

WIOA Services - PIRL OMB Control Number 1205-0521

Based on TEGL 10-16, Change 1 Attachment 7 - Table A

Career Services: WIOA Title I Adult and Dislocated Worker DRAFT

| PIRL - Types of Career Services | PIRL DATA ELEMENT NO. | Career Service/Activity Label (IWDS) | IWDS Career Service ID | Definition | *WIOA Performance Measure(s) | MTE - 50% | Same Day Service? |
|--|------------------------|--|------------------------|--|------------------------------|-----------|-------------------|
| Individualized Career Services | | | | | | | |
| Comprehensive and Specialized Assessment | 1004, 1200, 1201 | <u>Comprehensive and Specialized Assessments (Tests)</u> | 817 | This service is provided to make determinations of participants' skill levels and service needs. It is used to record diagnostic tests and comprehensive and/or specialized assessments of participants barriers to employment, occupational goal(s), along with the occupational knowledge, skills, and abilities associated with that goal, and service needs. This service may include interpreting the results of assessment tools as well as in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals. Other assessments may include: a) Prevailing local labor market conditions, including the unemployment rate, local employer skill demands and hiring prerequisites; and b) Transferable skills that the job seeker may possess that would be of interest to other local employers. | Employment Measures | No | Yes |
| Development of IEP | 1004, 1200, 1201, 1202 | <u>Development of an IEP</u> | 818 | The Individual Employment Plan (IEP) is jointly developed by the participant and career planner. The plan is an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to achieve the employment goals, including providing information on eligible providers of training services and career pathways to attain career objectives. The IEP is the basic instrument for the LWIAs to document the appropriateness of the decisions made about the combination of services for the participant, including referrals to other programs for specified activities. | Employment Measures | No | Yes |
| Group Counseling | 1004, 1200, 1201 | <u>Group Workforce Research/Workshops/Job Clubs</u> | 819 | Workshops - Facilitator-led, organized workshop intended to provide participants with knowledge of labor market information, skills assessment, applications/resume preparation, interviewing techniques, and job search techniques to enhance their search for employment. Job Clubs - Provide resource materials on job openings and job search skills as well as descriptive materials about vocations and the skills sets that are required to successfully gain employment. They may also provide group activities which support customers in conducting an independent job search. | Employment Measures | No | Yes |

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| Career Planning | 1004, 1200, 1202 | <u>Career Planning (Case Management)</u> | 411 | The provision of a client-centered approach in the delivery of services, designed to prepare and coordinate comprehensive employment plans, such as services strategies, for participants to ensure access to necessary workforce development activities and supportive services, using, where feasible, computer-based technologies; and to provide job, education, and career counseling, as appropriate during program participation and after job placement. | Employment Measures | No | Yes |
| Short-Term Prevocational Services | 1004, 1200, 1201, 1210 | <u>Short-Term Prevocational Services (Job Readiness)</u> | 423 | Services participants receive to prepare them to seek or obtain employment and to retain that employment. Services include development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training. Short-Term Prevocational Service should be recorded for a participant when there is not another WIOA Training service provided. When these services are provided in conjunction with a WIOA Training component, LWIAs should record "Job Readiness in Conjunction w/Training". | Employment Measures | Must Be Combined with Training | No |
| Internships and Work Experiences (including transitional jobs) | 1004, 1200, 1201, 1203, 1205; 1-7; 1211 | <u>Work-Based Learning Experiences (WBL)</u> | 421, 440, 441, 445, 446, 457, 794 | Work-based learning provides participants with work-base opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include: internships, service learning, paid and unpaid work experiences, on-the-job training (OJTs) incumbent worker training, transitional jobs and apprenticeships. | Employment Measures | Yes | No |
| | 1205-02 | <u>WBL - Internships (Not limited to summer months)</u> | 457 | Activity designed to provide adults, dislocated workers and youth with the opportunity to gain work experience and an understanding of the requirements for successful job retention by working as an intern in a public, private not-for-profit or private for-profit entity. Internships may be paid or unpaid. | Employment Measures | Yes | No |

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| | 1205-03 | <u>WBL - Pre-Apprenticeship Programs</u> | 421 | <p>A program that has a documented partnership with an employer and is designed to prepare individuals to enter and succeed in a Registered Apprenticeship which includes all of the following:</p> <ul style="list-style-type: none"> a) Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that has been designed to prepare participants to meet the minimum entry-level requirements of the Apprenticeship. b) Access to educational and career counseling, and other supportive services as needed by participants. c) Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework. d) Upon successful completion of the program, participants are supported to apply for a Registered Apprenticeship program and may receive preference for enrollment. | Employment Measures | Yes | No |
| | 1205-04 | <u>WBL - Job Shadowing</u> | 794 | <p>Job shadowing is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. They witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student and can be anywhere from a few hours, to a day, to a week or more.</p> | Employment Measures | Yes | No |

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| | 1205-06 | <u>WBL - Transitional Jobs</u> | 812 | <p>Transitional jobs are time-limited, wage-paid work experiences that are subsidized up to 100 percent. These jobs can be in the public, private, or non-profit sectors and are only available for individuals with barriers to employment who are chronically unemployed or who have an inconsistent work history, as determined by the local board. Transitional jobs provide individuals with work experience and an opportunity to develop important workplace skills within the context of an employee-employer relationship, in which the program provider generally acts as the employer, and with an opportunity to develop important workplace skills. Transitional jobs may provide a meaningful opportunity for individuals, especially those with barriers to employment and inconsistent work history, to gain experience that leads to stable long-term employment.</p> <p>Transitional Jobs requirements include: must be combined with comprehensive career and supportive services; must be designed to establish a work history for the individual, demonstrate success in the workplace, and develop the skills that lead to entry into and retention in unsubsidized employment; and unlike on-the-job training (OJT), with transitional jobs the training provider may be the employer of record and there is no requirement that the employer retains the individual upon completion of the transitional job, however, job retention is an ideal outcome.</p> | Employment Measures | Yes | No |
| | 1205-07 | <u>WBL - Other Work Experience Activities</u> | | <p>This activity should be recorded if the participant participated in another type of work experience other than:</p> <ul style="list-style-type: none"> a) summer employment or an internship during the summer months (WIOA Youth only); b) an internship or employment opportunity during the non-summer months or if it extends beyond the summer months; c) a pre-apprenticeship program; d) job shadowing; and e) on-the-job training (WIOA Youth only). | Employment Measures | Yes | No |
| | | <u>WBL - Paid Work Experience</u> | 446 | <p>This is an activity designed to promote the development of good work habits and basic work skills for youth who have never worked or who have been out of the labor force for an extended period of time. It is a planned, structured learning experience that takes place in a workplace for a limited period and for which the participant is paid. Work experience sites may be in the private for-profit, non-profit or public sectors. Labor standards apply in any work experience where the employee/employer relationship, as defined by the Fair Labor Standards Act, exists. Types of work experiences are Summer Youth Employment, Pre-Apprenticeship, Internships and Job Shadowing, and On-the-Job Training.</p> | Employment Measures | Yes | No |

