

DEFINITIONS

Assessment – refers to a variety of methods or tools that are used to evaluate, measure, and documents academic readiness, learning progress, skills acquisition, interests, service needs, and fit for a particular program.

Case Management / Career Planning - means the provision of a client-centered approach in the delivery of services designed

- A. to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and
- B. to provide job, education, career counseling, and comprehensive guidance and counseling, as appropriate during program participation and after job placement.

Citizenship or Eligible to Work - Participation in programs and activities financially assisted in whole or part under DWDB / Delaware Department of Labor, Division of Employment and Training (DET) shall be open to citizens and nationals of the United States, lawfully admitted permanent resident immigrants, lawfully admitted refugees and parolees, and other individuals authorized by the Attorney General to work in the United States.

Comprehensive Guidance and Counseling - Comprehensive guidance and counseling provides individualized counseling to participants. This includes career and academic counseling, drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service.

Community-Based Organization - means a private nonprofit organization (which may include a faith-based organization), that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development.

Competency-based Education – An outcomes-oriented approach in which student mastery of learning outcomes is assessed and certified through observational methods, such as task performance, exams, demonstrations, or other direct measures of proficiency. Credentials are awarded based on the mastery of specific competencies as demonstrated through performance-based assessments.

Corroborative Witness – A person who personally knows or can identify the applicant and who is reasonably likely to be able to verify the applicant’s statement on the Statement of Family Size Form.

Credentials – A recognized postsecondary credential or a secondary school diploma or its recognized equivalent.

1. **Postsecondary credential**- a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal government, or an associate or baccalaureate degree. A recognized postsecondary credential is awarded in recognition of an individual’s attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.

Besides degree programs, there are three main types of postsecondary credentials:

- A. Certificate-Certificates are awarded upon the successful completion of a brief course of study, usually one year or less but at times longer, primarily in public or private two-year institutions of higher education, university extension programs or non-degree granting postsecondary institutions like area career and technical education schools. Upon completion of a course of study, a certificate does not require any further action to retain. Certificates of completion for occupations which require a license to work in the field do not count as a certificate in this definition of Credential.
- B. Certifications-Certifications indicate mastery of or competency in specific knowledge, skills or processes that can be measured against a set of accepted standards. These are not tied to a specific educational program, but are typically awarded through assessment and validation of skills in cooperation with a business, trade association or other industry group. After attaining a certification, individuals often must meet ongoing requirements to maintain the currency of the certification.
- C. License-A license is legal permission, typically granted by a government agency, to allow an individual to perform certain regulated tasks or occupations.

A variety of different public and private entities issue recognized postsecondary credentials. Below is a list of the types of organizations and institutions that award recognized postsecondary credentials (***not all credentials by these entities meet the definition of recognized postsecondary credential***).

- A. A State educational agency or a State agency responsible for administering vocational and technical education within a State;
- B. 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;
- C. An institution of higher education that is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes;
- D. 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 product manufacturer or developer (e.g., recognized Microsoft Information Technology certificates, such as Microsoft Certified IT Professional (MCITP), Certified Novell Engineer, a Sun Certified Java Programmer, etc.) using a valid and reliable assessment of an individual's knowledge, skills and abilities;
- E. ETA's Office of Apprenticeship or a State Apprenticeship Agency;
- F. A public regulatory agency, which awards a credential 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., Federal Aviation Administration aviation mechanic license, or a State-licensed asbestos inspector);
- G. A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons;
- H. Job Corps, which issues certificates for completing career training programs that are based on industry skills standards and certification requirements.

Note: *Neither certificates awarded by workforce development boards (WDBs), nor work readiness certificates, are included in this definition because neither type of certificate documents the measurable technical or industry/occupational skills necessary to gain employment or advance*

within an occupation. Likewise, such certificates must recognize technology or industry/occupational skills for the specific industry/occupation rather than general skills related to safety, hygiene, etc., even if such general skills certificates are broadly required to qualify for entry-level employment or advancement in employment. For example, CPR and OSHA 10 and 40 are not considered credentials.

Day 1 Outcome – Documentation and entry in DJL of allowable outcome. Unless otherwise defined in an executed contract or policy, outcome for Adult Programs is unsubsidized employment maintained for one (1) day with an anticipated permanent duration of 180 days. This includes Military service and Registered Apprenticeship.

Day 30 Outcome - An outcome maintained for 30 continuous calendar days.

Day 60 Outcome - An individual that has met the Day 60 Outcome definition that has continued until day 60 with no break in employment greater than 15 days.

Day 90 Outcome - An individual that has met the Day 90 Outcome definition that has continued until day 90 with no break in employment greater than 15 days.

