

# Core Data Elements and Common Definitions for Employment and Training Programs



## A Report to Congress

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1995



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## Executive Summary

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Historically, each federally funded employment and training program has been authorized independently to meet particular needs and has established its reporting requirements and related definitions independently. Consequently, related programs collect similar information and define the same terms in substantially *different* ways. At the Federal level, this situation undermines coordinated planning and oversight. However, its effects are most severe at the State and local levels, where it creates costly and time-consuming barriers to the provision of comprehensive services. Federal and State initiatives aimed at the development of integrated service strategies have created a new sense of urgency regarding the need to remove these barriers.

In response to a legislative mandate contained in the 1992 amendments to the Job Training Partnership Act to “identify a core set of consistently defined data elements” for the major Federal employment and training programs, the Department of Labor undertook the Core Data Elements Project. It was joined in this effort by the Departments of Agriculture, Education, and Health and Human Services, and by the National Occupational Information Coordinating Committee, the General Accounting Office, the Census Bureau, the Bureau of Labor Statistics, and the National Governors Association.

A workgroup was formed to look at reporting requirements for Adult Education State Administered Basic Grants, Vocational Education Programs authorized by the Carl Perkins Act, the Employment Service, JTPA Titles II and III, Job Corps, JOBS, and the Food Stamp Employment and Training Program. The workgroup began by identifying data elements that were common to two or more programs and by compiling related definitions. Based on the common elements, a recommended set of core data elements was identified. Common definitions of the terms used in the core data elements were also developed. The recommended core data elements and common definitions are presented in this report.

The benefits offered by establishing core data elements and common definitions across programs are substantial. They include:

- . Removal of identified barriers to coordination and integration of services across employment and training programs at the State and local levels
- Enhancement of program planning and oversight capability at the Federal, State, and local levels
- Facilitation of integrated client tracking and referral systems
- 0 Removal of barriers to efficient customer service

Therefore, the Core Data Elements Project Workgroup recommends that the Departments of Agriculture, Education, Health and Human Services, and Labor adopt the core data elements and common definitions for use in their programs. Specifically, the Workgroup recommends that, if a participating program collects information on a topic covered by a core data element, it do so in a

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way that is consistent with the element and its common definition. That is, insofar as the agencies require reporting of information on subjects that are covered by the core data elements, the corresponding core data elements and common definitions should be used. It is recommended that changes in current reporting requirements be made in the course of each program's normal process for reviewing and updating its information systems.

In addition, the Workgroup recognizes that the need for consistent definitions goes beyond reported data. They urge the participating agencies to continue to collaborate on the development of common definitions for key program terms, expanding their efforts to encompass additional program areas.

## Introduction

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The 1992 amendments to the Job Training Partnership Act (JTPA) of 1982 directed the Secretaries of Labor, Education, and Health and Human Services, along with other appropriate departments and the National Occupational Information Coordinating Committee, to “identify a core set of consistently defined data elements” for the major Federal employment and training programs.’ Toward that end, the Core Data Elements Project Workgroup was formed. In addition to the mandated agencies, the Department of Agriculture, the General Accounting Office, the Census Bureau, the Bureau of Labor Statistics, and the National Governors Association were represented in the group.

The purpose of the legislative mandate was to achieve greater consistency in reported data among employment and training programs. Therefore, the Workgroup began by looking at reporting requirements for the Food Stamp Employment and Training Program, Adult Education State Administered Basic Grants, Vocational Education Programs authorized by the Carl Perkins Act, the Job Opportunities and Basic Skills (JOBS) Training Program, Job Training Partnership Act Titles II and III, Job Corps, and Employment Service — State Grants. These programs have combined appropriations of more than \$7 billion for fiscal year 1994. (See Exhibit 1.) The Workgroup found that there is considerable similarity across these seven programs in both the types of information reported to the Federal level and the terms used to describe that information. For example, the programs generally collect information on characteristics of the population served and services provided, and the majority collect information on outcomes achieved. Historically, however, agencies have not coordinated their activities in establishing data collection requirements and related definitions. Rather, each program has developed its own unique set of definitions and formats for reported data elements, in large part to fulfill statutory program requirements.

The Workgroup’s first task was to identify common data elements from among the many elements currently collected by the seven programs. A data element was considered “common” if it was reported in two or more programs. A limited number of data elements with significant policy implications were deferred for future consideration. Other elements were added to provide minimal coverage in three areas: characteristics of the clients served, services received and completed, and outcomes achieved. Next, the Workgroup developed a lengthy compendium of the terms and definitions established for these common data elements under existing reporting requirements. (See Appendix A.) The compendium provided the basis for the development of two products: a recommended set of core data elements for use in planning and oversight of employment and training programs (Exhibit 2) and common definitions (page 17) for terms used in these data elements.

The core data elements and common definitions were circulated in draft by each of the participating agencies for review by experts and practitioners at the Federal, State, and local levels. (Reviewers are listed in Appendix B.) In addition to providing helpful comments on specific data elements and definitions, reviewers expressed strong support for the mission of the Core Data Elements Project.

**Exhibit 1**

**Employment and Training Administration  
Department of Labor**

**Employment and Training Programs  
Included in Core Data Elements Project**

<b>Program</b>	<b>Agency</b>	<b>Enabling Legislation</b>	<b>FY 1994 Appropriation (Millions)</b>
<b>Food Stamp</b> Employment and Training Program	Food and Nutrition Service, Department of Agriculture	Food Stamp Act	\$164.0
Adult Education State Administered Basic Grants	Division of Adult Education and Literacy, Department of Education	Adult Education Act	\$254.6
Vocational Education Programs Authorized by the Carl Perkins Act	Division of Vocational-Technical Education, Department of Education	Carl Perkins Act	\$972.6
Job Opportunities and Basic Skills ,(JOBS) Training Program	Administration for Children and Families, Department of Health and Human Services	Social Security Act	\$1,000.0
Job Training Partnership Act Titles II and III	Employment and Training Administration, Department of Labor	Job Training Partnership Act	\$3,153.6
Job Corps	Employment and Training Administration, Department of Labor	Job Training Partnership Act	\$966.1
Employment Service — State Grants	Employment and Training Administration, Department of Labor	Wagner-Peyser Act	\$810.9

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They urged the agencies to continue the process of developing common definitions for employment and training programs. In particular, they noted their need for common definitions of terms used in describing a client's status relative to a program and in determining eligibility for services.

The reviewers' recommendations reflect an emerging sense of urgency regarding the need to eliminate barriers to integration of services. This urgency is felt most strongly at the State and local levels, where the concept of service integration becomes a practical reality and the problems created by inconsistent data collection requirements and definitions demand costly and time-consuming solutions. The message is clear: Consistency in reported data is an important first step, but the process of developing consistent definitions must continue if States and localities are to realize the potential of Federal initiatives aimed at the development of State human resource investment councils, coherent strategies for addressing worker dislocation and readjustment, and "one-stop" service delivery systems.

Therefore, the Core Data Elements Project Workgroup recommends that the core data elements and common definitions be adopted for use by the seven participating programs. It urges the Secretaries of Agriculture, Education, Health and Human Services, and Labor to commit to continued collaboration on the development of common definitions. Specifically, it recommends that the scope of these efforts be expanded to include examination of terms used in determining eligibility for program services and identification of statutory barriers to common definitions. The workgroup's specific recommendations are presented on pages 13 and 14.



## The Benefits of Establishing Core Data Elements and Common Definitions across Employment and Training Programs

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Along with definitions established by law and regulation, additional definitions established in Federal reporting requirements become a program's language. Unfortunately, unique program terms make communication difficult, and using different definitions for the same terms complicates matters further. In addition, to the extent that program language has an effect on operational behavior, differences in language create differences in program operation.

The federal government does at least one thing very well: It generates red tape. But not one inch of that red tape appears by accident. In fact, the government creates it all with the best of intentions. It is time now to put aside our reverence for those good intentions and examine what they have created — a system that makes it hard for our civil servants to do what we pay them for, and frustrates taxpayers who rightfully expect their money's worth.

National Performance Review, *Creating a Government that Works Better and Costs Less*

Reporting requirements also shape the data collected by a program and the automated systems that support data collection and customer service. When basic data elements and definitions are not consistent across programs, joint planning and coordination of services are undermined, bodies responsible for program oversight are unable to make simple comparisons across programs, and the feasibility of data exchange and development of unified management information systems is diminished.

Ultimately, inconsistent data and definitions make it more difficult for programs to provide efficient and effective customer service because they create barriers to collaboration between programs. The Core Data Elements Project focused on seven employment and training programs: Adult Education State Administered Basic Grants, Vocational Education Programs authorized by the Carl Perkins Act, the Employment Service, JTPA Titles II and III, Job Corps, JOBS, and the Food Stamp Employment and Training Program. Its purpose was to benefit the customers served by these programs by beginning the process of reducing barriers to collaboration created by differences in reporting requirements.

