2017 REQUEST FOR PROPOSALS
WORKFORCE YOUTH SERVICES
RFP Definitions & Acronyms

14 WIOA Youth Service Elements: The following WIOA-mandated youth program elements must be made available and/or procured by the selected service provider:

1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential;
2. Alternative secondary school services, or dropout recovery services, as appropriate;
3. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences (WIOA section 129(c)(4) prioritizes work experiences with the requirement that local areas must spend a minimum of 20 percent of non-administrative local area funds on work experience):
   • summer employment opportunities and other employment opportunities available throughout the school year;
   • pre-apprenticeship programs;
   • internships and job shadowing;
   • on-the-job training opportunities; and
4. Occupational skill training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the Local Board determines that the programs meet the quality criteria described in WIOA sec. 123;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;
7. Supportive services;
8. Adult mentoring for a duration of at least 12 months that may occur both during and after program participation;
9. Follow-up services for not less than 12 months after the completion of participation;
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
14. Activities that help youth prepare for and transition to post-secondary education and training.
Administrative Costs: The term “administrative costs” means expenditures incurred by State boards and local boards, direct recipients (including State grant recipients under subtitle B of title I and recipients of awards under subtitles C and D of title I), local grant recipients, local fiscal agents or local grant subrecipients, and one-stop operators in the performance of administrative functions and in carrying out activities under title I that are not related to the direct provision of workforce investment services (including services to participants and employers). Such costs include both personnel and non-personnel costs and both direct and indirect costs.

Adult: Except as otherwise specified in WIOA section 132, the term “adult” means an individual who is age 18 or older.

Adult Basic Skills: Basic skills are those foundation skills in reading, writing, mathematics, learning skills, and study skills which are necessary to succeed in education and employment. Adult basic skills should be short-term (one to six months) in nature, outcome-oriented and focused on the overarching employment goal.

Adult Education: The terms “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to— (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment.

Adult Education and Literacy Activities: The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

Basic Cash Assistance: Basic Cash Assistance (BCA) is a monthly financial assistance payment issued to a family receiving TANF/Colorado Works. The amount of the BCA is set by a calculation based in TANF/Colorado Works rules and regulations, and is determined by family size, household income, and other household circumstances.

Basic Skills Deficient: The term “basic skills deficient” means, with respect to an individual— (A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

Bridge Programs: Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in postsecondary education and training leading to career-path employment in high-demand, middle-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.

Career Services: The Denver WIOA Youth Service Delivery Model will be inclusive of the following Career Services:
• **Comprehensive Case Management**: The service provider will be responsible for providing comprehensive counseling and case management via motivated, committed staff who can provide the youth with a nurturing environment that will help to create an independent and self-sufficient individual. The intensity of case management can differ from one youth to another depending upon the needs of the individual. All youth must receive comprehensive case management services and have access to the 14 elements of youth services required under WIOA. These services/elements can be provided by in-house staff, partner organizations (which may or may not be a WIOA-funded provider) through a direct hand-off or referral process.

• **Supportive Services**: The service provider must offer supportive services to youth participants to assist them in meeting their education and employment goals. Supportive services for registered WIOA eligible youth include, but are not limited to, assistance with transportation, interview/work clothing, child care, eye glasses, referrals to medical services, and other reasonable costs approved by the One-Stop Operator. All supportive services should assist the youth in meeting their education and employment goals.

• **Career Pathways**: Career pathways provide a clear sequence of activities and a connection between high school credentials, post-secondary education or training enrollment, and employment programs that lead to careers with living wages. A career pathway allows participants to progress from one level to the next to build skills that lead to improved career prospects. Career pathways prepare and place individuals into jobs in high-demand and high-wage industries with increased earning opportunities by providing industry-recognized credentials, certificates, and degrees.

• **Career Exploration**: Career exploration should begin with a comprehensive introduction to a particular industry of interest. The premise is that when individuals are exposed to a range of options within a given industry, they will be able to engage in informed career planning according to their interests and aptitudes.