Delaware Job Link (DJL) – Delaware Job Link is the case management, data management, reporting system as well as job matching system for jobseekers and employers used by Delaware Department of Labor. It can be located at <https://joblink.delaware.gov>

DET - Delaware Department of Labor, Division of Employment and Training.

Diploma – See “Credential”.

Documentation - means to maintain physical evidence, which is obtained during the verification process. Documentation to support Eligibility will be uploaded in Delaware Job Link (DJL). Such evidence would be copies of documentation, and signed self-certification statements (with Contract Manager’s prior approval).

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

DWDB – Delaware Workforce Development Board.

Employability - The skills, attitudes, and personality traits needed to increase a job seeker's chances of being positively perceived by employers. Includes basic skills, such as reading comprehension and basic math skills; soft skills; technical skills; and workplace competencies needed to relate to and communicate with customers and coworkers.

Enrollment (adult) - Enrollment is completed when (1) documentation to support eligibility has been obtained, (2) when the individual is registered in Delaware Joblink (DJL). Enrollments will be validated by a monthly query.

Exit – A participant who has not received 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 phrase “*and is not scheduled for future services*” applies to participants who voluntarily withdraw or drop out of the program.

Financial Literacy Education - The financial literacy education program element includes activities which:

- A. Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
- B. Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- C. Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit;
- D. Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
- E. Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data;
- F. Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials;
- G. Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and
- H. Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

Food Stamps/SNAP – is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977.

Higher Education – Postsecondary education at colleges, universities, junior or community colleges, professional schools, technical institutes, and teacher-training schools.

High School Diploma-see “Credential”.

High Skilled Occupation – Occupations with a minimum educational requirement of postsecondary training or higher AND Occupations with long-term on-the-job training or related work experience as a minimum educational requirement, and postsecondary training or above as a competitive educational requirement. *Term and definition sent to FPO. source: Oregon Career and Technical Education Department.*

Incumbent workers – refers to individuals who are employed, particularly in lower-skill, lower-wage, and front-line jobs, but need the training to upgrade their skills to secure full-time employment, advance in their careers, or retain their current occupations in H-1B occupations and industries. Incumbent workers are workers who typically are employed in lower-skilled and entry-level positions and where attaining new skills and competencies could help advance them into the middle and high-skilled jobs.

Individual With A Disability - means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

Individual Service Strategy (ISS) – The individual service plan is an ongoing strategy jointly developed by the participant and the case manager that identifies the participant’s employment goals, the appropriate

achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals.

Industry-Recognized Credentials – The term credential refers to certification of an individual’s attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation. Industry-recognized credentials are either developed or endorsed by a nationally-recognized industry association or organization or are sought or accepted by employers within the industry sector for purposes of hiring or recruitment. The credential must be awarded by a third party, such as an educational institution or a professional, industry, or employer organization. Industry-recognized credentials demonstrate core competencies and meet industry standards for specific industry occupations. Examples of industry-recognized credentials include: Associates and Bachelor’s degrees; Registered Apprenticeship certificates; occupational licenses (typically, but not always, awarded by State government agencies); industry-recognized or professional association certifications, also known as personnel certifications; and other certificates of skills completion for specific skill sets or competencies within one or more industries or occupations. For more information on credential, degree, and certificate attainment, please refer to Training and Employment Guidance Letter (TEGL) No. 15-10, “Increasing Credential, Degree, and Certificate Attainment by Participants of the Public Workforce System,” particularly Attachment 2 of the TEGL (<http://wdr.doleta.gov/directives/attach/TEGL15-10.pdf>).

Industry-Recognized Portfolio – The term industry-recognized portfolio refers to the creation of artifacts representing real-world application of learned skills in a format that is accessible for review, clearly delineates an individual’s contribution, and demonstrates mastery of specific employable skill sets. Such portfolios are of increasing and specific importance in response to the significant presence of Open Source platforms in the tech sector (e.g., Linux, Apache, MySQL, PHP, Ruby on Rails), which do not operate in the same company-authorized credentialing process but instead have a community of practice regularly requiring access to portfolio repositories (such as GitHub, Bitbucket, Launchpad, and others) through which assessments of technical capabilities is made Job Shadowing - An experience that allows participants to follow an employee during a typical day or period of time in order to observe, reflect and ask questions while developing a better understanding of industry expectations.

Job Readiness Skills – Also referred to as Employability Skills, Soft Skills, or Work Readiness Skills; are a set of skills and behaviors that are necessary for any job such as, social competence, job seeking and interview skills, workplace norms, conflict resolution, and communication skills, to name a few.

