to search for a job and be ready for employment, including but not limited to life skills training, and substance abuse treatment, mental health treatment, or rehabilitation activities. This assistance may be conducted in a group, individually, or classroom setting.	45 CFR 261.2
Job Search and Placement Assistance	Staff provided job search and placement assistance and, in appropriate cases, career counseling, including the provision of information on in-demand industry sectors and occupations, and nontraditional employment.	WSD 19-06
Job Training	Programs that prepare people for specific types of employment opportunities by providing instructions or work experience to gain the skills required for the performance of specific job-related tasks and the assumption of specific job-related responsibilities.	
Justice-Involved	Individuals (adult & juveniles) who are on parole, probation, mandatory suspension, post-release	

	community supervision, or are otherwise part of the 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. This also includes individuals who are on county informal probation, county deferred entry of judgment, or any other county diversion program such as drug courts, veteran's courts, community courts or other specialty courts.	
Labor Market Area	The "labor market area" refers to a geographically connected area where people can live, work within a reasonable distance, or change jobs without moving. It is identified based on criteria set by the Bureau of Labor Statistics or similar criteria chosen by a Governor.	
Labor Market Information (LMI)	LMI is 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.	
Layoff Aversion	Strategies and initiatives implemented by employers or workforce development programs to prevent or minimize the need for employee layoffs during challenging times, such as economic downturns or organizational changes. These measures aim to retain and support existing employees, often through reskilling, upskilling, retraining, or alternative job placement, ultimately avoiding the negative impact of layoffs on both individuals and the broader community. The goal is to find alternative solutions that benefit both the workforce and the organization facing difficult circumstances.	
Limited English Proficiency Individual	An individual whose primary language for communication is not English and who has a limited ability to read, speak, write, and/or understand English. An LEP individual may be competent in English for certain types of communication (e.g., speaking or understanding), but still be LEP for other purposes (e.g., reading or writing) (29 CFR Section 38.4[hh]).	TUL 18-01 , WSD 17-03
Linkage	Any mechanism that connects or ties services together.	

Literacy Instruction	Literacy programs offered by a variety of organizations including regular and adult school, libraries, correctional facilities and business and industry that provide reading and writing instruction for adults who are unable to read or write at a functional level.	
Literacy Testing	Tests which measure an individual’s ability to read and comprehend written material and/or to write at a functional level.	
Local Workforce Development Board (LWDB)	LWDB provides oversight for the WIOA program, acts as a catalyst to provide seamless services among various workforce programs, and provides community leadership around workforce issues. LWDBs bring together business leaders to respond to local workforce needs with an understanding and focus only possible at the regional level. The WIB of Tulare County serves as the LWDB for the County of Tulare.	LWDB
Long Term Unemployed Individual	Is a person who has been unemployed for 27 or more consecutive weeks. (see Bureau of Labor Statistics definition)	TEGL 19-16 Attachment III
Marketing	The activity, set of instructions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large. Marketing materials communicate the value of the services offered in a way that informs and resonates with customers.	
Measurable Skill Gains (MSG)	<p>The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:</p> <ol style="list-style-type: none"> 1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level. 2. Documented attainment of a secondary school diploma or its recognized equivalent. 3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's 	Employment and Training Administration (ETA)

	<p>academic standards.</p> <ol style="list-style-type: none"> 4. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training. 5. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams. <p>The Subrecipient will capture MSG for participants enrolled in education or training services or who are receiving services within the five types of MSGs listed above.</p>	
Median Earning – 2nd Quarter After Exit	The median earnings of program participants who are in unsubsidized employment during the second quarter after program exit.	WSD 22-01
Military Service	The active and formal participation of individuals in the armed forces. It involves the enlistment or commissioning of individuals into military branches such as the army, navy, air force, marines, or other specialized forces. Military service typically includes training, discipline, and the commitment to defend the nation, uphold its security, and carry out duties assigned by the military command.	
Non-Traditional Employment	The participant's employment is in an occupation or field of work for which individuals of the participant's gender comprise less than 25% of the individuals employed in such occupation or field of work. Non-traditional employment can be based on either local or national data, and both males and females can be in non-traditional employment."	LMI
North American Industry Classification System (NAICS)	<p>The NAICS is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy.</p> <p>NAICS was developed under the auspices of the Office of Management and Budget (OMB) and adopted in 1997 to replace the Standard Industrial Classification (SIC) system. It was developed jointly by the U.S.</p>	NAICS

