

KEY DEFINITIONS FOR WIOA YOUTH PROGRAMS

General Definitions	
Advanced Training/ Occupational Skills Training	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) coincide with exit rather than short-term training that is part of services received while enrolled, and 3) result in attainment of a certificate (as defined below).
Basic Skills Deficient	The youth computes or solves problems, reads, writes, or speaks English at or below the eighth grade level or is unable to perform these tasks at a level necessary to function on the job, in the individual's family, or in society. States and grantees may develop their own definition, but it must include the language above.
Certificate	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 or for generic of pre-employment or work readiness skills are NOT included. Awarding entities include state educational agencies; college, tribal college, or proprietary school; professional, industry, employer organization; public regulatory agency; registered apprenticeship program; Job Corps; or education and training program approved by Dept. of Veterans Affairs. (as defined in TEGL 28-04)
Credential	Nationally recognized degree or certificate or State/locally recognized credential. Credentials include, but are not limited to a high school diploma, TASC or other recognized equivalents, postsecondary degrees, recognized skills standards, licensure, apprenticeship 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. (as defined in TEGL 7-99)
Date of participation	Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.
Disabled Youth	The definition of a youth with a disability is the same as that for any individual as defined in Section 3 of the Americans with Disabilities Act of 1990: a physical or mental impairment that substantially limits one or more of the major life activities; a record of such an impairment; or being regarded as having such an impairment. Because some youth with disabilities may not be able to improve their basic skills on standardized tests, states and local areas can choose alternative methods for measuring improvement for these youth.
Education	Participation in secondary school, post-secondary school, adult education programs, or any other program of study.

Educational Functioning Levels	The six Adult Basic Education (ABE) and six English as a Second Language (ESL) levels describe sets of skills and competencies that students entering at that level demonstrate in the areas of reading, writing, numeracy, speaking, listening, functional, and workplace skills. Participants are placed in levels based on their performance on standardized tests.
Employed at Date of Participation	An employed individual who did any work at all as a paid employee, in his or her own businesses, profession or farm, or works 15 hours or more per week as an unpaid worker in an enterprise operated by a member of the family, or is one who is not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job. The individual is not considered employed if he or she has received notice of termination of employment or the employer has issued a notice that the facility will close, or if he or she is active duty military and has been provided with a date of separation from military service. Note: This information is to be collected from the individual at intake and the date of participation, not from wage records.
Employed in any quarter after exit quarter	The individual should be considered as employed if wage records for any quarter after the exit quarter show earnings greater than zero. Wage records will be the primary data source for tracking employment in the quarter after exit. When supplemental sources are used, individuals should be counted as employed if, in the calendar quarter after exit, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.
English Language Learner	An Adult <u>or</u> Youth who: <ul style="list-style-type: none"> • Has limited ability in speaking, reading, writing, or understanding English. • Whose native language is a language other than English • Who lives in a family or community environment where a language other than English is the dominant language. • Key point to remember: Case by case determination: Someone who can converse English may not be fully fluent. Conversationally may mask ability to read, write, and/or understand English.
Exit	Customer does not receive a WIOA Title 1 funded or partner service for ninety days, and is not scheduled for services other than follow-up. The last date of service is the exit date . Planned gaps in service due to a health/medical condition or delay before entry into training should not cause an exit but must be documented.
Exit Quarter	The calendar quarter containing the exit date.
Health/Medical or Family Care	The participant is receiving medical treatment or providing care for a family member that precludes entry into unsubsidized employment or continued participation in the program, and is expected to last for less than 90 days.

Low-income	<p>2 ways to identify individual/youth:</p> <ol style="list-style-type: none"> 1. 70% of (LLSIL) Lower Living Standard Income Level 2. Living in a "high poverty" area-25% or higher poverty level in a given area.* <p>*Both automatically qualify a youth as low-income.*</p>
Institutionalized	<p>The participant is residing in an institution or facility providing 24-hour support such as a prison or hospital and expected to remain in that institution for at least 90 days.</p>
Offender*	<p>An adult <u>or</u> juvenile who:</p> <ul style="list-style-type: none"> • Is or has been subject to any stage of the criminal justice process. • Requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.
Military Status at Date of Participation	<p>If the youth is: 1) currently serving on active duty and has not been provided with a date of separation from military service or 2) a member of the National Guard or one of the Military Reserves and is currently serving in a mobilized status.</p>

<p>Out-of-School Youth (OSY)</p>	<p>Under WIOA Section 129(a)(1) an eligible youth is defined as follows: An Out of School youth is an individual who is:</p> <ul style="list-style-type: none"> (i) not attending any school (as defined under State law); (ii) not younger than age 16 or older than age 24 at the time of enrollment (our local priority is to serve youth ages 17 and older); and (iii) one or more of the following: <ul style="list-style-type: none"> (I) A school dropout. (II) 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 calendar quarter. (III) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is— <ul style="list-style-type: none"> (aa) basic skills deficient; or (bb) an English language learner. (IV) An offender. (V) A homeless individual aged 16 to 24 (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, (VI) in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement. (VII) An individual who is pregnant or parenting. (VIII) A youth who is an individual with a disability. (XI) A low-income individual who requires additional assistance* to enter or complete an educational program or to secure or hold employment. <p>Note: WIOA youth programs may consider a youth to be an OSY for purposes of WIOA youth program eligibility if he or she attend adult education provided under title II of WIOA, YouthBuild, Job Corps, high school equivalency programs, or dropout re-engagement programs regardless of the funding source of those programs. EXCEPTION: Youth attending high school equivalency programs funded by the public K-12 school system are considered ISY.</p>
<p>Post-secondary Education</p>	<p>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.</p>
<p>Post-test</p>	<p>A test administered to a participant at regular intervals during the program.</p>
<p>Pre-test</p>	<p>A test administered to a participant within 60 days following the date of participation. If a youth was tested within 6 months prior to the date of participation, the test results may be used.</p>

Quarter	A calendar quarter is a three month period within a calendar year. There are four calendar quarters: January through March, April through June, July through September, October through December.
Quarter after Exit	The quarter after the exit quarter.
Relocated to a Mandated Residential Program	For youth participants only, the participant is in the foster care system or any other mandated residential program and has moved from the area as part of such a program.
School	<p>Secondary or Post-secondary schools (2 or 4 year college as defined by NYS Law) USDOL deleted references to the term "Alternative School" and it is not required at this time to be defined in state plan.</p> <p>High School Equivalency programs funded by the public K-12 school system that are classified by the school system as school enrollment.*</p> <p><u>Not Considered a School if under WIOA Title II:</u></p> <ul style="list-style-type: none"> • YouthBuild Programs • Job Corp Programs • Adult Education WIOA Title II Programs • High School Equivalency (HSE) Programs* (unless funded by public K-12 system) • Drop Out Re-engagement Programs
Supplemental Data	Allowable sources of supplemental data for tracking employment-related outcomes include case management notes, automated labor exchange system administrative records, surveys of participants, and contacts with employers.
UI Wage Data	Unemployment Insurance (UI) wage data is information on wages collected by state UI systems in which records are kept for all individuals working in UI covered employment. At a minimum, information in the record includes employee name, SSN, address, and total earnings paid, listed separately by each employer, for all such employers in the quarter. UI wage records will be the primary data source for tracking the employment-related common measures or portions of measures. For additional allowable wage records, see TEGl 28-04, page 17.
Youth	A participant who is age 14-24, at the date of participation and meets all other WIOA Youth Program eligibility requirements. NOTE: Our local priority is to serve youth ages 17 and older.