



**NC DEPARTMENT**  
**of COMMERCE**  
**WORKFORCE SOLUTIONS**

# **Workforce Innovation and Opportunity Act (WIOA) Annual Statewide Performance Report Narrative**

**State of North Carolina**

**Program Year 2023**

**Submitted December 2, 2024**

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NC DEPARTMENT  
of COMMERCE  
WORKFORCE SOLUTIONS

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December 2, 2024

Ms. Lenita Jacobs-Simmons, Deputy Assistant Secretary  
Employment and Training Administration  
United States Department of Labor

Dear Ms. Jacobs-Simmons:

We are pleased to present this Workforce Innovation and Opportunity Act (WIOA) Annual Statewide Performance Report Narrative to the U.S. Department of Labor for Program Year 2023. This report represents the dedicated efforts of numerous professionals in the North Carolina Department of Commerce's Division of Workforce Solutions (DWS) and our workforce development system partners.

As North Carolina continues to prioritize workforce development through our strategic economic development plan, "[First in Talent](#)," we have continued to see success in attracting good jobs and investment. In July 2024, CNBC named North Carolina as the second-best state in which to do business, and in the top three for the fifth year in a row, thanks to our well-trained and diverse workforce, booming economy, and strong business environment. In 2019, North Carolina ranked third; in 2021, the state ranked second; and in both 2022 and 2023, North Carolina ranked first.

During the 2023 program year, our state has continued to respond to a tight labor market and tremendous economic development, with the state announcing projects that are set to bring 8,000 new jobs and \$3.4 billion worth of investment. We continued to support our local workforce development boards and communities impacted by the closures in the previous program year of the QVC facility and the Pactiv Evergreen Paper Mill. Then, as you know, North Carolina was devastated by Hurricane Helene, a few months into PY 2024. During the upcoming year, DWS will be focused on supporting the recovery of the region through a new Dislocated Worker Grant, Rapid Response, and other partnerships designed to rebuild the affected communities. We are fortunate to have a hardworking, creative, compassionate team, and we are grateful to be able to partner with federal officials like you, in efforts to help both jobseekers and employers adapt and succeed.

Meanwhile, North Carolina continues to emphasize the importance of preparing jobseekers and supporting employers in the Clean Energy and Advanced Manufacturing sector. In PY 2023, DWS awarded \$420,000 in State Set-Aside dollars to twelve local workforce boards to assist them with the development of sector strategy plans for engaging employers in Advanced Manufacturing, including Electric Vehicle (EV) manufacturing. In PY 2024, this will continue with a Sector Strategy "academy" summit, scheduled for February 2025. DWS continues to partner with other grant-funded initiatives to support clean energy manufacturing and infrastructure. For instance, last year, the North Carolina Business Committee for Education, which is administered through Governor Cooper's office, received a grant from the Siemens Foundation to develop entry-level training through apprenticeship programs for

careers in EV Charging. In PY 2023, through this grant, we helped to stand up a sector partnership and piloted coursework at local community colleges. This work will continue through 2025. Additionally, we are working with Appalachian State University to coordinate a sector partnership with the battery manufacturers across the state, set to kick off in January 2025. Finally, seven of the state's local workforce boards are members of AdvanceNC, a regional workforce collaborative that also includes community colleges, universities, and the NCWorks Commission, our state workforce board. AdvanceNC is developing a regional strategy towards serving large manufacturers (e.g., Toyota, Vinfast, and Wolfspeed) in the central part of the state through innovative, collaborative responses to training and hiring.

In January 2024, Governor Cooper signed [Executive Order \(EO\) 303](#), directing a whole-of-government approach to improving education, rehabilitation and reentry in state correctional facilities. The EO created the Joint Reentry Council (the Council), a group of all cabinet agencies and other key partners, led by the Department of Adult Correction (DAC). In July 2024, the Council developed and launched a [strategic plan](#) to guide the state's work for the remainder of the decade. Across DAC state facilities, approximately 32,000 individuals are incarcerated, with roughly 18,000 individuals being released each year to communities across the state. Providing access to stable employment with a family-sustaining wage is key to ensuring successful reentry. DWS is leading and engaged in a number of strategies to support this work, including administration of the Partners for Reentry Opportunities in Workforce Development (PROWD) grant, development and implementation of a statewide training for career center staff to better serve justice-involved individuals, implementation of NCWorks online resource availability in state correctional facilities, and funding to local boards supporting innovative reentry practices and creation of new local reentry councils. We look forward to deepening our impact through this work in PY 2024.

We thank the Department of Labor, especially the staff in Region 3, for their continued support. We are grateful for your assistance and partnership to ensure that jobseekers, employers, and partners are provided with innovative and quality services throughout the state.

Please do not hesitate to reach out with any questions following review of this report.

Sincerely,

A handwritten signature in black ink that reads "Andrea L. DeSantis". The signature is written in a cursive, flowing style.

Andrea L. DeSantis, PhD  
Assistant Secretary of Workforce Solutions  
North Carolina Department of Commerce

## **I. Progress in achieving state goals/vision**

### ***State's Strategic Vision and Goals in the Unified Plan***

North Carolina established a WIOA State Steering Council to coordinate and align policy among the agencies overseeing WIOA programs. This body collaborated on the submission of the 2024 Unified State Plan and continues its efforts on many of the items mentioned below, including sector strategies and system performance. The policy approval structure adopted in PY 2020, giving the NCWorks Commission a more strategic role in policy development for Title I and Title III programs, enabled growth and successes for initiatives in support of the Governor's NC Job Ready vision. A major focus of PY 2021 was a system-wide goal to promote access, alignment, integration and modernization. While much of PY 2023 focused on the development of a new Unified State Plan, the second half of PY 2024 will include greater emphasis on implementation of the plan and coordination amongst the four titles and other key workforce partners in the state.

### ***Sector Strategies***

Sector Strategies continues to be a key principle of Governor Cooper's workforce development initiative, "NC Job Ready." DWS earmarked State Set-Aside funds to offer the 20 local workforce boards planning grants in the amount of \$35,000 each, resulting in local workforce partners who contributed to 12 sector partnerships across the state, primarily in advanced manufacturing. The NCWorks Commission's Employer Leadership committee continued to evaluate options to better acknowledge and support sector partnerships as part of their strategic plan. The committee continues to prioritize sector partnerships as part of the Commission's strategic plan and has begun collaborating with the Skills and Educational Attainment committee to align and strengthen career pathways as an outcome of the sector partnerships. One area that emerged in PY 2022 was in the Electric Vehicle (EV) subsector of Advanced Manufacturing. This continues to be a priority subsector of Clean Energy initiatives in North Carolina. At the state level, workforce partners began collaborating to develop strategies to support the growth of the EV industry, including employer engagement, curriculum and pathway development, prioritizing special jobseeker populations and Diversity, Equity & Inclusion (DEI) initiatives. A Sector Partnerships Academy is being planned for February 2025 to bring together local workforce area leaders and partners. The Academy will offer shared best practices, highlight successes, and allow time for local partners to begin implementation planning.

### ***Career Pathways***

The NCWorks Commission continues to support, promote and recognize NCWorks Certified Career Pathways, which are led at the local area level. During PY 2022 (and continuing into PY 2023), the NCWorks Commission's Skills and Education Attainment committee led a research project that was funded by an NC Office of State Budget & Management evaluation grant. The project was conducted by researchers at NC State University to review the NCWorks Certified Career Pathways. The resulting report described 1. NCWorks Certified Career Pathways (CCP) in North Carolina; 2. Characteristics of individuals who participate in CCPs by sector, region, and demographics; 3. some outcomes (credentials and others) of CCP participants and alignment with high-valued credentials; and 4. labor market availability in regions with the most extensive participation by industry sector. The study provided some implications for practice, policy, and designs for future research and causal evidence of the impact of CCPs based on the data quality and availability in North Carolina. The report allows the state to explore further data available at the state and national levels that could be combined to develop a deeper

understanding of the impact of career pathways. One recommendation included the alignment of career pathways with sector partnerships, resulting in the Commission's two committees exploring those possibilities.

### ***Business Engagement***

Of particular success this year was the Business Services Summit, co-hosted by DWS and the NC Association of Workforce Development Boards in May 2024. Emphasis on local area collaboration with workforce partners allowed each local area to bring a team together of state, board, and contractor staff whose work is employer-facing. A total of 147 local area staff participated from all 20 local workforce areas, along with Agriculture/ Foreign Labor, Veterans Services and state-level business services staff. Local WDB directors also participated in the comprehensive, strategic, two-day session. The purpose of the summit was to establish standards for the quality of service delivery, with focus on collaboration, accountability, and continuous improvement. During the two-day session, teams focused on ensuring services were strategic, data driven, and aligned with industry sector priorities, while emphasizing the importance of maintaining flexibility to adapt to unique needs for specific industries and geographic areas. The foundational question, "how does employer engagement result in WIOA services?" guided the sessions that led to a written framework, which is still in draft form. Another result of the Summit was elevated interest in various training topics for employer-facing staff, such as strategic planning, business acumen/sales pitches, and leveraging data. Those additional training sessions are in the planning stages for PY 2025.

Our Salesforce software platform was installed in 2020 to capture activities toward WIOA's Effectiveness in Serving Employers data elements, with this year's focus on training state and local area workforce staff and partners on utilizing the data to create their own reports and dashboards. The NCWorks Commission continues to leverage the employer activity and data analyses to guide and measure their Employer Leadership and Engagement strategic goals. After USDOL's ESE pilot measures were removed, the Commission adopted them as state measures to continue to track results from employer engagement. New Commission policies were also adopted to support an additional emphasis on capturing Work-Based Learning activities and sector partnership activities that contribute to the state's *First in Talent* economic development strategic plan.

### ***NC Job Ready Investment Grant***

The Division of Workforce Solutions Business Services Unit's goal to support and drive employer-led services resulted in further avenues that foster the alignment of economic and workforce development. The adoption of the NC Job Ready Workforce Investment Grant policy in 2021 resulted in workforce support of 129 local economic development projects in PY 2023. The program allocates up to \$50,000 to a local board to support work-based learning for a new employer. For the projects in PY 2023, up to \$1,495,000 is available for 63 active projects, with the potential of creating 22,535 new jobs. The strengthening collaboration and exchange of knowledge and expertise between economic and workforce developers included the use of workforce investment training dollars in conjunction with state-level economic development recruitment, expansion and retention projects.

### ***Additional Business Services***

Additional business engagement opportunities were leveraged with economic and workforce development activities and grants. The DWS partnership within the NC Commerce Department and its Office of Science, Technology and Innovation resulted in a grant award from the US Department of Energy and NC Manufacturing Extension Partners (NCMEP) to engage businesses in updating

operations with clean energy technologies, including equipment, practices and training. This three-year grant launched in spring 2024 and is in the employer awareness phase currently. Outreach to manufacturing employers across the state is the goal, followed by analyses and recommendations by subject matter experts.

Our state's innovative use of American Rescue Plan Act (ARPA) funding for Work-Based Learning activities for micro- and small businesses has been extremely successful. The ARPA Small Business Work-Based Learning funding was sub-granted to eleven local workforce development boards and three non-profit organizations to support Incumbent Worker Training, Work Experience and On-the-Job Training for businesses with 25 or fewer employees. Through extensive outreach efforts done by local workforce areas, nearly 200 small businesses have participated in work-based learning activities through the ARPA Small Business Work-Based Learning program as of June 2024. Businesses with fewer than 10 employees make up 70% of all businesses served. The top five industries of businesses participating are: Professional and Technical Services (16%); Healthcare and Social Assistance (14%); Manufacturing (13%); Other Services, Except Public Administration (12%); and Retail Trade (9%). Payments for wages, wage reimbursements and training totaled \$907,615, with over 70% (\$647,746) for wages and wage reimbursements. This program has opened up opportunities for local workforce areas to reach businesses and individuals that normally may not be served through traditional funding such as WIOA. This has increased the number of work-based learning services being offered in local areas and helped raise the profile of workforce development programs in communities. The grant cycle ends December 31, 2026, so these efforts are still progressing.

The following data are key performance indicators, reflecting activity through June 2024:

- Number of businesses participating in work-based learning activities: **197**
- Minority, female, veteran, and/or disability-owned employers participating in work-based learning activities: **94**
- Number of individuals participating in work-based learning activities: **504**
- Number of individuals demonstrating increased skills: **191**
- Number of individuals remaining employed: **194**

## II. Waivers

For Program Years 2022, 2023, and 2024, North Carolina received approval from U.S. DOL, Employment and Training Administration to waive the requirement at WIOA Section 129(a)(4)(A) and 20 CFR 681.410 that the State and local areas expend 75 percent of Governor's reserve youth funds and local formula youth funds on out-of-school youth (OSY). The waiver allows North Carolina to lower the expenditure requirement to 50 percent for OSY.

### III. Performance System & Data Validation

#### *Progress on Federal Primary Indicators of Performance*

The table below gives an overview of the performance results for North Carolina’s Title I and III programs for Program Year (PY) 2023, with the state achieving at or above 90% of its negotiated goals for each of the primary indicators of performance.

**PY 2023 Levels of Performance**

Title/Program	Measure	Negotiated Value	Actual Performance	Percentage of Goal Achieved	
<b>I</b>	Adult	Employment Q2	78.5%	80.6%	102.68%
		Employment Q4	77.0%	79.6%	103.38%
		Median Earnings	\$7,052	\$8,706	123.45%
		Credential Rate	63.4%	64.6%	101.89%
		Measurable Skill Gains	53.2%	66.6%	125.19%
	Dislocated Worker	Employment Q2	71.7%	72.2%	100.70%
		Employment Q4	73.4%	72.3%	98.50%
		Median Earnings	\$7,604	\$9,138	120.17%
		Credential Rate	65.1%	63.7%	97.85%
		Measurable Skill Gains	59.3%	66.3%	111.80%
	Youth	Employment Q2	71.7%	74.1%	103.35%
		Employment Q4	71.3%	75.3%	105.61%
		Median Earnings	\$3,300	\$5,063	153.42%
		Credential Rate	52.9%	55.6%	105.10%
		Measurable Skill Gains	50.0%	59.4%	118.80%
<b>III</b>	Wagner-Peyser	Employment Q2	68.8%	71.0%	103.20%
		Employment Q4	68.1%	70.7%	103.82%
		Median Earnings	\$5,410	\$7,553	139.61%

North Carolina has made a concerted effort over the past few years to educate staff from around the state, and at all organizational levels, about the primary indicators of performance. This training has included information on what the measures are, the cohorts of individuals involved, and how the measures are calculated, including the data sources. Significant focus has been placed on specific areas of our case management system where data entry impacts the accuracy of a measure. Our annual data validation



training also reinforces the importance of proper data entry and document upload to ensure the best performance results possible.

Even with the state's success in achieving performance beyond our negotiated goals, North Carolina recognizes the need to continue our focus on performance levels across all indicators, especially Credential Attainment and the Measurable Skill Gains measure. We have made a significant effort to better educate staff on the key aspects of the Measurable Skill Gains indicator. Our ongoing staff training has stressed the importance of TEGl 10-16 Change 3, but we also continue to reference our state-issued guidance including Data Entry instructions and a one-page Desk Aid (*see Appendix A*), both updated to reflect the latest guidance. We acknowledge that there is further work to be done with our workforce boards, both in providing participants the support services needed to complete their training, as well as the need for more consistent and timelier follow-up, particularly as it relates to the Training Completion and Employment Occupational Code metrics from USDOL's provided QRA reports. We have mandated 2<sup>nd</sup> Quarter follow-up for all programs in an effort to increase occupational code entry as much as possible.

We are also paying close attention to our median earnings figures for all programs, recognizing that increasing wages for participants is a key aspect of long-term economic stability. The North Carolina Department of Commerce Labor and Economic Analysis Division assists us in keeping track of earning projections information and updated unemployment data. PY 2023 has seen low rates of unemployment continue, with an average of just under 3.5% for the program year. North Carolina has recently benefited from economic development efforts to bring in large employers, such as Toyota and VinFast, and we look forward, in the coming program years, to continued efforts to improve the employment outlook for the citizens of North Carolina.

### ***Workforce Development Board Negotiated Measures***

Workforce Development Board-level performance indicators covering both WIOA Title I and Title III for PY 2023 were negotiated prior to the start of the program year. A chart providing those goals is attached in *Appendix B*.

### ***Local Workforce Board Measures***

As per the Workforce Innovation and Opportunity Act (WIOA) section 116 and NC General Statute 143B-438.10, the NCWorks Commission is responsible for developing performance accountability measures for local workforce development boards. In 2023, North Carolina's 20 Local Workforce Development Boards (WDBs) and the NCWorks Commission are working to update specific services and outcomes of performance being provided by the career centers to better understand trends and opportunities for improvement. The updated three core service areas are:

- Basic Services (Initial contact & evaluation; Job search assistance; Provision of information; Referral)
- Career Services (Career planning & counseling; Supportive services; Testing/assessments)
- Education and Training Services (Adult basic education; Occupational skills; Post-secondary; Pre-Vocational skills; Secondary).

The data for these areas will be taken from the NC Association of Workforce Development Boards ([www.ncawdb.org](http://www.ncawdb.org)) dashboard, which was developed in collaboration with the NC Department of Commerce, Labor and Economic Analysis Division (LEAD).

## ***Common Exit Policy***

The U.S. Department of Labor requires that an individual’s WIOA exit date be the date on which the last service, funded by the program or partner program, is received by the individual. When an individual has not received a documented WIOA or partner-funded service for 90 days, the case management system will “soft exit” the individual based on entries completed. North Carolina utilizes a common exit model whereby a participant is not exited (and therefore remains active in all programs) until such time as they have not received *any* service within the past 90 days from any program, be it Title I, Title III, or Trade Adjustment Assistance. Individuals who are participating in more than one program will have a single common exit date, following 90 days of inactivity across *all* program enrollments. Follow-up and support services do not qualify as activities that extend the exit date.

## ***Data Validation***

*Note: the following passage is taken from a soon-to-be-published Operational Guidance notice issued by the Division of Workforce Solutions).*

### **Conducting Data Validation Reviews**

Data Validation will be conducted by four Units within the Division of Workforce Solutions (DWS): the Performance Unit, the Regional Analysts, the Trade Adjustment Assistance (TAA) team, and Information Technology (IT) staff:

- **Performance Unit:** The Performance unit will oversee all Title I and Title III validation. This will include all Participant Individual Record Layout (PIRL) elements noted in TEGLS 07-18 and 23-19, Change 1.
- **Regional Analysts:** The Regional Analysts will assist in the annual data validation process by being included in the pool of validators and by offering their expertise in case management practices for policy and training revisions.
- **TAA:** TAA will complete validation for its cases using the required validation elements noted in TEGL 23-19, Change 1.
- **IT Staff:** For all programs, IT staff will cover the required wage matching PIRL elements.
- Please see Attachment 2 for the exact breakdown of PIRL elements covered by each Unit.

### **Sample Creation**

Each Workforce Development Board (WDB) will have a sample of 6 cases covering each program: Title I – Adult, Title I – Dislocated Worker, Title I – Youth, and Title III – Wagner-Peyser. This will yield a typical case count of 24 cases per WDB per program year. However, in the rare instance that the total number of cases for a program being validated is less than 6, all cases for that program will be reviewed and the total case count for a particular WDB may fall below 24 for that program year.

<b>Sample Size for Each Workforce Development Board</b>		
<b>WIOA Program</b>		<b>Sample Size</b>
Title I	Adult	6
Title I	Dislocated Worker	6

Title I	Youth	6
Title III	Wagner-Peyser	6
Total Cases per Workforce Development Board		24

Management overseeing the Trade Adjustment Assistance (TAA) program will determine a sample size based on their program’s total case count and provide this figure to the Performance Unit by December 1<sup>st</sup> each program year for a case sample to be generated.

**Timeframe**

- **Performance Unit and Regional Analysts**
  - Data Validation by Performance staff and the Regional Analysts will be completed from the third quarter to the fourth quarter of each program year with all validation reviews to be concluded no later than May 31 of each program year to ensure sufficient time for corrective actions to be issued and completed. On December 1 (or first business day thereafter) of each program year, the Director of Performance will randomly assign all 20 Local Area WDBs (or portions thereof based on case count) to a data validation assessor. As a result of the random assignment, Local Area WDBs are likely to be validated in a different order and by a different data validation assessor each program year.
- **TAA and IT Staff**
  - Data Validation will be conducted within each program year from January 2 through May 31.

**Validation Process and Worksheet Creation**

NCWorks Online (NCWorks), DWS’ Case Management System, will be used to sample the pool of available active and exited cases for WIOA Title I – Adult, WIOA Title I – Dislocated Worker, WIOA Title I – Youth, WIOA Title III – Wagner-Peyser, and TAA. NCWorks will generate the necessary number of worksheets and will cover only the PIRL elements being validated by the respective Units of DWS as noted above (see Attachment 2 [*here, Appendix C*] for the breakdown of elements covered by DWS Units).

Each worksheet will detail one case, with the corresponding PIRL element values, and included columns for the Reported Value, the Audit Outcome, the Document used for validation, and any Comments. Staff will evaluate each PIRL element value against the participant’s file to see if case file documentation supports it and mark the reported value as either Pass, Fail, or Unable to Validate by choosing the corresponding value in the drop-down within the Audit Outcome column. Each PIRL element listed in Attachment 2 (*here, Appendix C*) has a list of the supported documentation acceptable for that element. Only the documents listed as approved documentation for that PIRL element may be used in support. Any elements marked Fail or Unable to Validate must be accompanied by a supportive explanation in the Comments column, detailing why the value failed or was not able to be validated and suggesting possible corrective action.