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| | | <u>WBL - Unpaid Work Experience</u> | 445 | This is an activity designed to promote the development of good work habits and basic work skills for youth who have never worked or who have been out of the labor force for an extended period of time. It is a planned, structured learning experience that takes place in a workplace for a limited period and for which the participant is unpaid . Work experience sites may be in the private for-profit, non-profit or public sectors. Labor standards apply in any work experience where the employee/employer relationship, as defined by the Fair Labor Standards Act, exists. Types of work experiences are Summer Youth Employment, Pre-Apprenticeship, Internships and Job Shadowing, and On-the-Job Training. | Employment Measures | Yes | No |
| Workforce Preparation Activities | 1004, 1200, 1201 | <u>Workforce Preparation Activities</u> | 820 | Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, or training, or employment. Activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: a) Utilizing resources; b) Using information; c) Working with others; d) Understanding systems; e) Skills necessary for successful transition into and completion of postsecondary education or training or employment; and f) Other employability skills that increase an individual's preparation in the workforce. This includes the IL Career Pathways definition of Essential Employability skills. | Employment Measures | Yes | No |

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| Financial Literacy Services | 1004, 1200, 1201, 1206 | <u>Financial Literacy Services</u> | 496 | <p>Per § 681.500 the financial literacy education program element may include activities which:</p> <ul style="list-style-type: none"> a) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions; b) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards; c) Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit; d) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions; e) Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data; f) Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials; g) Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling; h) Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and i) Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction. | Employment Measures | No | No |

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| Out-of-Area Job Search Assistance and Relocation Assistance | 1004, 1200, 1201 | <u>Out-of-Area Job Search/Relocation Assistance</u> | 486 | Out-of-Area Job Search Assistance - Activity which assists adults and dislocated workers, who have skills which are in-demand in other labor markets, but not in the local labor market to locate employment opportunities. This includes the provision of access to job listings, telephones to contact employers, and clerical assistance for the preparation of resumes and other documents. Relocation Assistance - Services provided to an adult or dislocated worker who has secured employment outside the local labor market area and require assistance in moving to their new job site. The customer's Individual Employment Plan must support provision of this type of assistance. | Employment Measures | No | Yes |
| English-Language Acquisition and Integrated Education and Training Programs | 1004, 1200, 1201, 1207 | <u>English Language Education</u> | 434 | English-Language Acquisition – A program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that leads to attainment of the secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment. This term replaces the formerly used term English as a Second Language or adult ESL. Note: English Language Education activities will be reported to DOL as Training (1303-04) when another training is provided in conjunction with the English Language Acquisition programs. | Employment Measures | Yes | No |
| Basic Career Services | | | | | | | |
| Referred to Employment/Placement Assistance (STAFF Assisted) | 1003, 1004, 1105, 1106, 1107, 1108, 1109, 1110, 1111 | <u>Referred to Employment/Placement Assistance (STAFF Assisted)</u> | 467 | Individualized assistance by a career planner who matches a participant with existing job openings which are related to the customer's prior job experience or with the training program the individual has completed. | N/A | N/A | Yes |
| Job Search Assistance (STAFF Assisted) | 1003, 1004, 1104 | <u>Job Search Activities and Assistance (STAFF Assisted)</u> | 466 | Activity in which the Career Planner assists in the job search process including locating relevant job openings and setting up interviews with potential employers. | N/A | N/A | Yes |
| Information and Assistance Filing for UI | 1003, 1004, 1112 | <u>UI Filing Information (STAFF Assisted)</u> | 836 | Provision of information and assistance regarding filing claims for unemployment compensation, by which the one-stop must provide meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation. | N/A | N/A | Yes |
| Assistance Establishing Eligibility for Financial Aid | 1003, 1004, 1116 | <u>Assistance Establishing Eligibility for Financial Aid (STAFF Assisted)</u> | 837 | Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA. | N/A | N/A | Yes |

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*All WIOA participants will be included in the denominator for Employment Rate 2nd and 4th Quarter Post Exit. All registrants employed in 2nd Quarter Post Exit will be included in the denominator of the Median Wage measure. None of these services alone will trigger inclusion in the MSG and/or Credential.

Supportive Services: Supportive Services that are necessary to enable an individual to participate in career and training activities. See the tab on Supportive Services (SS) for a listing of available services.

Training Services: WIOA Title I Adult and Dislocated Workers DRAFT

| PIRL - Types of Training | PIRL DATA ELEMENT NO. | Training Service/Activity Label (IWDS) | IWDS Training Service ID | Definition | ***Performance Measures: Service Record Triggers Inclusion in MSG and/or Credential | MTE - 50% | WEX - 20% |
|---------------------------------------|-----------------------|---|--------------------------|---|---|-----------|-----------|
| *On-the-Job Training (non-WIOA Youth) | 1303-01 | * <u>OJT - Private Sector</u> | 441 | OJT is provided under a contract with an employer or registered apprenticeship program sponsor in the private non-profit or private sector. Through the OJT contract, occupational training is provided for the WIOA participant in exchange for the reimbursement, typically up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and supervision related to the training. LWIAs must consider skill requirements of the occupation, participant's academic and occupational skill, work experience and the IEP. An OJT contract must be limited to the period of time required for participant to become proficient in the training related occupation. Do NOT record if provided as part of a Registered Apprenticeship Program. | MSG | Yes | N/A |
| | | * <u>OJT - Public Sector</u> | 440 | OJT Provided in the Public Sector. | MSG | Yes | N/A |
| *Skill Upgrading | 1303-02 | * <u>Skill Upgrading and Retraining</u> | 814 | Short-term or part-time training designed to upgrade skills in the workplace and provide retraining to enhance current skills. Courses that provide an occupational changing type of instruction to prepare persons for entrance into a new occupation through instruction in new and different skills demanded by technological changes. Further, these are courses promoting skills upgrading to train incumbent workers in specific skills needed by that business or industry and that lead to potential career growth and increased wages. This includes courses that develop professional competencies that are particularly relevant to a vocational/occupational goal as specified in the Individual Employment Plan (IEP). It must be demonstrated that the training will result in the workers' acquisition of transferable skills or an industry-recognized certification or credential. | MSG/Credential | Yes | N/A |