Career exploration programs provide youth with structured opportunities to explore a range of career options in a particular industry, thereby developing work-readiness and industry-relevant competencies. Programs must target career fields in high-growth and high-demand industries in the Denver Metro area. Career exploration programs should demonstrate the capacity to facilitate the transition to employment, training, and post-secondary education, depending on the goals of individual participants. American Job Center Operators must have clearly identified partnerships with employers or training providers within the industry who are willing to help develop opportunities such as; incubator programs, guest speakers, mentors, and internships.

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

• Aligns with the skill needs of industries in the economy of the state or regional economy involved;
• Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
• Includes counseling to support an individual in achieving the individual’s education and career goals;
• Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
• Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
• Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
• Helps an individual enter or advance within a specific occupation or occupational cluster.

Colorado Benefits Management System (CBMS): CBMS is Colorado’s enterprise tool that calculates benefit payments for financial, food, and medical programs. Other system functions include: case management and a tracking system.

Colorado Works: Colorado Works is Colorado's branding for the federal Temporary Assistance for Needy Families (TANF) program and provides financial public assistance to families in need. Colorado Works is designed to assist customers in achieving self-sufficiency through job preparation and employment.

Community Based Training (CBT): Hands-on work experience performed in return for basic cash assistance that provides an individual with an opportunity to acquire the general skills, training, knowledge and work habits necessary to obtain employment. Skills are assessed prior to placement into a position and measured throughout to ensure the participant is prepared to successfully seek and maintain employment.

Comprehensive Assessment: A specialized evaluation, including diagnostic testing, the use of other assessment tools, and in-depth interviewing and evaluation to identify the interests, skill levels, abilities, barriers, and service needs of individuals. The comprehensive assessment of each applicant's basic skills, occupational skills, educational background, prior work experience, employability, career aptitude and interests, and the need for supportive services will aid in determining the customer’s IEP or ISS.

Credential: A credential is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation. (Note: work readiness credentials and those awarded by workforce development boards are not included in this definition.) Within the context of workforce development generally, the term “credential” refers to an attestation of qualification or competence issued to an individual by a third party, (such as an educational institution or industry, or occupational certifying organization) with the relevant authority or assumed competence to issue such a credential. “Credential” is the umbrella term encompassing post-secondary degrees, diplomas, licenses, certificates, and certifications. A credential is a nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, general equivalency diploma, or other recognized equivalents, postsecondary degrees/certificates, recognized skill standards, and licensure or industry recognized credentials. States should use all state education agency recognized credentials. In addition, states should work with local workforce investment boards to encourage certificates to recognize successful completion of the training services that are designed to equip individuals to enter or reenter employment, retain employment, or advance into better employment.
**Customized Training:** The term “customized training” means training (a) that is designed to meet the specific requirements of an employer (including a group of employers); (b) that is conducted with a commitment by the employer to employ an individual upon successful completion of the training; and (c) for which the employer pays (i) a significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and such other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees at present and anticipated upon completion of the training, relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities; and (ii) in the case of customized training (as defined in subparagraphs (A) and (B)) involving an employer located in multiple local areas in the state, a significant portion of the cost of the training, as determined by the Governor of the State, taking into account the size of the employer and such other factors as the Governor determines to be appropriate.

**Diploma:** The term “diploma” means any credential that the state education agency accepts as equivalent to a high school diploma. The term “diploma” also includes postsecondary degrees including Associate’s Degrees (AA and AS) and Bachelor’s Degrees (BA and BS).

**Dislocated Worker (DW):** The term “dislocated worker” means an individual who— (A)(i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment; H. R. 803—8 (ii)(I) is eligible for or has exhausted entitlement to unemployment compensation; or (ii) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 121(e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and (iii) is unlikely to return to a previous industry or occupation; (B)(i) 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; (ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or (iii) for purposes of eligibility to receive services other than training services described in section 134(c)(3), career services described in section 134(c)(2)(A)(xii), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close; (C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; (D) is a displaced homemaker; or (E)(i) is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or (ii) is the spouse of a member of the Armed Forces on active duty and who meets the criteria described in paragraph (16)(B).

