Management Information Systems Manual
# Management Information Systems Manual

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SECTION I - GENERAL INFORMATION

Data Collection Requirements

The State and Local Workforce Investment Boards (Local Boards) are required to establish basic standard operating procedures for data collection and handling to ensure the quality and integrity of the data over time. This includes standards for data verification, data validation, and data security. The purpose of these measures is to ensure resulting electronic databases and reports are certifiably accurate.

Data verification is a process that involves checking the accuracy of all, or a sample of, computerized records against the original paperwork or other source(s). Although the goal of data entry is to achieve 100 percent correct entries, it is rarely accomplished due to recording or keying errors. The data verification process is the confirmation of the accuracy of all, or a sample of, keyed entries by comparison with the original source(s) to identify and correct errors.

Data validation involves checking the reasonableness of all, or a sample of, data entered into the electronic database. Although data may be correctly transcribed from forms, it may not be accurate or logical because of recording errors. For example, entering a date of program exit that is before the date of registration raises doubt about the accuracy of such entries, regardless of whether or not they were properly transcribed from the paperwork or other sources.

Data security involves ensuring only authorized staff have access to electronic databases and paper files containing sensitive client information. It is imperative that client information is protected at all times. Client information can only be released to third party agencies or entities if the client has authorized such release or the custodian of the records is presented with a valid court order requesting information pursuant to legal action.

Examples of procedures for data collection and handling to ensure the resulting electronic database is accurate include the following:

- Checking the accuracy of the computerized records against the original source (usually paper copies of records);
- Conducting random calls to participants or other sources to verify the accuracy of the information collected;
- Ensuring paper files containing client information are secured in filing cabinets and access to such files is limited to authorized personnel;
- Evaluating data collection efforts by using trained staff to randomly observe interviews and other data collection methods;
- Limiting access to client information to authorized personnel who are trained in data security and validity and have acknowledged in writing the requirement to safeguard client data; and
- Performing logical checks of the data (although data may be correctly transcribed from the original forms, it may not be accurate because of misprints, typographical errors and other mistakes).
Confidential Access to Wage Records

To calculate performance measure information, local and state level officials must access Unemployment Insurance wage records. In accordance with Kansas statute, all wage information must be kept strictly confidential and be used only for the purposes intended, that is, to develop information for the performance accountability system. Each organization or entity using wage record information must ensure all staff who have access to, or who compile wage record information are aware of the Kansas statute regarding confidentiality.

Standard Management Information System

WIA Section 185 requires grant recipients to maintain and submit information the U.S. Secretary of Labor needs to appraise the performance of departmental programs. Section 185(c)(2), in particular, requires the maintenance of a management information system designed to facilitate the uniform compilation and analysis of programmatic, participant, and financial data necessary for reporting, monitoring, and evaluation purposes.

In general, WIA, Trade Act, and Wagner-Peyser program reports shall contain information such as the following:

- Demographic characteristics of participants;
- Programs and activities in which participants are enrolled;
- Outcomes of the programs and activities for the participants;
- Costs of the programs and activities; and
- Information necessary to prepare reports concerning nondiscrimination.

The Management Information System Manual is the reference for standard data elements that must be maintained. These elements are defined and provided with a standard value in the manual.

KansasWorks.com and ServiceLink are the standardized data processing collection and reporting systems of Kansas for WIA, Trade Act, and Wagner-Peyser programs. Each Local Board and statewide program is required to collect and submit information to the Kansas Department of Commerce (Commerce).

For those Local Boards electing to use management information systems other than KansasWorks.com, there is still a requirement to collect standard data elements and submit that information for reporting purposes and, as needed, for special requests. Some type of client status reports generated from the electronic database are to be kept in the participant's file to verify data entered in the electronic database.

Applicant's Certification

The signature of the applicant must be obtained attesting the information on the application is true to the best of the applicant's knowledge and there is no intent to commit fraud. The signature should acknowledge the information on the application will be used to determine eligibility, the applicant may be required to document the accuracy of the information, and the information is subject to external verification and may be released for such purposes. The signature should also acknowledge that, if found ineligible subsequent to enrollment, the applicant will be terminated. If the applicant is terminated as a result of falsifying information on the application they may also be prosecuted for fraud and/or perjury.
Eligibility verification should be made available to the applicant upon request. In the case of a minor (except for minors who are heads of households), the signature of a parent, guardian or other responsible adult is also required, along with the date the application is completed. The interviewer shall countersign and date the application.

An authorized staff member should thoroughly review the entire eligibility assessment application and determine if the information is complete, consistent, and the eligibility determination is correct. If the eligibility verification is met, the staff member should sign and date the eligibility assessment.

Procedures for verification of eligibility must be included in the Local Workforce Development Plan (Local Plan).

**Common Measures**

As part of the President’s budget and performance integration initiative, the Office of Management and Budget and other Federal agencies developed performance measures for certain programs with similar goals. These common measures will be used to describe in a similar manner the core purposes of the workforce system, i.e., did people find jobs, did they stay employed, and did their earnings increase.

Three common measures apply to programs serving adults/dislocated workers and three common measures apply to programs serving youth.

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**Concurrent Enrollments**

Reporting under WIA is designed to provide the state and the Local Boards the opportunity to track and report services WIA Title I-B participants receive from partner programs. While tracking and reporting services is optional, it can be advantageous because receipt of tracked partner services can be used to avoid exits under WIA Title I-B.

When partner services are tracked and reported, receipt of partner services can be counted just like WIA services when determining the exit date. The only partner services that can extend the exit date are those services that would extend the exit date if WIA Title I-B had funded them. These include services that would qualify under WIA as core services (other than informational or self-service), intensive services, training services, or youth activities (except for follow up services). These services also include similar employment and training activities such as adult literacy training. These do not include services that provide income support (e.g., food stamps, TANF, Unemployment Insurance benefits).
Customer Satisfaction

To meet the customer satisfaction measurement requirements of WIA, the use of customer satisfaction surveys will be employed. The survey will capture data to be compiled and compared at the local, state and national levels. A Customer Satisfaction Score (CSS) will be created for each of the customer groups – participants and employers. Beginning July 1, 2006, the State will be responsible for gathering and compiling the survey information. The state will notify each local area of the participants and employers contacted and provide the results of the survey and any comments made by the participant and employer.

Participants from all funding streams who have completed WIA services will be part of the respondent pool for the customer satisfaction survey. All employers who received a substantial service involving contact with One-Stop staff are eligible to be chosen for inclusion in the random sample once the service has been completed or 30 days have passed without service. This includes staff facilitated job orders, customized job training, customized labor market information requests, and on-the-job activities.

The target number for sampling for both groups must be high enough to ensure the number of completed interviews is achieved while maintaining the minimum 70% contact rate. Surveys are to be conducted by telephone, except in circumstances where the individual does not have access to a telephone or s/he has a hearing impairment which prohibits use of the telephone. Both participants and employers should be contacted as soon as possible after receipt of last service, but no later than 60 days.

Data Sources

Wage Records

Wage records will be used to determine employment, retention and earnings increase. UI wage records will be the primary data source. While the majority of wages will come from the state’s UI system, certain types of employers and employees are excluded by Federal UI law or are not covered under state law. States may use record sharing and/or automated record matching with other employment and administrative data sources to determine employment and earnings for these workers. Additional wage record sources include the following: Wage Record Interchange System (WRIS), Office of Personnel Management (OPM), Postal Service (USPS), Department of Defense (DOD), Railroad Retirement System, state and local government employment records, judicial and public school employment records, New Hires Registry, state Department of Revenue or Tax.

OPM, USPS, and DOD are all part of the Federal Employment Data Exchange System (FEDES), of which Kansas is a pilot state. The majority of wages will come from either state UI wage records, WRIS or FEDES.

Supplemental Sources of Data

There are other wages that cannot be obtained through any of the methods above or are difficult to obtain due to state confidentiality laws. For these individuals, supplemental sources of data may be used to determine employment and retention. Allowable sources include case management notes, automated labor exchange system administrative records, surveys of participants, and contact with employers. All supplemental data and methods must be documented and are subject to audit. Employment determined using supplemental data will not be part of the Earnings Increase measure.
Administrative Records

Administrative records will be used to obtain information for placement in education or training, and attainment of degrees/certificates. All data must be documented and are subject to audit.

Placement in Post-Secondary Education or Advanced Training/Occupational Skills Training: Case management notes or surveys of participants; record-sharing agreements and/or automated record matching with administrative or other data sources, including the state board(s) governing community colleges and universities, state education associations, integrated post-secondary or higher ed reporting unit, and training institutions/providers.

Degree or Certificate: Case management notes or surveys of participants; record-sharing agreements and/or automated record matching with administrative or other data sources, including the state board of education, state board(s) governing community colleges and universities, state licensing board for private schools, state education associations, integrated post-secondary or higher ed reporting unit, state units or boards that regulate professional or occupational licensing/certification (i.e., State Board of Nursing), professional, industry, or employer organizations or a product manufacturer or developer, training institutions and providers, ABE providers for GED/ equivalency testing.

Eligibility Determination, Review, and Verification

The process of gathering and analyzing data related to determining whether an applicant meets the criteria that would allow him or her the opportunity to participate in the program. Review and verification activities include an examination of the information required to determine an individual's eligibility to participate in available programs. The examination includes checking with other information sources as appropriate to ensure accuracy.

In the event funding in a local area is limited, priority for intensive and training services must be given to recipients of public assistance and other low-income individuals. The process by which any priority will be applied must be included in the Local Area Plan. Public assistance recipients are individuals who receive federal, state, or local government cash payments for which eligibility was determined by a needs or income test. A low-income individual is defined as one who meets any of the following criteria:

- Receives, or is a member of a family that receives, cash payments under a federal, state, or local income-based public assistance program;
- Has, or is a member of a family that has, received a total family income for the six month period prior to application for the program involved (exclusive of Unemployment Insurance, child support payments, and welfare payments) which, in relation to the family size, was not in excess of the higher of (i) the official poverty line (as defined by the Office of Management and Budget (OMB), and revised annually), for an equivalent period, or (ii) 70 percent of the lower living standard income level, for an equivalent period;
- Is a member of a household that receives food stamps, or was determined eligible to receive food stamps, in the last six months pursuant to the Food Stamp Act of 1977;
- Qualifies as a homeless individual per section 103 (a) and (c) of the McKinney Act;
- Is a foster child on behalf of whom state or local government payments are made; or
• Is an individual with a disability whose own income is at or below the poverty line or 70 percent of the lower living standard or receives public assistance, but whose family income does not meet such requirements.

ServiceLink will automatically check for eligibility and indicate the individual's eligibility for a variety of programs, based on how demographic information is answered. The following are definitions used when determining eligibility and/or prioritization for employment and training programs:

**Title I-B Adult Eligibility**

*Core Services* - To be eligible to receive core services as an adult, an individual must be 18 years of age or older at time of participation.

*Intensive Services* - To receive intensive services an adult must be unemployed, must have received at least one core service, be unable to obtain employment through core services, and be determined in need of more intensive services to obtain employment. If the individual is employed, they must have received at least one core service and be determined in need of intensive services to obtain or retain employment leading to self-sufficiency.

*Training Services* - To receive training services, employed or unemployed adults must meet the following conditions:

1. Has met the eligibility requirements for intensive services, received at least one intensive service, and has been determined unable to obtain or retain employment through such services;
2. Has been determined, based on an interview, evaluation or assessment, and case management) to be in need of training services, and has the skills and qualifications to successfully complete the selected training program;
3. Has selected a training program directly linked to employment opportunities in the local area or in another area where the individual is willing to relocate;
4. Is unable to obtain financial assistance from other sources to pay the costs of training, including such sources as Trade Adjustment Assistance and Pell Grants, or requires WIA assistance in addition to other sources of financial assistance; and
5. Has met the priority system requirements, if any, a Local Board may have in place.

**Title I-B Dislocated Worker Eligibility**

*Core Services* - To be eligible to receive core services as a dislocated worker, an individual must meet at least one of the following criteria:

1. The individual:
   a. Has been terminated or laid off, or has received a notice of termination or layoff from employment;
   b. Is eligible for or has exhausted their entitlement to Unemployment Insurance, or has been employed for a duration sufficient to demonstrate attachment to the workforce but is not eligible for Unemployment Insurance due to insufficient earnings or having performed services for an employer not covered under the state Unemployment Insurance law; **AND**
c. Is unlikely to return to a previous industry or occupation.

2. The individual:
   a. Has been terminated or laid off, or has received a notice of termination or layoff from employment, as a result of any permanent closure of, or any substantial layoff at, a plant, facility or enterprise;
   b. Is employed at a facility at which the employer has made a general announcement of closure within 180 days; OR
   c. Is employed at a facility at which the employer has made a general announcement of closure, with no estimate of when.

3. The individual:
   a. Has been providing unpaid services to family members in the home;
   b. Has been dependent on the income of another family member;
   c. Is no longer supported by that income;
   d. Is unemployed or underemployed; AND
   e. Is experiencing difficulty in obtaining or upgrading employment (i.e. displaced homemaker).

4. The individual was self-employed (including farmers, ranchers, and fishery workers) but is unemployed as a result of general economic conditions or a natural disaster\(^1\) in the community in which the individual resides.

*Intensive Services* - To receive intensive services, a dislocated worker must be unemployed, have received at least one core service, be unable to obtain employment through core services, and be determined to be in need of more intensive services to obtain employment. Unemployed individuals must have received at least one core service and have been determined to be in need of intensive services to obtain or retain employment leading to self-sufficiency.

*Training Services* - To receive training services, the following conditions must be met by employed or unemployed dislocated workers:

1. Has met the eligibility requirements for intensive services, received at least one intensive service, and has been determined unable to obtain or retain employment through such services;
2. Has been determined (based on an interview, evaluation or assessment, and case management) to be in need of training services, and has the skills and qualifications to successfully complete the selected training program;
3. Has selected a training program directly linked to employment opportunities in the local area or in another area where the individual is willing to relocate; and
4. Is unable to obtain financial assistance from other sources to pay the costs of training, including such sources as Trade Adjustment Assistance and Pell Grants, or requires WIA assistance in addition to other sources of financial assistance.

\(^1\) Individuals who permanently lose their employment as a result of a natural disaster may also be eligible. A natural disaster would be a catastrophic event beyond the control of human beings (or mankind) that may include but not be limited to drought, earthquake, flood, storm, tornado, or other natural phenomena. The Governor may or may not have requested that the site(s) be declared a disaster area to make possible other federal relief programs.
Title I-B Youth Eligibility

An eligible youth is defined as an individual who is 14-21 years of age (younger youth are 14-18 years of age, older youth are 19-21 years of age) at time of participation, is a low income individual, and meets one or more of the following categories:

- Deficient in basic literacy skills;
- Homeless, runaway, or foster child;
- Offender;
- Pregnant or parenting;
- School dropout; or
- An individual (including youth with disabilities) who requires additional assistance to complete an educational program, or to secure and hold employment.

Up to five percent of youth participants may be individuals who do not meet the income requirements, provided they meet one or more of the following categories:

- Basic skills deficient;
- Homeless or runaway;
- Offender;
- One or more disabilities (includes learning disabilities);
- One or more grade levels below the grade level appropriate to the individual's age;
- Pregnant or parenting;
- School dropout; OR
- Faces serious barriers to employment (as identified by the Local Area Plan).

A disabled youth whose family does not meet the income eligibility criteria may be considered a low income individual if the youth's own income meets the income criteria, or the youth receives cash payments under any public assistance program.

Thirty percent of youth funds must be used to provide services to out-of-school youth. An out-of-school youth is an individual who is an eligible youth and a school dropout, or who has either graduated from high school or earned a GED, but is basic skills deficient, unemployed, or underemployed. Out-of-school status is determined at time of participation.

TAA Eligibility

Workers whose employment is adversely affected by foreign imports or a shift of production to certain countries may apply for Trade Act Assistance (TAA). To be eligible for TAA an individual must have been totally or partially separated, or threatened to be totally or partially separated, on or after the impact date and before the end date of the certification. A petition is filed with the U.S. Department of Labor (USDOL). The USDOL conducts a fact-finding investigation and issues a determination no later than 40 days after receiving the petition. To be determined eligible for benefits, the following requirements must be met:
● Workers have been totally or partially separated, or are threatened to become totally or partially separated; and
● The sales or production, or both, of the firm or subdivision have decreased absolutely; and the import of similar or directly competitive articles have increased, and these imports contributed to the workers’ separation or threat of separation; or
● There has been a shift of production to a foreign country that is party to a free trade agreement with the United States or the country is a beneficiary country of the Andean Trade Preferences Act, African Growth and Opportunity Act, or the Caribbean Basin Economic Recovery Act.

Once a petition has been certified, affected workers may apply for benefits.

**ATAA Eligibility**

ATAA was established as an alternative assistance program for older workers certified eligible to apply for Trade Adjustment Assistance. This program was effective for petitions filed on or after August 6, 2003. The Act requires that petitioners who request that workers be certified for the ATAA program must do so at the time the petition is filed. ATAA is designed to allow TAA eligible workers for whom retraining may not be appropriate and who find reemployment to receive a wage subsidy to help bridge the salary gap between their old and new employment. To receive the ATAA benefits, workers must be TAA and ATAA certified.

To be determined eligible for benefits, the workers must meet the following criteria:

- Be covered under a petition that is TAA and ATAA certified
- Be at least 50 years of age
- Possess job skills that are not easily transferable to other employment
- Obtain different, full time employment within 26 weeks of the separation from the certified company
- Be earning wages less than the wages earned in the trade impacted employment and will not earn more than $50,000 per year
- Not return to the employment from which the worker was separated

Once a petition has been certified, affected workers must decide if they want to receive TAA or ATAA benefits.

**SCSEP Eligibility**

The Senior Community Service Employment Program (SCSEP) authorized under title V of the Older Americans Act is the only Federally funded employment program for low-income persons 55 or older. Program participants must be at least 55 years of age and have a family income of no more than 125% over the Federal poverty level. Enrollment priority is given to persons over age 60, Veterans, and qualified spouses of veterans. Priority of service is given in the following order:

- Veterans and qualified spouses at least 60 years old;
- Other individuals at least 60 years old;
- Veterans and qualified spouses ages 55-59; and
- Other individuals ages 55-59.
Special consideration must also be given, to the extent feasible, to those eligible individuals who have incomes below the poverty level, who have poor employment prospects and who have the greatest social and/or economic need, and to individuals who are eligible minorities, limited English speakers, or Indians.

**General Definitions**

**Advanced Training/Occupational Skills Training** - An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should be outcome oriented and focused on a long-term goal as specified in the Individual Service Strategy, coincide with exit rather than short-term training that is part of services received while enrolled in ETA-funded youth programs, and result in attainment of a certificate.

**Barriers to Employment** - Up to five percent of youth participants may be individuals who do not meet income requirements, provided they are within one or more of the following categories (mark all barriers that apply):

- Basic skills deficient;
- Face serious barriers to employment (as identified by the Local Board);
- Homeless or runaway;
- Offender;
- One or more grade levels below the grade level appropriate to the individual's age;
- One or more disabilities, including learning disabilities;
- Pregnant or parenting; and
- School dropout.

**Basic Literacy Skills Deficient** - The individual computes or solves problems, reads, writes, or speaks English at or below the 8th grade level (e.g., scores of 8.9 or lower) or 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.

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

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

Credential – A nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED or other recognized equivalent, post-secondary degrees, recognized skills standards and licensure or industry recognized certificates. Local boards are encouraged to award certificates to recognize successful completion of training services designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment. These credentials awarded by local boards will only count for the current WIA statutory adult, dislocated worker and older youth measures; they will not be counted in the Attainment of Degree or Certificate common measure.

Diploma – Any credential that the state education agency accepts as equivalent to a high school diploma. In Kansas, that includes only the general high school diploma.

Educational Gain – At post-test, the participant advances one or more educational functioning levels from the starting level measured on entry into the program (pre-test).

Eligible Provider - A provider of training services placed on the Eligible Training Provider List. With respect to intensive services, an eligible provider is one who provides services directly through One-Stop operators or through contracts with service providers approved by the Local Board. The Local Board shall identify eligible providers of youth activities by awarding grants or contracts on a competitive basis, considering the recommendations of the youth council, and on the criteria contained in the State Plan.

Exit - The participant does not receive a service funded by the program or a partner program for 90 consecutive days, has no planned gap in service, and is not scheduled for future services.

Exit Date - Once an exit has occurred (as defined above), the date of exit is applied retroactively to the last date on which services funded by the program or a partner program (excluding follow-up services) were received by the individual.

Family - Two or more persons related by blood, marriage or decree of court, who are living in a single residence, and are included in one or more of the following categories:
Family Income - Family income means all includable income received by all members of the family during the six-month period prior to application/registration, annualized by multiplying the six-month income times two (6-month income x 2). The composition of the family is determined as of the date of the application/registration. Therefore, the income of prior family members who may have comprised part of the family during the past six months, but are no longer members of the household (i.e., a divorced, separated or deceased spouse, or other family member) would not be counted for income determination purposes. Only the income of members of the current family should be counted and applied against the current family size.

Determining and Verifying Family Income Eligibility - For the purpose of determining income eligibility, family income means "income" as defined by the Department of Health and Human Services in connection with the annual poverty guidelines. However, Unemployment Insurance, child support payments, and welfare payments are excluded from income. Therefore, while these items appear as included income in the poverty guidelines they are excluded from income for employment and training program purposes. In addition, when a federal statute specifically provides that income or payments received under such statute shall be excluded in determining eligibility for other federal statutes, such income or payments shall not be counted during eligibility determinations for employment and training programs (e.g., WIA payments to participants). Also, state policy excludes 50 percent of Social Security benefits under Title II of the Social Security Act for purposes of determining income eligibility for services to older individuals.

Applicants who report an absence of income or other means of support between $0 and $1,000 for the six-month period should describe their specific circumstances. Supportive documentation must be included in the applicant's file.

Family income includes total annual cash receipts (before taxes) from all sources. The exclusions are also described below:

A. Inclusions in Family Income are the following:
   - Wages and salaries before any deductions;
   - Alimony;
   - College or university grants, fellowships, and assistantships;
   - Dividends, interest, net rental income, net royalties, periodic receipts from estates or trusts;
   - Military family allotments or other regular support from an absent family member or someone not living in the household;
   - Net gambling or lottery winnings;
   - Net receipts from farm self-employment (receipts from a farm that an individual operates as an owner, renter, or sharecropper, after deductions for farm operating expenses);
   - Net receipts from non-farm self-employment (receipts from an individual’s own unincorporated business, professional enterprise, or partnership after deductions for business expense);
   - Pensions whether private or government employee (including military retirement pay);
   - Regular insurance or annuity payments; and
- Regular payments from social security, railroad retirement, strike benefits from union funds, worker's compensation, and training stipends.

B. Exclusions from Annual Family Income are the following:
- Assets drawn down as withdrawals from a bank, the sale of property, a house, or a car;
- Capital gains;
- Child support payments including foster care child payments;
- Financial assistance under Title IV of the Higher Education Act, i.e., Pell Grants, Federal Supplemental Educational Opportunity Grants and Federal Work Study. PLUS, Stafford and Perkins loans, like any other kind of loan, are debt and not income;
- Income earned while the veteran was on active military duty and certain other veterans' benefits, i.e., compensation for service-connected disability, compensation for service-connected death, vocational rehabilitation, and education assistance;
- Needs-based scholarship assistance;
- Non-cash benefits such as employer paid fringe benefits, food or housing received in lieu of wages, Medicare, Medicaid, Food Stamps, school meals, and housing assistance;
- Tax refunds, gifts, loans, lump-sum inheritances, one-time insurance payments, or compensation for injury;
- Unemployment Insurance; and
- Welfare payments (including TANF, Supplemental Security Income, Refugee Cash Assistance, and General Assistance)

Family of One - Regardless of living arrangements or tax dependency status, the following persons shall be considered a family of one when such consideration would result in the individual being determined eligible for program participation and their family does not qualify as economically disadvantaged:

- An individual who:
  - is 14 years of age or older,
  - is single, abandoned, separated, divorced or widowed,
  - receives less than 50 percent maintenance from the family, and
  - is not the head (nor the spouse of the head) of the household;
- An individual assigned to a publicly supported institution providing 24-hour support for residents;
- An individual who is 55 years of age or older and is single, divorced or widowed, and living alone or with adult children or relatives, or in communal living quarters; and
- A disabled person (See Individual with a Disability).

Income - The amount of all includable income received by all family members for the prior six months annualized by multiplying the six month family income times two (6 month income x 2).

Individual Employment Plan - An ongoing strategy jointly developed by the participant and the case manager to identify the participant's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve employment goals. This could include supportive services if determined appropriate, based on the needs of the participant. The need for services, and the appropriate mix of services to respond to those needs is determined on a case-by-case basis.
**Last Expected Service** – This occurs when the participant completes all activities outlined in their service strategy and there are no additional services expected other than supportive or follow-up services. It may also occur in cases where the participant voluntarily or involuntarily discontinues his or her participation in services outlined in the service plan.

**Last Expected Service Date** – The date used to determine when a customer becomes a part of the sampling frame for the customer satisfaction survey. Usually this date will be the same as the exit date. In situations where a case was ended, reopened within 90 days of the original closure date, and then ended again, the date used to determine inclusion in the sampling frame is the initial last expected service date. This date is also the date that triggers follow-up services as long as no additional services are provided, other than supportive or follow-up services, 90 days following this date.

**Objective Assessment** - A comprehensive client-centered, diagnostic approach to evaluating the needs of a participant without regard to services or training programs available in a local area. It is designed to identify information vital to the development of a service strategy culminating in gainful employment. Objective assessment is an ongoing process and should not be viewed as a one-time event. As an ongoing process, the comprehensive assessment must be revisited regularly and amended, as appropriate, when additional needs are identified or goals achieved. It should be a multi-faceted approach to include a full array of options such as the following:

- Aptitude tests;
- Basic skills tests;
- Behavioral observations;
- Career guidance instruments;
- Interest inventories;
- Paper and pencil tests;
- Performance tests; and
- Structured interviews.

**Out-of-School Youth** – An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed (WIA section 101(33)). For reporting purposes, this term includes all youth except those who are attending any school and have not received a secondary school diploma or its recognized equivalent, and except those who are attending post-secondary school and are not basic skills deficient.

**Participant** - An individual who has been determined eligible to participate in the program and receives a service, including self-service and informational activities, funded by the program in a physical location (e.g., a One-Stop career center or affiliate site). Individuals who receive services that are available electronically and not accessed through a physical location are also considered participants.

“Service” does not include a determination of eligibility, self-directed job search that does not result in a referral to a job, services and activities specifically provided as follow-up services or regular contact with the participant or employer to obtain information regarding his/her employment status, education progress, need for additional services or income support payments.
Participation Date - The first day, following a determination of eligibility, that the individual receives a service funded by the program. This is the point at which performance accountability information begins to be collected.

Physical Location – A designated One-Stop career center, an affiliated One-Stop partner site, including a technologically linked access point, where services and activities funded by the program are available, or other specialized centers and sites designed to address special customer needs, such as company work sites for dislocated workers.

Post-Secondary Education – A program at an accredited degree-granting institution that leads to an academic degree (A.A., A.S., B.A., B.S.). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as a placement in post-secondary education, but may count as a placement in “advanced training/occupational skills training.”

Post-test – A test administered to a participant at regular intervals during the program.

Pre-test – A test used to assess a participant’s basic literacy skills, which is administered to a participant up to six months prior to the date of participation (if such pre-test scores are available) or within 60 days following the date of participation.

Registration - An information collection process to document a determination of eligibility. Individuals who are seeking information only, and who do not require a significant degree of staff assistance, do not need to be registered. However, ETA has encouraged states to develop systems to capture information on those individuals who receive only core self-service and informational activities. These individuals will not be included in the calculations for any of the performance measures.