At the conclusion of the validation process, an electronic copy of the Pass or Fail record sheets must be returned to the head of each respective Unit (noted below) responsible for completing the validation, to ensure proper records retention:

- Performance: Director of Performance
- TAA: Trade Unit Manager and State Trade Adjustment Assistance Coordinator
- IT: Information Technology Director

### **Monitoring**

The Accountability Unit will integrate Data Validation into the Unit's annual oversight Guide and participant reviews. The Unit will document the results in the Local Area WDB Oversight Summary Report. Any documented deficiencies will be recorded with a date required for rectification consistent with the current monitoring correction timelines.

### **Data Integrity**

On a quarterly basis, Department of Labor (DOL) will provide DWS with feedback on its submitted performance reports to aid in data integrity efforts and support data accuracy. The analysis will include, but is not limited to, a review of the data submitted, anomalies and outliers, and other potential data quality issues, which may indicate reporting inaccuracies. DWS will make use of these feedback reports to conduct quarterly data integrity reviews to identify data errors, missing data, out-of-range variances in values reported, and other anomalies.

### **Correcting Missing or Erroneous Data**

Each Unit will provide a summary to the Local Area WDBs outlining areas that Failed or were marked Unable to Validate during the data validation process. All Data Validation related reports, desk reviews, or annual reviews will provide required corrective actions with an indicated due date based on the process needed for correction. Local Area WDBs must take appropriate actions to correct missing or erroneous data found during Data Validation. Such actions may include:

- working with the Local Area WDB's superuser and potentially the Local Area WDB's assigned Regional Analyst to make data corrections;
- providing additional training or technical assistance to staff to address data errors; and
- collecting missing documentation to provide necessary verification.

Failure to comply with identified corrective actions by the identified completion date may cause:

- One year after the initial identification:
  - Mandatory on-site facilitated training by DWS staff on the required reporting for data elements.
- Two years of high or repeated error rates:
  - Issue of a monitoring "Finding"; and
  - Formal notification to the Local Area WDB Chair or Chief Local Elected Officer (CLEO) of failure to comply.

### **Records Retention**

All Data Validation records and documentation will be maintained in accordance with Federal records retention requirements, as given in 2 CFR 200.333:

*Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient.*

This would include:

- copies of worksheets on data elements or records reviewed;
- frozen quarterly wage records for wage record matching used for reporting outcomes;
- trends in common data accuracy issues and error rates; and
- corrective action efforts made after data validation reviews.

Each respective Unit will retain the records associated with its portion of the Data Validation process with retention overseen by the Unit leaders noted below:

- Performance: Director of Performance
- TAA: Trade Unit Manager and State Trade Adjustment Assistance Coordinator
- IT: Information Technology Director

### **Process Assessment**

The Director of Performance and Accountability Manager will meet during the first quarter of each program year to assess the effectiveness of current data validation procedures and determine whether revisions to the policy and process are necessary. Any updates or changes will be released as a formal update to this Operational Guidance (OG).

### **Training**

During the second quarter of each program year, Data Validation staff will review, and receive training on the Data Validation process to ensure uniform application of all policies and procedures. In addition, DWS will provide annual Data Validation training for local office staff. Beyond the annual training provided by DWS, Local Area WDBs are expected to provide additional staff training, on at least an annual basis, on the importance of accurate data entry and allowable source documentation as given in WIOA and Wagner-Peyser Employment Act Participant Eligibility.

### **Local Area WDB/Local Area**

Each Local Area WDB is encouraged to conduct Data Validation at least once annually for the Title I – Adult, Title I – Dislocated Worker, Title I – Youth, and Title III – Wagner-Peyser programs as a part of its ongoing monitoring efforts. Attachment 2 (*here, Appendix C*) to this OG, is a modified version of Attachment II of TEGL 23-19 Change 2, which is the complete list of PIRL elements that are recommended to be validated. (Note that the WIOA and Wagner-Peyser Employment Act Participant Eligibility Reference Guide provided as Operational Guidance by the DWS has been updated to be in agreement with TEGL 23-19 Change 2, Attachment II.) If conducting data validation, Local Area WDBs should be aware that the Youth and Wagner-Peyser programs may have different elements required compared to the Adult and Dislocated Worker programs and attention should be paid to ensure each program is validated according to its respective list of required elements.

For the most up-to-date guidance on PIRL elements and their definitions, please refer to USDOL's website: <https://www.dol.gov/agencies/eta/performance/reporting>. If Local Area WDBs conduct data validation, all records must be retained as outlined in the Records Retention section of this policy. This would include retention of a list of validated records, Pass or Fail worksheets, and documentation associated with any corrective actions taken.

### **Self-Attestation in WIOA Title I Programs**

In the three WIOA Title I Programs (Adult, Dislocated Worker, and Youth) there are a number of PIRL elements for which self-attestation is an allowable form of data validation documentation. Please refer to

Attachment 2 for the complete list of PIRL elements for which self-attestation can be used. When using self-attestation for WIOA Title I documentation, there are three key considerations:

1. Self-Attestation should be used when an item is unverifiable, or it is unreasonably difficult to obtain other acceptable documentation. All other acceptable forms of documentation for a given PIRL element should be utilized first since self-attestation is not the primary method of gathering documentation to verify data elements. The lack of source documentation beyond self-attestation should not delay or prevent enrollment and the receipt of services.
2. Self-Attestation always refers to signed documentation. If the participant has not signed the supporting documentation, the documentation is not sufficient and will fail data validation.
3. If self-attestation is used, the scanned supporting documentation must directly relate to the PIRL element the scanned document is being used to support. For example, if self-attestation is being used as documentation for PIRL 802 – Low Income Status at Program Entry, then the uploaded supporting document must include an entry specifying the participant’s income. In this example, if the scanned document did not indicate the participant’s income, the documentation would not be sufficient and would fail data validation.

In addition to the considerations above, please be aware of the specific self-attestation usage limitations for PIRL Elements 200 – Date of Birth and 301 – Eligible Veteran Status for WIOA Title I programs. For both elements, self-attestation may only be used for Homeless Individuals or Runway Youth. Please refer to Attachment 2 for a full listing of the PIRL elements for which self-attestation can be used and any limitations on usage.

### **Self-Attestation in WIOA Title III – Wagner-Peyser**

In the WIOA Title III – Wagner-Peyser, there are a number of PIRL elements for which self-attestation is an allowable form of data validation documentation. Please refer to Attachment 2 for the complete list of PIRL elements for which self-attestation can be used. When using self-attestation for WIOA Title III documentation, there are two key considerations:

1. Self-Attestation always refers to signed documentation. If the participant has not signed the supporting documentation, the documentation is not sufficient and will fail data validation. For WIOA Title III, signed documentation often takes the form of a signed application. Please note, detailed in the section below, the requirement for every participant’s WIOA Title III application to now be signed beginning on July 1, 2023.
2. If self-attestation is used, the scanned supporting documentation must directly relate to the PIRL element the scanned document is being used to support. For example, if self-attestation is being used as documentation for PIRL 802 – Low Income Status at Program Entry, then the uploaded supporting document must include an entry specifying the participant’s income. In this example, if the scanned document did not indicate the participant’s income, the documentation would not be sufficient and would fail data validation.

### **Veterans Status and DD-214s**

A special note regarding veterans receiving services. A DD-214 is not necessary for a veteran to be registered or begin receiving services under either the WIOA Title I (Adult, Dislocated Worker) or WIOA Title III (Wagner-Peyser) programs. A DD-214 (or alternative documentation as indicated in Attachment 2) only becomes necessary for WIOA Title I participants when services rise above basic career services.

### **Signed Applications and Disability Status**

Beginning July 1, 2023 (start of PY 2023), there are two new requirements for how WDBs must handle WIOA Title I/Title III applications:

1. Each WDB must ensure that every Title I/Title III application is signed, either electronically or physically, and retained as a saved document within the participant’s electronic case files in

NCWorks. WDBs are encouraged to use electronic signature capabilities as it makes for an easier process regardless of whether the participant is physically in the local office or not.

2. Each application must include the Disability Information section as a standard component of a signed Title I/Title III application. Including the Disability Information section of both applications facilitates validators' ability to track the necessary disability PIRL elements for WIOA Title I/Title III programs.

A separate Operational Guidance document will be published that specifically addresses the signed application requirements for WIOA Title I and Title III programs.

### **References**

2 CFR 200.333 “Retention Requirements for Records”

TEGL 23-19, Change 2 “Guidance for Validating Required Performance Data Submitted by Grant Recipients of U.S. Department of Labor (DOL) Workforce Programs” (and included attachments). Issued: October 25, 2022.

TEGL 07-18 “Guidance for Validating Jointly Required Performance Data Submitted under the Workforce Innovation and Opportunity Act (WIOA)” (and included attachments). Issued: December 19, 2018.

### **Attachments**

Attachment 2 – Modified version of TEGL 23-19, Change 2 Attachment II to show required PIRL validation elements by program and their alignment with DWS Oversight Units (*Appendix C*)

## **IV. Effectiveness in Serving Employers performance indicator pilot**

For the past seven years, North Carolina has chosen to submit data for the Employer Penetration Rate and the Repeat Business Customer Rate as its pilot performance measures for Effectiveness in Serving Employers. Employer service data was combined from the Title I and III programs, along with data from employers being certified for Work Opportunity Tax Credits. When compared to the number of business establishments in the state (using BLS data for the last quarter of the reporting period as given in the indicator specifications), the North Carolina workforce system served just under 7 percent of the state's business establishments. When considering the Repeat Business Customer Rate since the start of performance under WIOA, 27.04 percent of those businesses that were served by the system during PY 2023 had been served in the previous three program years, a slight increase over the previous year.

<b>Employer Measure</b>	<b>NC Workforce System PY 2023</b>
Employer Penetration Rate	6.99%
Repeat Business Customer Rate	27.04%

During PY 2023, North Carolina initiated additional efforts aimed at gaining a stronger and more accurate understanding of employers receiving services, including the adoption of employer-related performance metrics. As in PY 2022, these areas included employer services provided through non-WIOA-funded programs considered essential to workforce efforts, such as Work Opportunity Tax Credits. In addition, in May 2024, the NCWorks Commission, under the recommendation of its Employer Leadership committee, adopted state performance measures that mirror all eight U.S. Department of Labor Effectiveness in Serving Employer categories. Operational guidance is still in draft form.

### ***Employer Services Provided by Non-WIOA-funded Programs Considered Essential***

In PY 2023, DWS included employers served by both the Work Opportunity Tax Credit program in the Effectiveness in Serving Employers/ Employer Penetration Rate. It is worth noting that these programs helped North Carolina reach an additional 1,855 employers with workforce services.

## **V. Current or Planned Evaluation and Research Projects**

### ***Employer Needs Survey***

Every two years, the NCWorks Commission partners with the NC Commerce Labor and Economic Analysis Division (LEAD) to gather and use relevant data to inform strategies that enable North Carolina's workforce and businesses to compete in a global economy. A copy of the full 2024 Employer Needs Survey report may be found at: <https://analytics.nccommerce.com/Employer-Needs-Survey/PDF/>

The 2024 Employer Needs Survey provides vital insights into the workforce challenges faced by employers and identifies strategies to bridge talent gaps. This year's survey findings reveal a labor market that has improved since the previous study in 2022 but one that still faces considerable tightness. While fewer employers (62%) reported difficulties filling open positions compared to 2022 (81%), a lack of job applicants and deficiencies in employability skills such as work ethic, motivation, and reliability remained top reasons for hiring challenges.

To attract and retain talent, the majority of employers increased wages, offered more flexible schedules, and expanded training opportunities. However, many continue to face barriers in attracting job applicants, stemming, they report, from insufficient access to childcare and reliable transportation for potential workers. Looking ahead, one out of five employers plan to adopt automation technologies over the next two years, which could further disrupt workforce needs.

## **VI. Customer Satisfaction**

### ***State's approach to customer satisfaction***

The multi-year NCWorks Customer Satisfaction Survey was an initiative to solicit feedback from individuals and businesses registered with NCWorks, in an effort to improve overall services offered, as well as to increase customer satisfaction. Results and feedback from the survey were used to determine and promote continuous quality improvement initiatives and make overall improvements to the one-stop



system. The NCWorks system continues to apply the feedback for data-informed decisions on how to better serve our customers: both businesses and job seekers.

### ***Survey Methodology***

Two independent online customer satisfaction surveys were developed using a robust online survey platform, to obtain feedback from individuals and businesses that utilized one or more services (Online, Career Center, and Telephone) provided by NCWorks. The Initial Customer Experience Satisfaction Survey (ICESS) was developed to assess the initial customer experience of job seekers throughout the state of North Carolina. The Business Customer Satisfaction Survey (BCSS) was developed to assess business customers' needs and their satisfaction with the services received.

Sample questions on the survey included, *'In what ways have you used NCWorks services?'*, *'Tell us the reason(s) for your most recent website visit to NCWorks Online'*, *'How easy was it to use the automated phone system?'* and *'Based on your experience, how likely are you to recommend calling the NCWorks Career Center to others?'*. Online survey data collection included feedback from over 30,000 job seekers and 10,000 business customers across all 20 local area workforce development boards.

### ***Results***

#### **Job Seeker Survey Results.**

- The top three reasons for using NCWorks included: job search, obtaining information on unemployment benefits, and job application.
- NCWorks Online: Job seekers identified specific areas of improvement: (a) increase access to NCWorks staff, resources and community outreach; (b) improve NCWorks online navigation; (c) improve NCWorks website; and (d) increase number and variety of jobs available.
- NCWorks Career Center: Job seekers identified specific areas of improvement: (a) improve NCWorks online navigation and center equipment; (b) increase access to staff, follow-up services and resources; and (c) reduce customer wait-time and improve customer service.
- NCWorks Telephone: Job seekers identified specific areas of improvement: (a) update telephone and online service; (b) improve wait-time and follow-up; and (c) improve customer service.

#### **Business Survey Results**

- NCWorks Online: Business customers identified specific areas of improvement: (a) increase access to qualified applicants; (b) improve NCWorks website and online navigation; and (c) improve customer service.
- NCWorks Career Center: Business customers identified specific areas of improvement: (a) improve NCWorks online and customer service; and (b) need for training, education and outreach. As part of the response to this feedback, local area and state staff drafted a consistency of service framework and implementations strategy, which includes a Business Services Teams approach. Teams include board, contractor, state, One-Stop and partner staff. A training outline has also been drafted for participation by Team members to improve collaboration, customer service and reduce duplication of services.
- NCWorks Staff: Business customers identified specific areas of improvement: (a) update NCWorks online and employer account assistance; (b) increase opportunity for employer-employee engagement; and (c) improve customer service. The NCWorks Commission's Regional Employer Roundtables offered an opportunity for local area staff to engage employers in conversation regarding their workforce needs.

Indicators from the survey showed jobseekers had a high satisfaction level with services they received from NCWorks staff while using telephone services, and that staff were knowledgeable about the services provided. Efforts are being made to build off these areas where the customer satisfaction rate was high to enhance the overall customer experience.

### ***Continuous improvement processes for incorporating the customer satisfaction feedback***

As part of the state's Career Center certification process, local workforce area and center management are required to monitor survey outcomes by accessing an online dashboard of results. Centers are asked to meet with their staff periodically to discuss the results and any customer feedback received.

Survey results informed ongoing DWS efforts to prioritize a focus on the customer's needs, whether the customer is served in person, over the phone, or through the NCWorks.gov technology platform.

## **VII. Wagner-Peyser**

### ***Reemployment Programs***

The federally funded Reemployment Services and Eligibility Assessment (RESEA) program is an integral part of North Carolina's Integrated Service Delivery System to enhance and expand the capacity of the workforce system to improve reemployment service delivery to unemployment insurance (UI) claimants. The RESEA program is a statewide initiative in partnership with the North Carolina Division of Employment Security. The target populations for RESEA services include individuals who are identified as most likely to exhaust their UI benefits and transitioning veterans receiving Unemployment Compensation for Ex-Servicemembers (UCX).

PY 2023 RESEA efforts and activities continued to include:

- Providing virtual services, so that jobseekers can be served remotely and securely;
- Ongoing program enhancement within NCWorks Online to streamline Career Center staff program processes and procedures, such as promotion and email/text appointment reminders to improve RESEA show-rates;
- Revising call-in letters to stress the importance and value of attending the reemployment service program;
- Making reminder phone calls/emails, when possible, to reinforce the positive value of the service and to remind the customer of the appointment.
- Rolling out a statewide process for customers to self-reschedule for a missed initial appointment.

North Carolina is engaged in a multi-year study to understand the effectiveness of RESEA with a third-party evaluator. The evaluation is based on the random assignment of individuals for intervention and no intervention. Eighty (80) percent of first-pay claimants are referred to RESEA for services, while the remaining twenty (20) percent are placed in a control group receiving no services. DWS received its first interim report with positive results and will continue working with the evaluator through PY 2024.

### ***North Carolina Department of Commerce Reentry Initiative***

The Reentry Initiative promotes "Equitable Hiring," or "second chance" hiring, to employers, individuals with criminal records, and the community through engagement, education, and partnerships. The

program ensures job seekers with criminal records receive assistance with overcoming the barriers to employment that having a criminal record can cause. Staff at NCWorks Career Centers have been trained to provide direct services to individuals with criminal records, promote hiring incentives to employers, participate in outreach efforts, and coordinate efforts with community partners.

### ***PROWD Grant***

In 2022, the U.S. Department of Justice (DOJ) and the Department of Labor (DOL) launched a grant initiative (originally called the First Step Act, or FSA, initiative) to provide targeted employment services to federally incarcerated individuals as they approach community reentry. The Partners for Reentry Opportunities in Workforce Development (PROWD) grant program seeks to better align job training and skills development services provided to program participants to the specific labor market needs of the communities where they will live. In so doing, the program will improve both the employment outcomes of returning citizens and public safety of all community members while increasing the capacity of justice and workforce system partnerships.

Through this grant, DWS is partnering with three Local Workforce Development Boards -- Capital Area, Kerr-Tar, and Durham -- to provide services to the Butner federal prison complex. The program is designed to increase participants' work readiness at the time of release, increase employment after release, and reduce recidivism through the initiative's three-stage program approach: during incarceration in federal prisons; during time spent in residential reentry centers (RRCs), and after release from RRCs into the community. Additionally, by providing these services, DWS and partners will engage in a dual effect of services that support both the mission of Butner federal prison complex and the FSA Initiative/PROWD Grant to promote public safety by providing educational, training, and employment opportunities, in addition to supportive services, to federally incarcerated individuals as they approach community reentry.

As of June 2024, the three local workforce development boards have successfully enrolled 165 participants, each navigating their unique journey through the initiative. Of these, 144 individuals have either started or completed their training at FCI Butner, the Residential Reentry Center (RRC), or within their local communities. The training programs include essential courses such as Forklift Training, Serv Safe, and other relevant subjects that greatly support participants' positive reentry into society.

### ***Federal Bonding Program***

The Federal Bonding Program is an incentive for employers who hire "at risk" workers, including those with a history of criminal conviction or arrest, a history of substance abuse, those receiving TANF (Temporary Assistance to Needy Families); those with poor credit; those who are economically disadvantaged or with little or no work history; or have been dishonorably discharged from the military. The hiring business is eligible for financial protection of \$5,000 for six months after hiring an eligible individual. DWS promotes this program to employers and as a result has continued to increase the utilization of the Federal Bonding Program over the past several years. The division plans to improve promotional activities to increase bonds issued in the upcoming year.

### ***Older Worker Program***

The program ensures older workers are provided with resources to assist them in seeking employment. DWS staff continues to sit on the Governor’s Council on Aging, which provides legislators with insightful recommendations to encourage positive change for the experienced worker.

### ***Equal Opportunity, Americans with Disabilities Act, Limited English Proficiency***

DWS is responsible for ensuring Career Center and partner agency facilities have the capacity to provide a full range of employment and training services that are accessible to persons with disabilities, those with limited English proficiency, and other special populations.

## **VIII. National Dislocated Worker Grants (NDWG)**

North Carolina’s QVC Fire Employment Recovery and Pactiv Evergreen (Canton Paper Mill) Employment Recovery National Dislocated Worker Grants continued to be in operation during Program Year 2023. The U.S. Department of Labor announced the National Dislocated Worker Grant to support people affected by the closure of Pactiv Evergreen’s facilities in western North Carolina near the end of PY 2022, but the grant was implemented in PY 2023.

National Dislocated Worker Grant participants are often co-enrolled in the WIOA Dislocated Worker program in order to provide additional supportive services not offered through NDWG programs. National Dislocated Worker Grants have a minimal impact on North Carolina’s established performance measures.

North Carolina’s Rapid Response unit works closely with local area staff to coordinate state rapid response activities with services offered through National Dislocated Worker Grants.

### ***QVC Fire Employment Recovery National Dislocated Worker Grant***

The QVC Fire Employment Recovery National Dislocated Worker Grant was awarded by the U.S. Department of Labor in the initial amount of \$1,333,333, based on the conditionally awarded amount of \$4,000,000. The funds were provided to North Carolina after an employment disaster that occurred on December 18, 2021. During PY 2023, \$358,912.26 was spent and 63 participants were served through this grant.

The QVC Rocky Mount, Inc. (“QVC”) Distribution Center, which is an operating brand within the Qurate Retail Group (“QRG”), suffered a tragic fire, resulting in the closure of the site (distribution center) located in Rocky Mount, NC.

Career and Training Services are provided to help dislocated workers make informed decisions based on local and regional economic demand to achieve reemployment and education goals. This includes initial assessments, individual employment plans, labor market information, and referral for employment opportunities. Outreach and employment activities and events are also provided. Training services include On-the-Job Training (OJT), classroom training, occupational skills training, work experience, and customized training that prepares participants for current in-demand jobs. Supportive Services are also provided to address any unknown barriers that may prevent individuals from participating in employment and training services when supportive services cannot be obtained through other programs.