**Displaced Homemaker:** The term “displaced homemaker” means an individual who has been providing unpaid services to family members in the home and who (A)(i) has been dependent on the income of another family member but is no longer supported by that income; or (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title
38, United States Code) death or disability of the member; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**English Language Learners (ELL):** Non-English speaking individuals and those with limited command of the English language.

**Feeder Programs:** Those programs that focus on the removal of barriers for the most at-risk populations. Examples of feeder programs include adult basic or remedial education, pre-vocational training, and English language learner programs.

**Individual Employment Plan (IEP):** Individual employment plan is an individualized career service, as described in 678.430(b), jointly developed by the participant and career planner, that may be appropriate for an individual. The plan includes an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to obtain these goals and objectives. Individual employment plans are one of the most effective ways to serve individuals with barriers to employment, and to coordinate the various services including training services they may need to overcome these barriers. (Note: the terms Individual Employment Plan (IEP) and Individual Service Strategy (ISS) are used interchangeably.)

**Individual Responsibility Contract (IRC):** Every TANF participant must have an Individual Responsibility Contract (IRC) negotiated within thirty (30) days of the initial assessment on approval basic cash assistance and no less than every ninety (90) thereafter as a condition of ongoing Colorado Works eligibility. Each IRC will include a specific employment goal and shall be limited in scope to matters relating to securing and maintaining training, education, or employment, including designated work activities and supportive services related to work activity participation.

**Individual Service Strategy (ISS):** The OED/WDC requires the preparation of an Individual Service Strategy (ISS) for WIOA participants. The electronic ISS sets forth a mutually developed plan between a participant and the service provider. The purpose of the ISS is to address barriers and assist the participant in achieving employment/training goals. This verifies the participant is aware of and understands the details of the mutually developed ISS. Final approval rests with the service provider. It is recommended the consultations be held in-person, with the participant; however, they may take place over the telephone or through the use of other alternative communication methods. An acknowledgement copy of the ISS should be provided to the participant. The ISS should complement a comprehensive assessment completed for each participant, which assesses each participant’s basic skills, occupational skills, educational background, prior work experience, employability, career aptitude and interests, and the need for supportive services. (The comprehensive assessment may include diagnostic testing.) There is no requirement to maintain a hard copy formatted ISS in the participant’s file. However, if a hardcopy is maintained, it is recommended the ISS contain signatures of both a service provider and the participant. The ISS must be continuously updated via case notes reflecting all changes in services received, and records/documents kept. Additionally, the participant data record must accurately reflect when participants meet goals and objectives of the plan(s), or as changes occur to stated goals and objectives. (Note: the terms Individual Employment Plan (IEP) and Individual Service Strategy (ISS) are used interchangeably.)

**Individual Training Account (ITA):** Training service for eligible individuals are typically provided by training providers who receive payment for their services through an Individual Training Account (ITA).
The ITA is a payment agreement established on behalf of a participant with a training provider. WIOA Title I adult and dislocated workers purchase training services from eligible providers they select in consultation with the case manager, which includes discussion of quality and performance information on the available training providers. Payments from ITAs may be made in a variety of ways, including the electronic transfer of funds through financial institutions, vouchers, or other appropriate methods. Payments may also be made incrementally, e.g., through payment of a portion of the costs at different points in the training course.

**Individual with a Barrier to Employment:** The term “individual with a barrier to employment” means a member of one or more of the following populations: (A) Displaced homemakers. (B) Low-income individuals. (C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166. (D) Individuals with disabilities, including youth who are individuals with disabilities. (E) Older individuals. (F) Ex-offenders. (G) Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youth (as H. R. 803—10 defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))). (H) Youth who are in or have aged out of the foster care system. (I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers. (J) Eligible migrant and seasonal farmworkers, as defined in section 167(i). (K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.). (L) Single parents (including single pregnant women). (M) Long-term unemployed individuals. (N) Such other groups as the Governor involved determines to have barriers to employment.

