

**DEFINITIONS**  
**RFP Number LAB 20 001-TRAIN**

**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.

**Career Pathway** – In accordance with WIOA 3(7), DWDB generally defines pathways as a set of curricula focused on a specific industry-based “pathway,” paired with opportunities to gain workplace experience while still in high school, graduate with a head start on a college degree, or gain qualifications needed to go to work immediately. Pathways apply to Adult, Youth, and Dislocated Worker training program funding. The ultimate goal for any pathways program is mid-wage employment. A career pathway is a non-duplicative sequence of academic and technical courses that includes secondary- and postsecondary-level content and opportunities for participants to apply knowledge in the classroom and the workplace. Career pathways culminate in industry-based credentials and/or postsecondary degrees and have the following characteristics. The Common Elements of Career Pathways are:

- A. Sector-Based Engagement Strategies: Education and training aligns with the academic and technical skills needed by Delaware employers. Employer engagement occurs within targeted industry sectors, representing high-growth potential to the state or regional economies, to determine prerequisite employment and career progression skill requirements for in-demand occupations.
- B. Stackable Educational and Training Options: Education and training includes the full range of secondary, adult education, and postsecondary education programs, including registered apprenticeships. Career pathways are a non-duplicative progression of courses clearly articulated from one level of instruction to the next and provide opportunities to earn high school credit, adult basic education, and postsecondary credit, culminating in industry-recognized credentials and/or an associate or bachelor’s degree.
- C. Contextualized Learning: Education and training focuses on academic and technical content. Curricula and instructional strategies are designed to engage employers through authentic work experiences and to help youth and adults attain work-readiness skills.
- D. Accelerated/Integrated Education and Training: Career pathways combine occupational skill training with adult education services, give credit for prior learning, offer remedial services as needed, and apply strategies that accelerate the educational and career advancement of youth and adults.
- E. Industry-recognized Credentials: Education and training programs lead to the attainment of industry-recognized credentials and/or an associate or bachelor’s degree that has value in the labor market.
- F. Multiple Entry and Exit Points: Career pathways provide participants with opportunities to transition between formalized education and training programs and competitive employment, thus allowing participants of varying skill levels to pursue education or training to enter or advance in a specific sector or occupational field.
- G. Wraparound Services: Career pathways incorporate academic and career counseling and support services. Services are targeted at points of transition, provide individualized career plans, and support communities that are high poverty. Further, career pathways provide supports for nontraditional learners and individuals with barriers to employment.

**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.

**Common Skill(s)** - A skill or multiple skills that employers from various industries come together to agree that this common skill is used by workers within their industries. This is not industry specific, but instead used in various industries. For example, supervisory skills and information technology skills.

**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** - means a skill or knowledge to be achieved by an individual in order to achieve a program credential.

**Completion** - means the successful achievement of the requirements of training specified in the contract. This is defined as satisfactorily completing 85% of the scheduled course hours. No completion can be obtained after the last day of contract.

**Convener** - An individual or organization that starts the dialogue, assembles a shared set of facts about potential target industries or skills, and reaches out to potential partners. The convener must have credibility with industry and diverse set of program partners. The ideal convener will have the discipline and credibility to let industry partners set their own agenda and chart the course for the partnership, while balancing the interests of all potential partners. As a practical matter, the convener plays a critical project management role, including managing activities, logistics, outreach, coordination and drafting of the Strategic Workforce Training Plan.

**Cost Analysis** - means the review and evaluation, element by element, of the cost estimate supporting an organizations proposal for the purpose of pricing the contract.

**Cost Reimbursement Contract** – means an agreement that provides for the payment of actual costs incurred to the extent prescribed in the agreement. Instead of paying the contractor to meet all the terms and conditions at a specified price, this type of agreement reimburses the awardee for its best efforts to perform up to the total cost and types of costs authorized in the agreement.

**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.*

2. **Secondary School Diploma:** A State of Delaware High School Diploma issued pursuant to 14 Del.C. §152 or an equivalent high school diploma issued by an educational institution that is regionally, state, or nationally accredited. It is recognized by a State and is included for accountability purposes under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).
3. **Secondary School Diploma Recognized Equivalent:** is defined a GED or high school equivalency diploma recognized by the State. It is an alternative to a high school diploma for those who did not complete the standard high school curriculum. Passing all parts of the GED test is seen as equal to a high school diploma by most colleges and employers.

**Day 1 Outcome** -Documentation and entry in DJL of allowable outcome. Unless otherwise defined in an RFP, executed contract. or policy, outcome for Adult Programs (Blue Collar, TRAIN, and WIOA Adult/Dislocated Worker) include:

- A. Unsubsidized employment maintained for one (1) day with an anticipated permanent duration. This includes Military service and Registered Apprenticeship.