### **Benefit I: Removal of identified barriers to coordination and integration of services across employment and training programs at the State and local levels.**

In recent years, there has been a growing emphasis placed on coordination across employment and training programs.<sup>2</sup> Coordination was a cornerstone of the Job Training Partnership Act. It mandated the inclusion of representatives from the education and employment security systems in State job training coordination councils and local private industry councils. It also set aside targeted funds for coordination with educational agencies and gave governors the authority to establish coordination criteria that must be met by local job training programs as a condition of plan approval. These mechanisms helped governors establish statewide coordination initiatives. Perhaps most important, JTPA provisions regarding cost limitations virtually required local programs to coordinate with other employment and training programs and social services in order to provide comprehensive services. Consequently, the State and local councils established under JTPA often became settings and catalysts for increased coordination within loosely defined employment and training systems.

The Family Support Act of 1988, which amended the Social Security Act and established the JOBS program, also emphasized coordination across employment and training programs. Governors were required to ensure coordination among JOBS and programs funded under the Job Training Partnership Act, the Adult Education Act, and the Carl Perkins Act. The State plan for JOBS had to be consistent with the coordination criteria established under the State plan for JTPA, and review by the State job training coordinating council established under JTPA was required. Again, funding provisions created incentives for linking employment and training programs. In addition, States were allowed to fund case managers to coordinate services across programs for individual clients. An early survey of States on their implementation of the JOBS program showed, in fact, that JOBS relied heavily on other employment and training programs as sources of educational services and occupational training.<sup>3</sup>

One of the most often cited barriers to better coordination and program integration of federal human resource development programs is differing definitions of the same or similar terms.

This variation impedes efforts to develop common intake forms and procedures, assessment tools and procedures, and case management systems. It also confuses eligibility determination, and complicates cross-training of staff and exchange of clients among programs. Finally, it creates redundancy in recordkeeping, which probably increases administrative costs.

National Governors Association, *Streamlining and Integrating Human Resource Development Services for Adults*

The 1992 amendments to the Job Training Partnership Act strengthened linkages among employment and training programs in several ways. Public assistance agencies were added to the entities that must be represented on local private industry councils, and the coordination responsibilities of local service delivery areas were made more explicit. States were required to describe the steps taken by the agencies responsible for administration of JOBS and JTPA to "ensure coordination and avoid duplication . . . in the planning and delivery of services."<sup>4</sup> Conforming amendments were made to the Wagner-Peyser Act and Title IV of the Social Security Act. In addition, the amendments allowed States to establish human resource investment councils instead of State job training coordinating councils. These councils may provide oversight of JTPA, vocational education activities funded under the Carl Perkins Act, Adult Education, the Employment Service, JOBS, and the Food Stamp Employment and Training Program.

These changes have created a framework that complements and supports State initiatives for the development of comprehensive workforce development programs. Now, the Federal Government must work proactively to "remove those barriers to collaboration which frustrate the natural collaborative instincts of the system's professionals and which are found in legislation and in policies formulated to respond to legislative mandates."<sup>5</sup>

In 1991, the National Governors Association (NGA)<sup>6</sup> surveyed State and local program administrators and policymakers representing 13 federally funded programs that provide education and training services to adults. These programs included all of the programs in the Core Data Elements Project except the Job Corps. In *Streamlining and Integrating Human Resource Development Services for Adults*, NGA reported that respondents identified lack of consistency in definitions across programs as a significant barrier to streamlining the human resource development services they provided. A majority of respondents agreed that standard definitions should be established for the following terms: long-term welfare recipient; displaced homemaker; literacy;



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participant; job placement; entered employment; and terms having an effect on eligibility, educational placement, and termination or case closure. They also suggested an extensive list of other terms that they believed should be standardized. (See Appendix C.) Many of these terms are included among the core data elements and common definitions.

The need for standardization of common terms was also seen in a 1991 study of the JTPA role in coordination.<sup>7</sup> In that study, interviews were conducted with staff of 60 coordination projects. Site visits were made to nine of the projects. The projects represented a wide range of coordination relationships and arrangements. Activities directly affecting the delivery of services to clients included joint intake and eligibility determination, joint assessment, case management or enhanced referrals, joint service delivery, and joint job development or placement. Activities affecting agency operations were joint planning, training, and information exchange; integrated management information systems and forms; co-location of facilities or outstationing of staff; and sharing of staff and resources.

In general, the respondents reported that the benefits of coordination far outweighed the costs. Coordination benefitted customers by giving them access to a wider range of services, while reducing barriers to accessing those services. But coordination also provided substantial benefits for the agencies involved. The perceived benefits were as follows:

- Enhanced performance outcomes
- Access to additional resources
- Ability to secure additional funding
- Greater flexibility in using funds
- Ability to offer wider range of services targeted at client needs
- Increased knowledge and communication among agency staff
- Ability to share credit for client outcomes
- Ability to place clients through other agencies at little or no additional cost
- Increased operational efficiency and reduction of duplicative agency efforts
- Better tracking of services rendered, by clients and outcomes
- Enhanced ability to serve mandated client groups
- Improved image with clients, employers, and the community
- Ability to specialize in areas of expertise

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However, the sites studied frequently reported that incompatible forms and management information systems were a barrier to coordination. Differences across programs in how key terms were defined limited the ability of the organizations involved to overcome such barriers. Local programs struggled with multiple forms and computer systems, often having to enter the same data into multiple systems. The report recommended that common definitions be established for key program terms.

## **Benefit II: Enhanced program planning and oversight capability at the Federal, State, and local levels.**

In July 1992, the General Accounting Office (GAO) identified 125 federally funded programs that were providing employment and training assistance to adults and out-of-school youth. These programs were administered by 14 Federal departments or independent agencies.<sup>8</sup> The proliferation of employment and training programs has continued. By June 1993, the GAO's count had risen to 150.<sup>9</sup>

Each agency that administers employment and training programs establishes its own reporting requirements, independently defining those terms that have not been already established by law. The information gathered is used to report to Congress and the public on program participation, activities, and outcomes. Lack of consistency across programs in how the terms used in federally mandated reports are defined means that comparisons across programs and assessment of the extent to which programs duplicate one another — in the populations they serve, the services they provide, or the outcomes they achieve — are virtually impossible.

This issue took on increased importance with the passage of the Government Performance and Results Act of 1993. In 1991, the Job Training 2000 Performance Standards Subgroup looked at performance measurement in federally funded job training and education programs.<sup>10</sup> The group looked at performance measurement practices for 39 programs in 7 Federal departments. They found that 20 different program outcomes and at least 14 process measures were being used. Goal ambiguity was identified as a common problem, and some programs were not using any measures of program outcomes. Programs that measured outcomes most often looked at job placement, unit cost, attainment of a GED or academic credential, and earnings. The Performance Standards Subgroup recommended that common definitions be established for a core set of program outcomes, including job placement, attainment of an academic degree or credential, learning gains, earnings increases, and welfare reductions.

The Government Performance and Results Act will require agencies to establish program goals and related performance measures. Although specific goals will vary from program to program, uniform definitions of core performance indicators for employment and training programs will help agencies develop performance measures and enable them to provide Congress with performance information that is clear and comparable. The recommended core data elements include elements relating to both process and outcomes. Along with the common definitions, the elements can be used as a foundation for developing performance measures for employment and training programs.

States are also concerned about being able to look at the performance of their workforce development systems, across and within specific employment and training programs. For example,

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Oregon's Workforce Quality Council appointed a study team representing 10 workforce development agencies to look at the feasibility of developing a shared information system to support planning, evaluation, and performance management across agency boundaries. The plan developed by the study team is being carried out now. The first task in the first phase of the project is the development of common data definitions.<sup>11</sup>

As more States establish human resource investment councils, demand for comparable performance information across programs will increase. For example, in 1993, Texas passed legislation establishing the State-level Council on Workforce and Economic Competitiveness and a system of local workforce development boards. These bodies will exercise oversight of an integrated workforce development system. The State council is a human resource investment council as defined under JTPA. One of its responsibilities is to develop a strategic plan that establishes goals, objectives, and performance measures for the workforce development programs of the agencies represented on the council. An automated followup and evaluation system based on unemployment insurance wage records will support this effort, and each agency will contribute supplemental data on placement rates, entry wages, and other outcomes.<sup>12</sup> Creation of this system will necessitate adoption of common data elements and definitions.

Texas is one of six States participating in a 15-month project to be carried out by the National Governors Association. The purpose of the project is to assist the States in developing comprehensive performance management for their emerging workforce development systems. Performance management systems will incorporate quantifiable goals, tracking systems for recording progress toward those goals, performance standards, common definitions and performance measures across programs, shared accountability, and systemwide continuous improvement processes.<sup>13</sup> This project reflects the progress that States are making in developing integrated workforce development systems. It also illustrates the need for core data elements and common definitions for employment and training programs systemwide, and not just on a State-by-State basis.

