

Attachment I: Workforce Investment Act Title IB Standardized Record Data (WIASRD)

A Brief Explanation

Why	<p>Information about an individual and their WIA Title IB experiences is used to:</p> <ul style="list-style-type: none"> î Share program results with consumers, taxpayers, Congress and other program overseers; î Compare results among WIA service providers, States and with other federally funded programs; and î Evaluate and continuously improve services. <p>This information is required by the legislation. It is confidential and protected by all applicable privacy rules.</p>
Wh	<p>A record is developed for dislocated workers and adults served by the program except for individuals receiving only self-service or informational services. An individual record is required for each individual served using youth funds.</p>
What	<p>Only necessary information is required. Every effort has been made to streamline and simplify the content and format. An individual's record only expands if additional resources are used to provide more costly services. A few items specifically for dislocated workers and youth are included for those records. Governors, State Workforce Investment Boards and Local Workforce Investment Boards are encouraged to add additional items to assist in the management of local or statewide initiatives or programs.</p> <p>Credit for services and outcomes provided by WIA Title IB services is accounted for as are services and outcomes obtained through program partners during the participation and performance outcome periods.</p>
When	<p>A record containing cumulative data is submitted in its entirety for each individual annually. However, data for an individual's record will need to be updated more frequently as the data will be used to prepare quarterly and an Annual Report for the Secretary.</p>
How	<p>The record is divided into three main sections:</p> <ul style="list-style-type: none"> î Individual Information; î Activities and Services; and î Outcomes (or results). <p>Each section begins with items needed for all participants at the top of the section, followed by information for individuals receiving additional services (such as intensive and training services). Finally, any items needed just for dislocated workers or youth appear at the end of each section.</p> <p>An applicability guide to show which items are required by groups described in the act accompanies each item. Please see short notes on grouping codes on the following page. A definition of the item and frequently asked questions appear on the same line. Programmers will also find a field size/type marker in the item box.</p> <p>Technical instructions for preparing and submitting the record are contained in Appendix A.</p>

Note Regarding Required Items by Groups	
• = Data item required for the column group.	
Data collection requirements for adults and dislocated workers are based on the type of services received:	C = Core services other than informational or self-service, only.
	I = Intensive Services
	T = Training Services
Data collection requirements for youth are based on age at registration:	14 to 18
	19 to 21

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#	Item	Required Items by Group						Definitions
		Adult		Dislocated Worker		Youth		
		C	I T	C	I T	14 - 18	19 - 21	Questions and Answers
SECTION I - INDIVIDUAL INFORMATION								
1	Social Security number 000000000	O	O	O	O	O	O	What if the applicant has no SSN or refuses to provide it? A pseudo-SSN may be assigned during intake, but a valid SSN for such individual must be obtained and recorded prior to first transmittal of individual's data.
2	Date of birth YYYYMMDD	O	O	O	O	O	O	
3	Gender 1 = Male 2 = Female	O	O	O	O	O	O	
4	Individual with a disability 1 = Yes 2 = Yes and disability results in a substantial impediment to employment 3 = No	O	O	O	O	O	O	Record 1 for any individual who has a physical (motion, vision, hearing) or mental (learning or developmental) impairment which substantially limits one or more of such person's major life activities and has a record of such an impairment, or is regarded as having such an impairment. Record 2 if the individual's physical or mental impairment constitutes or results in a substantial impediment to employment.
	Race Separate items for each of the following categories							What if an individual is multi-racial? When self-reported information is used, individuals shall be offered the option of selecting one or more racial designations. Recommended forms for the instruction accompanying the multiple response question are "mark one or more" and "Select one or more." NOTE: Ethnicity information (Hispanic, other) is collected separately from race information.
5a	American Indian or Alaskan Native 1 = Yes 2 = No	O	O	O	O	O	O	A person having origins in any of the original peoples of North America and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.
5b	Asian 1 = Yes 2 = No	O	O	O	O	O	O	A person having origins in any of the original people of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, the Philippine Islands, Thailand, and Vietnam.
5c	Black or African American 1= Yes 2 = No	O	O	O	O	O	O	A person having origins in any of the black racial groups of Africa.
5d	Hawaiian Native or other Pacific Islander 1= Yes 2 = No	O	O	O	O	O	O	A person having origins in any of the original people of Hawaii, Guam, Samoa, or other Pacific Islands.

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5e	<i>White</i> 1 = Yes 2 = No	O	O	O	O	O	O	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
6	<i>Ethnicity Hispanic or Latino</i> 1 = Yes 2 = No	O	O	O	O	O	O	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.
7a	<i>Veteran status</i> 1 = Yes # 180 days 2 = Yes > 180 days 3 = No	•	•	•	•			Record 1 if the individual is a person who served in the active U.S. military, naval, or air service for a period less than or equal to 180 days, and who was discharged or released from such service under conditions other than dishonorable. Record 2 if the individual met the conditions described above for more than 180 days.
7b	<i>Campaign veteran</i> 1 = Yes 2 = Yes, Vietnam-era veteran 3 = No	•	•	•	•			Record 1 if the individual is a veteran who served on active duty in the U.S. armed forces during a war or in a campaign or expedition for which a campaign badge or expeditionary medal has been authorized as identified and listed by the Office of Personnel Management (OPM). Please see Appendix B for the current list as of 01/07/2000. For campaigns occurring after this date, updated information may be obtained on the OPM web site: http://www.opm.gov/veterans/html/vgmedal2.htm . Record 2 if the individual served in the active U.S. military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable during the Vietnam-era (the period beginning on February 28, 1961 and ending on May 7, 1975, in the case of a veteran who served in the Republic of Vietnam during that period, and the period beginning on August 5, 1964 and ending on May 7, 1975, in all other cases).
7c	<i>Disabled veteran</i> 1 = Yes 2 = Yes, special disabled 3 = No	•	•	•	•			Record 1 if the individual is a veteran who is entitled to compensation regardless of rate (include those rated at 0%) for a disability under laws administered by the Department of Veterans' Affairs (DVA), or who was discharged or released from active duty because of a service-connected disability. Record 2 if the individual is rated at 30% or more by the DVA, or at 10 or 20 percent for a serious employment disability.
7d	<i>Recently separated veteran</i> 1 = Yes 2 = No	•	•	•	•			A veteran who applied for participation under Title I of WIA within 48 months after discharge or release from active U.S. military, naval, or air service.

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		C	I T	C	I T	14 - 18	19 - 21	Questions and Answers
8	<i>Labor force status</i> 1 = Employed 2 = Not employed	•	•	•	•	•	•	Employed. An employed individual is one who, during the 7 consecutive days prior to registration, did any work at all as a paid employee, in his or her own business, profession or farm, worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family, or is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job. Not employed. An individual who does not meet the definition of employed. NOTE: This item is used to calculate some of core indicators of performance for adults and older youth. NOTE: This information is to be collected from the registrant at registration, not from wage records.
9	<i>Limited English language proficiency</i> 1 = Yes 2 = No	•	•	•	•	•	•	The inability of an individual, whose native language is not English, to communicate in English, resulting in a barrier to employment.
10	<i>Single parent</i> 1 = Yes 2 = No	•	•	•	•	•	•	A single, separated, divorced or widowed individual who has primary responsibility for one or more dependent children under age 18.
11	<i>Referred by WPRS</i> 1 = Yes 2 = No	•	•	•	•			A U.I. claimant who has been referred to WIA reemployment services by the Worker Profiling and Reemployment Services (WPRS) system.

