# Oklahoma Employment Security Commission

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## Oklahoma Employment and Training Issuance # 04-2006

**TO:** Chairpersons of Local Workforce Investment Boards
Chief Local Elected Officials
WIA Board Staff
Director, Workforce Quality
Director, Workforce Services
Director, Veteran Services

**FROM:** Richard Gilbertson, Director
Workforce Integrated Programs

**DATE:** May 30, 2006

**SUBJECT:** State Guidance relevant to the Implementation of U.S. Department of Labor / Employment and Training Administration's (USDOL/ETA's) Common Measures Policy.

**PURPOSE**: Provides revised guidance on common measures policy for ETA and Veterans' Employment and Training Services (VETS) workforce programs for the WIA, Wagner-Peyser Act (WP), Veterans' Employment and Training Service and Trade Adjustment Assistance (TAA) programs in response to the Federal Register Notice published on July 13 2005.

- Modifies and broadens the common measures definition of "participant" to include any individual who has been determined eligible and has received a program funded service either at a physical location or remotely via electronic technologies.
- Provides additional guidance to clarify the point when performance participation commences and terminates; and
- Modifies the methodology for calculating the Adult Earnings measure by removing the use of pre-program earnings in the calculation and, instead, focusing on the average earnings achieved over a 6-month period following performance participation for those retained in employment.
- Clarifies when participants are counted and when they are excluded from performance. This OETI distinguishes self-service and information activities that are staff-assisted from other staff-assisted services.

**REFERENCE:** Training and Guidance Letter (TEGL) No. 17-05, "Common Measures Policy for the Employment and Administration's Performance Accountability System and Related Performance Issues." Note that this issuance rescinds earlier guidance issued by USDOL in TEGL 7-99; TEGL 6-

00 change 1; TEGL 28-04; and Oklahoma Employment and Training Issuance (OETI) # 13-2005, dated August 11, 2005.

**BACKGROUND:** On February 17, 2006, USDOL/ETA issued a revised Common Measures Policy per Training and Employment Guidance Letter (TEGL) No. 17-05, "Common Measures Policy for the Employment and Training Administrations' Performance Accountability System and Related Performance Issues." This guidance replaced earlier issuances with a single, unified USDOL guidance document on the common measures policy for ETA and Veterans' Employment and Training Service (VETS) workforce programs and clarified reporting requirements for the WIA, Wagner-Peyser Act, Veterans' Employment and Training Service, and Trade Adjustment Assistance programs and WIA Section 136 performance accountability system.

Oklahoma believes this alignment of services is both an opportunity and a tool to effectively organize staff and facilities in a manner that further streamlines customer service delivery, capitalizes on the strengths of staff, location, and technology capabilities. All these efforts will reduce duplication, save diminishing resources, increase customer satisfaction, and better develop our valued service delivery professionals. Alignment of services and common measure definitions will more accurately reflect to Congress, stakeholders, the public, and other interested parties on how the public workforce investment system is meeting the needs of business and the workforce and contributing to economic growth. Oklahoma will emphasize streamlined service delivery to the customer. In doing so, each local area must review their current service delivery procedures, identifying the "who, what, when, where, and how" of their current service delivery model, and reshape it to achieve even greater efficiency and added value to our customers. Ways to ensure functional alignment of services may include: common intake forms, single points of contact, and services delivered according to customer need rather than program focus.

**POLICY OBJECTIVES:** Oklahoma's vision for "Integrated Services" is based upon the policy objectives of TEGL 17-05, page 3:

Common measures are an integral part of ETA's performance accountability system. The value of implementing common measures is the ability to describe in a similar manner the core purposes of the workforce system: how many people found jobs; did they stay employed; and what did they earn. Multiple sets of performance measures have burdened states and grantees, as they are required to report performance outcomes based on varying definitions and methodologies. By minimizing the different reporting and performance requirements, common performance measures can facilitate the integration of service delivery, reduce barriers to cooperation among programs, and enhance the ability to assess the effectiveness and impact of the workforce investment system.

The workforce investment system is transforming into a demand-driven system with strategic investments in workforce solutions that result in more individuals being trained for highly skilled jobs in high-growth, high-demand industries. The performance accountability system, with common measures at its core, needs to be aligned with the specific demand-driven strategies identified at both the state and local levels. Demand-driven strategies may require unique approaches to training and service delivery. For example, depending on the specific skills and credentials identified as necessary by industry, training may be shorter and targeted in some instances and longer term in others. In all cases, the workforce investment system continues to focus on connecting employers with skilled

workers, and connecting workers with good jobs, as reflected in the common performance measures. To minimize burden on states and local areas as ETA programs are reauthorized, ETA will work to ensure that the common measures are consistent with the statutory performance measures.

**ACTION REQUIRED:** The following message and attachments offer specific guidance regarding statewide common measure implementation covering various governance, management, and system issues. Workforce Investment Board Staff are requested to widely distribute copies of this issuance to staff and partners within the Workforce Investment Area for a July 1, 2006 implementation.

**MESSAGE: Common Measures provides for two types of Participants:**

## PARTICIPANT

**Policy:** *Effective July 1, 2006,* any customer who reports to a Workforce Center or satellite and receives any service (including self-service or informational activities only) will be considered as being served, in whole or in part, by both WIA and Wagner-Peyser (WP). At a minimum, adult customers accessing *self-service or informational activities only mus*t be counted as Participants in the WIA Adult Program.

- *Participant* – An individual who receives self-service or informational activities only.

- *Self-Service* – Occurs when participants serve themselves in accessing *workforce investment system information* and activities in either a physical location, such as a Workforce Center resource room or partner agency, or remotely via the use of electronic technologies. No staff assistance provided, other than general instruction on how to use/access the self-service tools.

- *Informational Activities* –May include both self-services and staff-assisted services that are designed to inform and educate a participant about the labor market and to enable a participant to identify his or her individual employment strengths, weaknesses, and the range of services appropriate for the individual. If staff provides a participant with readily available information that *does not* require an assessment by the staff member of the participant's skills, education, or career objectives, the participant is a recipient of informational activities. This includes information such as labor market trends, the unemployment rate, information on businesses that are hiring or reducing their workforce, information on high-growth industries, and occupations that are in demand.

  A participant is also a recipient of informational activities when a staff member provides the participant with information and instructions on how to access the variety of other services available in the Workforce Center, including the tools in the resource room.

