

GLOSSARY OF TERMS

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 in a youth program, and (3) result in the attainment of an industry-recognized certificate.

Programs offered by degree-granting institutions that do not lead to an academic degree (e.g. AA, AS, BA, BS) are considered “advanced training/occupational skills training”.

BASIC SKILLS DEFICIENT:

means an individual who:

- a. Computes or solves problems, read, writes, or speaks English at or below grade level 8.9; or
- b. Is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual’s family or in society.

The Mississippi Partnership Workforce Board has adopted the following guidelines to determine if a person is basic skills deficient:

- Is below 9th grade level as determined by an acceptable standardized test, such as TABE, or school records
- Scores below a Bronze Level on the WorkKeys® Workplace Documents or Applied Math assessments
- High school cumulative GPA below a 2.5 on a 4.0 scale (in-school youth only)
- Taken but not passed the State end-of-course exams in Algebra I, English II, Biology, and US History (in-school youth only)
- Taken the ACT test but has not met the College or Career Readiness Benchmarks for English/Reading (English subscore of 18 or Reading subscore of 22) and Math (Math subscore 22) (in-school youth only)
- Lacks a high school diploma or its equivalent and is not enrolled in secondary school
- Scores below an 80 on the Work Ready Screening Tool for Youth (youth participants only)

BASIC SKILLS TRAINING:

Training provided to enhance locally defined inadequacies in levels of basic literacy skills which would improve an individual’s ability to function in the labor market and in society.

CAREER PATHWAY

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) 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);
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) 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;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.

CAREER PLANNING

The term “career planning” means the provision of a client-centered approach in the delivery of services, designed—

- (A) 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; and
- (B) to provide job, education, and career counseling, as appropriate during program participation and after job placement.

CASE MANAGEMENT:

The provision of a client-oriented approach in the delivery of services that includes the active participation of the client and is designed to:

- a. Prepare, coordinate, and monitor comprehensive employment plans and services that may be provided from a variety of agencies and staff, to ensure client access to the necessary training and supportive services;
- b. Provide job and career counseling; and
- b. Advocate for the client while frequently reassessing the client’s progress and needs.

CITIZENSHIP TRAINING:	Includes life skills training such as parenting, work behavior training, budgeting of resources, and an ethic of civic responsibility. Citizenship training is one aspect of the required youth program element broadly termed Leadership Development.
CLASSROOM TRAINING:	Academic and/or occupational training conducted in an institutional setting. Effective classroom training will provide linkages between academic and occupational learning
CREDENTIAL:	A recognized post-secondary credential is defined as a credential consisting of 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 baccalaureate degree. One of WIOA's purposes is to increase the attainment of recognized post-secondary credentials.
ELIGIBLE / ELIGIBILITY:	Refers to an individual's status in relation to his/her qualification to participate in a WIOA Title I-B funded program. Examples of eligibility criteria for various programs may include residency, age, economic status, serious barriers to employment, plant closure, layoff, etc. Specific youth eligibility requirements are defined Section 129(a).
ENROLLMENT:	An eligible participant who has been referred for WIOA Title I-B services and for whom enrollment documents have been completed and entered into the Management Information System (MIS).
EXITER:	A participant who has a termination date within the quarter and has not received any WIOA Title I-B or partner services for 90 days, except follow-up, and for whom there are no future services planned, has exited the program for the purposes of WIOA Title I-B performance measurement.
EXIT DATE:	The last date when WIOA Title I-B, or partner services were received by an individual, excluding follow-up services.
FISCAL AGENT:	The agency chosen by the Chief Elected Official to be responsible for the WIOA funds in the Workforce Development Area. Three Rivers PDD is the fiscal agent for the Mississippi Partnership.
FOLLOW-UP SERVICES:	All youth participants must receive some form of follow-up services for a minimum of 12 months after exiting the program. The types of services provided must be based on the needs of the individual. Some examples include leadership development; supportive services; regular contact with the youth's employer; job development, career counseling; adult mentoring; and tracking the progress of youth in employment after training.

HIGH SCHOOL DIPLOMA OR EQUIVALENT:

A GED, Hi-Set, TASC, or high school diploma recognized by the State. Mississippi students are afforded three graduation options: Regular High School Diploma, Occupational Diploma, and Certificate of Life Skills. A Certificate of Life Skills is not equivalent to a high school diploma.