#	Item	Required Items by Group						Definitions
		Adult		Dislocated Worker		Youth		Questions and Answers
		C	I T	C	I T	14 - 18	19 - 21	
12	<p><i>Low income</i></p> <p>1 = Yes</p> <p>2 = No</p>		O		O	O	O	<p>A registrant in one or more of the following categories:</p> <p>(A) receives, or is a member of a family which receives, cash payments under a Federal, State or income-based public assistance program;</p> <p>(B) received an income, or is a member of a family that received a total family income, for the six-month period prior to registration for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A) and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size does not exceed the higher of:</p> <p>(I) the guideline for the equivalent period; or</p> <p>(II) 70 percent of the lower living standard income level, for an equivalent period;</p> <p>(C) a member of a household that receives (or has been determined within the 6-month period prior to registration for the program involved to be eligible to receive) Food Stamps pursuant to the Food Stamp Act of 1977(7 U.S.C. 2011 et seq.);</p> <p>(D) qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act(42 U.S.C. 11302);</p> <p>(E) is a foster child on behalf of whom State or local government payments are made; or</p> <p>(F) in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability who meets the requirements of a program described in subparagraph (A) or (B) above, but who is a member of a family which does not meet such requirements.</p> <p><i>When is a low-income youth an eligible youth?</i></p> <p>If he or she is one or more of the following: 1) Deficient in basic literacy skills; 2) A school dropout; 3) Homeless, a runaway or a foster child; 4) Pregnant or a parent; 5) An offender; or 6) An individual who requires additional assistance to complete an educational program or to secure and hold employment.</p> <p>Please note WIA § 134 (d)(4)(E): PRIORITY. - In the event that funds allocated to a local area for adult employment and training activities under paragraph (2)(A) or (3) of section 133(b) are limited, priority shall be given to recipients of public assistance and other low-income individuals for intensive services and training services. The appropriate local board and the Governor shall direct the one-stop operators in the local area with regard to making determinations related to such priority.</p>

#	Item	Required Items by Group						Definitions
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		C	I T	C	I T	14 - 18	19 - 21	Questions and Answers
	Public assistance recipient: Separate items for each of the following categories							Record 1 for Yes if the participant is listed on the grant and/or is receiving assistance under any of the following programs at any time during participation. When not used for eligibility determination, self-reported information will be accepted. Do not include foster child payments. NOTE: Record 1 for Yes for every public assistance program from which the individual is receiving assistance.
13a	<i>Temporary Assistance to Needy Families (TANF)</i> 1 = Yes 2 = No		O		O	O	O	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.
13b	<i>General Assistance (GA) (State/local government), Refugee Cash Assistance (RCA), Supplemental Security Income (SSI-SSA Title XVI)</i> 1 = Yes 2 = No		O		O	O	O	Record 1 for Yes if the participant receives cash assistance from one or more of these sources.
14	<i>Pell Grant recipient</i> 1 = Yes 2 = No		•		•	•	•	The individual is or has been notified they will be receiving a Pell Grant. NOTE: This item may be updated at anytime while the individual is receiving WIA services (except follow-up services). Record yes if the individual received a Pell grant at any time during WIA participation.
15	<i>Highest school grade completed</i> 00 = No school grade completed 01-11 = Number of elementary/secondary school grades completed 12 = High school graduate 88 = Attained certificate of equivalency for a high school degree 13-15 = Number of school years completed. 16 = Bachelor's degree or equivalent 17 = Education beyond the Bachelor's degree		•		•	O	•	Codes 13 to 15 include college, or full-time technical or vocational school. Codes 13 to 15 should not be used for individuals who are not high school graduates unless they attained a college degree. <i>How should individuals who completed 12th grade but did not receive a diploma or equivalent be coded?</i> These individuals should be coded "11" to indicate that they did not receive a diploma or equivalent. <i>How should Certificates of Completion or IEP Diplomas be reported?</i> Participants with a disability who received a Certification of Completion or an IEP Diploma are also to be coded as "11".

#	Item	Required Items by Group						Definitions
		Adult		Dislocated Worker		Youth		
		C	I T	C	I T	14 - 18	19 - 21	Questions and Answers
	Additional Individual Information Needed For Dislocated Workers and Displaced Homemakers							Items 16 and 17 are to be completed for dislocated workers and displaced homemakers only.
16	<i>Displaced homemaker</i> 1 = Yes 2 = No			•	•			An individual who has been providing unpaid services to family members in the home and who- (1) has been dependent on the income of another family member but is no longer supported by that income; and (2) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment; or For the purposes of carrying out innovative statewide activities noted in WIA section 134, the following definition of a displaced homemaker (contained in §134(a)(3)(A)(vi)(I) may be used: (1) an individual who is receiving public assistance and is 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.).
17	<i>Date of actual qualifying dislocation</i> YYYYMMDD			•	•			The last day of employment at the dislocation job. If there is no dislocation job (e.g., displaced homemakers), leave blank. <i>How should dislocated workers who are still employed at registration be reported?</i> Leave blank until qualifying dislocation takes place.
	Additional Individual Information Needed For Youth							Items 18-25b are for individuals served by the youth program.
18	<i>Offender</i> 1 = Yes 2 = No					•	•	An individual (adult or juvenile): (1) who is or has been subject to any stage of the criminal justice process, for whom services under WIA may be beneficial; or (2) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.
19	<i>Homeless and/or a runaway youth</i> 1 = Yes 2 = No					•	•	An individual who lacks a fixed, regular, adequate nighttime residence; and any adult or youth who has a primary nighttime residence that is a public or private operated shelter for temporary accommodation; an institution providing temporary residence for individuals intended to be institutionalized; or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings. Also includes a runaway youth. NOTE: Does not include a person imprisoned or detained pursuant to an Act of Congress or State law.
20	<i>Pregnant or parenting youth</i> 1 = Yes 2 = No					•	•	An individual who is under 22 years of age and who is pregnant, or a youth (male or female) who is providing custodial care for one or more dependents under age 18.

#	Item	Required Items by Group						Definitions		
		Adult		Dislocated Worker		Youth		14 - 18	19 - 21	Questions and Answers
		C	I T	C	I T					
21	<i>Youth who needs additional assistance</i> 1 = Yes 2 = No							•	•	A youth, aged 14-21, who requires additional assistance to complete an educational program, or to secure and hold employment as defined by state or local policy.
22	<i>Education status at time of registration</i> 1 = Student, H.S. or less 2 = Student, attending post-H.S. 3 = Out-of-School, H.S. dropout 4 = Out-of-School, H.S. grad. with employment difficulty 5 = Out-of-School, H.S. grad. with no employment difficulty							•	•	1. The individual is not a high school graduate (or equivalent) and is attending any school (including elementary, intermediate, junior high school, secondary or postsecondary, or alternative school or program whether full or part-time), or is between school terms and intends to return to school. 2. The individual is a high school graduate (or equivalent) and is attending a postsecondary school or program (whether full or part-time), or is between school terms and intends to return to school. 3. The individual is not attending any school and is not a high school graduate 4. The individual is not attending any school, is a high school graduate, and is basic skills deficient, unemployed, or underemployed. 5. The individual is not attending any school, is a high school graduate, and is not basic skills deficient and not unemployed and not underemployed.
23	<i>Basic literacy skills deficiency (as defined in §664.205)</i> 1 = Yes 2 = No							•	•	The individual meets the State or local level definition of basic literacy skills deficient. This definition must include a determination that an individual: (2) Computes or solves problems, reads, writes or speaks English at or below grade level 8.9; or (3) Is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family or in society. In cases where the State Board establishes State policy on this criterion, the policy must be included in the State plan. (WIA sections 101 (13)(C)(I), 101 (19))
24	<i>English reading skills grade-equivalent score or raw score</i> 000.0 Special codes when reporting grade level 13.0 = Grade 13 or above 87.0 = Not tested and obviously below the 9 th grade level 88.0 = Refused testing or who otherwise could not be tested or for whom testing was not needed							•		Record either: (A) the grade level equivalent in English reading (except in Puerto Rico) at which the individual is functioning as determined by a generally accepted standardized or criterion-referenced test (administered within the last 12 months) or a school record of reading level (determined within the last 12 months); or (B) the raw score in English reading on a generally accepted standardized or criterion-referenced test. States submitting raw scores should provide information on how to crosswalk raw scores to grade levels (below 7 th grade level, below 9 th grade level, or at or above 9 th grade level). <i>When should reading skills level be measured for younger youth?</i> Reading skills should be measured as part of the assessment process and results must be addressed in the individual service strategy. NOTE: Grade levels below 9 th grade are considered "basic skills deficient" in accordance with WIA §101 (4).
24a	<i>Type of score</i>							•		The type of score (grade level or raw score) reported in item 24.