Scheduled gap in service - Participants who have a scheduled gap in service of greater than 90 days should not be considered as exited if the gap in service is due to one of the following circumstances: (1) a delay before the beginning of training, (2) a health/medical condition prevents the individual from participating in services, including providing care for a family member, or (3) the individual must temporarily move from the area. Any gap in service must be documented and the reason for the gap in service noted in the participant’s file.

Self-Service and Informational Activities - The State has interpreted that self-service has occurred when participants serve themselves in accessing workforce investment system information and activities in either a physical location such as a One-Stop Career Center resource room or partner agency, or remotely via the use of electronic technologies. Informational activities may include both self-services and staff-assisted core services that are designed to inform and educate a participant about the labor market and to enable a participant to identify his or her individual employment strengths, weaknesses, and the range of services appropriate for the individual. The exception is core services that require significant staff involvement.

Examples of informational activities would include information on labor market trends, the unemployment rate, information on businesses that are not hiring or reducing their workforce, information on high-growth industries, and occupations that are in demand. Another example would be when a staff member provides the participant with information and/or instructions on how to access the variety of services available in the One-Stop Career Center, including tools in the resource room.
Significant Staff Involvement - Any assistance provided by staff beyond the informational activities described above regardless of the length of time involved in providing the assistance. Significant staff involvement includes a staff member’s assessment of a participant’s skills, education, or career objectives in order to achieve any of the following:

- Assist participants in deciding on appropriate next steps in the search for employment, training and related services, including job referral;
- Assist participants in assessing their personal barriers to employment; or
- Assist participants in accessing other related services necessary to enhance their employability and individual employment related needs.

Underemployed – An underemployed worker is defined as a worker who:

1. Wishes to work full time but, because of business and economic conditions, works fewer than 35 hours per week. There are two main types of underemployed workers:
   (A) Individuals who usually work full time but whose hours have been temporarily cut back because of slack work or unfavorable business conditions.
   (B) Individuals who usually work fewer than 35 hours because they had been unable to find full-time work or because of slack work or business conditions. OR
2. Takes a job that does not make use of or pay according to, their skills, training, and experience.

Unsubsidized Employment - Employment not financed with federal funds, which includes (for reporting purposes) entry into the U.S. Armed Forces, entry into employment in a registered apprenticeship program, and terminees who became self-employed.

Welfare Recipient - An individual listed on the welfare grant who receives cash payments under Temporary Assistance for Families (TAF; SSA Title IV), General Assistance (state or local government), or the Refugee Cash Assistance Act of 1980 (PL 96-212).

Performance Accountability System

As part of the President’s budget and performance integration initiative, the Office of Management and Budget and other Federal agencies developed performance measures for certain programs with similar goals. These common measures will be used to describe in a similar manner the core purposes of the workforce system, i.e., did people find jobs, did they stay employed, and did their earnings increase.

The Office of Management and Budget, as part of the President’s Management Agenda, issued several Directors’ memoranda requiring federal programs to implement standardized outcomes for employment and training programs. These broad indicators for performance have been refined by the Employment and Training Administration into the common measures for Adult and Youth that are being applied to all US DOL employment and training programs. TEGL 17-05 defines the common measures, establishes guidance for defining point of participation, point of exit, and customer satisfaction requirements. Where possible, TEGL 17-05 has replaced the WIA performance outcome definition with the common measure outcome definition.
ADULT MEASURES
Entered Employment
Employment Retention
Earnings Change in Six Months (PY 2005/
Average Earnings (PY 2006 Forward)

YOUTH MEASURES
Placement in Employment or Education
Attainment of a Degree or Certificate
Literacy and Numeracy Gains

Performance Groups and Measures

There are four Performance Groups that contain a total of 20 performance measures as follows:

Adult Group #1
1. Entered Employment Rate (CM)
2. Employment Retention Rate (CM)
3. Earnings Change in Six Months (PY 2005) – Average Earnings (PY 2006 Forward) (CM)
4. Employment and Credential Rate (Statutory Measure)

Dislocated Worker Group #2
5. Entered Employment Rate (CM)
6. Retention Rate (CM)
7. Earnings Change in Six Months (PY 2005) – Average Earnings (PY 2006 Forward) (CM)
8. Employment and Credential Rate (Statutory Measure)

Youth Group #3 (see note below)
9. Entered Employment Rate (Statutory Measure)
10. Employment Retention Rate (Statutory Measure)
11. Earnings Change in Six Months (Statutory Measure)
12. Credential Rate (Statutory Measure)
13. Skill Attainment Rate (Statutory Measure)
14. Diploma or Equivalent Attainment Rate (Statutory Measure)
15. Retention Rate (Statutory Measure)
16. Placement in Employment or Education (CM)
17. Attainment of a Degree or Certificate (CM)
18. Literacy and Numeracy Gains (CM)

Note: Measures 9-12 are for Older Youth (age 19-21) and measures 13-15 are for Younger Youth (age 14-18). Measures 16-18 are common measures applying to all youth.

Customer Satisfaction Group #4
19. Participant Satisfaction (Statutory Measure)
20. Employer Satisfaction (Statutory Measure)

Negotiating Performance Levels
The state must propose expected levels of performance for each of the 17 statutory measures for the adult, dislocated worker, and youth programs, as well as the customer satisfaction indicators, and negotiate those with the USDOL. Each Local Board and Chief Elected Official negotiates with the state to reach agreement on local area performance for the 17 measures. After levels are negotiated, a local area’s request for a revision must be based on significant changes in either local or statewide economic conditions, changes in the mix of available services, or changes in customer demographics.

All WIA adults and dislocated workers receiving services beyond self-service or informational activities will be included in the performance measures calculations. When significant staff resources are involved, adults and dislocated workers should be registered for WIA services. All youth who receive WIA Title I services beyond eligibility determination will be included in the performance measures calculations.
SECTION II - REQUIRED REPORTS

**Financial Reports**

Required financial reports will be submitted to the USDOL quarterly. These reports are required for each funding source and will include any income or profits earned, including funds earned by subrecipients and any allowable costs incurred. Expenditures and program income are reported on an accrual basis and are cumulative by fiscal year of appropriation. Financial reports are due to USDOL no later than 45 days after the end of each quarter. A final financial report is due 90 days after the end of the funding period or the termination of the grant. (Detailed instructions for submittal of these financial reports are found in TEGL 16-99 and TEGL 16-99 Change 1.

**Labor Exchange ETA 9002 and VETS 200 Reports**

The ET 406 Handbook is the guide for the data collection and reporting process to support labor exchange performance measurement. The ETA 9002 reports are divided into three distinct areas: services (9002 A and B), outcomes (9002 C and D), and job openings (9002 E). Wagner-Peyser Act funded services are reported on the 9002 A for all participants and on the 9002 B for participants who are veterans, eligible persons, or transitioning service members. The 9002 C and D capture outcome information on all Wagner Peyser exiters (9002 C) and exiters who are veterans, eligible persons or transitioning service members (9002 D). The Veterans Employment and Training Service (VETS) 200 reports are, in essence, a subset of the ETA 9002 data. The data reported contains similar elements as the ETA 9002, but only apply to the activities of participants who received at least one service from Local Veterans Employment Representatives (LVERs) and Disabled Veteran Outreach Program staff (DVOPs). The VETS 200 A reports services/outcomes by DVOP staff, VETS 200 B reports services/outcomes by LVER staff, and the VETS 200 C reports unduplicated counts of services/outcomes provided by both DVOP/LVER staff. All reports are submitted quarterly, no later than 45 days after the end of the report quarter. (Detailed information and definitions for the 406 Handbook can be found at http://www.doleta.gov/Performance/guidance/WIA/ET-406-Handbook-Expiration-022809.pdf.)

**Quarterly and Annual EO Report**

The Quarterly and Annual EO report is required by 29 CFR Part 37 (See Appendix H for format). The state is required to monitor a recipient's compliance with the Equal Opportunity and Nondiscrimination requirements of WIA. In order to conduct this review, each Local Board shall collect and report EO information at least quarterly with an annual report due by November 1st of each year. If a Local Area is using ServiceLink for participant tracking and management, this report will be generated by ServiceLink and no annual submission is required.

**Trade Act Participant Report (TAPR)**

States are required to maintain standardized individual records containing characteristics, activities and outcomes information for all individuals who receive services or benefits financially assisted by the Trade Adjustment Assistance (TAA) program. The Trade Act Participant Report (TAPR) is the mechanism to report program performance and participant outcomes for the TAA program. In order to maintain coordination and continuity with the dislocated worker program under Title 1 of WIA and to make other improvements, data for
the TAPR is substantially the same as the system used by the WIA programs. Reports are to be submitted quarterly to USDOL on exiters from the program. (Detailed information and definitions for the TAPR can be found at http://www.doleta.gov/Performance/guidance/WIA/Appendix-A-TAPR-Element-Specifications-Expiration-013109.xls.)

**Workforce Investment Act Title I-B Annual Report (ETA 9091)**

The state must prepare and submit an Annual Report to USDOL for adult, dislocated worker, and youth activities. This report is due October 1 following each program year. The report covers services provided under WIA Title I-B using local funds and statewide funds and reflects performance outcome information that becomes available by the time the report is due on the Adult program, Dislocated Worker program, and Youth program. This report can be used to showcase successful programs, strategies and accomplishments, as well as include required performance data and outcome data on special populations. Performance data reported in the Annual Report must be comprised of information provided by each state from their individual Workforce Investment Act Standardized Record Data (WIASRD) files through matching client information with the employment outcome information. (Detailed information and definitions on the performance indicators can be found at http://www.doleta.gov/Performance/guidance/WIA/WIA-Annual-Report-Specifications-Expires-02282009.doc.)

**Workforce Information Act Title I-B Quarterly Report (ETA 9090)**

WIA accountability will be tracked via the WIA Quarterly Report on the adult, dislocated worker, youth and National Emergency Grant programs. This report will be submitted by the State no later than 45 days after the end of the report quarter. The report is done on a rolling 4 quarter basis so that each quarterly report will show 4 quarters’ worth of data plus a snapshot of the current quarter. To allow for the data collection delays inherent in using UI wage records, the quarterly report collects information on each performance item depending on when the data becomes available. The information contained in this report is used to determine the levels of participation and program accomplishments for the most recent quarter and four-quarter period. Reports must include a snapshot of the most recent performance data available for each performance item for the current quarter, and then a cumulative total that includes the current quarter and the last three quarters prior to the current quarter. (Detailed information and definitions on the performance indicators can be found at http://www.doleta.gov/Performance/guidance/WIA/WIA-Quarterly-Report-Specifications-Expires-02282009.doc).

**Workforce Investment Act Title I-B Standardized Record Data (WIASRD)**

States are required to maintain standardized individual records containing characteristics, activities and outcomes information for all individuals who receive services or benefits financially assisted by the WIA Title I-B (adults, dislocated workers, and youth) and National Emergency Grant programs. The WIASRD is submitted annually, by October 15, on all participants who received services beyond self-service or informational activities. It includes demographic information on the participant, the activities and services received by the participant, and outcomes of those services and activities. This information will be used to share program results with consumers, taxpayers, legislators, and other interested parties; to compare results among WIA service providers, states, and other federally funded programs, and to evaluate and continuously improve services. (Detailed information and definitions on WIASRD items can be found at
SECTION III - SERVICELINK

Overview

ServiceLink is a web-based application allowing case managers to track their caseloads and report information required under WIA. ServiceLink provides a standardized process for following participants through the workforce development system network. It provides a tool for case managers to manage and monitor caseloads, assess employment barriers, establish training and employment plans, search for service providers, and track job placements. This information is used to generate required reports for WIA.

ServiceLink utilizes several areas to provide a higher level of customer service through its case management tools. These areas are as follows:

1. Customer Service and Case Management
   a. Create cases and case notes
   b. Assign and/or reassign cases and manage caseloads

2. Intake
   a. Register the job seeker
   b. Capture demographic information
   c. Determine program eligibility (both high level and WIA-specific)
   d. Identify the applicant’s programs and outcomes

3. Assessment
   a. Capture education, work history, goals and interests
   b. Identify needs and barriers to employment
   c. Create an employment plan

4. Job Seeker Management
   a. Create service and training plans to meet identified needs and/or reduce identified barriers
   b. Search and select service and training providers
   c. Record service and training completion and their outcomes
   d. Track expenditures on services and training

5. Ongoing Job Search Assistance
   a. Capture job orders
   b. Search resumes for job order matches
   c. Conduct skill gap analyses to match skills
   d. Contact job seekers with matching job orders
   e. Search and display job orders matching search criteria
   f. Contact potential employers
   g. Maintain an employment record
   h. View, format, and print on-line resume
6. Placement and retention
   a. Record placements into employment
   b. Capture wage record information
   c. Track job retention

7. Reporting
   a. Create required federal WIA reports
   b. Create management and caseload report

**Kansas ServiceLink System**

This manual documents Kansas ServiceLink programs by defining all data elements, file structures, edits, reports, etc., necessary to assure a standardized participant data record. These records form the electronic database used by the state administrative office to:

- Archive historical data for post-program evaluation studies;
- Compile required state and federal reports;
- Maintain standard information for analytical research of program activities and costs;
- Measure performance standards;
- Perform monitoring and oversight functions;
- Produce information requested by auditors or any other authorized investigative sources; and
- Provide data for the Corrective Action Board.

All of the data elements are maintained in KansasWorks.com/ServiceLink and supported by the programs provided by ServiceLink. Changes to the system programs and/or electronic database are researched and tested by AJLA-TS staff. Technical assistance needed by the Local Board in implementing or maintaining the system is available from AJLA-TS.

The individual participant's data is produced on a computer printout called the Client Status Sheet (CSS). The CSS allows for verification of data entered and provides a method for updating participant information and activities. Client Status Sheets may be produced as needed and serve as a tracking mechanism in the paper files, documenting and dating each change to the participant's record in the electronic database.

SECTION IV – PARTICIPANT DATA DEFINITIONS

CONTACT/ALTERNATE CONTACT INFORMATION

Contact information is collected on the individual to be used on their resume(s) and for customer satisfaction surveys.

Address - The applicant's current street address. A mailing address other than a street address alone is insufficient for determining residency eligibility. However, Post Office Box (P.O. Box) or Rural Free Delivery (R.F.D.) numbers are acceptable in rural areas. The homeless may have only an address of a shelter or institution providing services to them.

Address Line 2 – Additional line for the applicant’s current street address or PO Box.

Alternate Telephone – An alternate telephone number where the participant may be reached.

Answer to selected question – This will be used for verification purposes if the individual forgets his/her user ID or password.

City - The individual's city of residence.

E-mail Address – Enter an email address if the applicant wishes to be contacted this way.

Fax – A fax number that may be used to reach the participant.

First Name – Enter the first name of the individual.

Last Name – Enter the last name of the individual.

Middle Name – Enter the middle name or initial of the individual.

Relationship – If the alternate contact information is for someone other than the participant, list the individual’s relationship to the participant.

Select a question – This will be used for verification purposes if the individual forgets his/her user ID or password.

- Favorite team
- Favorite color
- Mother’s maiden name
- Pet’s name

State - The state where the participant resides.

State of Residence – The state of the participant’s official residence, if different from above.
Telephone - The telephone number of the participant's residence.

Zip Code - The applicant’s five-digit zip code.

**DEMOGRAPHIC INFORMATION**

Demographic information is collected on all applicants/registrants and is used to determine program eligibility. Veteran Information is used to determine eligibility for various veteran programs; Migrant Worker determines eligibility for migrant worker programs; Dislocated Worker and Layoff Details determines eligibility for dislocated worker and Trade Act programs; SCSEP determines eligibility for the SCSEP program; and, along with Dislocated Worker and Layoff Details, ATAA determines eligibility for the ATAA program. Unless otherwise indicated, none of this information is to be changed.

*The SCSEP section is only to be filled out for SCSEP eligibility purposes only. The same is true for the Alternative Trade Adjustment Assistance (ATAA) section. For new system registrants, you should be able to submit the pages without filling out any of the fields.*

**Action taken if ineligible** – If the individual is determined ineligible for the SCSEP program, indicate what, if any, action was taken on behalf of the individual. *This field is for SCSEP only.*

- Referred to One-Stop
- Referred to social services
- Referred to another project
- Placed in unsubsidized employment pursuant to MOU
- Other

**Action taken if ineligible (if other is selected above)** – If “other” is selected above, specify what the action was. *This field is for SCSEP only.*

**Actual or projected termination or dislocation date** – Record the date of separation or dislocation from employment. For dislocated workers, this is the last day of employment at the dislocation job. In the case of a displaced homemaker, leave blank. For TAA, record the most recent date of separation from trade-impacted employment that qualifies the individual to receive benefits and/or services under the Trade Act. Record as mm/dd/yyyy.

**Addict (See Substance Abuse)** - An individual addicted to any drug, especially narcotics, which for such individual constitutes or results in a barrier to employment.

**Address** – The address for the employer for the first qualifying reemployment. *This field is for ATAA only.*

**Age** - The participant's age at the time of participation. This is calculated from the date of birth to the date of participation.
Alcoholic (See Substance Abuse) – An individual who habitually lacks self-control in the use of alcoholic beverages or uses alcoholic beverages to the extent their health is impaired or endangered or their social or economic function is disrupted.

Are you doing the same or similar work for your previous employer, but in another division/facility – Indicate if the individual has returned to a job doing the same or similar work for the previous employer, but in another division or facility. This field is for ATAA only.

- Yes
- No

Birth Date - Record the participant’s date of birth. Enter as MM/DD/YYYY.

Child Care – Indicate if the individual may require child care assistance in order to participate in the program.

- Yes
- No

Citizen of the United States - There is no statutory or regulatory requirement that program participants be citizens and nationals of the United States or be lawfully admitted permanent resident aliens, refugees, asylees, parolees, and other immigrants authorized by the Attorney General to work in the United States. USDOL interprets the statutory requirements at section 188(a)(5) of the Act as a non-discrimination provision, not an eligibility provision. Thus WIA does not forbid the state or local areas from servicing individuals outside of the designated categories.

KansasWorks.com will provide access to KJL-supported services to all non-citizens. However, in doing so, non-citizens without work authorization cannot be knowingly referred to employment, and KJL will provide the ability to manage the services delivered to these non-citizens to ensure they are removed from consideration for referral to employment or services that require employment.

For recordkeeping purposes, "eligible non-citizen" includes nationals of the United States, lawfully admitted permanent resident aliens, lawfully admitted refugees and parolees, and other individuals authorized to work in the United States.

Citizenship must be recorded on the application. Record whether the applicant is a:

- U.S. Citizen;
- Non-citizen eligible to work in the U.S. (must be able to provide proof of eligibility); or
- Non-citizen not eligible to work in the U.S.

All permanent resident aliens (immigrants) who are eligible for permanent employment have been issued an Alien Registration Receipt Card (Form I-151 or Form I-551). Other aliens who are eligible for permanent employment have been issued an Arrival-Departure Record (Form I-94) that shows the date the individual arrived in the United States and when their authorized period of stay expires.
City/State/Zip – The city, state and zip code for the employer for the first qualifying reemployment. *This field is for ATAA only.*

Contact Person – The name of the contact person for the first qualifying reemployment. *This field is for ATAA only.*

County of Residence - The individual's county of residence. Select from the dropdown

County of Service - The county where the individual is being served. Select from the dropdown.

NOTE: This will be used to determine the WIB code identified in the WIASRD. If the individual was served by the local area and by other non-local funds (e.g. statewide funds or a NEG), record the code for the local area. If the individual was served by two or more local areas, record the code for the local area in which the individual resides. The following shows how local areas and statewide funds are identified in the WIASRD:

- 20005 Local Area 1
- 20010 Local Area 2
- 20015 Local Area 3
- 20020 Local Area 4
- 20025 Local Area 5
- 20901 NEG grants
- 20902 Rapid Response
- 20903 Statewide 15% activities

County of Residence Type – Indicate if the county of residence is classified as urban or rural. The Census definition of “urban” is an Urbanized Area (density of 1,000 people per square mile and a minimum population of 50,000) or an Urban Cluster (densely settled area of at least 2,500 people). The following counties are considered urban in Kansas: Douglas, Johnson, Leavenworth, Reno, Riley, Saline, Sedgwick, Shawnee, and Wyandotte. *This field is optional for all programs but SCSEP.*

- Rural
- Urban

Cultural, social or geographic isolation – This refers to the individual’s ability to perform normal daily tasks or their capacity to live independently is hindered by cultural, social or geographical isolation, including isolation caused by racial or ethnic status. This isolation is based on the individual’s perception and is associated with loneliness, sadness and other forms of emotional distress. This assessment should be conducted as part of the IEP. *This field is specifically for SCSEP.*

- Yes
- No

Date placed on waiting list – Enter the date the individual was placed on the waiting list for an authorized slot and/or community service assignment. Enter as mm/dd/yyyy. *This field is for SCSEP only.*

Date withdrew from waiting list – Enter the date the individual withdrew from the waiting list. Enter as mm/dd/yyyy. *This field is for SCSEP only.*
Deficient in basic literacy skills – An individual who computes or solves problems, reads, writes, or speaks English at or below the 8th grade level or 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. NOTE: Grade level scores below 9.0 (e.g., 8.9 or lower) should be considered as at or below the 8th grade level.

- Yes
- No

Dislocated Status - Indicate the category that best describes the reason for dislocation. Only one may be marked. Eligibility categories for a Dislocated Worker are as follows:

- Terminated/Layoff - An individual who (a) has been terminated or laid off or has received a notice of termination or layoff from employment; AND (b) is eligible for or has exhausted their entitlement to Unemployment Insurance or has been employed for a duration sufficient to demonstrate attachment to the workforce, but is not eligible for Unemployment Insurance due to insufficient earnings or having performed services for an employer not covered by Unemployment Insurance; AND (c) is unlikely to return to a previous industry or occupation.

- Plant Closing/Mass Layoff - An individual who (a) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility or enterprise; OR (b) is employed at a facility at which the employer has made a general announcement the facility will close within 180 days; OR (c) is employed at a facility at which the employer has made a general announcement such facility will close.

- General Announcement - For purposes of eligibility to receive services other than training services, intensive services, or supportive services, is employed at a facility at which the employer has made a general announcement such facility will close.

- Previously Self-Employed – An individual who was self-employed (including farmers, ranchers, and fishery workers) but is unemployed as a result of general economic conditions or a natural disaster in the community in which the individual resides.

- Displaced Homemaker - An individual who has been providing unpaid services to family members in the home, and who has been dependent on the income of another family member but is no longer supported by that income, and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

- Natural Disaster – An individual who permanently loses their employment as a result of a natural disaster that has been declared eligible for public assistance by FEMA. A natural disaster would be a catastrophic event beyond the control of human beings (or mankind) that may include but not be limited to drought, earthquake, flood, storm, tornado or other natural phenomena.
Closures and realignments of military installations - An individual who permanently loses their employment as a result of a closure or realignment of a United States military installation.

Multiple layoffs - Multiple layoffs in a single community that has significantly increased the total number of unemployed in the community.

None of the above

Education Status - The education status of the individual at the time of participation, as follows:

- In school, high school or less - The individual is not a high school graduate (or equivalent) and is attending any secondary school (including elementary, intermediate, junior high school, whether full or part-time), or is between school terms and intends to return to school.

- In school, alternative school – The individual is not a high school graduate (or equivalent) and is attending an alternative high school or an alternative course of study approved by the local educational agency whether full or part-time.

- In school, post high school - The individual is a high school graduate or equivalent and is attending a post-secondary school or program (whether full or part-time), or is between school terms and intends to return to school.

- Not attending school, high school dropout - The individual is not attending any school and is not a high school graduate or equivalent.

- Not attending school, high school graduate - The individual is not attending any school and has either graduated from high school or has obtained a GED.

If the individual is attending ABE/GED, s/he is considered in school if their high school class has not graduated. If their high school class has graduated, then they are considered a dropout and not attending school (out of school).

Broadly defined, “alternative school” refers to all educational programs that fall outside the traditional K-12 school system. They may be set up by school districts to serve students who are failing academically or have learning disabilities or behavioral problems. While there are many different kinds of alternative schools, they are often characterized by their flexible schedules, smaller teacher-student ratios, and modified curricula.

Kansas statute 72-9201 authorizes local boards of education of any school district to establish an alternative school at grade seven or above to provide an educational alternative for students determined to be unable to benefit from other schools of the school district.

Eligibility Date – The date the individual is determined eligible.

Employer – The name of the employer for the first qualifying reemployment. This field is for ATAA only.
Employment Status at Participation - The employment status of the individual at the time of participation. This information is used to calculate some of the core indicators of performance for adults and youth and is collected from the applicant, not from wage records.

- **Employed** - The individual did any work at all as a paid employee; did any work at all in their own business or profession, or on their own farm; worked 15 hours or more per week as an unpaid worker in an enterprise operated by a member of the family; or is one who is not working, but has a job or business from which they are temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for the time off, and whether or not seeking another job.

- **Employed, but Received Notice of Termination of Employment or Military Separation** - The individual, although employed, either has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close; or is currently on active military duty and has been provided with a firm date of separation from military service.

- **Not employed** - An individual who does not meet any of the conditions described above.

NOTE: If the individual has received notice of termination of employment or military separation, they are considered unemployed.

Enrollment Date – The date the enrollment starts. NOTE: For TAA reporting, this will be the date a TAA applicant first applies for Trade Act services/benefits under the applicable certification.

Enrollment ID - A system-generated unique ID identifying the enrollment tied to the participant.

Ethnic/Race Categories - The OMB defines the basic racial and ethnic categories for use in all federally funded programs. Individuals have the option of selecting one or more racial designations. Ethnicity information (Hispanic or Latino) is collected separately from race information. An individual has the option to refuse to select a category. Missing data will be accepted as long as it is only a small proportion of participants. Mark all that apply to the individual:

- **Ethnic Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.

- **American Indian or Alaskan Native** - A person having origins in any of the original peoples of North America and South America (including Central America), and maintains cultural identification through tribal affiliation or community recognition.

- **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Philippine Islands, Thailand, and Vietnam.

- **Black or African American** - A person having origins in any of the black racial groups of Africa.
Hawaiian Native or other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

First Qualifying Reemployment – The date of the first qualifying reemployment after separation from the TAA/ATAA certified employment. Enter as mm/dd/yyyy. This field is for ATAA only.

Food Stamps – Indicate if the individual is receiving Food Stamps.

- Yes
- No

Former SCSEP Participant – Indicate if the individual was ever enrolled in any SCSEP project. This field is for SCSEP only.

- Yes
- No

Foster Care – A youth who is in foster care or has been in the foster care system.

- Yes
- No

Full-time Employment – Indicate if the reemployment job is full-time employment. In Kansas, full time is considered 40 hours. This field is for ATAA only.

- Yes
- No

Gender – Record one of the following:

- Male
- Female

General Assistance - The applicant is listed on the welfare grant and is receiving cash payments under General Assistance at the time of eligibility determination.

- Yes
- No

Have you returned to your previous employer – Indicate whether or not the individual returned to the employment from which s/he was separated. This field is for ATAA only.

- Yes
Highest Grade Completed - Enter the following appropriate code for the highest school grade completed by the individual:

- 00: No school grades completed
- 01-12: Number of elementary/secondary grades completed (see note below)
- 13-15: Number of college, or full-time technical or vocational school years completed
- 16: Bachelor’s degree or equivalent
- 17: Education beyond Bachelor’s degree
- 87: Attained High School Diploma
- 88: Attained GED or Equivalent
- 89: Attained Certificate of Attendance/Completion
- 90: Attained Other Post-Secondary Degree or Certification
- 91: Attained an Associates Diploma or Degree (AS/AA)

NOTE:
- Record 87 if the individual completes the 12th grade and attained a high school diploma
- Record 88 if the individual completes the 12th grade and attained a GED or equivalent
- Record 89 if the individual with a disability receives a certificate of attendance/completion
- Record 90 if the individual attained any other post-secondary degree or certification
- Record 91 if the individual attained an associates diploma or degree (AS/AA)

Homeless Individual - A homeless individual lacks a fixed, regular, and adequate nighttime residence. This includes any individual who has a primary nighttime residence that is a publicly or privately operated shelter designed to provide temporary accommodation (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); an institution providing temporary residence for individuals intended to be institutionalized; or a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. The address of the shelter or institution providing services to the homeless may be used. This does not include a person imprisoned or detained pursuant to an Act of Congress or a state law. An individual who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.