	Economic Classification Policy Committee (ECPC), Statistics Canada, and Mexico's Instituto Nacional de Estadística y Geografía, to allow for a high level of comparability in business statistics among the North American countries.	
Not Attending School	<p>An individual who is not attending a secondary or postsecondary school. In addition, individuals enrolled in the following programs would be considered an OS youth for eligibility purposes:</p> <ol style="list-style-type: none"> 1. WIOA Title II Adult Education, YouthBuild, Job Corps, high school equivalency program, or dropout re-engagement programs. 2. A youth attending a high school equivalency program funded by the public K-12 school who is classified by the school system as still enrolled in school are the exception; the youth would be considered an ISY (Title 20 CFR Section 681.230) 3. Non-credit bearing postsecondary classes only (TEGL 21-16). <p>A charter school program that provides instruction exclusively in partnership with WIOA, federally-funded YouthBuild programs, federal Job Corps training or instruction, California Conservation Corps, or a state certified local conservation corps (in alignment with EC Section 47612.1).</p>	TUL 20-03
Objective Assessment	<p>For Adult: A comprehensive, specialized assessment of skill levels and service needs of a participant. The assessment may include diagnostic testing or other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.</p> <p>For Youth: An objective assessment of the Youth participant's academic levels, skill levels, and service needs, which included an assessment of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs for the purpose of identifying appropriate services and career pathways. Assessments must also consider a youth's strengths rather than just focusing on areas that need improvement.</p>	WSD 19-06

Occupational Information Network (O*NET)	A comprehensive database of worker attributes and job characteristics. As the replacement of the Dictionary of Occupational Titles (DOT), O*NET information is the nation’s primary source of occupational information. Information from this database forms the heart of O*NET Online, an interactive application for exploring and searching occupations. The database also provides the basis for Career Exploration Tools, a set of valuable assessment instruments for workers and students looking to find or change careers.	
Occupational Skills Training (OST)	Instruction that includes vocational education and classroom training that is designed to provide technical skills and information required to perform a specific job or group of jobs.	WSD 22-01
Offender	An adult or juvenile subject at any stage of the criminal justice process or an adult or juvenile who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or convictions or for whom services under WIOA may be beneficial (WIOA Section 3[38]).	TUL 20-03
On-the-Job Training (OJT)	The term “on-the-job-training” means training by an employer that is provided to a paid participant while engaged in productive work in a job that- <ol style="list-style-type: none"> 1. Provides knowledge or skills essential to the full and adequate performance of the job; 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, except as provided in section 134(c)(3)(H), 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 service strategy of the participant, as appropriate.	WIOA Sec3 (44)
Outcome	The documented impact on a participant of WIOA Title I-B services or interventions that is stated in terms of measurable indicators.	
Outreach (Recruitment)	An effort to increase the availability and utilization of a service of specific target populations by providing	

	<p>direct services for targeted individuals in their home and other convenient locations or by making special efforts to ensure that a particular group is aware of available services and encouraged to participate.</p>	
<p>Out-School Youth (OSY)</p>	<p>An individual must meet the following eligibility criteria:</p> <ol style="list-style-type: none"> 1. Not attending any secondary or postsecondary school (not including Title II Adult Education, YouthBuild, Job Corps, high school equivalency programs [exceptions in definitions], non-credit bearing postsecondary classes, dropout reengagement programs or charter schools with federal and state workforce partnerships). 2. Age 16-24 years old 3. One or more of the following barriers: <ol style="list-style-type: none"> a. A school dropout. b. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year quarter. <ol style="list-style-type: none"> i. Note – If the school does not use school year quarters, Local Areas must use calendar quarters. c. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner. d. An offender. e. A homeless individual or a runaway. f. 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, a child eligible for assistance under Section 477 of the Social Security Act, or in an out-of-home placement. g. An individual who is pregnant or parenting (custodial and non-custodial parent including non-custodial fathers). h. An individual with a disability. 	<p>TUL 20-03</p>