  **Scenarios**
  The following scenarios could occur in the delivery of service and are presented to illustrate the concept of the level of staff involvement discussed above.

  Scenario 1

An individual comes into the Workforce Office believing that he can access all government services. He asks for information about the Motor Vehicle Administration. He is given the information and leaves.

*The person is not a participant. Although he was given information, it did not relate to the services provided by the Workforce Investment System.*

Scenario 2
An individual has figured out how to access workforce investment system information from his cell phone. He thinks that he has found the job of his dreams on Oklahoma Job Link and requests a referral to the employer.

*This person is a participant in both WIA and Wagner-Peyser as he has used Oklahoma Job Link request a referral.*

## PERFORMANCE PARTICIPANT

**Policy:** Any Participant that receives a service having a "*significant*" level of staff involvement and is determined eligible will be included in WIA Adult, Dislocated Worker, TAA, VETS and Wagner-Peyser programs performance measure calculations with the following exceptions: Individuals younger than 18 years of age do not meet the eligibility requirements for the WIA Adult program and will not be counted as Performance Participants in that program. Individuals age 16 and above may be Wagner-Peyser Performance Participants. Wagner-Peyser and VETS performance calculations will also include Participants (those receiving self-service or informational services).

**Oklahoma has defined all Staff Assisted Services as having "*significant*" staff involvement.**

- *Performance Participant* – A Performance Participant is an individual who is determined eligible to participate in the program and receives a staff assisted service funded by the program at either a physical location or remotely through electronic technologies. All Performance Participants who receive staff assisted service and exit the program are to be included in performance measures calculations, except that Section 136 of WIA expressly excludes WIA adult and dislocated worker program participants who only receive self-service or informational activities from performance calculations.

- Significant Staff Involvement: In a workforce investment setting is any assistance provided by staff beyond the informational activities described above regardless of the length of time involved in providing such assistance. Significant staff involvement includes a staff member's assessment of a participant's skills, education, or career objectives in order to achieve any of the following:
    - Assist participants in deciding on appropriate next steps in the search for employment, training, and related services, including job referral;
    - Assist participants in assessing their personal barriers to employment; or

- Assist participants in accessing other related services necessary to enhance their employability and individual employment related needs.

Oklahoma Service Link (OSL) will generate an eligibility determination and the appropriate program enrollments upon receipt of services beyond self-service or informational. Individuals receiving services beyond self-service or informational activities must present proof of age, selective service registration (if applicable) and eligibility to work. At that point, individuals become Performance Participants in WIA Adult, Dislocated Worker (DLW), Wagner-Peyser (WP), TAA, or VETS programs if determined eligible. A Performance Participant is an individual who is determined eligible to participate in the program and receives a staff assisted service funded by the program at either a physical location or remotely through electronic technologies. All Performance Participants who receive staff assisted service and exit the program are to be included in performance measures calculations, except that Section 136 of WIA expressly excludes WIA adult and dislocated worker program participants who only receive self-service or informational activities from performance calculations.

**Scenarios**

The following scenarios could occur in the delivery of service and are presented to illustrate the concept of Performance Participation discussed above.

Scenario 1

An individual accesses job listings from his home computer and inputs his resume into Oklahoma Job Link.

*This person is a Participant in Wagner-Peyser and WIA, but is not a Performance Participant in WIA. This person is counted as a Performance Participant in Wagner-Peyser.*

Scenario 2

An individual goes to the Workforce Office asking about job openings in a specific line of work. The staff person asks the person several questions about their work history and training to determine if they are qualified for the type of work they are seeking. The staff person then assists the individual to search for job openings in that specific line of work in Oklahoma Job Link.

*This person is a Participant in both Wagner-Peyser and WIA. The staff member performed an assessment of the participant's work readiness and assisted the participant with their job search. This person is a Performance Participant in both Wagner-Peyser and WIA.*

## 'DATE OF PERFORMANCE PARTICIPATION' AND 'DATE OF EXIT' AFTER ELIGIBILITY

**Policy**: *Effective July 1, 2006,* any individual who receive services funded (in whole or in part) from multiple programs, sequentially or simultaneously, will be counted as a Performance

Participant in each program, and will share a common "date of participation " and a common "date of exit" for federal reporting.

Performance Participation Date

• If the participant receives services other than self service or informational services from multiple programs (defined as WIA Adult, DLW, WP, TAA, and VETS), the earliest date of service will be used as the "date of performance participation" for reporting in each program.

Performance Exit Date

• When the participant receives services other than self service or informational services from multiple programs, the last or most recent date of service will be used as the common "date of exit" reported in each program. In other words, a Performance Participant cannot be exited from any program until there has been a period of 90 days without services from <u>any of the programs</u> – Wagner-Peyser, WIA, DLW, TAA or VETS. The receipt of service under one program will extend date of exit.

Exceptions: A Performance Participant shall not be considered exited if there is a gap in service of greater than 90 days due to one of the following circumstances:

- A delay before the beginning of training;
- Health/medical condition or providing care for a family member with a health/medical condition; or
- Temporary move from the area that prevents the individual from participating in services, including National Guard or other related military service.

The gap must be related to one of the above circumstances and can last no longer than 180 days. All gaps and the reason for the gap must be documented in detail, including the participant's intention to return and complete the program services.

Exclusions from performance: A Performance Participant, either at the time of exit or during the three-quarter measurement period following the exit quarter may be excluded from performance due to one of following situations:

- Institutionalized - The participant is residing in an institution or facility providing 24-hour support, such as a prison or hospital, and is expected to remain for at least 90 days. This does not apply to individuals with disabilities residing in institutions, nursing home, or other residential environments; youths participating in the Responsible Reintegration of Youthful Offenders program or individuals participating in the Prisoner Reentry Initiative.
- Health/Medical or family care – The participant is receiving medical care or providing care for a family member for a period of greater than 90 days. These situations must be such that prevent the participant from entry into unsubsidized employment or continued participation in the program.

- Deceased
- Reserve Forces Called to Active Duty – The participant is a member of the National Guard or a military reserve unit and is called to active duty for a period of greater than 90 days.
- Relocated to a Mandated Program – Youth participants only, the participant is in the foster care system or another mandated (residential or non-residential) program and has moved from the area as a result of that program. This does not include relocation to a Job Corps center.
- Invalid or Missing Social Security Number – Because common measures require the match of social security numbers with wage and administrative data in order to obtain outcome information, participants with invalid or missing social security numbers will be excluded. Participants who do not voluntarily disclose their social security number will also be excluded.