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| Entrepreneurial Training (non-WIOA Youth) | 1303-03 | <u>Entrepreneurial Skills Training</u> | 428 | Entrepreneurial skills training must provide the basics of starting and operating a business. These skills include but are not limited to, developing budgets and forecasting resource needs, business plan development, securing financing, general business law concepts, employee management, and the understanding of marketing concepts. | MSG/Credential | Yes | N/A |
| Customized Training | 1303-05 | <u>Customized Training</u> | 442 | Training activity that is designed to provide training to adults and dislocated workers so as to meet the special requirements of an employer or group of employers. To be considered a countable training expenditure, the customized training: a) May not be more than 50% of the total training cost; and b) Must be with an employer who: i. Agrees to hire WIOA participants upon completion of the customized training; and ii. Are training employed workers who: 1) Do not earn wages at a self-sufficiency level and to whom the employer commits to continue to employ; and 2) Are being trained in new technologies, new production or service procedures, who require additional skills or workplace literacy required for employment, or for other appropriate purposes identified by local boards. | MSG | Yes | N/A |
| Occupational Skills Training (non-WIOA Youth) | 1303-06 | <u>Occupational Skills Training</u> | 424 | 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 must be specified in the participants Individual Employment Plan (IEP) and be of sufficient duration to impart needed skills and lead to a recognized postsecondary credential. Such programs should be outcome orientated and focused on an occupational goal specified in the IEP. | MSG/Credential | Yes | N/A |
| Prerequisite Training | 1303-08 | <u>Prerequisite Training</u> | 437 | A prerequisite course is defined as a course that is required or necessary as a prior condition to enter into a program of study. Postsecondary or advanced level course or other requirement that a student must have taken prior to enrolling in a specific course or program. Preparatory courses that may provide a participant with the knowledge or skills to enroll in another training such as entry, intermediate or advanced level postsecondary or occupational skills training. | MSG/Credential | Yes | N/A |
| Registered Apprenticeship | 1303-09 | <u>Registered Apprenticeship Program (RAP)</u> | 741 | An apprenticeship registered with the U.S. Department of Labor meeting the standards defined by USDOL. It is an employer-driven model that combines on-the-job training with job-related instruction in curricula tied to the attainment of industry-recognized skill standards. There are five key elements of apprenticeship: Business involvement; Structured on-the-job training; Related instruction; Rewards for skill gains; Industry-recognized credentials. NOTE: IWDS requires documentation of related OJT or Skill Upgrading and Retraining services. | MSG/Credential | Yes | N/A |

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|---|-----------------------|--|--------------------------|--|---|--|-----------|
| Other Non-Occupational Skills Training: | 1303-11 | <u>Other Non-Occupational Skills Training</u> | 435 | Training or education that does not lead to entry or advancement in a specific field or result in a recognized postsecondary credential. | MSG/Credential | Yes | N/A |
| | | <u>Placed in Adult Secondary Education (ASE)</u> | 431 | Adult Secondary Education (ASE) (at or above the 9th grade level) curriculum consists of approved courses designed to bring a student from ninth-grade through the twelve-grade competency level, as determined by standardized testing. This curriculum as well as the instruction must increase a student's ability to read, write and speak and perform mathematics. This should also lead to the attainment of a secondary school diploma or high school equivalency; and transition to postsecondary education and training; or employment. The curriculum is designed to prepare a student to achieve a High School Equivalency credential and includes College and Career Readiness Standards (CCRS) within each curriculum. The curriculum is also designed to accommodate the concept of individualized instruction and includes courses in basic skills; general academic and intellectual skills; reading literacy and communication skills; computational skills; technology and digital literacy skills; workforce/employability skills; life skills and career exploration/awareness skills; workplace literacy; family literacy/parenting; bridge instruction and U.S. Citizenship education. Outcomes may include HISET, GED, High School Diploma. | MSG/Credential | Yes | N/A |
| | | <u>Non-Registered Apprenticeship Program</u> | 838 | An apprenticeship that is not registered with the U.S. Department of Labor, but that meets all Registered Apprenticeship criteria other than application for registration. | MSG/Credential | Yes | N/A |
| Private Sector Training | 1333 | <u>Training Paid by Non-WIOA Title I Funds: Selections - Title II, Title III, Title IV, Apprenticeship Expansion, Public Sector Training, Private Sector Training, Other; Specify.</u> | 751 | This type of training should be recorded in specific circumstances when a participant is enrolled in training that is NOT being funded by WIOA/Formula funds. This may occur when a participant is receiving WIOA funded individualized career services, support or case management which may support his/her successful participation in and completion in a training program paid for by an alternate source. This service may be recorded to indicate a participant is in training and provide justification for when a participant is only provided case management or supportive services by WIOA. This type of training will NOT flag customers for inclusion in the Training measures unless they are provided with an additional WIOA funded training service. | N/A | Maybe - Request clarification from the Illinois Workforce Innovation Board | N/A |

*OJT (441) and/or *Skill Upgrading and Retraining (814) are NOT recorded in IWDS when the training program/service is directly related to the participant's Registered Apprenticeship training. These activities must be selected in a dropdown when adding a Registered Apprenticeship service.

**Reported as "WIOA Training" only when the participant is provided at least one of the following additional WIOA Trainings: Public or Private Sector On-the-Job Training (441/440); Entrepreneurial Training (428); Skill Upgrading and Retraining (814); Adult Secondary Education (431); Customized Training (442); Occupational Skills Training (424); Prerequisite Training (437); Registered Apprenticeship (741); Youth Occupational Skills Training (420); "Other Non-Occupational Skills Training" (435, 426). (1303, 1310, 1315; represent first, second, and third WIOA training service types in the PIRL).

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|--------------------------|-----------------------|--|--------------------------|------------|---|-----------|-----------|

***"Performance Measures: Service Record triggers inclusion in MSG/Credential": This column identifies the training services that are flagged to include participants in the denominator of the Measurable Skill Gains (MSG) or the Credential Attainment Rate (Credential) performance measure indicators. All WIOA participants will be included in the denominator for Employment Rate 2nd and 4th Quarter Post Exit. All registrants employed in 2nd Quarter Post Exit will be included in the denominator of the Median Wage measure. All participants who are in a Title I Adult- or Dislocated Worker-funded training program are included in the measurable skill gains indicator (which includes funding a training program for a secondary school program equivalent). This includes all participants in work-based training. All Adult and Dislocated Worker program participants who received training that was not OJT or Customized Training are included in the credential attainment indicator.