	<ul style="list-style-type: none"> i. Transgender and gender non-conforming individuals. (WSIN 17-22, WSIN 19-14, and Bill 396) j. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment. 	
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 the determination of eligibility, on which the individual began receiving WIOA basic career services.	20 CFR 677.150
Performance and Expenditure Plan (PEP)	The PEP is a tool used to indicate Subrecipient monthly and quarterly goals for performance measures and expenditures and is part of the Subrecipient contract. The Subrecipient is accountable to meet quarterly goals in the PEP.	
Period of Participation	The period of participation begins when an individual becomes a participant in a program and ends on the participant's date of exit from the program. A new period of participation is counted each time a participant re-enters and exits the program (even if the exits occur in the same program year [PY]).	TUL 22-04
Person with Disability	<p>The definition of a person with a disability is typically defined as someone who:</p> <ul style="list-style-type: none"> 1. has a physical or mental impairment that substantially limits one or more "major life activities," 2. has a record of such an impairment, or is regarded as having such an impairment. 	
Placement	The hiring of a participant into unsubsidized employment.	
Postsecondary Credential	An industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state or federal government, or an Associate or Bachelor's degree. A recognized postsecondary credential is based on the attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills are generally based on	WSD21-03

	<p>standards developed or endorsed by employers or industry associations. The following are types of recognized postsecondary credentials:</p> <ul style="list-style-type: none"> • Associate degree. • Bachelor’s degree. • Occupational licensure (e.g. Certified Nursing Assistant license). • Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates. • Occupational certification (e.g. Automotive Service Excellence certification). • Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment. 	
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.	TCWIBD 07-02
Postsecondary School	California community colleges, and accredited public and private universities (EC Section 66010)	WSD 17-07
Primary Language	An individual’s primary language is the language in which an individual most effectively communicates, as identified by the individual.	WSD 17-03
Priority Sector	An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the state, regional, or local economy, as appropriate.	WIOA Section 3 (23)
Program Activities	Direct or indirect services provided by a collaborative or outside entity designed to achieve desired outcomes. Examples: adult mentoring, customer management, computer literacy training, and work experience.	

<p>Program Completion</p>	<p>Refers to the successful achievement of the pre-specified, overall training objective(s); the term may be used appropriately to describe a subcontractor’s performance under a financial agreement or a participant’s performance in a training activity. Completion of a training program may or may not include job placement, depending on the contract terms and conditions.</p>	
<p>Qualified Staff</p>	<p>Qualified staff for WIOA workforce development are individuals with the requisite education, training, experience, and familiarity with WIOA regulations, possessing strong communication, problem-solving, and cultural competence skills, and committed to continuous improvement in facilitating employment and training opportunities for program participants.</p>	
<p>Rapid Response</p>	<p>Rapid Response is to promote economic recovery and vitality by developing an ongoing, comprehensive approach to identifying, planning for, responding to layoffs and dislocations, and preventing or minimizing their impacts on workers, businesses, and communities. A successful rapid response system includes:</p> <ul style="list-style-type: none"> • Informational and direct reemployment services for workers, including but not limited to information and support for filing unemployment insurance claims, information on the impacts of layoff on health coverage or other benefits, information on and referral to career services, reemployment-focused workshops and services, and training; • Delivery of solutions to address the needs of businesses in transition, provided across the business lifecycle (expansion and contraction), including comprehensive business engagement and layoff aversion strategies and activities designed to prevent or minimize the duration of unemployment; • Convening, brokering, and facilitating the connections, networks and partners to ensure the ability to provide assistance to dislocated workers and their families such as home heating assistance, legal aid, and financial advice; and 	<p>20 CFR 682.300</p>