**Individual with a Disability:** (A) In general the term “individual with a disability” means an individual with a disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). (B) The term “individuals with disabilities” means more than one individual with a disability.

**In-School Youth:** The term “in-school youth” means an individual who is attending school (as defined by State law); not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21; a low-income individual; and one or more of the following:
- Basic skills deficient.
- An English language learner.
- An offender.
- A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.
- Pregnant or parenting.
- Youth who is an individual with a disability.
- An individual who requires additional assistance to complete an educational program or to secure or hold employment.

**Livable Sustainable Wage:** “Livable sustainable wage” refers to the wage necessary to provide the bare necessities (e.g. food, housing) within a household to maintain a safe and decent standard of living. The wage is considered “sustainable” if employment is full-time, permanent, with benefits. In Denver, the wage is $17/hour. This figure was determined based upon the following information:
• According to U.S. Census data (U.S. Census Bureau, 2013 American Community Survey), the average household size in Denver County is 2.30.
• Approximately 60% of Denver households with children, include two working adults (U.S. Census Bureau, 2013 American Community Survey).
• The living sustainable wage for a Denver family comprised of two adults and one child is $21.53 with only one working adult; for a family with two adults and one child is $13.11 with two working adults (based on the MIT Living Wage Calculator for Denver County (http://livingwage.mit.edu/counties/08031). The average of these two Living Wages is $17.32; which was rounded down to $17/hr.

Middle Skill Employment: Defined as those jobs that require more than a high school diploma, but less than a four-year college degree.

Occupational Skills Goal: A measurable increase in primary occupational skills encompassing 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. (Note: This term applies to the current WIOA statutory youth measures only; it does not apply to common measures.)

Offender: The term “offender” means an adult or juvenile— (A) who is or has been subject to any stage of the criminal justice process, and for whom services under this Act may be beneficial; or (B) who requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.

Older Individual: The term “older individual” means an individual age 55 or older.

Opportunity Youth: A young adult age 16-24 who is neither engaged in education nor employment.

Out-of-School Youth: An “out-of-school youth” or a “Disconnected Youth” is an individual who is not attending any school (as defined under State law); not younger than age 16 or older than age 24; and one or more of the following:
• A school dropout.
• A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
• A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is basic skills deficient; or an English language learner.
• An individual who is subject to the juvenile or adult justice system.
• A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.
• An individual who is pregnant or parenting. (VII) A youth who is an individual with a disability.
• A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.
Participant: A reportable individual who has received staff-assisted services after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.
- For the Vocational Rehabilitation (VR) program, a Participant is an individual who has an approved and signed Individualized Plan for Employment (IPE) and has begun to receive services.
- The following individuals are not Participants:
  o Individuals who have not completed at least 12 contact hours in the Adult Education and Family Literacy Act (AEFLA) program;
  o Individuals who only use the self-service system; and
  o Individuals who only receive information services or activities.
- Programs must include participants in their performance calculations.

Post-Secondary Education: A program at an accredited degree-granting institution that leads to an academic degree (e.g., 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 placement in post-secondary education, but may count as a placement in advanced training/occupational skills training.

Poverty Line: The term “poverty line” means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

Public Assistance: The term “public assistance” refers to Federal, State, or local government programs that provide a variety of financial, food, medical, child care and other forms of assistance for low-income families that qualify. Eligibility is determined by a calculation of unique individual and relevant household composition aspects.

Qualified Apprenticeship: A program approved and recorded by the ETA Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Agency or council. Approval is by certified registration or other appropriate written credential.

Rapid Response Activity: The term “rapid response activity” means an activity provided by a State, or by an entity H. R. 803—14 designated by a State, with funds provided by the State under section 134(a)(1)(A), in the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation, in order to assist dislocated workers in obtaining reemployment as soon as possible, with services including—
(A) the establishment of onsite contact with employers and employee representatives
   (i) immediately after the State is notified of a current or projected permanent closure or mass layoff; or
   (ii) in the case of a disaster, immediately after the State is made aware of mass job dislocation as a result of such disaster;
(B) the provision of information on and access to available employment and training activities;
(C) assistance in establishing a labor-management committee, voluntarily agreed to by labor and management, with the ability to devise and implement a strategy for assessing the employment and training needs of dislocated workers and obtaining services to meet such needs;
(D) the provision of emergency assistance adapted to the particular closure, layoff, or disaster; and
(E) the provision of assistance to the local community in developing a coordinated response and in obtaining access to state economic development assistance.