- Yes
- No

Hourly Wage – Record the hourly wage of the reemployment job. This field is for ATAA only.

Hourly Wage at Dislocation – Record the hourly wage of the dislocation job.

Hours Worked per Week – Record the number of hours per week the individual worked at the reemployment job. This field is for ATAA only.

Hours per week at dislocation – Record the number of hours per week the individual worked at the dislocation job.
Income Type – Indicate if the family income is for 12 months or 6 months, annualized, at the time of application. Effective July 1, 2005, family income is to be recorded as a 6 month annualized income. *This field is for SCSEP only.*

- Last 12 months
- Last 6 months (annualized)

Individual with a Disability - An individual who has a physical or mental impairment which substantially limits one or more of such person's major life activities and has a record of such impairment; or is regarded as having such an impairment.

- Yes
- No

A physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting any body system. A mental impairment may be any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. Physical or mental impairment includes, but is not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism. It does not include homosexuality or bisexuality. Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

NOTE: An individual with a disability (as defined in the Americans with Disabilities Act) whose own income would meet the requirements for inclusion by receiving TANF, General Assistance, Refugee Cash Assistance, or Supplemental Security Income (SSI), or whose annual family income does not exceed the OMB Poverty Level or 70 percent of the Lower Living Standard Income Level, but who is a member of a family whose income does not meet such requirements, may be considered a family of one.

Industry of dislocation – Select the NAICS code that matches the industry type of the dislocation employer.

Interstate worker – An interstate worker is a job seeker that is looking for work outside the state. Interstate workers are reported as a result of ES activities in the placement process. Indicate if the individual is an interstate worker from the dropdown:

- Live in another state but looking for work in Kansas
- Live in Kansas but looking for work in another state
- Live in Kansas and looking for work in Kansas
- Live in Kansas and looking for work in Kansas and other states
- Live in another state and looking for work in another state
- Not voluntarily reporting

Learning Disability - In general, a learning disability refers to a disorder that may manifest itself as having difficulties in gaining and using listening, speaking, reading, writing, reasoning, math skills and abilities, or
social skills. They can show up in many ways such as specific difficulties with spoken and written language, coordination, self-control, or attention. Indicate whether the applicant has a learning disability:

- Yes
- No

**LEP Primary Language** – If the individual is identified as Limited English Proficient, identify the individual’s primary language from the dropdown. *This field is only required for the SCSEP program.*

**Limited English Language Proficiency** - An individual who has limited ability to speak, read, write or understand the English language and (a) whose native language is a language other than English or (b) who lives in a family or community where a language other than English is the dominant language:

- Yes
- No

**Low Income** – For adults, indicate if the applicant is an individual who:

- Receives or is a member of a family that receives cash payments under a federal, state, or local income based public assistance program
  - Yes
  - No
- Received an income, or is a member of a family that received a total family income for the six month period prior to application for the program involved that, in relation to family size, does not exceed the poverty line
  - Yes
  - No
- Received an income, or is a member of a family that received a total family income, for the six month period prior to application for the program involved that, in relation to family size, does not exceed 70 percent of the lower living standard income level (LLSIL) for an equivalent period
  - Yes
  - No
- Member of a household that receives, or has been determined within the six month period prior to application for the program involved to be eligible to receive, food stamps
  - Yes
  - No
- Homeless individual
  - Yes
  - No
- Disabled and own income meets the income requirements of a participant who receives cash payments under federal, state, or local income based public assistance programs
  - Yes
  - No
- Disabled and own income is at the poverty line for a six month period prior to application for the program involved regardless of whether their family does not meet this income requirement
  - Yes
The following criteria apply to youth only:

- Foster child
  - Yes
  - No
- Within the five percent of youth participants served by youth programs in a local area who do not meet the income criterion for eligible youth
  - Yes
  - No

Migrant Seasonal Farmworker - Certain types of seasonal agricultural work may qualify workers for additional services. Seasonal means temporary jobs which had a need of less than one year in duration, excluding job termination.

NOTE: Agricultural work is defined as having worked in the farming of cash grain crops such as wheat, corn, soybeans; field crops such as cotton, potato, alfalfa, hay, and beets; vegetable crops such as tomato, beans, broccoli, cucumber, peas, lettuce, and cabbage; or fruits and nuts such as grapes, berries, pecan/walnuts, citrus, apples, pears, peaches and melons. Working in a nursery with bulbs, flowers, green house and bedding plants may qualify. Livestock farming such as diary, cattle, sheep, turkeys and chickens, hogs, feedlots, and poultry hatcheries may qualify as well as crop harvesting such as plowing, fertilizer application, aerial spraying, crop thinning, or detasseling. Crop preparation such as pellet milling, grain fumigation, cleaning, or grinding may qualify as well. Grass mowing, tree trimming, and sod growing do not qualify as agricultural work.

Migrant food processing includes working in canneries or packing sheds but would not include working in places like Frito-Lay, fruit stands, Quaker Oats, or similar establishments. Work in any food processing plant must have been both seasonal AND migrant (worker was provided housing as he/she was unable to commute to his/her permanent residence on a daily basis).

- Yes
- No

NEG Enrollment 1, NEG Enrollment 2, NEG Enrollment 3 – An individual can be reported on up to three different National Emergency Grants when services are received. Record the first Project ID Number in NEG Enrollment 1, second Project ID Number in NEG Enrollment 2, and third Project ID Number in NEG Enrollment 3. Kansas projects are numbered KS01, KS02, etc.

Number in family (see Family) – Enter the number of individuals in the participant’s family. A person with a disability may be treated as a family of one.

For SCSEP, if the applicant is claimed as a dependent on someone else’s tax return, you must include in the applicant’s family all individuals currently residing with the applicant who are related by blood, marriage or adoption. You need not include these family members if the applicant lives independently of them; pays all his/her own expenses, including rent and utilities; does not share meals; and has separate living quarters, including a separate entrance. The mere fact that the applicant pays rent and is financially independent is not sufficient if the applicant does not have separate living quarters.
Number of Months on TANF/AFDC Cash Assistance – Record the number of months the individual received TANF/AFDC cash assistance, if any.

Number of weeks not employed – Select the number of weeks the applicant was not employed during the prior 26 weeks, from the dropdown.

Obtained employment by end of 26 weeks – Indicate if the individual obtained reemployment by the end of 26 weeks after the individual’s qualifying separation from TAA/ATAA certified employment. This field is for ATAA only.

- Yes
- No

Occupation at dislocation – Select the O*Net Code that best matches the occupation of the individual at dislocation.

Offender - An individual who (a) is or has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction for committing delinquent acts, such as crimes against persons, crimes against property, status offenses, or other crimes.

- Yes
- No

Older Worker - A person 55 years of age or older at participation.

- Yes
- No

O*Net-SOC – Select the O*Net code that best matches the occupation of the reemployment job. This field is for ATAA only.

Other Assistance (also see Type of Other Assistance) – Indicate if the individual receives any other form of public assistance.

- Yes
- No

Other Federal Co-Enrollment - Indicate the Federal program(s) in which the individual was co-enrolled. ServiceLink will automatically determine this by looking at program enrollments and co-registrations; no case manager data entry is required. This is required for TAA only.

- Not co-enrolled in any other federal program
- WIA dislocated worker
- National Emergency Grant (NEG)
- Both DW and NEG above
- Other Federal employment and job training program (in addition to either DW or NEG or both)
- Other Federal employment and job training program (not including either DW or NEG)

Other social barriers not already indicated – Indicate if there are other social barriers the individual may have that would lead to the individual’s being considered in greatest social need. Examples of barriers may include transgender, personal hygiene issues, and phobias. Do not list barriers that are indicated elsewhere in the application. This field is specifically for SCSEP.

  - Yes
  - No

Other social barrier, if yes – Enter the type of barrier the individual has. Do not list barriers that are indicated elsewhere in the application.

Participant ID – A system-generated unique identifier, not the social security number, used to identify the participant.

Participation Date - The date the individual first received services and began participating in the program.

Personal Characteristics Comments – Use this text field to enter any relevant comments about the individual’s application. This field is for SCSEP only.

Petition Number - Record the petition number of the certification that applies to the applicant's worker group. If there is more than one petition number use the petition number of the program from which the training is paid, unless a waiver was issued. Do not include any alphabetic suffix; record the four-, five-, or six-digit petition number only. Prior to November 4, 2002, valid petition numbers for TAA were 37000 – 47000. From November 4, 2002, forward they are 50000 and above. For NAFTA, record the four- or five-digit number (e.g., 1234 or 01234). Effective November 4, 2002, this program was abolished; no new NAFTA petitions will be added. Required for Trade Act programs.

Phone – The phone number for the employer for the first qualifying reemployment. This field is for ATAA only.

Placed on Waiting List – Indicate if the individual is eligible but there are no authorized positions available or there are no suitable community assignments available and the individual must be placed on a waiting list. This field is for SCSEP only.

  - Yes
  - No

NOTE: If a community service assignment is available but administrative processing causes a delay of 14 days or less, check “no”.

Poor Work History or Prospects – Poor work history is defined as an adult or youth who has not worked for the same employer for longer than three consecutive months in the two years prior to WIA eligibility.
determination. Poor employment prospects means the likelihood that an individual will not obtain employment without the assistance of some workforce development program.

- Yes
- No

Pregnant or Parenting Youth - An individual who is under 22 years of age and pregnant, or a youth (male or female) who is providing custodial care for one or more dependents under 18 years of age. (Males do not qualify as a parent until the child is born.)

- Yes
- No

Program ID – A system-generated unique ID identifying the program tied to the participant.

Program Type - Indicate the Trade Act program under which the participant received services and benefits. This will be automatically determined by the program enrollment(s) in ServiceLink, no entry by case managers is required.

- TAA
- NAFTA-TAA
- Both TAA and NAFTA-TAA

Reason for Ineligibility (see Reason for Ineligibility if other is selected above) – If the individual is determined ineligible for the SCSEP program, indicate the reason why from the dropdown. This field is for SCSEP only.

- Age
- Income
  - Residence outside of state
  - Failed to complete application or provide required documentation
  - Other

Reason for Ineligibility (if other is selected above) – If the individual is employed at the time of eligibility determination, check “other”, and enter “employed” here. Other reasons for ineligibility may be entered here as well. This field is for SCSEP only.

Refugee Cash Assistance (RCA) – The individual is listed on the welfare grant and is receiving cash payments under refugee cash assistance at the time of eligibility determination.

- Yes
- No

Requires Additional Assistance to Complete an Educational Program - A youth 14-21 years of age who requires additional assistance to complete an educational program as defined by state or local policy. The responsibility to define this criterion has been delegated to the Local Boards and is included in their Local Area Plan.

- Yes
Requires Additional Assistance to Secure and Hold Employment - A youth 14-21 years of age who requires additional assistance to secure and hold employment, as defined by state or local policy. The responsibility to define this criterion has been delegated to the Local Boards and is included in their Local Area Plan.

- Yes
- No

Runaway - A runaway youth is a person under 18 years of age who absents himself or herself from the home or place of legal residence without the permission of parents or legal guardian.

- Yes
- No

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

SCSEP Grantee Code (if transferred) (see Transferred from another SCSEP project) – From the dropdown, select the grantee from which the individual transferred. This field is for SCSEP only.

SCSEP Grantee Name – The state or national grantee of the SCSEP program. The grantee is set up in security administration and will be automatically populated here. This field is required for SCSEP only.

SCSEP Sub-Grantee Name – The name of the sub-grantee that takes the application. In Kansas, this is the American Red Cross Midway Kansas Chapter in Wichita. The sub-grantee is also set up in security administration and can be selected from a dropdown, if there is more than one sub-grantee per state. This field is required for SCSEP only.

Selective Service - Presidential Proclamation 4771 of July 2, 1980, requires male persons born after December 31, 1959, who has attained their 18th birthday, to register with Selective Service. Registration must be completed within 30 days of a male's 18th birthday. Failure to register in timely manner does not relieve the duty to register. A person may not be denied a right, privilege, or benefit under the Federal law due to failure to present himself for, and submit to registration under Section 3(a) of the Military Selective Service Act if the requirement for the person to register has terminated or becomes inapplicable to the person, and the person shows by a preponderance of the evidence that the failure of the person to register was not a knowing and willful failure to register.

Section 189 of WIA requires all participants receiving assistance under WIA to comply with Selective Service registration under the Military Selective Service Act. Section 3(a) of the Military Selective Service Act requires male citizens of the United States who are between 18 and 21 years of age, to present themselves for Selective Service registration at times and places determined by the President of the United States. Section 12, Subsection (g), of the Military Selective Service Act (as amended by provision contained in the National Defense Authorization Act for fiscal year 1987, P.L. 99-661) requires the registration status of all males born after December 31, 1959 be examined and confirmed. The Local Board is responsible to determine whether a
male applicant has satisfied the Selective Service registration requirements as a condition for participating in WIA funded activities and services. The Local Board should:

1. Determine the applicant’s date of birth to ensure they were born after December 31, 1959, and is 18 years of age or older.
2. Verify whether the applicant has complied with the registration requirements of the Military Selective Service Act.

Verification may be made by inspecting the applicant's Selective Service registration acknowledgment, or through the On-Line Verification website. Refer to State Policy #2-03-00 Selective Service Registration for additional information. After determining whether the Selective Service requirements have been satisfied, record one of the following:

- Yes
- No
- Exempt from Selective Service

If exempt, a reason must be given for the exemption. Selective Service registration is not a requirement for participation in the Trade Act program.

Single Parent - An individual who is single, separated, divorced or widowed with primary responsibility for one or more dependent children under age 18.

- Yes
- No

Social Security Disability (SSDI) - Social Security Disability Insurance (SSDI) is financed with Social Security taxes paid by workers, employers, and self-employed persons. To be eligible for a Social Security benefit, the worker must earn sufficient credits based on taxable work to be "insured" for Social Security purposes. Disability benefits are payable to blind or disabled workers, widow(er)s, or adults disabled since childhood, who are otherwise eligible. The amount of the monthly disability benefit is based on the Social Security earnings record of the insured worker. Indicate if the individual is receiving SSDI.

- Yes
- No

Social Security Number - The nine-digit identification number assigned to the applicant by the Social Security Administration under the Social Security Act. If, for any reason, this field must be changed, this must be changed manually and the AJLA-TS Product Development unit must be notified in writing of this change.

If an applicant does not have a Social Security Number, the local entity should assist the applicant in obtaining one from the Social Security Administration. A Social Security Number is required before processing a participant's wages and earnings statement. Since it normally takes at least six weeks to obtain a number after the Social Security Administration receives an application, every attempt should be made to apply as soon as possible. Applicants can apply for a Social Security Number by contacting a local Social Security
Administration Office or inquiring at their local Post Office. If this is not convenient, the Social Security Administration may be phoned (toll free) at 1-800-678-2332 to receive an application.

In accordance with the Privacy Act of 1974, the USDOL or a subrecipient may not deny to any individual any right, benefit or privilege provided by law because of the individual's refusal to disclose their Social Security Number. However, the subrecipient can properly require disclosure of an individual's social security account number pursuant to the Internal Revenue Service (IRS) Code where it is used as the identifying number of such individual for the purposes of a return, statement, or other document required under the code (i.e. for payment of wages for OJT, Work Experience, etc.). Subrecipients should advise applicants at the time of application of the use(s) made of the Social Security Number. The representative should also advise applicants their Social Security Number will be used to effectuate the payment of wages and needs-based-payments, even though it may not be possible at application to determine which form of payment, if any, the applicant will receive.

FOR EMERGENCY USE ONLY:

If the applicant does not have a Social Security Number for initial processing, enter a pseudo (simulated) number constructed in the following manner:

Write "PSEUDO" above the Social Security Number category on the Eligibility Assessment Form and assign a nine-digit code. This code should begin with the letter "P", followed by the representative’s four-digit code. The remaining four digits should be the next sequential number available from the representative’s Pseudo Social Security Number List. Each representative should obtain a list of sequential four digit numbers for this purpose. The representative should also keep track of which participant has been assigned to each number. Do not reuse a number previously assigned during the same program year. When the individual receives their Social Security Number, make the change on the participant status change document (CSS) and notify the AJLA-TS Product Development unit in writing of the change. If a pseudo social security number was utilized at the time of application, the new Social Security Number must be entered into the system, with appropriate documentation placed in the participant's file.

Statewide 15% Program ID – When statewide 15% money is used to fund projects, MIS staff will be notified and assign a number to identify and track the project. Enter this number here.

Subsidized housing – Indicate if the individual receives any type of subsidized housing.

- Yes
- No

Sub-Grantee Local Site – If the sub-grantee has more than one location, use this field to identify the location used. This field is required for SCSEP only.

Substance Abuse (See Alcoholic and/or Addict) - An individual who abuses alcohol or other drugs.

- Yes
- No
Supplemental Security Income - The individual is receiving Supplemental Security Income (excluding Survivor's Benefits). SSI disability benefits are payable to adults or children who are disabled or blind, have limited income and resources, meet the living arrangement requirements, and are otherwise eligible.

- Yes
- No

TANF Assistance - The applicant is listed on the welfare grant and is receiving cash payments under TANF at the time of eligibility determination.

- Yes
- No

Tenure at Employer of Dislocation – Record the total number of months that the individual was employed with the employer of record as of the individual’s most recent qualifying date of separation.

Total Family Income – The total income of the family identified in “Number in Family” above. This field is for SCSEP only.

Includable income for SCSEP includes the following:

- Earnings, including earnings from self-employment
- Unemployment Compensation
- Social Security, including Social Security Disability Insurance
- Veterans’ payments
- Survivor benefits
- Pension or retirement income
- Interest
- Dividends
- Rents, royalties, and estates and trusts
- Educational assistance
- Alimony
- Financial assistance from outside the household
- Other incomes – All other payments people receive regularly that are not included elsewhere. Some examples are state programs such as military family allotments, and income received from foreign government pensions

Exclusions include the following:

- Capital gains (or losses incurred) from the sale of property, stocks, bonds, a house, or a car (unless the person was engaged in the business of selling such property, which is counted as self-employment)
- Withdrawals of bank deposits
- Money borrowed
- Tax refunds
- Gifts
- Lump sum inheritances, insurance payments, gambling and lottery earnings
- Worker’s compensation
- Supplemental Security Income
- Public assistance or welfare payments
- Disability benefits (other than SSDI)
- Child support

Transferred from another SCSEP project (see SCSEP grantee code if transferred) – Indicate if the individual was transferred into this project from another project. This field is for SCSEP only.

- Yes
- No

Transportation – Indicate if the individual may require transportation assistance in order to participate in the program.

- Yes
- No

Type of other assistance (see Other Assistance) – If Other Assistance was marked “yes”, indicate the type of assistance that was received.

Unemployment Insurance Status at Participation - Authorized under state Unemployment Insurance laws (in accordance with applicable federal law). An eligible claimant is an individual who has been determined to be monetarily eligible for benefit payments under one or more state or federal Unemployment Insurance programs and whose benefit year or compensation has not ended and who has not exhausted their benefit rights. The individual may or may not have been referred to service through the state’s Worker Profiling and Reemployment Services (WPRS) system.

- Eligible claimant referred by WPRS
- Eligible claimant not referred by WPRS
- Exhaustee
- Neither claimant nor exhaustee

Veteran - The term 'eligible veteran' means a person who (a) served on active duty in the military service of the United States for a period of more than 180 days and was discharged or released with other than a dishonorable discharge; or (b) was discharged or released from active duty because of a service-connected disability; or (c) was discharged as a member of a reserve component under an order to active duty pursuant to section 672(a), (d), or (g), 673, or 673b of Title 10, who served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged from such duty with other than a dishonorable discharge. [38 USC 2011(4)]

The revised definition of "eligible veteran" includes members of reserve components activated during any "period of war" including the Persian Gulf conflict, August 5, 1990, with an ending date not yet announced by

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2 38 USC, Section 101 (27) defines "reserve component" to include the Army National Guard and the Air National Guard.
the President. It does not matter where such an "eligible veteran" served, only that they served during a period of war. For example, many reserve components activated during the Persian Gulf conflict did not serve in the Persian Gulf Theater of operation. However, if those reserve components were activated by subsection of Title 10, the member(s) of those units are considered an "eligible veteran".

NOTE: The term "active duty" means full-time duty in the Armed Forces, other than duty for training in the reserves or National Guard. Any period of duty for training in the reserves or National Guard, including authorized travel, during which an individual was disabled from a disease or injury incurred or aggravated in the line of duty is considered "active" duty.

**Eligible Veteran Status** – Indicate which of the following are true.

- The individual is a person who served in the active U.S. military, naval, or air service for a period of less than or equal to 180 days, and who was discharged or released from such service under conditions other than dishonorable.
- The individual served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge; or was discharged or released because of a service connected disability; or was a member of a reserve component under an order to active duty pursuant to section 167(a), (d), or (g), 673(a) of Title 10 U.S.C., served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge.
- The individual is a person who is (a) the spouse of any person who died on active duty or of a service-connected disability; (b) the spouse of any member of the Armed Forces serving on active duty who at the time of application for assistance under this part, is listed, pursuant to 38 U.S.C. 101 and the regulations issued, as missing in action, captured in the line of duty by a hostile force, or forcibly detained or interned in the line of duty by a foreign government or power; or (c) the spouse of any person who has a total permanent disability resulting from a service-connected disability or the spouse of a veteran who died while a disability so evaluated was in existence.
- The individual does not meet any of the conditions described above.

**Campaign Veteran** - Served on active duty during a war or in a campaign or expedition for which a campaign badge or expeditionary medal has been authorized as identified and listed by the Office of Personnel Management (OPM). An updated listing of those campaigns may be obtained on the Office of Personnel Management website.

- Yes
- No

**Disabled Veteran** – A disabled veteran is one who served in the active U.S. military, naval, or air service and is entitled to compensation regardless of rate (including those rated at zero percent), or who but for the receipt of military retirement pay would be entitled to compensation, under laws administered by the Department of Veterans’ Affairs (DVA); or was discharged or released from active duty because of a service-connected disability. A *special disabled veteran* is one who is entitled to compensation (or who, but for the receipt of military retirement pay would be entitled to compensation) under laws.
administered by the DVA for a disability rated at 30 percent or more, or rated at 10 or 20 percent for a serious employment disability.

• Yes
• Yes, special disabled
• No

Recently Separated Veteran - A veteran who applied for participation under WIA Title I within 48 months after discharge or release from active military duty.

For Wagner-Peyser/VETS, a recently separated veteran is specified in Title 38 as someone who is within 36 months of discharge or release from active duty.

• Yes
• No

Waiting list/CSA status comments – Use this field to enter any relevant comments on the individual’s status on the waiting list. This field is for SCSEP only.

Youth who is unemployed or underemployed at registration – This field is used to identify out of school youth. Refer to Employment Status at Participation for definition of unemployed. The definition of underemployed means an individual who is working part time (fewer than 35 hours) but desires full time employment, or who is working in employment not commensurate with the individual's demonstrated level of educational attainment.

• Yes
• No
SECTION V – ACTIVITY AND SERVICE DEFINITIONS

Recording Program Participation

Concurrent Partner Program Participation

When partner services are tracked and reported, receipt of partner services can be counted just like WIA services when determining the exit date. The only partner services that can extend the exit date are those services that would extend the exit date if they were funded by WIA title I-B. These include services that would qualify under WIA as core services (other than informational or self-service), intensive services, training services, or youth activities (except for follow up services). These also include similar employment and training activities, such as Adult Literacy Training. They do not include services that provide income support (e.g., food stamps, TANF, Unemployment Insurance benefits).

Record those programs funding activities coordinated with the individual's WIA Title I activities through a formal co-enrollment, by inclusion in the WIA service plan, or through follow up services as described below. Do not report partner services the participant obtains on their own or those not coordinated with the WIA activities. In other words, if the service is not part of their WIA or TAA or Labor Exchange employability plan, it should not be reported as a partner-provided service. Services should be reported cumulatively. Do not report sources considered informational or self-service core services. Unless otherwise noted, if co-enrolled in any of these programs enter the enrollment start and end dates in the Co-Registrations section.

Adult Education - Responsible for enabling persons 16 years of age or older to master the basic educational skills necessary to function in today's society. The goal of this program is the successful completion of secondary school, or its recognized equivalent, and to be able to speak, read, and write the English language.

Community Services Block Grant Employment and Training Programs - Provides assistance to states and local communities, working through a network of community action agencies and other neighborhood-based organizations. The purpose is to reduce poverty, revitalize low-income communities, and empowerment low-income families and individuals in rural and urban areas to become self-sufficient.

Food Stamps Employment and Training Services - Program designed to assist members of households participating in the food stamp program in gaining skills, training, work, or experience that will increase their ability to obtain regular employment.

Indian and Native American Programs - Supports employment and training activities for Indian, Native Alaskan, and Native Hawaiian individuals in order to more fully develop their academic, occupational, and literacy skills.

Job Corps - Job Corps offers residential, vocational, and academic education plus behavior training, stipend, and medical care to motivate young adults from the poverty zone.
National Farmworker Jobs Program - Provides training and support services, including job placement, for migrant and seasonal farm workers to assist them in securing stable, year-round employment that provides income above the poverty level.

Title V Older Worker Activities - Program designed to foster and promote part-time opportunities in community service activities for unemployed low-income persons who are at least 55 years of age with poor employment prospects.

Veterans Programs - Includes services provided by the Disabled Veteran Outreach Program (DVOP) and the Local Veteran Employment Representatives (LVER). Also included are any training services provided under WIA for veterans.

Trade Adjustment Assistance (TAA) - Services financially assisted under the Trade Adjustment Act (WIA section 121(b)(1)(B)(viii)). These will be collected through formal program enrollments in the TAA program. This includes TAA, NAFTA, and ATAA.

Vocational Education - The purpose of the Carl D. Perkins Vocational and Applied Educational Act is to fund cooperative programs and agreements between secondary schools and community colleges.

Vocational Rehabilitation - Vocational Rehabilitation programs are available to assist persons with disabilities into employment, the community, and independence.

YouthBuild (Department of Housing and Urban Development) - Employment and training programs offered by the U.S. Department of Housing and Urban Development, usually in partnership with USDOL.

Other non-WIA programs - Any non-WIA program not listed above that provided the individual with services authorized under WIA. Record only those programs that fund activities coordinated with the individual's WIA Title I activities.

WIA Title I-B Participation

Indicate whether one or more of the following WIA Title I-B providers served the participant. Will be determined by program registrations in ServiceLink and recorded as "1" for yes and "2" for no.

Adult (Local Formula) - Services to adults provided by funds allocated to the Local Boards under WIA section 133(b)(2)(A).

Dislocated Worker (Local Formula) - Services to dislocated workers provided by funds allocated to the Local Boards under WIA section 133(b)(2)(B).

Youth (Local Formula) - Services to youth provided by funds allocated to the Local Boards under WIA section 128(b).
Youth (statewide 15% activities) - Services to youth provided by funds allocated under WIA section 134(a). Do not record this item as "yes" if the individual is served with statewide funds passed down from the state to the Local Board.

Dislocated Worker (statewide 15% activities) - Services to dislocated workers provided by funds allocated under WIA section 134(a). Do not record this item as "yes" if the individual is served with statewide funds passed down from the state to the Local Board.

Incumbent Worker (statewide 15% activities) - Services to incumbent workers provided by funds allocated under WIA section 134(a)(3)(A)(iv)(I). Do not record this item as "yes" if the individual is served with statewide funds passed down from the state to the Local Board.