Efforts and strategies were developed immediately after the tragic fire and resulting mass dislocation. Approaches to respond to the needs of the dislocated workers included Job Fairs and Employment Events held with local partner agencies.

### ***Pactiv Evergreen Employment Recovery Dislocated Worker Grant***

The Pactiv Evergreen (Canton Paper Mill) Employment Recovery Dislocated Worker Grant was awarded by the U.S. Department of Labor in the approved amount of \$7.5 million. The purpose of the Pactiv Evergreen Employment Recovery DWG is to provide employment and training services to individuals impacted by the Pactiv Evergreen Canton Paper Mill closure and Waynesville facility mass layoff event, as well as other dislocated workers impacted by the ripple effect of this event in their community. During PY 2023, \$1,141,569.51 was spend and 181 participants were served through this grant.

Pactiv Evergreen's Canton Paper Mill is a century-old paper mill where up to four generations in that region have worked. It employed 1,100 and was considered a keystone to the local economy. In addition to the 1,100 workers that were impacted by the mill's closure and the reduction of employees at the Waynesville facility, the companies that serve the paper mill were also economically impacted. Among them are trucking companies, rail lines, and the forestry industry.

The DWG funds will allow individuals to receive employment and training opportunities, including occupational skills training, On-the-Job training (including apprenticeships), entrepreneurial training, work experience, and customized training to assist individuals that will need training to regain employment that will allow them to have a living wage, benefits, and promotion potential. Supportive services will be provided (when needed) to enable individuals to participate in employment and training services and when supportive services cannot be obtained through other programs. Career Services will also be provided to ensure that customers get the information needed to make informed decisions and develop strategies to gain employment and obtain their career goals.

## **IX. Rapid Response**

During Program Year 2023, the DWS Business Services Unit responded to a total of 70 Worker Adjustment and Retraining Notifications (WARN) from across the state, which covered 9,060 employees. The counties with the largest numbers of employees impacted were Mecklenburg County (15%), followed by Wake County (14%), and Haywood County (12%). Of the 9,060 employees covered by WARN during PY 2023, the manufacturing industry represented a significant source of layoffs, with 4,882 employees impacted, or 54% of total employee separations, followed by transportation and warehousing, with 1,970 employees, or 22% of the total.

The Governor's Rapid Response team engages with leadership of each affected business to develop a comprehensive plan of action to ensure employees have a successful transition into new employment. This proactive approach ensures that impacted or dislocated workers receive critical workplace transition services from local workforce area staff and partners, conveniently offered either on-site at the business location or virtually. Services may include customized job-seeking skills workshops, hiring events, targeted job fairs, and informational sessions that provide essential resources such as financial assistance, training opportunities, health insurance options, community support services, and unemployment information, all to ensure comprehensive support for individuals in need. The NCWorks Mobile Unit was

dispatched 54 times statewide to support events that included 25 hiring events, 4 closures, 9 job fairs, and 16 target events (Community Events, Veteran stand downs, etc.).

### *Layoff Aversion Strategies, Business Edge*

#### **Business Edge, North Carolina's layoff aversion strategy**

During Program Year 2023, Business Edge strengthened its collaboration with key strategic partners, including the North Carolina State University Industry Expansion Solutions (IES) team, ensuring employers statewide remained informed about Business Edge's services aimed at preventing and mitigating layoffs in the manufacturing sector. Throughout the year, businesses across North Carolina sought assistance from the Division of Workforce Solutions (DWS) for support in creating layoff aversion strategies, activities, and targeted training, with Business Edge facilitating referrals to partner agencies for resources such as specialized training programs, innovative hiring strategies, and creative recruitment methods. In the latter half of 2023, the N.C. Department of Commerce Office of Science, Technology & Innovation partnered with IES to pursue Department of Energy funding for the SMARTER NC program, targeting manufacturing companies statewide to fund projects focused on increasing energy savings within their facilities. Business Edge is playing a key role in leveraging its network of employers, industry associations and strategic partners throughout North Carolina to schedule presentations and informational sessions for IES presenters, further advancing energy efficiency and workforce stability within the state's manufacturing sector.

## **X. Progress in sector strategies and pathways**

### *Sector Strategies*

Sector Strategies efforts in PY 2023 built on the work done in previous years and some significant progress was made towards advancing the six goals developed by the NCWorks Commission and DWS to support recruitment and expansion of the Electric Vehicle (EV) industry.

A program that was put in place to make progress towards these efforts was Sector Partnership Planning Grants. Funding was made available to local workforce areas to plan and develop sector partnerships in the manufacturing industry, with clean energy being one of the priority industries for partnership development. Twelve workforce areas were awarded funding, and they spent about a year working with industry, economic development, education, and nonprofit partners to plan sector partnerships. Awardees were asked to focus on data-informed decision making, industry engagement, sector-based service delivery, organizational capacity and alignment, and sustainability and continuous improvement.

Three sector partnership training sessions were held during the grant cycle and, through reporting and check-ins, DWS was able to learn about the different tactics used to engage with industry partners. Some of the work that was done with the Planning Grant funds included:

- Holding employer forums
- Organizing a job fair
- Collecting industry-specific data

- Developing industry marketing programs
- Making efforts to engage more closely with economic development and education partners
- Attending conferences, meetings, and events that aided in industry engagement

As a way to follow up on some of the work that was done through the Planning Grants, a Sector Partnership Academy will be held in February 2025. It will be open to teams from all local workforce areas and include local workforce area staff, economic development, nonprofit, and education partners. The goals of the Academy will be to learn more about sector partnership work occurring statewide and provide support with strategic planning and long-term sustainability of partnerships. The grants seem to have been an effective start at addressing some of the NCWorks Commission's EV industry goals, and we anticipate that subsequent work will continue the progress.

### ***Career Pathways***

The NCWorks Commission Skills and Education Attainment Committee led a research project that was funded by an Office of State Budget & Management evaluation grant. The project was conducted by researchers at NC State University to review the NCWorks Certified Career Pathways (CCPs).

The purpose of this project was to describe North Carolina's NCWorks Certified Career Pathways (CCPs) and analyze participation, participant outcomes, and their alignment with labor market demands.

As background, in North Carolina, Certified Career Pathways (CCPs) evolved from the 2012 North Carolina Jobs Plan by the North Carolina Economic Development Board, which provided strategies for economic growth. The following year, the NCWorks Commission published 'Preparing North Carolina's Workforce for Today and Tomorrow,' identifying certified career pathways as one of the four major actions to develop the workforce. Concurrently, the Workforce Innovation and Opportunity Act (WIOA) called for the development and implementation of career pathways for state and local workforce development boards. In response, in 2015, the NCWorks Commission developed criteria to certify these pathways.

In the study, the researchers identified the top 5 industry clusters and did a deeper dive into the top three: Healthcare, Transportation, Distribution & Logistics, and Information Technology. Data from 2016-2022 also showed where and what year most career pathways took place, based on number of individuals who participated in and completed a pathway.

Overall, there were 41 certified career pathways, as of the end of PY 2023. The report identified challenges with efficacy and accuracy of data, including determining which pathway students participated in, for a few reasons that can fairly easily be resolved with future data collection, cross-walks and processes. Equitable outcomes were identified as a challenge due to missing data, as were student outcomes where earned credentials were entered in non-systemic ways, making it more difficult to gauge true impact.

From the report, several recommendations were made to better understand how the pathways impact the success of students completing and becoming employed. DWS has recently begun working with the NCWorks Commission's Skills and Education Attainment committee to embrace these recommendations, including the development of a true logic model and a model for enhancing performance. This will include better collaboration with internal controls such as IT, monitoring, policy and performance to standardize processes and have protocols for collecting data. As we work toward these improvements, we intend to examine additional aspects of the student, the pathway and the employment retention as economic indicators and ROI.

## XI. Governor’s Reserve

In June 2023, Governor Cooper announced two, two-year NCWorks Local Innovation implementation grants as part of the NC Job Ready initiative. These awardees (listed below) are innovative collaboratives of local workforce development boards and other local partners, working to enhance educational attainment and workforce readiness.

- **Building Hope – Preparing Gender Minorities for Careers in Construction** (*Chatham, Orange and Wake counties*): A \$225,000 grant will help address both a critical need for workers in the construction industry and gender pay disparities by increasing the number of women trained in various skilled trades. A Chapel Hill-based nonprofit organization, Hope Renovations, provides pre-apprenticeship training in construction trades, case management to help resolve employment barriers like child care, internships and additional coaching services to help women succeed on the job. This grant will allow Hope Renovations to expand services beyond Orange County and support the training of approximately 40 participants. Partners include Capital Area Workforce Development Board, Hope Renovations and Wake Technical Community College.
- **OPT-IN and J.E.T.: Creating Opportunities for Opportunity Youth** (*Burke County*): A \$225,000 grant will support “opportunity youth” (those who are currently neither in the labor force nor in school) and help meet Burke County’s workforce needs by expanding the “OPT-IN” (Opportunity Internship) program and launching the “Jobs, Education, and Training” (J.E.T.) program. OPT-IN serves recent high school graduates by matching them with local employers for an eight-week, paid exploratory internship. Participants also receive mentoring and professional development classes. Similarly, J.E.T. can serve any opportunity youth between the ages of 18-24, connecting them to local companies offering family-sustaining wages, while providing mentoring and professional development. Both programs will focus outreach on communities of color. Partners include Western Piedmont Workforce Development Board, The Industrial Commons and its affiliate program “Work in Burke,” Burke Development, Inc., Western Piedmont Community College, Burke County Public Schools, NCWorks Career Center – Burke County, N.C. Division of Vocational Rehabilitation and Meridian Specialty Yarn Group, Inc.

DWS continues to partner with the North Carolina Department of Military and Veterans Affairs (DMVA) to provide financial support to implement initiatives resulting in improved services to veterans and to employers supporting veterans. As part of the North Carolina for Military Employment (NC4ME) initiative, DWS conducts ten NC4ME Hiring Events across the state throughout the year (often adapted to a virtual format after the pandemic began). These events entail veteran job seeker resume and interview preparation, jobseeker skill set matching employer needs, and on-site interviews during the hiring event. A supporting effort of this initiative is formal training for employer Human Resources Directors on interpreting/cross-walking service member skills into civilian parlance, and on the benefits of hiring veterans. DWS also partners with DMVA to publish the North Carolina Veterans Resource Guide as an all-encompassing reference for veterans and employers.

DWS is also supporting local workforce efforts by investing in Future Works performance data tracking, the state apprenticeship program, the NCcareers.org platform for career awareness (particularly engaging K-12 students), and training both front-line staff and leaders through the NCWorks Training Center, managed by DWS.



Aligned with Governor Cooper’s NC Job Ready initiative and through the utilization of American Rescue Plan Act (ARPA) funding, in PY 2023, DWS worked with local workforce development boards to implement grants for Reentry/Justice-Involved initiatives, Substance Use Disorder initiatives and Work-Based Learning initiatives. These grants are ongoing through December 2026. Initial successes for these grants include:

- As of June 2024, eight local workforce development boards have effectively provided supportive services to 226 individuals previously involved in the justice system and 320 individuals grappling with substance use disorders.
- Through June 2024, 11 local workforce development boards have served 197 unique small businesses by providing funding for over 500 individuals to participate in work-based learning activities.

Through ARPA funds, DWS entered into a partnership with the NC Department of Adult Correction to expand services to those reentering after incarceration. DWS awarded grants to three local workforce development boards to create Local Reentry Councils. Additionally, funding was made available for DAC to ensure all local reentry councils had access to Naloxone to provide to those reentering while also navigating substance use disorders.

DWS is also continuing its support of local area economic development and workforce efforts by continuing to fund work-based learning and focused employer services. Additionally, the Governor’s Reserve is resourcing NCWorks Commission Local Innovation Grants, Reentry-focused supportive services, major economic development project support and assisting local areas with county transfers as part of the state’s workforce alignment initiative.

## **XII. Promising practices/lessons learned/success stories**

Examples of success are found in the recipients of the 2024 Governor’s NCWorks Awards of Distinction, which recognize outstanding accomplishments and contributions related to workforce development. NCWorks Awards were presented to the following recipients:

- **Jason Walker of Vilas: Outstanding Adult.** In October 2023, Walker visited the NCWorks Career Center – Watauga County to discuss employment services, sharing that his own experience in recovery had given him a passion to help others facing similar challenges. He expressed interest in becoming a Peer Support Specialist. NCWorks enrolled Walker in a work-based learning opportunity that allowed him to gain experience at High Country Community Health (HCCH). Walker also received transportation assistance from the NCWorks Substance Use Disorder Recovery Grant, which the North Carolina Division of Workforce Solutions had awarded to High Country Workforce Development Board with funds from the American Rescue Plan Act (ARPA). Walker completed his Peer Support Specialist Certification training in December 2023 and immediately contacted his NCWorks career advisors and thanked them for helping him meet one of his major goals. Next, Walker intends to become a Licensed Clinical Addictions Specialist, and eventually start his own peer support agency and make an even bigger impact in his community.
- **Lyric Brown of Gastonia: Outstanding Young Adult.** Brown has excelled as a high school student while also completing a community college degree, participating in community service projects, serving as senior class president at school, playing multiple sports and working at a part-time job at a local supermarket. Through the Career and College Promise program at Gaston College, Brown earned credits that transferred to the University of North Carolina at Chapel Hill, where she is now a freshman. She also earned a certificate in Foundations of Biotechnology at

Gaston College. Her aspirations are to complete a Doctor of Physical Therapy Degree, become a physical therapist, and to own her own business as a strength and conditioning coach. As a student-athlete, she has been a physical therapy patient and feels confident this is a career she wants to pursue. She has also job-shadowed physical therapist assistants and achieved health sciences certifications through Central Piedmont Community College.

- **Sarah Campo of Monroe: Outstanding Teen.** Even before she has graduated from high school, Campo has already made a mark in the workforce as a senior park associate with Union County Parks and Recreation, and as a local volunteer. She has demonstrated exceptional commitment and leadership, showcasing her passion for community service and environmental conservation. Campo has served on the City of Monroe's Youth Council and participated in a downtown beautification project, in which the Youth Council helped create an art bridge installation. She has gained workforce experience by volunteering with Mission Monroe's Scattered Site Rehab Program in the summer of 2023. She recruited other teens and participated in work on the rehabilitation of a house to benefit homeless children. Campo is on target to complete her high school education a year early, and through the Career and College Promise program at South Piedmont Community College, she has started working toward an associate degree in Engineering.
- **Cynthia "Cindy" Holloman of Wilkes County: Wayne Daves Award for Outstanding Achievement in Workforce Development.** Holloman recently retired after five years of service with the North Carolina Division of Workforce Solutions. As a career advisor based at the NCWorks Career Center in North Wilkesboro, she served as an essential customer-facing representative of NCWorks and the larger workforce system. She used her wealth of knowledge regarding local employment and career development resources to connect jobseekers to opportunities. In addition, she provided employers with services to assist them in meeting their workforce needs, leveraging her own experience as a former small business owner. Holloman enthusiastically embraced her role as the primary provider of reentry services in her career center, forged community partnerships, and served as one of the first local NCWorks Diversity, Equity, and Inclusion (DEI) training facilitators. She was known for her attentiveness to each customer, helping numerous jobseekers achieve their goals and overcome barriers to employment.
- **Brian Holland of Cary: Bill Ragland Private Sector Award for Outstanding Achievement in Workforce Development.** Holland, the general counsel of Sectigo, is a longtime member of Capital Area Workforce Development Board and currently serves as board chair. He has taken an active role in representing the board and in advocating for the workforce development system at the local, state and national levels. While serving on the board's Branding/Outreach committee in 2022, Holland helped develop Capital Area's Business Ambassador Program. The program engages business leaders to create awareness about workforce services, deliver informational content to business audiences, and increase the number of business customers that Capital Area serves. As an attorney, he is also working with the Capital Area Workforce Development Reentry department to provide *pro bono* services for returning citizens, and to connect with other attorneys. Under his leadership, Capital Area has won two national awards, the National Association of Workforce Boards (NAWB) WIOA Trailblazer Award and the Laurie Moran Partnership Award.
- **Blum, Inc., of Stanley: Outstanding Employer.** Among the top employers in the Lincoln County area, Blum manufactures products such as drawer runners, hinges and lift systems, and has been active in the community since 1972. Blum emphasizes investing in the workforce through community partnerships, apprenticeships, On-the-Job Training, and external training through providers such as Gaston College. In 1995, Blum and other area employers launched

Apprenticeship 2000 in partnership with Central Piedmont Community College, and some of the original apprentices from that program are still employed at the company today. As of earlier this year, 143 apprentices have completed this program with Blum. Apprentices earn a degree in mechatronics at Central Piedmont and are guaranteed jobs after graduation. The company is also involved in the local community through a variety of charitable endeavors, promotes manufacturing career awareness with local schools, and has partnered with the NCWorks Career Center – Lincoln on the Lincoln Opportunity Fair.

- **Loba-Wakol, LLC, of Wadesboro: Outstanding Family-Friendly Employer.** The North American subsidiary of a German company, Loba-Wakol manufactures adhesives and other products for the flooring, upholstery, mattress and metal packaging industries. The company emphasizes recognizing and celebrating their employees – including annual outings to which employees’ families are also invited – while also providing on-site recreational amenities, flexible work schedules, training and tuition reimbursement. This employer has even offered a workspace for team members’ children who are in virtual schooling. It is this employee and family focus that makes Loba-Wakol an excellent place to be every workday. The company has also welcomed local school groups for tours, created student internship opportunities, and partnered with the NCWorks Career Center in Anson County. Loba-Wakol is active in the community, supporting charitable causes and events with the Anson Chamber of Commerce, Anson Rotary Club, Anson County Partnership for Children, and the local Angel Tree.
- **“OPT-IN” Internship Program of Burke County: Outstanding Innovative Partnership.** The Opportunity Internship (“OPT-IN”) Program began as a collaborative venture among Western Piedmont Community College, Work in Burke and Burke County Public Schools to address the concerning number of “opportunity youth” –defined as young people who are neither working nor attending school – in the Burke County area. Since its inception, this partnership has contributed to a 7% reduction in local opportunity youth. OPT-IN works with local employers to develop paid summer internships for young adults, allowing them to explore various career fields. Internships are complemented by classroom instruction focused on financial literacy, critical thinking skills, employer expectations, and providing an industry-recognized credential, such as OSHA-10 and CPR/First Aid. In the program’s first year, 15 young adults completed the program, with 9 employer sponsors. During the 2023-2024 year, the program grew to 32 participants and 17 employers, while adding a targeted internship for construction trades to meet local demand. The partners plan to enlist interns who have completed the program to recruit new interns from the local high schools, helping a new generation of workers find a way forward to success.

## Measurable Skill Gains Guidance

Revised: October 2024

### Purpose

To provide guidelines for the Measurable Skill Gain (MSG) Performance Indicator, as it relates to Federal definitions, documentation requirements, and reporting procedures for participants of WIOA Title I programs who are enrolled in education or training at any point during their program participation.

### References

- TEGL 10-16, Change 3 - Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III, and Title IV Core Programs;
- TEGL 23-19 – Guidance for Validating Required Performance Data Submitted by Workforce Programs;
- TEGL 7-18 Guidance for Validating Jointly Required Performance Data Submitted under the Workforce Innovation and Opportunity Act (WIOA);
- Public Law P.L. 113-128; 20 CFR parts §651, §652, §677, §680, and §681

### Background

Section 116 of WIOA establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of States and Local Areas in achieving positive outcomes for individuals served by the workforce development system's six core programs:

- Adult, Dislocated Worker, and Youth Programs, authorized under WIOA Title I and administered by the U.S. Department of Labor (USDOL);
- Adult Education and Family Literacy Act Program, authorized under WIOA Title II and administered by the U.S. Department of Education (ED);
- Employment Service Program authorized under the Wagner-Peyser Act, as amended by WIOA Title III and administered by USDOL; and
- Vocational Rehabilitation (VR) Program authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title IV and administered by ED.

WIOA provides an historic opportunity to align performance definitions, streamline performance indicators and ensure comparable data collection and reporting across all six of these programs, while also implementing program specific requirements. The six WIOA performance indicators are:

- Employment Rate – 2<sup>nd</sup> Quarter After Exit
- Employment Rate – 4<sup>th</sup> Quarter After Exit
- Median Earning – 2<sup>nd</sup> Quarter After Exit
- Credential Attainment
- **Measurable Skill Gains**
- Effectiveness in Serving Employers

This document addresses the requirements for the Measurable Skill Gains performance indicator for WIOA Title I Programs.

## **Guidance**

### **A. Defining Measurable Skill Gains**

The Measurable Skill Gains indicator is the percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

Depending on the type of education or training program in which a participant is enrolled, progress is defined as one of the following five types of Measurable Skill Gains.

1. **Educational Functioning Level (EFL):** Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level. Programs may measure EFL gains in one of the following ways:
  - (1) **Pre-Test and Post-Test:** Results from state approved tests (e.g., CASAS or TABE) of the same version that show an increase of at least one EFL; OR
  - (2) **Enrollment in Postsecondary Education or Training:** Participants who exit a program below the postsecondary level and enroll in postsecondary education or training during the program year as determined through data match, survey documentation, or case notes. Note: A program below the postsecondary level applies to participants enrolled in a basic education program.
  - (3) **Pass a subtest of high school equivalency:** States may report an educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination.
  