Supportive Services: Supportive Services that are necessary to enable an individual to participate in career and training activities. See the tab on Supportive Services (SS) for a listing of available services.

YOUTH Service Elements: Education/Career/Training DRAFT

| YOUTH Program Element | WIOA Youth Program Elements 1-14: Attachment 7 (Section 129C(2)) | PIRL DATA ELEMENT NO. | If received = WIOA Participant/Registrant Status? | IWDS Service List | IWDS Table Value | Definitions: All definitions are found in TEGL 21-16 Page 14-23 | ***Performance Measures: Indicate service enrollments that trigger inclusion in MSG/Credential | WEX - 20% | Same Day Service? |
|-----------------------|--|---|---|---|------------------|---|--|-----------|-------------------|
| 1 | Tutoring, Study Skills Training, Dropout Prevention | 1402 ("Educational Achievement Services") | YES | <u>Tutoring - Study Skills Training Instruction</u> | 439 | Educational Achievement Services: Dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent for a recognized postsecondary credential. Tutoring, study skills training and instruction that lead to a high school diploma are reported under this program element. Such services focus on providing academic support, helping youth identify areas of academic concern, assist with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Methods of instruction may be one-on-one, in a group setting or through resources and workshops. NOTE: Strategies designed to keeping youth IN SCHOOL should be reported here. These may include, but are not limited to tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction. Services getting a youth who has dropped out of school back in school are not reported here and should be reported in Youth Program Element #2 Alternative School/Dropout Recovery Services. | No | No | No |
| 2 | Alternative Secondary School Services | 1403 | YES | <u>Alternative School/Dropout Recovery Services</u> | 806 | Alternative secondary school services, such as Adult Education and Literacy Activities (Developmental Education) basic education skills training, individualized academic instruction, and English as a Second Language Training (English Language Education), are those that assist youth who have struggled in traditional secondary education. An alternative education program means a comprehensive educational program delivered in a nontraditional learning environment that is distinct and separate from the existing general or special education program. Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out-of-school. Services are aimed at reengaging youth, so they pursue education that leads to the completion of a high school diploma or its recognized equivalent. Examples of services include: a) basic education skills training; b) individualized academic instruction; c) English language learning; d) counseling related to re-engaging youth in secondary education; e) educational plan development; f) preparation for high school equivalency attainment (for high school dropouts only); and g) educating youth about alternative secondary school programs within the school district and helping them through the process of connecting to an appropriate program. | No | No | No |

YOUTH Service Elements: Education/Career/Training DRAFT

| YOUTH Program Element | WIOA Youth Program Elements 1-14: Attachment 7 (Section 129C(2)) | PIRL DATA ELEMENT NO. | If received = WIOA Participant/Registrant Status? | IWDS Service List | IWDS Table Value | Definitions: All definitions are found in TEGL 21-16 Page 14-23 | ***Performance Measures: Indicate service enrollments that trigger inclusion in MSG/Credential | WEX - 20% | Same Day Service? |
|-----------------------|--|--|---|--|-----------------------------------|--|--|-----------|-------------------|
| 3 | Paid and Unpaid Work Experience | 1205, 1405 "Work Experience Opportunities" | YES | Work-Based Learning Experiences: (WBL) | 421, 440, 441, 445, 446, 457, 794 | <p>Work experience is defined as 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. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Consistent with § 680.840 01..., funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage. Work experiences provide the youth participant with opportunities for career exploration and skill development. Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. The academic and occupational education component may occur inside or outside the work site. The work experience employer can provide the academic and occupational component or such components may be provided separately in the classroom or through other means. States and local areas have the flexibility to decide who provides the education component. The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries and/or occupations. Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience.</p> <p>WIOA identifies four categories of work experience: (1) summer employment opportunities and other employment opportunities available throughout the school year; (2) pre-apprenticeship programs; (3) internships and job shadowing; and (4) on-the-job training (OJT) opportunities as defined in WIOA Section 3(44) and in 20 CFR § 680.700.</p> | No | Yes | No |
| | | | | WBL - Paid Work Experience | 445 | This is an activity designed to promote the development of good work habits and basic work skills for youth who have never worked or who have been out of the labor force for an extended period of time. It is a planned, structured learning experience that takes place in a workplace for a limited period and for which the participant is paid . Work experience sites may be in the private for-profit, non-profit or public sectors. Labor standards apply in any work experience where the employee/employer relationship, as defined by the Fair Labor Standards Act, exists. Types of work experiences are Summer Youth Employment, Pre-Apprenticeship, Internships and Job Shadowing, and On-the-Job Training. | No | Yes | No |
| | | | | WBL - Unpaid Work Experience | 446 | This is an activity designed to promote the development of good work habits and basic work skills for youth who have never worked or who have been out of the labor force for an extended period of time. It is a planned, structured learning experience that takes place in a workplace for a limited period and for which the participant is unpaid . Work experience sites may be in the private for-profit, non-profit or public sectors. Labor standards apply in any work experience where the employee/employer relationship, as defined by the Fair Labor Standards Act, exists. Types of work experiences are Summer Youth Employment, Pre-Apprenticeship, Internships and Job Shadowing, and On-the-Job Training. | No | Yes | No |
| | | | | WBL - Internship (YOUTH Summer Months) | 841 | Summer Months Only: Activity designed to provide youth with the opportunity to gain work experience and an understanding of the requirements for successful job retention by working as an intern in a public, private not-for-profit or private for-profit entity. Internships may be paid or unpaid. | No | Yes | No |