**Recognized Postsecondary Credential:** The term “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 Program:** The term “registered apprenticeship program” means an apprenticeship program that is both (A) registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.); and (B) that meets such other criteria as may be established by the Secretary under Section 171(b)[10] of WIOA. Registered Apprenticeship is a national training system that combines paid learning on-the-job and related technical and theoretical instruction in a skilled occupation. Like stand-alone OJT, Registered Apprenticeship is an important component of education and training services that the workforce system can provide to its customers, and should be used as a strategy to train and employ job seekers. Registered Apprenticeships offer job seekers immediate employment opportunities that usually pay higher wages and offer continued career growth.

**Remedial Training:** Training that is necessary to raise a participant’s job skill level so the participant can qualify for certain vocational skills training or help them achieve employment. There are various types of remedial training which may be required or taken in conjunction with some type of occupational training. Types of remedial training may include: GED; Developmental Math, Reading and English; and English as a Second Language.

**School Dropout:** The term “school dropout” means an individual who is no longer attending school and who has not received a secondary school diploma or its recognized equivalent.

**Self-Sufficiency:** Able to provide for oneself without the help of others; independent.

**Short-Term Pre-Vocational Skills:** Such skills as communication and interviewing, professional conduct, and other services appropriate in preparing individuals for employment or training. The USDOL considers pre-vocational skills training as an intensive service.

**Single Parent:** The participant is a single, separated, divorced or widowed individual who has primary responsibility for one or more dependent children under age 18.

**Skills Upgrade Training:** Training that will upgrade current skills of the participant or may also include retraining in a new area.

**Subgrant:** A subgrant or subaward means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass through entity considers a contract.
Subrecipient: A non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program, but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

Subsidized Employment: Subsidized employment is subsidized by state or federal funds. (Note: On-the-Job Training (OJT) is a reportable training activity, rather than subsidized employment.)

Supplemental Security Income (SSI): SSI is a federal program that makes monthly payments to people with disabilities who have limited income and assets. The program is administered by the Social Security Administration, but the payments are financed by the general revenue funds, not from Social Security taxes. Individuals who are in financial need, 65 years of age or older, or needy people of any age who are blind or disabled (including children) may be eligible for SSI. SSI is paid out of Title XVI of the Social Security Act. To qualify for SSI payments because of blindness, a person must have central visual acuity of 20/200, or less, in the better eye, with the use of a corrective lens, or visual field restriction of 20 degrees or less. Social Security Disability Income (SSDI) may be made if an individual is unable to engage in substantial, gainful activity because of a physical or mental impairment, which can be expected to result in death or which has lasted (or is expected to last) for 12 months or longer. (Note: Supplemental Security Income (SSI) is considered Public Assistance.)

Supportive Services: The term “supportive services” means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under WIOA.

Temporary Assistance for Needy Families (TANF): A federal block grant to states, territories and tribes to cover benefits, administration and services targeted to needy families with children. TANF emphasizes self-sufficiency through work activity requirements and employment. TANF has a lifetime limit of 60 months for participants who qualify for benefits.

Trade Adjustment Act (TAA): The Trade Adjustment Assistance (TAA) Program is a federal entitlement program that assists U.S. workers who have lost, may lose their jobs or have suffered a reduction of hours and wages as a result of increased imports or shifts in production outside the United States. This program is administered by the USDOL-ETA and seeks to provide adversely affected workers with opportunities to obtain the skills, credentials, resources, and support necessary to become reemployed. http://www.doleta.gov/tradeact/

Training Services will include but are not limited to the following:

- **Academic Skills Remediation:** The service provider must incorporate academic skills remediation for youth who are basic skills deficient, and must conduct pre and posttests with an approved assessment tool and demonstrate capacity to improve the basic academic skills of youth.