Leadership Development Opportunities - Leadership development opportunities are opportunities that encourage responsibility, confidence, employability, self-determination and other positive social behaviors such as:

- Exposure to post-secondary educational possibilities;
- Community and service learning projects;
- Peer-centered activities, including peer mentoring and tutoring;
- Organizational and team work training, including team leadership training;
- Training in decision-making, including determining priorities and problem solving;
- Citizenship training, including life skills training such as parenting and work behavior training;
- Civic engagement activities which promote the quality of life in a community; and
- Other leadership activities that place youth in a leadership roles such as serving on youth leadership committees.

Literacy – An individual’s ability to read, write, and speak in English, and to compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Low-Income Individual - means an individual who meets any one of the following:

- A. receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grant to States for temporary assistance for needy families program under part A of the title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;
- B. is in a family with total income that does not exceed the high of
 - a. the poverty line; or
 - b. 70 percent of the lower living standard income level;
- C. is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));
- D. is a foster child on behalf of whom State or local government payments are made;
- E. is an individual with a disability whose own income meets the income requirement of clause (B) but who is a member of a family whose income does not meet this requirement; or
- F. used with respect to an individual, also includes a youth living in a high-poverty area as in accordance with [TEGL 21-16](#).

Lower Living Standard Income Level (LLSIL) – The income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of the U.S. Department of Labor based on the most recent lower living family budget issued by the Secretary.

Military Service -- Active Duty in the United States military.

Nontraditional Employment - The term "nontraditional employment" refers to occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Occupational Skills Training (OST) – is occupational specific training as an organized program of study that provides specific vocational/technical skills and information that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Occupational skills training shall be designed for occupations for which are considered in-demand or supported by documentation of demand. Skills training will be provided in a contextual manner and will combine classroom and work-based training and where appropriate integrate or incorporate foundation skills training. Occupational skills training programs will emphasize long-term, essential employment through appropriate skills training and remediation to the extent necessary for success. OST can be accomplished through a variety of training methods that include classroom training, On-the-Job Training, and distance learning methods.

Such training must:

- A. be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
- B. be of sufficient duration to impart the skills needed to meet the occupational goal; and
- C. result in attainment of a credential.

Offender - The term "offender" means any adult or juvenile:

- A. who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or
- B. who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

Older Individual - means an individual age 55 or older.

On-The-Job Training – means training by an employer that is provided to a paid participant while engaged in productive work in a job that:

- A. provides knowledge or skills essential to the full and adequate performance of the job;
- B. provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and
- C. is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

Participant – means an individual who has been determined to be eligible to participate in, meets the definition of Enrollment, and who is receiving services. Participation shall be deemed to commence on the first day, following determination of eligibility, on which the individual began receiving subsidized employment, training, or other services. Enrollments and students may also be used to mean the same as participant.

Placement – See Day 1 outcome.

Positive Social and Civic Behaviors – Positive social and civic behaviors are outcomes of leadership opportunities, which are incorporated by local programs as part of their menu of services. Positive social and civic behaviors focus on areas that may include the following:

- A. Positive attitudinal development;
- B. Self-esteem building;
- C. Openness to work with individuals from diverse backgrounds;
- D. Maintaining healthy lifestyles, including being alcohol- and drug-free;
- E. Maintaining positive social relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting;
- F. Maintaining a commitment to learning and academic success;
- G. Avoiding delinquency;
- H. Postponing parenting and responsible parenting, including child support education;
- I. Positive job attitudes and work skills; and
- J. Keeping informed in community affairs and current events.

Post Exit Participant – An individual that has met the definition of enrollment, has been exited and entered into required follow-up (6 month Adult programs and 12 months all other). This individual can receive any of the services that were available when active.

Post Secondary Educational Institution – means an institution of higher education, as defined in section 481 of the Higher Education Act of 1965 (20 U.S.C.§1088).

Pre-apprenticeship – A pre-apprenticeship is a program or set of strategies designed to prepare individuals to enter and succeed in a registered apprenticeship program and has a documented partnership with at least one, if not more, registered apprenticeship program(s).

Promise Communities -

The DWDB further defines promise communities as these geographic areas/zip codes:

Promise Community	Zip Codes	*Low Income Population
City - Eastside	19801, 19802	19,875
City - Westside	19805	19,052
NCC - Rte 40	19701, 19702	19,389
NCC - Rte 9	19720	20,086
Kent - North	19901,19904,19977	30,238
Kent - South	19934, 19943,19952	11,596
Sussex - West	19933, 19956, 19973	17,659
Sussex - Central	19947, 19966	16,111

Public Assistance – means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test. Public assistance recipients may also include participants, who were referred by the TANF agency, participated in the TANF assessment program as a requirement prior to opening a TANF grant, and who received support services from the TANF agency.