YOUTH Service Elements: Education/Career/Training DRAFT

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|-----------------------|--|-----------------------|---|--|------------------|--|--|-----------|-------------------|
| | | | | <u>WBL - Internships (Not limited to Summer)</u> | 457 | Activity designed to provide adults, dislocated workers and youth with the opportunity to gain work experience and an understanding of the requirements for successful job retention by working as an intern in a public, private not-for-profit or private for-profit entity. Internships may be paid or unpaid. | No | Yes | No |
| | | | | <u>WBL - Pre-Apprenticeship Programs</u> | 421 | A program that has a documented partnership with an employer and is designed to prepare individuals to enter and succeed in a Registered Apprenticeship which includes all of the following: a) Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that has been designed to prepare participants to meet the minimum entry-level requirements of the Apprenticeship. b) Access to educational and career counseling, and other supportive services as needed by participants. c) Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework. d) Upon successful completion of the program, participants are supported to apply for a Registered Apprenticeship program and may receive preference for enrollment. | No | Yes | No |
| | | | | <u>WBL - Job Shadowing</u> | 794 | Job shadowing is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. They witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student and can be anywhere from a few hours, to a day, to a week or more. | No | Yes | No |
| | | | | <u>WBL - OJT - Private Sector (Youth)</u> | 840 | OJT is provided under a contract with an employer or registered apprenticeship program sponsor in the public, private non-profit, or private sector. Through the OJT contract, occupational training is provided for the WIOA participant in exchange for the reimbursement, typically up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and supervision related to the training. LWIAs must consider skill requirements of the occupation, participant's academic and occupational skill, work experience and the ISS. An OJT contract must be limited to the period of time required for participant to become proficient in the training related occupation. Do NOT record if provided as part of a Registered Apprenticeship Program. Note: Youth OJTs are not considered "training" for inclusion in MSG or Credential Measures. | No | Yes | No |
| | | | | <u>WBL - OJT - Public Sector (Youth)</u> | 839 | OJT Provided in the Public Sector. | No | Yes | No |
| | | | | <u>WBL - Other Work Experience Activities</u> | | This activity should be recorded if the participant participated in another type of work experience other than: a) summer employment or an internship during the summer months (WIOA Youth only); b) an internship or employment opportunity during the non-summer months or if it extends beyond the summer months; c) a pre-apprenticeship program; d) job shadowing; and e) on-the-job training (WIOA Youth only). | No | Yes | No |

YOUTH Service Elements: Education/Career/Training DRAFT

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|-----------------------|--|-----------------------|---|--|------------------|--|--|-----------|-------------------|
| | | | <i>Coming in Round II</i> | Employability Skills/Job Readiness Training (for Youth WEX) | 423 | Services that follow the Employability Skills Framework which advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments. These services must provide youth with employability skills/job readiness training in order to prepare for a work experience. | No | Yes | No |
| 4 | Occupational Skills Training | 1303-10 | | Occupational Skills Training YOUTH | 420 | Short-term or part-time training designed to upgrade skills in the workplace and provide retraining to enhance current skills. Courses that provide an occupational changing type of instruction to prepare persons for entrance into a new occupation through instruction in new and different skills demanded by technological changes. Further, these are courses promoting skills upgrading to train incumbent workers in specific skills needed by that business or industry and that lead to potential career growth and increased wages. This includes courses that develop professional competencies that are particularly relevant to a vocational/occupational goal as specified in the Individual Service Strategy (ISS). It must be demonstrated that the training will result in the workers' acquisition of transferable skills or an industry-recognized certification or credential. | MSG/Credential | No | No |
| | | 1303-02 | | Skill Upgrading/Retraining | 814 | A participant who already possesses occupational/academic skills is provided training to upgrade his/her skills, and/or to retrain to gain or maintain skill necessary to become or remain gainfully employed. Do NOT record if provided as part of a Registered Apprenticeship Program. For youth the training develops professional competencies that are particularly relevant to vocational/occupation goals set in the ISS. The training should result in an acquisition of transferable skills or an industry recognized certification or credential. | MSG/Credential | No | No |
| | | 1303-05 | | Customized Training | 442 | Training activity that is designed to provide training to adults and dislocated workers so as to meet the special requirements of an employer or group of employers. To be considered a countable training expenditure, the customized training: a) May not be more than 50% of the total training cost; and b) Must be with an employer who: i. Agrees to hire WIOA participants upon completion of the customized training; and ii. Are training employed workers who: 1) Do not earn wages at a self-sufficiency level and to whom the employer commits to continue to employ; and 2) Are being trained in new technologies, new production or service procedures, who require additional skills or workplace literacy required for employment, or for other appropriate purposes identified by local boards. | MSG | Yes | No |
| | | 1303-08 | | Prerequisite Training | 437 | A prerequisite course is defined as a course that is required or necessary as a prior condition to enter into a program of study. Postsecondary or advanced level course or other requirement that a student must have taken prior to enrolling in a specific course or program. Preparatory courses that may provide a participant with the knowledge or skills to enroll in another training such as entry, intermediate or advanced level postsecondary or occupational skills training. | MSG/Credential | No | No |

YOUTH Service Elements: Education/Career/Training DRAFT

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|-----------------------|--|-----------------------|---|--|------------------|--|--|-----------|-------------------|
| | | 1303-09 | | <u>Registered Apprenticeship Program (RAP)</u> | 741 | YOUTH Registered Apprenticeship Program: A program for youth (ages 16 to 24) currently enrolled in secondary education or pursuing a high school equivalency, including those with disabilities, that include, at a minimum, the following: a) 450 hours of paid on-the-job training under the supervision of a mentor; b) At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential; c) Ongoing and a final assessment measuring success in mastering skill standards; d) Career exploration where participants learn about several positions within the employer and the field; e) Wraparound supports (e.g., case management and counseling) and holistic upskilling (e.g., technical skills and soft skills); and f) Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2- and 4-year programs). | MSG/Credential | Yes | No |
| | | 1303-11 | | <u>Other Non-Occupational Skills Training</u> | 435 | "Other" Non-Occupational Skills Training activities may consist of the following types of WIOA training: - Training that is not tied to the career pathway identified in the youth's ISS - Training or education that does not lead to entry or advancement in a specific field - Training or education that does not result in a recognized postsecondary credential | MSG/Credential | No | No |
| | | | | <u>Placed in Adult Secondary Education</u> | 431 | Adult Secondary Education (ASE) (at or above the 9th grade level) curriculum consists of approved courses designed to bring a student from grade nine through the twelfth-grade competency level, as determined by standardized testing. This curriculum as well as the instruction must increase a student's ability to read, write and speak and perform mathematics. This should also lead to the attainment of a secondary school diploma or high school equivalency; and transition to postsecondary education and training; or employment. The curriculum is designed to prepare a student to achieve a High School Equivalency credential and includes College and Career Readiness Standards (CCRS) within each curriculum. The curriculum is also designed to accommodate the concept of individualized instruction and includes courses in basic skills; general academic and intellectual skills; reading literacy and communication skills; computational skills; technology and digital literacy skills; workforce/employability skills; life skills and career exploration/awareness skills; workplace literacy; family literacy/parenting; bridge instruction and U.S. Citizenship education. Outcomes may include HISET, GED, High School Diploma. | MSG/Credential | No | No |
| | | | | <u>Non-Registered Apprenticeship</u> | 838 | An apprenticeship that is not registered with the U.S. Department of Labor, but that meets all Registered Apprenticeship criteria other than application for registration. | MSG/Credential | YES | No |
| 5 | Education Offered Concurrently with Workforce Preparation | 1407 | YES | <u>Concurrent Conceptual Training</u> | 807 | This service refers to the concurrent delivery of developmental education, basic academic skills, such as alternative secondary school services and dropout recovery services (element 2), workforce preparation activities that occur as part of a work experience (element 3) and occupational skills training (element 4). These components make up an integrated education and training model (IET), defined in the Career Pathways Dictionary. Currently, the system is tracking these elements for Title I Youth to determine concurrent delivery and report an IET. | No | No | No |