### **Benefit III: Facilitation of integrated client tracking and referral systems.**

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In testimony that spoke to the need for a national employment training strategy, the GAO noted that "the lack of an integrated client tracking system makes it nearly impossible to relate client services across program lines to outcomes."<sup>14</sup> Consider the following example: A young mother on welfare receives assessment, case management, and child care services from JOBS; GED preparation from Adult Education; and tuition at a technical institute — along with books, equipment, supplies, and transportation assistance — from JTPA. The vocational education system supplements its vocational training with special services to help the woman learn strategies for coping with a learning disability. The Employment Service is one of several resources she uses in her job search. In short, resources are combined to provide her with comprehensive services while minimizing duplication of effort.

One employment center in Allegheny County, New York, has tried hard to bring several programs together and make them appear as seamless as possible to the customers. At the end of the day, to accommodate reporting requirements, the staff enters information on each customer at four different computer terminals: one for Job Training Partnership Act (JTPA), one for the JOBS program, one for the Employment Service, and one for tracking purposes.<sup>15</sup>

National Performance Review, *Creating a Government that Works Better and Costs Less*

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Each of these programs must track this client's progress through its services and toward the attainment of her career goal. In addition, each program is required to include this client in its federally mandated reports. Although the need for comprehensive case management across programs encourages the development of unified information systems serving multiple programs, each program is constrained by its own reporting requirements, including unique definitions of data elements. Therefore, each program typically enters client information into its own management information system. Effort is duplicated, and informational needs often go unmet.<sup>15</sup>

Some States are trying to create integrated tracking systems. For example, Iowa is designing an integrated information system for JOBS, JTPA, and the Employment Service.<sup>16</sup> As this three-stage project moves from (1) providing access to existing information to (2) creating a common interface for an intake system to (3) creating an integrated system that supports assessment, eligibility determination, case management, and tracking, resolving differences in data elements and definitions will become increasingly important.

In spite of what States may do to track clients across programs, that capacity is lost when information on program participation, services, and outcomes is reported to the Federal level. That is, although coordination and integration of services have become commonplace, reports for federally funded employment and training programs are largely designed as if each program operates in isolation. The young welfare mother in the example given above would be reflected in reports for five different programs. Except for the fact that she would be identified as a JOBS participant in the JTPA report, there would be no way to know that she is not five different individuals. Currently, Federal agencies cannot identify a single outcome, such as employment, for an individual and the complete set of programs and services that contributed to that outcome, nor can they provide an unduplicated count of service recipients. Although collaboration between employment and training programs has become the norm, it is essentially invisible within reports submitted to the Federal level.

Automation is transforming reporting procedures. Both JOBS and JTPA now receive reports in computer media, rather than on paper. These reports are in the form of uniform, individual client records. In addition, the Job Corps maintains individual client information in a national data center. Such practices create the possibility of building comprehensive service records by using a common client identifier to link reports across programs. This potential raises legitimate concerns regarding the protection of confidential client information, and these concerns must be addressed. Nevertheless, the core data elements and common definitions provide the uniformity needed for the basic program information that such a comprehensive record would contain.

#### **Benefit IV: Removal of barriers to efficient customer service.**

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Ultimately, the policies and practices of employment and training programs must be judged on the extent to which they promote efficient and effective customer services that produce beneficial outcomes. Currently, the burden of accommodating the inefficiencies created by the lack of consistent definitions across programs is often borne by the customer.

We are going to rationalize the way the federal government relates to the American people, and we are going to make the federal government customer friendly. A lot of people don't realize that the federal government has customers. We have customers. The American people.

Vice President Albert Gore, in *Creating a Government that Works Better and Costs Less*

In an effort to provide more efficient services, many States and localities have developed

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"one-stop" or "no wrong door" systems for accessing employment and training services. For example, in July 1993, the U.S. Department of Labor reported that 39 States already had one-stop services for dislocated workers "in at least some location."<sup>17</sup> But, by itself, co-location does not ensure efficient service.

Donald Singer of Canton, Ohio, is the director of a JTPA service delivery area (SDA) serving five counties. The SDA operates seven customer service centers, in which JTPA is co-located with the JOBS program in the largest counties and where case managers coordinate services from a broad range of programs. But Singer believes that general co-location is just a "parking lot solution."<sup>18</sup> Applicants often have to provide the same information and documentation repeatedly to access all of the services that can become part of their workforce development plans, even when those services are located under the same roof. He argues strongly for the development of a universal intake form for employment and training programs, noting that common definitions are a prerequisite to such a form. "The issue," he says, "is *not* giving people access to a variety of programs and services. They have access now. The issue is making them go through a long application process for each program. It takes so much time and so much commitment — from people who have never had commitment. It is not reasonable to expect an AFDC mother with several small children to keep coming back or to go all over town collecting information so we can tell her whether she is eligible for the services we want to offer her. We lose a lot of people along the way."<sup>19</sup>

Singer believes that in order to provide efficient customer service, local employment and training programs need to be able to collect information once and share it with the agencies that collaborate with them. A similar belief was expressed by the respondents to the NGA's survey on streamlining and integrating human resource development services. They called for standardization of the definitions and concepts involved in determining program eligibility and for developing a "single workforce preparation planning document for all federal human resource development programs."<sup>20</sup> Such tools could be used to reduce the paperwork burden currently carried by citizens who seek employment and training services.



## Recommendations for Future Action

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Inconsistent definitions undermine the provision of efficient and effective employment and training services to the people who need them whenever programs attempt to bring the resources and benefits of multiple programs together to serve a single client. At a minimum, they increase the paperwork barrier that clients must overcome to gain access to a comprehensive array of services. In addition, they undermine the communication between collaborating programs that is essential to efficient and unduplicated service.

Problems cannot be solved on the same level of consciousness that created them.

Albert Einstein

Definitional inconsistency is a product of the combined effects of *policy* inconsistency and inattention to the issue of maintaining consistency across related programs. The Core Data Elements Project has paid attention to the issue of consistency in the area of reported data. Its recommended data elements and definitions provide a common basis for the development of reports and data systems that support planning and oversight of coordination efforts, and integrated delivery systems for employment and training programs. However, the project has not addressed inconsistencies in data and definitions that stem from statutory or policy differences, and it cannot prevent continued proliferation of differences due to inattention.

The Core Data Elements Project Workgroup believes that development of the core data elements and common definitions is an important first step. The next, more difficult steps are to (1) broaden the focus from reported data to other types of data and definitions, such as those used in client eligibility and service planning, and (2) build systematic review of definitional consistency into policy development. In order that the potential benefits of the core data elements and definitions will be realized and attention to the issue of definitional consistency will continue, it makes the following recommendations:

1. The Departments of Agriculture, Education, Health and Human Services, and Labor should adopt the core data elements and common definitions for use in the reporting systems for the seven participating programs. Although it is not recommended that each program collect all of the core data elements, it is recommended that, when a program collects a data element for which there is a common definition, they do so in a manner consistent with that definition.
2. All other agencies operating federally funded employment and training programs should consider the core data elements and common definitions when they establish or modify their reporting requirements and management information systems and develop the performance measures required under the Government Performance and Results Act.
3. To support integration of services across programs, State directors of employment and training programs should consider incorporating the recommended core data elements into their management information systems.
4. Integrated workforce development systems and their oversight bodies should consider using the core data elements and common definitions in information and performance management systems that span multiple programs.

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5. The Secretary of Labor should continue to convene and provide support for efforts to develop common definitions for employment and training programs. The next such effort should be expanded to include States and additional Federal agencies. It should focus on terms used in determining eligibility for services and describing client status and should identify legislative barriers to the establishment of common definitions.
  6. The common definitions contained in this report should be used as the starting point of a comprehensive, interagency dictionary of common definitions for federally funded employment and training programs. As more common definitions are developed, they should be added to the dictionary.
  7. Increased recognition should be given to the importance of the Office of Management and Budget's (OMB's) role in promoting consistent data and definitions through its review of Federal reporting requirements and regulations. As OMB identifies inconsistencies in the terms used by employment and training programs, agencies should be prepared to collaborate on development of common definitions.
  8. Congress and Federal agencies should be attentive to the importance of consistent definitions when writing legislation. To the extent feasible, new legislation should use and reference established definitions with broad applicability. Such definitions include the common definitions contained in this report and specialized definitions established under appropriate laws, such as the definition of "disability" contained in the Americans with Disabilities Act. In addition, existing definitions should be consulted and, when appropriate, used to minimize the proliferation of new definitions. Agencies mandated to coordinate with any program that is the subject of legislation should be consulted on definitional issues for the purpose of promoting consistency.