2. **Secondary School Diploma/Recognized Equivalent:** Documented attainment of a secondary school diploma or its recognized equivalent by obtaining certification of achieving passing scores on all parts of a State-recognized high school equivalency test. For the NC Community College System, a High School Equivalency Diploma is issued upon completion of one of these two assessments:
  - a. GED Testing Service – <https://ged.com/>
  - b. ETS HiSET – <https://hiset.ets.org/>

Accepted documentation includes:

- Copy of credential
  - Copy of school record
  - Follow-up survey from program participants
  - Case notes documenting information obtained from education or training provider
3. **Transcript/Report Card:** Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards as follows:

- a. Must show grades of D or higher and/or be considered passing
- b. The semester must have occurred within the current program year
- c. The document must reflect that the participant is in good academic standing: nothing to indicate that the participant dropped out of school or was removed from the institution on academic/conduct grounds

(1) **Secondary Education** - Documented through receipt of a secondary transcript or report card for one semester showing that the participant is achieving the State unit's policies for academic standards (noted above). Secondary transcript is specific to youth attending high school.

(2) **Postsecondary Education** - Transcript demonstrates a sufficient number of credit hours – which is at least 12 hours per semester (or equivalent) or, for part-time students, a total of at least 12 hours over the course of two completed semesters (or equivalent) during a 12 month period that show a participant is achieving the State unit's academic standards (or the equivalent for their credit hour programs).

**Note:** If a postsecondary student completed 6 hours in the spring semester and 6 more hours in the fall semester and those semesters crossed two program years, they would not count as a skill gain in the first program year but they would count as a skill gain in the second program year. In other words, the Measurable Skill Gain occurs at the end of the 12 hours of accrued academic credit if coursework is split across two program years.

4. **Training Milestone/Progress Report:** Satisfactory or better progress report towards established milestones from an employer or training provider who is providing training. Progress reports must document substantive skill development that the participant has achieved.

(1) Acceptable documentation includes:

- a. Documentation of a skill gained (or completed steps) through OJT or Registered Apprenticeship. Completed steps may be a mid-point evaluation, final evaluation, or exam results as required by Registered Apprenticeship program.
- b. Contract and/or evaluation from employer or training provider documenting a skill gain, or training reports on milestones completed as the individual masters the required job skills. Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress if provided as an evaluation from employer.
- c. Progress report from employer documenting a skill gain that the participant has achieved.

5. **Skills Progression:** Successful passage of an exam that is required for a particular occupation or, progress in attaining technical or occupations skills as evidenced by trade-related benchmarks, such as a knowledge-based exams.

(1) Acceptable documentation includes:

- a. Results of knowledge-based exam or certification of completion, including a component exam of a Registered Apprenticeship program
- b. Documentation demonstrating progress in attaining technical or occupational skills
- c. Documentation from training provider or employer such as a satisfactory attainment of an element on an industry or occupational competency-based assessment
- d. Copy of credential that is required for a particular occupation and only is earned after the passage of an exam. Examples include: Class A Commercial Driver’s License, Certified Nursing Assistance License, or CompTIA A+ Certification

**B. Measuring Performance**

The Measurable Skill Gains indicator calculates the number of participants who attain at least one type of gain during each period of participation within a given program year by dividing the total number in the numerator by the total number in the denominator to produce the percentage of successful MSG attainment by the local area.

$$\text{MSG \% Achieved} = \frac{\text{A}}{\text{B}}$$

**A Numerator Inclusion:** The numerator is the number of program participants defined above who achieved at least one type of gain. A participant may have achieved more than one type of gain in a reporting period; however, only one gain per participant in a reporting period may be used to calculate success on the Measurable Skill Gains indicator. Note, however, that all Measurable Skill Gains should still be recorded regardless.

**B Denominator Inclusion:** Participants who, during any point in the program year, are in an education or training program that leads to a recognized postsecondary credential or employment are included in the denominator. This number includes participants who do not exit the program and continue to receive services beyond the end of the program year, as well as those who have exited the program by the end of the program year.

**Note:** Data for the denominator in this calculation is drawn from *PIRL 1811: Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment*.

<b>Participants Included in Measurable Skill Gains Denominator</b>	
<b>Title I Adult and Dislocated Worker</b>	<b>Title I Youth</b>
<ul style="list-style-type: none"> <li>• All participants who are in a Title I Adult- or Dislocated Worker-funded training program</li> <li>• Training programs for a secondary school program equivalent</li> <li>• Work-based training</li> </ul>	<ul style="list-style-type: none"> <li>• All ISY (in school youth) are included</li> <li>• OSY (out of school youth) in the following are included: <ul style="list-style-type: none"> <li>◆ Occupational skills training</li> <li>◆ Secondary education or above 9<sup>th</sup> grade</li> <li>◆ Postsecondary education</li> <li>◆ Title II-funded adult education at or above the 9<sup>th</sup> grade level</li> <li>◆ YouthBuild program participants</li> <li>◆ Job Corps participants</li> </ul> </li> </ul>

**Denominator Inclusion based on Service/Activity Codes**

**Title I – Adult and Dislocated Worker:**

All participants who are in a Title I Adult or Dislocated Worker-funded training program are included in the Measurable Skill Gains indicator (which includes funding a training program for a secondary school program equivalent). This includes all participants in work-based training.

Service codes in NCWorks Online that will place Adult and Dislocated Worker participants in the denominator include:

- 300 – Occupational Skills Training – on ETPL
- 301 – OJT Training (Not WIOA Youth)
- 302 – Entrepreneurial Training
- 304 – Customized Training
- 310 – Occupational Skills Training for Special Grants
- 314 – Registered Apprenticeship
- 328 – Occupational skills Training – Not on ETPL
- 333\* – TAA – Approved Remedial Training (for those with GED/HS Diploma)
- 335\* – TAA – Approved Occupational Skills Training – Approved by State
- 339\* – TAA – Approved GED Training
- 222\* – TAA – English as a Second Language (ESL)

\* denotes TAA-only



**Title I – Youth:**

All In-School Youth (ISY) are included in the Measurable Skill Gains indicator since they are attending secondary or postsecondary school.

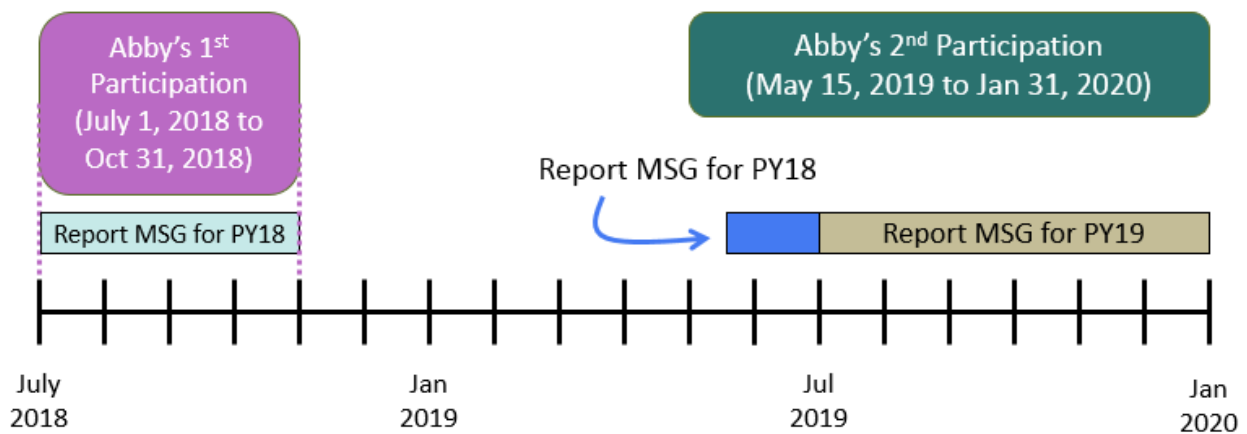
Only Out of School Youth (OSY) who are in one of the following are included in the denominator:

- 407 – Alternative Secondary School services or dropout recovery services
- 416 – Youth Occupational Skills Training - on ETPL
- 424 – NC Registered Apprenticeship Training – Youth
- 429 – Enrolled in Traditional Secondary School (H.S.)
- 430 – Youth Occupational Skills Training - Not on ETPL
- 441 – Entrepreneurial Skills Training

**C. Periods of Participation**

Unlike the other WIOA performance measures, **MSG is not an exit-based measure**, meaning that a participant can achieve a Measurable Skill Gain while still participating in a program. Successful Measurable Skills Gains may be keyed in NCWorks **after** the participant has exited the program as long as it is before the end of the same program year in which they exited. The MSG indicator is a year-to-year measure, meaning one MSG outcome can be achieved in each continuing program year that a participant is active.

Since this indicator is not exit-based, each unique program entry date (not exit date) triggers inclusion in the calculation. Participants are only included in the denominator one time per program year (July 1<sup>st</sup> – June 30<sup>th</sup>), regardless of how many skill gains they achieve in that program year. It is possible for a participant to be included in the denominator more than one time during a program year if they exit the program and are subsequently reenrolled in a program later in the same program year **AND** they participate in an education or training program during each enrollment. The following provides a visual example of this situation.



In this example, Abby's 1<sup>st</sup> period of participation only occurs within PY18. She exits her first period of participation in PY18 and then reenrolls later in PY18 for her second period of participation that crosses over into PY19. This second period of participation results in two inclusions in the

denominator because it crossed over from one Program Year to the next; therefore, Abby will be included in the MSG denominator two times for PY18 and one time for PY19.

Note: Programs should not delay enrollment or services to participants until a new program year even if case managers believe there is insufficient time for the participant to make any type of Measurable Skill Gain by the end of that program year.

#### **D. Exclusions**

Participants who exit for any of the following reasons are excluded from the Measurable Skill Gains indicator.

- a. **Institutionalized:** The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.
- b. **Health/Medical:** The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
- c. **Deceased:** The participant is deceased.
- d. **Reserve Forces called to Active Duty:** The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.
- e. **Foster Care (for Youth participants only):** The participant is in the foster care system as defined in 45 CFR 1355.20(a), and exits the program because the participant has moved from the local workforce area as part of such a program or system.

#### **Additional Resources**

- 1) WorkforceGPS – Measurable Skill Gains E-Module: <https://tinyurl.com/yxeom9hz>
- 2) Interactive Timing Chart by Future Works: A visual tool for understanding the performance indicators: what are their exiting cohorts, when are they being measured, and when they are being reported. <https://tinyurl.com/y3kho422>

#### **Appendices:**

- 1) Guide to Entering MSGs in NCWorks
- 2) MSG Guidance Desk Reference
- 3) Frequently Asked Questions

## Guide to Entering Measurable Skill Gains in NCWorks

### Transcript/Report Card Entry

Directions	System View														
<p>1. Start on the Programs screen with the participant's current WIOA Case expanded to show all the menu options.</p> <p>2. Click on "<a href="#">Create Measurable Skills Gain</a>"</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p><b>Eligibility Summary</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Participation</td> <td style="text-align: right;">12/20/2018</td> </tr> <tr> <td>Activities / Enrollments / Services</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Measurable Skills Gain</td> <td style="text-align: right;">0</td> </tr> </table> <p style="text-align: center;"><a href="#">Create Measurable Skills Gain</a></p> <p style="text-align: center; font-size: small;">Please enter EFL gains in the Educational Functioning Level for Measureable Skills Gain screen.</p> </div>	Participation	12/20/2018	Activities / Enrollments / Services	5	Measurable Skills Gain	0								
Participation	12/20/2018														
Activities / Enrollments / Services	5														
Measurable Skills Gain	0														
<p>3. Select your <b>LWDB</b> and <b>Office Location</b> from the drop-down menus.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p style="text-align: center;"><b>NCWorks online</b></p> <p style="text-align: center; font-size: small;">Fill out the information below to create/edit a skill achievement record.</p> <p><b>General Information</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">User Login:</td> <td>JOHNDOE1</td> </tr> <tr> <td>State ID:</td> <td>1234567</td> </tr> <tr> <td>User ID:</td> <td>7654321</td> </tr> <tr> <td>Name:</td> <td>John Doe</td> </tr> <tr> <td>Program Entry Date:</td> <td>12/20/2018</td> </tr> <tr> <td>* LWDB:</td> <td>Capital Area Workforce Development Board</td> </tr> <tr> <td>* Office Location:</td> <td>YOUTH - Johnston Co Industries</td> </tr> </table> </div>	User Login:	JOHNDOE1	State ID:	1234567	User ID:	7654321	Name:	John Doe	Program Entry Date:	12/20/2018	* LWDB:	Capital Area Workforce Development Board	* Office Location:	YOUTH - Johnston Co Industries
User Login:	JOHNDOE1														
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User ID:	7654321														
Name:	John Doe														
Program Entry Date:	12/20/2018														
* LWDB:	Capital Area Workforce Development Board														
* Office Location:	YOUTH - Johnston Co Industries														
<p>4. <b>Skill Type:</b> Select the appropriate type of MSG. In this case, either Post-Secondary Transcript/ Report Card or Secondary Transcript/ Report Card.</p> <p>5. <b>Date Skill Attained:</b> Enter the date the MSG occurred. The date entered should match date on</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p><b>Skill Attainment Information</b></p> <p style="font-size: x-small;">Fill in the following information for the skill achievement. <span style="float: right;">Program: Title I - Workforce Development (WIOA)</span></p> <p>* Skill Type: Post-Secondary Transcript/Report Card</p> <p>* Date Skill Attained: 06/12/2019 Today</p> <p>* Type of Achievement: Completed minimum of 12 credit hours in semester and n</p> <p style="text-align: center; font-size: x-small;">[ Verify   Scan   Upload   Link ]  <input checked="" type="checkbox"/> Other Applicable Documentation, (specify)</p> <p><b>Skills Gain Achievement Type Verification</b></p> <p style="text-align: center; font-size: x-small;"><input checked="" type="radio"/> Other Applicable Documentation, (specify)</p> <p style="text-align: center;">Transcript <span style="float: right;">Reset</span></p> </div>														
<p>6. <b>Type of Achievement:</b> Depending on which Skill Type was selected a different list of Type of Achievements will appear. Both options are shown here.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>* Skill Type: Secondary Transcript/Report Card</p> <p>* Date Skill Attained: Today</p> <p>* Type of Achievement: None Selected</p> <p style="font-size: x-small;">None Selected Report card/transcript for one semester and meets academic standards</p> </div>														
<p>7. <b>Verify   Scan   Upload   Link:</b> Attach the documentation here.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>* Skill Type: Post-Secondary Transcript/Report Card</p> <p>* Date Skill Attained: Today</p> <p>* Type of Achievement: None Selected</p> <p style="font-size: x-small;">None Selected Completed minimum of 12 credit hours in semester and meets academic standards Part-time student and completed at least 12 credit hours over the course of two completed consecutive semesters and meets academic standards</p> </div>														
<p>8. <b>Add a new Case Note:</b> Enter an appropriate Case Note to document the circumstances of the MSG.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p><b>Staff Information</b></p> <p style="font-size: x-small;">[ Add a new Case Note   Show Filter Criteria ]</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th>ID</th> <th>Create Date</th> <th>Subject</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>Edit</td> <td style="text-align: center;">✎</td> </tr> </tbody> </table> <p><b>Signature</b></p> <p><input type="checkbox"/> Create PDF</p> <p><input type="checkbox"/> Include Staff Signature</p> <p style="font-size: x-small;">Applicant Signature _____ Parent/Guardian Signature _____</p> <p style="text-align: center;">Save Cancel</p> </div>	ID	Create Date	Subject	Action			Edit	✎						
ID	Create Date	Subject	Action												
		Edit	✎												
<p>9. Click the <b>Save</b> button at the bottom of the screen.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p><b>Measurable Skills Gain</b></p> <p style="font-size: x-small;">Create Measurable Skills Gain</p> <p style="font-size: x-small;">Please enter EFL gains in the Educational Functioning Level for Measureable Skills Gain screen.</p> <p style="text-align: right;">Search: <input style="width: 100px;" type="text"/></p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th>Date Achieved</th> <th>Skill Type</th> <th>Last Edited By</th> <th>Last Edited Date</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>06/12/2019</td> <td>Post-Secondary Transcript/Report Card</td> <td>Coppley, Nathaniel (5407624)</td> <td>06/12/2019 2:07 PM</td> <td style="text-align: center;"><a href="#">Edit Print</a></td> </tr> </tbody> </table> </div>	Date Achieved	Skill Type	Last Edited By	Last Edited Date	Action	06/12/2019	Post-Secondary Transcript/Report Card	Coppley, Nathaniel (5407624)	06/12/2019 2:07 PM	<a href="#">Edit Print</a>				
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06/12/2019	Post-Secondary Transcript/Report Card	Coppley, Nathaniel (5407624)	06/12/2019 2:07 PM	<a href="#">Edit Print</a>											
<p>10. The system will return you to the Programs menu where the MSG submenu will reflect what you just entered.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p style="font-size: x-small;">Please enter EFL gains in the Educational Functioning Level for Measureable Skills Gain screen.</p> </div>														

## Secondary School Diploma or Equivalent Entry

### Directions

1. Start on the Programs screen with the participant's current WIOA Case expanded to show all the menu options.

2. Click on "[Create Credential](#)"

3. Select your **LWDB** and **Office Location** from the drop-down menus.

4. **Credential Received:** Select High School Diploma or Secondary/High School Equivalency

5. Click **Verify** and then indicate the document used to verify the credential.

6. Complete the scanning/upload process of the diploma.

7. **Date Credential Received:** Enter the date the diploma/equivalency was received by participant as listed on document.

8. Click the Save button at the bottom.

9. The system will then return you to the Programs menu where the MSG submenu will reflect what you just entered.

### System View

Eligibility Summary	
Participation	12/20/2018
Activities / Enrollments / Services	5
Measurable Skills Gain	0
Educational Functioning Level for Measurable Skills Gain	0
Training Justification	0
Credentials	0

[Create Credential](#)

There are no records to display.

**NCWorks online** Track Credentials for WIOA

\* Indicates required fields.

**General Information**

**Program:** WIOA  
**Application Number:** 5905263  
**Name:** Doe, John  
**Application Date:** 12/20/2018  
**Program Participation Date:** 12/20/2018  
**Exit Date:** Not Applicable  
**Maximum date to record after exit:** Not Applicable

\* **LWIA/Region:**

\* **Office Location:**

**Credential Information**

\* **Credential Received:**

**Other Credential:**

**Credential Verification:** [\[ Verify \]](#) [\[ Scan \]](#) [\[ Upload \]](#) [\[ Link \]](#)  
 Copy of Degree or Certificate

**WIOA Credential Verification**

School Records  
 Copy of Degree or Certificate  
 Other (Specify)

\* **Date Credential Received:**  (mm/dd/yyyy)  Today

**Associate to Training/Activity record:** [\[ Search Activities/Services \]](#)

ID	Program	APPID	Credential	Source/Source ID	Date Received	Staff Entered
89157	WIOA	5905263	<a href="#">Secondary / High School Equivalency</a>		06/01/2019	Coppley, Nathaniel

## Progress Report/ Training Milestone Entry

### Directions

1. Start on the Programs screen with the participant's current WIOA Case expanded to show all the menu options.

2. Click on "[Create Measurable Skills Gain](#)"

3. Select your **LWDB** and **Office Location** from the drop-down menus.

4. **Skill Type:** Select the appropriate type of MSG. In this case, Training Milestone

5. **Date Skill Attained:** Enter the date the MSG occurred. The date entered should match date on

6. **Type of Achievement:** Select option from menu.

7. [Verify](#) | [Scan](#) | [Upload](#) | [Link](#):

8. **Add a new Case Note:** Enter an appropriate Case Note to document the circumstances of the MSG.

9. Click the **Save** button at the bottom of the screen.

10. The system will return you to the Programs menu where the MSG submenu will reflect what you just entered.

### System View

**Eligibility Summary**

**Participation** 12/20/2018

**Activities / Enrollments / Services** 5

**Measurable Skills Gain** 0

[Create Measurable Skills Gain](#)

*Please enter EFL gains in the Educational Functioning Level for Measurable Skills Gain screen.*

**NCWorks online** Fill out the information below to create/edit a skill achievement record.

**General Information**

User Login: JOHND0E1

State ID: 1234567

User ID: 7654321

Name: John Doe

Program Entry Date: 12/20/2018

\*LWDB:

\*Office Location:

**Skill Attainment Information**

Fill in the following information for the skill achievement. **Program:** Title I - Workforce Development (WIOA)

\*Skill Type:

\*Date Skill Attained:  Today

\*Type of Achievement:

[ [Verify](#) | [Scan](#) | [Upload](#) | [Link](#) ]

Other Applicable Documentation, (specify)

**Skills Gain Achievement Type Verification**

Other Applicable Documentation, (specify)

\*Type of Achievement:

None Selected

Achieved satisfactory or better progress report towards an established OJT training milestone - not previously recorded

Completed 1 year of Registered Apprenticeship program and achieved satisfactory or better progress report

Other training milestone

**Staff Information**

[ [Add a new Case Note](#) | Show Filter Criteria ]

ID	Create Date	Subject	Action
		Edit	

**Signature**

Create PDF

Include Staff Signature

Applicant Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

**Measurable Skills Gain** 1

[Create Measurable Skills Gain](#)

*Please enter EFL gains in the Educational Functioning Level for Measurable Skills Gain screen.*

Search:

Date Achieved	Skill Type	Last Edited By	Last Edited Date	Action
06/12/2019	Training Milestone	Coppley, Nathaniel (5407624)	08/12/2019 2:07 PM	<a href="#">Edit</a> <a href="#">Print</a>

## Skill Progression Entry

### Directions

1. Start on the Programs screen with the participant's current WIOA Case expanded to show all the menu options.

2. Click on "[Create Measurable Skills Gain](#)"

3. Select your **LWDB** and **Office Location** from the drop-down menus.

4. **Skill Type:** Select the appropriate type of MSG. In this case, Skills Progression.