#	Item	Required Items by Group						Definitions
		Adult		Dislocated Worker		Youth		Questions and Answers
		C	I T	C	I T	14 - 18	19 - 21	
	1 = grade level score 2 = raw score							
24b	<p><i>English reading skills raw score test name and version</i></p> <p>1 = Adult Basic Learning Examination (ABLE)</p> <p>2 = DOL Workplace Literacy Test(DOL-WLT)</p> <p>3 = Adult Literacy Test (ALT)</p> <p>4 = Armed Forces Qualifying Test (AFQT)</p> <p>5 = Basic Occupational Literacy Test (BOLT)</p> <p>6 = California Achievement Test (CAT)</p> <p>7 = Career Ability Placement Survey (CAPS)</p> <p>8 = CASAS Appraisal</p> <p>9 = CASAS Survey Achievement Tests</p> <p>10 = General Aptitude Test Battery (GATB)</p> <p>11 = Iowa Test of Basic Skills (ITBS)</p> <p>12 = Metropolitan Achievement Test (MAT)</p> <p>13 = Reading Job Corps Screening Test (RJCST)</p> <p>14 = Tests of Adult Basic Education (TABE)</p> <p>15 = Wide Range Achievement Test (WRAT)</p> <p>16 = Other</p>					•	<p>If a raw score is reported in item 24, then record the code for the test administered and, if applicable, the version, form or battery used:</p> <p>EXAMPLE: If version "3" of the Adult Basic Learning Examination was used, record "1v3".</p>	

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		Adult		Dislocated Worker		Youth		
		C	I T	C	I T	14 - 18	19 - 21	Questions and Answers
25	<p><i>Computation (math) skills test grade-equivalent score or raw score</i> 000.0 Special codes when reporting grade level 13.0 = Grade 13 or above 87.0 = Not tested and obviously below the 9th grade level 88.0 = Refused testing or who otherwise could not be tested or for whom testing was not needed</p>					•		<p>Record either: (A) the grade level equivalent in computational (also called quantitative or math) skills at which the individual is functioning as determined by a generally accepted standardized test or a comparable score on a criterion-referenced test (administered within the last 12 months) or a school record of computation (math) skills level (determined within the last 12 months), or (B) the raw score in computation (math) skills on a generally accepted standardized or criterion-referenced test. States submitting raw scores should provide information on how to crosswalk raw scores to grade levels (below 9th grade level, less than 9th grade level, or at or above 9th grade level). States submitting raw scores should provide information on how to crosswalk raw scores to grade levels (below 7th grade level, below 9th grade level, or at or above 9th grade level). <i>When should a younger youth's computational skills level be measured?</i> Computational skills should be measured as part of the assessment process and results must be addressed in the individual service strategy. NOTE: Grade levels below 9th grade are considered "basic skills deficient" in WIA.</p>
25a	<p><i>Type of score</i> 1 = Grade level equivalent score 2 = Raw score</p>					•		Record a 1 if the score recorded in 25 is a grade level equivalent score or a 2 if the score is a raw score.
25b	<p><i>Computation (math) skills raw score test name and version</i> See 24b for codes.</p>					•		If a raw score is reported in item 25, record the code for the test administered and, if applicable, the version, form or battery used. (Use codes and "EXAMPLE" listed in item 36.)
SECTION II - ACTIVITY AND SERVICES INFORMATION								Items 27, 28, 29, 36 and 37 are used to calculate performance on WIA core indicators.
26	<p><i>ETA-assigned WIB/Statewide code</i> 00000</p>	O	O	O	O	O	O	<p>Example for state with FIPS code 36 (New York): For federal funds sent to states for use at the local area: Adults - 36005, 36010, 36015, etc. Youth - 36005, 36010, 36015, etc. Dislocated Workers - 36005, 36010, 36015, etc. For federal funds sent to states for statewide (15%) activities: Statewide activities (Youth, displaced homemakers, incumbent workers, other) - 36903 Rapid Response (including additional assistance) - 36902 National Emergency Grant - 36901 <i>Will ETA use the same codes for WIA as were used for JTPA?</i> Local WIB codes will be the same as JTPA SDA codes if there is no change in the geographic area.</p>
27	<p><i>Date of registration</i> YYYYMMDD</p>	O	O	O	O	O	O	<p><i>When must the individual be registered?</i> Adults and dislocated workers must be registered when they start to receive services that are not informational or self-service.</p>

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		Adult		Dislocated Worker		Youth		Questions and Answers
		C	I T	C	I T	14 - 18	19 - 21	
							<p>Youth must be registered when they start to receive any youth services. Which adult and dislocated worker core services are informational or self-service and, thus, do not require registration?</p> <p>Please refer to Appendix C for information about determining the service type. Core services that do not involve a significant amount of staff time or resources and/or primarily are primarily for the purpose of providing information should be considered as self-service or informational and registration will not be required.</p> <p>What are examples of core services that would require registration?</p> <p>Core services requiring registration include:</p> <ul style="list-style-type: none"> S Staff-assisted job search and placement assistance, including career counseling; S Staff-assisted job referrals (such as testing and background checks); S Staff-assisted job development (working with employer and job-seeker); and S Staff-assisted workshops and job clubs. 	
28	Date of first core service(s) YYYYMMDD	•	•	•	•		<p>The date the individual began receiving core services. Leave blank if the individual did not receive core services. Do not include core services that are informational or self-service. See Appendix C for additional guidance in categorizing services.</p>	
29	Date of WIA exit YYYYMMDD	•	•	•	•	•	<p>The last date on which WIA Title I or partner services were received by the individual excluding follow-up services. There are two ways to determine exit:</p> <ol style="list-style-type: none"> 1. a participant who has a date of case closure, completion or known exit from WIA-funded or non-WIA funded partner services within the quarter (hard exit); or 2. a participant who does not receive any WIA-funded or non-WIA funded partner services for 90 days and is not scheduled for future services except follow-up services (soft exit). <p>Participants who have a planned gap in service of greater than 90 days should not be considered as exited if the gap in service is due to a delay before the beginning of training or a health/medical condition that prevents an individual from participating in services. Service providers should document any gap in service that occurs with a reason for such a gap in service. Participants who exit from services because they are incarcerated, deceased or have a health/medical condition that prevents the individual from participating in services, should be excluded from the measures. Once a participant has not received any WIA funded or partner services for 90 days, except follow-up services and there is no planned gap in service or the planned gap in service is for reasons other than those specified above, that participant has exited WIA for the purposes of measurement in 15 of the 17 core measures (the younger youth skill attainment rate and employer customer satisfaction measures are not based on exit). Twelve months of follow-up services must be provided in accordance with WIA § 129(c)(2)(l) and WIA § 134(d)(3)(2)(K). How should gaps in service be documented?</p>	

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		C	I T	C	I T	14 - 18	19 - 21	Questions and Answers
								State and local programs should document any gap in service over 90 days with a reason for such gap in service.
30	Completed WIA or Partner Services 1 = Completed WIA or Partner Services 2 = Exited without completing WIA or Partner Program Services	•	•	•	•	•	•	Completed. The individual's WIA service goals were completed and the individual is no longer receiving services (excluding follow-up services). Exited without completing. The individual's WIA service goals were not completed, and the individual is no longer receiving services (excluding follow-up services). Codes 1 and 2 should only be used for exiters, as defined in item 29.
	WIA Title I and partner program participation:							Indicate whether or not the registrant is participating in any of the following programs: Record only those programs that fund activities coordinated with the individual's WIA Title activities, possibly through a formal coenrollment, by inclusion in the individual's WIA service plan or through follow-up services. Services should be recorded cumulatively. A yes should be recorded for each source of service. Do not report sources that funded only core services classified as informational or self-service.
31a	Adult (Local) 1 = Yes 2 = No	○	○	○	○	○	○	Services to adults (age 18 and over) provided by funds allocated to local areas under WIA Sec. 133(b)(2)(A)
31b	Dislocated Worker (Local) 1 = Yes 2 = No	○	○	○	○	○	○	Services to dislocated workers provided by funds allocated to local areas under WIA Sec. 133(b)(2)(B)
31c	Youth (Local) 1 = Yes 2 = No	○	○	○	○	○	○	Services to youth provided by funds allocated to local areas under WIA Sec. 128(b).
31d	Youth [Statewide (15%) Activities] 1 = Yes 2 = No	○	○	○	○	○	○	WIA Sec. 134(a)
31e	Displaced Homemaker [Statewide (15%) Activities] 1 = Yes 2 = No	○	○	○	○	○	○	WIA Sec. 134(a)(3)((A)(vi)(I)
31f	Incumbent Worker [Statewide (15%) Activities] 1 = Yes 2 = No	○	○	○	○	○	○	WIA Sec. 134(a)(3)((A)(iv)(I)
31g	Other [Statewide (15%) Activities]	○	○	○	○	○	○	

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	1 = Yes 2 = No							
31h	<i>Rapid Response</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	WIA Sec. 134(a)(2)(A)(I) Individual who participated in rapid response activities (on-site employee informational meeting or related activities).
31i	<i>Rapid Response - Additional Assistance</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	WIA Sec. 134(a)(2)(A)(II) Core services (other than self-service or informational), intensive services, or training services provided to dislocated workers using funds from this source.
31j	<i>National Emergency Grant</i> 0000 = Grant number 9999 = No grant number	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	WIA Title I, Subtitle D, Sec. 173 The last four digits of the original Notice of Obligation (NOO) number assigned to the project (e.g., if the NOO number is 30-95-02, the WIASRD entry is 9502.) <i>What if additional NOO numbers are assigned to the same project?</i> Continue to use the project's original NOO number. <i>What if an individual is coenrolled in two or more National Emergency grants?</i> A WIASRD record must be submitted for each Project.
31k	<i>Adult Education</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	WIA Title II
31l	<i>Job Corps</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	WIA Title I-Subtitle C
31m	<i>Migrant & Seasonal Farmworker Programs</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	WIA Title I-Subtitle D, Sec. 167
31n	<i>Native American Programs</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	WIA Title I-Subtitle D, Sec. 166