## Core Data Elements and Common Definitions

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The core data elements (Exhibit 2) that follow are designed to provide a framework for collecting basic information on employment and training programs. Although individual programs may require additional, unique information, the recommended data elements offer a core of common data that can be used across programs to support planning and oversight of coordinated and integrated services. Therefore, they can be used by any agency or oversight body at the Federal, State, or local level that is involved in developing reporting requirements, databases, or management information systems that support coordinated services or span multiple employment and training programs.

Common definitions for terms used in the core data elements are listed alphabetically beginning on page 17. Recommendations for coding the core data elements are provided in Appendix D. The coding recommendations apply to individual, client-level data in a management information system, and not to aggregate reports. They address the need for information that is consistently organized and comparable across programs and have been made to facilitate the development of integrated databases and management information systems.

### Core Data Elements

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The core data elements are organized into five groups:

- **Demographic Elements.** The demographic elements provide basic information on the characteristics and backgrounds of service recipients. In general, demographic elements refer to the client's status at the time of program entry.
- **Services Received.** Each employment and training program provides its own mix of training programs and other services, emphasizing services that are central to its mission. Different programs may call similar services by different names, and each program has unique limitations on how specific activities may be carried out. Nevertheless, employment and training activities can be described in terms of several basic service types.
- s **Service Completion Outcomes.** Completion of program services and activities can be defined in many ways. For example, completion may be measured in terms of length of participation, performance at a specified level on an examination, or mastery of an established set of competencies. Nevertheless, for instructional programs, it is useful to distinguish between participation and completion, because the latter implies achievement of an established objective. A general definition of "service completion" is included among the common definitions.
- **Program Outcomes.** In general, employment and training programs work to promote employment among those who receive program services. However, although some programs are concerned with immediate placement into a job, others focus on promoting long-term employability through enhancement of work-relevant skills. Therefore, the core data elements include program outcomes that reflect educational achievements as well as entry into employment.

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Exhibit 2

Employment and Training Administration  
Department of Labor

Core Data Elements for  
Employment and Training Programs

**Demographic Elements:**

Social Security Number  
Date of Birth  
Gender  
*Race/Ethnicity*  
*Disabled Individual*  
*Education/Highest Formal Grade Level at Entry*  
*Highest Degree/Credential at Entry*  
*Labor Force Status at Entry*  
*Scheduled Hours of Work per Week at Entry (If Employed)*  
*Homeless Individual*  
*Veteran*  
*Public Assistance (Federal, State, or Local) Recipient*  
*Long-Term AFDC Recipient*

**Services Received:**

*Assessment/Testing*  
*Counseling/Career Development*  
*Job Search Assistance*  
*Occupational Skills Training (Non-OJT)*  
*On-the-Job Training (OJT)*  
*Work Experience*  
*Pre-Employment Skills/Job Readiness Training*  
*Basic Skills Education through 8th Grade Level*  
*Basic Skills Education at Secondary (Grades 9-12) Level*  
*English as a Second Language*  
*Postsecondary Academic (Nonoccupational) Education*  
*Supportive Services*

**Service Completion Outcomes:**

Completion of Occupational Skills Training (Non-OJT)  
Completion of On-the-Job Training (OJT)  
Completion of Work Experience  
Completion of Pre-Employment Skills/Job Readiness Training  
Completion of Basic Skills Education through 8th Grade Level  
Completion of Basic Skills Education at Secondary (Grades 9-12) Level  
Completion of English as a Second Language  
Completion of Postsecondary Academic (Nonoccupational) Education  
*Reason for Not Completing Planned Service(s)*

**Program Outcomes:**

*Advanced to Higher Level Education or Training*  
*Attained Additional Degree/Credential*  
*Assessed Learning Gain in English as a Second Language*  
*Assessed Learning Gain in Basic Skills*  
*Entered Unsubsidized Employment*  
*Entered Subsidized Employment*

**Employment Descriptors:**

*Scheduled Hours of Work per Week*  
*Earnings (Hourly or Annual)*  
*Occupation*

Common definitions have been established for the terms in *italics*. See page 17 for common definitions.

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- **Employment Descriptors.** Three data elements that describe employment have been included among the core data elements. Although programs may choose to collect similar information for any employment experienced by the individuals who receive their services, these data elements refer specifically to employment reported as a program outcome.

## **Common Definitions**

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The common definitions that follow support use of the core data elements. Two principles guided the Core Data Elements Project Workgroup in developing the definitions. First, the group believed that the definitions should be both widely accepted and stable over time. Therefore, wherever possible, it used definitions already established in key legislation or by authoritative sources. For example, the group looked to the McKinney Act for the definition of “homeless individual,” to the Americans with Disabilities Act for “disabled individual,” and to the Bureau of Labor Statistics for “labor force status.” Second, to ensure that the definitions would be broadly applicable across programs, the group tried to develop definitions that were free of jargon and policy content. For example, it avoided the word “participant,” which has program-specific regulatory meaning, and used the more general term “individual.”

A distinction should be made between adoption of the common definitions and collection of the corresponding core data elements. A program may adopt all of the common definitions as a basis for communications across program lines, while collecting only a limited number of the data elements. Similarly, in the case of definitions, such as “supportive services,” that contain extensive lists of subdefinitions, a program may choose to adopt the definition but limit data collection to subdefinitions that are appropriate to its clientele and activities.

**Advanced to Higher Level Education or Training.** Entered an educational or occupational skills training program that builds upon and *does not duplicate* other services or training received, regardless of whether the services and/or training were completed.

**Annual Earnings.** Total gross annual salary before any deductions, plus the estimated annual value of any bonuses, tips, gratuities, commissions, and overtime pay either expected or received. In the case of individuals in subsidized employment, total annual earnings includes any wage subsidy paid to the individual.

**Assessed Learning Gain in Basic Skills.** Achieved, subsequent to program entry, a gain in proficiency level in basic skills as measured by a pre- and post-assessment.

**Assessed Learning Gain in English as a Second Language.** Achieved, subsequent to program entry, a gain in proficiency level in English as a Second Language as measured by a pre- and post-assessment.

**Assessment/Testing.** An analysis of the strengths and weaknesses of an individual’s educational level, work history or vocational skills, or identification of employment barriers.

**Attained Additional Degree/Credential.** Received a degree or credential through completion of an instructional program or examination subsequent to program entry. (See “Degrees/Credentials.”)

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**Basic Skills Education at Secondary (Grades 9-12) Level.** Instruction designed for an individual who is literate and can function in everyday life, but is not proficient. Includes GED preparation, adult high school credit programs, external diploma programs, and school-to-work transition programs, but does not include English for non-English speakers or bilingual training. (See “English as a Second Language.”)

**Basic Skills Education through 8th Grade.** Instruction designed for an individual who is unable to read, write, communicate, compute, and solve problems at levels of proficiency necessary to function on the job and in society, achieve one’s goals, and develop one’s knowledge and potential. Includes, but is not limited to, remedial reading, writing, mathematics, and literacy training. It does not include English for non-English speakers or bilingual training. (See “English as a Second Language.”) (Source: Adapted from the National Literacy Act of 1991.<sup>21</sup>)

**Counseling/Career Development.** Activities designed to assist individuals in making plans and decisions related to their education, career, or personal development. (Source: Adapted from the *Integrated Postsecondary Education Data System Glossary*.<sup>22</sup>)

**Degrees/Credentials.** Awards, certificates, and/or diplomas an individual has achieved through completion of instructional programs or examinations. An instructional program is a combination of courses and experiences that is designed to accomplish a predetermined objective or set of allied objectives such as preparation for advanced study, qualification for an occupation or range of occupations, or simply the increase of knowledge or understanding. Degrees and credentials include the following:

- **Recognized High School Diploma Equivalent.** A document certifying the attainment of satisfactory scores on the Tests of General Educational Development (GED) or another State-specified examination.
- **High School Diploma.** A document certifying the successful completion of a prescribed secondary school program of studies.
- **Postsecondary Award, Certificate, or Diploma (Less than 1 Academic Year).** Requires completion of an organized program of study at the postsecondary level in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 contact hours by a student enrolled full time.
- **Postsecondary Award, Certificate, or Diploma (At Least 1, but Less than 2, Academic Years).** Requires completion of an organized program of study at the postsecondary level in at least 1, but less than 2, full-time equivalent academic years, or designed for completion in at least 30, but less than 60, credit hours, or in at least 900, but less than 1,800, contact hours.
- **Postsecondary Award, Certificate, or Diploma (At Least 2, but Less than 4, Academic Years).** Requires completion of an organized program of study at the postsecondary level in at least 2, but less than 4, full-time equivalent academic years, or designed for completion in at least 60, but less than 120, credit hours, or in at least 1,800, but less than 3,600, contact hours. Does not include associate’s degrees.
- **Associate’s Degree.** An award that normally requires at least 2, but less than 4, years of full-time equivalent college work.