OSL will track the common date of participation and date of exit across all programs. This new feature in OSL will be activated statewide effective July 1, 2006.

# COMMON PERFORMANCE MEASURES SPECIFICS

## ADULT MEASURES (WIA Adult, DLW, WP, TAA and VETS)

### Entered Employment

Methodology:
*Of those who are not employed at the date of participation:*

The number of adult participants who are employed in the first quarter after the exit quarter divided by the number of adult participants who exit during the quarter.

Operational Parameters:
- Individuals who are employed at the date of participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Individuals who, although employed at the date of participation, have either received a notice of termination of employment or whose employer has issued a Worker Adjustment and retraining Notification (WARN) or other notice that the facility or enterprise will close, or who are transitioning service members are considered not employed at the date of participation and are included in the performance measure.
- Employment at the date of participation is based on information collected from the individual, not from wage records.

Discussion:
This measure provides an assessment of program impact in increasing employment for those who were not employed. ETA recognizes concerns related to the exclusion of individuals who are employed at the date of participation from this measure. However, including individuals with jobs at program entry is not fully consistent with the concept of an entered employment indicator. Positive impacts of services provided to incumbent workers and underemployed individuals can be demonstrated in both the retention and earnings measures.

## Employment Retention

Methodology:
*Of those who are employed in the first quarter after the exit quarter:*

The number of adult participants who are employed in both the second and third quarters after the exit quarter divided by the number of adult participants who exit during the quarter.

Operational Parameters:
- This measure includes only those who are employed in the first quarter after the exit quarter (regardless of their employment status at participation).
- Individuals who are not employed in the first quarter after the exit quarter are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment in the first, second, and third quarters after the exit quarter does not have to be with the same employer.

Discussion:
By defining a positive outcome as employment in the first, second, and third quarters after the quarter of exit, the measure approximates retention for at least six months following participation in the program. However, a positive outcome on the retention measure does not necessarily indicate continuous employment with the same employer.

## Average Earnings

This methodology for calculating the Average Earnings measure will become effective July 1, 2006.

Methodology:
*Of those adult participants who are employed in the first, second, and third quarters after the exit quarter:*

Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, federal employment wage records and military employment wage records.
- Individuals whose employment in either the first, second, or third quarters after the exit quarter was determined solely from supplementary sources, and not from wage records, are excluded from the measure.

Discussion:
ETA is implementing a new methodology for calculating the average earnings measure for Program Year (PY) 2006. A number of states have expressed concern about the existing methodology for the earnings measure as previously defined, citing it as a disincentive to serving people with previous work experience, especially those with higher wages. The earlier definition focused on a comparison of pre-program and post-program earnings; the outcomes reflected more of the previous earnings history of the people served rather than the program's intervention. This limited its usefulness as a measure of a program's performance.

In response, the revised adult earnings measure looks at wages over six months of those exiters who are working in the 1st, 2nd, and 3rd quarters after exit. ETA believes this earnings measure is more straightforward than the previous approach, and the results will be easier to understand and explain to stakeholders than measures that compare the percentages or rates of pre-program and post-program earnings or changes in post-program earnings. By excluding the pre-program measurement point, agencies can develop more realistic and meaningful targets for the earnings measure, since programs do not have control over the pre-program earnings of the individuals they serve.

ETA will continue to collect the pre-program earnings, as well as other information on participants, and supplement this measure with data on earnings increase when describing program outcomes.

## Employment & Credential (WIA Adult and DLW Only)

Methodology:
*Of those adults who received training services:*

Number of adult participants who were employed in then first quarter after exit and received a credential/certificate by the end of the third quarter after exit divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- The use of the definition of "certificate" is applicable for participants who begin receiving services on or after July 1, 2006. Adult participants who received training services prior to July 1, 2006 are covered under the previous requirements.

- The numerator of this measure includes those who were employed in the first quarter after exit regardless of whether they were employed at participation.
- Credentials/certificates can be obtained while a person is still participating in services and up to three quarters following exit.

***Definition of Certificate*** – A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards are not included in this definition. Work readiness certificates are also not included in this definition. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

- A state educational agency or a state agency responsible for administering vocational and technical education within a state.
- An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skill, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- Job Corps centers that issue certificates.
- Institutions of higher education that is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

***Definition of Credential*** – A nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all state education agency recognized credentials. In addition, states should work with local workforce investment boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment. (Please note: this term applies to the current WIA statutory adult, dislocated worker, and older youth measures only, it does not apply to the common measures).

**The following table provides an overview of the performance measures for the WP, WIA Adult and Dislocated Worker, TAA and VETS programs.**

| Performance Measures | Program |
|---|---|
| Entered Employment | WP/WIA/TAA & VETS |
| Employment Retention | WP/WIA/TAA & VETS |
| Average Earnings | WP/WIA/TAA & VETS |
| Employment & Credential | WIA Only |

# YOUTH MEASURES (WIA ONLY)

## Older Youth (Age 19-21) Entered Employment Rate

*Of those who are not employed at the date of participation and who are either not enrolled in post-secondary education or advanced training/advanced training-occupational skills training in the first quarter after the exit quarter or are employed in the first quarter after the exit quarter:*

Number of older youth participants who are employed in the first quarter after the exit quarter divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- Individuals who are employed at participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- The use of the definition of "advanced training/occupational skills training" is effective on July 1, 2006. Younger youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- Employment at participation is based on information collected from the participant, not from wage records.
- Individuals in both employment and post-secondary education or advanced training in the first quarter after exit will be included in the denominator. Individuals who are not employed, but are in only post-secondary education or advanced training in the first quarter after exit are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).

***Definition of "Advanced Training/Occupational Skills Training" is as follows:*** To count as placement for the Youth Common Measures, advanced training constitutes an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) be long-term in nature and commence upon program exit rather than being short-term training that is part of services received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate (as defined within this guidance).

## Older Youth Employment Retention Rate at Six Months

*Of those older youth who are employed in the first quarter after the exit quarter and who are either not enrolled in post-secondary education or advanced training/advanced training-occupational skills training in the third quarter after the exit quarter or are employed in the third quarter after the exit quarter:*

Number of participants who are employed in the third quarter after the exit quarter divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- This measure includes individuals who are employed in the first quarter following exit, except those individuals who are employed in the first quarter and not employed in the third quarter following exit, but are in post-secondary education or advanced training in the third quarter following exit. These individuals are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- The use of the definition "advanced training/occupational skills training" is effective on July 1, 2006. Younger youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- Employment in the first and third quarters following exit does not have to be with the same employer.