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31o	<i>Veterans' Programs</i> 1 = Yes, labor exchange 2 = Yes, VWIP 3 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Services provided by DVOP/LVER (WIA Sect. 121(b)(1)(IX)) 2. Provided training services under WIA Sec. 168
31p	<i>Trade Adjustment Act (TAA)</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
31q	<i>NAFTA-TAA</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
31r	<i>Vocational Education</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Described in the Carl D. Perkins Voc. and Applied Tech. Ed. Act (20 U.S.C. 2471)
31s	<i>Vocational Rehabilitation</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	WIA Title IV
31t	<i>Wagner-Peyser Act</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
31u	<i>Welfare-to-Work Participant</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	As described in 20 CFR Part 645
31v	<i>Employment and Training programs carried out under The Community Services Block Grant Act</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42 U.S.C. 9001 et seq.
31w	<i>Employment and Training programs carried out by The Dept. of Housing and Urban Development</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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31x	<i>Unemployment Compensation programs (U.I.)</i> 1 = Claimant 2 = Exhaustee 3 = Neither claimant nor exhaustee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Authorized under state unemployment compensation laws (in accordance with applicable Federal law)
31y	<i>Other non-WIA programs</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Any non-WIA program not listed above that provided the individual with services authorized under WIA. Record only those programs that fund activities coordinated with the individual's WIA Title I activities, possibly through a formal coenrollment, by inclusion in the individual's WIA service plan, or through follow-up services.
31z	<i>Title V activities</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)
31aa	<i>Food Stamps</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Food Stamp Act of 1977
32	<i>Occupational skills training code</i> 000000000		<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The 9-digit DOT code, the 5-digit OES code, or the 5 or 6-digit O*NET code that best describes the training occupation. If the participant received classroom occupational skills training, any of these (DOT, OES, or O*NET) or the 6-digit CIP code that best describes the training should be recorded. If training was provided for more than one occupation, record the code for the last significant occupational training. If no specific occupational skills training was received, record 999999999.
33	<i>Occupational skills training code type</i> 1 = 5-digit OES code 2 = 5 or 6-digit O*Net code 3 = 6-digit CIP code(classroom training only) 4 = 9-digit DOT code 0 = None		<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The type of code used to report item 32. NOTE: The use of OES, O*NET, or CIP codes is encouraged as the DOT code system will be phased out.
34	<i>Supportive services received</i> 1 = Yes 2 = No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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 title I of WIA, consistent with the provisions of title I.

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35	<i>Needs-related payments (Adults/Dislocated Workers in training services) or Stipends (Youth in training)</i> 1 = Yes 2 = No		•		•	•	•	<p>Funds allocated to a local area for adults under paragraph (2)(A) or (3) as appropriate of section 133 (b), and funds allocated to the local area for dislocated workers under section 133(b)(2)(B) may be used to provide needs-related payments to adults and dislocated workers, respectively, who are unemployed and do not qualify for (or have ceased to qualify for) unemployment compensation for the purpose of enabling such individuals to participate in programs of training services under subsection 134(d)(4).</p> <p>Additional Eligibility Requirements-In addition to the requirements noted above, WIA § 134 (e)(3) also notes that a dislocated worker who has ceased to qualify for unemployment compensation may be eligible to receive needs-related payments under this paragraph only if such worker was enrolled in the training services-</p> <p>S by the end of the 13th week after the most recent layoff that resulted in a determination of the worker's eligibility for employment and training activities for dislocated workers under this subtitle; or</p> <p>S if later, by the end of the 8th week after the worker is informed that a short-term layoff will exceed 6 months.</p> <p>The Interim Rule (20 CFR Part 652, et. al) at §663.825 also notes that the individual did not qualify for or must or have ceased to qualify for unemployment compensation or trade adjustment assistance under TAA or NAFTA-TAA in order to be eligible to receive needs-related payments.</p> <p>Stipends for such activities as GED completion are allowable expenditures under the WIA youth program, provided the provision of a stipend is included in the participant's individual needs assessment and individual service strategy. Provision of stipends must also have been approved in the local plan.</p>
Items for Adults and Dislocated Workers Receiving Intensive and Training Services								
36	<i>Date of first intensive service</i> YYYYMMDD		•		•			<p>The date the individual began receiving intensive services. Leave blank if the individual did not receive intensive services.</p>
37	<i>Date of first training service</i> YYYYMMDD		•		•			<p>The date the individual began receiving training services. Leave blank if the individual did not receive training services.</p>
38	<i>Established Individualized Training Account (ITA)</i> 1 = Yes 2 = No		•		•			<p>Record yes if any of the individual's services were purchased utilizing an Individual Training Account established for adults or dislocated workers and funded by WIA title I.</p>

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39	<i>Adult education, basic skills and/or literacy activities</i> 1 = Yes 2 = No		•		•			Note: This service must be offered in combination with other allowable training services (not including customized training).
40	<i>On-the-job training</i> 1 = Yes 2 = No		•		•			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 that is 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.
41	<i>Occupational skills training or skills upgrading/retraining, and/or workplace training</i> 1 = Yes 2 = No		•		•			Include the receipt of the following types of services in this category: S Occupational skills training, including training for nontraditional employment; S Programs that combine workplace training with related instruction, which may include cooperative education programs; S Training programs operated by the private sector; S Skill upgrading and retraining; S Entrepreneurial training; S Job readiness training; and S Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.
Youth Services								
42	<i>Educational achievement services</i> 1 = Yes 2 = No					•	•	Educational achievement services include, but are not limited to: S Tutoring, study skills training, and instruction leading to completion of secondary school, including dropout prevention strategies; and S Alternative secondary school service.

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43	<i>Employment services</i> 1 = Yes 2 = No					•	•	Preparation for and success in employment services include, but are not limited to: S Paid and unpaid work experiences, including internships, and job shadowing; and S Occupational skill training.	
43a	Received Summer Youth Employment Opportunities 1 = Yes 2 = No					•	•	Record yes for youth who received summer employment opportunities. Please note: summer employment opportunities must be directly linked to academic and occupational learning.	
44	<i>Additional support for youth services</i> 1 = Yes 2 = No					•	•	Supports for youth services include, but are not limited to: S Providing mentoring; S Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, primarily provided to assist a youth in achieving employment-related success.	
45	<i>Citizen and leadership services</i> 1 = Yes 2 = No					•	•	Citizen and leadership services are intended to develop the potential of youth as citizens and leaders and include, but are not limited to: S Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours.	
46	<i>Received follow-up services</i> 1 = Yes received 12 months of follow up services 2 = No, did not receive 12 months of follow up services					•	•	WIA Sec. 129(c)(2)(I)	
SECTION IIIA - PROGRAM OUTCOMES FOR ADULTS (18 and over), DISLOCATED WORKERS AND OLDER YOUTH (19-21)								These outcomes are for all persons receiving adult services (who are individual 18 and over), dislocated workers and for older youth (19-21 at registration) receiving youth services.	
	Outcomes are keyed to the <i>exit quarter</i> (not a reporting item).							Definition: The Exit Quarter is the quarter in which the exit date (Item 29) takes place. This exit date is the last date of WIA funded or partner funded services received (except follow-up services).	