5. **Date Skill Attained:** Enter the date the MSG occurred. The date entered should match date on

6. **Type of Achievement:** Select option from menu.

7. **Verify | Scan | Upload | Link:** Attach the documentation here.

8. **Add a new Case Note:** Enter an appropriate Case Note to document the circumstances of the MSG.

9. Click the **Save** button at the bottom of the screen.

10. The system will return you to the Programs menu where the MSG submenu will reflect what you just entered.

### System View

Eligibility Summary	
Participation	12/20/2018
Activities / Enrollments / Services	5
Measurable Skills Gain	0

[Create Measurable Skills Gain](#)

*Please enter EFL gains in the Educational Functioning Level for Measureable Skills Gain screen.*

**NCWorks online** Fill out the information below to create/edit a skill achievement record.

**General Information**

User Login: JOHNDOE1  
 State ID: 1234567  
 User ID: 7654321  
 Name: John Doe  
 Program Entry Date: 12/20/2018

\* LWDB:

\* Office Location:

**Skill Attainment Information**

Fill in the following information for the skill achievement. Program: Title I - Workforce Development (WIOA)

\* Skill Type:

\* Date Skill Attained:  Today

\* Type of Achievement:

[ Verify | Scan | Upload | Link ]  
 Other Applicable Documentation, (specify)  
 Skills Gain Achievement Type Verification  
 Other Applicable Documentation, (specify)

[Reset](#)

\* Type of Achievement:

None Selected  
 Successfully completed a required exam for a particular occupation  
 Satisfactory progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams  
 Other skills progression achievement

**Staff Information**

[ Add a new Case Note | Show Filter Criteria ]

ID	Create Date	Subject	Action
		Edit	<a href="#">Edit</a>

**Signature**

Create PDF  
 Include Staff Signature

Applicant Signature: \_\_\_\_\_  
 Parent/Guardian Signature: \_\_\_\_\_

[Save](#) [Cancel](#)

**Measurable Skills Gain** 1

[Create Measurable Skills Gain](#)

*Please enter EFL gains in the Educational Functioning Level for Measureable Skills Gain screen.*

Search:

Date Achieved	Skill Type	Last Edited By	Last Edited Date	Action
06/12/2019	Skills Progression	Coppley, Nathaniel (5407624)	08/12/2019 2:07 PM	<a href="#">Edit</a> <a href="#">Print</a>

## Educational Functional Level Entry

### Directions

1. Start on the Programs screen with the participant's current WIOA Case expanded to show all the menu options.

2. Click on "[Create Educational Functioning Level Record](#)"

3. **Customer Group:** Select (or confirm) the program

4. **LWIA/Region and One Stop Location:** select from the drop-down menus

5. **Assessment Category:** Select either ABE or ESL

6. **Type of Assessment:** Select from NRS approved list

7. **Assessment Form/Version info.:** Enter version (if applicable)

8. **Functional Area:** Select from drop down menu

9. **Date of Pre-Test:** Enter date test was taken by participant

10. **Pre-Test Score:** Enter score achieved by participant  
\* Note: once you enter the score, the **Educational Functioning Level** field tabulates automatically

11. **Position:** verify the correct information is entered

13. **Current Case Manager:** verify the correct information is entered

14. **Add a new Case Note:** Enter an appropriate Case Note

15. Click the **Save** button at the bottom of the screen

### System View

#### Eligibility Summary

<b>Participation</b>	<b>12/20/2018</b>
<b>Activities / Enrollments / Services</b>	<b>5</b>
<b>Measurable Skills Gain</b>	<b>0</b>
<b>Educational Functioning Level for Measurable Skills Gain</b>	<b>0</b>

[Create Educational Functioning Level Record](#)



This page will help you gather WIOA Educational Functioning Level information. Please fill in the required fields and then click the Save button to proceed.

#### General Information

**Participant - Last 4 SSN:** John Doe (\*\*\*-\*\*-xxxx)

**Case ID:** 1234567

\* **Customer Group:**

\* **LWIA/Region:**

**One Stop Location:**

**Basic Skills Deficient at Eligibility:** No

**School Status at Participation:** Not attending school, H.S. Graduate

\* **Test Type:** Pre-Test

\* **Assessment Category:**

\* **Type of Assessment:**

**Assessment Form/Version info:**

\* **Functional Area:**

**Other Functional Area:**

Content Level	
L	K-1
E	2-3
M	4-6
D	6-8
A	9-12

#### Pre-Test

\* **Date of Pre-Test:**  [Today](#)

\* **Pre-Test Score:**

\* **Educational Functioning Level:**

**Score reflects Basic Skills deficient:** No

**Position:**

**Current Case Manager:** **Group:** Capital Area Workforce Development Board  
**Case Manager:** Ballard, Darrin  
**Temporary Case Manager:** Not Applicable  
[Assign Case Manager](#)

[Assign Me](#)  
[Remove Case Manager Assignment](#)

[Add a new Case Note](#) | [Show Filter Criteria](#) ]

ID	Create Date	Subject	Action
		Edit	

16. The system will return you to the Programs menu where the EFL for MSG submenu will reflect the pre-test that was just entered.

17. To enter Post-test information, click on the appropriate link in Functional Area.

18. Scroll to the bottom of the next page and click on [Create Post Assessment Record](#).

Fill in the remaining prompts for the Post Assessments screen:

19. **Assessment Form/Version info:**

20. **Post-Test Score:** Enter score achieved by participant  
 \* Note: once you enter the score, verify the **Educational Functioning Level** field populates correctly

21. **Date Assessed:** Enter Date test was taken by participant

22. **Position:** Verify the correct information is entered

23. **Add a new Case Note:** Enter an appropriate Case Note

16. The system will return you to the Programs menu where the EFL for MSG submenu will reflect the pre-test and post-test that was just entered.

Educational Functioning Level for Measurable Skills Gain 1

[Create Educational Functioning Level Record](#)

Search:

Funct Area	Pre-Test		1st PY Post-Test		2nd PY Post-Test		3rd PY Post-Test	
	Date (PY)	EFL (Category / Level)	Date (PY)	EFL (Category / Level)	Date (PY)	EFL (Category / Level)	Date (PY)	EFL (Category / Level)
<a href="#">Mathematics</a>	06/12/2019 (18)	5 (ABE / Level 5)						

### Post Assessments

No post test records found.

Assessments beyond Year 3 are not reportable in the federal extract file, and will not count in federal performance calculations.

[Create Post Assessment Record](#)

### Post Assessments

**Test Type:** Post-Test

\* **Assessment Category:** ABE

\* **Type of Assessment:** TABE 11-12

**Assessment Form/Version info:**

\* **Post Test Score:**

\* **Educational Functioning Level:** Adult Secondary Ed/High Adult Secondary Education (Level 6)

\* **Date Assessed:**

**Participant remains Basic Skills deficient:** No

\* **Position:**

Educational Functioning Level for Measurable Skills Gain 2

[Create Educational Functioning Level Record](#)

Search:

Funct Area	Pre-Test		1st PY Post-Test		2nd PY Post-Test		3rd PY Post-Test	
	Date (PY)	EFL (Category / Level)	Date (PY)	EFL (Category / Level)	Date (PY)	EFL (Category / Level)	Date (PY)	EFL (Category / Level)
<a href="#">Mathematics</a>	06/12/2019 (18)	5 (ABE / Level 5)	06/29/2019 (18)	6 (ABE / Level 6)				



## Passed a High School Equivalency Subtest or Completed Secondary Education/High School and Enrolled in Post Secondary/Post High School Education

Directions	System View
------------	-------------

1. Start on the Programs screen with the participant's current WIOA Case expanded to show all the menu options.

2. Click on "[Create Measurable Skills Gain](#)"

3. Select your **LWDB** and **Office Location** from the drop-down menus.

<b>Eligibility Summary</b>	
<b>Participation</b>	12/20/2018
<b>Activities / Enrollments / Services</b>	5
<b>Measurable Skills Gain</b>	0
<a href="#">Create Measurable Skills Gain</a> <i>Please enter EFL gains in the Educational Functioning Level for Measureable Skills Gain screen.</i>	

Fill out the information below to create/edit a skill achievement record.

**NCWorks online**

**General Information**

<b>User Login:</b>	JOHNDOE1
<b>State ID:</b>	1234567
<b>User ID:</b>	7654321
<b>Name:</b>	John Doe
<b>Program Entry Date:</b>	12/20/2018
<b>* LWDB:</b>	Capital Area Workforce Development Board
<b>* Office Location:</b>	YOUTH - Johnston Co Industries

4. **Skill Type:** Select the appropriate type of MSG. In this case, Credits attained for EFL OR Passed a High School Equivalency Subtest OR Completed Secondary Education/ High School and Enrolled in Post-Secondary/ Post High School Ed.

5. **Date Skill Attained:** Enter the date the MSG occurred. The date entered should match date on the participant's documentation.

**Skill Attainment Information**

**Program:** Title I - Workforce Development (WIOA)

**\* Skill Type:** Credits Attained for EFL OR Passed a High School Equivalency Subtest OR Completed Secondary Education/High School and Enrolled in Post-Secondary/Post High School Ed

**\* Date Attained:** 10/23/2024 Today

**\* Type of Achievement:** None Selected

None Selected

Achieved High School Diploma (HSD) or High School Equivalent (HSE) Credits from High School programs the State offers (with instruction below Post-HS) that awards Credits for HSD/HSE. Awarded Carnegie Units from High School Programs the State offers (with instruction below Post-HS) for High School Diploma/Equivalent.

Enrolled in instruction below Post-HS education levels and is exiting the Program to Enroll in Post-Secondary/Post-High School Education or Training.

Awarded High School Diploma/Equivalent Credits from State offered Adult High School Credit Program (instruction below Post-HS) and Enrolled in Post-Secondary/High School Education or Training.

Completed a High School Equivalency (HSE) preparation program for GED, HSET, or TASC and Enrolled in Post-Secondary/High School Education.

Successfully passed a subtest on a State-recognized High School Equivalency (HSE) examination.

6. **Type of Achievement:** Select option from menu.

7. **Verify** documentation: write in description of documentation (ie. Test results)

**Skill Attainment Information**

**Program:** Title I - Workforce Development (WIOA)

**\* Skill Type:** Credits Attained for EFL OR Passed a High School Equivalency Subtest OR Completed Secondary Education/High School and Enrolled in Post-Secondary/Post High School Ed

**\* Date Attained:** 10/23/2024 Today

**\* Type of Achievement:** Successfully passed a subtest on a State-recognized High S

[ Verify | Scan | Upload | Link ]

Other Applicable Documentation, (specify)

**Skills Gain Achievement Type Verification**

Other Applicable Documentation, (specify)

test result

Reset

**8. Scan | Upload | Link:**  
 Attach the documentation using one of these methods. Use Document Tags that will allow for early identification in the Documents folder that includes a descriptor and a date (ie. Math Test\_June 2024).

### Document Information

**Document Description:**

**\* Document Tags:** Do not enter Personal Identifiable Information (PII) into this field.  
 Keywords that will be indexed with this attachment.

**User Accessible:**  Yes  No

**Date Received:**   
 If left blank, today's date will be used.  
 (MM/DD/YYYY)

**Document Expires:**

**Medical Document:**

**Sealed Document:**

### Attach Document

[Supported File Format](#)



Multiple documents can be uploaded simultaneously, but must be selected one-by-one.

**8. Add a new Case Note:** Enter an appropriate Case Note to document the circumstances of the MSG.

9. Click the **Save** button at the bottom of the screen.

### Staff Information

[Add a new Case Note](#) | [Show Filter Criteria](#)

ID	Create Date	Subject	Action
		Edit	 

**Signature**

Create PDF  
 Include Staff Signature

Applicant Signature \_\_\_\_\_  
 Parent/Guardian Signature \_\_\_\_\_

10. The system will return you to the Programs menu where the MSG submenu will reflect what you just entered.

Measurable Skills Gain

[Create Measurable Skills Gain](#)

Please enter EFL gains in the Educational Functioning Level for Measurable Skills Gain screen.

Search:

Date Attached	Skill Type	Last Edited By	Last Edited Date	Action
10/23/2024	Credits Attained for EFL OR Passed a High School Equivalency Subject OR Completed Secondary Education/High School and Enrolled in Post-Secondary/Post High School Ed	Member One, Staff (2635)	10/23/2024 9:28 AM	<a href="#">Edit Entry</a>

Page: 1 of 1 Rows: 10

Measurable Skill Gains Desk Reference				
MSG	Definition	Categories of MSG	Documentation Required	NCWorks Keying
Educational Functioning Level (EFL)	Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level.	Pre- and post tests	Pre- and post test results	From the Program's screen -> expand Education Functioning Level for Measurable Skills Gains -> click "Create Educational Functioning Level Record" *
		Participants who exits a program below the postsecondary level (includes a basic education program) and enrolls in postsecondary education and training during the program year.	Postsecondary education or training enrollment determined through data match, survey documentation, or case notes	This MSG is automatically captured by the system when the case manager records the participant's enrollment in postsecondary education or training through follow-up; thorough and complete case notes are important.
		States may report an educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination.	Documentation that demonstrates the passage of a subtest required to obtain a State-recognized high school equivalency.	From the Program's screen -> expand Measurable Skills Gain -> click "Create Measurable Skills Gain" *
Secondary School Diploma/Recognized Equivalent	Documented attainment of a secondary school diploma or its recognized equivalent	Secondary School Diploma	Copy of credential Copy of school record	From the Program's screen -> expand Credentials -> click "Create Credential" *
		Certification of passing scores on all parts of a State Recognized High School Equivalency test	Follow-up survey from program participant Case notes documenting information obtained from education or training provider	
Transcript/Report Card	Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.	Secondary School Diploma	Transcript that demonstrates: grades of D or higher; semester occurred within current program year; participant is in good academic standing	From the Program's screen -> expand Measurable Skills Gain -> click "Create Measurable Skills Gain" *
			Report Card that demonstrates: grades of D or higher; semester occurred within current program year; participant is in good academic standing	
		Postsecondary Education	Transcript that demonstrates: grades of D or higher; semester occurred within current program year; participant is in good academic standing	
			Report Card that demonstrates: grades of D or higher; semester occurred within current program year; participant is in good academic standing	
Training Milestone/Progress Report	Satisfactory or better progress report, towards established milestones from an employer or training provider who is providing training.	Training Milestone/Progress Report	Documentation of a skill gained through OJT or Registered Apprenticeship	From the Program's screen -> expand Measurable Skills Gain -> click "Create Measurable Skills Gain" *
			Contract and/or evaluation from employer or training provider documenting a skill gain	
			Progress report from employer documenting skill gain (or documenting a pay increase resulting from newly acquired skills or increased performance)	
Skill Progression	Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupations skills as evidenced by trade-related benchmarks, such as a knowledge-based exams	Skills Progression	Results of knowledge-based exam or certification of completion	From the Program's screen -> expand Measurable Skills Gain -> click "Create Measurable Skills Gain" *
			Documentation demonstrating progress in attaining technical or occupational skills through an exam or benchmark attainment	
			Documentation from training provider or employer	
			Copy of credential that is required for a particular occupation and only is earned after the passage of an exam	

## Final PY 2023 Local Area Performance Indicator Goals by Program

WDB	Adult					Dislocated Worker					Youth					Wagner-Peyser		
	Employment Q2	Employment Q4	Median Earnings	Credential Attainment	Measurable Skill Gains	Employment Q2	Employment Q4	Median Earnings	Credential Attainment	Measurable Skill Gains	Employment Q2	Employment Q4	Median Earnings	Credential Attainment	Measurable Skill Gains	Employment Q2	Employment Q4	Median Earnings
	PY23	PY23	PY23	PY23	PY23	PY23	PY23	PY23	PY23	PY23	PY23	PY23	PY23	PY23	PY23	PY23	PY23	PY23
33 - Cape Fear	76.0%	73.0%	\$6,000	59.0%	51.0%	74.0%	76.0%	\$7,300	60.5%	53.0%	72.5%	74.5%	\$3,400	48.0%	46.5%	72.7%	72.7%	\$5,410
34 - Capital Area	79.0%	77.5%	\$7,300	67.0%	73.5%	74.0%	75.0%	\$8,355	65.5%	75.0%	75.0%	75.0%	\$4,000	63.7%	48.5%	73.7%	73.7%	\$7,000
35 - Durham	76.5%	77.0%	\$7,052	61.0%	54.5%	78.5%	74.0%	\$7,604	65.5%	58.0%	75.5%	70.3%	\$3,200	54.7%	49.0%	72.0%	72.0%	\$5,700
36 - Centralina	84.0%	80.0%	\$7,052	67.0%	61.0%	82.5%	82.5%	\$7,604	70.5%	60.5%	74.0%	72.4%	\$3,600	59.0%	54.0%	68.8%	68.1%	\$5,600
37 - Charlotte	77.0%	77.0%	\$7,000	57.0%	47.0%	78.0%	76.0%	\$8,700	55.5%	57.0%	77.0%	75.5%	\$3,125	58.0%	47.0%	71.0%	73.0%	\$6,400
40 - Eastern Carolina	77.5%	77.0%	\$6,600	60.0%	53.2%	76.0%	71.0%	\$6,800	60.5%	57.5%	72.0%	71.3%	\$3,400	46.0%	50.0%	67.8%	67.1%	\$5,200
41 - Gaston	78.5%	80.0%	\$7,052	69.0%	70.0%	76.0%	73.4%	\$7,300	75.5%	60.0%	71.7%	65.0%	\$3,700	46.0%	50.0%	67.0%	68.1%	\$5,500
42 - GuilfordWorks	79.5%	79.5%	\$7,052	66.0%	53.2%	80.0%	78.0%	\$7,200	67.5%	53.0%	75.5%	77.5%	\$3,400	55.0%	47.5%	73.0%	73.0%	\$5,410
43 - Kerr-Tar	75.5%	77.5%	\$6,000	65.0%	55.0%	69.5%	73.4%	\$7,000	65.5%	61.0%	72.0%	74.0%	\$3,300	54.0%	48.0%	68.8%	68.1%	\$5,300
44 - Lumber River	85.9%	81.0%	\$6,900	63.4%	49.0%	76.0%	74.0%	\$5,900	65.5%	56.0%	76.0%	78.0%	\$3,300	60.0%	50.0%	68.8%	71.0%	\$5,200
47 - Piedmont Triad	79.0%	77.0%	\$7,052	64.0%	65.0%	80.0%	78.0%	\$7,604	60.5%	65.0%	76.0%	76.0%	\$4,100	56.0%	58.0%	68.8%	68.1%	\$5,500
48 - Foothills	83.5%	83.0%	\$7,052	65.0%	54.0%	75.0%	74.0%	\$6,900	65.1%	55.0%	76.0%	76.0%	\$3,600	60.1%	61.0%	71.0%	71.0%	\$5,410
49 - High Country	77.0%	76.0%	\$6,500	69.0%	52.0%	69.0%	74.0%	\$6,700	70.1%	55.5%	75.0%	77.0%	\$4,300	56.0%	50.0%	63.5%	63.5%	\$5,500
51 - Turning Point	78.5%	77.5%	\$5,900	63.4%	55.0%	80.0%	76.0%	\$6,400	54.1%	67.5%	77.0%	77.0%	\$2,700	51.0%	45.0%	68.8%	68.1%	\$5,000
52 - Rivers East	78.5%	80.0%	\$6,600	57.0%	51.0%	73.0%	73.0%	\$7,000	65.1%	54.0%	71.0%	71.5%	\$3,200	47.7%	45.0%	71.7%	71.7%	\$5,000
55 - Southwestern	82.5%	81.0%	\$7,400	73.0%	51.0%	78.0%	77.0%	\$6,700	61.1%	47.0%	74.5%	75.0%	\$3,100	54.0%	50.0%	68.8%	68.1%	\$5,850
56 - Western Piedmont	84.5%	85.0%	\$7,052	75.0%	56.0%	81.0%	73.4%	\$7,604	69.5%	61.0%	81.0%	79.5%	\$3,900	67.5%	50.0%	68.8%	68.1%	\$5,800
59 - Northeastern	77.5%	77.0%	\$6,450	65.0%	53.2%	76.0%	68.0%	\$6,000	65.1%	59.3%	66.0%	68.5%	\$3,300	51.0%	46.0%	71.0%	68.1%	\$5,410
61 - Mountain Area	80.5%	79.0%	\$7,052	66.0%	53.2%	73.0%	75.0%	\$8,000	67.5%	59.3%	74.0%	74.0%	\$3,800	76.9%	50.0%	68.8%	68.1%	\$5,600
63 - Mid-Carolina	73.5%	72.0%	\$6,700	47.0%	53.2%	64.0%	64.0%	\$7,200	65.1%	59.3%	71.7%	70.0%	\$3,600	52.9%	50.0%	68.8%	68.1%	\$5,410
Statewide	78.5%	77.0%	\$7,052	63.4%	53.2%	71.7%	73.4%	\$7,604	65.1%	59.3%	71.7%	71.3%	\$3,300	52.9%	50.0%	68.8%	68.1%	\$5,410