## Older Youth Earnings Change in Six Months

*Of those who are employed in the first quarter after the exit quarter and who are either not enrolled in post-secondary education or advanced training/advanced training-occupational skills training in the third quarter after the exit quarter or are employed in the third quarter after the exit quarter:*

Total post-program earnings [earnings in quarter 2 + quarter 3 after exit] minus pre-program earnings [earnings in quarter 2 + quarter 3 prior to participation] divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- This measure includes the same population as the older youth employment retention measure (regardless of their employment status at participation).
- The use of the definition of "advanced training/occupational skills training" is effective on July 1, 2006. Younger youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- To ensure comparability of this measure on a national level, the wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, Federal employment wage records, military employment wage records, and other administrative wage records.
- Individuals whose employment in either the first or third quarter after the exit quarter was determined from supplementary sources and not from wage records are excluded form the measure.
- Grantees must initiate processes to obtain the second and third quarter pre-program earnings for the individual at the time of participation in the program.
- Earnings may be excluded from each of the total quarterly amounts only where the grantee has determined that false or erroneous wage record data have been reported to the grantee, or the individual has received distributions related to severance pay or other earnings attributable to termination from an employment situation. Such a determination by the grantee must be based on documented procedures and processes for editing and cleaning wage record data and are subject to audit.
- ETA will not be amending the older youth earnings measure to an average earnings measure since the older youth earnings measure may be eliminated upon WIA reauthorization.

## Older Youth Credential/Certificate Rate

Number of older youth participants who are either employed, in post-secondary education, or in advanced training/advanced training-occupational skills training in the first quarter after the exit quarter and received a credential/certificate by the end of the third quarter after the exit quarter divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- The use of the definition of "certificate" is applicable for participants who begin receiving services on or after July 1, 2006. Older youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- The use of the definition of "advanced training/occupational skills training" is effective on July 1, 2006. Younger youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- As opposed to the adult and dislocated worker measures where a credential/certificate must be coupled with employment, for older youth, a credential/certificate can be coupled with employment, entry into post-secondary education, or entry into advanced training.

- As opposed to the adult and dislocated worker measures where only those who received training services are included in the measure, all older youth exiters will be included in this measure.
- Credentials/certificates can be obtained while a person is still participating in services.

## Younger Youth (Age 14-18) Skill Attainment Rate

*Of all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills:*

Total number of basic skills goals attained by younger youth plus number of work readiness skills goals attained by younger youth plus number of occupational skills goals attained by younger youth divided by the total number of basic skills goals plus the number of work readiness skills goals plus the number of occupational skills goals set.

Operational Parameters:

- The measure creates an appropriate intermediate-type measure for youth who require more services, such as academic and soft skills development, prior to attaining a diploma or equivalency, employment, and post secondary education.
- If a participant is deficient in basic literacy skills, the individual must set, at a minimum, one basic skills goal (the participant may also set work readiness and/or occupational skills goals, if appropriate).
- WIA participants counted in this measure may be in-school; and out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills.
- All youth measured in this rate must have a minimum of one skill goal set per year and may have a maximum of three goals per years.
- The target date for accomplishing each skill goal must be set for no later than one year.
- If the goal is not attained by the time of exit, the youth participant cannot be counted as a positive in the measure.
- The skill goal or the target date set can only be extended if the participant has a gap in service in which the participant is not receiving services but plans to return to the program. The one-year clock for the goal target date stops. The clock begins again once the participant begins to receive program services.
- Goals will fall into the category of basic skills, work readiness skills, or occupational skills. Participants may have any combination of the three types of skill goals (three skill goals in the same category, two skill goals in one category and one skill goal in another, or one skill goal in each category, etc.).
- Success of skill attainment goals will be recorded in the quarter of goal achievement, while failure will be recorded in the quarter one-year form the time the goal was set if not attained by such time.

## Younger Youth Diploma or Equivalent Attainment

*Of those younger youth who are without a diploma or equivalent at the time of participation:*

Number of younger youth who attained secondary school diploma or equivalent by the end of the first quarter after exit divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit).

Operational Parameters:

- If a younger youth exits WIA while still enrolled in secondary education, the individual is excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).
- All younger youth (except those still in secondary school at exit and those who have already attained their diploma or equivalent prior to participation) will be assessed in this measure in the quarter after exit.

## Younger Youth Retention Rate

Number of younger youth found in one of the following categories in the third quarter following exit:

- Post secondary education
- Advanced training (replaced with advanced training or occupational skills in PY 2006)
- Employment (including military service)
- Qualified apprenticeships

Divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit).

Operational Parameters:

- If the participant is in one of the placement activities listed above during the third quarter following exit, the individual is counted as successfully retained (the participant does not have to remain in the same activity for the entire retention period, as long as the participant is found in one of the activities during the third quarter).
- The use of the definition of "advanced training/occupational skills training" is effective on July 1, 2006. Younger youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- If the participant exits WIA and does not enter into any of placement activities by the time retention is measured, the participant is counted in the denominator of the measure and it is reflected as a negative outcome.
- If a younger youth exits WIA while still enrolled in secondary education, the individual is excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).

## Placement in Employment or Education

Methodology:
*Of those who are not in post-secondary education or employment (including the military) at the date of participation:*

The number of youth participants who are in employment (including the military) or enrolled in post-secondary education and/or advanced training / occupational skills training in the first quarter after the exit quarter divided by the number of youth participants who exit during the quarter.

Operational Parameters:

- Individuals who are in post-secondary education or employment at the date of participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment and education status at the date of participation are based on information collected from the individual.
- Individuals in secondary school at exit will be included in this measure.

Discussion:
Participants who enter ETA-funded youth programs while already in post-secondary education, employment, or the military have achieved the desired outcome under this measure. Thus, these individuals are excluded from this measure. Successfully returning young people to school or alternative education is desirable, but secondary school enrollment does not qualify as a placement under this measure. Individuals in secondary school at exit are included in this measure. This policy is consistent with ETA's vision to ensure youth successfully complete their secondary education, which will ultimately lead to better long-term success in the workforce.

## Attainment of a Degree or Certificate

Methodology:
*Of those enrolled in education (at the date of participation or at any point during the program):*

The number of youth participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter divided by the number of youth participants who exit during the quarter.