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## Degrees/Credentials (continued).

**Bachelor's Degree.** An award that normally requires at least 4, but *not* more than 5, years of full-time equivalent college-level work. This includes *all* bachelor's degrees conferred in a 5-year cooperative (work-study plan) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also, includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

**Postbaccalaureate Certificate.** An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree, but do not meet the requirements of academic degrees carrying the title of master.

**Master's Degree.** An award that requires the successful completion of a program of study of at least the full-time equivalent of 1, but not more than 2, academic years of work beyond the bachelor's degree.

**First-Professional Degree.** An award that requires completion of a program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work prior to entering the program; and (3) a total of at least 6 academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself.

**Doctor's Degree.** The highest award a student can earn for graduate study. The doctor's degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field, such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Public Health degree, the prior degree generally is earned in the closely related professional field of medicine or in sanitary engineering.

(Source: The definition of "instructional program" is taken from the *Classification of Instructional Programs*.<sup>23</sup> Definitions of degrees and credentials are adapted from the *Integrated Postsecondary Education Data System Glossary*.)

**Disabled Individual.** An individual who has a physical or mental impairment that substantially limits one or more of the major life activities of such an individual, who has a record of such an impairment, or who is regarded as having such an impairment. (Source: Adapted from the Americans with Disabilities Act?)

**Education/Highest Formal Grade Level.** The full-time equivalent of the number of years of formal education completed by an individual.

**English as a Second Language (ESL).** Instruction designed for an individual whose first or primary language is not English and who either has limited or no proficiency in the English language, has some competence in communicating in English, or is able to communicate in English but who needs instruction in usage. Included is instruction at the Beginning ESL, Intermediate ESL, and Advanced ESL Educational Functioning Levels.

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**Entered Subsidized Employment.** Entered full- or part-time employment subsidized by public or private funds, subsequent to receiving program services.

**Entered Unsubsidized Employment.** Entered full- or part-time unsubsidized employment, including the Armed Forces, employment in a registered apprenticeship program, or self-employment, subsequent to receiving program services.

**Homeless Individual.** An individual who lacks a fixed, regular, and adequate nighttime residence and any individual who has a primary nighttime residence that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); an institution that provides temporary residence for individuals intended to be institutionalized; or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. The term does not include a person imprisoned or detained pursuant to an Act of Congress or State law. (Source: Stewart B. McKinney Homeless Assistance Act.<sup>25</sup>)

**Hourly Earnings.** Gross hourly wage before any deductions, plus the estimated hourly value of bonuses, tips, gratuities, commissions, and overtime pay either expected or received. In the case of individuals in subsidized employment, total hourly earnings include any wage subsidy paid to the individual.

**Job Search Assistance.** A service that helps a job-ready individual seek, locate, apply for, and obtain a job. It may include, but is not limited to, job-finding skills, orientation to the labor market, resume preparation assistance, development of a job search plan, job development, referrals to job openings, job placement services, job finding clubs, job search workshops, vocational exploration, relocation assistance, and basic readjustment services, such as orientation, skills determination, and prelayoff assistance.

**Labor Force Status.** The one classification from the following list that describes an individual's status:

**Employed.** An individual who is currently a paid employee; works in his or her own business, profession, or farm; works 15 hours or more per week as an unpaid worker in an enterprise operated by a member of the family; or is one who is not working, but has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether paid by the employer for time off and whether seeking another job. Includes active military duty.

**Unemployed.** An individual who is not employed, who is available for work, and who has made specific efforts to find a job within the prior 4 weeks. Included as unemployed are those who are not working, are available for work, and are waiting to be called back to a job from which they have been laid off.

**Not in Labor Force.** An individual who is classified as neither employed nor unemployed.

(Source: Adapted from *How the Government Measures Unemployment*.<sup>26</sup>)

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**Long-Term AFDC Recipient.** An individual who is receiving Aid to Families with Dependent Children (AFDC) and has received such aid for any of the 36 of the preceding 60 months, or makes application for AFDC and has received such aid for any 36 of the preceding 60 months immediately preceding the most recent month for which application has been made. (Source: Family Support Act of 1988.27)

**Occupation.** The job in which an individual is employed. The *Occupational Employment Statistics Program Dictionary* is the standard system for classification of occupations.

**Occupational Skills Training (Non-OJT).** Instruction conducted in an institutional or worksite setting designed to provide individuals with or upgrade them in the technical skills and information required to perform a specific job or group of jobs. Includes job-specific competency training, job-specific school-to-work programs, on-site industry-specific training, customized (vestibule) training, entrepreneurial training, work study, cooperative education, internships, preapprenticeship training, and professional and vocational education. The *Classification of Instructional Programs* is the standard system for classification of occupational skills training programs.

**On-the-Job Training (OJT).** Training in the public or private sector that is given to a paid employee while she or he is engaged in productive work and that provides knowledge *or* skills essential to the full and adequate performance of the job. In OJT, the employer is reimbursed for the cost of providing training and additional supervision. The *Occupational Employment Statistics Program Dictionary* is the standard system for classification of OJT occupations.

**Postsecondary Academic (Nonoccupational) Education.** A formal instructional program with a curriculum designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic and excludes vocational, professional, and occupational skills programs. The *Classification of Instructional Programs* is the standard system for classification of postsecondary academic educational programs.

**Pre-Employment Skills/Job Readiness Training.** Training that helps prepare individuals for work by assuring that they are familiar with general workplace expectations and exhibit work behavior and attitudes necessary to compete successfully in the job market.

**Public Assistance (Federal, State, or Local) Recipient.** An individual who is receiving government assistance through one or more of the sources in the following list:

**Aid to Families with Dependent Children (AFDC).** An individual is listed on the AFDC grant and is receiving assistance under AFDC (Social Security Act Title IV-A).

- **State/Local General Assistance (GA).** An individual is receiving General Assistance funded by the State and/or local government only.
- . **Federal Refugee Cash Assistance (RCA).** An individual is a member of a family receiving federally funded Refugee Cash Assistance.
- . **Federal Supplemental Security Income (SSI).** An individual or an individual's spouse is receiving federally funded Supplemental Security Income.
- . **Federal Food Stamps.** An individual is a member of a household receiving federally funded Food Stamps.

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**Race/Ethnicity.**<sup>28</sup> An individual's race/ethnic group from among the following categories. These classifications should not be interpreted as being scientific or anthropological in nature:

- **American Indian or Alaskan Native.** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Pacific Islander.** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
- **Black (not of Hispanic origin).** A person having origins in any of the black racial groups of Africa.
- **Hispanic.** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (including Spain), regardless of race.
- **White (not of Hispanic origin).** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

(Source: Directive 15, Race and Ethnic Standards for Federal Statistics and Administrative Reporting.<sup>29</sup>)

**Reason for Not Completing Planned Service(s).** The following is a list of reasons why an individual may stop receiving service(s) prior to fulfillment of program objectives or participation requirements:

**Lack of Dependent Child Care Resources.** Resources or facilities needed to meet the individual's dependent child care needs are not available.

· **Illness/Incapacity of a Family or Household Member.** The individual is responsible for the care of one or more family or household members whose illness or incapacity precludes the individual's continued participation or completion.

· **Illness/Incapacity.** The individual needs or is receiving medical or mental health treatment, which precludes continued participation or completion. This includes substance abuse or dependence conditions.

**Lack of Transportation Resources.** The individual is without his or her own means of transportation, is unable to arrange for private transportation, or has no public transportation between home and the location of employment/training and/or other supportive services.

**Moved.** The individual moved to another State or, within the same State, to another geographic location outside of the service area.

**Cannot Locate/Contact.** The individual cannot be located after utilizing the address and telephone number and alternative contact information provided by the individual.



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**Reason for Not Completing Planned Service(s) (continued).**

**Lack of Interest/Instruction Not Helpful to Individual.** The individual declines to complete the service due to lack of interest or perceived value.

- **Time and/or Location of Service Not Feasible.** The individual declines to complete the service on the grounds that continued participation is not feasible due to the time or location of the service.

**Entered Employment.** The individual entered employment before completing other assigned/planned components.

**Entered Higher Level Education/Training.** The individual entered higher level education/training without completing other assigned/planned components.

**Administratively Separated.** The individual was separated from the program for administrative reasons, excluding the reasons listed previously. Includes individuals whose separation was effected due to noncompliance with program requirements.

**Other.** The individual did not or could not continue participation or complete the service for reasons other than those listed previously or dropped out of activity without explanation.

**Scheduled Hours of Work per Week.** The number of work hours, including overtime, an employed individual is usually scheduled in a normal week without holidays.

**Service Completion.** Fulfillment of established learning objectives or participation requirements associated with a service received.