HIGH SCHOOL GRADUATE:

For WIOA reporting and performance purposes, an individual is considered a high school graduate if at registration the youth has received his/her high school diploma or their HSE.

IN-KIND CONTRIBUTION:

Contributions provided, by a service provider and/or collaborating entities, from non-WIOA sources to support a WIOA Title I-B training program. In-kind contributions must be itemized in the proposal and contract budgets and are subject to audit.

IN-SCHOOL YOUTH:

“In-school youth” as used for the Gateway Program means an individual who is:

- a. A High School Students (targeting Juniors and Seniors who are interested in Career Tech fields in one of the target sectors); and
- b. Low-Income as defined by WIOA Law; and
- c. Has one or more of the following barriers:
 - (1) Basic Skills Deficient
 - (2) English Language Learner
 - (3) Offender
 - (4) Homeless or Runaway
 - (5) Foster Child
 - (6) Pregnant or Parenting
 - (7) Youth with a Disability

INTAKE:

The process of determining an individual’s eligibility for WIOA Title I-B services and completing the registration requirements.

INTERNSHIP:

A type of work experience conducted at the site of a private sector employer that focuses on job retention and occupational skills and helps youth acquire the personal attributes, knowledge, and skills to obtain a job and advance in employment. Internship assignments shall be for a reasonable length of time, based on training needs, and must result in the participant being hired by the employer with whom training occurred. Internships shall be accompanied by work readiness training that supports positive work ethic, and the requirements for successful job retention.

JOB DEVELOPMENT:

Planned and organized efforts to encourage employers or business organizations to make jobs available for WIOA Title I-B participants.

LEADERSHIP DEVELOPMENT: Leadership development opportunities are one of the required youth program elements. These activities may include exposure

to post-secondary educational opportunities; community and service learning projects; peer mentoring and tutoring; team work, decision-making and setting priorities. Citizenship/life skills training such as parenting, work behavior and budgeting of resources are also included in this element. Other examples include employability skills; positive social behaviors such as positive attitude, improving self esteem, awareness of cultural diversity issues, and work simulation activities.

LOW INCOME:

Low income is defined as an individual who can be placed in one or more of the following categories:

- a. receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;
- b. is in a family with total family income that does not exceed the higher of—
 - (1) the poverty line; or
 - (2) 70 percent of the lower living standard income level;
- c. is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));
- d. receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);
- e. is a foster child on behalf of whom State or local government payments are made;
- f. is an individual with a disability whose own income meets the income requirement of clause (ii), but who is a member of a family whose income does not meet this requirement; or
- g. is a youth who lives in a high poverty area. High-poverty area is defined as an area with at least 25% poverty rate as set every 5 years using American Community Survey 5-Year data.

LOWER LEVEL STANDARD INCOME LEVEL (LLSIL):

The income level (adjusted for regional, metropolitan urban, and rural differences and family size) determined annually by the Secretary of Labor based on the most recent “lower living family budget” issued by the Secretary of Labor.

MEASURABLE SKILL GAIN:

Measurable Skill Gains are used to measure interim progress of youth who are enrolled in education or training services. Examples of Measurable Skill gains include: (1) achievement of at least one educational functioning level, (2) attainment of a high school diploma or its equivalent, (3) secondary or post-secondary semester transcript showing progress towards graduation, or (4) successful passage of an exam.

MENTORING:

Process of matching an advisor with a participant in order to assist the participant in successfully completing training. The role of a mentor may also include assisting the participant in transitioning into employment. Adult mentoring is one of the required youth program elements and is further explained in Section 4 of the Youth Operations Manual.

MILITARY SERVICE:

Reporting for active duty. This means: (1) currently serving on active military duty and has not been provided with a date of separation from the military or (2) a member of the National Guard or one of the Military Reserves and is currently serving in a mobilized (active military duty) status.

NON-TRADITIONAL EMPLOYMENT:

Refers to occupations or fields of work for which individuals from one gender comprise less than 25% of the individuals employed in each occupation or field of work.

NOT ATTENDING SCHOOL:

In order for a youth to be considered “not attending school”, a youth may not be attending secondary school (high school) or any credit-bearing college classes (post-secondary school). For WIOA purposes, providers of Adult Education (AE) not funded/operated by a local school district are not considered as school and therefore youth who are attending AE classes may be enrolled as an out-of-school youth for WIOA.