Operational Parameters:

- Education refers to participation in secondary school, post-secondary school, adult education programs, or any other organized program of study leading to a degree or certificate.
- Individuals in secondary school at exit will be included in this measure.

- The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma. TEGL 17-05 clarifies that the term diploma also includes post-secondary degrees including Associate's Degrees (AA and AS) and Bachelor's Degrees (BA and BS).
- Diplomas, GEDs, or certificates can be obtained while a person is still receiving services or at any point by the end of the third quarter after the exit quarter.
- Work readiness certificates will not be accepted under this measure.

Discussion:
Individuals in secondary school at exit are included in this measure. This policy is consistent with ETA's vision to ensure youth successfully complete their secondary education, which will ultimately lead to better long-term success in the workforce.

ETA recognizes that work readiness skills are a valued skill set that will lead to successful employment and retention and encourages programs to continue to provide work readiness skills. However, the focus of the certificate measure is attainment of measurable technical or occupational skills, rather than work readiness skills. Although there are currently work readiness certificates developed or in development, these certificates focus primarily on basic skills, which are covered under the literacy/numeracy measure. It would be duplicative to include the attainment of basic skills under this measure.

## Literacy and Numeracy Gains

Methodology:
*Of those out-of-school youth who are basic skills deficient:*

The number of youth participants who increase one or more educational functioning levels divided by the number of participants who have completed a year in the youth program (i.e., one year from the date of first youth program service) **plus** the number of participants who exit before completing a year in the youth program.

Operational Parameters:
- In-school youth are excluded from this measure. (Note: determination of in-school or out-of-school status is only made at point of program participation.)
- It is allowable to use pre-tests that are administered up to six months prior to the date of first WIA youth service, if such pre-test scores are available. If prior pre-tests are not available, administration of a pre-test must occur within 60 days following the date of first youth program service.
- This measure is base on "date of first youth program service" rather than date of participation because date of participation is defined as the earliest date of service from any program if a participant receives services from multiple programs. It is possible for the participation date of youth to be prior to the date of first WIA youth service if a different program served such a youth earlier. Therefore, date of first WIA youth service is used to ensure that this measure is based on a "youth participation date" rather than the initial participation date.

- Individuals who are determined not to be basic skills deficient based on pre-test results are excluded from this measure (i.e., WIA Youth programs will not be held accountable for those individuals under this measure).
- When administering assessment tools, individuals with disabilities (as defined in 29 CFR Part 37.4) should be accommodated according to: (1) Section 188 of WIA: 29 CFR Part 37, Section 504 of the Rehabilitation Act of 1973, and Title H of the Americans with Disabilities Act, (2) guidelines associated with the assessment tool used to determine functioning levels, or (3) state law or policies. Further guidance can be found in TEGL 17-05 under *Testing Youth with Disabilities*.
- The measure includes individuals who are given an initial assessment but, either: (1) do not post-test before exiting the program, or (2) exit before completing a year in the youth program (i.e., one year from the date of first youth program service).
- To be included in the numerator, a participant must demonstrate on a post-test that he/she has advanced one or more educational functioning levels beyond the level in which he/she was initially placed at pre-test within one year from the date of first youth program service. (Note: the one-year time period is from date of first youth program service, not date of pre-test.)
- All out-of-school youth must be assessed in basic reading/writing and math.

Discussion:
The literacy and numeracy gains indicator measures the increase in skills of participants through a common assessment tool administered at program entry and regular intervals thereafter. Youth participants for whom the goal of literacy and/or numeracy gains is most appropriate are those with basic skills deficiencies. Participants who are not basic skills deficient cannot achieve a positive outcome because they have attained basic literacy and numeracy. Exclusion of individuals who are not basic skill deficient focuses the measure on the participants with the greatest need for remediation, and minimizes the burden of testing individuals who, by virtue of their existing skill level, will not achieve a positive outcome under this measure.

In-school youth already undergo a number of assessments within the school system in order to comply with state standards of learning and, in many states, graduation exams. Requiring in-school youth to receive further academic assessments outside of the school system is redundant since it is the responsibility of local school districts to ensure proper academic assessment of in-school youth. Therefore, in-school youth are excluded from this measure.

Under a normal distribution of pre-test scores, most participants' scores will place the individuals in a range indicating they have completed some of the skills in that particular educational functioning level. Therefore, for a majority of participants, a positive outcome for this measure (i.e., completion of one educational functioning level and an increase to the next level) is not likely to require the equivalent of completing two grade levels, but will average to the equivalent of one grade level.

*National Reporting System (NRS):*

- To maintain consistency with the implementation of the common measures by the Department of Education (ED), ETA is adopting policies for the ED outcome measure of educational gain, as outlined in the NRS. The Department of Education's Division of Adult Education and Literacy developed the NRS for implementation of an accountability system for federally funded adult education programs under WIA Title II.

*Educational Functioning Levels:*

*(See TEGL 17-05, Attachment C for Educational Functioning Level Descriptors)*

- Unless a previous assessment was conducted within six months prior to participation, programs must assess participants at intake or within 60 days following the date of first youth program service to determine their initial educational functioning level. As outlined in the NRS, there are two sets of educational functioning levels – six levels for Adult Basic Education (ABE) and six levels for English-as-a-Second Language (ESL) students. ABE levels roughly equate to two grade levels. Further guidance on the educational level descriptors can be found in Attachment C of TEGL 17-05.
- Each ABE and ESL level describes a set of skills and competencies that students entering at that level demonstrate in the areas of reading, writing, numeracy, speaking, listening, functional, and workplace skills. These descriptors provide guidelines for placing participants in educational functioning levels, based on performance on standardized tests. After a participant has completed a uniform, standardized assessment procedure, programs use these descriptors to determine the appropriate initial ABE or ESL level in which to place students.
- If a participant is functioning at different levels in reading, writing, numeracy, speaking, listening, functional, and workplace areas, the individual is placed in different ABE and ESL levels across the functioning areas. In the post-test assessment, if the participant demonstrates an increase to the next functioning level in any of the areas – reading, writing, numeracy, speaking, listening, functional, and workplace areas – he/she has made an educational gain and should be included in the numerator. For example, an individual is placed in the Beginning Basic Education level (the second ABE level) in math and the Low Intermediate Basic Education level (the third ABE level) in reading at pre-testing. The individual achieves an educational gain if he/she places in either the third ABE level in math or the fourth ABE level in reading at post-testing.