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47	<p><i>Employed in quarter after exit quarter</i></p> <p>1 = Yes 2 = No 3 = Individual has exited but employment information is not yet available</p>	•	•	•	•	•	•	<p>The individual should be considered as employed if wage records for the quarter after exit show earnings greater than zero. Wage records will be the primary data source for tracking employment in the quarter after exit. If individuals are not found in the wage records, States may use supplemental data sources. All data and methods to supplement wage record data must be documented and are subject to audit.</p> <p>See Item 48 for a description of acceptable supplemental data sources.</p> <p>When supplemental sources are used, individuals should be counted as employed if, in the calendar quarter after exit, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.</p>
48	<p><i>Source of supplemental data</i></p> <p>1= Case management, follow-up services, surveys of participants, and/or verification with the employer. 2= Record sharing and/or automated record matching with administrative records</p>	•	•	•	•	•	•	<p>Leave this item blank if wage records were used to report Item 53.</p> <p>While the majority of employment in a State's workforce will be "covered" in the UI wage records, certain types of employers and employees are excluded by Federal standards or are not covered under a State's UI law. "Uncovered" employment typically includes Federal employment, postal service, military, railroad, self employment, some agricultural employment, and employment where earnings are primarily based on commission. States have flexibility in methods used to obtain information on participants in "uncovered" employment. Examples include:</p> <ol style="list-style-type: none"> 1) Case management, follow-up services, and surveys of participants to determine that the participant are employed and written documentation of that employment; or 2) Record sharing and/or automated record matching with other employment and administrative databases to determine and document employment. These databases include, but are not limited to: <ul style="list-style-type: none"> • Office of Personnel Management (Federal Career Service); • United States Postal Service; • Railroad Retirement System; • State Department of Revenue or Tax (State income tax for self-reported occupations); • U.S. Department of Defense; and • Government Employment Records (State government, local government, judicial employment, public school employment, etc.). <p>All data and methods to supplement wage record data must be documented and are subject to audit. Computer records from automated record matching are considered a valid written record. A telephone response from the participant must be accompanied by a written document such as W2 form, pay stub, 1099 form, or other written documentation. Telephone verification of employment with employers is acceptable, but must also be</p>

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								documented. For self-employed individuals, telephone verification with major clients/contracting entities is also acceptable, but must be documented. States must wait two full quarters after the quarter of wage activity before making the decision to use supplemental sources of data. Supplemental data must be recorded within 30 days after the individual was found missing in the wage record.
	Employment Information for items 49-52							This information should be recorded if the individual is reported as employed in the quarter after exit (Item 47). This information can be based on any job held after exit. It is not necessarily the same job recorded in Item 47. This information can be based on information derived from case management, follow-up services or other sources.
49	<i>Occupational code (if available)</i> 000000000	•	•	•	•	•	•	The occupational code that best describes the individual's employment. Occupation can be recorded using 9-digit DOT codes, 5-digit OES codes or 5- or 6-digit O*Net codes. The occupation code should be reported if an occupation code was obtained for the job.
50	<i>Occupational code type</i> 1 = 5-digit OES code 2 = 5 or 6-digit O*Net code 3 = 9-digit DOT code	•	•	•	•	•	•	The type of occupation code used for Item 49. NOTE: The use of OES or O*NET codes is encouraged as the DOT code system will be phased out.
51	<i>Entered training-related employment</i> 1 = Yes 2 = No 8 = Training did not impart job-specific skills 9 = Relationship of employment to training cannot be determined		•		•	•	•	Training-related employment is employment in which the individual uses a substantial portion of the skills taught in the training received by the individual. Leave blank if the individual did not receive training services.
51a	<i>Method used to determine training-related employment</i> 1 = Comparison of the occupation codes between the training activity and the job 2 = Comparison of the industry of employment with the occupation of training using an appropriate crosswalk 3 = Other appropriate method		•		•	•	•	Training-related employment may be determined by any appropriate method or methods selected by the state, including comparison of the occupation of employment with the occupation of training, comparison of the industry of employment with the occupation of training using valid crosswalks, by a comparison of the job's activities with the skills taught in the training program, or other method. Methods used should be documented. Leave blank if the individual did not receive training services.

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52	<i>Entered non-traditional employment</i> 1 = Yes 2 = No	•	•	•	•	•	•	Employment in an occupation or field of work for which individuals of the participant's gender comprise less than 25% of the individuals employed in such occupation or field of work (WIA Section 101(26)). <i>Can males enter nontraditional employment?</i> Both males and females can be in nontraditional employment. Nontraditional employment can be based on either local or national data. Appendix D provides national information that, at the state's option, can be used to determine nontraditional employment.
53	<i>Employed in third quarter after exit quarter</i> 1 = Yes 2 = No 3 = Individual has exited but employment information is not yet available	•	•	•	•		•	Wage records will be the primary data source for tracking employment in the third quarter after exit. If individuals are not found in the wage records, States may use supplemental data sources. All data and methods to supplement wage record data must be documented and are subject to audit. See Item 48 for a description of acceptable supplemental data sources. When supplemental sources are used, individuals should be counted as employed if, in the calendar quarter after exit, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.
53a	<i>Source of supplemental data</i> 1= Case Management, follow-up services, surveys of participants and/or verification with the employer. 2= Record sharing and/or automated record matching with administrative records	•	•	•	•		•	Leave this item blank if wage records were used to report Item 53. See Item 48 for definitions
54	<i>Employed in fifth quarter after exit quarter</i> 1 = Yes 2 = No 3 = Individual has exited but employment information is not yet available	•	•	•	•		•	Wage records will be the primary data source for tracking employment in the fifth quarter after exit. If individuals are not found in the wage records, States may use supplemental data sources. All data and methods to supplement wage record data must be documented and are subject to audit. See Item 48 for a description of acceptable supplemental data sources. When supplemental sources are used, individuals should be counted as employed if, in the calendar quarter after exit, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.
54a	1= Case Management, follow-up services, surveys of participants	•	•	•	•		•	Leave this item blank if wage records were used to report Item 54. See item 48 for information regarding the use of supplemental data.

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	and/or verification with the employer. 2= Record sharing and/or automated record matching with administrative records							
	Total earnings from wage records for the:							<p>The total earnings in the quarter as determined from wage records. Wage record information can be obtained from the state, other states, other entities maintaining wage record systems, or from WRIS. Earnings from all employers of the individual should be summed.</p> <p><i>What if the individual appears in several different wage record systems (e.g., systems in two different states)?</i></p> <p>Earnings from these different sources of wage records should be summed for each quarter.</p> <p>NOTE: The state is required to access these data from its own wage record system; accessing data from other wage record systems is optional, but recommended.</p> <p>NOTE: States should not wait until exit to obtain preprogram data because preprogram earnings data may not be easily available at exit for individuals with long periods of participation. Instead, states should obtain preprogram data as soon after registration as the data become available and reasonably complete.</p>
55a	<i>Third quarter prior to registration</i> 00000.00	•	•	•	•		•	Total earnings in the third quarter before registration for adults, older youth, and dislocated workers without a dislocation date before the registration date. Please enter 99999.99 if data is not yet available for this item. Leave this item blank if it does not apply.
55b	<i>Third quarter prior to dislocation</i> 00000.00			•	•			Earnings in the third quarter before dislocation for dislocated workers. Please enter 99999.99 if data is not yet available for this item. Record item 55A for dislocated workers without a dislocation date before the registration date. Note: Item 55a must also be recorded for dislocated workers served with both dislocated worker and adult funds. Leave this item blank if it does not apply.
56a	<i>Second quarter prior to registration</i> 00000.00	•	•	•	•		•	Total earnings in the second quarter before registration for adults, older youth, and dislocated workers without a dislocation date before the registration date. Please enter 99999.99 if data is not yet available for this item. Leave this item blank if it does not apply.
56b	<i>Second quarter prior to dislocation</i> 00000.00			•	•			Earnings in the second quarter before dislocation for dislocated. Please enter 99999.99 if data is not yet available for this item. Record item 55A for dislocated workers without a dislocation date before the registration date. Note: Item 56a must also be recorded for dislocated workers served with both dislocated worker and adult funds. Leave this item blank if it does not apply.
56b	<i>First quarter following the exit quarter</i> 00000.00	•	•	•	•		•	Total earnings from wage records for the quarter. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over 90000.00.
57	<i>Second quarter following the exit quarter</i>	•	•	•	•		•	Total earnings from wage records for the quarter. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over 90000.00.