Public Assistance Recipient – A participant who is listed on the grant and/or is receiving assistance under any of the following programs at any time during participation:

- A. Temporary Assistance to Needy Families (TANF);
- B. General Assistance (GA) (State/local government);
- C. Refugee Cash Assistance (RCA); or
- D. Supplemental Security Income (SSI-SSA Title XVI).

QuartersThe calendar year can be divided into 4 quarters. The first quarter is from the first day of January through the last day of March; the second quarter is from the first day of April through the last day of June; the third quarter is from the first day of July through the last day of September; and the fourth quarter is from the first day of October through the last day of December.

Recognized Postsecondary Credential – means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

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

Residency – participation in a program administered by the DET shall be open to all residents of Delaware. Residency is determined at time of application.

Secondary School Diploma-see “Credential”.

Secondary School Diploma Recognized Equivalent - see “Credential”. Also known as high school diploma equivalent.

Selective Service Registrant – participants has registered for Selective Service as required Section 3 of the Military Selective Service Act (MSSA) (50 U.S.C. App. 453).

Self-Certification – an individual’s signed attestation that the information he/she submits to demonstrate eligibility for a program is true and accurate.

Simulated Work - means an activity that takes place in a training situation where a work product is produced for the purpose of learning work maturity skills and/or specific occupational skills rather than for the purpose of producing the work product.

Soft Skills - Personality traits, aptitudes, and attitudes that direct how a person interacts and works with others on the job. Can include interpersonal communications, cultural awareness, appearance and ability to dress appropriately, time management, and manners. Does not refer to the technical skills (or hard skills) which are unique to each career. Also known as employability skills. To see the most recent “Top 10 Soft Skill” requested by employers, visit the monthly Help Wanted Online Ads summary provided by the Office of Occupational and Labor Market Information and found at <https://lmi.delawareworks.com/Content/Publications/Help%20Wanted%20Online.php>

Supportive Services - services that enable the individual to participate in activities. They include but are not limited to transportation, child care, dependent care, housing, uniforms or other appropriate work attire and work-related tools and needs-related payments.

Training – means a systematic, planned sequence of instruction or other learning experiences on an individual or group basis under competent supervision which is designed to impart skills, knowledge, or abilities to prepare individuals for unsubsidized employment.

Training Related Job – means a job in which a major vocational skill learned in training, as specified in the training plan or curriculum, is a predominant activity.

Tuition Based – means that payments to a vendor educational institution of tuition charges, entrance fees, and other usual and customary fees of an educational institution are not more than the educational institutions catalogue price, necessary to receive specific training, and are for training of participants.

Underemployed workers- refers to individuals who are not currently connected to a full-time job; commensurate with the individual’s level of education, skills, or wage and salary earned previously, or who have obtained only episodic, short-term, or part-time employment.

Unemployed Individual - means an individual who is without a job and who wants and is available for work.

Upskilling – increase skills of incumbent workers to advance into middle and high-skilled H-1B industries and occupations.

Verification – to confirm eligibility requirements through examination of official documents (e.g., birth certificates, public assistance records, or speaking with official representatives of cognizant agencies).

Veteran/Recently Separated Veteran

VETERAN - The term "veteran" means an individual who served in the active military, naval, or air services, and who was discharged or released from such service under conditions other than dishonorable. RECENTLY SEPARATED VETERAN - The term "recently separated veteran" means any veteran who applies for participation under this title within 48 months after the discharge or release from active military, naval, or air service.

Veteran Priority (38 U.S.C. 4215): Requires provider to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans' priority of service provisions requires that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service. To obtain priority of service, a veteran or spouse must meet the program's eligibility requirements.

Work Experience - A type of work-based learning that is a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experiences must be paid except when the program provides occupational skills training that leads to employment in an occupation that meets the all of the following:

1. A state issued license is required to work in the occupations.
2. That license requires clinical hours.
3. It is common practice that the clinical hours are not paid.

A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists.

For youth programs, Work experiences provide the participant with opportunities for career exploration and skill development. Work experience should be designed to promote the development of good work habits and basic work skills for individuals who have never worked or who have been out of the labor force for an extended period of time. Work experiences must include academic and occupational education. They include experiences known as internships, clinical, and summer employment.

Work Readiness - Refers to the skills, aptitudes, and attitudes employers expect job seekers to have in preparation for the culture and demands of the workplace. Can be obtained through education or job training programs, employer-sponsored events, work-based learning, and other activities that increase transferable skills. Skills may be taught that focus on these work behaviors, not necessarily the occupational or technical skills. These skills will be integrated with occupational skills training.

Work-Based Learning - The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interactions with employers/industry or community professionals. These learning experiences are intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone. The term "work-based" does not mean the experience must occur at a workplace or during the standard "work day."