*Assessment Tool:*

- To measure the increase in skills of individuals, programs must use an assessment procedure comprised of a standardized test or a performance assessment with standardized scoring protocols that crosswalk directly to the NRS educational functioning levels. Therefore, WIA Youth programs must use one of the assessment tools listed in Attachment C of TEGL 17-05.
- States, grantees, or contractors are not required to use the same assessment tool throughout their jurisdictions. However, WIA Youth programs must adhere to the following in choosing an assessment tool:
    1. The same assessment tool is administered to the participant for pre-testing and post-testing;

2. The assessment tool and its scores must crosswalk directly to the educational functioning levels so that educational gains can be reported in terms of increase in one or more ABE or ESL levels; and
3. Tests must be administered in a standardized manner throughout the jurisdiction (i.e., used consistently and reliably across programs and produce observable results).

- Tests must be administered to individuals with disabilities (as defined in 29 CFR 27.4) with reasonable accommodations, as appropriate (see additional guidance under *Testing Youth with Disabilities* in TEGL 17-05.
- The NRS provides test benchmarks for educational functioning levels (see Attachment C of TEGL 17-05). The benchmarks are provided as examples of how students functioning at each level would perform on the tests.

*Testing Interval:*

- Participants identified as basic skills deficient must be post-tested at least once by the end of year one following the individual's date of first youth program service.
- For participants who have completed one year following the date of first youth program service, if more than one assessment is administered after the initial test, the latest assessment within one year of first youth program service should be used to determine if the participant has demonstrated an increase in at least one educational functioning level.
- Individuals who remain basic skills deficient and continue to participate after completing a full year in the program, including pre-test and post-test, must continue to receive basic skills remediation services. These participants must be included in the measure for the first year of participation. They are not included again in the measure until they have completed a second full year in the program. At the completion of the second year, these participants must be included in the measure using the latest post-test score during the second year. To determine an increase of one or more levels, the participant's latest post-test score from the second year in the program must be compared to the score from the test that was administered at the latest point during the first year. If an individual remains basic skills deficient following the second year of the program, that individual must be included in the measure a third time if they complete a third full year in the program. This rule applies for the entire time they are in the program.

*Testing Youth with Disabilities:*

When administering assessment tools, individuals with disabilities are to be provided with reasonable accommodations, as appropriate, according to:

1. Section 188 of the WIA (implementing regulations at 29 CFR Part 37), Section 504 of the Rehabilitation Act of 1973 (DOL implementing regulations at 29 CFR Part 32), and Title II of the Americans with Disabilities Act, if applicable (implementing regulations at 28 CFR Part 35) taking into consideration;
2. Guidelines associated with the assessment test; and
3. State laws or policy.

Regulations implementing WIA Section 188, found at 29 CFR Part 37, provide a general definition of "reasonable accommodation" for individuals with disabilities. In essence, such accommodations are "modifications of adjustments," made on a case-by-case basis, "that enable a qualified individual with a disability…to receive aid, benefits, services, or training equal to that provided to qualified individuals without disabilities." (See 29 CFR Part 37.4, definition of "reasonable accommodation.") In the assessment context, therefore, accommodations are changes that are made to the materials or procedures used for the assessment in order to "level the playing field" to ensure that the assessment tool measures the individual's skills and abilities, and not his or her disabilities. Because youth with disabilities are expected to achieve the same gains as other youth, it is critically important that appropriate accommodations be provided for the assessment process, to ensure that the gains achieved by these youth can be determined accurately.

Accommodations for the assessment process generally fall into the following categories:

1. Changes to the methods of **Presentation** of the test used as an assessment tool: e.g., providing Braille versions of the test, or orally reading the directions or test questions to test-takers;
2. Changes to the methods of **Response** to the test questions: e.g., having the test-taker point to a response or use a computer for responding;
3. Changes to the **Setting** in which the test is provided: e.g., permitting the test to be taken at home, or in small groups, rather than in a large-group or institutional setting; and
4. Changes to the **Timing/Scheduling** of the test: e.g., extending the amount of time generally provided for completion of the test, permitting frequent breaks, etc.

ETA fully expects that most youth with disabilities can, and should, be assessed using tests that specifically crosswalk to educational functioning levels, using accommodations where needed. ETA also recognizes that in very limited instances, use of these testing instruments, even with appropriate accommodations, may not provide a valid or reliable evaluation of the literacy and numeracy skills of a youth with one or more disabilities. These instances may arise because of the nature or extent of a particular individual's disability, and/or because of limitations in the testing instruments themselves. In those rare instances, service providers and grant recipients may use alternate assessment tools to measure gains in numeracy and literacy for youth with disabilities, if those alternate tools have been deemed by an individual state to provide valid and reliable indicators of information that are comparable to the information provided through the educational functioning levels. Such alternate tools may include, but are not limited to: (1) portfolio assessments; (2) one-on-one performance assessments; and (3) alternative standardized tests.

It is advisable that youth professionals receive specific guidance and training in the administration of alternate assessments to youth with disabilities to ensure they have the necessary skills and knowledge to appropriately administer the tests and accurately interpret

**The following table provides an overview of the performance measures for the WIA Youth programs.**

| Youth Performance Measures | Program |
|---|---|
| Entered Employment | (Age 19-21)<br>WIA Older Youth |
| Retention | (Age 19-21) (Age 14-18)<br>WIA Older Youth & Younger Youth |
| Earnings | (Age 19-21)<br>WIA Older Youth |
| Credential / Diploma | (Age 19-21)<br>WIA Older Youth |
| Diploma Attainment | (Age 14-18)<br>WIA Younger Youth |
| Skill Attainment | (Age 14-18)<br>WIA Younger Youth |
| Placement in Employment or Education | WIA Common Youth Measures |
| Attainment of a Degree or Certificate | WIA Common Youth Measures |
| Literacy and Numeracy | WIA Common Youth Measures |

**INQUIRIES:** If you have any questions pertaining to this issuance, please contact either Robyn Coman at (405) 557-5318, robyn.coman@oesc.state.ok.us; or Jon Eller at (405) 557-7149, jon.eller@oesc.state.ok.us.

**Attachments:**

**Attachment A -** Key Definitions of Services
**Attachment B -** List of Services and Duration

# ATTACHMENT A
# KEY DEFINITIONS OF SERVICES

**Adult Education and Literacy Activities** - Training that will enable an individual to increase basic literacy skills or attain a General Equivalency Diploma (GED). Identify in the service and training plan if it is part of the employment plan. Referrals to this type of service are not identified here.