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58	Third quarter following the exit quarter 00000.00	•	•	•	•		•	Total earnings from wage records for the quarter. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over 90000.00.
59	Fourth quarter following the exit quarter 00000.00	•	•	•	•		•	Total earnings from wage records for the quarter. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over 90000.00.
60	Fifth quarter following the exit quarter 00000.00	•	•	•	•		•	Total earnings from wage records for the quarter. Please enter 99999.99 if data is not yet available for this item. Record 88888.88 if the individual's earnings were over 90000.00.
61	Attained recognized educational/ occupational certificate/credential/ diploma/degree 1 = Yes 2 = No 3 = N/A (for adults who did not receive training)	•	•	•	•		•	<p>A credential is defined as any nationally recognized degree or certificate or a state/locally recognized credential. Credentials will include, but are not limited to a high school diploma, GED or other recognized equivalents, postsecondary degrees, recognized skills standards and licensure or industry recognized certificates. States should include 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 listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.</p> <p>Credential must be obtained either during participation or by the end of the third quarter after exit from services (other than follow-up services).</p> <p><i>How should the credential information be obtained?</i> States and localities will have flexibility in methods used to collect data on credential. Examples of methods include: 1) case management, follow-up services, and surveys of a participant to determine that the individual received a credential and written documentation of that credential or 2) record sharing and/or automated record matching with administrative/other databases to determine and document that the participant has received a credential.</p> <p><i>How should a credential be documented?</i> All data and methods to determine achievement of credentials must be documented and are subject to audit. Computer records from automated record matching are considered a valid written record. A telephone response from the participant must be accompanied by written document such as a certificate, degree, or other written documentation. Telephone verification with the certification institution/entity that a person has attained the credential is also acceptable, but must also be documented.</p>
62	Type of recognized educational/ occupational certificate/credential/	•	•	•	•		•	If the individual attained more than one qualifying certificate/credential/diploma, record the highest level certificate/credential/diploma.

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	<i>diploma/degree attained</i> 1 = High school Diploma/ Equivalency/GED 2 = AA or AS Diploma/Degree 3 = BA or BS Diploma/Degree 4 = Occupational Skills License 5 = Occupational Skills Certificate or Credential 6 = Other							
63	<i>Other reasons for exit</i> 1 = Institutionalized 2 = Health/medical 3 = Deceased	•	•	•	•	•	•	Institutionalized The participant is residing in an institution or facility providing 24-hour support such as a prison or hospital and is expected to remain in that institution for at least 90 days. Health/medical The participant is receiving medical treatment that precludes entry into unsubsidized employment or continued participation in WIA. Does not include temporary conditions expected to last for less than 90 days.
64	<i>Entered postsecondary education or advanced training</i> 1 = Entered advanced training 2 = Entered postsecondary education 3 = Did not enter further training							<ul style="list-style-type: none"> The individual entered advanced training or postsecondary education by the end of the first quarter after exit including: <ul style="list-style-type: none"> S Advanced training is an occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. Includes only training outside of the one-stop, WIA and partner system. [Include entry into postsecondary educational programs that lead to an academic degree (e.g., AA, AS, BA, BS) in advanced training in the postsecondary education category.] S Postsecondary education is a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Do not include programs offered by degree-granting institutions that do not lead to an academic degree as post-secondary education. <p>The following methodology can be used to determine whether youth are placed in postsecondary education or advanced training.</p> <p>1) Case management, follow-up services, and surveys of the participant to determine if the youth has been placed in postsecondary education or advanced training and written documentation of that placement; or</p> <p>2) Record sharing agreements and/or automated record matching with administrative/other databases to determine and document that the participant has been placed in postsecondary education or advanced training. These databases include, but are not limited to:</p> <ul style="list-style-type: none"> State Board Governing Community Colleges; State Board Governing Universities;

#	Item	Required Items by Group						Definitions
		Adult		Dislocated Worker		Youth		Questions and Answers
		C	I T	C	I T	14 - 18	19 - 21	
							<p>State Education Associations; Integrated Postsecondary Education Reporting Unit; Higher Education Planning Unit; and Training Institutions/Providers</p> <p>Most States will likely utilize case management, follow-up services, and surveys of participants with written documentation. Some States already have record sharing and/or automated matching systems in place that they will be able to use to track outcomes. All data and methods must be documented and are subject to audit. Computer records from automated record matching are considered a valid written record. A telephone response from the participant must be accompanied by written documentation. Telephone verification with the appropriate institution/entity is also valid, but must be documented.</p>	
64b	<p><i>In postsecondary education or advanced training in the third quarter after exit.</i></p> <p>1 = In advanced training 2 = In postsecondary education 3 = Did not enter further training</p>						<ul style="list-style-type: none"> The individual was in advance training or post secondary education at any time during the third quarter after exit including: <ul style="list-style-type: none"> S Advanced training is an occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. Includes only training outside of the one-stop, WIA and partner system. [Include entry into postsecondary educational programs that lead to an academic degree (e.g., AA, AS, BA, BS) in the postsecondary education category.] S Postsecondary education is a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Do not include programs offered by degree-granting institutions that do not lead to an academic degree as post-secondary education. <p>See Item 64 for acceptable data sources.</p>	

#	Item	Required Items by Group						Definitions
		Adult		Dislocated Worker		Youth		
		C	I T	C	I T	14 - 18	19 - 21	Questions and Answers
	SECTION III B - OUTCOMES FOR YOUNGER YOUTH (Aged 14-18 at registration)							
	Skill Attainment							One goal minimum per year is required for all in- school youth and any appropriately assessed out-of-school youth who need to attain basic skills, work readiness skills, or occupational skills. A maximum of three goals per year may be set for purposes of the youth skill attainment measure. See Appendix E regarding youth skill attainment goals.
65a Yr.1	Goal #1 type 1 = Basic Skills 2 = Occupational Skills 3 = Work Readiness Skills					•		Setting one basic skills goal is required if the youth is basic literacy skills deficient.
65b Yr.1	<i>Date goal #1 was set</i> YYYYMMDD					•		The date goal was set is the date a goal was identified for the youth, except that the date of the first goal set must be recorded as the registration date. At least one goal must be set within one month of registration and recorded as being set on the registration date.
65c Yr.1	<i>Attainment of goal #1</i> 1 = Attained 2 = Set, but not attained 3 = Set, but attainment pending					•		Goal attained. Attainment of a goal is to be based on individual assessments using widely accepted and recognized measurement/assessment techniques. Goal set, but not attained. Goals not attained include goals whose anniversary date has passed without attainment of the goal. The anniversary date of a goal is the date one year after the date the goal was set. Goal set, but attainment pending. Includes goals that have not been attained, but have anniversary dates after then end of the report quarter. This category also includes goals that have been postponed because of gaps in service where the participant was placed in a hold status during which services were not received, but the participant planned to return to the program.
65d Yr.1	<i>Date attained goal #1</i> YYYYMMDD					•		The date the goal was attained is the date on which it was determined that the individual attained a goal. This would normally be the date on which the individuals skills were tested or otherwise assessed. This date should normally be on or before the one-year anniversary of the date the goal is set. However, it may be later if the participant had a gap in service where he/she was placed in a hold status during which services were not received, but the participant planned to return to the program.
66a Yr.1	Goal #2 type 1 = Basic Skills 2 = Occupational Skills 3 = Work Readiness Skills					•		See Item 65a

#	Item	Required Items by Group						Definitions
		Adult		Dislocated Worker		Youth		
		C	I T	C	I T	14 - 18	19 - 21	Questions and Answers
66b Yr.1	Date goal #2 was set YYYYMMDD					•		Leave blank if goal #2 not set. See Item 65b for other definitions.
66c Yr.1	Attainment of goal #2 1 = Attained 2 = Set, but not attained 3 = Set, but attainment pending					•		Leave blank if goal #2 not set. See Item 66c for other definitions.
66d Yr.1	Date attained goal #2 YYYYMMDD					•		Leave blank if goal #2 not set. See Item 66d for other definitions.
67a Yr.1	Goal #3 type 1 = Basic Skills 2 = Occupational Skills 3 = Work Readiness Skills					•		See Item 65a
67b Yr.1	Date goal #3 was set YYYYMMDD					•		Leave blank if goal #3 not set. See Item 65b for other definitions.
67c Yr.1	Attainment of goal #3 1 = Attained 2 = Set, but not attained 3 = Set, but attainment pending					•		Leave blank if goal #3 not set. See Item 65c for other definitions.
67d Yr.1	Date attained goal #3 YYYYMMDD					•		Leave blank if goal #3 not set. See Item 65d for other definitions.
	Information on additional youth goals					•		Space will be provided in the record layout so that information on additional goals can be reported as needed to fully reflect goals set and attained by each youth. All goals set in the program year and the preceding program year should be reported. States may report all goals set during the youth's period of participation
68	Other youth outcomes 1 = Attained a secondary school (high school) diploma 2 = Attained a GED or high school equivalency diploma 3 = Attending secondary school at exit					•		1. The youth attained a secondary (high school) diploma recognized by the state during enrollment or by the end of the first quarter after exit. Do not count certificates of completion. However, Individualized Educational Program (IEP) diplomas are to be counted. 2. The youth attained a GED or high school equivalency diploma recognized by the state during enrollment by the end of the first quarter after exit. 3. The youth exited WIA services but was still attending secondary school at exit.
69	Date of high school diploma or GED attainment YYYYMMDD					•		The date of attainment should be the date on the diploma or equivalency certificate, if available. Otherwise, the date may be estimated with the appropriate verification.