**Supportive Services.** Services that enable an individual eligible for or required to receive training, who cannot afford to pay for such services, to participate in an education or training program, regardless of source of funding. Supportive services include the following:

- **Transportation.** Services that ensure mobility between home and the location of employment, training, and/or other supportive services.

**Health Care and Mental Health Care.** Services that include, but are not limited to, preventive and clinical medical treatment; voluntary family planning services; and necessary psychiatric, psychological, and prosthetic services.

**Family/Child Care.** Services that assist individuals in meeting their family care needs during participation. Family care ranges from day care inside or outside the home to after-school programs inside or outside the home. It usually includes supervision and shelter and may include subsistence and transportation.

**Housing or Rental Assistance.** Services that assist individuals in maintaining or obtaining adequate shelter for themselves and their families while they are receiving employment, training, or other supportive services.

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## Supportive Services (continued).

- **Personal, Financial, or Legal Counseling.** Services that assist individuals with the solution of a variety of personal, financial, or legal problems occurring during participation. Does not include clinical services or vocational and career counseling.
- **Supplementary Instructional Services.** Curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.
- **Needs-Based/Related Payments.** Formula-based cash payments, excluding AFDC, GA, RCA, SSI, Food Stamps, and educational assistance grants, paid to individuals who otherwise cannot afford to participate in a training program.
- **Emergency Financial Services.** Limited cash assistance that is provided on a case-by-case basis due to extraordinary circumstances. Examples are emergency automobile repairs, cash assistance in the event of a loss or theft or loss of existing income support (such as unemployment insurance or welfare), assistance provided for immediate food needs when Food Stamps or other food sources are unavailable, and unforeseen travel needs. Such assistance is provided when other resources in the community are exhausted or otherwise are unavailable.
- **Federal Student Financial Assistance for Postsecondary Education and Training.** Loans, stipends, or grants — whether provided to the individual or directly to the postsecondary educational institution in which the individual is enrolled — that are provided under the Higher Education Act, such as Pell Grants, Direct Student Loans (including Direct Stafford, Direct PLUS, and Direct Consolidation Loans), Federal Family Education Loans (including Stafford, PLUS, and Consolidation Loans), Perkins Loans, Work Study Program, Supplemental Educational Opportunity Grants, and State Student Incentive Grants.
- **Other Supportive Services.** Any supportive service(s) not included in the previous list provided to eligible individuals to enable them to participate in planned activities. Also, includes the provision of tools, equipment, and special work clothing.

**Veteran.**<sup>30</sup> An individual who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable. (Source: Vietnam Era Veterans Reemployment Assistance Act of 1972.<sup>31</sup>)

**Work Experience.** A time-limited work activity that provides an individual with the opportunity to acquire the general skills and knowledge necessary to obtain employment.

## Implementation

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There is substantial variation across the participating programs in both the data reported to the Federal level and the ways in which such data are reported. Currently, the Federal agencies responsible for Job Corps, Titles II and III of JTPA, and JOBS each have access to individual client records. The Food Stamp Employment and Training Program, the Employment Service, and Adult Education receive aggregate information from the States, while the Department of Education receives narrative reports and voluntarily provided aggregate information from Vocational Education

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grantees. Programs also differ in the number and type of data elements they collect. Information on the correspondence between core data elements and the data currently collected by each program is contained in Appendix E.

Because of this variation, implementation of the core data elements can be expected to vary across programs as well. The recommendation of the Core Data Elements Project Workgroup is this: *If a participating agency collects information on a subject included within the core data elements, they should do so in a way that is consistent with the corresponding element and its common definition.* It is suggested that changes be made in the course of each program's normal process for reviewing and updating its reporting requirements. For a program receiving narrative reports, implementation at the Federal level may simply mean providing grantees with selected common definitions. For programs collecting summarized or individual data in a standard format, changes are likely to be more substantial.

Adoption of the core data elements would not preclude a program from collecting more detailed information within the framework provided by the common definition. For example, the Employment Service might choose to collect information on each of several activities included in the definition of "job search assistance." Similarly, programs may choose to collect data on contact hours for key program activities.

To the extent that programs adopt the common definitions, development of common forms and integrated management information systems at the State and local levels will become easier because States and localities will not have to collect the same information in multiple ways in order to satisfy multiple funding agencies. At the same time, information reported to the Federal level will become easier to use for coordinated planning, oversight, and policy development.

However, agencies adopting the core data elements and common definitions would need to work together to address issues that will arise as barriers between programs are lowered. For example, while promoting the sharing of information to support comprehensive service delivery, they will also need to provide guidance and oversight regarding responsibility for protecting client confidentiality.

Another issue they will need to address is how to accommodate the provision of integrated services in reports that are made to the Federal level. For example, when a "one-stop" customer receives services supported by multiple funding sources, what constitutes a reportable "case" for each funding source? When do reportable services begin and end? To what extent should services funded under one program be reported to another? In answering questions such as these, the agencies will need to balance competing concerns regarding comprehensiveness and duplication of information.

Regardless of the extent to which the use of specific core data elements and common definitions is mandated through changes in Federal reporting requirements, programs at the State and local level can choose to go *beyond* the Federal mandates that apply to them. For example, human resource investment councils and other oversight bodies with broad responsibilities for employment and training programs may choose to adopt all of the common definitions to support communications across program lines. Similarly, one-stop centers may use the core data elements as a framework for designing integrated management information or client tracking systems.

## Endnotes

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1. Job Training Partnership Act (JTPA), Public Law 97-300, Section 455 (b).
2. National Commission on Employment Policy. 1991. *Coordinating Federal Assistance Programs for the Economically Disadvantaged: Recommendations and Background Materials* Washington, D.C., October. This report provides an overview of recent coordination efforts.
3. Figueroa, Jose R. 1990. *Meeting JOBS' Educational Services Requirements: State Developments*. A report prepared for the National Governors Association. Washington, D.C
4. JTPA, Section 121
5. Corpus Christi Bay Area Human Investment System Council. March 1993. *In Search of the Distant Shore: Charting the Course. First Year Report of a Texas Human Investment System*. Corpus Christi, Texas.
6. National Governors Association (NGA). 1991. *Streamlining and Integrating Human Resource Development Services for Adults*. Washington, D.C.
7. U.S. Department of Labor. Employment and Training Administration. 1991. An Assessment of the JTPA Role in State and Local Coordination Activities, In Research and Evaluation Report Series 91-D. Washington, D.C.
8. General Accounting Office (GAO). July 1992. *Multiple Employment Programs*. Briefing report to Congressional requesters, GAO/HRD-92-39R. Washington, D.C.
9. GAO. June 1993. *Multiple Employment Programs: National Employment Strategy Needed*. Testimony before the Subcommittee on Education, Labor, and Health and Human Services, Committee on Appropriations, U.S. Senate, GAO/T-HRD-93-27. Washington, D.C.
10. U.S. Department of Labor. Employment and Training Administration. 1991. *Performance Measurement in Federal Job Training and Education Programs*. Report of the Job Training 2000 Performance Standards Subgroup. Washington, D.C.
11. Workforce Quality Council, May 1992. *Shared Information System: Executive Summary* Salem, Oregon.
12. Workforce and Economic Competitiveness Act, Texas, 1993.
13. NGA. "Developing Comprehensive Performance Management for the Workforce Development System: Project Description." June 8, 1994.
14. GAO. *Multiple Employment Programs: National Employment Strategy Needed*.
15. According to Mike Vitagliano, Director of the New York State Human Investment Subcabinet, Allegheny County has become a test site for a data integration project. Mainframe data from the JTPA and Employment Service management information systems is now linked to

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the county's local tracking system, and, ultimately, the JOBS system will be linked as well. However, linking existing data systems does not solve the problems created by inconsistent data elements and definitions. When the same information is defined differently by different programs, it must be collected and maintained in ways that satisfy the requirements of each. (Telephone conversation, June 21, 1994.)

16. Iowa Departments of Economic Development, Education, Elder Affairs, Employment Services, Human Rights, and Human Services. 1993. *Work Force Development: Improving Iowa's Systems*, March.

17. Concept paper, Workforce Investment Strategy — A Comprehensive Worker Adjustment Proposal with One-Stop Career Centers, U.S. Department of Labor, July 1993.

18. Telephone conversation with Donald Singer, January 26, 1994.

19. Ibid.

20. NGA. *Streamlining and Integrating Human Resource Development Services for Adults*.

21. National Literacy Act of 1991, Public Law 102-73,34 CFR Part 460.4.21

22. Broyles, S.G., and P.R. Vanderhorst. *Integrated Postsecondary Education Data System Glossary*. U.S. Department of Education, National Center for Education Statistics, June 1992. Washington, D.C.: U.S. Government Printing Office.

23. U.S. Department of Education, National Center for Educational Statistics. *Classification of Instructional Programs*, August 1991, Washington, D.C.