	<ul style="list-style-type: none"> • Strategic planning, data gathering and analysis designed to anticipate, prepare for, and manage economic change. 	
Recruitment Assistance	The term encompasses many strategies to help businesses fill job openings including marketing positions on CalJOBS sm 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 assistance provided to a 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.	
Registration	The process of collecting information to support a determination of eligibility. This information may be collected through methods that include electronic data transfer, personal interview, or an individual's application. Individuals are considered participants when they have received a Workforce Innovation and Opportunity Act (WIOA) service other than self-service or information-only activities and have satisfied all applicable programmatic requirements for the provision of services, such as eligibility determination (see § 677.150(a) of this chapter).	20 CFR 680.110 (a)
Remote Services	Remote service involves the exchange of information through a virtual platform such as Zoom, Google Meet, Teams, or other platforms. Remote services should be meaningful, engaging, and equivalent to receiving in-person services.	TUL PM 22-03
Reportable Individual	An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including: <ul style="list-style-type: none"> • Individuals who provide identifying information; 	20 CFR 677.150 (b)

	<ul style="list-style-type: none"> • Individuals who only use the self-service system; or • Individuals who only receive information-only services or activities. 	
Requires Additional Assistance	<p>An OSY who requires additional assistance to complete an educational program or to secure or hold employment is defined by the Workforce Investment Board of Tulare County as a youth who meets one or more of the following criteria:</p> <ul style="list-style-type: none"> • An individual between 16-24 that has not been regularly employed or attending school in the past six months • Has never held a job • Is an emancipated youth • Youth or incarcerated parent(s) • Gang-involved youth or at risk of gang involvement (at risk of gang involvement, family significant others are gang members. • Has been referred to or being treated by an agency for substance abuse-related problems • Has been fired from a job within 12 months prior to enrollment • Has never held a full-time job for more than 13 consecutive weeks • Has experienced recent traumatic events, is a victim of abuse • Has a personal or family history of seasonal or chronic unemployment (i.e. migrant or seasonal farmworker youth) • An individual who identifies as either LGBTQ • Disconnected youth- An individual who is not in education, employment, or training (Age 16-24) 	Youth draft directive
Resource & Referral	<p>The process to link people who need assistance with resources and/or to supply descriptive information about the agencies or organizations which offer services. The information and referral process involves establishing contact with the individual, assessing the individual's long and short-term needs, identifying resources to meet those needs, providing a referral to identified resources, and where appropriate, following up to ensure that the individual's needs have been met.</p>	

Retention with the Same Employer	Is a measure that determines if WIOA core programs are serving the state’s employers by improving employee workforce skills and reducing employee turnover. The number of participants with wage records who exit during the reporting period and were employed by the same employer during the second quarter after exit and the fourth quarter after exit <i>DIVIDED</i> by the number of participants with wage records who exit and were employed during the second quarter after exit.	TUL 22-04 Or TEGL 10-16, Change 1
Skills Upgrade/Retraining	Programs that provide training in new skill areas for people who have been or are about to be laid off and who would otherwise have little opportunity of being re-employed in the same or an equivalent occupation because their current skills.	
School	Any secondary or postsecondary school (Title 20 CFR Section 681.230). These include, but are not limited to, traditional K-12 public schools and private schools (e.g., continuation, magnet, charter, and home), community colleges and accredited public and private universities.	WSD 17-07
School Dropout	An individual who is no longer attending any school and has not received a secondary school diploma or its recognized equivalent (WIOA Section 3[54]). Per TEGL 8-15, this term does not include individuals who dropped out of postsecondary.	WSD 17-07
Screening	The process of reference checking and/or administering pre-employment tests for customers. Pre-employment tests may include skill tests, behavior identification/personality assessments, aptitude tests, achievement tests, drug tests etc.	
Secondary School	A nonprofit institutional day or resident school, including a public secondary charter school, that provides secondary education, as determined under state law, except that the term does not include any education beyond grade 12 (Title 20 U.S.C. Section 1401[27]).	WSD 17-07
Secondary School Education	Instruction at or above the 9th-grade level that leads to a high school diploma or its recognized equivalent.	TUL 22-04
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.	
Self-Attestation	<p>When a participant states his or her status for a particular data element, such as low income, and then signs and dates a form acknowledging this status. The key elements for self-attestation are:</p> <ol style="list-style-type: none"> 1. The participant identifying his or her status for permitted elements, and 2. Signing and dating a form attesting to this self-identification. 3. The form and signature can be on paper or in the Local Area management information system, with an electronic signature (TEGL 06-14, Attachment A). 	TUL 16-01
Statement Of Work	That portion of the Request for Proposal (RFP) and the resulting contract document which describes the work to be performed by means of specifications or other minimum requirements, quantities, performance dates and a statement of the quality expected.	
Subaward	An award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract. (Uniform Guidance Section 200.92)	TUL 22-09
Subrecipient	A non-federal entity that receives a subaward from a pass-through entity to carry out part of a 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 (Uniform Guidance Section 200.93). The WIB, including other agencies are the subrecipients of WIOA funds and other federal grant awards, and may allocate funds to their subrecipients to carry out a part of the federal program. This directive refers to both the awarding agency subrecipient (WIB) and their subrecipients.	TUL 22-09 Or TUL 22-08 20 CFR 675.300
Supportive Services	Supportive services are defined as services that are necessary to enable an individual to participate in	TUL 17-02, 20 CFR 680.900