Adult (statewide 15% activities) – Services to adults provided by funds allocated under WIA section 134(a). Do not record this item as “yes” if the individual is served with statewide funds passed down from the state to the Local Board.

Rapid Response - An individual who participated in rapid response activities authorized at WIA section 134(a)(2)(A)(i). These activities could occur before or after participation in the program.

Rapid Response (Additional Assistance) - An individual who participated in a program financially assisted by WIA section 134(a)(2)(A)(ii). Do not record this item as "yes" if the individual is served with statewide funds passed down from the state to the Local Board.

National Emergency Grant - An individual who participated in a program funded under WIA Title ID, section 173. Record the four digits of the original Project ID number assigned to the National Emergency Grant (NEG). If the ID is KS-02, enter KS02. Leave blank if none of the individual's services were provided by a National Emergency Grant.

If co-enrolled in two or more NEG's, record the project ID number for the first grant under the National Emergency Grant field, and the project ID number for the second grant under the Second National Emergency Grant field. Use the Third National Emergency Grant field for a third grant, if needed. If the individual participated in more than three grants, record only the first three grants.

**Partner Provided Services**

Partner provided services may also be added to extend the point of exit. If services are entered here, remain open and the estimated end date is less than 90 days old, the participant will not be exited, even if all WIA and/or TAA services have ended. Enter the partner program funding the service, the service(s), its status and its dates. Track them until completed. Once all services are completed and/or 90 days have passed and no other services are scheduled, the participant will then be automatically exited.

**Service Details**

Actual Start Date - The date the participant actually attends their first day in each activity. This date will be used to track first staff assisted core, intensive and/or training services. Record as mm/dd/yyyy.
**Actual End Date** - The date the applicant or the training agent for each activity receives their last payment or service. Once this record is included in any official local, state, or federal report it cannot be changed. Record as mm/dd/yyyy.

**CIP** - Classification of Instructional Programs. Enter the code that best describes the postsecondary instructional program of study.

**Estimated Start Date** - The date the participant is scheduled to begin each activity.

**Estimated End Date** - The date the participant is scheduled to complete each activity.

**Office** - The office of the case manager responsible for the eligibility decision and enrollment of the applicant.

**O*NET-SOC** - Enter the code that best describes the training occupation. The occupation code should be reported for individuals receiving occupational skills training, on the job training, or youth employment services. Leave blank if not available or not known.

**Participant Group** - A name used to identify special projects. Participant groups allow fiscal monies to be tied together and rolled up for reporting. Participant groups replace what in previous versions of the fiscal system were known as “project codes”. Participant groups are more reliable than project codes for the following reasons:

1. Participant codes are not manually entered. Once the groups are created the alphanumeric names are available as a drop down list in both ServiceLink Services and Training and from within the fiscal system.
2. Participant codes are locked down so that the only codes that can be entered/selected are those flagged as valid by the fiscal representative or regional administrator and above.
3. Participant codes cannot be accidentally shared between regions, although they can be manually set to do so.

Participant groups are a means to group clients and/or vendor expenses together so that they can be rolled up for reporting purposes. How these groups are created, and what groups exist, is entirely up to each region.
The participant group admin functionality is available from the “Participant Group” link in the control panel in FiscalLink. Therefore, only local areas using FiscalLink will be able to set up Participant Groups. Adding/editing a participant group involves naming the group and selecting which regions should use the group. Only regions under your area of control will be available for assignment.

Provider (Training Agent) Name - The name of the training institution or the work site where the applicant will be located during training.

Provider Address - The street address of the training facility or work site.

Provider City - The city where the training facility or work site is located.

Provider State - The two-letter abbreviation for the state where the training facility or work site is located.

Provider Phone - The ten-digit telephone number for the training agent.

Provider Zip - The five-digit zip code for the city/area in which the training facility or work site is located.

Station Desk Number - The four-digit number assigned to the case manager responsible for the eligibility decision and enrollment of the applicant.

Status - This field is used to document the stage of each training activity. Update this field as the service progresses.

- Completed – Participant successfully completed the service
- Exited without completing – Participant exited program prior to completing the service
- Failed to report – Participant failed to report to a scheduled service
- In Progress – Service is in progress
- Proposed – Services proposed for the participant, but not yet approved
- Rescheduled – Service has been rescheduled
- Scheduled – Approved service with an estimated start date
- Unsuccessful completion – Participant completed the service, but desired results were not achieved
- Waived – Applicable to mandatory services under Worker Profiling and Reemployment Services program

Service Type – These are the activities in which the participant may be enrolled. Following are the available WIA and TAA services:

WIA Participants

A. Core Services

Core services are available to all adults and dislocated workers 18 years of age and over. To be eligible for the dislocated worker program, the individual must meet the eligibility criteria for dislocated workers.
**Eligibility Determination (WIA)** - Determinations of whether the individual is eligible to receive assistance under WIA.

**Establishing Financial Aid Eligibility Assistance (WIA)** – Assistance in establishing financial aid assistance for training and education programs that are not funded under this Act and are available in the local area.

**Establishing WTW Eligibility Assistance (WIA)** - Assistance in establishing eligibility for Welfare-to-work activities authorized under section 403(a)(5) of the Social Security Act (42 U.S.C. 603(a)(5)) available in the local area. NOTE: While this program is no longer in existence, it is still a statutory requirement and remains a core service.

**Follow Up Services (WIA)** - Follow up services, including counseling regarding the workplace, will be provided for at least 12 months after the first day of employment, as appropriate, to participants who are placed in unsubsidized employment. This might include discussing progress on the job, and discussing any problems the participant might be experiencing.

**General Core Services (WIA)** - Any core service, beyond self-service or informational, which requires registration of the participant. Use this activity if the Local Board does not wish to track activities separately or a separate activity does not appear elsewhere.

**Information on Available Supportive Services (WIA)** - Provision of accurate information relating to the availability of supportive services, including, at a minimum, child care and transportation, available in the local area, and referral to such services, as appropriate.

**Information on Filing Unemployment Claims (WIA)** - Provision of information regarding filing claims for unemployment compensation.

**Initial Assessment (WIA)** - Initial assessment of skill levels, aptitudes, abilities, and supportive service needs.

**Job Search and Placement Assistance (WIA)** - Staff assisted job search and placement activities are designed to provide individuals with support skills and information to support their occupational skills and work success. This activity may include, but is not limited to, career counseling, exposure to career information materials, and/or instruction in self-presentation skills (completing applications, interviewing skills, etc.).

**Job Referrals (WIA)** - WIA staff may screen participants by testing or conducting background checks before referring the participant to a potential job or when operating as an employer's agent.

**Job Development (WIA)** - WIA staff work with both employers and participants to create or discover job openings and then market the participant to place them in a job opening.
Job Clubs/Workshops (WIA) - Workshops designed to provide information and gain hands-on experience in using job-seeking skills, to provide strategies for removing barriers to employment, and to generally help prepare participants for work.

Local Area Performance Information (WIA) - Provision of information on how the local area is performing on the local performance measures and any additional performance information with respect to the One-Stop delivery system in the local area.

Outreach, Intake and Orientation (WIA) - Outreach, intake (which may include worker profiling), and orientation to the information and other services available through the One-Stop delivery system.

Performance and Cost Information on Program Providers (WIA) - Provision of program performance information and program cost information on: (i) Eligible providers of training services described in WIA section 122; (ii) Eligible providers of youth activities described in WIA section 123; (iii) Providers of adult education described in title II; (iv) Providers of postsecondary vocational education activities and vocational education activities available to school dropouts under the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.); and (v) Providers of vocational rehabilitation program activities described in title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.)

Provision of Labor Market Information (WIA) - Provision of employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including job vacancy listings in such labor market areas; information on job skills necessary to obtain the listed jobs; and information relating to local occupations in demand and the earnings and skill requirements for such occupations.

Workforce Information Services (WIA) - Provision of information on state and local labor market conditions; industries, occupations and characteristics of the workforce; area business identified skills needs; employer wage and benefit trends; short- and long-term industry and occupational projections; worker supply and demand; and job vacancies survey results. Workforce information also includes local employment dynamics information such as workforce availability; business turnover rates; job creation; job destruction; new hire rates, worker residency, commuting pattern information; and the identification of high growth and high demand industries.

B. Intensive Services

Intensive services are available to all adult and dislocated worker participants who have been unable to find employment through core services and have been determined to be in need of more intensive services to obtain employment; or who are employed but it has been determined s/he is in need of more intensive services to obtain or retain employment allowing for self-sufficiency.

Comprehensive Assessment (WIA) - A comprehensive and specialized assessment of the participant’s skill levels and service needs. This may include diagnostic testing and the use of
other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.

Employment Plan Development (WIA) - Joint development of a complete Individual Employment Plan (IEP) by the participant and the case manager, identifying employment goals, appropriate achievement objectives, and an appropriate combination of services to allow the participant to achieve their employment goals.

General intensive services (WIA) - Use this activity if the Local Board does not wish to track activities separately or a separate activity does not appear elsewhere.

Group Counseling (WIA) - Group counseling provided to participants who are unable to find employment through core services alone. This may include life skills workshops, workshops dealing with the world of work, or workshops to remove barriers to employment.

Individual Counseling and Career Planning (WIA) - One-on-one counseling to assist participants in setting realistic employment goals and developing the means to achieve them. This may include helping participants deal with a variety of personal problems occurring during participation.

Case Management (WIA) - Case management is a process to determine an individual’s needs and develop a plan to meet those needs. It involves assessment, planning, decision-making and problem solving. It may involve frequent contacts, either in person or by phone, for the purposes of sharing information, making decisions, solving problems that may arise, monitoring progress, and motivating the participant. Case management is an ongoing process, depending on the needs of the individual.

Short-Term Pre-Vocational Services (WIA) - Services designed to help prepare the participant for unsubsidized employment or training. These services may include the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct.

Out-of-Area Job Search Assistance (WIA) - An allowance to help the participant find employment outside the normal commuting area. May be used to pay for travel, lodging, and meals while attending job interviews and/or looking for jobs.

Relocation Assistance (WIA) - An allowance to help move an individual’s household due to employment or training outside the normal commuting area.

Internships (WIA) - Internships offer work-based training experience in a work setting. There shall be an agreement with an employer to provide structured on-site exposure to work and the requirements for successful job retention. Internships may be paid or unpaid, and in the private or public sector.

Work Experience (WIA) - Work experience is a planned, structured learning experience in a workplace for a limited period of time. It may be paid or unpaid; and be in the private for profit
sector, the non-profit sector, or the public sector. Work experience should be designed to promote the development of good work habits and basic work skills.

C. Training Services

Training services are available to adults and dislocated workers who have met the eligibility requirements for intensive services, who have received at least one intensive service, and who are unable to obtain or retain employment through those services; who have been determined to be in need of training services and to have the skills and qualifications to successfully participate in the selected program of training service; who have selected a program of training services directly linked to the employment opportunities in the local area or area to which the participant is willing to relocate; are unable to obtain grant assistance from other sources to pay for the costs of the training; and, if adult funds are used, the participant is eligible based on the priority system in effect in the local area.

*Adult Education and Literacy Activities (WIA)* - Educational instruction, particularly in basic skills, to raise an individual’s general competency level in order to succeed in vocational education, skill training programs, or employment. Included are educational services for participants in need of additional educational assistance to improve their general competence and develop their readiness for skill training or work. Normally conducted in an institutional setting and designed to upgrade basic skills and prepare the individual for further training, future employment, or retention in present employment. Includes remedial reading, writing, mathematics, literacy training, study skills, English for non-English speakers, bilingual training, and GED preparation (including computer-assisted instruction). This activity may only be used in combination with other training.

*Customized Training (WIA)* - Customized training is designed to meet the particular requirements of an employer, with a commitment by the employer to employ, or in the case of incumbent workers, continue to employ an individual upon successful completion of the training. The employer will pay for at least fifty percent of the cost of the training. Customized training of eligible employed workers who are not earning a self-sufficient wage must be related to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs requiring additional skills, workplace literacy, or other appropriate purposes identified by the Local Board.

*Entrepreneurial Training (WIA)* - Training provided to individuals interested in starting their own business. Training may include, but not be limited to, how to start a business, how to obtain the necessary permits and licenses, how to successfully run a business, and how to write a business plan.

*General Training (WIA)* - Use this activity if the Local Board does not wish to track activities separately or a separate activity does not appear elsewhere.

*Job Readiness Training (WIA)* - Job readiness training helps prepare participants for work by ensuring they are familiar with workplace expectations and they exhibit appropriate work behaviors and attitudes. Training may include job retention and life skills training, remedial education, and occupational, career and vocational exploration.
**Occupational Skills Training (WIA)** - Basic or advanced training for acquiring skills in a specific occupation. Instruction conducted in an institutional or work site setting designed to provide or upgrade individuals with the technical skills and information required to perform a specific job or group of jobs such as auto mechanics, health services, or clerical training. Includes job specific competency training, job-specific school-to-specific training, training for non-traditional employment, programs combining workplace training with related instruction, and training provided to a participant who is unable to advance above an entry level or dead end job.

The training will frequently be provided at vocational institutions, high schools, proprietary schools, universities, college, or community-based organizations. The majority of training offered should cater to local job demands as outlined in the Local Area Plan.

Training provided must be limited to occupations for which there is demand in the local area served or in another area to which the participant is willing to relocate. Consideration must be given to training in occupations determined to be in sectors of the economy with a high potential for sustained demand or growth.

Efforts shall be made to develop/utilize programs contributing to occupational development, upward mobility, development of new careers, and overcoming sex stereotyping in occupations traditional for the other sex.

**On-the-Job Training (OJT) (WIA)** - On-the-job training provided by an employer to a paid participant while they are is engaged in productive work that provides knowledge or the skills necessary to fully and adequately perform the job.

On-the-job contracts written for eligible employed workers who are not earning a self-sufficient wage must be related to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs requiring additional skills, workplace literacy, or other appropriate purposes identified by the Local Board.

The employer may be in the public, private non-profit or private sector. A contract may be developed between the employer and the local program to provide occupational training for the participant in exchange for the reimbursement of up to fifty percent of the wage rate to compensate for the employer’s extraordinary costs of providing the training and additional supervision related to the training. Employers are not required to document these extraordinary costs.

Employers who exhibit a pattern of failing to provide participants with continued long-term employment (at least six months), with wages, benefits and working conditions equal to those provided to regular employees similarly employed, will not be eligible for additional OJT contracts.

An OJT contract must be limited to the time required for the participant to become proficient in the occupation for which the training is being provided. In determining the appropriate length of the contract, consideration should be given to the skill requirements of the occupation, the
academic and occupational skill level of the participant, prior work experience, and the participant’s Individual Employment Plan. In general, OJT contracts should not exceed six months and should be developed reflective of the local labor market needs and the career development of the participant. Wages should meet or exceed the federal minimum wage level.

*Private Sector Training (WIA)* - Training programs operated by the private sector.

*Skill Upgrade/Retraining (WIA)* - Training programs intended to upgrade skills or provide retraining necessary to obtain or retain employment.

*Training for Non-Traditional Employment (WIA)* - Training in an occupation or field of work for which individuals of the participant’s gender comprise less than 25% of the individuals employed in the occupation or field of work.

*Workplace Training/Cooperative Education (WIA)* - Programs that combine workplace training with related instruction, including cooperative education programs.

**D. Supportive Services**

Supportive services for adults and dislocated workers are services necessary to enable an eligible individual, who cannot afford to pay for such services, to participate in activities authorized under WIA. Supportive services may only be provided to individuals who are participating in core, intensive or training services; and are unable to obtain such services through other programs providing such services. These would include such services as assistance with transportation, child care, dependent care, housing, and needs-related payments. These will be tracked through the Service and Training Plan in ServiceLink.

*Child care services (WIA)* - A service which helps parents meet their child care needs. Child care ranges from daycare outside the home or in-house, to after-school programs. It usually includes supervision and shelter, and may include subsistence and transportation.

*Dependent care (WIA)* - A service which helps individuals meet their family care needs. Family care ranges from day care outside the home or in-house, to after-school programs (outside the home or in-house). It usually includes supervision and shelter, and may include subsistence and transportation.

*Emergency services (WIA)* - Any other supportive service that may be needed in an emergency to enable the participant to continue in the program.

*Follow-Up Services – Supportive Services (WIA)* – Any supportive service provided during the follow-up period which allows the individual to continue in unsubsidized employment. The follow-up period lasts at least 12 months after the first day of employment.

*Needs-related payments (WIA)* - Needs-related payments provide financial assistance to participants for the purpose of enabling individuals to participate in training. Payments may be provided if the participant has been accepted in a training program to begin within 30 calendar
days. To be eligible to receive needs-related payments adults must be unemployed, not qualify for, or cease to qualify for, Unemployment Insurance and be enrolled in a program of training service. To receive needs-related payments, a dislocated worker must: (1) be unemployed, cease to qualify for Unemployment Insurance or trade readjustment allowance under TAA or NAFTA-TAA, and be enrolled in a program of training services by the end of the 13th week after the most recent layoff resulting in the individual's eligibility as a dislocated worker, or if later, by the end of the 8th week after the worker is informed their short-term layoff will exceed six months; or (2) be unemployed and did not qualify for Unemployment Insurance or trade readjustment assistance.

Other Supportive Service (WIA) - Any other supportive services provided to the participant, to be defined by local policy.

Transportation services (WIA) - A service for participants to ensure mobility between home and the location of employment, training and/or other supportive services.

E. National Emergency Grants (NEG)

Disaster Relief Assistance (WIA) - A service administered as part of a National Emergency Grant, which includes, but is not limited to, providing food, clothing, shelter and related humanitarian services; performing demolition, cleaning, repair, renovation and reconstruction of damaged and destroyed public structures, facilities and lands located within the designated disaster area, as defined in the grant award document.

F. Youth Services

Local youth programs must be designed to provide an objective assessment of each participant; develop an individual service strategy; provide preparation for post-secondary educational opportunities, linkages between academic and occupational learning, preparation for employment, and provide effective connections to other organizations that make available links to the job market and employers. Information on services available and referrals to appropriate training and education providers shall also be made available. Youth services are available to youth 14-21 years of age.

Educational Achievement Services

Educational Achievement Services (WIA) - Activities aimed at assisting the participant in obtaining a high school diploma or GED. Services may include alternative school offerings, tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies.

Tutoring (WIA) - Providing help to students by instruction outside of class. Having learners help one another is known as peer tutoring.

Study Skills Training (WIA) - Training to teach youth how to study efficiently and effectively. The training may include such things as how to be organized, how to identify and make use of
appropriate resources for study, break down large tasks into more manageable subtasks, and how to follow through and self-monitor tasks they have begun.

*Instruction Leading to Secondary School Completion (WIA)* - Getting the youth the help and instruction they need to complete their secondary school education. This may include instruction leading to a GED.

*Dropout Prevention Services (WIA)* - Strategies that are geared toward preventing youth from dropping out of school. These strategies may include, but are not limited to, alternative schools, student and family support services, counseling and tutoring.

*Alternative Secondary School Offerings (WIA)* - Providing at risk youth with the opportunity to receive an alternative education as a way to prevent them from dropping out of school.

**Employment Services**

*Case Management (WIA)* - Case management is a process to determine an individual’s needs and develop a plan to meet those needs. It involves assessment, planning, decision-making and problem solving. It may involve frequent contacts, either in person or by phone, for the purposes of sharing information, making decisions, solving problems that may arise, monitoring progress, and motivating the participant. Case management is an ongoing process, depending on the needs of the individual.

*General Training (WIA)* - Use this activity if the Local Board does not wish to track activities separately or a separate activity does not appear elsewhere.

*Internships (WIA)* - Internships may be included as part of a work experience and offer work-based training experience in a work setting and are designed to enhance the long-term employability of youth. The youth should be provided with opportunities for career exploration and skill development which will lead to successful job retention.

*Job Placement Services (WIA)* - Providing youth with support skills and information to support their occupational skills and work success. This may include self-assessment of skill and interests, career counseling, exposure to career information materials, and/or instruction in self-presentation skills (completing applications, interviewing skills, appropriate dress, etc.).

*Job Shadowing (WIA)* - Job shadowing is a work-based learning experience that allows a youth to follow a host during a typical period of time, observing and asking questions about a particular career. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site.

*Occupational Skills Training (WIA)* - Basic or advanced training for acquiring skills in a specific occupation. Instruction conducted in an institutional or work site setting designed to provide or upgrade the technical skills and information required to perform a specific job or group of jobs.
such as auto mechanics, health services, or clerical training. Includes job specific competency training, job-specific school-to-specific training, and pre-apprenticeship training.

The training will frequently be provided at vocational institutions, high schools, proprietary schools, universities, colleges or community-based organizations. The majority of training offered should cater to local job demands as outlined in the Local Area Plan.

Training provided must be limited to occupations for which there is demand in the local area served or in another area to which the participant is willing to relocate. Consideration must be given to training in occupations determined to be in sectors of the economy with a high potential for sustained demand or growth.

Efforts shall be made to develop/utilize programs that contribute to occupational development, upward mobility, development of new careers and overcoming sex stereotyping in occupations traditional for the opposite sex.

*On-the-Job Training (OJT) (WIA)* - On-the-job training provided by an employer to a paid youth participant while they are engaged in productive work providing knowledge or the skills necessary to fully and adequately perform the job.

The employer may be in the public, private non-profit, or private sector. A contract may be developed between the employer and the local program that provides occupational training for the participant in exchange for the reimbursement of up to fifty percent of the wage rate to compensate for the employer's extraordinary costs of providing the training and additional supervision related to the training. Employers are not required to document these extraordinary costs.

Employers who exhibit a pattern of failing to provide participants with continued long-term employment (at least six months), with wages, benefits and working conditions equal to those provided to regular employees similarly employed, will not be eligible for additional OJT contracts.

An OJT contract must be limited to the time required for the participant to become proficient in the occupation for which the training is being provided. In determining the appropriate length of the contract, consideration should be given to the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience, and the participant's Individual Employment Plan. In general, OJT contracts should not exceed six months and should be developed reflective of the local labor market needs and the career development of the participant. Wages should meet or exceed the federal minimum wage level.

*Work Experience (WIA)* - Work experiences for youth are planned, structured learning experiences in a workplace for a limited amount of time. A work experience may be paid or unpaid, and be in the private, non-profit, or public sectors. They are designed to enable youth to gain exposure to the working world and its requirements, and to help them acquire the personal attributes, knowledge and skills needed to obtain a job and advance in employment. Work experiences may include the following elements:
a. Entrepreneurship;
b. Exposure to various aspects of a particular industry;
c. Instruction in employability skills or generic workplace skills;
d. Integration of basic academic skills into work activities;
e. Internships and job shadowing;
f. Progressively more complex tasks;
g. Supported work, work adjustment, and other transition activities; and
h. Other elements designed to achieve the goals of work experience.

Workforce Information Services (WIA) - Provision of information on state and local labor market conditions; industries, occupations and characteristics of the workforce; area business identified skills needs; employer wage and benefit trends; short- and long-term industry and occupational projections; worker supply and demand; and job vacancies survey results. Workforce information also includes local employment dynamics information such as workforce availability; business turnover rates; job creation; job destruction; new hire rates, worker residency, commuting pattern information; and the identification of high growth and high demand industries.

Work Readiness/Pre-Employment Skills (WIA) - A program for youth, with priority being given to those individuals who do not meet established levels of academic achievement and who plan to enter the full-time labor market upon leaving school. The pre-employment skills training program may provide youth up to 200 hours of instruction and activities. The instruction and activities may include the following:

a. Assessment, testing, and counseling
b. Occupational, career and vocational exploration
c. Job-holding and survival skills training
d. Basic life skills training
e. Remedial education
f. Labor market information

Summer Employment Opportunities

Summer Employment Opportunities (WIA) - Summer employment must provide direct linkages to academic and occupational learning, such as coordinating with school systems and/or school-to-work, and may provide other elements and strategies as appropriate to serve the needs of the participant. This service is not intended to be a stand-alone activity and should be part of a comprehensive strategy to address the youth's employment and training needs. Participants receiving this service must be provided with at least 12 months of follow-up services.

Additional Support for Youth Services

Adult Mentoring (WIA) - Mentoring services are to last at least 12 months, and may occur both during and after program participation.
Drug and Alcohol Abuse Counseling (WIA) – Counseling to overcome and/or prevent drug and alcohol abuse.

Guidance and Counseling (WIA) - Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, may be provided when deemed appropriate to the participant's needs. These services are primarily provided to assist youth in achieving employment-related success.

Referrals to Counseling (WIA) – Referrals to other types of counseling, as appropriate to the needs of the youth.

Leadership Development Opportunities

Leadership Development Opportunities (WIA) - Leadership development opportunities are intended to develop the potential of youth participants as citizens and leaders. Services may include the following:

a. Citizenship training;
b. Community and service learning projects;
c. Employability;
d. Exposure to post-secondary educational opportunities;
e. Organizational and teamwork training, including team leadership training;
f. Peer-centered activities, including peer mentoring and tutoring;
g. Positive social behaviors (soft skills) which may focus on areas such as positive attitudinal development, self esteem building, cultural diversity training, and work simulation activities; and
h. Training in decision-making, including determining priorities.

Citizenship Training (WIA) - To include life skills training such as parenting, work behavior training, and budgeting of resources.

Community and Service Learning Projects (WIA) - Community and service learning projects combine community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility. Service learning programs involve students in activities that address local needs while developing their academic skills and commitment to their community.

Exposure to Post-Secondary Educational Opportunities (WIA) – Introducing the youth to opportunities available through post-secondary education.

Life Skills Workshop (WIA) - These workshops might focus on areas such as enhancing self-esteem and personal confidence (identifying self-defeating behaviors, confronting fears, and goal setting), balancing school and family commitments, study skills (note-taking, test-taking, and time-management), exploring college choices and financial aid opportunities, and examining career choices and increasing resume and interviewing skills (through the use of a career interest
inventory, resume writing, and interview workshops). They could also include training in areas such as parenting, work behavior training, and budgeting of resources.

Organization and Team Work Training (WIA) - A leadership development opportunity that teaches youths the value of organization and working as a team, including team leadership training.

Peer-Centered Activities (WIA) – Activities among peers to build self-confidence and the capacity to work with others. This might also include activities that encourage positive, responsible behavior during after school hours.

Training in Decision Making (WIA) – Teaching youth to make better decisions.

Received Follow-Up Services

Follow Up Services (WIA) - All youth participants must receive some form of follow-up services for at least 12 months after exit from the program. The types of services provided are determined based on the needs of the participant. For youth that participate in summer employment opportunities only, follow-up services may be less intensive. Follow up services may include the following:

a. Adult mentoring;
b. Assistance in securing better paying jobs, career development and further education;
c. Leadership development opportunities and supportive services listed above;
d. Regular contact with a youth participant's employer, including assistance in addressing work-related problems that may arise;
e. Tracking the progress of youth in employment after training; and
f. Work-related peer support groups.

Career Development Assistance (WIA) – Assisting youth to further their education, training or employment goals.

Follow-Up Services - Additional Assistance – Providing assistance in finding better employment, career development and further education.

Follow-Up Services – Adult Mentoring – Providing the opportunity and linkages for adult mentoring during the follow-up period.

Follow-Up Services – Employer Contact – Keeping regular contact with the youth’s employer, which may include providing assistance in addressing work-related problems.

Follow-Up Services – Employment Progress Tracking – Tracking the progress of youth in employment after training.
Follow-Up Services – Leadership Development – Enrolling the youth in any of the leadership development activities described above

Follow-Up Services – Supportive Services – Any supportive service, described below, provided during the follow-up period.

Follow-Up Services – Work-Related Support Group – A place for youth to exchange ideas and information to deal with work-related issues.

Peer Support Groups (WIA) – A place for youth to exchange ideas and information relating to work issues.

Regular Contact with Youth and/or Employer (WIA) – Regular contact, usually monthly, with the youth and employer, to address and resolve work-related problems that may arise.