YOUTH Service Elements: Education/Career/Training DRAFT

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| 6 | Leadership Development | 1408 | YES | <u>Leadership Development</u> | 475 | 20 CFR § 681.520 defines this program element as opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as: a) Exposure to postsecondary educational possibilities; b) Community and service-learning projects; c) Peer-centered activities, including peer mentoring and tutoring; d) Organizational and teamwork training, including team leadership training; e) Training in decision-making, including determining priorities and problem solving; f) Citizenship training, including life skills training such as parenting and work behavior training; g) Civic engagement activities which promote the quality of life in a community; and h) Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee. | No | No | No |
| 8 | Adult Mentoring | 1410 | YES | <u>Adult Mentoring</u> | 478 | 20 CFR § 681.490 states that adult mentoring must last at least 12 months and may take place both during the program and following exit from the program and be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. The final rule also states that while group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company. Local programs should ensure appropriate processes are in place to adequately screen and select mentors. | No | No | No |
| 10 | Comprehensive Guidance and Counseling | 1411 | | <u>Comprehensive Guidance and Counseling</u> | 477 | 20 CFR § 681.510 states that comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service. When resources exist within the local program or its service providers, it is allowable to provide counseling services directly to participants rather than refer youth to partner programs. | No | No | Yes |

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|-----------------------|--|-----------------------|---|--|------------------|--|--|-----------|-------------------|
| 11 | Financial Literacy Education | 1206 | | <u>Financial Literacy Services</u> | 496 | <p>Per § 681.500 the financial literacy education program element may include activities which:</p> <ul style="list-style-type: none"> a) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions; b) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards; c) Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit; d) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions; e) Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data; f) Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials; g) Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling; h) Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and i) Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction. | No | No | No |
| 12 | Entrepreneurial Skills Training | 1413 | | <u>Entrepreneurial Skills Training</u> | 843 | <p>20 CFR § 681.560 states this program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to take initiative; creatively seek out and identify business opportunities; develop budgets and forecast resource needs; understand various options for acquiring capital and the trade-offs associated with each option; and communicate effectively and market oneself and one's ideas.</p> <p>Approaches to teaching youth entrepreneurial skills may include, but are not limited to:</p> <ul style="list-style-type: none"> a) Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start-up and operation; b) Enterprise development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas; and c) Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community. | No | No | No |

YOUTH Service Elements: Education/Career/Training DRAFT

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| 13 | Services that Provide Labor Market Information | 1414 | | <u>Labor Market Information (LMI)</u> | 3 | Under 20 CFR § 681.460 (a)(13), this element includes "services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services." This element is not further described in the Youth section of the final rule; however, the Wagner-Peyser regulation at 20 CFR § 651.10 provides additional information about this element under the definition of workforce and labor market information. That section defines workforce and labor market information as "the body of knowledge that describes the relationship between labor demand and supply". Workforce GPS Youth Connections - This element includes: Labor Market Information, Career Awareness, Career Exploration, Career Counseling and Guidance, Career Planning, and Other Career Exploration Resources and Tools. | No | No | Yes |
| | | | | <u>Job Search Activities and Assistance (STAFF)</u> | 466 | Activity in which the Career Planner assists in the job search process including locating relevant job openings and setting up interviews with potential employers. | No | No | Yes |
| | | | | <u>Vocational Exploration</u> | 422 | Vocational Exploration is the process of learning about yourself and the world of work, identifying and exploring potentially satisfying occupations and developing an effective strategy to realize goals. | No | No | Yes |
| | | | | <u>Group Workforce Research/Workshops/Job Clubs</u> | 819 | Workshops - Facilitator-led, organized workshop intended to provide participants with knowledge of labor market information, skills assessment, applications/resume preparation, interviewing techniques, and job search techniques to enhance their search for employment. Job Clubs - Provide resource materials on job openings and job search skills as well as descriptive materials about vocations and the skills sets that are required to successfully gain employment. They may also provide group activities which support customers in conducting an independent job search. | No | No | Yes |
| 14 | Postsecondary Preparation and Transition Activities | 1415 | | <u>Prep Transition to Postsecondary Education</u> | 824 | In 20 CFR § 681.460 (a)(14), the final program element is activities that help youth prepare for and transition to postsecondary education and training. This element is not further described in the final rule. Postsecondary preparation and transition activities and services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship. Additional services include, but are not limited to, assisting youth to prepare for SAT/ACT testing; assisting with college admission applications; searching and applying for scholarships and grants; filling out the proper Financial Aid applications and adhering to changing guidelines; and connecting youth to postsecondary education programs. | No | No | No |

***Performance Measures: Service Record triggers inclusion in MSG and/or Credential: This column identifies training services that, when provided, will include participants in the denominator of the Measurable Skill Gains (MSG) or the Credential Attainment Rate (Credential) performance measure indicators at exit. All WIOA registrants will be included in the denominator for Employment Rate 2nd and 4th Quarter Post Exit. All registrants employed in 2nd Quarter Post Exit will be included in the denominator of the Median Wage measure. All ISY are included in the MSG and Credential Attainment Rate measures since they are attending secondary or postsecondary school. Only OSY who are in one of the following are included in the indicator: the program element occupational skills training; secondary education at or above the 9th grade level during participation in the Title I Youth program; postsecondary education during participation in the Title I Youth program; Title II-funded adult education at or above the 9th grade level during participation in the Title I Youth program; the YouthBuild program during participation in the Title I Youth program; and Job Corps during participation in the Title I Youth program.