24. Americans with Disabilities Act, Public Law 101-336,49 CFR Parts 27,37.

25. Stewart B. McKinney Homeless Assistance Act, Public Law 100-628,24 CFR Parts 90,579.

26. U.S. Department of Labor, Bureau of Labor Statistics. *How the Government Measures Unemployment*, Report 864, March 1994, Washington, D.C.

27. Family Support Act of 1988, Public Law 100-485, Section 486.

28. There is work in progress that may amend Directive No. 15, Race and Ethnic Standards for Federal Statistics and Administrative Reporting. If this source definition is changed, the common definition should be revised to conform with the source definition.

29. U.S. Department of Commerce, Office of Federal Statistical Policy and Standards, *Statistical Policy Handbook*, Directive 15, Race and Ethnic Standards for Federal Statistics and Administrative Reporting, May 1978.

30. There is work in progress that may amend 38 USC 101(2). If 38 USC 101(2) is changed, the common definition should be brought into conformity with the regulation as amended.

31. Vietnam Era Veterans Reemployment Assistance Act of 1972,38 USC 101(2).

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**Appendix A**

**Definitions of Selected Reported Data Elements**

**for**

**Adult Education State Administered Basic Grants  
Vocational Education Programs Authorized by the  
Carl Perkins Act  
Job Training Partnership Act Titles II and III  
Job Corps  
Employment Service  
JOBS**

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## Demographic Elements





CORE DATA ELEMENT - SOCIAL SECURITY NUMBER

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	Social Security Number: Record the individual's Social Security number (000000000). A pseudo-SSN may be assigned during intake, if the applicant has no SSN or refused to provide it, but a valid SSN for such individual must be obtained and recorded prior to termination and record transmittal.	Standardized Program Information Report (SPIR) Instructions
Job Corps	Social Security Number: Self-explanatory.	Job Corps Policy and Requirements Handbook
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	JOBS Participant Identifier: The unique identifying number or code (up to nine digits) assigned by the State to each JOBS participant.	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR <b>250.80 and 250.82</b> ; JOBS-FSA-AT-91-6 (JOBS Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - DATE OF BIRTH

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<b>Date of Birth:</b> Record the date MM/DD/YY of birth of the individual.	SPIR Instructions
Job Corps	<b>Date of Birth:</b> Self-explanatory.	Job Corps Policy and Requirements Handbook
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	<b>Age:</b> Provides a profile of the participant by age. A participant's age is the age attained at the time of the first class attended during the program year.	34 CFR 461.10(10)
JOBS	<b>Date of Birth:</b> The month and year of birth of the sampled JOBS participant.	Family Support Act of 1988 (P.L. 100.485 Title II); 45 CFR 250.82; JOBS-FSA-AT-9 1-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT GENDER

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	Gender: Record 1 for male or 2 for female.	SPIR Instructions
Job Corps	Sex: Self-explanatory.	Job Corps Policy and Requirements Handbook
Employment Service	Male/Female: Self-explanatory.	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	Gender: Male/Female.	Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101.392) Section 502(19); 34 CFR 400.4
Adult Education State Administered Basic Grants	Sex: Male/Female.	34 CFR461.10(10)
JOBS	Sex: The one digit code for the sex of the sampled JOBS participant.	JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - RACE/ETHNICITY

PROGRAM	PROGRAM DEFINITION	CITATION
<p>JTPA Titles II and III</p>	<p>Race/Ethnicity: Record the code (1,2,3,4 or 5) indicating the individual's race/ethnic group from among the following categories:</p> <p>White (Not Hispanic) A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.</p> <p>Black (Not Hispanic) - A person having origins in any of the black racial groups of Africa.</p> <p>Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (including Spain), regardless of race. NOTE: Among those persons from Central and South American countries, only those who are of Spanish origin, descent or culture should be included in the Hispanic category. Persons from Brazil, Guiana, and Trinidad, for example, would be classified according to their race, and would not necessarily be included in the Hispanic category and should be classified according to their race.</p> <p>American Indian or Alaskan Native (Not Hispanic) - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.</p> <p>Asian or Pacific Islander (Not Hispanic) - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan), or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa. Hawaiian natives are to be recorded as Asian or Pacific Islanders.</p>	<p>SPIR Instructions</p>

CORE DATA ELEMENT - RACE/ETHNICITY (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Job Corps	<p>Race-Ethnic Group:</p> <p>White - a person having origins in any of the original peoples of Europe, North Africa, or the Middle East but not of Hispanic origin.</p> <p>Black - a person having origin in any of the black racial groups of Africa but not of Hispanic origin.</p> <p>Hispanic a person of Mexican, Puerto Rican, Cuban, Central or South American or Spanish culture or origin, regardless of race.</p> <p>American Indian or Alaskan Native a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.</p> <p>Asian or Pacific Islanders - a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.</p>	Chapter 2 Job Corps Policy and Requirements Handbook Appx 101
Employment Service	<p>Race: Race would be defined by the following groups:</p> <p>white (non-Hispanic)                      Black (non-Hispanic)                      Hispanic                      American Indian and Alaskan Native                      Asian and Pacific Islander</p>	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	<p>Race</p> <p>white                      Black                      Hispanic                      American Indian and Alaskan Native                      Asian and Pacific Islander</p>	Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) Section 502( 19); 34 CFR 400.4

CORE DATA ELEMENT - RACE/ETHNICITY (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Adult Education State Administered Basic Grants	<p><b>Population Group/American Indian or Alaskan Native:</b> A person having origins in any of the original peoples of North America, and who maintains a cultural identification through tribal affiliation or community recognition.</p> <p><b>Population Group/Asian or Pacific Islander:</b> A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. These areas include, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.</p> <p><b>Population Group/Black not of Hispanic Origin:</b> A person having origins in any of the Black racial groups of Africa, but not of Hispanic culture or origin.</p> <p><b>Population Group/Hispanic:</b> A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.</p> <p><b>Population Group/White not of Hispanic Origin:</b> A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin.</p>	34 CFR461.10(10)
JOBS	<p><b>Race:</b> The one-digit code for the race of the participant.</p> <p>1 - White. not of Hispanic origin                  2 - Black, not of Hispanic origin                  3 Hispanic                  4 - Asian or Pacific Islander (Oriental)                  5 American Indian or Alaska Native                  6 - Other</p>	JOBS-FSA-AT-9 1-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - DISABLED INDIVIDUAL

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<b>Individual with a Disability:</b> Any individual who has a physical (motion, vision, hearing) or mental (learning or developmental) impairment which substantially limits one or more of such a person's major life activities and has a record of such an impairment, or is regarded as having such an impairment.	SPIR Instructions
Job Corps	<p><b>Disabled:</b> An applicant cannot be accepted if he/she has a health condition (medical, mental health, or dental) that represents a potentially serious hazard to the applicant or to others in Job Corps that results in significant interference in the normal performance of Job Corps duties, or requires frequent, prolonged and/or costly health treatment. (Otherwise eligible disabled applicants will be accepted.)</p> <p>Otherwise qualified disabled applicants will be accepted in Job Corps in accordance with the requirements of Section 504 of the Rehabilitation Act of 1973 as amended. Job Corps eligibility criteria apply to all applicants, except that for individuals with disabilities, the upper age limit is waived and to be income eligible they have an option of applying as a member of a family or a family of one.</p> <p>Applications from individuals with mobility, vision, and/or hearing impairments, and from applicants with other disabilities who can reasonably be expected to complete the training program and subsequently secure employment, will be considered by screeners for admission.</p>	Job Corps Policy and Requirements Handbook
Employment Service	<b>Persons with Disabilities:</b> Individuals with disabilities who have active registration as of July 1, plus all applicants with disabilities who register for services during the program year.	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	<b>"Individual with Disabilities"</b> means any individual (as defined in section 3(2) of the Americans With Disabilities Act of 1990), which includes any individual who (1) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (2) has a record of impairment described in paragraph (I) of this definition; or (3) is regarded as having an impairment described in paragraph (1) of this definition.	Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) Section 502(19); 34 CFR 400.4
Adult Education State Administered Basic Grants	<b>Status of Participants/Disabled Adults:</b> Persons who are 16 years of age or older with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. This definition includes adults who are alcohol and drug abusers, mentally retarded, hearing-impaired, deaf, speech-impaired, visually impaired, seriously emotionally disturbed, orthopedically impaired, other health impairment, and adults with specific disabilities.	34CFR461.10(10)
JOBS	Not reported.	