Supportive Services

Supportive Services (WIA) - Supportive services are to be provided to those youth participants who need such services to participate in the program. These services may include the following:

a. Assistance with childcare and dependent care costs;
b. Assistance with housing costs;
c. Assistance with transportation costs;
d. Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eyeglasses and protective eye gear;
e. Linkages to community services; and
f. Referrals to medical services.

Child Care Assistance (WIA) - A service which helps parents meet their child care needs. Child care ranges from daycare outside the home or in-house, to after-school programs. It usually includes supervision and shelter, and may include subsistence and transportation.

Dependent Care (WIA) - A service which helps individuals meet their family care needs. Family care ranges from day care outside the home or in-house, to after-school programs (outside the home or in-house). It usually includes supervision and shelter, and may include subsistence and transportation.

Emergency or Short Term Housing Assistance (WIA) - Temporary assistance to help participants in maintaining or obtaining adequate shelter for themselves and their families while they are receiving employment, training or other supportive services.

Linkages to Community Services (WIA) - A supportive service for youth which provides connections to services available in the community.

Referrals to Medical Services (WIA) - Referrals to medical services, as appropriate to the needs of the youth.
**Transportation Assistance (WIA)** - A service for participants to ensure mobility between home and the location of employment, training and/or other supportive services.

**Work Clothing, Equipment, Tools (WIA)** – A service that provides assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye gear.

**Other Youth Services**

**Eligibility Determination (WIA)** - Determinations of whether the individual is eligible to receive assistance under WIA.

**Objective Assessment (WIA)** - An objective assessment is an independent, comprehensive evaluation of the participant after s/he has been determined eligible. This would be a client-centered, diagnostic approach to identify the participant's skill deficiencies, training needed to overcome those deficiencies, the level of proficiency needed for attainment of the employability skill and determination of need for financial assistance. The results of this activity should be the development of an ISS. Objective assessment is an ongoing process and should be periodically reviewed and updated, and, where appropriate, considered for inclusion in the ISS.

**Other (WIA)** - Other services provided to youth participants not appearing elsewhere.

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**TAA Participants**

**A. Allowances**

*TTransportation Allowance (TAA)* - Available only for recipients in an approved training program. A TAA eligible worker may be reimbursed for mileage when driving in excess of 50 miles one way from their place of residence to the training facility. A travel allowance for daily commuting shall be paid, in lieu of subsistence, but not exceeding the amount otherwise payable as subsistence, for each day of commuting. Travel Allowance will be paid at the prevailing Federal travel regulations rate for one round trip per day. The cost of the travel allowance is above and beyond the cost of TAA approved training.

*Subsistence Allowance (TAA)* - Available only for recipients in an approved training program. Supplemental assistance that may be available under special circumstances and may be used to cover actual weekly expenses or 50 percent of the prevailing federal per diem rate, whichever is less, to cover the costs of meals and lodging. This is considered separate maintenance when the training facility is located outside the commuting area and it would be necessary for the worker to obtain housing near the training facility in order to attend classes. This does not include mileage reimbursement.

*Trade Readjustment Allowance (TRA) (TAA)* - TRA is a benefit of the Trade Adjustment Assistance program. TRA weekly benefit payments are similar to UI benefits, which must be exhausted before
TRA can be received. There are three types of TRA that may be paid: basic, additional, and remedial. The number of weeks that can be paid on them is shown below:

- Basic - 26 weeks
- Additional - Up to 52 weeks (if satisfactorily participating in training and other eligibility requirements are met)
- Remedial - Up to 26 weeks (if satisfactorily participating in training)

For more in-depth information on TRA, refer to Policy Number 2-05-00, Trade Adjustment Assistance program.

**Job Search Allowance (TAA)** - An allowance to help the participant find a job within the United States but outside the individual's normal commuting area (50 miles). Payments reimburse 90 percent of travel, lodging and meals while attending job interviews, regardless of the number of job searches made. Job search allowance is limited to $1,250.

**Relocation Allowance (TAA)** - An allowance to help the participant and the participant’s family relocate for employment within the United States. If the move is outside the normal commuting area, 90 percent of the costs of moving, travel, lodging and meals the participant and family incur are reimbursed. The participant also receives a lump sum payment of three times the former weekly wage (not to exceed $1,250) to help get settled. This allowance may be paid only once.

**B. Classroom Training**

A worker can be enrolled in a retraining program for no longer than 104 weeks with TAA funding. The course of study must be in a field where employment is possible upon completion of training. TAA will fund tuition, books, fees, tools, and required items only. Each eligible worker is allowed one training per petition. Following are the acceptable forms of training for TAA-approved workers:

**CRT Basic/Remedial (TAA)** - Educational instruction, particularly in basic skills, to raise an individual’s general competency level in order to succeed in vocational education or skill training programs, or employment. Examples include General Education Diploma (GED) preparation, English as a Second Language (ESL), math instruction, and reading instruction.

TAA participants who receive remedial education can extend their weeks of training up to 26 weeks. It is possible for the individual to attend both remedial and regular training at the same time and receive credit for the weeks in remedial, if needed to complete training.

**CRT Occupational (TAA)** - Basic or advanced training for acquiring skills in a specific occupation. Instruction conducted in an institutional or work site setting designed to provide or upgrade individuals with the technical skills and information required to perform a specific job or group of jobs such as auto mechanics, health services, or clerical training. Includes job specific competency training, job-specific school-to-specific training, training for non-traditional employment, programs combining workplace training with related instruction, and training provided to a participant who is unable to advance above an entry level or dead end job.
The training will frequently be provided at vocational institutions, high schools, proprietary schools, universities, college, or community-based organizations. The majority of training offered should cater to local job demands as outlined in the Local Area Plan.

Training provided must be limited to occupations for which there is demand in the local area served or in another area to which the participant is willing to relocate. Consideration must be given to training in occupations determined to be in sectors of the economy with a high potential for sustained demand or growth.

Efforts shall be made to develop/utilize programs contributing to occupational development, upward mobility, development of new careers, and overcoming sex stereotyping in occupations traditional for the other sex.

Customized training (TAA) - Customized training is designed to meet the specific requirements of an employer or group of employers. Training is provided by a third party training vendor. The training is conducted with a commitment by the employer or group of employers to employ an individual upon successful completion of the training. The employer pays for no less than 50 percent of the cost of such training. Core and Intensive Services are required.

On-the-Job Training (OJT) (TAA) - OJT is provided under a contract with an employer in the public, private non-profit or private sector. Training in an occupation is provided for the worker in exchange for the reimbursement to the employer of up to 50 percent of the wage rate to compensate for the costs of training and supervising the worker. The OJT may not be in the same occupation from which the worker was separated and in which the worker's group was certified for the TAA program. The OJT must be at least six weeks, but no more than 26 weeks, in duration. The appropriate duration of the OJT is determined by the occupation for which the participant is being trained, taking into account the content and complexity of the training and the prior work experience of the participant.

OJT contracts should not be written with employers who exhibit a pattern of failing to provide OJT participants with continued long-term employment with wages, benefits, and working conditions equal to those provided to regular employees who have worked a similar length of time and are doing the same type of work. A worker participating in OJT must be compensated at the same wage rate, including periodic wage increases, as trainees or employees who are situated in similar occupations by the same employer and who have similar training, experience and skills.

The following restrictions apply to OJT Contracts:

- Funds provided to employers for OJT must not be used to directly or indirectly assist, promote, or deter union organizing;
- Funds may not be used for an OJT with a business, or a part of a business, that has relocated from any area in the United States until the company has operated at its present location for at least 120 days, if the relocation resulted in any employee losing a job at the original location;
- The OJT worker may not displace a currently employed worker, including partial displacement such as a reduction in hours of non-overtime work, wages, or employment benefits;
• No other worker may be on layoff from the same job, or any substantially equivalent job, for which the OJT worker is being trained;

• The job in which the OJT worker is being trained may not be created in a promotional line that would infringe in any way upon the promotional opportunities of currently employed workers; and

• OJT training may not impair existing contracts for services or collective bargaining agreements. In the case of training that would be inconsistent with the terms of a collective bargaining agreement, written concurrence must be obtained from the appropriate labor organization.

Core and Intensive services are required for a worker to enter into OJT. Any worker in the OJT program is required to have monthly contact with their TAA Representative.

C. TAA/NAFTA-TAA Services and Benefits

Assessment Interview (TAA) – A meeting to assess and document the client’s employability for a job. The assessment includes, but is not limited to, gathering and analyzing information about the client’s work history, education, interests, supportive service needs, barriers to employment, and eligibility for services. The result is an assessment of the client’s employability.

Case Management (TAA) - Case management is a process to determine an individual’s needs and develop a plan to meet those needs. It involves assessment, planning, decision-making and problem solving. It may involve frequent contacts, either in person or by phone, for the purposes of sharing information, making decisions, solving problems that may arise, monitoring progress, and motivating the participant. Case management is an ongoing process, depending on the needs of the individual.

General Core Services (TAA) - Any core service, beyond self-service or informational, which requires registration of the participant. Use this activity if the Local Board does not wish to track activities separately or a separate activity does not appear elsewhere.

Health Coverage Tax Credit (HCTC) – Tax credit created for the purchase of private health insurance for TAA and ATAA participants who are eligible for or receiving TRA, in approved training, or on a waiver. The credit is equal to 65% of the premium normally paid by eligible individuals for qualified health insurance.

Individual Counseling/Career Planning (TAA) - One-on-one counseling to assist participants in setting realistic employment goals and developing the means to achieve them. This may include helping participants deal with a variety of personal problems occurring during participation.

Job Development (TAA) - Staff work with both employers and participants to create or discover job openings and then market the participant to place them in the job opening.

Job Referrals (TAA) - Staff may screen participants by testing or conducting background checks before referring the participant to a potential job or when operating as an employer’s agent.
**Job Search and Placement Assistance (TAA)** - Staff assisted job search and placement activities are designed to provide individuals with support skills and information to support their occupational skills and work success. This activity may include, but is not limited to, career counseling, exposure to career information materials, and/or instruction in self-presentation skills (completing applications, interviewing skills, etc.).

**Job Search Planning (TAA)** - In collaboration with an individual client, staff develop a plan for the participant’s job search. The plan includes the necessary steps and timetables to achieve a specific employment objective. The job search plan may include, but is not limited to, a list of action steps related to various job search methods: conducting internet job searches; making direct employer contacts; monitoring newspaper and other ads; networking; and maintaining a record of activities, including thank-you letters and follow-up contacts. Clients who participate in Job Search Planning are typically job-ready. The Job Search Plan is documented in KansasWorks.com. The plan may or may not involve a paper document.

**Job Search Resume Preparation Assistance (TAA)** - The client is provided instruction on the content and format of resumes and cover letters and provided assistance in their development and production. This includes online and paper resumes.

**Job Search Workshops (TAA)** - Workshops designed to provide information and gain hands-on experience in using job-seeking skills, to provide strategies for removing barriers to employment, and to generally help prepare participants for work. Subjects include, at minimum, the following topics: self-assessment, employment applications, resumes (including cover letters), employment interviews (including thank-you letters and follow-up contacts), and job search methods (including direct employer contacts and networking).

**Supportive Services (TAA)** - Services necessary to enable an eligible individual, who cannot afford to pay for such services, to participate in activities authorized under TAA. Supportive services may only be provided to individuals who are unable to obtain such services through other programs providing such services. These would include such services as assistance with transportation, child care, dependent care, and housing. These will be tracked through the Service and Training Plan in ServiceLink.

**Wage Subsidy (ATAA)** – Workers who choose ATAA receive 50% of the difference between the wages the worker received from reemployment and the wages received by the worker at the trade-impacted job. Payments may not be made for longer than two years or may not exceed a total of $10,000, whichever comes first. Participants are reimbursed on a monthly basis.

**Waiver (TAA)** - A TAA Waiver is a written statement to an adversely affected worker waiving the requirement to be enrolled in training. Waivers are issued by the Workforce Center for a maximum of 26 weeks and may be extended to complete Basic TRA. The worker will have monthly contact with their TAA Representative to ensure that the condition under which the waiver was originally issued still applies.

**Labor Exchange Participants**


Assessment - Employability Planning (LE) - A seated face-to-face interview or meeting between an interviewer and an individual client who is determined not job-ready from an Assessment Interview or Counseling. Purpose: to develop a plan to improve the client’s employability by addressing identified barriers to employment, thereby increasing opportunities for securing self-sufficient employment: a job or a better job. Employability plans are documented in KansasWorks.com. Plans may or may not include a paper document.

Planning may involve the establishment of primary and secondary employment goals and include career exploration, education, training, and/or job-search activities. Career exploration activities may include self-assessment, assessment, career research, and labor market research. Education and training activities may include activities related to occupational training, languages, basic skills, and computer literacy.

Assessment - Testing (LE) - A meeting, between an interviewer and an individual client or group of clients. Purpose: to administer a standardized means of measuring an individual’s possession of, interest in, or ability to acquire job skills and knowledge. Assessment Testing refers to tests and assessment instruments used to evaluate individuals for selection, referral, and/or participation in training or vocational counseling. For proficiency testing, see Testing Other, defined herein.

Use of standardized assessments and tests by Labor Exchange must be in accordance with the provisions and guidelines issued by the federal Employment Service and state policy.

Assessment - Counseling (LE) - A seated interview or meeting between a Vocational Counselor or Counselor Designee and an individual client. Purpose: to assist the client with resolving issues related to occupational choice, change, or adjustment. Examples include providing assistance to inexperienced or untrained clients facing vocational choices, and to clients with barriers to employment. These barriers may include lack of educational achievement and/or basic skills proficiency, lacking or erratic employment history, family problems, or other factors precluding full employment.

Counseling must be available to veterans and to individuals with disabilities. All Labor Exchange staff must know and practice appropriate disability etiquette. (See Disability Resources in KansasWorks.com) Each Labor Exchange office must have a designated specialist to assist individuals with disabilities. If counseling services are not available at each location, the designated specialist must arrange for counseling upon request and/or as needed. As needed means that when the interviewer recognizes that a client would benefit from counseling, he/she takes steps to arrange for counseling.

Note on Counseling Notes: Counseling Notes relate to the topics or outcomes of the counseling, or include information about the client. ‘Client came in for counseling’ or ‘provided counseling’ are not counseling notes.

Assessment Interview (LE) - A seated face-to-face interview or meeting between an interviewer and an individual client. Purpose: to assess and document the client’s employability for a job or for a better job. Assessment includes, but is not limited to, gathering and analyzing information about the client’s
work history, education, interests, supportive service needs, barriers to employment, and eligibility for services. The results of this analysis are further analyzed in relationship to current labor market conditions. The result is an assessment of the client’s employability. After the client is assessed, he/she may be referred to other services or continue to receive job-search assistance from the Labor Exchange program.

Assessment Orientation (LE) - An interview or meeting, between an interviewer and an individual client or group of clients. Purpose: to prepare the client(s) for participation in formal assessment or testing services; to orient the client to Reemployment Services (RES); or to provide information about the availability of, access to, and participation in services.

Orientation to assessment or testing services: may include, but is not limited to: lecture, discussion, supervised practice, instruction in using answer sheets, distribution of booklets or other handouts, and/or any other information that serves to prepare the client for doing his/her best when taking the assessment or test.

Orientation to RES: may include, but is not limited to: lecture, discussion, distribution and review of booklets or other handouts, and/or tour of the Career Center resource area. Must include an overview of the RES program, including available services and the meaning of ‘mandatory’ services.

Orientation to services: may include, but is not limited to: lecture, discussion, distribution and review of booklets or other handouts, tour of the Career Center resource area, demonstration of KansasWorks.com for resume-building and job search, demonstration of self-assessment software, and instruction on locating and using labor market information. May include pre-screening for eligibility-based services, and more specific information about access to and participation in those services.

NOTE: Orientations to Reemployment Services and to using the Career Centers for self-service must include instruction and demonstration on using KansasWorks.com for self-directed job searches and resume development, except when using KansasWorks.com for self-directed services is not the most appropriate option for the client.

Attended TAP Workshop (LE) - A comprehensive three-day workshop. Workshop participants learn about job searches, career decision-making, current occupational and labor market conditions, and resume and cover letter preparation and interviewing techniques. Participants are also provided with an evaluation of their employability relative to the job market and receive information on the most current veterans’ benefits.

Career Center Services (LE) - The client is provided with information or services, made available or directly provided, in a self-service or self-directed manner. Staff may facilitate the client’s access to and/or use of the information or services. The information or services are those typically found in a Career Center or resource room.
If the level of staff involvement increases from facilitation to assistance, the service is characterized as a staff-assisted service and is recorded as appropriate, depending on the type of service provided. Examples include, but are not limited to, Job Search Resume Preparation Assistance or Workforce Information Services.

**Career Guidance (LE)** - An interview or meeting, between an interviewer and an individual client or group of clients. Purpose: to provide a wide range of information, materials, suggestions, and advice, intended to assist in career-related decisions regarding employment and training opportunities. Career Guidance focuses on information and activities related to exploring occupational choices: requirements of various jobs in terms of responsibilities, skills, knowledge, abilities, pay, and job location.

Career Guidance is distinguished from Job Search Workshops and Assessment Counseling by scope and focus. Job Search Workshops are broader in scope and focus on job search strategies and techniques, although they may include a Career Guidance section. Counseling is an individual, in-depth activity that may focus on the specific client’s lack of educational achievement and/or basic skills proficiency, poor or erratic employment history, family problems, or other factors precluding full employment.

**Case Management Services (LE)** - Services provided to all veteran applicants who have been assigned a case manager, who received Assessment Counseling, Referral to Supportive Services, Job Development Activities, referral to a job, referral to training, placement in job, placement in training, vocational guidance services, or any combination of those services.

**Federal Bonding Assistance (LE)** - An interviewer issues a bond through the Federal Bonding Program.

**Job Development Activities (LE)** - An interviewer contacts an employer on behalf of a specific individual client for whom no suitable job opening is available in KansasWorks.com. The purpose of the contact is to promote the client and solicit an employment application or interview. The interviewer must conduct an appropriate assessment of the client before making a job development contact. Job Development Contacts are also documented on the employer’s account.

**Job Search Job Finding Club (LE)** - All elements of the Job Search Workshop, defined herein, plus a follow-up period of structured, supervised application where participants attempt to obtain jobs. The follow-up period is at least one week.

Job Clubs may also include regularly-scheduled open-entry/open-exit meetings hosted by the Labor Exchange office or one-stop. The purpose of the meetings is to provide support and information during the job search.

**Job Search Planning (LE)** - An interviewer develops, in collaboration with an individual client, a plan for the client’s job search. The plan includes the necessary steps and timetables to achieve a specific employment objective. The job search plan may include, but is not limited to, a list of action steps related to various job search methods: conducting internet job searches; making direct employer contacts; monitoring newspaper and other ads; networking; and maintaining a record of activities, including thank-you letters and follow-up contacts. Clients who participate in Job Search Planning are
typically job-ready. The Job Search Plan is documented in KansasWorks.com. The plan may or may not involve a paper document.

*Job Search Resume Preparation Assistance (LE)* - The client is provided instruction on the content and format of resumes and cover letters and provided assistance in the development and production of same. Includes online and paper.

*Job Search Workshop (LE)* - A short seminar designed to provide clients with information to improve their job-search knowledge and skills. Subjects include, at minimum, the following topics: self-assessment, employment applications, resumes (including cover letters), employment interviews (including thank-you letters and follow-up contacts), and job search methods (including direct employer contacts and networking). Adequate time must be available to sufficiently address the subjects. Workshops typically include six hours of active classroom time, although workshops on a single topic, or a combination of topics, may be shorter.

*Job Search Workshop for Incarcerated Veterans (LE)* - A Job Search Workshop, as defined herein, designed specifically for incarcerated veterans. The workshop subjects may include a focus on integration into the labor force and transition from the military and/or incarceration to civilian occupations.

*Job Service Rapid Response Activities (LE)* - One or a combination of services designed to assist workers involved in plant closings or layoffs. Services may be provided individually or in groups and include, but are not limited to, orientation to available training and/or supportive services; labor market information; and participation in various activities developed in response to the layoff (for example, a job fair).

*Placed in Federal Training (LE)* - The client enters federally-funded training following the interviewer’s referral to the training, recorded as Referral to Federal Training or Referral to WIA Services. (See Referral to Federal Training and Referral to WIA Services.)

*Placed in Training (LE)* - The client enters training funded with state or local funds following the interviewer’s referral to the training, recorded as Referral to Training. (See Referral to Training.)

*Referral to Educational Services (LE)* - An interviewer refers a client to educational services designed to develop competency in basic literacy skills such as language, reading, math, and/or computer literacy, including programs leading to educational credentials such as GED, high school diploma, or other locally-recognized or employer-recognized credentials or certification, including a certificate of completion.

*Referral to Employment (LE)* - An interviewer refers a client to a specific job opening listed on KansasWorks.com, posted by a self-service employer. The referral service is the result of the client’s inquiry, i.e., the client approaches the interviewer for specific assistance with applying for the job.
The referral service may also be the result of a job search conducted by the interviewer during a seated interview with the job seeker. The job search may be conducted in KansasWorks.com or another electronic job bank, such as America’s Job Bank.

The client is referred to job openings posted by staff-assisted employers by entering a job referral. The client may be referred to staff-assisted job orders and receive referral services to self-service KansasWorks.com job openings or openings on another job bank at the same time.

DO NOT enter Referral to Employment as a staff-assisted service AND a job referral for the same referral to the same job. Use Referral to Employment when a client is referred to a specific job opening for which entering a job referral is not an option.

Referral to Federal Training (LE) - An interviewer refers a client to federally-funded training. May include, but is not limited to, Job Corps; Native American; SCSEP; HUD.

Referral to Partner Services (LE) - An interviewer refers a client to a one-stop partner. The one-stop partner may be a partner as defined in the Workforce Investment Act, or a local partner who is part of the local one-stop MOU. Referrals to non-partners may be recorded as Referrals to Supportive Services.

Referral to Supportive Services (LE) - An interviewer refers a client to an entity or organization who is not a one-stop partner, either locally or as defined in WIA. The client is referred for services not available from the one-stop partners. Examples include, but are not limited to: food; shelter; health; transportation; veterans’ agencies; special services and materials for individuals with disabilities; and financial counseling and services.

Referral to Training (LE) - An interviewer refers a client to training funded with state or local funds.

Referral to Unemployment Insurance Services (LE) - An interviewer refers a client to Unemployment Insurance: in person; call center; or internet. The referral is for services and may be related to general or specific questions or problems regarding an initial claim, continued claim, appeal, or other UI-related issue.

Referral to WIA Services (LE) - An interviewer refers a client to services funded by WIA Title IB.

Tax Credit Eligibility Determination (LE) - An interviewer determines the client’s eligibility for employer tax credit incentives and completes documents to initiate the tax credit process.

Testing Other (LE) - A meeting, between an interviewer and an individual client or a group of clients. Purpose: to administer a standardized means of measuring an individual’s current proficiency in specific job-related skills. Proficiency testing includes, but is not limited to: spelling; legal and/or medical terms; filing; mail sorting; typing; data entry; keyboarding; shorthand; word processing; ten-key; computer applications; math; grammar.
Use of standardized assessments and tests by Labor Exchange must be in accordance with the provisions and guidelines issued by the federal Employment Service and state policy.

**Workforce Information Services (LE)** - The client is provided with information on local economic conditions, local labor market analyses, business workforce needs, and economic development initiatives. Workforce information includes information on state and local labor market conditions; industries, occupations and characteristics of the workforce; area business identified skills needs; employer wage and benefit trends; short- and long-term industry and occupational projections; worker supply and demand; and job vacancies survey results. Workforce information also includes local employment dynamics information such as workforce availability; business turnover rates; job creation; and job identification of high growth and high demand industries.

**Training Agent ID** - A locally generated six-character alphanumeric code used for accounts payable funds. The first position of the code should define the local area or project.

1 Local Area I
2 Local Area II
3 Local Area III
4 Local Area IV
0 Wichita (six counties)
5 Local Area V
6 Older Worker
7 Dislocated Worker
7 TAA
8-9 Misc. Projects

The second position should be assigned the alphabetic character to identify the type of facility the participant is attending based on the activity in which they are enrolled.

**Training Agent Groups** - Codes A through F should be used to identify participants enrolled in a classroom activity. Participants enrolled in a work experience or OJT activity should be assigned code W. The four remaining numbers should be assigned in numeric order within each training agent group.

A Vocational Technical School
B Community College
C State University
D Private for Profit
E Private not for Profit
F Other (Public Agencies, etc.)
W OJT and Work Experience (Work Sites)

**Reason for Training Waiver** - Trade Readjustment Allowance (TRA) benefits normally will be paid only if the individual is enrolled in a TAA-approved training program. However, there are seven situations when the training requirement can be waived. Indicate which situation occurred which allowed the participant to receive a waiver from the training requirement. *Required for TAA only.*
- **Recall**
  The worker has been notified that s/he will be recalled by the firm from which the separation occurred.

- **Marketable skills**
  The worker possesses marketable skills for suitable employment (as determined by an assessment of the worker) and there is a reasonable expectation of employment at equivalent wages in the foreseeable future.

- **Retirement**
  The worker is within 2 years of meeting all requirements for entitlement to either (a) old age insurance benefits under title II of the Social Security Act (42 U.S.C. et. seq.)(except for application therefore); or (b) a private pension sponsored by an employer or labor organization.

- **Health**
  The worker is unable to participate in training due to their health. However, a waiver for this reason does not exempt the worker from requirements relating to the availability for work, active search for work, or refusal to accept work under Federal or State unemployment compensation laws.

- **Enrollment Unavailable**
  The first available enrollment date for the approved training of the worker is within 60 days after the date of the determination made under this paragraph, or, if later, there are extenuating circumstances for the delay in enrollment, as determined pursuant to guidelines issued by the Secretary.

- **Training Not Available**
  Training approved by the Secretary is not reasonably available to the worker from either governmental agencies or private sources (such as vocational education schools and employers), no training that is suitable for the worker is available at a reasonable cost, or no training funds are available.

- **Reason Unknown/Served Prior to 2002 Amendments**
  The reason for the training is not known or the participant was issued a waiver prior to enactment of the 2002 Tract Act amendments.

### Educational Grants

- **ITA Account Established** - Indicate if the participant's training services were purchased using an Individual Training Account funded by WIA Title I for adults or dislocated workers. Check the box if the individual is receiving an ITA. ITA begin and end dates are recorded, as is the demand occupation (O*Net code). Up to three ITA amounts may be recorded as well.

- **Pell Grant Recipient** - The individual is receiving, or has been notified they will be receiving, a Pell Grant at any time during participation in the program. This may be updated at any time while the participant is receiving services. Check the box if the individual has received a Pell grant during participation in the program. Grant begin and end dates are recorded. Up to three grant amounts may be recorded as well.
SECTION VI - EXIT AND OUTCOMES INFORMATION

"Exit" means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services. The exit date is the last date of service. The term “service” does not include a determination of eligibility to participate in the program, self-directed job search that does not result in a referral to a job, services and activities specifically provided as follow-up services or regular contact with the participant or employer to only obtain information regarding his or her employment status, educational progress, need for additional services, or income support payments (except for TRA and other needs-related payments funded through TAA or NEGs).

Participants who have a scheduled gap in service of greater than 90 days should not be considered as exited if the gap in service is due to one of the following circumstances:

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

A gap in service must be related to one of the three circumstances identified above and last no more than 180 consecutive calendar days from the date of the most recent service to allow time to address the barriers to continued participation. However, service providers may initiate a gap in service of up to another 180 days that follows the initial gap to resolve the issues that prevent the participant from completing program services that lead to employment. Service providers must document any gap in service that occurs and indicate the reason for the gap, including the participant’s intent to return to complete the program.