	<p>activities authorized under WIOA. Sec. 134 (d)(2) and 20 CFR § 681.570. These services may include, but are not limited to the following:</p> <ol style="list-style-type: none"> 1. Linkages to community services 2. Assistance with transportation 3. Assistance with childcare and dependent care 4. Assistance with housing 5. Needs-related payments 6. Assistance with educational testing 7. Reasonable accommodations for individuals with disabilities 8. Legal aid services 9. Referrals to health care 10. Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear 11. Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes 12. Payments and fees for employment and training-related applications, tests, and certifications 	
TeleSupport	<p>Customer support over the telephone. Note: TeleSupport should not be relied upon as the sole source of engagement or career services. Acceptable examples of TeleSupport services to customers include:</p> <ul style="list-style-type: none"> • Providing new job leads or program updates • Reengaging customers or checking-in • Following up with customers enrolled in training • Mandatory program follow-ups 	TUL PM 23-02
Temporary Assistance for Needy Families (TANF)	TANF replaces AFDC as the primary Federal cash-assistance program for families with children.	
The Employment and Training Administration (ETA)	A division of the US DOL that administers WIOA-funded programs.	DOL ETA
Training Services	<p>Training services are subject to priority of service, and consist of the following:</p> <ul style="list-style-type: none"> • Occupational skills training, including training for nontraditional employment • On-the-job training 	TUL 16-01

	<ul style="list-style-type: none"> • Incumbent worker training • Programs that combine workplace training with related instruction, which may include cooperative education programs. • Training programs operated by the private sector • Skill upgrading and retraining • Entrepreneurial training • Transitional jobs • Job readiness training provided in combination with another training service • Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with another training service • Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training. 	
Transitional Job	A time-limited work experience that is wage-paid and subsidized, and is in the public, private or non-profit sectors for those individuals with barriers to employment who are chronically unemployed or have inconsistent work history, as determined by the Local Workforce Development Board. These jobs are designed to enable an individual to establish a work history, demonstrate work success in an employee-employer relationship, and develop the skills that lead to unsubsidized employment. The customer’s individual plan will be the guide for services that include supportive services and resources such as transportation, haircuts, etc.	20 CFR 680.190, TUL 17-02, TUL 18-03
Transportation	Services that ensure mobility between home and the location of employment, training, and/or other supportive services.	
Unemployed Individual	An individual who is without a job and who wants and is available for work.	WIOA Section 3
United States Department of Labor (DOL)	The United States Department of Labor is one of the executive departments of the U.S. federal government. It is responsible for the administration of federal laws governing occupational safety and health, wage and hour standards, unemployment benefits,	U.S. DOL

	reemployment services, and occasionally, economic statistics.	
Unsubsidized employment	Employment in the private or public sector where the employer does not receive a subsidy from public funds to offset all or part of the wages and costs of employing the individual.	TUL 22-04
Veteran	A person who served at least one day in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable. Active service includes full-time duty in the National Guard or a Reserve component, other than full-time duty for training purposes. Active service does not include full-time active duty performed by National Guard personnel who are mobilized by state rather than federal authorities.	TUL 22-01
Veteran: Eligible Spouse	<p>The spouse (including same-sex spouse) of any of the following:</p> <ol style="list-style-type: none"> 1. Any veteran who died of a service-connected disability. 2. Any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days: <ol style="list-style-type: none"> a. Missing in action. b. Captured in the line of duty by a hostile force. c. Forcibly detained or interned in the line of duty by a foreign government or power. 3. Any veteran who has a total disability resulting from a service-connected disability, as evaluated by the U.S. Department of Veterans Affairs (VA). 4. Any veteran who died while a disability, as indicated in category c. of this definition, was in existence. <p>A spouse whose eligibility is derived from a living veteran or service member (i.e., categories b. or c. above) would lose his or her eligibility if the veteran or service member were to lose the status that is the basis for the eligibility (e.g., if a veteran with a total service-connected disability were to receive a revised</p>	TUL 22-01