- **High School/GED:** The service provider will guide and assist youth to pursue, enroll and complete their high school diploma or General Equivalency Diploma (GED).

- **Post-secondary education:** The service provider will guide and assist youth to pursue, enroll, and complete post-secondary education programs. All post-secondary education programs must provide individuals with credentials, certificates, and degrees necessary to obtain a career.
• **Occupational skills training:** The service provider will ensure that all occupational skills training programs target in-demand jobs and industries that align with the Denver Metro area labor market. The One-Stop Operator will ensure that all occupational skills programs result in the attainment of employer-recognized certification.

• **Pre-apprenticeship program:** Pre-apprenticeship programs prepare participating youth to enroll in apprenticeship programs.

• **Apprenticeship program:** Apprenticeships allow participants to “earn while they learn,” giving them an opportunity both for advancing wages and opportunities to learn a higher level of skills in their chosen craft or profession. WDB-OED supports apprenticeships that are registered and those that have agreements with post-secondary institutions to allow apprentices to gain credits towards certification and/or degree completion.

• **Job Readiness Training:** Job readiness training provides the same set of skills and understanding to be acquired through work experience. It is generally offered as pre-vocational world-of-work skills that may include showing up on time, and work place attitudes and behaviors. Job readiness training usually does not include an associated work component, but it may.

• **On-The-Job Training:** The term “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) is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 134(c)(3)(H), 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.

• **Eligible Training Providers List (ETPL):** The service provider will ensure that all training providers are approved, current and in good standing with the Colorado Department of Labor and Employment’s Eligible Training Providers List (ETPL). For information on how to become an approved Training Provider, go to the website [https://eligibility.coworkforce.com/eligibility](https://eligibility.coworkforce.com/eligibility)

**Transitional Jobs:** Transitional jobs are a way for adults and dislocated workers with barriers to employment who are experiencing chronic unemployment or have an inconsistent work history to develop a work history and basic skills essential to keeping a job. Transitional jobs are time-limited subsidized employment in the public, private, or non-profit sectors. Transitional jobs can be effective solutions for individuals to gain the necessary work experience that they would otherwise not be able to get through training or an OJT. The goal is to establish a work history for the individual, demonstrate work success, and develop skills that lead to entry into unsubsidized employment. The difference between a transitional job and an OJT contract is that in a transitional job, there is no expectation that the individual will continue his or her hire with the employer after the work experience is complete.

**Transitioning Service Member:** A service member in active duty status (including separation leave) who participates in employment services and is within 24 months of retirement or 12 months of separation.

**Unemployed Individual:** The term “unemployed individual” means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job,
for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

**Unemployment Compensation Programs:** An eligible unemployment compensation claimant is an individual who has been determined to be monetarily eligible for benefit payments under one or more state or federal unemployment compensation programs, and whose benefit year or compensation, by reason of an extended duration period, has not ended and who has not exhausted his/her benefit rights.

- Eligible claimant referred by Worker Profile Reemployment System (WPRS)
- Eligible claimant not referred by WPRS
- Exhaustee (The individual has exhausted unemployment compensation benefits.)
- Neither claimant nor exhaustee

**Vocational Rehabilitation Program:** The term “vocational rehabilitation program” means a program authorized under a provision covered under paragraph WIOA Section (13)(D) that provides services described in an individualized plan for employment necessary to assist an individual with a disability in preparing for, securing, retaining, or regaining an employment outcome that is consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individual as further outlined in 29 USC 723.

**Work Experience:** WIOA Adult/DW: For the purposes of the WIOA sec. 134(c)(2)(A)(xii)(VII), internships or work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. An internship or work experience may be arranged within the private for profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists. **Youth:** Work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Work experiences provide the youth participant with opportunities for career exploration and skill development.