Once a participant has not received any services funded by the program or partner program for 90 consecutive calendar days, has no planned gap in service and is not scheduled for future services, the date of exit is applied retroactively to the last day on which the individual received a service funded by the program or a partner program.

Regardless of the circumstances, participants must be terminated if any of the following should occur:

- Upon final determination of ineligibility;
- Upon determination of fraud committed by the participant;
- Upon failure to furnish verification documentation within a reasonable amount of time; and
- For failure to comply with Section 3 of the Military Selective Service Act (i.e., submitting and registering for the draft as required). (Does not apply to the Trade Act program.)

Certain circumstances may occur that can exclude an individual from the performance measures. The situation may occur either at the time of exit or during the three-quarter period following the exit quarter. They are as follows:

- If institutionalized and expected to remain in that institution for at least 90 days;
For health/medical or family care reasons (this does not include conditions expected to last less than 90 days);
- If deceased
- For reservists called to active duty; or
- For youth, if relocated to a mandated residential program
- Invalid or Missing Social Security Number – Because the measures require grantees to match client records with wage and other administrative records to obtain outcome information, participants who do not voluntarily disclose a valid social security number may be excluded from the measures. KansasWorks.com has a process in place to identify invalid social security numbers and will exclude these records from all measures.

Any of the above reasons for exit must be fully documented.

If a participant is determined to be ineligible at any time, the individual should be informed of the determination and given a reasonable time to respond. Upon final determination of ineligibility, the participant must be terminated. The termination must occur the same day the final determination of ineligibility is made. The reason for the ineligibility, the date of final determination of ineligibility, and the date of termination must be documented in the participant record.

If at any time it is found a participant has committed fraud to receive assistance or has attempted to defraud any program, the participant must be immediately terminated. All circumstances relative to the fraudulent act or attempt to defraud, along with the termination date, must be documented and maintained in the participant record.

**Provision of Follow-Up Services**

For youth participants, follow-up services should commence on the last day of WIA-funded services and continue for a year. If additional services or partner services begin in the first 90 days of follow-up, participation will be extended and the youth participant can be removed from follow-up until all services are finally complete. If no additional services or partner-provided services occur in the 90 days immediately following the last day of WIA-funded services, the exit date will be set to the last day of service as required by the common measures changes. Since the follow-up has already been started, it would continue until one year has passed since the last date of WIA services.

For adults and dislocated workers, follow-up can begin on the day of entry into unsubsidized employment regardless of the date of last WIA service or date of exit. As long as the participant has entered employment, follow-up can continue for a year even if partner-provided services extend the point of exit indefinitely.

**Younger Youth diploma or equivalency attainment** - Indicate if the youth obtained a diploma, GED or certificate either during participation in the program or by the end of the first quarter after exit.

- Attained a secondary school (high school) diploma
- Attained a GED or high school equivalency diploma
- Attained a certificate in recognition of technical/occupational skills
- Did not attain a high school diploma or GED
A diploma is any credential that the state education agency accepts as equivalent to a high school diploma. In Kansas, that includes only the general high school diploma.

A certificate is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards or awarded in recognition of the attainment of only generic pre-employment or work readiness skills are not included in this definition. A certificate is awarded in recognition of an individual’s attainment of technical or occupational skills by:

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

Attained recognized educational/occupational certificate, credential, diploma or degree - Indicate if the individual received a recognized educational/occupational certificate, credential diploma or degree by the end of the third quarter after exit. This field will only be required if the individual received training.

Credentials may be obtained at any time during participation, but must be obtained by the end of the third quarter after exit to be counted. All data and methods to determine achievement of credentials must be documented and are subject to audit.

- Yes
- No

A credential is defined as any nationally recognized degree or certificate or a state/locally recognized credential. They will include, but are not limited to, a high school diploma, GED or other recognized equivalent,
post-secondary degrees, recognized skills standards and licensure or industry recognized certificates. Local boards are encouraged to award certificates to recognize successful completion of training services designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment. These credentials awarded by local boards will not be counted in the Attainment of Degree or Certificate common measure.

Younger youth high school diploma or GED attainment date - Record the date on which the individual attained a diploma, GED or certificate. Leave blank if the individual did not attain a diploma, GED or certificate. Enter as MM/DD/YYYY.

Employed in first quarter after exit quarter - The individual should be considered as employed if wage records for the quarter after exit show any earnings greater than zero. Wage records will be the primary data source for tracking employment after exit. If no data is found in the wage records, states may use supplemental data sources. All data and methods to supplement wage record data must be documented and are subject to audit. If supplemental sources are used, count individuals as employed if, in the calendar quarter after exit, they did any work at all as paid employees (received at least some earnings), worked in their own business, profession, or worked on their own farm. The third choice may be used if the state has not yet matched with wage records for the appropriate quarter or the 30-day period to collect supplemental data has not expired. ServiceLink will determine if an individual is employed by looking for UI and/or supplemental wages entered in the system.

- Yes
- No
- Information not yet available

Employed in second quarter after exit quarter - The individual should be considered as employed if wage records for the second quarter after exit show any earnings greater than zero. Wage records will be the primary data source for tracking employment after exit. If no data is found in the wage records, states may use supplemental data sources. All data and methods to supplement wage record data must be documented and are subject to audit. If supplemental sources are used, count individuals as employed if, in the second calendar quarter after exit, they did any work at all as paid employees (received at least some earnings), worked in their own business, profession, or worked on their own farm. The third choice may be used if the state has not yet matched with wage records for the appropriate quarter or the 30-day period to collect supplemental data has not expired. ServiceLink will determine if an individual is employed by looking for UI and/or supplemental wages entered in the system.

- Yes
- No
- Information not yet available

Employed in third quarter after exit quarter - The individual should be considered as employed if wage records for the third quarter after exit show any earnings greater than zero. Wage records will be the primary data source for tracking employment after exit. If no data is found in the wage records, states may use supplemental data sources. All data and methods to supplement wage record data must be documented and are subject to audit. If supplemental sources are used, count individuals as employed if, in the third quarter after exit, they did any work at all as paid employees (received at least some earnings), worked in their own business,
profession, or worked on their own farm. The third choice may be used if the state has not yet matched with wage records for the appropriate quarter or the 30-day period to collect supplemental data has not expired. ServiceLink will determine if an individual is employed by looking for UI and/or supplemental wages entered in the system.

- Yes
- No
- Information not yet available

**Employed in fourth quarter after exit quarter** - The individual should be considered as employed if wage records for the fourth quarter after exit show any earnings greater than zero. Wage records will be the primary data source for tracking employment after exit. If no data is found in the wage records, states may use supplemental data sources. All data and methods to supplement wage record data must be documented and are subject to audit. If supplemental sources are used, count individuals as employed if, in the fourth quarter after exit, they did any work at all as paid employees (received at least some earnings), worked in their own business, profession, or worked on their own farm. The third choice may be used if the state has not yet matched with wage records for the appropriate quarter or the 30-day period to collect supplemental data has not expired. ServiceLink will determine if an individual is employed by looking for UI and/or supplemental wages entered in the system.

- Yes
- No
- Information not yet available

**Type of employment match after exit quarter** - For each of the four quarters after the exit quarter, ServiceLink will identify the method used in determining the individual’s employment status. If found in more than one source of employment, the data source with the greatest earnings will be recorded.

- UI Wage Records (In-State and WRIS)
- Federal Employment Records (OPM and USPS)
- Military Employment Records (DOD)
- Other Administrative Wage Records
- Supplemental through case management, participant survey, and/or verification with employer
- Information not yet available

**Employment Occupation Code** - The occupational code that best describes the individual's employment. This information can be based on any job held after exit and only applies to adults, dislocated workers and older youth who entered employment in the quarter after the exit quarter. If all 8 digits of the occupational skills code are not collected, record as many digits as are available and pad the rest of the field with "0s." If the individual had multiple jobs, use the occupational code for the most recent job held.

**Entered Non-traditional Employment** - Employment in an occupation or field of work for which individuals of the participant's gender comprise less than 25 percent of the individuals employed in such occupation or field of work. Nontraditional employment can be based on either local or national data, and both males and females can be in nontraditional employment. This information can be based on any job held after exit and only applies to adults, dislocated workers and older youth who entered employment in the quarter after the exit quarter.
Appendix G provides national information that can be used to determine nontraditional employment from the occupation code.

- Yes
- No

**Entered Training Related Employment** - Training related employment is employment in which the individual uses a substantial portion of the skills taught in the training received by the individual. This information can be based on any job held after exit and only applies to adults, dislocated workers and older youth who entered employment in the quarter after the exit quarter. Record “training did not impart job-specific skills” if the training was job readiness training.

- Yes
- No
- Training did not impart job-specific skills
- Relationship of employment to training cannot be determined

**Exit Date** – The date on which the last service funded by the program or a partner program is received by the participant. Once a participant has not received any services funded by the program or a partner program for 90 consecutive calendar days and has no planned gap in service and is not scheduled for future services, the date of exit is applied retroactively to the last day on which the individual received a service funded by the program or a partner program. Computed by ServiceLink and entered as MM/DD/YYYY.

**Method used to determine training-related employment** - Training-related employment may be determined by a comparison of the occupation of employment with the occupation of training, comparing the industry of employment with the occupation of training using valid crosswalks, by a comparison of the job's activities with the skills taught in the training program, or any other method(s) determined appropriate by the state. Leave blank if the individual did not receive training services.

- Comparison of the occupation codes between the training activity and the job.
- Comparison of the industry of employment with the occupation of training, using an appropriate crosswalk.
- Other appropriate method.

**Other reasons for exit** - There are many reasons why an individual may exit the program. This field captures exits that exempt participants from the performance measures. These reasons may be captured at time of exit or during the three-quarter period following exit.

- Institutionalized - The participant is residing in an institution or facility providing 24-hour support such as a prison or hospital, and is expected to remain in that institution for at least 90 days. This does not apply to individuals with disabilities who reside in institutions, nursing homes, or other residential settings; individuals participating in the Responsible Reintegration of Youthful Offenders program; and individuals participating in the Prisoner Reentry Initiative.
• Health/Medical - The participant is receiving medical treatment that precludes finding unsubsidized employment or continued participation in the program. Does not include temporary conditions expected to last less than 90 days.
• Deceased - The participant was found to be deceased.
• Family care - The participant is providing care for a family member that precludes entry into unsubsidized employment or continued participation in the program. Does not include temporary conditions expected to last for less than 90 days.
• Entered into active military duty - The participant is a member of the National Guard or a military Reserve unit and is called to active duty for at least 90 days.
• Relocated to mandated residential program - A youth participant is in the foster care system or any other mandated residential program, and has moved from the area as part of such a program or system (this exclusion is for youth participants only). This does not include relocation to a Job Corps Center.
• Retirement - The participant retired from employment. These individuals will not be excluded from performance.

NOTE: Individuals who disclose an invalid social security number or choose not to disclose their SSN will be automatically excluded from performance calculations. The inclusion of “retirement” is for program management purposes only. Again, individuals who exit for this reason will not be excluded from performance calculations.

Recalled by Layoff Employer - Indicate whether the employer where the qualifying separation took place recalled the participant.

• Yes
• No

Total Earnings from Wage Records - Indicate the total earnings in the quarter as determined from wage records. Wage record information can be obtained from the state, other states, other entities maintaining wage record systems, Federal Employment Data Exchange System (FEDES), or from the Wage Record Interchange System (WRIS). It is recommended pre-program wages be collected as soon as possible after registration.

Third quarter prior to participation - Record the total earnings from wage records for the third quarter prior to participation for adults, older youth and dislocated workers. Enter 99999.99 if data is not yet available for this item, or too far in the past to collect from UI wage records. Leave blank if it does not apply.

Second quarter prior to participation - Record the total earnings from wage records for the second quarter prior to participation for adults, older youth and dislocated workers. Enter 99999.99 if data is not yet available for this item, or too far in the past to collect from UI wage records. Leave blank if it does not apply.

First quarter prior to participation - Record the total earnings from wage records for the first quarter prior to participation for adults, older youth and dislocated workers. Enter 99999.99 if data is not yet available for this item, or too far in the past to collect from UI wage records. Leave blank if it does not apply.
First quarter following the exit quarter - Record the total earnings from wage records for the first quarter after exit. Enter 99999.99 if data is not yet available for this item. Leave blank if it does not apply.

Second quarter following the exit quarter - Total earnings from wage records for the second quarter after exit. Enter 99999.99 if data is not yet available for this item. Leave blank if it does not apply.

Third quarter following the exit quarter - Total earnings from wage records for the third quarter after exit. Enter 99999.99 if data is not yet available for this item. Leave blank if it does not apply.

Fourth quarter following the exit quarter - Total earnings from wage records for the fourth quarter after exit. Enter 99999.99 if data is not yet available for this item. Leave blank if it does not apply.

Type of recognized educational, occupational certificate, credential, diploma or degree received - Record the type of recognized educational or occupational certificate/credential/diploma/degree attained by the individual who received training services. Credentials must be attained either during participation or by the end of the third quarter after exit (other than follow-up services).

A credential is any nationally recognized degree or certificate or a state/locally recognized credential. Credentials will include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees, recognized skills standards, licensure, apprenticeships or industry recognized certificates. States should include all credentials recognized by the state education agency. Local workforce investment board certificates that recognize successful completion of training services that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment are included in this definition.

- High school diploma/GED
- AA or AS diploma/degree
- BA or BS diploma/degree
- Occupational skills license
- Occupational skills certificate or credential
- Other recognized certificate or credential
- WIB recognized credential
- No credential received, individual received training
- N/A, individual did not receive training

“Other recognized certificate or credential” will count towards the Attainment of a Degree or Certificate common measure. “WIB recognized credential” will not. However, both of these will count towards the negotiated credential measures.

Credential date of attainment - Record the date on which the individual attained their educational or occupational certificate, credential, diploma, or degree.

In-school status - Record the school status of the individual at exit.
● In-school, High School or Less
The individual has not received a secondary school diploma or its recognized equivalent and is attending any secondary school (including elementary, intermediate, junior high school, whether full or part-time), or is between school terms and intends to return to school.

● In-school, Alternative School
The individual has not received a secondary school diploma or its recognized equivalent and is attending an alternative high school or an alternative course of study approved by the local educational agency whether full or part-time.

● In-school, Post High School
The individual has received a secondary school diploma or its recognized equivalent and is attending a post-secondary school or program (whether full or part-time), or is between school terms and intends to return to school.

● Not Attending School, High School Dropout
The individual is no longer attending any school and has not received a secondary school diploma or its recognized equivalent.

● Not Attending School, High School Graduate
The individual is not attending any school and has either graduated from high school or holds a GED.

Youth Placement Information - Record which of the following activities the youth entered within one quarter of exit. Determination of entry into these activities may be made through information obtained during case management and follow-up, administrative records, surveys, and other similar methods. If the youth has entered more than one of these activities, record the primary outcome. The individual must have started to attend classes or reported for duty to be considered “placed”.

● Entered post-secondary education
● Entered advanced training
● Entered military service
● Entered a qualified apprenticeship
● Did not enter any of above

Post-secondary education is a program at an accredited degree-granting institution leading to an academic degree (e.g., AA, AAS, BA, BS). Do not include programs offered by degree-granting institutions that do not lead to an academic degree.

Advanced training is an occupational skills employment/training program, not funded under WIA title I, which does not duplicate training received under WIA title I. Advanced training may be provided by a One-Stop partner following exit. Advanced training does not include training funded partially or wholly with WIA funds. Training leading to an academic degree (AA, AAS, BA, BS) should not be reported as advanced training, but as post-secondary education.

A qualified apprenticeship program is a program approved and recorded by the ETA Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Council. Approval is by certified registration or other appropriate written credential.
If the youth is employed in the first quarter after exit, it will be captured using UI or supplemental wages and reported as employed in the first quarter after exit quarter (see Employed in first quarter exit quarter).

Youth Retention (was the youth active in the third quarter…) - Indicate if the youth was active in the 3rd quarter after the exit quarter in any of the following activities. If the youth is in more than one of these activities, record the primary outcome.

- In advanced training
- In post-secondary education
- In military service
- In a qualified apprenticeship
- Did not enter further training

If involved in more than one activity, record the primary activity. Case management, follow-up services, surveys, record sharing agreements and/or automated matching systems may be used to track youth retention information.

Post-secondary education is a program at an accredited degree-granting institution leading to an academic degree (e.g., AA, AAS, BA, BS). Do not include programs offered by degree-granting institutions that do not lead to an academic degree.

Advanced training is an occupational skills employment/training program, not funded under WIA title I, which does not duplicate training received under WIA title I. Advanced Training may be provided by a One-Stop partner following exit. Advanced training does not include training funded partially or wholly with WIA funds. Training leading to an academic degree (AA, AAS, BA, BS) should not be reported as advanced training, but as post-secondary education.

A qualified apprenticeship program is a program approved and recorded by the ETA Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Council. Approval is by certified registration or other appropriate written credential.

If the youth is employed in the third quarter after exit, it will be captured using UI or supplemental wages and reported as employed in the third quarter after exit quarter (see Employed in third quarter exit quarter).

Youth Skills Attainment - All in-school youth and any out of school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills must have a minimum of one skill goal set per year. The target date for these goals to be attained is one year from the date it is set. A maximum of three goals per year may be set for purposes of the youth skill attainment measure. Goals should be set at the time of assessment. Additional goals may be set after assessment when called for by the youth’s service strategy or when initial goals are attained, unless the three goal maximum for the year would be exceeded. Goals may be extended only if the participant has a gap in service but plans to return to the program.

Space is provided in the WIASRD so that information on additional goals (up to 12) can be reported as needed to fully reflect goals set and attained by each youth. All goals set in the program year and the preceding program year should be reported. All goals set during the youth’s period of participation should be reported on the WIASRD.
Goal Type - Setting one basic skills goal is required if the youth is determined to be basic literacy skills deficient. Reportable goals are as follows:

- **Basic Skills** - The individual meets the state or local level definition of basic literacy skills deficient. This definition may establish such criteria as needed to address state or local concerns, but must include a determination that the individual (1) computes or solves problems, reads, writes, or speaks English at or below the 8th grade level on a generally accepted standardized test or comparable score on a criterion-referenced test; or (2) 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. NOTE: Grade level scores below 9.0 (e.g., 8.9 or lower) should be considered as at or below the 8th grade level.

  Basic skills goals would include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

- **Occupational Skills** - Primary occupational skills include the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

- **Work Readiness Skills** - Work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision-making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. Also included are positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

**Date Set** - The date a basic skills, occupational skills, or work readiness goal was set for the youth. If this is the first goal to be set, the date must be recorded as the registration date. Record the date set as MM/DD/YYYY.

**Status** - Indicate whether or not the goal was attained. Attainment should be based on assessments using widely accepted and recognized measurement techniques. The default should be set but attainment pending until the youth exits.
● Attained
● Set, but not attained - Goals not attained include goals whose anniversary date has passed without attainment of the goal. The anniversary date is one year after the date the goal was set.
● Set, but attainment pending - Do not use this code after exit. If the youth exits, use either attained or set but not attained.

**Date Attained** - Record the date (MM/DD/YYYY) it was determined the goal was attained. This would normally be the date the individual's skills were tested or assessed. Unless there are extenuating circumstances, such as a gap in service and the participant planned to return to the program, this date cannot go beyond the one-year anniversary of the date the goal was set.

**Literacy and Numeracy Gains** - The literacy and numeracy gains measure assesses the increase in the skills of participants through a common assessment tool administered at program entry and at regular intervals thereafter. All out of school youth who are basic skills deficient must be part of this measure. Participants must be assessed within 60 days of first youth service to determine their initial educational functioning level. There are two sets of educational functioning levels - six levels for Adult Basic Education (ABE) and six levels for English as a Second Language (ESL). The ABE levels roughly equate to two grade levels. Further guidance on Kansas-specific educational functioning levels can be found in Appendix A, approved by the U.S. Department of Education, Office of Vocational and Adult Education.

To maintain consistency with the implementation of the common measures by the Department of Education (ED), the Department of Labor has adopted policies for the ED outcome measure of educational gain, as outlined in the National Reporting System (NRS). The NRS was developed by ED’s Division of Adult Education and Literacy for implementation of an accountability system for federally funded adult education programs under WIA.

Since 1988 Kansas Adult Education has been using CASAS assessments, exclusively using them for determining individuals’ entry levels and educational gains since 1995. To be consistent with Kansas Adult Education, Kansas Department of Commerce programs will ensure that the following procedures are in place:

● CASAS appraisals are not to be used for pre- or post-testing for the Literacy/Numeracy gains measure. Appraisals may, however, be used to gauge an individual’s reading, math, listening comprehension, writing and speaking skills, and guide placement into the appropriate program and identify the appropriate pretest level to use.
● CASAS diagnostic testing will be used to determine the individual’s Educational Functioning Level for federal reporting requirements.
● Individuals administering CASAS assessments must be trained and certified by a CASAS state level trainer. Training is offered during the Adult Education Summer Institute and at several additional times during the year. All workshops are posted on the Kansas Adult Education calendar at: [http://orion.jmc.ksu.edu/sponsors/kbor/calendar/cal/month.php](http://orion.jmc.ksu.edu/sponsors/kbor/calendar/cal/month.php).
● All test administrators must have access to and use the CASAS test administration manual for every test that is administered. Programs are also responsible for ensuring that every test is administered in a testing environment that is designed to elicit learners’ best efforts, i.e., adequate space, appropriate furniture, good lighting, no interruptions, no distracting sounds.
• Programs must provide appropriate accommodations for individuals who have disabilities. See Appendix I for the Kansas Adult Education guidelines for providing accommodations using CASAS assessments.

• If a local area wishes, they may refer out-of-school youth to the local ABE provider to administer the pre- and post-tests. This is done as a free service.

NOTE: While CASAS appraisals may not be used on out-of-school youth for the Literacy/ Numeracy gains measure, they may be used to determine if in-school youth, adults, dislocated workers, or other groups are in need of basic skills training.

If any participant is assessed either by the CASAS appraisal or diagnostic as being basic skills deficient, they shall be referred to their local ABE center for remedial training. ABE centers provide remedial training in basic skills to Kansans without charge. WIA cannot pay for services that are cost free and readily available to non-WIA participants in the community. If an ABE Center is not locally available or the local Center does not have the current capacity to provide remediation services, basic skills remediation should be obtained using standard procurement procedures. See Appendix J for a list of ABE Centers and their contacts.

If a previous valid assessment was conducted within six months prior to first service, that test score can be used. The date recorded for that test score will be the date of first youth service. Providers can test and report on up to three functional areas. Testing must be done in both basic reading/writing and math. Appendix K contains the list of assessments that have been approved by Kansas Adult Education.

Once the individual has been pre-tested, he/she is placed in the appropriate ABE or ESL level. If the participant is functioning at different levels in reading, writing, numeracy, speaking, listening, functional, and workplace areas, they are placed in different ABE and ESL levels across the functioning areas. In the post-test, if the participant demonstrates an increase to the next functioning level in any of those areas, then he/she has made an educational gain.

The same assessment tool must be used for pre-testing and post-testing of an individual. The assessment tool and its scores must crosswalk directly to the educational functioning levels so that educational gains can be reported in terms of increase in one or more ABE or ESL levels. If a local area wishes to use a test that has not been approved by the Department of Education, they must make a request to the Department of Commerce Management Information Systems unit. We will then send a request to the Department of Labor who will request the Department of Education review the test to determine if it is appropriate to add to the list of acceptable tests. If the Department of Education does not approve the test, it will not be allowed. Tests must be administered to individuals with disabilities with reasonable accommodations, as appropriate.

Participants must be post-tested at least once by the end of one year following the date of first youth service. If more than one test is administered, the latest test will be used to determine if the participant has increased his/her skills at least one educational functioning level. Individuals who remain basic skills deficient and continue to participate after completing a full year in the program should continue to receive remediation services. They are included in the measure for their first year of participation. They are not included again in the measure until they have completed a second full year in the program. At the completion of the second year, they should be post-tested and included in the measure. The post-test scores from the second year should be compared to the latest post-test score from the first year to determine if there was an increase. If the youth continues to participate for a third year, the same process should be followed.
For out of school youth who begin on or after July 1, 2005, the following fields will be recorded, after selecting the ABE or ESL category, for each test given (pre- and post-tests). Repeat for each year of participation.

**Assessment Tool** – Record the type of test that was administered to the youth. If Other Approved Assessment Tool is used, indicate the tool used.

- TABE 7-8, 9-10
- CASAS
- ABLE
- WorkKeys
- SPL
- BEST
- BEST Plus
- Other Approved Assessment Tool

**Functional Area** – Record the functional area of the assessment test that was administered to the youth. If Other Functional Area is selected for either literacy or numeracy, indicate the area used.

- Reading
- Writing
- Language
  - Mathematics
  - Speaking
  - Oral
  - Other Literacy Functional Area
  - Other Numeracy Functional Area

**Date Administered** – Enter the date the test was administered. Record as mm/dd/yyyy. The first test given will be the pre-test.

**Raw Score** – Enter the raw score achieved by the youth on the test.

**Educational Functional Level** – Record the educational functional level that is associated with the youth’s raw score. The first four levels are considered basic skills deficient.