YOUTH Service Elements: Education/Career/Training DRAFT

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|---|--|--|---|---|------------------|---|--|-----------|-------------------|
| Additional Available YOUTH CAREER SERVICES: ROUND II Refinement and Reporting Mapping | The services below have not been tied to an element. | | | | | | | | |
| | | 1003, 1004, 1105, 1106, 1107, 1108, 1109, 1110, 1111 | | <u>Referred to Employment/ Placement Assistance (STAFF Assisted)</u> | 467 | Individualized assistance by a career planner who matches a participant with existing job openings which are related to the customer's prior job experience or with the training program the individual has completed. | N/A | N/A | Yes |
| | | 1003,1004, 1104 | | <u>Job Search Activities and Assistance (STAFF Assisted)</u> | 466 | Activity in which the Career Planner assists in the job search process including locating relevant job openings and setting up interviews with potential employers. | N/A | N/A | Yes |
| | | 1003, 1004, 1116 | | <u>Assistance Establishing Eligibility for Financial Aid (STAFF Assisted)</u> | 837 | Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA. | N/A | N/A | Yes |
| | | 1003, 1004, 1112 | | <u>UI Filing Information (STAFF Assisted)</u> | 836 | Provision of information and assistance regarding filing claims for unemployment compensation, by which the one-stop must provide meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation. | N/A | N/A | Yes |
| | | | | <u>Integrated Resource Team</u> | 804 | | N/A | N/A | No |
| | | 1004, 1200, 1203 | | <u>Career Planning (Case Management)</u> | 411 | One-on-one staff assistance and career counseling. Activities to assess the areas in which WIOA participants have the greatest needs. Provision of individualized counseling to clients to assist them in determining whether or not their existing skills are in demand in the local economy. If marketable skills are found to exist, the client should be directed to activities which assist him/her in obtaining job search skills or locating potential employment opportunities. If marketable skills do not exist, the client should receive information about skills which are in demand, the training needed to obtain employment in these occupations, and training assistance which can be provided by the WIOA program. In addition, note that case management is the act of connecting youth to appropriate services and not a program element. Case managers providing case management should not be reported as one of the 14 youth program elements in the PIRL. | N/A | N/A | Yes |
| | | | | <u>Individual Service Strategy (ISS)</u> | 825 | | N/A | N/A | Yes |

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| | | | | Cash Incentives | | <p>Incentive payments to youth participants are permitted for recognition and achievement of milestones directly tied to training activities, work experiences, or education. Such incentives for achievement could include improvements marked by acquisition of a credential or other successful outcomes. The local program must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are tied to the goals of the specific program; outlined in writing before the commencement of the program that may provide incentive payments; align with the local program's organizational policies; and are in accordance with the requirements contained in 2 CFR Part 200.</p> <p>Federal funds must not be spent on entertainment costs. Therefore, incentives must not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment. Additionally, there are requirements related to internal controls to safeguard cash, which also apply to safeguarding of gift cards, which are essentially cash.</p> | N/A | ? | |

WIOA Services - PIRL OMB Control Number 1205-0521

WIOA Work Based Learning Experiences - (PIRL Data Element No. 1409 and 1500)

WIOA Title I Supportive Services DRAFT

Supportive Services: Supportive Services that are necessary to enable an individual to participate in career and training activities.

| PIRL DATA ELEMENT NO. | Career Service/Activity Label (IWDS) | IWDS Career Service ID | Definition |
|------------------------------|---|-------------------------------|---|
| 1409 | <u>Support Service - Child Care</u> | 491 | Services provided to a customer to permit his/her participation in a WIOA-funded career service or training program or their retention of a job gained through WIOA participation by ensuring that children or other dependents of the customer are properly cared for during the period of time a customer is in training or at work. Assistance may include child/adult day care or after school programs which are in-home or outside the home. Childcare usually includes supervision and shelter and may include meals and transportation. |
| | <u>Support Service- Transportation</u> | 492 | Services provided to a customer to permit his/her participation in a WIOA-funded career service or training program or retention of a job gained through WIOA participation by ensuring that he or she has the ability to make the trip from his or her residence to the training or employment site (and childcare site, if necessary) and back. Assistance may include the cost of public transportation or mileage reimbursement if the customer is using his or her vehicle for transportation purposes. |

WIOA Services - PIRL OMB Control Number 1205-0521

WIOA Work Based Learning Experiences - (PIRL Data Element No. 1409 and 1500)

WIOA Title I Supportive Services DRAFT

Supportive Services: Supportive Services that are necessary to enable an individual to participate in career and training activities.

| PIRL DATA ELEMENT NO. | Career Service/Activity Label (IWDS) | IWDS Career Service ID | Definition |
|------------------------------|---|-------------------------------|--|
| | <u>Support Service - Health Care</u> | 493 | Services provided to a customer to permit his/her participation in a WIOA-funded career service or training program or retain employment that was gained through WIOA participation by ensuring that needed health services are made available. Health care services may include, but are not limited to: a) Physical examination required for participation in training or as a condition of employment; b) Provision of eyeglasses; c) Essential dental services; d) Reasonable accommodations for individuals with disabilities; and e) Other essential health care that is required by the program. |

WIOA Services - PIRL OMB Control Number 1205-0521

WIOA Work Based Learning Experiences - (PIRL Data Element No. 1409 and 1500)

WIOA Title I Supportive Services DRAFT

Supportive Services: Supportive Services that are necessary to enable an individual to participate in career and training activities.

| PIRL DATA ELEMENT NO. | Career Service/Activity Label (IWDS) | IWDS Career Service ID | Definition |
|-----------------------|---|------------------------|--|
| | <u>Other Supportive Services</u> | 494 | Other supportive services that are made available to customers to enable their participation in a WIOA-funded career service or training program or to assist them in retaining a job gained through WIOA participation. These may include, but are not limited to: a) Assistance with educational testing; b) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as protective eye gear; c) Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; d) Payments and fees for employment and training-related applications, tests, and certifications; e) Meals (for youth only); and f) Other reasonable expenses to permit a customer to participate in the WIOA program or keep his/her employment. |
| | <u>Support Service - Housing Assistance</u> | 498 | Services provided to a customer to permit his/her participation in a WIOA-funded career service or training program or retention of a job gained through WIOA participation by ensuring that he or she maintains or obtains adequate shelter for themselves and their families while they are a program participant. |

WIOA Services - PIRL OMB Control Number 1205-0521

WIOA Work Based Learning Experiences - (PIRL Data Element No. 1409 and 1500)

WIOA Title I Supportive Services DRAFT

Supportive Services: Supportive Services that are necessary to enable an individual to participate in career and training activities.

| PIRL DATA ELEMENT NO. | Career Service/Activity Label (IWDS) | IWDS Career Service ID | Definition |
|------------------------------|---|-------------------------------|---|
| 1500 | <u>*SS - Needs-Related Payments</u> | 488 | Needs-Related Payments provide financial assistance to participants enabling them to participate in training. * Unlike other supportive services, in order to qualify for needs-related payments, a participant must be enrolled in training. Participants may receive needs-related payments 30 days prior to training; however, States may grant local areas the authority to extend eligibility for exceptional circumstances. |