#	Item	Required Items by Group						Definitions
		Adult		Dislocated Worker		Youth		
		C	I T	C	I T	14 - 18	19 - 21	Questions and Answers
70	<p><i>Youth placement information</i></p> <p>1= Entered postsecondary education 2= Entered advanced training 3= Entered military service 4= Entered a qualified apprenticeship 5= Entered unsubsidized employment 6= Did not enter 1-5 above</p>							<p>Record which of the following activities the youth entered within 1 quarter of exit. Entry into these activities may be determined through information obtained from the participant during case management and follow-up services, administrative records (including wage records, where appropriate), surveys of participants, and other similar methods. If the youth qualifies for several of these placement outcomes, record the primary outcome. For example, if the youth enters full time postsecondary education and has a part time job, record 1. Postsecondary education and advanced training are defined in Item 64.</p> <p>1 Should be recorded only if the youth started to attend classes. 2 Should be recorded only if the youth started to attend classes. 3 The youth entered military service (i.e., reported for active duty). 4 The individual entered a qualified apprenticeship program, i.e., a program approved and recorded by the ETA/Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Agency. Approval is by certified registration or other appropriate written credential. 5 The youth entered full- or part-time unsubsidized employment. Unsubsidized employment is any employment, including self-employment, not financed by either funds provided under the Act or by direct wage subsidies provided by any type of public funds. See Item 47 for the definition of employment.</p> <p>Also include entry into the Peace Corps, VISTA and other National Service programs funded by the Federal Corporation for National and Community Service under the National and Community Service Trust Act of 1993 (Examples are activities in the AmeriCorps and the National Civilian Community Corps programs). Do not include entry into the Armed Forces or entry into a qualified apprenticeship program.</p>
71	<p><i>Youth Retention Information (For all youth except those still attending secondary school at exit). Was the youth active in the third quarter following the exit quarter in any of the following activities:</i></p> <p>1= Entered postsecondary education 2= Entered advanced training 3= Entered military service 4= Entered a qualified apprenticeship 5= Entered unsubsidized employment 6= Was not retained in 1-5 above</p>							<p>Record the primary activity that the youth was in at any time during the third quarter after exit.</p> <p>See item 64 for definitions and acceptable data sources for codes (postsecondary education) and 2 (advanced training).</p> <p>See items 47 and 48 for definitions and acceptable data sources for codes 3 (employment) and 5 (military service).</p> <p>For code 4, a qualified apprenticeship program is a program approved and recorded by the ETA/Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Agency. Approval is by certified registration or other appropriate written credential To determine whether a youth has been placed in a qualified apprenticeship, the following methods can be used:</p> <p>1) Case management, follow-up services, and surveys of the participant and written documentation; or</p>

#	Item	Required Items by Group						Definitions
		Adult		Dislocated Worker		Youth		Questions and Answers
		C	I T	C	I T	14 - 18	19 - 21	
							<p>2) Record sharing agreements and/or automated record matching with the U.S. Department of Labor, Bureau of Apprenticeship and Training database to determine and document that the participant has been placed in a qualified apprenticeship. Most States will likely utilize case management, follow-up services, and surveys of participants with written documentation. Some States already have record sharing and/or automated matching systems in place that they will be able to use to track outcomes. All data and methods to determine achievement of one of the five outcomes must be documented and are subject to audit. Computer records from automated record matching are considered a valid written record. A telephone response from the participant must be accompanied by written documentation. Telephone verification with the appropriate institution/entity is valid, but must also be documented.</p>	

Appendix A (For The WIA Standardized Record Data (WIASRD))

General Instructions

Please record items 1-11, 26-31, and 47-63 for adults receiving core services only (beyond self-service/ informational services). Please add items 16 and 17 for Dislocated workers receiving core services only (beyond self-service/ informational services).

The following instructions provide the format and the definitions that will be used to transmit the registrant information each program year beginning with Program Year 2000.

Data must be submitted annually by September 30 for all adults and dislocated workers who have received core services (other than self-service or informational), intensive services or training services. Once an adult or dislocated worker record is submitted, updated records must be provided in each subsequent year until the information in Section IIIA (Program Outcomes for Adults, Dislocated Workers and Older Youth) is complete. Normally the last item to become available will be Item 60 (Total earnings from wage records in the fifth quarter following the exit quarter.) This information will typically become available in the eighth quarter after exit. Thus, an individual's data will be recorded for the registration year, each participation year, the exit year, and for two post-exit years.

Records for all youth aged under age 19 at registration must be submitted annually beginning with the registration year and ending with the year when the information in both Item 46 (received follow-up services) and Section IIIB (Outcomes for youth 14-18) is complete. Normally the last information to become available will be Item 71, which relates to outcomes in the third quarter after exit. This information should normally be available to be included in the record for the sixth quarter after exit. Thus, data for an individual youth aged 14 to 18 at registration will be submitted for the registration year, each participation year, the exit year, and for two post-exit years.

Records for youth age 19 or over at registration must be submitted annually beginning with the registration year and ending with the year when the information in Section IIIA (Program Outcomes for Adults, Dislocated Workers and Older Youth) is complete. Normally the last item to become available will be Item 60 (Total earnings from wage records in the fifth quarter following the exit quarter.) This information will typically become available in the eighth quarter after exit. Thus, an older youth's data will be submitted for the registration year, each participation year, the exit year, and for two post-exit years.

Self-reported information is acceptable for reporting purposes except when used for eligibility determination or when otherwise specified in the instructions.

If an adult, dislocated worker or youth is coenrolled in multiple programs, a separate record must be submitted for each of the following programs that require different codes in Item 26, ETA-assigned WIB/Statewide code or Item 31j, National Emergency Grant Number:

- a. Each Local Workforce Investment Board (regardless of the source of local funds);
- b. Each National Emergency Grant;
- c. Rapid Response; and
- d. Other Statewide activities.

Note that if an individual is served by multiple local funding sources/programs (e.g., youth and adult funds) from a single local WIB, only one record should be submitted. However, all sections relevant to each funding source/program must be completed.

Each annual record is to provide cumulative information on the registrant's characteristics, services, and outcomes. Thus, characteristics at registration should continue to be reported in subsequent years. Additional characteristics information should be reported when it becomes available. Similarly, services information should include all services received by the participant during the report year and in previous years. Outcome information should be included in the record when it becomes available and continue to be transmitted in subsequent years. Information can, however, be updated or corrected in subsequent years.

Records must be transmitted by September 30 following the end of the program year:

Program Year Ending Dates	Record Due Dates
June 30, 2001	September 30, 2001
June 30, 2002	September 30, 2002
June 30, 2003	September 30, 2003
June 30, 2004	September 30, 2004

These records must be complete and accurate.

Please note that data provided on the individual WIA Standardized Records will not be used for purposes of performance incentives and sanctions, which will be based on aggregate data submitted by states in the Annual Report. However, the Department does expect that the information received on the annual report to be consistent with and based on the individual record submission.

Data Items and Definitions. The data items in this system and their associated definitions are designed to provide uniform information about program registration, activities and their outcomes. Though efforts have been made to make definitions consistent with those used for other purposes, they do not, however, in any way, reduce the Governor's authority to establish certain definitions that affect program eligibility.

Beginning on the effective date of this reporting system, July 1, 2000, Items 1 through 9 are to be collected and retained for all adult and dislocated worker registrants receiving services beyond informational/self-services and all youth applicants (eligible and ineligible) under Title I of the WIA program. These records must be retained for a period of time that is consistent with requirements issued by the Directorate of Civil Rights.

Data recorded on socioeconomic characteristics of registrants (data items 1-12 and 15) should be based on information collected and/or confirmed at time of registration unless otherwise indicated.

As shown in the attached data definitions the required data items depend on the funding source (adult, dislocated worker, youth), on youths' age at registration, and on the services received by adults and dislocated workers. Required items are marked with a • in the relevant column: adults

receiving core services (other than informational or self-service) only, adults receiving intensive or training services, dislocated workers receiving core services (other than informational or self-service) only, dislocated workers receiving intensive or training services, youth age 14 to 18 at registration, and youth age 19 to 21 at registration.

Items 1-11, 26-31, and 47-63 for adults receiving core services only (beyond self-service/ informational services except that items 16 and 17 are also required for dislocated workers receiving core services only).

All items are optional for adults and dislocated workers receiving only core services classified by the state, within federal guidelines, as informational or self-service. No records are to be submitted for these individuals.