- Beginning ABE/ESL Literacy
- Beginning ABE/ESL Basic Education
- Low Intermediate ABE/ESL Education
- High Intermediate ABE/ESL Education
- Low Adult Secondary Education/Advanced ESL
- High Adult Secondary Education/Advanced ESL
**EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS**  
Implementation: July 1, 2006

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<th>Educational Functioning Level Descriptors – Adult Basic Education Levels</th>
<th>Outcome Measures Definitions</th>
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<td><strong>Level 1</strong></td>
<td><strong>Beginning ABE Literacy</strong></td>
</tr>
<tr>
<td><strong>Pre-test Scores:</strong></td>
<td>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</td>
</tr>
<tr>
<td>CASAS Math: 200 and below</td>
<td>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</td>
</tr>
<tr>
<td>CASAS Reading: 200 and below</td>
<td>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</td>
</tr>
<tr>
<td>CASAS Writing: Level 0-1 Narrative</td>
<td>CASAS Writing: &gt;2 Narrative</td>
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<tr>
<td><strong>Completion Benchmarks:</strong></td>
<td>Level 2</td>
</tr>
<tr>
<td>CASAS Math: &gt;200</td>
<td>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</td>
</tr>
<tr>
<td>CASAS Reading: &gt;200</td>
<td>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g., understands logos related to worker safety before using a piece of</td>
</tr>
<tr>
<td>CASAS Writing: &gt;1 Narrative</td>
<td><strong>Functional and Workplace Skills</strong></td>
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**Literacy Level**

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<tr>
<th>Level 2</th>
<th><strong>Basic Reading and Writing</strong></th>
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<tbody>
<tr>
<td><strong>Beginning Basic Education</strong></td>
<td>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</td>
</tr>
<tr>
<td><strong>Pre-test Scores:</strong></td>
<td>Functional and Workplace Skills</td>
</tr>
<tr>
<td>CASAS Math: 201-210</td>
<td>Level 2</td>
</tr>
<tr>
<td>CASAS Reading: 201-210</td>
<td>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</td>
</tr>
<tr>
<td>CASAS Writing: Level 2 Narrative</td>
<td>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g., understands logos related to worker safety before using a piece of</td>
</tr>
<tr>
<td><strong>Completion Benchmarks:</strong></td>
<td>Functional and Workplace Skills</td>
</tr>
<tr>
<td>CASAS Math: &gt;210</td>
<td>Level 2</td>
</tr>
<tr>
<td>CASAS Reading: &gt;210</td>
<td>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</td>
</tr>
<tr>
<td>CASAS Writing: &gt;2 Narrative</td>
<td>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g., understands logos related to worker safety before using a piece of</td>
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</tbody>
</table>
### Outcome Measures Definitions

#### Educational Functioning Level Descriptors – Adult Basic Education Levels

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<tr>
<th>Literacy Level</th>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
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<tbody>
<tr>
<td><strong>Level 3</strong></td>
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<tr>
<td><strong>Low Intermediate Basic Education</strong></td>
<td>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</td>
<td>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</td>
<td>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs, labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.</td>
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<tr>
<td><strong>Pre-test Scores:</strong></td>
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<tr>
<td>CASAS Math: 211-220</td>
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<tr>
<td>CASAS Reading: 211-220</td>
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<tr>
<td>CASAS Writing: Level 3 Narrative</td>
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<tr>
<td><strong>Completion Benchmarks:</strong></td>
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<tr>
<td>CASAS Math: &gt;220</td>
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<tr>
<td>CASAS Reading: &gt;220</td>
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<tr>
<td>CASAS Writing: &gt;Level 3 Narrative</td>
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<tr>
<td><strong>Level 4</strong></td>
<td>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</td>
<td>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.</td>
<td>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple</td>
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<tr>
<td><strong>High Intermediate Basic Education</strong></td>
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<tr>
<td><strong>Pre-test Scores:</strong></td>
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<tr>
<td>CASAS Math: 221-235</td>
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<td>CASAS Reading: 221-235</td>
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<tr>
<td>CASAS Writing: Level 4 Narrative</td>
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<tr>
<td><strong>Completion Benchmarks:</strong></td>
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<tr>
<td>CASAS Math: &gt;235</td>
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<td>CASAS Reading: &gt;235</td>
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<tr>
<td>CASAS Writing: &gt;4 Narrative</td>
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<tr>
<td>Level 5</td>
<td>Basic Reading and Writing</td>
<td>Numeracy Skills</td>
<td>Functional and Workplace Skills</td>
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<tr>
<td><strong>Low Adult Secondary Education</strong></td>
<td>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</td>
<td>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs, and can develop own tables and graphs; can use math in business transactions.</td>
<td>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</td>
</tr>
<tr>
<td><strong>Completion Benchmarks:</strong></td>
<td>CASAS Math: 236-245</td>
<td>CASAS Reading: &gt;245</td>
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</tr>
<tr>
<td>CASAS Math: &gt;245</td>
<td>CASAS Reading: &gt;245</td>
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<thead>
<tr>
<th>Level 6</th>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Adult Secondary Education</strong></td>
<td>Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</td>
<td>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</td>
<td>Individuals are able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others,</td>
</tr>
<tr>
<td><strong>Pre-test Scores:</strong></td>
<td>CASAS Math: 246 and higher</td>
<td>CASAS Reading: 246 and higher</td>
<td></td>
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<tr>
<td>CASAS Math: 246 and higher</td>
<td>CASAS Reading: 246 and higher</td>
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</tr>
<tr>
<td><strong>Completion Benchmark:</strong></td>
<td>Pass Official GED Test Battery</td>
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</table>
## Outcome Measures Definitions

### Educational Functioning Level Descriptors – Adult Basic Education Levels

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<tr>
<th>Literacy Level</th>
<th>Basic Reading and Writing</th>
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<td></td>
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<td>in written or oral form, on software and technology use.</td>
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</table>
### Outcome Measure Definitions

#### Educational Functioning Level Descriptors – English-As-A-Second Language Levels

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<tr>
<th>Literacy Level</th>
<th>Speaking and Listening</th>
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<tr>
<td><strong>Level 7</strong></td>
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</tr>
<tr>
<td><strong>Beginning ESL Literacy</strong></td>
<td>Individual cannot speak or understand English, or understands only isolated words or phrases.</td>
<td>Individual has no reading or writing skills in any language. May be able to recognize and copy letters, numbers and a few words (e.g., own name). May have little or no comprehension of how print corresponds to spoken language. Individual may have difficulty using a writing instrument.</td>
<td>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common words, signs or symbols (e.g., name, stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.</td>
</tr>
<tr>
<td><strong>Pre-test Scores:</strong></td>
<td></td>
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<tr>
<td>CASAS Reading: &lt;=180</td>
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<tr>
<td>CASAS Listening: &lt;=180</td>
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<tr>
<td><strong>Completion Benchmarks:</strong></td>
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</tr>
<tr>
<td>CASAS Reading: &gt;180</td>
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</tr>
<tr>
<td>CASAS Listening: &gt;180</td>
<td></td>
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</tr>
<tr>
<td><strong>Level 8</strong></td>
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<td></td>
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<tr>
<td><strong>Low Beginning ESL</strong></td>
<td>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or not control over grammar.</td>
<td>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information</td>
<td>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</td>
</tr>
<tr>
<td><strong>Pre-test Scores:</strong></td>
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<tr>
<td>CASAS Reading: 181-190</td>
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<tr>
<td>CASAS Listening: 181-190</td>
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<tr>
<td>CASAS Writing: Level 0 Narrative</td>
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</tr>
<tr>
<td><strong>Completion Benchmarks:</strong></td>
<td></td>
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<tr>
<td>CASAS Reading: &gt;190</td>
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<tr>
<td>CASAS Speaking: &gt;0</td>
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</tr>
<tr>
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<tr>
<td>CASAS Writing: &gt;0 Narrative</td>
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<td></td>
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</tr>
<tr>
<td><strong>Level 9</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High Beginning ESL</strong></td>
<td>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</td>
<td>Individual can read most sight words and many other common words. Can read familiar phrases and simple sentences, but has a limited understanding of connected prose and may need frequent re-reading.</td>
<td>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</td>
</tr>
<tr>
<td><strong>Pre-test Scores:</strong></td>
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<td><strong>Completion Benchmarks:</strong></td>
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### Outcome Measure Definitions

#### Educational Functioning Level Descriptors – English-As-A-Second Language Levels

<table>
<thead>
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<th>Literacy Level</th>
<th>Speaking and Listening</th>
<th>Basic Reading and Writing</th>
<th>Functional and Workplace Skills</th>
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<tbody>
<tr>
<td><strong>Level 10</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Low Intermediate ESL</strong></td>
<td>Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.</td>
<td>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary. Individual can write simple notes and messages on familiar situations, but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.).</td>
<td>Individual can interpret simple directions, schedules, signs, maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).</td>
</tr>
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<td><strong>Pre-test Scores:</strong></td>
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<td>CASAS Listening: &gt;210</td>
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<tr>
<td>CASAS Writing: &gt;2 Narrative</td>
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<tr>
<td><strong>Level 11</strong></td>
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</tr>
<tr>
<td><strong>High Intermediate ESL</strong></td>
<td>Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on descriptions and concrete terms. May have inconsistent control of more complex grammar.</td>
<td>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures. Can self- and peer-edit for spelling, grammar, and punctuation errors.</td>
<td>Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications. Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</td>
</tr>
<tr>
<td><strong>Pre-test Scores:</strong></td>
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<td>CASAS Reading: 211-220</td>
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<td>CASAS Listening: 211-220</td>
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<td>CASAS Writing: Level 3 Narrative</td>
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<td><strong>Completion Benchmarks:</strong></td>
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<td>CASAS Reading: &gt;220</td>
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<td>CASAS Listening: &gt;220</td>
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<tr>
<td>CASAS Writing: &gt;3 Narrative</td>
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<td></td>
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</tr>
</tbody>
</table>
## Outcome Measure Definitions

### Educational Functioning Level Descriptors – English-As-A-Second Language Levels

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Speaking and Listening</th>
<th>Basic Reading and Writing</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 12</strong></td>
<td>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others’ meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</td>
<td>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</td>
<td>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs, and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</td>
</tr>
</tbody>
</table>

**Advanced ESL**

**Pre-test Scores:**
- CASAS Reading: 221-235
- CASAS Listening: 221-225

**Completion Benchmarks:**
- CASAS Reading: >235
- CASAS Listening: >225

Original Source: U.S. Department of Education, Office of Vocational and Adult Education.
Revised to reflect Kansas’ Assessments by Kansas Board of Regents, Division of Adult Education.
APPENDIX B

POVERTY GUIDELINES
Effective January 24, 2006

<table>
<thead>
<tr>
<th>FAMILY SIZE</th>
<th>INCOME</th>
<th>FOR EACH ADDITIONAL FAMILY MEMBER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$9,800</td>
<td>For family units with more than eight (8) members, add . . . $3,400 per each additional member.</td>
</tr>
<tr>
<td>2</td>
<td>13,200</td>
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</tr>
<tr>
<td>3</td>
<td>16,600</td>
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<tr>
<td>4</td>
<td>20,000</td>
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<tr>
<td>5</td>
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<td>7</td>
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<tr>
<td>8</td>
<td>33,600</td>
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</table>

70% of the Lower Living Standard Income Level
Effective June 1, 2006

<table>
<thead>
<tr>
<th>FAMILY SIZE</th>
<th>METRO</th>
<th>NON-METRO</th>
<th>ADDITIONAL FAMILY MEMBERS</th>
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<tbody>
<tr>
<td>1</td>
<td>$7,960</td>
<td>$7,560</td>
<td>For family units with more than six (6) members add: METRO . . . . . 4,420</td>
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<tr>
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<td>13,040</td>
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<td>17,910</td>
<td>17,010</td>
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<tr>
<td>4</td>
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<td>24,780</td>
<td>NON-METRO . . 4,200</td>
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<td>30,500</td>
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Lower Living Standard Income Level*
Effective June 1, 2006

<table>
<thead>
<tr>
<th>FAMILY SIZE</th>
<th>METRO</th>
<th>NON-METRO</th>
<th>ADDITIONAL FAMILY MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$11,370</td>
<td>$10,800</td>
<td>For family units with more than six (6) members add: METRO . . . . . 6,310</td>
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<td>18,630</td>
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<td>6</td>
<td>43,570</td>
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*To be used to determine self-sufficiency

The following counties in Kansas are considered Metro Counties: Butler, Douglas, Harvey, Sedgwick and Shawnee. Johnson, Leavenworth, Miami and Wyandotte are part of KC Metro.
**APPENDIX C**

Registration Verification  
DATA MANAGEMENT CENTER  
Selective Service System

Page ______________ of ______________

**MIS REGISTRATION VERIFICATION**

<table>
<thead>
<tr>
<th>REQUESTING OFFICE</th>
<th>RECEIVING OFFICE</th>
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<td>Date of Response:</td>
</tr>
<tr>
<td>Office Name:</td>
<td>Office:</td>
</tr>
<tr>
<td>Location (City/State/Zip):</td>
<td>Data Management Center</td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>Telephone Number:</td>
</tr>
<tr>
<td>Fax Number:</td>
<td>Fax Number:</td>
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<table>
<thead>
<tr>
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<th>TO BE COMPLETED BY SELECTIVE SERVICE</th>
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</thead>
<tbody>
<tr>
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<td>-------------------------</td>
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<tr>
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## APPENDIX D

### STATE FIPS CODES

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## APPENDIX E

### ACCEPTABLE DOCUMENTATION

**TO ESTABLISH PROGRAM ELIGIBILITY**

<table>
<thead>
<tr>
<th>ELIGIBILITY CRITERIA</th>
<th>ACCEPTABLE DOCUMENTATION (Only one required)</th>
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<tbody>
<tr>
<td>Social Security Number</td>
<td>• DD-214, Report of Transfer or Discharge&lt;br&gt;• Driver’s License&lt;br&gt;• Employment Records&lt;br&gt;• IRS Form Letter 1722&lt;br&gt;• Letter from Social Services Agency&lt;br&gt;• Pay Stub&lt;br&gt;• Social Security Administration NUMI Printout&lt;br&gt;• Social Security Benefits&lt;br&gt;• Social Security Card&lt;br&gt;• W-2 Form</td>
</tr>
<tr>
<td>Residency</td>
<td>• Applicant Statement&lt;br&gt;• Computer Printout from other Government Agencies&lt;br&gt;• Driver’s License&lt;br&gt;• Food Stamp Award Letter&lt;br&gt;• Homeless (see requirements for homeless individuals)&lt;br&gt;• Housing Authority Verification&lt;br&gt;• Insurance Policy (residence or auto)&lt;br&gt;• Landlord Statement&lt;br&gt;• Lease&lt;br&gt;• Letter from Social Service Agency or School&lt;br&gt;• Library Card&lt;br&gt;• Medicaid/Medicare Card&lt;br&gt;• Phone Directory&lt;br&gt;• Postmarked Mail Addressed to Applicant&lt;br&gt;• Property Tax Record&lt;br&gt;• Public Assistance Records&lt;br&gt;• Rent Receipt&lt;br&gt;• School Identification Card&lt;br&gt;• Selective Service Registration Card&lt;br&gt;• Utility Bill&lt;br&gt;• Voter Registration Card</td>
</tr>
<tr>
<td>Citizenship/Alien Status</td>
<td>• Alien Registration Card indicating Right to Work (INS Forms I-151, I-155, I-94, I-688A, I-197, I-179)&lt;br&gt;• Baptismal Certificate (if place of birth is shown)&lt;br&gt;• Birth Certificate&lt;br&gt;• DD-214, Report of Transfer or Discharge (if place of birth is shown)&lt;br&gt;• Food Stamp Records</td>
</tr>
</tbody>
</table>

**NOTE:** The documentation must show proof of current residence at time of certification.
<table>
<thead>
<tr>
<th>ELIGIBILITY CRITERIA</th>
<th>ACCEPTABLE DOCUMENTATION (Only one required)</th>
</tr>
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<tbody>
<tr>
<td>Foreign Passport Stamped Eligible to Work</td>
<td></td>
</tr>
<tr>
<td>Hospital Record of Birth</td>
<td></td>
</tr>
<tr>
<td>Native American Tribal Document</td>
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<tr>
<td>Naturalization Certification</td>
<td></td>
</tr>
<tr>
<td>Public Assistance Records</td>
<td></td>
</tr>
<tr>
<td>Social Security Administration NUMI Printout</td>
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</tr>
<tr>
<td>U.S. Passport</td>
<td></td>
</tr>
<tr>
<td>U.S. Social Security Card issued by the Social Security Administration (other than a card stating it is not valid for employment)</td>
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<tr>
<td>Voter Registration Card</td>
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</tr>
<tr>
<td>Acknowledgment Letter</td>
<td></td>
</tr>
<tr>
<td>Contact the Selective Service</td>
<td></td>
</tr>
<tr>
<td>DD-214, Report of Transfer or Discharge</td>
<td></td>
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<tr>
<td>Registration Process</td>
<td></td>
</tr>
<tr>
<td>Selective Service Advisory Opinion Letter</td>
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<tr>
<td>Selective Service Registration Card</td>
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<tr>
<td>Selective Service Registration Record (Form 3A)</td>
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<tr>
<td>Selective Service Verification Form</td>
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<td>Stamped Post Office Receipt of Registration</td>
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<tr>
<td>Registration Status Information Letter</td>
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<tr>
<td>Local Area Determination of unknowing/not willful failure to register</td>
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<tr>
<td>Baptismal Record</td>
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<td>Birth Certificate</td>
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<td>DD-214, Report of Transfer or Discharge</td>
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<tr>
<td>Driver’s License</td>
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<tr>
<td>Federal, State or Local Government Identification Card</td>
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<td>Hospital Record of Birth</td>
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<td>Passport</td>
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</tr>
<tr>
<td>Public Assistance/Social Service Records</td>
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<tr>
<td>School Records/Identification Card indicating birth date</td>
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<tr>
<td>Work Permit</td>
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<td>Authorization to Receive Cash Public Assistance</td>
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<td>Public Assistance Check</td>
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<td>Public Assistance Records/Printout</td>
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<tr>
<td>Social Service Agency Letter of Confirmation</td>
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<td>Alimony Agreement</td>
<td></td>
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<tr>
<td>Applicant Statement</td>
<td></td>
</tr>
<tr>
<td>Award Letter from Veterans Administration</td>
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</tr>
<tr>
<td>Bank Statements</td>
<td></td>
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<tr>
<td>Compensation Award Letter</td>
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<td>Court Award Letter</td>
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<td>ACCEPTABLE DOCUMENTATION (Only one required)</td>
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<tr>
<td></td>
<td>• Employer Statement of Income Earned</td>
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<td></td>
<td>• Farm or Business Financial Records</td>
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<td></td>
<td>• Pay Stubs</td>
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<td>• Pension Statement</td>
</tr>
<tr>
<td></td>
<td>• Public Assistance Records</td>
</tr>
<tr>
<td></td>
<td>• Quarterly Estimated Tax for Self Employed Persons (Schedule C)</td>
</tr>
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<td></td>
<td>• Social Security Benefits</td>
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<td></td>
<td>• Unemployment Insurance Documents and/or Printout</td>
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<table>
<thead>
<tr>
<th>Individual Status/Family Size</th>
<th>Applicants Statement</th>
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<tbody>
<tr>
<td></td>
<td>Birth Certificate</td>
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<tr>
<td></td>
<td>Decree of Court</td>
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<td>Divorce Decree</td>
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<td>Landlord Statement</td>
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<td>Lease</td>
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<td>Marriage Certificate</td>
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<td></td>
<td>Medical Card</td>
</tr>
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<td></td>
<td>Most Recent Tax Return</td>
</tr>
<tr>
<td></td>
<td>Public Assistance/Social Service Agency Records</td>
</tr>
<tr>
<td></td>
<td>Public Housing Authority (if resident of or on waiting list)</td>
</tr>
<tr>
<td></td>
<td>Written Statement from a Publicly Supported 24 Hour Care Facility or Institution (e.g., mental institution, prison)</td>
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</table>

<table>
<thead>
<tr>
<th>Food Stamps</th>
<th>Current Food Stamp Card</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Letter from Food Stamp Disbursing Agency</td>
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<tr>
<td></td>
<td>Postmarked Food Stamp Mailer with Applicable Name and Address</td>
</tr>
<tr>
<td></td>
<td>Public Assistance Records/Printout</td>
</tr>
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<table>
<thead>
<tr>
<th>Homeless</th>
<th>Applicant Statement</th>
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<tbody>
<tr>
<td></td>
<td>Written Statement from an Individual Providing Temporary Residence</td>
</tr>
<tr>
<td></td>
<td>Written Statement from Shelter</td>
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<tr>
<td></td>
<td>Written Statement from Social Service Agency</td>
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</table>

<table>
<thead>
<tr>
<th>Foster Child</th>
<th>Court Documentation</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>SRS Foster Care Placement Papers</td>
</tr>
<tr>
<td></td>
<td>Verification of Payments made on Behalf of the Child</td>
</tr>
<tr>
<td></td>
<td>Written Statement from State/Local Agency</td>
</tr>
<tr>
<td>ELIGIBILITY CRITERIA</td>
<td>ACCEPTABLE DOCUMENTATION (Only one required)</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| Individuals with Disabilities        | Letter from Drug or Alcohol Rehabilitation Agency  
|                                      | Letter from Individual Education Plan (IEP) Stating Specific Disability  
|                                      | Medical Records  
|                                      | Observable Condition (Applicant Statement Needed)  
|                                      | Physician’s Statement  
|                                      | Psychiatrist’s Diagnosis  
|                                      | Psychologist’s Diagnosis  
|                                      | Rehabilitation Evaluation  
|                                      | School Records stating specific disability  
|                                      | Sheltered Workshop Certification  
|                                      | Social Service Records/Referral  
|                                      | Social Security Administration Disability Records  
|                                      | Veterans Administration Letter/Records  
|                                      | Vocational Rehabilitation Letter  
|                                      | Workers Compensation Record  
| Basic Skills Deficient               | CASAS/KCS Score  
|                                      | School Records with Verification of Grade Level Indicated  
| School Dropout                       | Applicant Statement  
|                                      | Attendance Record  
|                                      | Dropout Letter  
|                                      | Documentation from School or other Social Service Agency  
| Homeless or Runaway Youth            | Applicant Statement  
|                                      | Written Statement from an Individual Providing Temporary Residence  
|                                      | Written Statement from Shelter  
|                                      | Written Statement from Social Service Agency  
| Pregnant or Parenting                | Applicant Statement  
|                                      | Baptismal Record  
|                                      | Birth Certificate of Child  
|                                      | Hospital Record of Birth  
|                                      | Observation  
|                                      | Physician’s Note  
|                                      | School Program for Pregnant Teens  
|                                      | School Records  
|                                      | Statement from Social Services Agency  
| Offender                             | Applicant Statement  
|                                      | Court Documents  
|                                      | Halfway House Resident  
|                                      | Letter from Probation Officer  
|                                      | Letter of Parole  
|                                      | Police Records  
| Youth Who Requires Additional Assistance | Disabled (see Individuals with Disabilities)  
|                                      | If applicable, list the documentation the local area requires for this  

NOTE: If an individual declares a disability, any one of the listed items may be used.
<table>
<thead>
<tr>
<th>ELIGIBILITY CRITERIA</th>
<th>ACCEPTABLE DOCUMENTATION</th>
<th>category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behind Grade Level</td>
<td>- Report Card</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- School Records</td>
<td></td>
</tr>
<tr>
<td>Barriers Identified by Local Board</td>
<td>If applicable, list the documentation the local board requires for this category</td>
<td></td>
</tr>
<tr>
<td>Special Rule/Exemption for Youth</td>
<td>If applicable, list the documentation the local board requires for this category</td>
<td></td>
</tr>
<tr>
<td>NOTE: Up to 5% of youth may be individuals who do not meet the income criteria if facing at least one of the specified barriers to employment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority Guidelines for Adult Funds</td>
<td>If applicable, list the documentation the local board requires for this category</td>
<td></td>
</tr>
<tr>
<td>NOTE: In the event funds are limited, priority for intensive and training services must be given to recipients of public assistance and other low-income individuals in the local area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F

ALTERNATE FORMS OF DOCUMENTATION

Document inspection, telephone verification, and applicant statements are alternate forms of verification which are permitted to verify eligibility factors which are not otherwise documentable or which may cause undue hardship for individuals to obtain. In using any of these three alternative forms of verification, the Local Area must develop and use a standardized form, such as the example on the following page, to document the reason for using alternative verification, the means and methods used, and the results.

DOCUMENT INSPECTION REQUIREMENTS

Documentation of eligibility verification may be made through document inspection when documents cannot or may not be machine copied. Information recorded must include the name of the document inspected, the information gained from the document, and the signature of the inspector.

TELEPHONE VERIFICATION REQUIREMENTS

WIA eligibility criteria may be verified by telephone contact with governmental or social service agencies, or by document inspection. Information recorded must be adequate to enable a monitor or auditor to trace back to the agency or document used. Telephone verification must include the name of the agency representative providing the verification information.

In some cases, the information provided by an agency through telephone contact may be sufficient to satisfy multiple WIA eligibility criteria. Documentation of eligibility verification through document inspection is appropriate when documents cannot or may not be machine-copied.

Since personal information must normally be kept confidential by governmental agencies, the State and the Local Areas will need to make prior arrangements to obtain such information. States may want to develop an application that makes provisions for an individual to give up their rights to confidentiality for specific purposes.

Agencies that may assist in verifying eligibility via telephone contact are:

a. Drug and Alcohol Rehabilitation Facilities
b. Homeless Shelters
c. Housing Authorities
d. Judicial Agencies and Institutions
e. Local Schools
f. Medical and Health Facilities
g. Other State or Local Government Agencies
h. Social Security Administration
i. Veterans Administration
j. Vocational Rehabilitation Facilities
**TELEPHONE VERIFICATION FORM**

<table>
<thead>
<tr>
<th>WIA ELIGIBILITY VERIFICATION BY TELEPHONE OR DOCUMENT INSPECTION</th>
</tr>
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<tbody>
<tr>
<td>APPLICANT'S IDENTIFICATION NUMBER</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>APPLICATION'S LAST NAME</td>
</tr>
<tr>
<td>PRIMARY ELIGIBILITY ITEM TO BE VERIFIED: ______________________</td>
</tr>
<tr>
<td>AGENCY PROVIDING VERIFICATION: ______________________</td>
</tr>
<tr>
<td>AGENT VERIFYING ELIGIBILITY ITEM: ______________________</td>
</tr>
<tr>
<td>DATE &amp; TIME OF VERIFICATION: ______________________</td>
</tr>
<tr>
<td>APPLICANT/PARTICIPANT RECORD/I.D. NUMBER: ______________________</td>
</tr>
<tr>
<td>TELEPHONE NUMBER OF AGENCY PROVIDING VERIFICATION: ________________</td>
</tr>
<tr>
<td>ADDITIONAL ELIGIBILITY ITEMS VERIFIED (LIST &amp; RECORD DATA FOR EACH)</td>
</tr>
<tr>
<td>__________________________________________________________________</td>
</tr>
<tr>
<td>__________________________________________________________________</td>
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<td>__________________________________________________________________</td>
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<tr>
<td>__________________________________________________________________</td>
</tr>
</tbody>
</table>

I ATTEST THAT THE INFORMATIONRecorded by me on this document was obtained through telephone contact or document inspection on the above date. As indicated by the agent, all information was obtained from data previously determined and recorded in the applicant's records at the agency providing the eligibility verification.

OR

I ATTEST THAT THE DOCUMENT INSPECTED, VERIFIED THE PRIMARY/SECONDARY ITEMS REQUIRED TO DETERMINE ELIGIBILITY FOR THE WIA PROGRAM.

INTAKE WORKER'S SIGNATURE and DATE: ______________________

2
APPLICANT STATEMENT REQUIREMENTS

WIA allows for limited use of applicant statements to document those items which in some cases are not verifiable or which may cause undue hardship for individuals to obtain. An applicant statement may be used only in the cases described below and only after all practicable attempts to secure documentation have failed. A documented corroborative contact or reliable witness attesting to the accuracy must support the applicant’s statements.

In order to use the applicant statement as documentation, the following requirements must be adhered to:

1. The applicant statement form or facsimile must be utilized.

2. A corroborative contact or witness must be indicated on the statement. The corroboration may be via witness signature or supporting telephone verification form. In those rare instances when an applicant cannot obtain a satisfactory witness or provide a telephone contact, the applicant needs to explain why such corroboration is not possible.

3. Use of the applicant statement is limited to the following instances:

   **GENERAL ELIGIBILITY**
   
   A. Residency for homeless individuals not residing at a shelter.
   
   B. Residency for runaway youth who do not have a permanent place to reside.

   **ECONOMIC ELIGIBILITY**
   
   A. Family Size - when birth certificates or 1040 and IRS Letter 1722 are not available.
   
   B. Individual Status - Persons ordinarily included in the definition of family, but claiming to be no longer dependent must complete an applicant statement attesting to their individual status. If possible, the head of the household in which the person resides should corroborate such statements. The individual must also show the source of his/her support.
   
   C. Proof of income for individuals who claim little or no income - The statement should indicate the means of support, e.g., unemployment compensation, for the previous six-month period. The statement should also indicate a corroborative witness to verify the indicated means of support.
   
   D. Individuals with a Disability - When the condition is observable or obvious.

The attached is the Applicant Statement to use when needed for documentation.
APPLICANT’S STATEMENT

I HEREBY CERTIFY, UNDER PENALTY OF PERJURY, THAT I,

If applicant cannot obtain a satisfactory witness or provide a telephone contact, explain above.

I ATTEST THAT THE INFORMATION STATED ABOVE IS TRUE AND ACCURATE, AND UNDERSTAND THAT THE ABOVE INFORMATION, IF MISREPRESENTED OR INCOMPLETE, MAY BE GROUNDS FOR IMMEDIATE TERMINATION AND/OR PENALTIES AS SPECIFIED BY LAW.