Performance/ Accountability	410	Date of Actual Dislocation	<b>Record</b> the participant's date of actual dislocation from employment. This date is the last day of employment at the dislocation job. Leave blank if there is no dislocation job (e.g., displaced homemaker) or this data element does not apply to the participant.	R	R	R			One of the following: - Verification from Employer - Rapid Response List - Notice of Layoff - Public Announcement with Follow-Up Cross-Match with UI Database - Self- Attestation
TAA	411	Most Recent Date of Qualifying Separation	<b>Record</b> the participant's most recent date of separation from trade-impacted employment that qualifies the participant to receive benefits and/or services under the Trade Act. Leave blank if there is no qualifying separation date or the separation date is the same as the Date of Actual Dislocation or this data element does not apply to the participant.					R	One of the following: - Verification from Employer - Rapid Response List - Notice of Layoff - Public Announcement with Follow-Up Cross-Match with UI Database - Self- Attestation
TAA	412	Tenure with Employer at Separation	<b>Record</b> the total number of months that the participant was employed with the employer of record as of the participant's most recent qualifying date of separation. Employment of at least one day but less than one month should be recorded as "1". Leave blank if this data element does not apply to the participant.					R	One of the following: - Verification from Employer - Worker List from Firm - Self-Attestation - Cross-Match - Signed Intake Application or Enrollment Form - Case Notes (Note: Self-Attestation only in cases when other allowable source documentation is not available due to records retention timelines expiring.)
Performance/ Accountability	413	Migrant and Seasonal Farmworker Designation as defined at 20 CFR 651.10	<b>Record 1</b> if the participant is a seasonal farmworker, meaning an individual who is employed, or was employed in the past 12 months, in farmwork (as described at 20 CFR 651.10) of a seasonal or other temporary nature and is not required to be absent overnight from his or her permanent place of residence. Non- migrant individuals who are full-time students are excluded. Labor is performed on a seasonal basis where, ordinarily, the employment pertains to, or is of the kind exclusively performed at certain seasons, or periods of the year and which, from its nature, may not be continuous or carried on throughout the year. A worker, who moves from one seasonal activity to another, while employed in farm work, is employed on a seasonal basis even though he or she may continue to be employed during a major portion of the year. A worker is employed on other temporary basis where he or she is employed for a limited time only or his or her performance is contemplated for a particular piece of work, usually of short duration. Generally, employment which is contemplated to continue indefinitely is not temporary. <b>Record 2</b> if the participant is a migrant farmworker, meaning a seasonal farmworker (as defined above) who travels to the job site so that the farmworker is not reasonably able to return to his or her permanent residence within the same day. Full-time students traveling in organized groups rather than with their families are excluded. <b>Record 0</b> if the participant does not meet the condition described above. Leave blank if this data element does not apply to the individual.	R					One of the following: - Self-Attestation - Cross-Match with Public Assistance Records - Case Notes - Cross-Match with State MIS Database - Employment Records
Performance/ Accountability	600	Temporary Assistance to Needy Families (TANF)	<b>Record 1</b> if the participant is listed on the welfare grant or has received cash assistance or other support services from the TANF agency in the last six months prior to participation in the program. <b>Record 0</b> if the participant does not meet the condition described above. Leave blank if this data element does not apply to the participant.	R	R	R			One of the following: - TANF Eligibility Verification - TANF Period of Benefit Receipt Verification - Referral Transmittal from TANF - Cross-Match with TANF Public Assistance Records
Performance/ Accountability	601	Exhausting TANF Within 2 Years (Part A Title IV of the Social Security Act) at Program Entry (WIOA)	<b>Record 1</b> if the participant, at program entry, 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.), regardless of whether receiving these benefits at program entry. <b>Record 0</b> if the participant does not meet the condition described above. <b>Record 9</b> if the data element does not apply to the participant (i.e., the participant has never received TANF, or if the participant has already exhausted lifetime TANF eligibility).	R	R	R			One of the following: - TANF Eligibility Verification - TANF Period of Benefit Receipt Verification - Referral Transmittal from TANF - Cross-Match with TANF Public Assistance Records
Performance/ Accountability	602	Supplemental Security Income (SSI) / Social Security Disability Insurance (SSDI)	<b>Record 1</b> if the participant is receiving or has received SSI under Title XVI of the Social Security Act in the last six months prior to participation in the program. <b>Record 2</b> if the participant is receiving or has received SSDI benefit payments under Title XIX of the Social Security Act in the last six months prior to participation in the program. <b>Record 3</b> if the participant is receiving or has received both SSI and SSDI in the last six months prior to participation in the program. <b>Record 4</b> if the participant is receiving or has received SSI under Title XVI of the Social Security Act in the last six months prior to participation in the program and is a Ticket to Work Program Ticket Holder issued by the Social Security Administration. <b>Record 5</b> if the participant is receiving or has received SSDI benefit payments under Title XIX of the Social Security Act in the last six months prior to participation in the program and is a Ticket to Work Program Ticket holder issued by the Social Security Administration. <b>Record 6</b> if the participant is receiving or has received both SSI and SSDI in the last six months prior to participation in the program and is a Ticket to Work Program Ticket holder issued by the Social Security Administration. <b>Record 0</b> if the participant does not meet any of the conditions described above.	R	R	R			One of the following: - SSI/SSDI Receipt of Benefits Verification - Referral Transmittal from SSA - SSI/SSDI Eligibility Verification - Cross-Match with SSA Database
Performance/ Accountability	603	Supplemental Nutrition Assistance Program (SNAP)	<b>Record 1</b> if the participant is receiving assistance through the Supplemental Nutrition Assistance Program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.) <b>Record 0</b> if the participant does not meet the above criteria.	R	R	R			One of the following: - SNAP Eligibility Verification - Documentation of SNAP Benefit Receipt - Referral Transmittal from SNAP - Cross-Match with SNAP Public Assistance Records
Performance/ Accountability	604	Other Public Assistance Recipient	<b>Record 1</b> if the participant is a person who is receiving or has received cash assistance or other support services from one of the following sources in the last six months prior to participation in the program: General Assistance (GA) (state/local government), or Refugee Cash Assistance (RCA). Does not include foster child payments. <b>Record 0</b> if the participant does not meet the above criteria. Leave blank if this data element does not apply to the participant.		R	R			One of the following: - Copy of Authorization to Receive Cash Public Assistance - Copy of Public Assistance Check - Medical Card Showing Cash Grant Status - Public Assistance Eligibility Verification - Cross-Match
Performance/ Accountability	701	Pregnant or Parenting Youth	<b>Record 1</b> if the participant is a youth who is pregnant, or an individual (male or female) who is providing custodial care for one or more dependents under age 18. <b>Record 0</b> if the participant does not meet the conditions described above. Leave blank if the data is not available.					R	One of the following: - Self-Attestation - Case Notes - Needs Assessment - WIC Eligibility Verification - TANF Single Parent Eligibility Verification - Signed Intake Application or Enrollment Form - Signed Individual Service Strategy

Performance/ Accountability	702	Youth Who Needs Additional Assistance	<b>Record 1</b> if the participant is an out-of-school youth who requires additional assistance to enter or complete an educational program, or to secure and hold employment or an in-school youth who requires additional assistance to complete an educational program or to secure or hold employment as defined by State or local policy. If the State Board defines a policy, the policy must be included in the State Plan. <b>Record 0</b> if the participant does not meet the conditions described above. Leave blank if this data element does not apply to the participant.					R	One of the following (see state policy on definition): - Signed Individual Service Strategy - Self-Attestation - Signed Intake Application or Enrollment Form - Case Notes - Needs Assessment
Performance/ Accountability	704	Foster Care Youth Status at Program Entry (WIOA)	<b>Record 1</b> if the participant, at program entry, is a person aged 24 or under who is currently in foster care or has aged out of the foster care system. <b>Record 0</b> if the participant does not meet the conditions described above.	R	R	R	R	R	One of the following: - Written Confirmation from Social Services Agency - Case Notes - Self-Attestation - Foster Care Agency Referral Transmittal - Signed Intake Application or Enrollment Form - Needs Assessment - Signed Individual Service Strategy
Performance/ Accountability	800	Homeless participant, Homeless Children and Youths, or Runaway Youth at Program Entry (WIOA)	<b>Record 1</b> if the participant, at program entry: (a) lacks a fixed, regular, and adequate nighttime residence; this includes a participant who: is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement; has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground; is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth). This definition does not include a participant imprisoned or detained under an Act of Congress or State law. A participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless. <b>Record 0</b> if the participant does not meet the conditions described above. <b>Note:</b> WIOA youth who meet the definition of homeless as defined in WIOA section 681.210(c)(5) and 681.220(d)(4) are reported in this data element.	R	R	R	R	R	One of the following: - Self-Attestation - Signed Intake Application or Enrollment Form - Written Statement or Referral Transmittal from a Shelter or Social Service Agency - Needs Assessment - Case Notes - Signed Individual Service Strategy - A letter from caseworker or support provider
Performance/ Accountability	801	Ex-Offender Status at Program Entry (WIOA)	<b>Record 1</b> if the participant, at program entry, is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction. <b>Record 0</b> if the participant does not meet any one of the conditions described above. <b>Record 9</b> if the participant did not disclose.	R	R	R	R	R	One of the following: - Documentation from the Juvenile or Adult Criminal Justice System - Written Statement or Referral Document from a Court or Probation Officer - Referral Transmittal from a Reintegration Agency - Signed Intake Application or Enrollment Form - Case Notes - Needs Assessment - Self-Attestation - Signed Individual Service Strategy - Federal Bonding Program Application
Performance/ Accountability	802	Low Income Status at Program Entry (WIOA)	<b>Record 1</b> if the participant, at program entry, is a person who:(a) receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving or in the past 6 months prior to application to the program has received: Assistance through the supplemental nutrition assistance program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.); assistance through the temporary assistance for needy families program under part A of Title IV of the Social Security Act (42 USC 601 et seq.); assistance through the supplemental security income program under Title XVI of the Social Security Act (42 USC 1381); or State or local income-based public assistance. Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level; is an individual who receives, or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.); is a foster child on behalf of whom State or local government payments are made; is a participant with a disability whose own income is at the poverty line but who is a member of a family whose income does not meet this requirement; is a homeless participant or a homeless child or youth or runaway youth (see Data Element #800); or is a youth living in a high-poverty area. <b>Record 0</b> if the participant does not meet the criteria presented above.	R	R	R	R	R	One of the following: - Award Letter From Veteran's Administration - Bank Statements - Pay Stubs - Compensation Award Letter - Court Award Letter - Pension Statement - Employer Statement/Contact - Family or Business Financial Records - Housing Authority Verification - Quarterly Estimated Tax for Self-Employed Persons - Social Security Benefits - UI Claim Documents - Copy of Authorization to Receive Cash Public Assistance - Copy of Public Assistance Check - Public Assistance Eligibility Verification - Cross-Match with Refugee Assistance Records - Cross-Match with Public Assistance Records - Cross-Match with UI Wage Records - Self-Attestation - For Youth Living in a High Poverty Area: Case notes documenting High Poverty Area status
Performance/ Accountability	803	English Language Learner at Program Entry (WIOA)	<b>Record 1</b> if the participant, at program entry, is a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language. <b>Record 0</b> if the participant does not meet the conditions described above.	R	R	R	R	R	One of the following: - Case notes - Assessment Test Results - Applicable Records from Education Institution (transcripts, or other school documentation) - Self-Attestation - Signed Intake Application or Enrollment Form - Signed Individual Service Strategy
Performance/ Accountability	804	Basic Skills Deficient/Low Levels of Literacy at Program Entry	<b>Record 1</b> if the participant is, at program entry: a youth, who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or a youth or adult, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant's family, or in society. <b>Record 0</b> if the participant does not meet the conditions described above.	R	R	R	R	R	One of the following: - Case notes - Assessment Test Results - Applicable Records from Education Institution (transcripts, academic assessments, or other school documentation)

Performance/ Accountability	806	Single Parent at Program Entry (WIOA)	<b>Record 1</b> if the participant, at program entry, is single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women). <b>Record 0</b> if the participant does not meet the condition described above. <b>Record 9</b> if the participant did not self-identify.	R	R	R	R	One of the following: - Self-Attestation - TANF Single Parent Eligibility Verification - Case Notes - Needs Assessment - Signed Intake Application or Enrollment Form - Signed Individual Service Strategy or Employment Plan
Performance/ Accountability	807	Displaced Homemaker at Program Entry (WIOA)	<b>Record 1</b> if the participant, at program entry, 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. <b>Record 0</b> if the participant does not meet the conditions described above.	R	R	R		One of the following: - Self-Attestation - Signed Intake Application or Enrollment Form - Cross-Match with Public Assistance Records - Copy of Spouse's Layoff Notice - Copy of Spouse's Death Record - Copy of Spouse's Permanent Change of Station (PCS) Orders (for a military move or assignment) - Copy of Divorce Records - Copy of Applicable Court Records - Copy of Bank Records (showing financial dependence on spouse, no separate individual income support, or no employment income earned) - Needs Assessment - Signed Individual Employment Plan
Performance/ Accountability	808	Migrant and Seasonal Farmworker Status	<b>Record 1</b> if the participant, at program entry, is a low-income individual (i) who for the 12 consecutive months out of the 24 months prior to application for the program involved, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment; and (ii) faces multiple barriers to economic self-sufficiency. <b>Record 2</b> if the participant, at program entry, is a seasonal farmworker and whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day. <b>Record 3</b> if the participant is a migrant farmworker or seasonal farmworker (as defined above) aged 14-24. <b>Record 4</b> if the participant is an adult program participant and a dependent (as defined in 20 CFR 685.110) of the individual described as a seasonal or migrant seasonal farmworker above. <b>Record 5</b> if the participant is a youth program participant and a dependent (as defined in 20 CFR 685.110) of the individual described as a seasonal or migrant seasonal farmworker above.	R	R	R		One of the following: - Self-Attestation - Case Notes - Cross-Match with Public Assistance Records - NFJP Eligibility Documents used to determine low-income status - Cross-Match with State MIS Database - Cross-Match with H-1B Records - Employer Contract/Letter - Program Application
Performance/ Accountability	900	Date of Program Entry (WIOA)	<b>Record</b> the date on which an individual became a participant as referenced in 20 CFR 677.150 satisfying applicable programmatic requirements for the provision of services. Leave blank if this data element does not apply.	R	R	R	R	One of the following: - Individual Plan for Employment - Electronic Records - Program intake documents, such as eligibility determination documentation or program enrollment forms
Performance/ Accountability (TAA)	901	Date of Program Exit (WIOA)	<b>Record</b> the last date the participant received services that are not self-service, information-only, or follow up services. Record this last date of receipt of services only if there are no future services, that are not self-service, information-only, or follow up services, planned from the program. For Titles I, II and III, record the last date of funded service(s). For Vocational Rehabilitation programs, record the date when the participant's record of service is closed pursuant to 34 CFR 361.43 or 361.56. Leave blank if this data element does not apply to the participant	R	R	R	R	One of the following: - A copy of the letter sent to the individual indicating that the case was closed - WIOA status/exit forms - Electronic Records - Attendance records - Review of service records identifying the last qualifying service (and lack of a planned gap)
TAA	902	Date of First Case Management and Employment Service	<b>Record</b> the date on which the participant begins receiving his or her first case management and employment service funded by a program following a determination of eligibility to participate in the program.				R	One of the following: - Cross-Match - Case notes
Performance/ Accountability	906	Date of First WIOA Youth Service	<b>Record</b> the date on which the participant began receiving his or her first WIOA youth service (i.e., 1 of the 14 youth program elements in WIOA §129(c)(2)). Leave blank if the participant did not receive services funded by the WIOA Youth program.				R	One of the following: - Electronic Records - Case Notes - Signed Individual Service Strategy - Vendor Contract - Attendance Record - Sign-in Sheets - Activity Sheets - Cross-Match
Performance/ Accountability	907	Recipient of Incumbent Worker Training	<b>Record 1</b> if the participant received Incumbent Worker training services under WIOA section 134(a)(3)(A)(i) and/or 134(a)(2)(A)(i). <b>Record 2</b> if the participant received Incumbent Worker training services by Local Formula funds under WIOA section 134(d)(4). <b>Record 3</b> if the participant received Incumbent Worker training services under both Statewide funds (Governor's Reserve and/or Rapid Response) WIOA section 134(a)(3)(A)(i) and/or 134(a)(2)(A)(i) and Local Formula funds under WIOA section 134(d)(4). <b>Record 4</b> if the participant received Incumbent Worker training services under H1B. <b>Record 5</b> if the participant received incumbent Worker training services under a National Dislocated Worker Grant (DWG) (WIOA section 170). <b>Record 6</b> if the participant received Incumbent Worker training services under a National Farmworker Job Program (NFJP) (WIOA section 167). <b>Record 0</b> if the participant did not receive services under the condition described above, or received services by a local area with statewide funds passed down from the state to the local area.	R	R	R		One of the following: - Signed IWT Contract - Cross-Match - Case Notes
Performance/ Accountability (TAA)	908	Rapid Response	<b>Record 1</b> if the participant participated in rapid response activities authorized at WIOA section 134(a)(2)(A)(i)(i). <b>Record 0</b> if the participant did not receive services under the condition described above. <b>Record 9</b> if grantee is unable to track enrollment in the program. Leave blank if this data element does not apply to the participant.	R		R	R	One of the following: - Cross-Match - Case Notes - Self-Attestation - Rapid Response List
TAA	915	TAA Petition Number	<b>Record</b> the petition number (and full alphabetical suffix, if applicable) of the certification which applies to the participant's group. If there is more than one petition number, create multiple records in the PIRL for each occurrence. Leave blank if this data element does not apply to the participant.				R	One of the following: - Employer Worker List - Designation of Eligibility Form - Case Notes



Performance/ Accountability (TAA)	923	Other Reasons for Exit (WIOA)	<b>Record 01</b> if the participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant. <b>Record 02</b> if the participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program. <b>Record 03</b> if the participant is deceased. <b>Record 04</b> if the participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days. <b>Record 05</b> if the participant is in the foster care system as defined in 45 CFR 1355.20(a), and exits the program because the participant has moved from the area as part of such a program or system (Youth participants only). <b>Record 06</b> if the participant, who was determined to be eligible, is later determined not to have met eligibility criteria. <b>NOTE:</b> This circumstance applies only to the VR program, in which participant eligibility is routinely revisited during the participation period. For titles I, II, and III program eligibility is determined at the time an individual becomes a participant. <b>Record 07</b> if the participant is a criminal offender in a correctional institution under section 225 of WIOA. <b>Record 00</b> if the participant meets none of the above conditions.	R	R	R	R	R	One of the following: - Information from partner services - WIOA or program status/exit forms - Electronic Records - Withdrawal form with explanation - Information from institution or facility - Case Notes
TAA	924	TAA Application Date	<b>Record</b> the date on which the individual first applied for Trade Act services or benefits under the applicable certification.					R	One of the following: - Electronic Records - Designation on Eligibility form - TAA Application Form - Cross-Match
TAA	925	Date of First TAA Benefit or Service	<b>Record</b> the date of the first Trade funded benefit or service received after the participant was determined eligible to participate.					R	One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/ Accountability	1001	Date of First Basic Career Service (Staff-Assisted)	<b>Record</b> the first date the participant received any staff-assisted basic services (includes any career service under WIOA section 134(c)(2)(A)(i)-(xi) that is not provided via self-service or information-only services and activities)". Leave blank if the participant did not receive a staff-assisted basic career service.	R	R	R			One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/ Accountability	1002	Most Recent Date Received Basic Career Services (Self-Service/ Information-Only)	<b>Record</b> the most recent date a job seeker accessed self-services or information-only services or activities during the reporting period, either a physical location or remotely via the use of electronic technologies. Self-service does not uniformly apply to all virtually accessed services; i.e., virtual accessed services that provide a level of support above independent job or information seeking on the part of a reportable individual or participant would not qualify as self-service. Information-only activities or services may be either self-service or staff assisted. Leave blank if the reportable individual or participant did not access a self-service or information-only basic career service.	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/ Accountability	1003	Most Recent Date Received Basic Career Services (Staff-Assisted)	<b>Record</b> the most recent date on which the participant received any basic career service (includes any career service under WIOA Section 134(c)(2)(A)(i)-(xi) that is not provided via self-service or information services and activities). Leave blank if the participant did not receive a basic career service with significant staff involvement.	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/ Accountability	1004	Date of Most Recent Career Service (WIOA)	<b>Record</b> the date on which career services (both basic and individualized) were last received (excluding self-services, information services or activities, or follow-up services). Leave blank if the participant did not receive career services.	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/ Accountability	1005	Most Recent Date Received Staff-Assisted Services (DVOP specialist)	<b>Record</b> the most recent date on which the participant received any career service provided by a DVOP specialist. Leave blank if the participant did not receive a service with significant staff involvement or this data element does not apply to the participant.	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/ Accountability	1006	Date Referred to Department of Veterans Affairs Vocational Rehabilitation and Employment Program	<b>Record</b> the most recent date on which the participant was referred to the Department of Veterans Affairs Vocational Rehabilitation and Employment Program.	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/ Accountability	1007	Date of Most Recent Reportable Individual Contact	<b>Record</b> the most recent date on which the job seeker had reportable individual level contact, including provision of identifying information or enrollment, with one or more applicable programs.	R	R	R			One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/ Accountability	1102	Most Recent Date Received Staff-Assisted Career Guidance Services	<b>Record</b> the most recent date on which the participant received career guidance services with significant staff involvement. Career guidance services include the provision of information (including information on local performance and eligible training providers), materials, suggestions, or advice intended to assist the job seeker in making occupation or career decisions. Leave blank if the participant did not receive a career guidance service.	R					One of the following: - Case Notes - Cross-Match - Electronic Records