**Career Guidance** - Services given to the job seeker that include the provision of information, materials, suggestions, or advice which are intended to assist the job seeker in making occupational or career decisions.

**Comprehensive Assessment** - As an intensive service, is a more detailed examination of these issues (identified by the initial assessment) and may explore any number of things relevant to the development of a person's IEP.

**Customized Training** - Defined as WIA Title I funded training:

(a) That is designed to meet the special requirements of an employer (including a group of employers);
(b) That is conducted with a commitment by the employer to employ, or in the case of incumbent workers, continue to employ, an individual on successful completion of the training; and
(c) For which the employer pays for not less than 50 percent of the cost of the training.

Customized Training of an eligible employed individual may be provided for an employer (or a group of employers) when:

1. The employee is not earning a self-sufficient wage as determined by Local Board policy;
2. The requirements in (a)–(c) above are met; and
3. The customized training relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills, workplace literacy, or other appropriate purposes identified by the Local Board.

**Federal Bonding Assistance** - A Federal Bond is an insurance policy that protects the employer in case of loss of money or property due to employee dishonesty. Bond coverage is provided for any person whose background usually leads employers to question their honesty such as ex –offenders, ex-addicts, poor credit records, dishonorably discharged from military service or persons from low income families lacking sufficient work history. Federal bonding assistance is the determining eligibility for and completion and submission of required forms and documentation on behalf of applicants requesting issuance of a federal surety bond.

**Follow-up Services** - Services provided to participants that were placed in unsubsidized employment to ensure job retention, wage gain and career progress. Follow up services must be made available for a minimum of 12 months following the first day of employment. Although intensity of service may vary, participants who have multiple barriers and limited work history may be in need of significant follow-up to ensure long term success in the labor market. Follow-up may include, but is not limited

to: contact with the participant's employer, information about additional employment opportunities and/or referrals to supportive services available in the community.

**Individual Employment Plan** – An ongoing strategy jointly developed by the participant and the case manager that identifies the participant's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals.

**Information on Available Services** - Generally available information (that is not customized to the particular individual) on items, such as, but not limited to:

-WIA Program Performance/Cost Information
-One-Stop Delivery System Performance
-Supportive Services available in the area
-UI Filing Information
-Financial Aid Eligibility Information

**Initial Assessment** - A brief information gathering process that, among other things, will provide preliminary information about an individual's skill levels, aptitudes, interests and supportive needs.

**Job Club/Workshops** - A period of structured application (up to 2 weeks) where job seekers attempt to obtain jobs under the guidance of staff that has all of the elements of a **Job Search Workshop/Intensive**.

**Job Development** - Contacting an employer or business that does not currently have an open position for the purpose of hiring an applicant possessing the skills and abilities known to be utilized by that employer or business.

**Job Readiness Services** - An intensive short-term component consisting of formal classroom training designed to prepare the client for successfully seeking and maintaining employment. Typical activities may include development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct.

**Job Search Workshop/Intensive** – Six (6) hour workshop designed for individuals to gain successful job-hunting skills. This workshop includes resume and letter preparation assistance, interviewing skills, provision of Workforce Information Services and the development of an Individual Employment Plan (IEP) as minimum curriculum.

**Job Search Workshop/Mini**- A short-term training module (1-4 hours) covering a variety of subjects related to locating, identifying and preparing for employment opportunities

**Job Search Planning** - Development of a plan (not necessarily a written plan) that includes the necessary steps and timetables to achieve employment in a specific occupational, industry, or geographic area.

**Key Train** - A training curriculum designed to improve an individual's scores on WorkKeys assessments. The curriculum is most widely available over the internet, but hard copy instruction material is also available. Key Train is a private application independent of WorkKeys and ACT.

**Labor Market Information** - General information on state and local labor market conditions; industries, occupations and characteristics of the workforce; area business identified skills needs; employer wage and benefit trends; short and long term industry and occupational projections; worker supply and demand; and job vacancies survey results. Workforce information also includes local employment dynamics information such as workforce availability; business turnover rates; job creation; and job identification of high growth and high demand industries.

**Occupational Skills Training** - Education or training that teaches skills required for specific occupations. Training institutions such as career techs, community colleges, universities, and private training providers provide such training.

**On-the-Job Training** - Training provided by the employer to a participant, who is employed and paid by the employer, while he is engaged in productive work. Through the OJT contract, occupational training is provided for the participant in exchange for the reimbursement of up to 50 percent of the wage rate to compensate for the employer's extraordinary costs of providing training and additional supervision related to the training.

**Profiling Orientation** - Those individuals who have been profiled by the Unemployment Insurance model as most likely to exhaust benefits and receive an Initial Assessment and introduction to the Workforce Center or office's available services in a scheduled group setting.

**Referral to Educational Services** – Job Seekers referred to a program or course designed to develop competency in basic educational skills such as reading comprehension, mathematics, writing, speaking and reasoning, and/or programs leading to educational credentials such as a GED or high school diploma or college degree.

**Resume Assistance/Intensive** - A comprehensive service for individuals that provides assistance on the development of resumes and cover letters suitable for review by employers.

**Supportive Services On Going** - Services provided over a period of time that are required to allow participants the opportunity to attend work or training activities. Such on-going supportive services may include mileage allowances, needs based payments, and childcare.
**Supportive Services One Time** - A service provided to allow participants the opportunity to attend work or training activities. Examples of one time supportive services may include tools/equipment, licensure fees, and car repairs.

**TANF Grant Services** - This is a specific identifier for the special TANF project in the Tulsa region. Only Tulsa TANF staff should add this service to an individual's Service & Training Plan.

**Veterans Case Management Services – Non-VR&E** - Any veteran for whom a local staff member, primarily a Disabled Veterans' Outreach Program specialist (DVOP) has elected to provide on-going, one-on-one personal assistance including, but not limited to, providing advice pertaining to vocational

choice, assistance in obtaining training to reach employability and follow-up services over a period of time.

**Veterans Case Management Services – VR&E** - All veterans for whom a local office member, primarily a Disabled Veterans' Outreach Program specialist (DVOP) has been assigned to provide on-going, one-on-one personal assistance including, but not limited to, providing advice pertaining to vocational choice, assistance in obtaining training to reach employability and follow-up services over a period of time to obtain employment. Services are provided through a cooperative agreement between Veterans Administration and VETS for clients enrolled in, training, post training, or just employment services only.