**Work Readiness Skills Goal (Youth):** A measurable increase in work readiness skills, including 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. They also include positive work habits, attitudes, and behaviors 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.

**Workplace Training:** Training which is designed to enable participants to gain exposure to the working world and its requirements and help acquire personal attributes, industry defined skill standards and knowledge needed to obtain a job and advancement in employment, which may include cooperative education programs.
<p>| AD    | WIOA Adult Services         |
| AJC   | American Job Center         |
| CBMS  | Colorado Benefits Management System |
| CBO   | Community-Based Organization |
| CCR   | Central Contractor Registry |
| CDHS  | Colorado Department of Human Services |
| CDLE  | Colorado Department of Labor and Employment |
| CFR   | Code of Federal Regulations |
| CW    | Colorado Works              |
| CWDC  | Colorado Workforce Development Council |
| DDHS or DHS | Denver Department of Human Services |
| DETPL | Denver Eligible Training Provider List |
| DUNS  | Data Universal Numbering System |
| DVOP  | Disabled Veterans Outreach Program |
| DW    | Dislocated Worker           |
| ELL   | English Language Learner    |
| ESL   | English as a Second Language |
| ETA   | USDOL - Employment and Training Administration |
| ETPL  | Eligible Training Provider List |
| GED   | General Equivalency Diploma |
| GIS   | Geographic Information System |
| HHS   | U.S. Department of Health and Human Services |
| HUD   | U.S. Department of Housing and Urban Development |
| IEP   | Individual Employment Plan |
| ISS   | Individual Service Strategy |
| ISY   | In-School Youth             |
| ITA   | Individual Training Accounts |
| JTPA  | Job Training Partnership Act |
| JVSG  | Jobs for Veterans State Grants |
| LEP   | Limited English Proficiency |
| LMI   | Labor Market Information    |
| MOU   | Memorandum of Understanding |</p>
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAFTA</td>
<td>The North American Free Trade Act</td>
</tr>
<tr>
<td>OED</td>
<td>City &amp; County of Denver's Office of Economic Development</td>
</tr>
<tr>
<td>OED/WD</td>
<td>Office of Economic Development, Workforce Development</td>
</tr>
<tr>
<td>OED/WDB</td>
<td>Workforce Development Board, Office of Economic Development</td>
</tr>
<tr>
<td>OJT</td>
<td>On-the-Job Training</td>
</tr>
<tr>
<td>OSY</td>
<td>Out-of-School Youth</td>
</tr>
<tr>
<td>SAM</td>
<td>System for Award Management</td>
</tr>
<tr>
<td>SNAP</td>
<td>Supplemental Nutritional Assistance Program</td>
</tr>
<tr>
<td>SSA</td>
<td>Social Security Administration</td>
</tr>
<tr>
<td>SSDI</td>
<td>Social Security Disability Insurance</td>
</tr>
<tr>
<td>SSI</td>
<td>Supplemental Security Income</td>
</tr>
<tr>
<td>SYEP</td>
<td>Summer Youth Employment Program</td>
</tr>
<tr>
<td>TAA</td>
<td>Trade Adjustment Assistance; Trade Adjustment Act</td>
</tr>
<tr>
<td>TANF</td>
<td>Temporary Assistance for Needy Families</td>
</tr>
<tr>
<td>TEGL</td>
<td>Training and Employment Guidance Letter</td>
</tr>
<tr>
<td>UI</td>
<td>Unemployment Insurance</td>
</tr>
<tr>
<td>USDOL</td>
<td>U.S. Department of Labor</td>
</tr>
<tr>
<td>WARN</td>
<td>Worker Adjustment &amp; Retraining Notification</td>
</tr>
<tr>
<td>WIA</td>
<td>Workforce Investment Act</td>
</tr>
<tr>
<td>WIOA</td>
<td>Workforce Innovation and Opportunity Act</td>
</tr>
<tr>
<td>WP</td>
<td>Wagner-Peyser Act</td>
</tr>
<tr>
<td>WPR</td>
<td>Work Participation Rate</td>
</tr>
</tbody>
</table>