Performance/ Accountability	1104	Most Recent Date Received Staff-Assisted Job Search Activities	Record the most recent date that the participant was provided job search activities with significant staff involvement, and which are designed to help the participant plan and carry out a successful job hunting strategy. The services include resume preparation assistance, job search workshops, job finding clubs, and development of a job search plan. "Resume Assistance" - Providing instructions on the content and format of resumes and cover letters and providing assistance in the development and production of the same. "Job Search Workshops" - An organized activity that provides instructions on resume writing, application preparation, interviewing skills, and/or job lead development. "Job Finding Clubs" - Have all the elements of a Job Search Workshop, plus a period of structured application where participants attempt to obtain jobs. "Job Search Planning" - Development of a plan (not necessarily a written plan) that includes the necessary steps and timetables to achieve employment in specific occupational, industry, or geographic area.  Leave blank if the participant did not receive a job search activity with significant staff involvement.  Additional Note: This definition excludes participants who receive workforce information services or attend a TAP employment workshop. Those services will be collected and reported separately.	R					One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/ Accountability	1105	Most Recent Date Referred to Employment	Indicate the most recent date that the participant received a referral to employment which included significant staff involvement. A referral to employment is (a) the act of bringing to the attention of an employer a job seeker or group of registered job seekers who are available for a job and (b) the record of such a referral. Leave blank if the participant did not receive a referral to employment.	R					One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/ Accountability	1106	Most Recent Date Referred to Federal Training	Record the most recent date that the participant was referred to a training program supported by the Federal Government, such as WIOA-funded projects, TAA, Adult Education, Vocational Rehabilitation and Job Corps. Leave blank if the participant did not receive a referral to federal training.	R					One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/ Accountability	1112	Most Recent Date Received Unemployment Insurance (UI) Claim Assistance	Indicate the most recent date a job seeker was provided meaningful assistance in filing a UI claim. Leave blank if the participant did not receive unemployment insurance claim assistance.	R					One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/ Accountability	1113	Most Recent Date Referred to Other Federal/State Assistance	Record the most recent date a job seeker was referred to Other Federal/State Assistance. This may include Supplemental Nutrition Assistance Program (SNAP) benefits, Temporary Assistance for Needy Families (TANF), health insurance assistance, child support assistance, tax preparation support, and any other Federal or State assistance programs. Leave blank if the participant was not referred to Other Federal/State assistance.	R					One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/ Accountability	1200	Date of First Individualized Career Service	<b>Record</b> the first date the participant received any individualized career service on or after the date of participation. Individualized Career Services include development of an Individual Employment Plan, Pre-Vocational Services, provision of comprehensive skills and career assessments, internships or work experiences, financial literacy services, English as Second Language Services, or any other service that comprises a significant amount of staff time with an individual participant as described in WIOA sec. 134(c)(2)(xii). Leave blank if the participant did not receive any individualized career service or this data element does not apply to the individual.	R	R	R			One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/ Accountability	1201	Most Recent Date Received Individualized Career Service	<b>Record</b> the most recent date on which the participant received individualized career services as described in WIOA sec. 134(c)(2)(xii).	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/ Accountability (TAA)	1202	Date Individual Employment Plan Created	<b>Record</b> the date on which the participant's Individual Employment Plan (IEP) was created or otherwise established to identify the participant's employment goals, their appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals. Leave blank if an employment plan was not created for the participant, or if the individual is not a participant.	R	R	R		R	One of the following: - Cross-Match - Case Notes - Signed Individual Employment Plan or Individual Service Strategy - Electronic Records
Performance/ Accountability	1205	Type of Work Experience	If the participant received work experience, record the appropriate code to indicate the type of work experience provided to the participant. <b>Record 1</b> if the participant participated in summer employment or an internship during the summer months (WIOA Youth). <b>Record 2</b> if the participant participated in an internship or employment opportunity during the non-summer months or if it extends beyond the summer months. <b>Record 3</b> if the participant participated in a pre-apprenticeship program. <b>Record 4</b> if the participant participated in job shadowing. <b>Record 5</b> if the participant participated in on-the-job training (WIOA Youth). <b>Record 6</b> if the participant participated in a transitional job, as defined in WIOA Section 134(d)(5). <b>Record 7</b> if the participant participated in another type of work experience not covered in 1 through 5. <b>Record 0</b> if the participant did not participate in a work experience. Leave blank if this data element does not apply to the participant. <b>NOTE:</b> Code Value 6 should only be selected when other work experience opportunities are provided that are not captured elsewhere. This code value is also for use with Adult, Dislocated Worker, and Dislocated Worker Grants programs only. <b>NOTE:</b> If employment opportunities not limited to summer months are part of a pre-apprenticeship program, or if on-the-job training for WIOA Youth is part of a pre-apprenticeship program, choose Code 3 for pre-apprenticeship.	R	R	R	R		One of the following: - Case Notes - Signed Work Experience Agreement - Electronic Records
Performance/ Accountability	1206	Date Received Financial Literacy Services	<b>Record</b> the date, at any time during participation in the program, that the participant received any financial literacy services. He or she may include services that help with creating budgets, initiate checking and savings accounts at banks, applying for and managing loans and credit cards, learning about credit reports and credit scores, and identifies identity theft. Leave blank if this data element does not apply to the participant.	R	R	R	R		One of the following: - Activity sheets - Sign-in sheets - Attendance record - Vendor contract - Case Notes - Electronic Records
Performance/ Accountability	1211	Transitional Jobs	<b>Record 1</b> if the participant received work experience at a transitional job as described in WIOA Section 134(d)(5). <b>Record 0</b> if the participant did not receive transitional jobs training as described above.		R	R			One of the following: - Electronic Records - Case Notes - Signed Transitional Job Agreement

Performance/ Accountability	1300	Received Training (WIOA)	<b>Record 1</b> if the participant received training services. <b>Record 0</b> if the participant did not receive training services.	R	R	R	R	One of the following: - Cross-match - Vendor/Training Provider Records - Signed Training Contract - Individual Training Account (ITA) - Electronic Records
Performance/ Accountability	1301	Eligible Training Provider - Name - Training Service #1 (WIOA)	Enter the name of the eligible training provider where the participant received training.  Leave blank if this data element does apply to the participant.		R	R		One of the following: - Vendor Training Records - Receipts - Cross-Match - Attendance Sheets or Records - Signed Training Contract - Individual Training Account (ITA)
Performance/ Accountability (TAA)	1302	Date Entered Training #1 (WIOA)	<b>Record</b> the date on which the participant's first training service actually began. Leave blank if the participant did not receive a first training service or this data element does not apply to the participant.		R	R	R	One of the following: - Individual Training Account (ITA) - Vendor Training Records - Electronic Records - Attendance Sheets or Records - Case Notes
Performance/ Accountability (TAA)	1303	Type of Training Service #1 (WIOA)	Use the appropriate code to indicate the type of approved training being provided to the participant. <b>NOTE:</b> If OJT or Skill Upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. <b>NOTE:</b> Code 06 should only be utilized when other codes are clearly not appropriate. <b>Record 00</b> if the participant did not receive a training service. Leave blank if this data element does not apply to the participant.		R	R	R	One of the following: - Copy of enrollment record - Case Notes - Cross-match between dates of service and vendor training information - Vendor training documentation - Electronic Records - Individual Training Account (ITA) - Attendance records
Performance/ Accountability (TAA)	1306	Occupational Skills Training Code #1	Enter the 8 digit O*Net 4.0 (or later versions) code that best describes the training occupation for which the participant received training services. Leave blank if occupational code is not available or not known. Additional <b>NOTES:</b> If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the participant receives multiple training services, use the occupational skills training code for the most recent training.		R	R	R	One of the following: - Cross-Match - Case notes - Signed Individual Employment Plan or Training Plan - Signed Training Contract - Individual Training Account (ITA)
Performance/ Accountability (TAA)	1307	Training Completed #1	<b>Record 1</b> if the participant completed approved training. <b>Record 0</b> if the participant did not complete training (withdrew). Leave blank if the participant did not receive a first training service or this data element does not apply to the participant.		R	R	R	One of the following: - Cross-match - Vendor Training Records - Attendance Sheets or Records - Case Notes - Electronic Records - Individual Training Account (ITA)
Performance/ Accountability (TAA)	1308	Date Completed, or Withdrew from, Training #1	<b>Record</b> the date when the participant completed training or withdrew permanently from training. If multiple training services were received, record the most recent date on which the participant completed training. Leave blank if the participant did not receive a first training service or this data element does not apply to the participant.		R	R	R	One of the following: - Cross-match - Vendor Training Records - Attendance Sheets or Records - Case Notes - Electronic Records
Performance/ Accountability	1309	Date Entered Training #2	<b>Record</b> the date on which the participant's second training service actually began. Leave blank if the participant did not receive a second training service or this data element does not apply to the participant.		R	R	R	One of the following: - Vendor Training Records - Electronic Records - Attendance Sheets or Records - Case Notes - Individual Training Account (ITA)
Performance/ Accountability	1310	Type of Training Service #2 (WIOA)	If the participant received a second type of training, record the appropriate code to indicate the type of approved training being provided to the participant. <b>NOTE:</b> If OJT or Skill Upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. <b>NOTE:</b> Code 06 should only be instances when other codes are clearly not appropriate. <b>Record 00</b> if the participant did not receive a second training service. Leave blank if this data element does not apply to the participant.		R	R	R	One of the following: - Copy of enrollment record - Case Notes - Cross-match between dates of service and vendor training information - Vendor training documentation - Electronic Records - Individual Training Account (ITA) - Attendance records
Performance/ Accountability	1311	Occupational Skills Training Code #2	Enter the 8 digit O*Net 4.0 (or later versions) code that best describes the training occupation for which the participant received training services. Leave blank if occupational code is not available or not known. Additional <b>NOTES:</b> If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the participant receives multiple training services, use the occupational skills training code for the most recent training.		R	R		One of the following: - Cross-Match - Case notes - Signed Individual Employment Plan or Training Plan - Signed Training Contract - Individual Training Account (ITA)

Performance/ Accountability	1312	Training Completed #2	<b>Record 1</b> if the participant completed approved training. <b>Record 0</b> if the participant did not complete training (withdrew). Leave blank if the participant did not receive a second training service or this data element does not apply to the participant.		R	R	R	One of the following: - Cross-Match - Vendor Training Records - Electronic Records - Attendance Sheets or Records - Case Notes - Individual Training Account (ITA)
Performance/ Accountability	1313	Date Completed, or Withdrew from, Training #2	<b>Record</b> the date when the participant completed training or withdrew permanently from training. If multiple training services were received, record the most recent date on which the participant completed training. Leave blank if the participant did not receive a second training service or this data element does not apply to the participant.		R	R	R	One of the following: - Cross-Match - Vendor Training Records - Electronic Records - Attendance Sheets or Records - Case Notes - Individual Training Account (ITA)
Performance/ Accountability	1314	Date Entered Training #3	<b>Record</b> the date on which the participant's third training service actually began. If the participant received more than three training services, record the date on which the participant actually began the last (or most recent) training service. Leave blank if the participant did not receive a third training service or this data element does not apply to the participant.		R	R	R	One of the following: - Vendor Training Records - Electronic Records - Attendance Sheets or Records - Case Notes - Individual Training Account (ITA)
Performance/ Accountability	1315	Type of Training Service #3 (WIOA)	If the participant received a third type of training, record the appropriate code to indicate the type of approved training being provided to the participant. <b>NOTE:</b> If OJT or Skill Upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. <b>NOTE:</b> Code 06 should only be utilized when other codes are clearly not appropriate. <b>Record 00</b> if the participant did not receive a third service. Leave blank if this data element does not apply to the participant. <b>Additional NOTE:</b> If the participant receives more than three training services, record the last (or most recent) training services received by the participant in this field.		R	R	R	One of the following: - Copy of enrollment record - Case Notes - Cross-match between dates of service and vendor training information - Vendor training documentation - Electronic Records - Individual Training Account (ITA) - Attendance records
Performance/ Accountability	1316	Occupational Skills Training Code #3	Enter the 8 digit O*Net 4.0 (or later versions) code that best describes the training occupation for which the participant received training services. Leave blank if occupational code is not available or not known or if this data element does not apply to the participant. <b>Additional NOTES:</b> If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the participant receives multiple training services, use the occupational skills training code for the most recent training.		R	R		One of the following:: - Cross-Match - Case notes - Signed Individual Employment Plan or Training Plan - Signed Training Contract - Individual Training Account (ITA)
Performance/ Accountability	1317	Training Completed #3	<b>Record 1</b> if the participant completed approved training. <b>Record 0</b> if the participant did not complete training (withdrew). Leave blank if the participant did not receive a third training service or this data element does not apply to the participant.		R	R	R	One of the following: - Cross-Match - Vendor Training Records - Electronic Records - Attendance Sheets or Records - Case Notes - Individual Training Account (ITA)
Performance/ Accountability	1318	Date Completed, or Withdrew from, Training #3	<b>Record</b> the date when the participant completed training or withdrew permanently from training. If multiple training services were received, record the most recent date on which the participant completed training. Leave blank if the participant did not receive a third training service or this data element does not apply to the participant.		R	R	R	One of the following: - Cross-Match - Vendor Training Records - Electronic Records - Attendance Sheets or Records - Case Notes - Individual Training Account (ITA)
Performance/ Accountability	1319	Established Individual Training Account (ITA)	<b>Record 1</b> if any of the individual's services were purchased utilizing an Individual Training Account funded by WIOA Title I. This information can be updated anytime during participation. <b>Record 0</b> if the individual does not meet the condition described above. Leave blank if this data element does not apply to the participant.		R	R		One of the following: - Cross-Match - Case notes - Individual Training Account (ITA) Approval, Allocation or Activation Records
TAA	1321	Waiver from Training Requirement	Use the appropriate code to indicate the reason for which a waiver from the training requirements was issued to the participant. <b>Record 0</b> if the participant did not receive a training waiver. Leave blank if this data element does not apply to the participant.					R One of the following: - Waiver Documentation in Case File (that includes initial approval and renewals at 30 day intervals) - Cross-Match with State UI Records of TRA Checks - Verification Form from UI or Employment Counselor
TAA	1322	Date of Most Recent Case Management and Reemployment Service	<b>Record</b> the date on which the participant received his or her most recent Case Management and Reemployment Service. Leave blank if this does not apply to the participant.					R One of the following: - Cross-Match - Case notes
TAA	1323	Date Waiver From Training Requirement Issued	<b>Record</b> the date on which the participant received his or her most recent waiver from training. Leave blank if this does not apply to the participant.					R One of the following: - Waiver Documentation in Case File - Cross-Match with State UI Database - Verification Form from UI or Employment Counselor

Performance/ Accountability	1332	Participated in Postsecondary Education During Program Participation (WIOA)	<b>Record 1</b> if the participant was in a postsecondary education program that leads to a credential or degree from an accredited postsecondary education institution at any point during program participation <b>Record 0</b> if the participant was not a postsecondary education program that leads to a credential or degree from an accredited postsecondary education institution during program participation. Leave blank if this does not apply to the participant. <b>NOTE:</b> This data element relates to the credential indicator denominator and those who are recorded as 1 are included in the credential rate denominator. This element is a subset of PIRL 1811. Do not record 1 if the participant was first enrolled in postsecondary education after exiting the program.		R	R	R		One of the following: - Data match with postsecondary data system - Copy of enrollment record - Case Notes - School records or verification of enrollment - Transcript or report card
Performance/ Accountability	1401	Enrolled in Secondary Education Program (WIOA)	<b>Record 1</b> if the participant was enrolled in a Secondary Education Program at or above the 9th grade level. A Secondary Education program includes both secondary school and enrollment in a program of study with instruction designed to lead to a high school equivalent credential. Examples may include adult high school credit programs and programs designed to prepare participants to pass recognized high school equivalency exams such as the GED, HISET, or TASC. Programs of study designed to teach English proficiency skills or literacy skills below the 9th grade equivalent are not considered Secondary Education Programs. States may use this coding value if the participant was either already enrolled in education or training at the time of application to the program OR became enrolled in an education or training program at or above the 9th Grade level at any point while participating in the program. <b>Record 0</b> if the participant was not enrolled in a secondary education program at or above the 9th grade level.		R	R	R		One of the following: - Copy of enrollment record - Case Notes - School records or verification of enrollment - Transcript or report card - Data match to State K-12 data system
Performance/ Accountability	1402	Most Recent Date Received Educational Achievement Services	<b>Record</b> the most recent date on which the participant received an educational achievement service. Educational achievement services include, but are not limited to, 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 postsecondary credential. Leave blank if the participant did not receive educational achievement services or this data element does not apply to the individual.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/ Accountability	1403	Most Recent Date Received Alternative Secondary School Services	<b>Record</b> the most recent date on which the participant received alternative secondary school services, or dropout recovery services, as appropriate. Leave blank if the participant did not receive alternative secondary school services or dropout recovery services.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/ Accountability	1405	Most Recent Date Received Work Experience Opportunities	<b>Record</b> the most recent date on which the youth participant received work experience opportunities that have as a component academic and occupational education. Work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experiences include: summer employment opportunities and other employment opportunities available throughout the school year; pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities. Leave blank if the participant did not receive work experience opportunities or this data element does not apply to the participant.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/ Accountability	1406	Date Enrolled in Post Exit Education or Training Program Leading to a Recognized Postsecondary Credential (WIOA)	<b>Record</b> the date the participant is enrolled in an education or training program that leads to a recognized postsecondary credential after program exit. Leave blank if this data element does not apply to the participant. <b>NOTE:</b> This element only applies to participants who exited secondary education and obtained a secondary school diploma or its equivalency per Sec 116(b)(2)(A)(iii). This data element applies to the Credential Rate indicator.		R	R	R		One of the following: - Case Notes - School records or verification of enrollment - Transcript or report card. - Cross-Match - Follow-up survey from program participants
Performance/ Accountability	1407	Most Recent Date Received Education Offered Concurrently with Workforce Preparation	<b>Record</b> the most recent date on which the participant received education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. Leave blank if the participant did not receive education offered concurrently with workforce preparation.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/ Accountability	1408	Most Recent Date Received Leadership Development Opportunities	<b>Record</b> the most recent date on which the participant received services that include, but are not limited to, opportunities that may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate. Leave blank if the participant did not receive a leadership development service or this data element does not apply to the participant.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/ Accountability	1409	Most Recent Date Received Supportive Services	<b>Record</b> the most recent date on which the participant received a supportive service (WIOA section 134(d)(2)) which include, but are not limited to, assistance with transportation, child care, dependent care, and housing that are necessary to enable the participant to participate in programs which provide career and training services as defined in WIOA sec. 134(c)(2) and 134(c)(3). Support services for youth participants include; (a) linkages to community services; (b) assistance with transportation; (c) assistance with child care and dependent care; (d) assistance with housing; (e) needs-related payments; (f) assistance with educational testing; (g) reasonable accommodations for youth with disabilities; (h) referrals to healthcare; (i) assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye gear; (j) assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and (k) payments and fees for employment and training-related applications, tests, and certifications. Leave blank if the participant did not receive supportive services or this data element does not apply to the participant.		R	R	R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match

Performance/ Accountability	1410	Most Recent Date Received Adult Mentoring Services	<b>Record</b> the most recent date on which the participant received adult mentoring services. Adult mentoring services may last for at least 12 (twelve) months and may occur both during and after program participation. Leave blank if the participant did not receive adult mentoring services or this data element does not apply to the participant.					R	One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/ Accountability	1411	Most Recent Date Received Comprehensive Guidance/ Counseling Services	<b>Record</b> the most recent date on which the participant received comprehensive guidance and counseling services, which may include drug and alcohol abuse counseling. Leave blank if the participant did not receive comprehensive guidance and counseling services or this data element does not apply to the participant.					R	One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/ Accountability	1412	Most Recent Date Received Youth Follow-up Services	<b>Record</b> the most recent date on which the youth participant received follow-up services after exiting the program. Follow-up services for youth participants are described as: <b>(a)</b> Follow-up services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise. <b>(b)</b> Follow-up services for youth may also include the following program elements: (1) Supportive services; (2) Adult mentoring; (3) Financial literacy education; (4) 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 (5) Activities that help youth prepare for and transition to postsecondary education and training. <b>(c)</b> All youth participants must be offered the opportunity to receive follow-up services that align with their Individual Service Strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 (twelve) months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. Leave blank if the participant did not receive follow-up services or if this data element does not apply to the participant.					R	One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/ Accountability	1413	Most Recent Date Youth Received Entrepreneurial Skills Training	<b>Record</b> the most recent date on which the participant participated in entrepreneurial skills training. Leave blank if the participant did not participate in entrepreneurial skills training.					R	One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/ Accountability	1414	Most Recent Date Youth Received Services that provide Labor Market Information and Employment Information	<b>Record</b> the most recent date on which the participant participated in 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. Leave blank if the participant did not participate in these services.					R	One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/ Accountability	1415	Most Recent Date Youth Received Postsecondary Transition and Preparatory Activities	<b>Record</b> the most recent date on which a youth participant received activities that helped them to prepare for and transition to postsecondary education and training. Leave blank if the participant did not participate in activities that helped them to prepare for and transition to postsecondary education and training.					R	One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/ Accountability	1500	Received Needs-Related Payments	<b>Record 1</b> if the participant received needs-related payments (WIOA section 134(d)(3)) for the purpose of enabling the participant to participate in approved training funded under WIOA Title I.B. <b>Record 0</b> if the participant did not receive any needs-related payments as described above. Leave blank if this data element does not apply to the participant.			R	R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
TAA	1511	Date Received First Basic TRA Payment	<b>Record</b> the date on which the participant received their first Basic TRA payment. Leave blank if the participant did not receive a Basic TRA Payment, or if the individual is not a TAA participant.					R	One of the following: - Cross-Match - Request for allowance - Electronic Records
TAA	1526	Date Received First Completion TRA Payment	<b>Record</b> the date on which the participant received his/her first Completion TRA payment. Leave blank if the participant did not receive a Remedial/Prerequisite TRA Payment, or if the individual is not a TAA participant.					R	One of the following: - Cross-Match - Request for allowance - Electronic Records
TAA	1534	Date Received First A/RTAA Payment	<b>Record</b> the date on which the participant received his or her first Alternative/Reemployment Trade Adjustment Assistance (A/RTAA) payment. Leave blank if the individual is not a TAA participant.					R	One of the following: - Cross-match - Request for Allowance - Electronic Records