Outcomes for Youth Programs include:

- A. Post-secondary education enrollment;
- B. Advanced training enrollment (includes Job Corps); or
- C. Unsubsidized employment maintained for one (1) day. 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. The Day 60 claim date will always be the 60th day.

**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. The Day 90 claim date will always be the 90<sup>th</sup> day.

**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>

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

**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).

**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.

**Employment Upgrade** - Employment upgrade is defined as an assignment to a higher position, and/or an increase in hourly wages with their current employer. As part of this policy, DOL recognizes the addition of health benefits as an increase in wages or salary.

**English Language Learner** - an individual who has limited ability in reading, writing, speaking, or comprehending the English language, and (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language.

**Enrollment** - Enrollment is completed when documentation to support general eligibility has been obtained and the individual has been approved 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.

**Implementation Phase (Phase II)** – Phase II to implement the Strategic Workforce Training Plans developed during the Planning Phase (Phase I). Phase II will fund training to participants with the goal of employment, employment retention, or employment upgrade (increase pay/position).

**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)).

**Job Readiness Training** – Training for the purpose of assisting and supporting jobseekers in overcoming individual barriers to employment and developing the skills required by industry necessary to maintain employment and to qualify for skills training opportunities. Job readiness training includes occupational skills development, GED preparation, literacy advancement, financial stability services, including financial coaching, credit counseling, transportation and childcare.

**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.

**Lead Applicant** – The entity designated by the applicant group to serve as the Fiscal Agent for the partnership for the purposes of the Phase I and II. The Lead Applicant is the responsible entity for producing the end product (Strategic Workforce Training Plan) and meeting the Phase I and Phase II requirements. A Lead Applicant may be a Convener and vice versa. It is expected that documentation of the planning process will be maintained by the Lead Applicant.

- Employer
- Nonprofit Organization
- Two or four year institution of higher education
- Industry association
- Labor union
- Local government
- Local or regional economic development entity

An organization can serve on multiple Phase I Applicant Groups but can only serve as the Lead Applicant on one submission. The Lead Applicant for Phase I award does not have to be the Lead Applicant for the Phase II award if awarded.

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

**New Enrollment-** is defined as an individual that has met the definition of enrollment and has not received services by the contractor in a previous contract.

**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 program 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 and who is receiving services (except follow-up services authorized under WIOA) under a program authorized by WIOA. 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 that same as participant.

**Phase I Applicant Group** – The group of entities applying for Phase I funding. This group must include at least two employers and at least one representative from other stakeholders such as nonprofits, community-based organizations, two or four year institutions of higher education, government, regional or local economic development entities, labor unions, K-12 programs, industry associations, philanthropic organizations, other training providers and other relevant partners that are able to identify common workforce needs and develop and implement strategies to meet these common workforce needs.

**Placement** – See Day 1 outcome.

**Planning Phase (Phase I)** – Awards made from this RFP to provide modest funding to assist awardees in assembling their Strategic Workforce Training Plan, identifying high priority skills and workforce needs of an identified industry or across multiple industries based on data and employers' experience, and

developing solutions to address these high priority skills and workforce gaps or needs

**Post Exit Participant** - An individual that has met the definition of enrollment, has been exited and entered required follow-up. This individual can receive any of the services that were available when active.

**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).

**Provider** - successful proposer and recipient of Phase I and/or Phase II funding.

**Qualified 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.

**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.

**Residency** – participation in a program administered by the DET shall be open to all residents of Delaware. Residency is determined at time of application. Exceptions to Delaware residency may be permissible if approved by DET. Approvals will be kept to a minimum. An exception to Delaware residency will be allowed if the youth is enrolled in a Delaware school and lives in a town split by state boundaries: for example, Delmar and Marydel.

**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 under Title I of WIOA is true and accurate. [20 CFR 660.300]

**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>

**Strategic Workforce Training Plan** -The final work product produced as a result of Phase I awards funded with this RFP. This plan will provide a training plan developed by the planning Phase I applicant group that addresses the workforce skill needs of the target industry or common skill identified. This plan will used to request funds for Phase II. See Part C Strategic Workforce Training Plan Template attached to this RFP.

**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.

**Target Industry** – A group of employers closely linked by a common product or service, workforce

skills, similar technologies, supply chains, or other economic ties.

**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** – occurs when an individual who is working part-time but desires full-time employment, or who is working in employment not commensurate with the individual's demonstrated level of educational attainment. [*Training and Employment Guidance Letter (TEGL) No. 14-00, Change 1*]

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

**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**

(A) 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.  
 (B) 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.

**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.”