WIOA Services - PIRL OMB Control Number 1205-0521

WIOA Follow-Up Services - (PIRL Data Element No. 1412 and 1503)

Follow-Up Services: WIOA Title I Adult, Dislocated Workers and Youth DRAFT

| PIRL DATA ELEMENT NO. | Service/Activity Label (IWDS) | IWDS Training Service ID | Definition |
|--------------------------|----------------------------------|--------------------------------|---|
| 1412, 1503 | <u>Follow-Up Services</u> | 490 | <p>Follow-up services must be provided, as appropriate, including: Counseling regarding the workplace, for participants in adult or dislocated worker workforce investment activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment.</p> <p>20 CFR § 681.580 describes follow-up services as “critical services provided following a youth’s exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.” Follow-up services may begin immediately following the last expected date of service in the Youth program (and any other DOL program in which the participant is co-enrolled if the state is using a common exit policy as discussed in TEGL No. 10-16) when no future services are scheduled. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program. The final rule also states that follow-up services for youth also may include the following program elements:</p> <ul style="list-style-type: none"> a) Supportive services; b) Adult mentoring; c) Financial literacy education; d) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and e) Activities that help youth prepare for and transition to postsecondary education and training. <p>Provision of these program elements must occur after the exit date in order to count as follow-up services. DOL recommends that when these services are provided as follow-up services they are coded as follow-up services in state/local management information systems as opposed to program services provided prior to program exit so that management information systems clearly differentiate follow-up services from those services provided prior to exit. In addition, such follow-up services should be documented in the case file that they were provided as follow-up services post exit.</p> |

WIOA Title I Disaster Relief Employment DRAFT

| Types of Disaster Recovery Employment Services | PIRL DATA ELEMENT NO. | DRE Activity Label (IWDS) | IWDS Table Value | Definition | WIOA Performance Measure(s) | MTE - 50% | WEX - 20% | Same Day Service? |
|--|-----------------------|--|------------------|--|-----------------------------|-----------|-----------|-------------------|
| Disaster Relief Employment | 2004 | <u>Disaster Relief Employment</u> | 799 | Temporary employment (limited to 2080 hours or 12 months, whichever is longer) of Disaster Recovery project participants to provide humanitarian assistance and/or disaster clean-up and recovery assistance in disaster-declared, eligible counties to assist communities with disaster efforts. Humanitarian assistance generally includes actions designed to save lives, alleviate suffering, and maintain human dignity in the immediate aftermath of disasters, including activities such as the provision of food, clothing, and shelter. Disaster clean-up and recovery efforts include activities such as demolition, repair, renovation and reconstruction of damaged and destroyed structures, facilities and lands located within the disaster area. | N/A | No | N/A | No |
| Disaster Relief Safety Training | 2004 | <u>Disaster Relief Safety Training</u> | 842 | Safety orientation, safety training, equipment training for Disaster Relief Employment participants to safely perform work activities. | N/A | No | N/A | No |
| Disaster Relief Supportive Services | 1409 | <u>SS - Child/Dependent Care for DRE</u> | 854 | Services provided to a DRE customer to permit his/her participation in Disaster Relief Employment (DRE) by ensuring that children or other dependents of the customer are properly cared for during the period of time a customer is in a DRE activity. Assistance may include child/adult day care or after school programs which are in-home or outside the home. Child care usually includes supervision and shelter and may include meals and transportation. | N/A | No | N/A | No |
| | | <u>SS - Emergency Assistance for DRE</u> | 856 | A one-time or rare expense to allow a Disaster Relief Employment participant to participate in DRE activities by removing or reducing barriers to participation. Examples of emergency assistance include payment of utility bills, car insurance payment, rent payment, and vehicle repairs. | N/A | No | N/A | No |
| | | <u>SS - Housing Assistance for DRE</u> | 855 | Supportive services which assist DRE customers in maintaining or obtaining adequate shelter for themselves and their families while in Disaster Relief Employment by removing or reducing barriers to participation. | N/A | No | N/A | No |
| | | <u>SS - Medical Tests/Care for DRE</u> | 849 | Services provided to a DRE customer to permit him/her to participate in Disaster Relief Employment (DRE) by ensuring that needed health care services are made available. Health care services may include, but are not limited to: a) Medical care and diagnostics; b) Provision of vision services, including eyeglasses; c) Essential dental services; d) Reasonable accommodations for individuals with disabilities; e) Drug, alcohol abuse counseling; and f) Other health care or mental health services. | N/A | No | N/A | No |
| | | <u>SS - Other Supportive Service for DRE</u> | 844 | Other supportive services not listed elsewhere that are made available to DRE customers to enable their participation in Disaster Relief Employment by removing or reducing barriers to participation. | N/A | No | N/A | No |
| | | <u>SS - Safety Equipment for DRE</u> | 852 | Safety equipment needed for safely carrying out Disaster Relief Employment work tasks. | N/A | No | N/A | No |

WIOA Title I Disaster Relief Employment DRAFT

| Types of Disaster Recovery Employment Services | PIRL DATA ELEMENT NO. | DRE Activity Label (IWDS) | IWDS Table Value | Definition | WIOA Performance Measure(s) | MTE - 50% | WEX - 20% | Same Day Service? |
|--|-----------------------|---|------------------|---|-----------------------------|-----------|-----------|-------------------|
| | | <u>SS - Testing/Licensing/Certification for DRE</u> | 857 | Testing, licensing, certification necessary for Disaster Relief Employment participation or continuation. | N/A | No | N/A | No |
| | | <u>SS - Transportation Assistance for DRE</u> | 853 | Services provided to a DRE customer to permit his/her participation in Disaster Relief Employment (DRE) by ensuring that he/she has the ability to make the trip from his or her residence to the Disaster Relief Employment worksite (and childcare site, if necessary) and back. Assistance may include the cost of public transportation or mileage reimbursement if the customer is using his or her vehicle for transportation purposes. | N/A | No | N/A | No |
| | | <u>SS - Work Clothing for DRE</u> | 850 | Work clothing needed for Disaster Relief Employment such as boots, shirts, pants, gloves, rain gear, winter clothing/gear, etc. | N/A | No | N/A | No |
| | | <u>SS - Work Tools/Supplies for DRE</u> | 851 | Tools and/or supplies provided to a specific participant to carry out their Disaster Relief Employment work. If items are purchased for and/or assigned to a worksite, it is not reported as a Supportive Service to a participant. | N/A | No | N/A | No |