TAA	1535	Number of A/RTAA Payments Current Quarter	Record the number of A/RTAA payments paid to the participant in the current report quarter. "0" if this data element does not apply to the participant. Leave blank if the individual is not a TAA participant.						R	One of the following: - Cross-match - Request for Allowance - Electronic Records
IT	1600	Employed in 1st Quarter After Exit Quarter (WIOA)	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the military. Record 0 if the participant was not employed in the first quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	R	R	R	R			One of the following: - UI wage data match/administrative wage match, such as the National Directory of New Hires - Follow-up survey from program participants - Pay check stubs, tax records, W2 form - Quarterly tax payment forms, such as a IRS form 941 - Document from employer on company letterhead attesting to an individual's employment status and earnings - Self-employment worksheets signed and attested to by program participants - Detailed case notes verified by employer and signed by the counselor
IT	1601	Type of Employment Match 1st Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the first quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the first quarter after the exit quarter. If the participant is not found in wage records, grant recipients may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the first quarter after the quarter of exit.	R	R	R	R			One of the following (consistent with TEGL 26-16): - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1602	Employed in 2nd Quarter After Exit Quarter (WIOA)	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the military. Record 0 if the participant was not employed in the second quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	R	R	R	R		R	One of the following: - UI wage data match/administrative wage match, such as the National Directory of New Hires - Follow-up survey from program participants - Pay check stubs, tax records, W2 form - Quarterly tax payment forms, such as a IRS form 941 - Document from employer on company letterhead attesting to an individual's employment status and earnings - Self-employment worksheets signed and attested to by program participants - Detailed case notes verified by employer and signed by the counselor
IT	1603	Type of Employment Match 2nd Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the second quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the second quarter after the exit quarter. If the participant is not found in wage records, grantees may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the second quarter after the quarter of exit.	R	R	R	R			One of the following (consistent with TEGL 26-16): - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1604	Employed in 3rd Quarter After Exit Quarter (WIOA)	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the military. Record 0 if the participant was not employed in the third quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	R	R	R	R			One of the following: - UI wage data match/administrative wage match, such as the National Directory of New Hires - Follow-up survey from program participants - Pay check stubs, tax records, W2 form - Quarterly tax payment forms, such as a IRS form 941 - Document from employer on company letterhead attesting to an individual's employment status and earnings - Self-employment worksheets signed and attested to by program participants - Detailed case notes verified by employer and signed by the counselor
IT	1605	Type of Employment Match 3rd Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the third quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the third quarter after the exit quarter. If the participant is not found in the wage records, grantees may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the third quarter after the quarter of exit.	R	R	R	R			One of the following (consistent with TEGL 26-16): - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)

IT	1606	Employed in 4th Quarter After Exit Quarter (WIOA)	<b>Record 1</b> if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). <b>Record 2</b> if the participant is in a Registered Apprenticeship. <b>Record 3</b> if the participant is in the military. <b>Record 0</b> if the participant was not employed in the fourth quarter after the quarter of exit. <b>Record 9</b> if the participant has exited but employment information is not yet available.	R	R	R	R	R	<p>One of the following:</p> <ul style="list-style-type: none"> <li>- UI wage data match/administrative wage match, such as the National Directory of New Hires</li> <li>- Follow-up survey from program participants</li> <li>- Pay check stubs, tax records, W2 form</li> <li>- Quarterly tax payment forms, such as a IRS form 941</li> <li>- Document from employer on company letterhead attesting to an individual's employment status and earnings</li> <li>- Self-employment worksheets signed and attested to by program participants</li> <li>- Detailed case notes verified by employer and signed by the counselor</li> </ul>
IT	1607	Type of Employment Match 4th Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the fourth quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the fourth quarter after the exit quarter. If the participant is not found in the wage records, grantees may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. <b>Record 0</b> if the participant was not employed in the fourth quarter after the quarter of exit.	R	R	R	R		<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> <li>- Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate)</li> <li>- Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service)</li> <li>- Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires)</li> <li>- State New Hires Registry</li> <li>- Signed Follow-up Survey Response from Program Participants</li> <li>- Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16)</li> <li>- Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation</li> <li>- Railroad Retirement System</li> <li>- Quarterly Tax Payment Forms (such as IRS Form 941)</li> <li>- A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings)</li> <li>- Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants</li> <li>- Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)</li> </ul>
IT	1608	Employment Related to Training (2nd Quarter After Exit) (WIOA)	<b>Record 1</b> if the participant received training services and obtained employment directed related to the training services received. <b>Record 0</b> if the participant received training services and did not obtain employment directly related to the training services received. Leave blank if the data is not available.	R	R	R	R		<p>One of the following:</p> <ul style="list-style-type: none"> <li>- UI Wage Records</li> <li>- Supplemental data sources defined by TEGL 26-16 follow up services</li> <li>- Surveys</li> <li>- Record sharing and/or automated record matching with other employment and administrative databases,</li> <li>- Other out of state federal wage record systems,</li> <li>- Case notes</li> </ul>
IT	1610	Occupational Code (if available)	<b>Record</b> the 8-digit occupational code that best describes the participant's employment using the O*Net Version 4.0 (or later versions) classification system. This information can be based on any job held after exit from the program. Leave blank if occupational code is not available or not known, or the data element does not apply. Additional <b>NOTES</b> : This information can be based on any job held after exit and only applies to adults, dislocated workers, and youth who entered employment in the quarter after the exit quarter. If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the individual had multiple jobs, use the occupational code for the most recent job held.	R	R	R			<p>One of the following:</p> <ul style="list-style-type: none"> <li>- UI Wage Records</li> <li>- Supplemental data sources defined by TEGL 26-16 follow up services</li> <li>- Surveys</li> <li>- Record sharing and/or automated record matching with other employment and administrative databases</li> <li>- Other out of state federal wage record systems</li> <li>- Case notes</li> </ul>
IT	1611	Entered Non-Traditional Employment	<b>Record 1</b> if the participant's employment is 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. Non-traditional employment can be based on either local or national data, and both males and females can be in non-traditional employment. This information can be based on any job held after exit and only applies to adults, dislocated workers, and youth who entered employment in the second quarter after the exit quarter. <b>Record 0</b> if the participant does not meet the condition described above. <b>Record 9</b> if not known.		R	R			<p>One of the following:</p> <ul style="list-style-type: none"> <li>- UI Wage Records</li> <li>- Supplemental data sources defined by TEGL 26-16 follow up services</li> <li>- Surveys</li> <li>- Record sharing and/or automated record matching with other employment and administrative databases</li> <li>- Other out of state federal wage record systems</li> <li>- Case notes</li> </ul>
IT	1612	Occupational Code of Employment 2nd Quarter After Exit Quarter (if available)	<b>Record</b> the 8-digit occupational code that best describes the participant's employment using the O*Net Version 4.0 (or later versions) classification system.	R	R	R			<p>One of the following:</p> <ul style="list-style-type: none"> <li>- UI Wage Records</li> <li>- Supplemental data sources defined by TEGL 26-16 follow up services</li> <li>- Surveys</li> <li>- Record sharing and/or automated record matching with other employment and administrative databases</li> <li>- Other out of state federal wage record systems</li> <li>- Case notes</li> </ul>
IT	1613	Occupational Code of Employment 4th Quarter After Exit Quarter (if available)	<b>Record</b> the 8-digit occupational code that best describes the participant's employment using the O*Net Version 4.0 (or later versions) classification system.	R	R	R			<p>One of the following:</p> <ul style="list-style-type: none"> <li>- UI Wage Records</li> <li>- Supplemental data sources defined by TEGL 26-16 follow up services</li> <li>- Surveys</li> <li>- Record sharing and/or automated record matching with other employment and administrative databases</li> <li>- Other out of state federal wage record systems,</li> <li>- Case notes</li> </ul>
IT	1614	Industry Code of Employment 1st Quarter After Exit Quarter	<b>Record</b> the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if wages 1st quarter after the exit quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	R	R	R			<p>One of the following:</p> <ul style="list-style-type: none"> <li>- UI Wage Records</li> <li>- Supplemental data sources defined by TEGL 26-16 follow up services</li> <li>- Surveys</li> <li>- Record sharing and/or automated record matching with other employment and administrative databases</li> <li>- Other out of state federal wage record systems</li> <li>- Case notes</li> </ul>



IT	1615	Industry Code of Employment 2nd Quarter After Exit Quarter	<b>Record</b> the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if wages 2nd quarter after the exit quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	R	R	R		One of the following: - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases - Other out of state federal wage record systems - Case notes
IT	1616	Industry Code of Employment 3rd Quarter After Exit Quarter	<b>Record</b> the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if wages 3rd quarter after the exit quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	R	R	R		One of the following: - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases - Other out of state federal wage record systems - Case notes
IT	1617	Industry Code of Employment 4th Quarter After Exit Quarter	<b>Record</b> the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if wages 4th quarter after the exit quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	R	R	R		One of the following: - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases - Other out of state federal wage record systems - Case notes
IT	1618	Retention with the Same Employer in the 2nd Quarter and the 4th Quarter (WIOA)	<b>Record 1</b> if the participant's employer in the second quarter also matches the employer in the fourth quarter. <b>Record 0</b> if the participant is not employed in the second or fourth quarters after exit, or the employer in the second quarter does not match the employer in the fourth quarter.	R	R	R	R	One of the following (consistent with TEGL 26-16): - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1700	Earnings 3rd Quarter Prior to Participation Quarter	<b>Record</b> total earnings from wage records for the third quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	R	R	R		One of the following (consistent with TEGL 26-16): - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1701	Earnings 2nd Quarter Prior to Participation Quarter	<b>Record</b> total earnings from wage records for the second quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	R	R	R		One of the following (consistent with TEGL 26-16): - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)

IT	1702	Earnings 1st Quarter Prior to Participation Quarter	<b>Record</b> total earnings from wage records for the first quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	R	R	R	R	<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> <li>- Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate)</li> <li>- Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service)</li> <li>- Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires)</li> <li>- State New Hires Registry</li> <li>- Signed Follow-up Survey Response from Program Participants</li> <li>- Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16)</li> <li>- Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation</li> <li>- Railroad Retirement System</li> <li>- Quarterly Tax Payment Forms (such as IRS Form 941)</li> <li>- A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings)</li> <li>- Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants</li> <li>- Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)</li> </ul>
IT	1703	Earnings 1st Quarter After Exit Quarter (WIOA)	<b>Record</b> total earnings for the first quarter after the quarter of exit. <b>Record</b> 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	R	R	R	R	<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> <li>- Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate)</li> <li>- Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service)</li> <li>- Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires)</li> <li>- State New Hires Registry</li> <li>- Signed Follow-up Survey Response from Program Participants</li> <li>- Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16)</li> <li>- Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation</li> <li>- Railroad Retirement System</li> <li>- Quarterly Tax Payment Forms (such as IRS Form 941)</li> <li>- A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings)</li> <li>- Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants</li> <li>- Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)</li> </ul>
IT	1704	Earnings 2nd Quarter After Exit Quarter (WIOA)	<b>Record</b> total earnings for the second quarter after the quarter of exit. <b>Record</b> 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	R	R	R	R	<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> <li>- Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate)</li> <li>- Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service)</li> <li>- Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires)</li> <li>- State New Hires Registry</li> <li>- Signed Follow-up Survey Response from Program Participants</li> <li>- Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16)</li> <li>- Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation</li> <li>- Railroad Retirement System</li> <li>- Quarterly Tax Payment Forms (such as IRS Form 941)</li> <li>- A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings)</li> <li>- Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants</li> <li>- Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)</li> </ul>
IT	1705	Earnings 3rd Quarter After Exit Quarter (WIOA)	<b>Record</b> total earnings for the third quarter after the quarter of exit. <b>Record</b> 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	R	R	R	R	<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> <li>- Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate)</li> <li>- Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service)</li> <li>- Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires)</li> <li>- State New Hires Registry</li> <li>- Signed Follow-up Survey Response from Program Participants</li> <li>- Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16)</li> <li>- Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation</li> <li>- Railroad Retirement System</li> <li>- Quarterly Tax Payment Forms (such as IRS Form 941)</li> <li>- A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings)</li> <li>- Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants</li> <li>- Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)</li> </ul>
IT	1706	Earnings 4th Quarter After Exit Quarter (WIOA)	<b>Record</b> total earnings for the fourth quarter after the quarter of exit. <b>Record</b> 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	R	R	R	R	<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> <li>- Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate)</li> <li>- Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service)</li> <li>- Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires)</li> <li>- State New Hires Registry</li> <li>- Signed Follow-up Survey Response from Program Participants</li> <li>- Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16)</li> <li>- Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation</li> <li>- Railroad Retirement System</li> <li>- Quarterly Tax Payment Forms (such as IRS Form 941)</li> <li>- A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings)</li> <li>- Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants</li> <li>- Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)</li> </ul>

Performance/ Accountability (TAA)	1800	Type of Recognized Credential (WIOA)	Use the appropriate code to record the type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree attained by the participant who received education or training services. <b>Record 0</b> if the participant received education or training services, but did not attain a recognized diploma, degree, license or certificate. Leave blank if data element does not apply to the participant. <b>NOTE:</b> Diplomas, degrees, licenses, or certificates must be attained either during participation or within one year of exit. This data element applies to both the Credential Rate indicator and the Measurable Skills Gain indicator for all programs.	R	R	R	R	R	One of the following: - Cross-Match - Copy of credential - Copy of school record - Signed Follow-up Survey Response from Program Participant - Case notes documenting information obtained from education or training provider
Performance/ Accountability (TAA)	1801	Date Attained Recognized Credential (WIOA)	<b>Record</b> the date on which the participant attained a recognized credential. Leave blank if the participant did not attain a degree or certificate.	R	R	R	R	R	One of the following: - Cross-Match - Copy of credential - Copy of school record - Signed Follow-up Survey Response from Program Participant - Case notes documenting information obtained from education or training provider
Performance/ Accountability	1802	Type of Recognized Credential #2 (WIOA)	Use the appropriate code to record the type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree attained by the participant who received education or training services. <b>Record 0</b> if the participant received education or training services, but did not attain a recognized diploma, degree, license, or certificate. Leave blank if data element does not apply to the participant. <b>NOTE:</b> Diplomas, degrees, licenses, or certificates must be attained either during participation or within one year of exit. This data element applies to both the Credential Rate indicator and the Measurable Skills Gain indicator for all DOL programs.		R	R	R		One of the following: - Cross-Match - Copy of Credential - Copy of School Records - Signed Follow-up Survey Response from Program Participant - Case Notes documenting information obtained from education or training provider
Performance/ Accountability	1803	Date Attained Recognized Credential #2 (WIOA)	<b>Record</b> the date on which the participant attained a second recognized credential. Leave blank if the participant did not attain a second recognized credential, or if this data element does not apply.		R	R	R		One of the following: - Cross-Match - Copy of Credential - Copy of School Records - Signed Follow-up Survey Response from Program Participant - Case Notes documenting information obtained from education or training provider
Performance/ Accountability	1804	Type of Recognized Credential #3 (WIOA)	Use the appropriate code to record the type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree attained by the participant who received education or training services but did not attain a recognized diploma, degree, license, or certificate. Leave blank if data element does not apply to the participant. <b>NOTE:</b> Diplomas, degrees, licenses, or certificates must be attained either during participation or within one year of exit. This data element applies to both the Credential Rate indicator and the Measurable Skills Gain indicator for all DOL programs.		R	R	R		One of the following: - Cross-Match - Copy of Credential - Copy of School Records - Signed Follow-up Survey Response from Program Participant - Case Notes documenting information obtained from education or training provider
Performance/ Accountability	1805	Date Attained Recognized Credential #3 (WIOA)	<b>Record</b> the date on which the participant attained a third recognized credential. Leave blank if the participant did not attain a third recognized credential, or if this data element does not apply.		R	R	R		One of the following: - Cross-Match - Copy of Credential - Copy of School Records - Signed Follow-up Survey Response from Program Participant - Case Notes documenting information obtained from education or training provider
Performance/ Accountability	1806	Date of Most Recent Measurable Skill Gains: Educational Functioning Level (EFL) (WIOA)	<b>Record</b> the most recent date the participant who received instruction below the postsecondary education level achieved at least one EFL. EFL gain may be documented in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer secondary school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year. Leave blank if this data element does not apply to the participant.		R	R	R		One of the following: - Pre- and post-test results measuring EFL gain - Adult High School transcript showing EFL gain through the awarding of credits or Carnegie units - Postsecondary education or training enrollment determined through data match, survey documentation, or program notes
Performance/ Accountability	1807	Date of Most Recent Measurable Skill Gains: Postsecondary Transcript/Report Card (WIOA)	<b>Record</b> the most recent date of the participant's transcript or report card for postsecondary education who complete a minimum of 12 hours per semester, or for part-time students a total of at least 12 credit hours over the course of two completed semesters during the same 12 month period, that shows a participant is meeting the State unit's academic standards. Leave blank if this data element does not apply to the participant.		R	R	R		One of the following: - Transcript - Report Card
Performance/ Accountability	1808	Date of Most Recent Measurable Skill Gains: Secondary Transcript/Report Card (WIOA)	<b>Record</b> the most recent date of the participant's transcript or report card for secondary education for one semester showing that the participant is meeting the State unit's academic standards. Leave blank if this data element does not apply to the participant.		R	R	R		One of the following: - Transcript - Report Card
Performance/ Accountability	1809	Date of Most Recent Measurable Skill Gains: Training Milestone (WIOA)	<b>Record</b> the most recent date that the participant had a satisfactory or better progress report towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of one year of a registered apprenticeship program, etc.). Leave blank if this data element does not apply to the participant.		R	R	R		One of the following: - Documentation of a skill gained through OJT or Registered Apprenticeship - Contract and/or evaluation from employer or training provider documenting a skill gain - Progress report from employer documenting a skill gain
Performance/ Accountability	1810	Date of Most Recent Measurable Skill Gains: Skills Progression (WIOA)	<b>Record</b> the most recent date the participant successfully completed an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams. Leave blank if this data element does not apply to the participant.		R	R	R		One of the following: - Results of knowledge-based exam or certification of completion - Documentation demonstrating progress in attaining technical or occupational skills through an exam or benchmark attainment - Documentation from training provider or employer - Copy of a credential that is required for a particular occupation and only is earned after the passage of an exam

Performance/ Accountability	1811	Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment (WIOA)	<b>Record</b> the date the participant was enrolled during program participation in an education or training program that leads to a recognized postsecondary credential, including a secondary education program, or training program that leads to employment as defined by the core program in which the participant participates. States may use this coding value if the participant was either already enrolled in education or training at the time of program entry or became enrolled in education or training at any point while participating in the program. If the participant was enrolled in postsecondary education at program entry, the date in this field should be the date of Program Entry. This includes, but is not limited to, participation in Job Corps or Youthbuild or Adult Education or secondary education programs. Leave blank if the data element does not apply to the participant. <b>NOTE:</b> This data element applies to the Measurable Skill Gains Indicator, and specifically will be utilized to calculate the denominator. It encompasses all education and training program enrollment.		R	R	R		One of the following: - Case Notes - School records or verification of enrollment - Transcript or report card - Cross-Match
Performance/ Accountability	1813	Date Completed, During Program Participation, an Education or Training Program Leading to a Recognized Postsecondary Credential, or Employment (WIOA)	<b>Record</b> the date the participant complete, during program participation, an education or training program that leads to a recognized postsecondary credential, including a secondary education program, or training program that leads to employment as defined by the core program in which the participant participates. States may use this coding value if the participant was either already enrolled in education or training at the time of program entry or became enrolled in education or training at any point while participating in the program. If the participant was enrolled in postsecondary education at program entry, the date in this field should be after the date of Program Entry. This includes, but is not limited to, participation in Job Corps, Youthbuild, a Registered Apprenticeship program, Adult Education or secondary education programs. Leave blank if the data element does not apply to the participant. <b>NOTE:</b> This data element applies to the Measurable Skill Gains Indicator, and specifically will be utilized to calculate the denominator. It encompasses all education and training program enrollment.		R	R	R		One of the following: - Cross-Match - Copy of Diploma, Credential or Degree Awarded by Education Institution - Applicable Records from Education Institution (GED certificate, transcripts, report card, enrollment record, or other school documentation) - Signed File Documentation with Information Obtained from Education or Training Provider - Case Notes - Self-Attestation
Performance/ Accountability	1900	Youth 2nd Quarter Placement (Title I) (WIOA)	<b>Record 1</b> if the participant is enrolled in occupational skills training (including advanced training). <b>Record 2</b> if the participant is enrolled in postsecondary education. <b>Record 3</b> if the participant is enrolled in secondary education. <b>Record 0</b> if the participant was not placed in any of the above conditions.				R		One of the following: - Cross-Match - Copy of registration record - Case Notes - School records or verification of enrollment - Transcript or report card - Vendor/training provider training documentation
Performance/ Accountability	1901	Youth 4th Quarter Placement (Title I) (WIOA)	<b>Record 1</b> if the participant is enrolled in occupational skills training (including advanced training). <b>Record 2</b> if the participant is enrolled in postsecondary education. <b>Record 3</b> if the participant is enrolled in secondary education. <b>Record 0</b> if the participant was not placed in any of the above conditions.				R		One of the following: - Cross-Match - Copy of registration record - Case Notes - School records or verification of enrollment - Transcript or report card - Vendor/training provider training documentation