If a youth is between school years and intends to return to school the youth is considered an in-school youth. If a youth is between high school graduation and postsecondary education, the youth is considered an in-school youth if they are registered for postsecondary education, even if they have not yet begun postsecondary classes at the time of WIOA youth program enrollment.

O*NET CODES:

Codes for a job or occupational title. Listings of O*NET Codes are available at <http://online.onetcenter.org/>

OBJECTIVE ASSESSMENT:	An examination of the basic skills level, occupational skills, prior work experience, and employability of a participant used to develop a service strategy and employment goal(s). Evaluating an individual's interests and aptitudes (including interests and aptitudes for non-traditional occupations), financial resources and needs, supportive service needs, and developmental needs are also essential in providing a thorough objective assessment.
OFFENDER:	An individual who is or has been subject to any stage of the criminal justice process, for whom services under WIOA Title I-B may be beneficial or an individual who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.
OUTCOME:	The documented impact on a participant of WIOA Title I-B services or interventions that is stated in terms of measurable indicators.
OUT-OF-SCHOOL YOUTH:	<p>"Out of school youth" means an individual who is:</p> <ul style="list-style-type: none"> a. Not attending any school; b. Not less than 16 and not more than age 24; c. Is in the one or more of the following categories: <ul style="list-style-type: none"> (1) A school dropout; (2) 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; (3) An individual who is subject to the juvenile or adult justice system; (4) A homeless, runaway, in foster care or has aged out of the foster care system, or in an out-of-home placement; (5) Pregnant or parenting; (6) An individual with a disability; (7) Have attained a secondary school diploma or its recognized equivalent who is low income and basic skills deficient or English language learner; or (8) Low Income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment
OUTREACH (RECRUITMENT):	This activity involves the publication and dissemination of information on program services directed toward individuals eligible to receive WIOA Title I-B training and support services.
PARTICIPANT:	An individual who has been determined eligible to participate in, and who is receiving WIOA Title I-B services (except follow-up services). Participation commences on the first day, following determination of eligibility, on which the individual begins receiving WIOA services provided under WIOA Title I-B.
PARTICIPATION:	Registration is the point at which an eligible individual is enrolled into a WIOA Title I-B funded activity. It is at this point that the

applicant becomes a “participant” and is included in the local area’s performance measurement.

PERFORMANCE MEASURES: WIOA Title I-B establishes a comprehensive performance accountability system to assess the effectiveness of States and local areas in achieving continuous improvement of workforce development activities, in order to optimize the return on investment of Federal funds.

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; these programs would be considered advanced training/occupational skills.

POST-SECONDARY INSTITUTION: A private or public non-profit institution that is authorized within a state to provide a program of education beyond secondary education, including community colleges, technical colleges, post-secondary vocational institutions, or tribally controlled community colleges.

POVERTY LEVEL: Means the poverty line as defined by the Office of Management and Budget, and revised annually in accordance with Section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) applicable to a family of the size involved.

PROGRAM ELEMENTS: Local programs must make the sixteen program elements available as options to youth participants. Each of the program elements are explained in Section 4 of the Youth Operations Manual.

PROGRAM YEAR: The twelve month period beginning on July 1 and ending on June 30 in the fiscal year for which the appropriation is made.

QUALIFIED APPRENTICESHIP: A program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency (State Apprenticeship Council). Approval is by certified registration, or other appropriate written credential.

RECENT ASSESSMENT: Under the Common Measures, a recent assessment is defined as an assessment administered up to six months prior to the date of first WIOA youth services.