	<p>disability rating at a lower level), or upon divorce from the veteran or service member.</p> <p>Note: A surviving spouse who is a widow or widower AND remarries on or after December 16, 2003, AND on or after attaining age 57, is entitled to continue to receive Dependency and Indemnity Compensation</p>	
Vocational Rehabilitation Program	Programs that enable disabled individuals, people who abuse drugs or alcohol, people who have emotional problems to obtain the training and employment experiences they need to achieve economic self-sufficiency. Services may include vocational evaluation, work adjustment, work experience, training in marketable skills and placement in competitive employment or a sheltered work environment.	
Vocational Training	Training provided to develop the attainment of job-related skills in a particular occupational area, and which would prepare the trainee for gainful employment in the area for which training was provided. May include the upgrading of skill levels to meet requirements of new and changing technologies.	
Wage Data	Information about current salary scales for various job positions and classifications.	
Work Based Learning	Programs in which an individual agrees to work for an employer for a specified period for the purpose of learning a craft, trade or profession in which the employer agrees to provide instruction.	
Work Experience (or Internship)	A planned, structured learning experience that takes place in a workplace for a limited period of time. Internships and other work experiences may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. An internship or other work experience may be arranged within the private for profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists. Transitional Jobs are a type of work experience.	20 CFR 680.180
Work Registration	<ol style="list-style-type: none"> 1. Programs operated by state Employment Development offices that attempt to find suitable employment opportunities for people who have applied for and/or are receiving 	

	unemployment benefits or public assistance through TANF, General Relief, CalFresh or other income maintenance programs that require that certain recipients look for work.	
Workforce Development	An approach to economic development that attempts to enhance a region's economic stability and prosperity by focusing on people rather than businesses. The services overseen by the WIB and delivered via the Employment Connection One-Stop Centers are workforce development services.	
Workforce Innovation and Opportunity Act (WIOA)	<p>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.</p> <p>The intent of WIOA is to help job seekers and workers access employment, education, training, and support services to succeed in the labor market and match employers with the skilled workers they need to compete in the global economy. The purposes of WIOA described in the statute include:</p> <ul style="list-style-type: none"> • Increasing access to and opportunities for the employment, education, training, and support services that individuals need, particularly those with barriers to employment. • Supporting the alignment of workforce investment, education, and economic development systems, in support of a comprehensive, accessible, and high-quality workforce development system. • Improving the quality and labor market relevance of workforce investment, education, and economic development efforts. • Promoting improvement in the structure and delivery of services. • Increasing the prosperity of workers and employers. 	Federal Register

	<ul style="list-style-type: none"> • Providing workforce development activities that increase employment, retention, and earnings of participants and that increase postsecondary credential attainment and as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet skill requirements of employers, and enhance productivity, and the competitiveness of our nation. 	
Workforce Investment Board	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 14-member board.	
Workforce Investment Board of Tulare County (WIB)	<p>The WIB makes critical investments in workforce training and education so that businesses and individuals can compete and prosper. The WIB is authorized to operate in accordance with the provisions of WIOA.</p> <p>The WIBs strategic priorities include:</p> <ul style="list-style-type: none"> • Fund • Broker • Convene • Invest • Guide • Measure 	
WorkKeys Curriculum	The Skill Development coursework includes placement quizzes, lessons, practice questions, and level quizzes used to prepare for the WorkKeys Assessment.	
Workkeys Job Profiling	<p>Three proctored tests needed to earn a national career readiness certificate;</p> <ul style="list-style-type: none"> • Workplace Documents • Graphic Literacy, and • Applied Math <p>This allows matching skills to jobs. Workkeys scores are good for five (5) years.</p>	