**Veterans Placed in Federal Training** - Disabled veterans who are eligible for training under the Department of Veterans Affairs (VA) vocational rehabilitation program may enroll for training or work experience at an agency under the terms of an agreement between the agency and the VA. The veteran is not a Federal employee for most purposes while enrolled in the program, but is a beneficiary of the VA. The training is tailored to individual needs and goals so there is no set length. If the training is intended to prepare the individual for eventual appointment in the agency rather than just work experience, the agency must ensure that the training will enable the veteran to meet qualification requirements for the position.

**Veterans Referral to Federal Training** - Veterans who are referred to any job-training program supported by the Federal Government, such as special funded projects, TAA, and Job Corps. (This does not include referrals to Disabled Veterans Administration – On the Job Training.)

**Veterans Referral to Federal Job** - All veterans who are referred to a job opening filed with a placement office by a department or agency of the Federal Government or other entity under the jurisdiction of the U.S. Office of Personnel Management.

**Veterans Referral to VR&E** - Referral of veteran job seeker to the Veterans Administration. The veteran so referred is part of the staff person's Case Management list of veterans who receive counseling, and all other services available under Case Managed duties. (When a veteran is accepted into VR&E, services may be extended at the end of training, rehabilitation, or employment services only, at the request of the Veterans Administration).

**Veterans TAPS** - Any veteran, spouse of a veteran, or any qualified dependent of a veteran attending the Transition Assistance Program (TAP) Workshop in conjunction with exiting military service. *(Note: Transition Assistance Program helps service members and their spouses make the initial transition from military service to the civilian workplace. TAP consists of a comprehensive three-day workshop at selected military installations nationwide. Professionally trained workshop facilitators from the state employment services, military family support services, department of Labor contractors, or VETS' staff, present the workshops.)*

**Work Experience** - A planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate, and may be in the private for profit, the non-profit, or the public sector.

**Work Opportunity Tax Credit (WOTC) Eligibility Determination** - The Work Opportunity Tax Credit was enacted to help certain groups of Job Seekers obtain employment by offering businesses a tax credit for hiring individuals from these targeted groups. The groups include long-term family assistance recipients, other family assistance recipients, veterans receiving food stamps, 18-24 year old food stamp recipients, 18-24 year old residents of Enterprise Zones, Enterprise Communities or Renewal Communities, 16-17 year old EZ/EC/RC residents, disabled persons completing rehabilitative services approved by a state certified agency or Department of Veteran Affairs, ex-felons, and SSI recipients. WOTC Eligibility Determinations involve determining eligibility for and completion and submission of required forms and documentation on behalf of employers/applicants requesting issuance of a WOTC certification.

**WorkKeys** - An assessment instrument designed by ACT to measure an individual's ability to be successful in the workplace. WorkKeys measures core work-related competencies in nine unique skill areas to include:

- Applied Mathematics
- Applied Technology
- Business Writing
- Listening
- Locating Information
- Observation
- Reading for Information
- Teamwork, and
- Writing

# ATTACHMENT B: LIST OF SERVICES AND DURATION

| Service Name | Service Duration Maximum | Participant | Performance Part | Extends Exit Date? | General Eligibility | WIA Program Eligibility |
|---|---|---|---|---|---|---|
| Adult Education and Literacy Activities | 6 months | Both | Both | Y | Y | Y |
| Career Guidance | 1 Day | Both | Both | Y | Y | Y |
| Comprehensive Assessments | 1 Day | Both | Both | Y | Y | Y |
| Customized Training | 6 months | Both | Both | Y | Y | Y |
| Federal Bonding Assistance | 1 Day | Both | Both | Y | Y | Y |
| Follow-Up Services | 12 months | Both | Both | Y | Y | Y |
| Individual Employment Plan Development | 1 Day | Both | Both | Y | Y | Y |
| Information on Available Services | 1 Day | Both | LE | Y | N | N |
| Initial Assessment | 1 Day | Both | Both | Y | Y | Y |
| Job Club/Workshops | 2 weeks | Both | Both | Y | Y | Y |
| Job Development | 1 Day | Both | Both | Y | Y | Y |
| Job Readiness Services | 1 week | Both | Both | Y | Y | Y |
| Job Referrals | 1 Day | Both | Both | N | Y | Y |
| Job Search Planning | 1 Day | Both | Both | Y | Y | Y |
| Job Search Workshop/Intensive | Planned | Both | Both | Y | Y | Y |
| Job Search Workshop/Mini | 1 Day | Both | Both | Y | Y | Y |
| KeyTrain | Planned | Both | Both | Y | Y | Y |
| Labor Market Information | 1 Day | Both | Both | Y | Y | Y |
| Occupational Skills Training | Planned | Both | Both | Y | Y | Y |
| On- the-Job Training OJT | Planned | Both | Both | Y | Y | Y |
| Profiling Orientation | 1 Day | Both | Both | Y | Y | Y |
| Referral to Educational Services | 1Day | Both | LE | Y | Y | N |
| Resume Assistance/Intensive | 1 Day | Both | Both | Y | Y | Y |
| Supportive Services On Going | Planned | Both | Both | Y | Y | Y |
| Supportive Services One Time | 1 Day | Both | Both | Y | Y | Y |
| TANF Grant Services | 1 Day | Both | LE | Y | N | N |
| Veterans Case Management Services - Non -VR&E | 12 months | Both | Both | N | Y | Y |
| Veterans Case Management Services - VR&E | 12 months | Both | Both | N | Y | Y |
| Veterans Placed in Federal Training | Planned | Both | Both | Y | Y | Y |
| Veterans Referral to Federal Training | 1 Day | Both | Both | Y | Y | y |
| Veterans Referral to Federal Job | 1 Day | Both | Both | Y | Y | y |

| Service Name | Service Duration Maximum | Participant | Performance Part | Extends Exit Date? | General Eligibility | WIA Program Eligibility |
|---|---|---|---|---|---|---|
| Veterans Referral to VR & E | 1 Day | Both | Both | Y | Y | y |
| Veterans TAPS | 1 Day | Both | Both | Y | Y | Y |
| Work Experience | Planned | Both | Both | Y | Y | Y |
| Work Opportunity Tax Credit Eligibility Determination | 1 Day | Both | Both | Y | Y | Y |
| Workkeys | 1 Day | Both | Both | Y | Y | Y |