REQUIRES ADDITIONAL ASSISTANCE (as it relates to Youth Eligibility): “Youth requiring additional assistance” is defined in the Mississippi Partnership Workforce Development Area as a youth who is low income and meets one of the following criteria:

- Lacks relevant work experience to secure or hold employment
- Lacks a credential related to a local target sector
- In need of an ITA to complete the Smart Start or Career Technical Pathway
- Has a court/agency referral mandating school attendance (ISY)
- A victim of or resides in an abusive environment
- Has neither the work experience nor the credential required for an occupation in demand for which training is necessary and will be provided (OSY)
- Has been fired from a job within six (6) months prior to application (OSY)
- Has never held a full-time job (30+ hours per week) for more than thirteen (13) consecutive weeks (OSY)
- Has a parent currently incarcerated
- Has been referred to or treated by an agency for substance abuse / psychological problems

WIOA Section 129(a)(3)(B) states that no more than five percent (5%) of in-school youth may be eligible based on the “Youth Requiring Additional Assistance Barrier.” No in-school youth may be enrolled in the WIOA In-School Youth Gateway Program with “Youth Requiring Additional Assistance” as his/her barrier without prior permission from the Fiscal Agent.

SCHOOL DROPOUT:

An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

SNAP:

Supplemental Nutrition Assistance Program (SNAP), formerly known as the food stamp program, provides monthly benefits that help low income households buy the food they need for good health. SNAP is a federal program administered on the local level by the Mississippi Department of Human Services.

SSI:

Supplemental Security Income (SSI) is a Federal income supplement program administered by the Social Security Administration funded by general tax revenues (*not* Social Security taxes). SSI is not the same as the Social Security Benefits paid through the Old Age, Survivors, and Disability Insurance (OASDI) Program. SSI is designed to help aged, blind, and disabled people who have little or no income and provides cash to meet basic needs for food, clothing, and shelter. The 2020 maximum SSI benefits for an individual is \$783.

SUPPORTIVE SERVICES:	Services that the assessment and ISS indicate are appropriate and necessary to enable an eligible individual, who cannot afford to pay for such services, to participate in a WIOA Title I-B training program. WIOA Title I-B funded supportive services may only be provided to a participant who is unable to obtain the services through other non-WIOA programs providing such services, and if the supportive service needs are such that, if not addressed, the individual will be unable to participate in program activities. Supportive services for youth may include linkage to community services; transportation; childcare; dependent care; housing; referral to medical services; and assistance with work attire and work-related tool costs and educational expenses.
TANF:	Temporary Assistance for Needy Families replaces AFDC as the primary Federal cash assistance program for families with children.
WIOA:	The Workforce Innovation and Opportunity Act of 2014.
WIN JOB CENTER:	The name given to the one-stop centers in the state of Mississippi. WIN stands for Workforce Investment Network.
WORK EXPERIENCE:	Work experiences are planned, structured learning experiences that occur in a workplace and are designed to enable youth to gain exposure to the working world and its requirements. These experiences should help youth to acquire the attributes, knowledge, and skills to obtain a job and advance in employment. Work experiences may be paid or unpaid. Local policy requires that work experience shall be conducted in the public or private non-profit sector, and shall be for a reasonable, but limited, length of time based on the needs of the participant. Work experiences shall be accompanied by work readiness training that supports positive work ethic, and the requirements for successful job retention.

ABBREVIATIONS AND ACRONYMS OF TERMS

ADA	Americans with Disabilities Act
AE	Adult Education
CEO	Chief Elected Official
CFR	Code of Federal Regulations
CRC	Career Readiness Certificate
DHS	Department of Human Services
DOE	Department of Education
DOL	United States Department of Labor
EEO	Equal Employment Opportunities
EEOC	Equal Employment Opportunity Commission
ES	Employment Service
ETA	Employment and Training Administration, U.S. Department of Labor
GED	General Education Development Certificate
HSE	High School Equivalency (Includes GED, TASC, and Hi-Set Diplomas)
ITA	Individual Training Account (Voucher)
LEO	Local Elected Official
LLSIL	Lower Level Standard Income Level
LMI	Labor Market Information
LWDB	Local Workforce Development Board
MDA	Mississippi Development Authority
MDES	Mississippi Department of Employment Security
MIS	Management Information System
NAWB	National Association Workforce Investment Boards
OIG	Office of the Inspector General
PDD	Planning and Development District
SWIB	State Workforce Investment Board

TABE	Test of Adult Basic Education
TANF	Temporary Assistance to Needy Families
UC	Unemployment Compensation
UI	Unemployment Insurance
WIA	Workforce Investment Act <i>or</i> Workforce Investment Area
WIOA	Workforce Innovation and Opportunity Act
WIB	Workforce Investment Board
WIN	Workforce Investment Network
WTW	Welfare-to-Work