________________________________________  __________________________________________
Applicant’s Signature and Date   Corroborating Witness Signature

________________________________________  __________________________________________
Applicant’s Address   Witness’ Relationship to Applicant

___________________________________________________________________________________________

OFFICE USE ONLY

The above applicant statement is being utilized for documentation of the following eligibility criteria:

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

____________________________________________
Signature and Date of Certifying Official
## APPENDIX G

### Nontraditional Occupations for Women and Men

<table>
<thead>
<tr>
<th>Standard Occupational Classification</th>
<th>Non-Traditional For</th>
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<tbody>
<tr>
<td></td>
<td>Women</td>
</tr>
<tr>
<td>11-0000 Management Occupations</td>
<td></td>
</tr>
<tr>
<td>11-9110 Medical and Health Services Managers</td>
<td></td>
</tr>
<tr>
<td>13-0000 Business and Financial Operations Occupations</td>
<td></td>
</tr>
<tr>
<td>15-0000 Computer and Mathematical Occupations</td>
<td></td>
</tr>
<tr>
<td>17-0000 Architecture and Engineering Occupations</td>
<td></td>
</tr>
<tr>
<td>19-0000 Life, Physical, and Social Science Occupations</td>
<td></td>
</tr>
<tr>
<td>19-2042 Geoscientists, Except Hydrologists, and Geographers</td>
<td>✔️</td>
</tr>
<tr>
<td>21-0000 Community and Social Services Occupations</td>
<td></td>
</tr>
<tr>
<td>21-2010 Clergy</td>
<td></td>
</tr>
<tr>
<td>23-0000 Legal Occupations</td>
<td></td>
</tr>
<tr>
<td>23-2000 Legal Support Workers</td>
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</tr>
<tr>
<td>25-0000 Education, Training and Library Occupations</td>
<td></td>
</tr>
<tr>
<td>25-2010 Primary and Kindergarten Teachers</td>
<td>✔️</td>
</tr>
<tr>
<td>25-2020 Elementary and Middle School Teachers</td>
<td>✔️</td>
</tr>
<tr>
<td>25-2040 Special Education Teachers</td>
<td>✔️</td>
</tr>
<tr>
<td>25-4000 Librarians, Curators, and Archivists</td>
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</tr>
<tr>
<td>25-9040 Teacher Assistants</td>
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<tr>
<td>27-0000 Arts, Design, Entertainment, Sports, and Media Occupations</td>
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<tr>
<td>27-3010 Annunciators</td>
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<tr>
<td>29-0000 Healthcare Practitioners and Technical Occupations</td>
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<tr>
<td>29-1010 Chiropractors</td>
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<tr>
<td>29-1020 Dentists</td>
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<tr>
<td>29-1030 Dietitians and Nutritionists</td>
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<tr>
<td>29-1040 Optometrists</td>
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<tr>
<td>29-1060 Physicians and Surgeons</td>
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<tr>
<td>29-1080 Podiatrists</td>
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<tr>
<td>29-1110 Registered Nurses</td>
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<tr>
<td>29-1120 Therapists (except 29-1123 Physical Therapists, 29-1126 Respiratory Therapists)</td>
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<tr>
<td>29-2000 Health Technologists and Technicians</td>
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<tr>
<td>31-0000 Healthcare Support Occupations</td>
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<tr>
<td>33-0000 Protective Service Occupations</td>
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<tr>
<td>35-0000 Food Preparation and Serving Related Occupations</td>
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<tr>
<td>35-3030 Waiters and Waitresses</td>
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<tr>
<td>37-0000 Building and Grounds Cleaning and Maintenance Occupations</td>
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<tr>
<td>37-2012</td>
<td>Maids and Housekeeping Cleaners</td>
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<td>37-2020</td>
<td>Pest Control Workers</td>
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<td>37-3000</td>
<td>Grounds Maintenance Workers</td>
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<tr>
<td>39-0000</td>
<td>Personal Care and Service Occupations</td>
</tr>
<tr>
<td>39-2000</td>
<td>Animal Care and Service Workers</td>
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<tr>
<td>39-5011</td>
<td>Barbers</td>
</tr>
<tr>
<td>39-5012</td>
<td>Hairdressers, Hairstylists, and Cosmetologists</td>
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<tr>
<td>39-6011</td>
<td>Baggage Porters and Bellhops</td>
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<tr>
<td>39-6030</td>
<td>Transportation Attendants</td>
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<tr>
<td>39-9000</td>
<td>Other Personal Care Service Workers (except 39-9030 Recreation and Fitness Workers)</td>
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<td>41-0000</td>
<td>Sales and Related Occupations</td>
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<td>Cashiers</td>
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<td>Parts Salespersons</td>
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<td>Office and Administrative Support Occupations</td>
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<td>43-2000</td>
<td>Communications Equipment Operators</td>
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<td>43-3000</td>
<td>Financial Clerks</td>
</tr>
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<td>43-4000</td>
<td>Information and Record Clerks</td>
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<tr>
<td>43-5020</td>
<td>Couriers and Messengers</td>
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<tr>
<td>43-6000</td>
<td>Secretaries and Administrative Assistants</td>
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<tr>
<td>43-9000</td>
<td>Other Office and Administrative Support Workers (except 43-9010 Computer Operators)</td>
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<tr>
<td>45-0000</td>
<td>Farming, Fishing, and Forestry Occupations (except 45-2040 Graders and Sorters, Agricultural Products)</td>
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<tr>
<td>47-0000</td>
<td>Construction and Extraction Occupations</td>
</tr>
<tr>
<td>49-0000</td>
<td>Installation, Maintenance, and Repair Occupations</td>
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<td>51-0000</td>
<td>Production Occupations</td>
</tr>
<tr>
<td>51-1000</td>
<td>Supervisors, Production Workers</td>
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<tr>
<td>51-3020</td>
<td>Butchers and Other Meat, Poultry, and Fish Processing Workers</td>
</tr>
<tr>
<td>51-3090</td>
<td>Miscellaneous Food Processing Workers</td>
</tr>
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<td>51-4000</td>
<td>Metal Workers and Plastic Workers</td>
</tr>
<tr>
<td>51-5000</td>
<td>Printing Workers</td>
</tr>
<tr>
<td>51-6020</td>
<td>Pressers, Textile, Garment and Related Materials</td>
</tr>
<tr>
<td>51-6030</td>
<td>Sewing Machine Operators</td>
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<tr>
<td>51-6050</td>
<td>Tailors, Dressmakers, and Sewers</td>
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<tr>
<td>51-6093</td>
<td>Upholsterers</td>
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<tr>
<td>51-7000</td>
<td>Woodworkers</td>
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<tr>
<td>51-8000</td>
<td>Plant and System Operators</td>
</tr>
<tr>
<td>51-9010</td>
<td>Chemical Equipment Operators and Tenders</td>
</tr>
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<td>51-9020</td>
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<td>51-9040</td>
<td>Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders</td>
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<td>51-9050</td>
<td>Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders</td>
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<td>51-9190</td>
<td>Miscellaneous Production Workers</td>
</tr>
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<td>53-0000</td>
<td>Transportation and Material Moving Occupations (except 53-2020 Bus Drivers)</td>
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</table>

**NOTE:** This table indicates which occupations can be treated as nontraditional employment for purposes of WIA reporting. The table is organized according to the Standard Occupational Classification (1998 version). All major groups (with codes ending with ‘0000’) are shown, regardless of whether or not they contain nontraditional occupations. Nontraditional occupations are those occupations in which persons of a given gender hold less than 25% of employment. Classification of occupations as nontraditional is based on 1999 national data contained in the Bureau of Labor Statistics publication, *Employment and Earnings*, January 2000, Table 11. Employed persons by detailed occupation, sex, race and Hispanic origin.

Nontraditional employment for women is denoted by a 🟢 in the column title ‘Women’; these are occupations in which men hold over seventy-five percent of the jobs. Nontraditional employment for men is denoted by a 🟢 in the column titled ‘Men’. The chart lists the broadest occupation groupings that can be considered nontraditional. Occupations with codes ending ‘0000’, ‘000’, ‘00’, or ‘0’ are usually groups of more detailed codes. When such occupation groups are identified as nontraditional, all occupations within the group can be considered as nontraditional. These included occupations have the same beginning digits as the group, but other digits replace the trailing zeros. For example, 47-0000 Construction and Extraction Occupations is identified as nontraditional for women. Thus, all occupation codes beginning with 47- may be considered as nontraditional for women.

This table is intended to be used as a general guide for determining nontraditional employment. However, because of limitations in the underlying data, this table should not be considered definitive. First, the data were not sufficiently detailed to identify traditional and nontraditional occupations at the most detailed levels of occupational coding. Thus, some detailed occupations within groupings not shown as nontraditional may in fact be nontraditional. Alternatively, within groupings shown as nontraditional some detailed occupations might not in fact qualify as nontraditional. Second, the source data were based on a different occupational classification (the Census records of the 1980 SOC). As a result, some uncertainty was introduced in the conversion between the occupational classifications. Finally, WIA provides the flexibility to determine nontraditional employment using either national or local data. Thus local areas may also identify different occupations as nontraditional based on employment data from their state or local labor market.
## Quarterly and Annual EEO Report Format

The following format should be used to report EEO data to MIS.

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<thead>
<tr>
<th>Category</th>
<th>Total Participants</th>
<th>Female</th>
<th>White</th>
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<th>Asian</th>
<th>Hawaiian/Pacific Islander</th>
<th>American Indian</th>
<th>Hispanic</th>
<th>Disabled</th>
<th>Veterans</th>
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Acknowledgment of Standards for Receipt and Handling of Confidential Wage Record Information

I, ________________________________, am an employee or authorized agent of ________________________. As an employee or agent of an entity participating in the operation of the Wage Record Interchange System (WRIS), I understand that in the course of my employment I will have access to certain wage record data that is furnished to such entity through the WRIS. This information may include social security numbers and wage and employment data, which are private and confidential and may not be disclosed to others. In order to perform my duties associated with the operation of the WRIS or with the assessment and reporting requirements set forth in the Workforce Investment Act, I am requesting an approved username, password, and additional instructions for accessing the system. Prior to receiving such means of access, I acknowledge and agree to abide by the following standards for the receipt and handling of confidential wage record information:

1. I shall not request access to any social security numbers or wage data unless such access is necessary for the completion of performance information and outcome determination functions.

2. I shall not disclose any wage data to any parties who are not authorized to receive such data except:

3. a. For the purpose of administering and operating the wage record and performance accountability system; or
   
   b. For the purpose of complying with the assessment and reporting requirements set forth in the Workforce Investment Act; or
   
   c. For the purpose of meeting assessment and reporting requirements associated with programs authorized under the Wagner-Peyser Act; or
   
   d. For the performance of financial audits of the WRIS by auditors who are public employees; or
   
   e. For the purpose of complying with WIASRD reporting requirements established by the Secretary of Labor; or
   
   f. Pursuant to informed written consent by the individual whose records would be disclosed.

4. I shall not extract information from wage data nor shall I create any files or systems of records concerning individual(s) for whom wage data has been requested or received except as shall be necessary for the performance of my duties associated with the operation of the WRIS or to comply with the purposes set forth in paragraph 2 above.

5. I shall retain wage data only for that period of time necessary to perform my duties associated with the operation of the WRIS or to comply with the purposes set forth in paragraph 2 above. Thereafter, in accordance with instructions received from my supervisor, I shall either arrange for the retention of such information consistent with federal record retention requirements or delete or destroy such data.

6. I have either been trained in the proper use and handling of confidential WRIS data or I have received written standards and instructions in the handling of confidential WRIS data from my supervisor. I shall comply with all confidentiality safeguards contained in such training, written standards, or instructions, including but not limited to, the following:

7. a. Securing computer equipment, disks, and offices in which wage record data may be kept;
   
   b. Verifying that individuals requesting access to wage record data are authorized to receive it; and
   
   c. Following procedures for the timely destruction or deletion of wage record data.

8. I understand that if I violate any of the confidentiality provisions set forth in the written standards, training, and/or instructions I have received, my wage record privileges may be immediately suspended or terminated. I further acknowledge that applicable state law may provide that any individual who
discloses confidential information in violation of any provision of that section may be subject to a fine and/or a period of imprisonment and dismissal from public service. I have been instructed that if I should violate the provisions of the law, I may receive one or more of these penalties.

9. Should I have any questions concerning the handling or disclosure of wage record information, I shall immediately ask my supervisor and be guided by his/her response.

Employee Signature: _____________________________ Date: ________________
Print Employee Name: __________________________
Address: _______________________________________
______________________________________________
______________________________________________
Work Telephone: ________________________________
E-Mail: ________________________________

The undersigned states that he/she is the Supervisor of the individual executing this Acknowledgment of Standards for the Receipt and Handling of Confidential Wage Record Information and that, prior to such execution, the individual has received training on appropriate methods for the receipt and handling of confidential wage record data and/or has been provided with written standards and instructions from the undersigned in the receipt and handling of confidential wage record data.

Supervisor Signature: ______________________________ Date: ___________________
Print Supervisor Name: __________________________ Title: _______________________
Address: _______________________________________
______________________________________________
______________________________________________
Work Telephone: ________________________________
E-Mail: ________________________________
Date of WRIS Training: __________________________
Written WRIS Instructions Provided: ______ Yes ________ No
If Yes, Date Provided: ______________________

2
Appendix I

GUIDELINES FOR PROVIDING ACCOMMODATIONS USING CASAS ASSESSMENTS FOR LEARNERS WITH DISABILITIES

Purpose

The accountability standards in the 1998 Workforce Investment Act include the Rehabilitation Act Amendments of 1998 to improve access to adult programs and achieve employment outcomes for learners with disabilities. Section 504 in the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1997, and the Americans with Disabilities Act of 1990 have provisions related to testing accommodations for learners with disabilities. The Act ensures equal access for all learners in education programs, including learners with disabilities in the No Child Left Behind Act of 2001. Accommodations provide an opportunity for all test takers to demonstrate their skills and ability. The accommodations may alter test administration procedures without changing what the test is intended to measure.

Guidelines are provided for administering CASAS assessments using accommodations for learners with documented disabilities. The suggested accommodations for disability categories consist of the following provisions:

- accommodations in test administration procedures, and
- use of appropriate CASAS test forms.

Accommodations in Test Administration Procedures

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting KBOR or CASAS. Test administrators frequently use these same “accommodations” as “test-taking strategies” for other learners who do not have documented disabilities. For example, a learner may request to take only one test per day, to test in a room with natural lighting instead of a room with artificial lighting, or to chew gum while testing. Learners may also be allowed to use a variety of readily available educational tools when taking a test, such as a plain straight-edge ruler, a magnifying strip or glass, colored overlays, graph paper, ear plugs, and other devices as deemed appropriate. (See Accommodating Adults with Disabilities in Adult Education Programs, Revised 2005.)

Sample accommodations in test administration procedures or environment are shown in Table 1. Examples of these accommodations are extended time, supervised breaks, or sign language interpreter for test administration directions only. The accommodations listed are suggestions only. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodation must be consistent with documentation on the Initial Documentation of Disability form and the Follow-up Documentation Form maintained in the learner’s permanent file. These strategies do not alter the validity of the test results. The local test administrator does not need to contact KBOR or CASAS when providing these accommodations.
NOTE: It is not an appropriate accommodation in test administration procedures to read a CASAS reading test to a learner with low literacy skills or blindness. The purpose of a reading test is to assess reading skill levels and to determine the learner’s appropriate instructional level, not to assess knowledge of a subject area.

Use of Appropriate CASAS Test Forms

It is important to use an appropriate test form that best meets the learner’s goals and manner of receiving and reporting information. Most learners with a disability can take some form of a CASAS test. CASAS is able to provide large-print versions of all tests. Large-print tests and computer-based tests are examples of frequently-used test delivery systems that serve as accommodations for many adult learners with disabilities. The Employability Competency Test (ECS) appraisal as well as the ECS reading pre- and posttests and the Life Skills reading pre- and posttests are available in large-print formats. Large-print formats of the Beginning Literacy Reading forms (Forms 27 and 28) and the Reading for Citizenship series are also available. The POWER performance-based assessment and the Tests for Life Skills, Forms 310-340, are available specifically for learners with developmental disabilities.

CASAS has a variety of standardized performance-based assessment instruments to use with learners who do not demonstrate their skills well on multiple-choice tests. Standardized performance-based instruments are available for special purposes such as demonstration of writing and speaking skills and functional life skills for developmental disabilities.

CASAS is currently expanding development of other test forms to measure basic literacy skills of learners with specific documented disabilities. For example, a functional listening test to measure basic literacy skills is in development for learners who are blind or have a visual impairment. Current CASAS reading, math, and listening tests include multiple displays (test prompts) of actual everyday items — maps, telephone books, paycheck stubs, graphs — that cannot be translated realistically into an audio format or into Braille. Programs should contact CASAS if you are interested in participating in a national validation of appropriate assessment for visually impaired or blind learners. The CASAS test development process always includes field-based specialists who help design, develop, and field test assessment instruments to ensure appropriateness for assessment of the specific population.

When Appropriate CASAS Tests Are Not Available

Please contact CASAS to obtain permission before changing the test format locally, if a revised test form is not currently available from CASAS. CASAS requires approval because changes in test format affect the standardization and statistical measures for the test. CASAS will provide advice regarding appropriate accommodations that are not currently available to test administrators. Contact KBOR Adult Education at 785.296.7159 or dglass@ksbor.org or CASAS at 858-255-1036 for further information on appropriate accommodations for using CASAS tests.
<table>
<thead>
<tr>
<th>DISABILITY</th>
<th>TEST ADMINISTRATION PROCEDURES</th>
<th>CASAS TEST FORMS AVAILABLE</th>
<th>CASAS TEST FORMS IN DEVELOPMENT</th>
</tr>
</thead>
</table>
| Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder | Extended time  
Alternate schedule  
Frequent breaks  
Scribe/writer/alternate room  
Computer – spelling and grammar check disabled  
Simple calculator for Level A/B only | Large-print tests | Auditory format for specific learning disabilities  
Audio format for Government and History for Citizenship |
| Deaf or Hearing Impaired                | Sign language interpreter  
for test directions only  
Head phones for those taking a listening test                                           |                                  |                                                                               |
| Blind or Visually Impaired             | Magnifier  
Large-print CASAS tests  
Computer-based CASAS tests                                                                 |                                  | Auditory format  
Braille format                                                                                 |
| Mobility impairment                    | Extended time  
Alternate site/equipment  
Scribe/writer/communication board                                                        |                                  |                                                                               |
| Psychiatric Disability such as schizophrenia, major depression                         | Extended time  
Supervised breaks                                                                 |                                  |                                                                               |
| Developmental Disability such as autism, cerebral palsy, epilepsy, mental retardation | Adult Life Skills  
Forms 310 through 350  
POWER, Form 305 and 303 |                                  | POWER – Form 301                                                                                  |

*Note.* The accommodations listed above are suggestions only and in addition to use of regular CASAS tests. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodation should be consistent with documentation in the annual plan, such as an IEP. Alternate test forms developed by CASAS do not modify test standards.
Appendix J

ABE Centers
(Revised 1/11/2006)

Allen County Community College
Adult Education
Martha McCoy
1801 N. Cottonwood
Iola, KS  66749
620-365-5116 ext. 250
fax: 620-365-3284
mccoy@allencc.edu

Cloud County Community College
Debbie Kearn
2221 Campus Dr.
PO Box 1002
Concordia, KS  66901
785-234-1435
fax: 785-234-1043
dkearn@cloud.edu

Cowley County Community College
Adult Education Program
Chris Vollweider
125 South Second
Arkansas City, KS  67005
620-441-5258
fax: 620-441-5356
vollweider@cowley.edu

Barton County Community College
Center for Adult Education
Diana Kaeberle
1025 Main
Great Bend, KS  67530
620-793-5794
fax: 620-793-7599
kaeberle@bartonccc.edu

Coffeyville Community College
Adopt Program Center
Wendy Isle
400 W. 11th
Coffeyville, KS  67337
620-252-7005
fax: 620-252-7016
wendyi@coffeyville.edu

Dodge City Community College
Adult Learning Center
Dr. Kathleen M. Corpus
700 Avenue G
Dodge City, KS  67801
620-225-0186
fax: 620-225-4230
kcorpus@dc3.edu

Butler Community College-Adult
Education and Workforce
Development Center
Sue Choens
2318 W. Central
El Dorado, KS  67042-3280
316-321-4030 ext. 124
fax: 316-322-7769
schoens@butlercc.edu

Colby Community College
D. Joe Mildrexler
1255 South Range
Colby, KS  67701
785-462-3984 ext. 209
fax: 785-462-4699
joe@colbycc.edu

Flint Hills Technical College USD 253
Adult Education Center
Christine Matson
620 Constitution Street
Emporia, KS  66801
620-343-4630 ext. 5
fax: 620-343-4633
cmatson@fhtc.kansas.net
Garden City CC/Finney Co. Community Learning Center
Hector Martinez
1401 W. Buffalo Jones Ave.
Garden City, KS  67846
620-276-7600
fax: 620-276-1867
hector.martinez@gcccks.edu

Independence Community College Adult Education Success Center
Max Van Laningham
200 Arco Place, Box 111
Independence, KS  67301
620-332-1420
fax: 620-332-1420
mvanlaningham@indycc.edu

Kaw Area Technical School USD 501-Adult Education Center
Mary Ann Wittman
5724 SW Huntoon, Bldg. D
Topeka, KS  66604
785-228-6407
fax: 785-273-7080
mwittman@kats.tec.ks.us

Highland Community College Adult Education Program
Julie Dorrell
606 West Main
Highland, KS  66035
785-442-6055
fax: 785-442-6033
jadorrell@highlandcc.edu

Johnson County Community College Project Finish
Susan McCabe
1477 East 151 Street
Olathe, KS  66062
913-829-8742
fax: 913-829-6983
smccabe@jccc.edu

Labette Community College Student Success Center
Gwen Morgan
200 S. 14th Street
Parsons, KS  67357
620-421-6700 ext. 1153
fax: 620-421-8284
gwenm@labette.edu

Hutchinson Community College Adult Learning Center
Kathy Petz
518 North Washington
Hutchinson, KS  67501
620-665-8004
fax: 620-669-0738
petzk@hutchcc.edu

Kansas City Kansas Community College-On Track
Rosemary Lischka
7250 State Avenue
Kansas City, KS  66112
913-288-7246
fax: 913-288-7663
rlischka@toto.net

Lawrence USD 497 Adult Learning Center
Linda J. McGuire
2017 Louisiana
Lawrence, KS  66046
785-832-5960 ext. 288
fax: 785-832-5966
lmguire@usd497.org
<table>
<thead>
<tr>
<th>Location</th>
<th>Agency</th>
<th>Contact Name</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newton Public Schools USD 373</td>
<td>Cooper Education Center</td>
<td>Dr. Leanne Beets</td>
<td>816 Oak, Newton, KS 67114</td>
<td>316-284-6230</td>
<td>316-284-6234</td>
<td><a href="mailto:lbeets@newton.k12.ks.us">lbeets@newton.k12.ks.us</a></td>
</tr>
<tr>
<td>Paola USD 368</td>
<td>Adult Education Center</td>
<td>Karen Ulanski</td>
<td>1710 Industrial Park Drive, Paola, KS 66071</td>
<td>913-294-3379</td>
<td>913-294-2165</td>
<td><a href="mailto:karen_ulanski@usd368.org">karen_ulanski@usd368.org</a></td>
</tr>
<tr>
<td>Manhattan USD 383</td>
<td>Adult Learning Center</td>
<td>Candace V. White</td>
<td>527 Brown, Osawatomie, KS 66064</td>
<td>913-755-3690</td>
<td>913-755-2918</td>
<td><a href="mailto:nancytyrrell@hotmail.com">nancytyrrell@hotmail.com</a></td>
</tr>
<tr>
<td>Neosho County Community College</td>
<td>Adult Education Center</td>
<td>Randy Kettler</td>
<td>800 W. 14th, Chanute, KS 66720</td>
<td>620-431-2820 ext 279</td>
<td>620-431-0082</td>
<td><a href="mailto:rkettler@neosho.edu">rkettler@neosho.edu</a></td>
</tr>
<tr>
<td>Ottawa USD 290</td>
<td>Adult Education Center</td>
<td>Waunita Porter</td>
<td>420 South Main, Ottawa, KS 66067</td>
<td>785-242-6615</td>
<td>785-242-5529</td>
<td><a href="mailto:porterw@usd290.org">porterw@usd290.org</a></td>
</tr>
<tr>
<td>Salina Adult Education Center</td>
<td>USD 305</td>
<td>Kelly Mobray</td>
<td>410 West Ash, Room 209, Salina, KS 67401</td>
<td>785-309-4660</td>
<td>785-309-4669</td>
<td><a href="mailto:kelly.mobray@usd305.com">kelly.mobray@usd305.com</a></td>
</tr>
</tbody>
</table>
Seward County Community College
Colvin Adult Learning Center
Dr. Susan Lukwago
930 N. Kansas Avenue
Liberal, KS 67901-2643
620-626-3138
fax: 620-626-3136

Wichita Indochinese Center, Inc.
Mohan Kambampati
2502 E. Douglas
Wichita, KS 67214-4514
316-689-8729
fax: 316-689-8274
email@wichindo.kscoxmail.com

University of Saint Mary
OutFront
Jewel Russell
111 A-2 Delaware, Suite A
Leavenworth, KS 66046
913-682-5857
fax: 913-682-5830
outfront@sbcglobal.net

Wichita Area Technical College
Division of Adult Education
Margaret Harris
324 N. Emporia
Wichita, KS 67202
316-677-1150
fax: 316-677-1380
mharris1@watc.edu
## Appendix K

Standardized Assessments Approved for Kansas Adult Education Programs

### CASAS Appraisal Tests

<table>
<thead>
<tr>
<th>Population/Subject Area</th>
<th>EFL</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>ABE/ASE Appraisal</td>
<td>1-6</td>
<td>CASAS Employability Competency System (ECS) Form 130</td>
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<tr>
<td>ESL Appraisal</td>
<td>7-11</td>
<td>CASAS ESL Appraisal Test Form 20</td>
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<tr>
<td>ABE/ASE/ESL Appraisal</td>
<td>1-11</td>
<td>Life Skills Appraisal Form 30*</td>
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<tr>
<td>Special Populations</td>
<td>Levels AA-AAAAA</td>
<td>Test for Adult Life Skills Locator Form 350</td>
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### CASAS Assessments for Determining Learners’ Entry Levels/Level Completions (NRS Reporting)

<table>
<thead>
<tr>
<th>Diagnostic Reading</th>
<th>1, 7, 8</th>
<th>Beginning Literacy Reading Forms 27-28</th>
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<tbody>
<tr>
<td></td>
<td>1-6</td>
<td>Employability Competency System (ECS) Forms 11R-18R</td>
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<td></td>
<td>1-6</td>
<td>Workforce Learning Systems (WLS) Forms 213R-218R</td>
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<td></td>
<td>1-12</td>
<td>Life and Work Forms 81R-88R, 185R-186R</td>
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<tr>
<td></td>
<td>1-12</td>
<td>Life Skills Forms 31R-38R*</td>
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<tr>
<td>Diagnostic Math</td>
<td>1-6</td>
<td>Employability Competency System (ECS) Forms 11M-18M</td>
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<td>1-6</td>
<td>Workforce Learning System (WLS) Forms 213M-218M</td>
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<td></td>
<td>1-6</td>
<td>Life Skills Forms 31M-38M*</td>
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<tr>
<td>Diagnostic Listening</td>
<td>7-12</td>
<td>Life Skills Forms 51L-56L</td>
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<tr>
<td></td>
<td>7-12</td>
<td>Employability Competency System (ECS) Forms 63L-66L</td>
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<tr>
<td>Diagnostic Writing</td>
<td>1-12</td>
<td>Functional Writing Assessment (FWA) Picture Tasks 460-466</td>
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<td>Life Skills for Special Populations</td>
<td>Levels AA-AAAAA</td>
<td>Tests for Adult Life Skills Forms 310-343</td>
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<td>STRETCH Competency Tests Forms 360-374</td>
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### Assessments for Other Learning Outcomes

| Citizenship              | 7-12 | CASAS Government and History for Citizenship Forms 963-964 |
|                         |      | |
| Workplace Essential Skills | 1-6, 8-12 | CASAS Pre-Employment/Work Maturity Checklists A-G |
| Technology               | 1-12 | Kansas Technology Competency Checklists |

*No longer valid for use in Kansas after June 30, 2007*