Adult items should be recorded for individuals (18 and over) served by adult program funds. Dislocated worker items should be recorded for individuals served by dislocated worker funds. Youth items should be recorded for individuals served by youth program funds. If a person is served by multiple programs, record all relevant items.

When individuals are served with statewide funds the items to be reported should be based on the characteristics of the individual and the services provided. For individuals aged under 19 at registration, items required for younger youth should be reported. For individuals aged 19 to 21 at registration who receive youth activities, the items required for older youth should be reported. For individuals who are dislocated workers, the dislocated worker items are to be reported. For all other individuals age 18 or older at registration, the items required for adults are to be reported.

**Appendix B (For The Standardized Record Data (WIASRD))
Campaign or Expedition Veteran**

Please specify either campaign veteran or Vietnam-era Veteran for veterans of the US armed forces participating in the wars, campaigns or expeditions listed on this chart during the time frames noted below:

<p>Armed Forces Expeditionary Medal (AFEM)</p> <p>Berlin - Aug. 14, 1961 to Jun. 1, 1963 Bosnia -Nov. 20, 1995 to Dec. 20, 1996 & Dec. 20, 1996 to present Cambodia - Mar. 29, 1973 to Aug. 15, 1973 Cambodia Evacuation - Apr. 11 - 13, 1975 Congo - Jul. 14, 1960 to Sept. 1, 1962 & Nov. 23 -27, 1964 Cuba - Oct. 24, 1962 to Jun. 1, 1963 Dominican Republic - Apr. 28, 1965 to Sept. 21, 1966 El Salvador - Jan. 1, 1981 to Feb. 1, 1992 Grenada - Oct. 23, 1983 to Nov. 21, 1983 Haiti - Sept. 16, 1994 to Mar. 31, 1995 Iraq - Jan. 1, 1997 to present Korea - Oct. 1, 1966 to Jun. 30, 1974 Laos - Apr. 19, 1961 to Oct. 7, 1962 Lebanon - Jul. 1, 1958 to Nov. 1, 1958 & Jun. 1, 1983 to Dec. 1, 1987 Mayaquez Operation - May 15, 1975 Operations in the Libyan Area - Apr. 12 - 17, 1986 Panama - Dec. 20, 1989 to Jan. 31, 1990 Persian Gulf Operation - Jul. 24, 1987 to Aug. 1, 1990 Persian Gulf Operation - Dec. 1, 1995 to present Persian Gulf Operation - Dec. 1, 1995 to Feb. 1, 1997 Persian Gulf Operation - Nov. 11, 1998 to Dec. 22, 1998 Persian Gulf Operation - Dec. 16, 1998 to Dec. 22, 1998 Persian Gulf Intercept Operation - Dec. 1, 1995 to present Quemoy and Matsu Islands - Aug. 23, 1958 to Jun. 1, 1963 Somalia - Dec. 5, 1992 to Mar. 31, 1995 Taiwan Straits - Aug. 23, 1958 to Jan. 1, 1959 Thailand - May 16, 1962 to Aug. 10, 1962 Vietnam Evacuation - Apr. 29, 1975 to Apr. 30, 1975 Vietnam (including Thailand) - Jul. 1, 1958 to Jul. 3, 1965</p>	<p>Navy Expeditionary Medal & Marine Corps Medal</p> <p>Cuba - Jan. 3, 1961 to Oct. 23, 1962 Indian Ocean/Iran - Nov. 21, 1979, to Oct. 20, 1981 Iranian/Yemen/Indian Ocean - Dec. 8, 1978 to Jun. 6, 1976 Lebanon - Aug. 20, 1982 to May 31, 1983 Liberia - Aug. 5, 1990 to Feb. 21, 1991 Libyan Area - Jan. 20, 1986 to Jun. 27, 1986 Panama - Apr. 1, 1980 to Dec. 19, 1986 & Feb. 1, 1990 to Jun. 13, 1990 Persian Gulf - Feb. 1, 1987 to Jul. 23, 1987 Rwanda - Apr. 7 - 18, 1994 Thailand - May 16 - Aug. 10, 1962</p>
	<p>Other Campaign & Service Medals</p> <p>Army Occupation of Austria - May 9, 1945 to Jul. 27, 1955 Army Occupation of Berlin - May 9, 1945 to Oct. 2, 1990 Army Occupation of Germany (exclusive of Berlin) - May 9, 1945 to May 5, 1955 Army Occupation of Japan - Sept. 3, 1945 to Apr. 27, 1952 Chinese Service Medal (Extended) - Sept. 2, 1945 to Apr. 1, 1957 Korean Service - Jun. 27, 1950 to Jul. 27, 1954 Navy Occupation of Austria - May 8, 1945 to Oct. 25, 1955 Navy Occupation of Trieste - May 8, 1945 to Oct. 25, 1955 Southwest Asia Service Medal (SWASM) (Operations Desert Shield and Desert Storm) - Aug. 2, 1990 to Nov. 30, 1995 Units of the Sixth Fleet (Navy) - May 9, 1945 to Oct. 25, 1955 Vietnam Service Medal (VSM) - Jul. 4, 1965 to Mar. 28, 1973</p>

This document was prepared 1/7/99. For the most current information, please check the OPM web site at <http://www.opm.gov/veterans/html/vgmedal2.htm>.

Appendix C (For The Standardized Record Data (WIASRD))

Reporting Services

All WIA Title I funded services should be reported except those services for adults and dislocated workers receiving core services that involve a significant amount of staff time/resources are primarily for the purpose of providing information which should be considered self-service/informational. (Individuals receiving only these services need not be registered.)

To encourage integration of services and recognize shared contributions toward outcomes, the Department will use the following strategy for tracking and reporting across WIA Title I funded (WIA funded programs) and other workforce investment partners. Once an individual has registered for WIA funded services, programs can claim credit for outcomes on core measures attained by participants who receive non-WIA funded services (such as those offered by one-stop and school-to-work partner programs). The non-WIA-funded partner programs that are included in the performance measurement system must be party to local Memorandums of Understanding (MOU). Each partner program must have the capacity to track registered WIA participants until the individual exits (definition of exit is in Section D) all WIA and non-WIA-funded partner services. Some methods for tracking participants across programs include: specifying the non-WIA funded services in the individuals' service plans, coordinating services across WIA and non- WIA funded services, and providing follow-up services to individuals.

Core services which should be included for reporting purposes (and for which individuals should be registered):

- Staff assisted job search and placement assistance, including career counseling;
- Follow-up services, including counseling regarding the workplace;
- Staff assisted job referrals (such as testing and background checks);
- Staff assisted Job development (working with employer and jobseeker); and
- Staff assisted workshops and job clubs.

Intensive services are for unemployed adults and dislocated workers who, "are unable to obtain employment through core services and require these services to obtain or retain employment, and employed workers who need services to obtain or retain employment that leads to self-sufficiency." The regulations at §663.240 and §663.250 specify that an individual must receive at least one intensive service, such as the development of an individual employment plan with a case manager or individual counseling and career planning, before the individual may receive training services. Intensive services may include:

- Comprehensive and specialized assessments of skill levels and service needs including:
 - diagnostic testing and use of other assessment tools; and
 - in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
 - Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals;
- S Group counseling;

- Individual counseling and career planning;
- S Case management for participants seeking training services;
- S Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training;
- S Out-of-area job search expenses;
- S Relocation expenses;
- Internships; and
- Work experience.

Please note: The Interim Final Rule (20 CFR Part 652, et al.) Part 663, Subpart B provides that intensive services beyond those listed in the Act may also be provided.

Training services are designed to equip individuals to enter the workforce and retain employment. According to §663, Subpart C 2., of the Interim Rules and Regulations (20 CFR, Part 652, et al) "in determining the need for training, an individual must (1) meet the eligibility requirements for intensive services; (2) be unable to obtain or retain employment through such services; and (3) be determined after an interview, evaluation or assessment to be in need of training." Section 663.310 further requires that, to receive training, an individual must select a program of services directly linked to occupations in demand in the area, based on information provided by the One-Stop operator or partner. If individuals are willing to relocate, they may receive training in occupations in demand in another area.

Training services include:

- S Occupational skills training
- S On-the-job training
- S Workplace training and cooperative education programs
- S Private sector training programs
- S Skill upgrading and retraining
- S Entrepreneurial training
- S Job readiness training
- S Adult education and literacy training activities in combination with other training
- S Customized training

Appendix D (For The Standardized Record Data (WIASRD))

(Non-Traditional Employment Information is still under development and will be transmitted to the system at a later date)

Appendix E (For The Standardized Record Data (WIASRD))

Types of Youth Skill Goals

Basic skills goals

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

Occupational skills goals

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

Work readiness skills goals

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