CORE DATA ELEMENT - DISABLED INDIVIDUAL (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - EDUCATION/HIGHEST FORMAL GRADE LEVEL AT ENTRY

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>Highest School Grade Completed:</b> Enter the highest school grade completed by the individual, using the following codes:</p> <p>00 no school grade completed</p> <p>01- 11 number of elementary/secondary grades completed*</p> <p>12 high school graduate or equivalent</p> <p>13-15 if a high school graduate or equivalent, the number of school years completed including college, or full-time technical or vocational school</p> <p>16 bachelor's degree or equivalent</p> <p>17 fifth year of college, Master's degree (1 -year program), or equivalent</p> <p>18 sixth year or more of college, Master's degree (2-year program), Ph.D. or equivalent.</p> <p>*Note: Participants who completed 12th grade but did not receive a diploma or equivalent are to be coded "I 1."</p>	SPIR Instructions
Job Corps	<p><b>Highest School Grade Completed:</b> Enter the highest school grade the applicant successfully completed. Enter "12" only if the applicant received a high school diploma or passes the GED high school equivalency test. If the applicant completed grade 12 but did not meet the full requirements for high school diploma, enter "I 1." If the applicant is a high school graduate who successfully completed additional formal training at college, technical, secretarial, or vocational school, enter "13."</p>	Job Corps Policy and Requirements Handbook Chapter 2 Appx 101
Employment Service	<p><b>Education:</b> The highest level of education an applicant has completed.</p>	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Initial Formal Education Level:</b> Initial information provided at the onset of the JOBS program regarding the highest grade (formal education) achieved by the participant from attendance at: (1) an elementary or secondary school as defined under state law; or (2) an institution of higher education or postsecondary vocational, occupational, trade, or technical school operating legally within a state.</p>	Family Support Act of 1988 (P.L. 100.485 Title II); 45 CFR 250.82

CORE DATA ELEMENT - EDUCATION/HIGHEST FORMAL GRADE LEVEL AT ENTRY (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - HIGHEST DEGREE/CREDENTIAL AT ENTRY

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p>Highest School Grade Completed: Enter the highest school grade completed by the individual&gt; using the following codes:</p> <p>00 no school grade completed</p> <p>01-II number of elementary/secondary grades completed*</p> <p>12 high school graduate or equivalent</p> <p>13-15 if a high school graduate or equivalent, the number of school years completed including college, or <u>full-time</u> technical or vocational school</p> <p>16 Bachelor's degree or equivalent</p> <p>17 fifth year of college, Master's degree (I -year program) or equivalent</p> <p>18 sixth year or more for college, Master's degree (2-year program), Ph.D. or equivalent</p> <p>*Note: Participants who completed 12th grade but did not receive a diploma or equivalent are to be coded "I I."</p>	SPIR Instructions
Job Corps	<p>Highest School Grade Completed: Enter the highest school grade the applicant successfully completed. Enter "12" only if the applicant received a high school diploma or passed the GED high school equivalency test. If the applicant completed grade 12 but did not meet the full requirements for high school diploma, enter "I I." If the applicant is a high school graduate who successfully completed additional formal training at college, technical, secretarial, or vocational school, enter "13."</p>	Job Corps Policy and Requirements Handbook Chapter 2 Appx 101
Employment Service	<p>Less than High School Diploma: Applicants who have never received a high school diploma, or its equivalent and do not plan to return to school.</p> <p>High School Diploma/CED: Applicants who have received a high school diploma or GED and have not achieved a post secondary degree or certificate.</p> <p>Post Secondary Degree/Certificate: Applicants who have received a post secondary vocational, technical, academic degree or certificate of successful completion.</p>	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	

CORE DATA ELEMENT - HIGHEST DEGREE/CREDENTIAL AT ENTRY (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
JOBS	Initial Formal Education Level: Initial information provided at the onset of the JOBS program regarding the highest grade (formal education) achieved by the participant from attendance at: (1) an elementary or secondary school as defined under State law; or (2) an institution of higher education or postsecondary vocational, occupational, trade, or technical school operating legally within a State.	Family Support Act of 1988 (P.L. 100.485 Title II); 45 CFR 250.82
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - LABOR FORCE STATUS AT ENTRY

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>Labor Force Status:</b> Record the code indicating which of the following classifications best describes the individual’s labor force status at the time of application.</p> <p><b>Employed.</b> An employed individual is one who, during the 7 consecutive days prior to application, did any work at all as a paid employee, in his or her own business, profession or farm, worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family, or is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.</p> <p><b>Unemployed.</b> An unemployed individual is one who did not work during the 7 consecutive days prior to application, who made specific efforts to find a job within the past 4 weeks prior to application, and who was available for work during the 7 consecutive days prior to application. Also included as unemployed are those who did not work, and (a) were waiting to be called back to a job from which they had been laid off, or (b) were waiting to report to a new wage or salary job scheduled to start within 30 days.</p> <p><b>Not in labor force.</b> An individual not in the labor force is a civilian 14 years of age or over who did not work during the 7 consecutive days prior to application for a JTPA program and is not classified as employed or unemployed.</p>	SPIR Instructions
Job Corps	<p><b>Number of Weeks Since Employed Full-Time:</b> Enter the number of complete weeks which elapsed since the applicant held a full-time job. Exclude from this figure the number of weeks the applicant was in school. If the youth is presently working full-time, enter “999” on Form 652. If the applicant has never worked, check the box “Never.”</p>	Job Corps Policy and Requirements Handbook

CORE DATA ELEMENT - LABOR FORCE STATUS AT ENTRY (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Employment Service	<p><b>Employment Status:</b> The status of applicants, including students, at the time they initially seek the assistance of a local office to find work or skill training.</p> <p>Employed-Applicants are: (a) those who are currently working as paid employees, or who work in their own business, professions, or on their own farms; and (b) all those who are not working but who have jobs or businesses from which they are temporarily absent because of temporary layoff, illness, bad weather, vacation, labor management disputes, or personal reasons, whether they are paid for the time off or are seeking other jobs, or work more than a given number of hours per week. Members of the Armed Forces stationed in the U.S. are included.</p> <p>Unemployed - Applicants who are not employed, or who, although employed, have received notice of termination of employment.</p>	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	<p><b>Status of Participants/Employed Adults:</b> Adults who did any work at all as paid employees or in their own business or profession, or on their own farms or who worked 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family, and persons who were not working but who had jobs or businesses from which they were temporarily absent.</p> <p><b>Status of Participants/Unemployed Adults:</b> Adults who were not working but were looking for a job and were available to work. This includes persons who were waiting to be called back to a job from which they had been laid off and persons waiting to report to a new job. This does not include persons who are not available for work.</p>	34 CFR461.10(10)
JOBS	Not reported.	
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - SCHEDULED HOURS OF WORK PER WEEK AT ENTRY (IF EMPLOYED)

PROGRAM	PROGRAM DEFINITION	CITATION
TPA Titles II and 111	Not reported.	
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	Scheduled Hours: The number of hours scheduled per week for each applicable component activity or job entry.	Family Support Act of 1988 (P.L. 100.48: Title II); 45 CFR 250.78 and 250.82; JOBS-FSA-AT-91-6 (JOBS Participant Data Collection); (Participation Rate)
Food Stamp Employment and Training	Not reported.	



CORE DATA ELEMENT - HOMELESS INDIVIDUAL

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>Homeless:</b> An individual who lacks a fixed, regular, adequate nighttime residence; and any adult or youth who has a primary nighttime residence that is a public or private operated shelter for temporary accommodation; an institution providing temporary residence for individuals intended to be institutionalized; or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings. The term does not include a person imprisoned or detained pursuant to an Act of Congress or State law.</p> <p><b>Economically Disadvantaged (Title II only):</b> Any individual who</p> <ul style="list-style-type: none"> <li>(1) receives, or is a member of a family which receives, cash welfare payments under a Federal, State or local welfare program; (2) has, or is a member of a family which has, received a total family income for the six-month period prior to application, in relation to family size and location, that did not exceed either: <ul style="list-style-type: none"> <li>(a) the official poverty line as defined by the Department of Health and Human Services (HHS) and revised annually in accordance with Section 673(2) of the Omnibus Budget Reconciliation Act of 1981 (42 USC 9902(2)); or</li> <li>(b) 70 percent of the lower living standard income level, whichever is greater;</li> </ul> </li> <li>(3) is receiving, or has been determined eligible to receive in the 6-months prior to application, Food Stamps pursuant to the Food Stamp Act of 1977;</li> <li>(4) qualifies as a homeless individual under (a) and © of section 103 of the Stewart B. McKinney Homeless Assistance Act.</li> <li>(5) is a foster child on behalf of whom state or local government payments are made;</li> <li>(6) is an individual with a disability who meets the requirements of (1) or (2) above, but who is a member of a family which does not meet such requirements.</li> </ul>	SPIR Instructions
lob Corps	Not reported.	

CORE DATE ELEMENT - HOMELESS INDIVIDUAL (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Employment Service	<p>Economically Disadvantaged: An individual who:</p> <ul style="list-style-type: none"> <li>(a) receives or is a member of a family which receives cash welfare payments under a Federal, state or local welfare program; or</li> <li>(b) is a member of a family which has received a total family income for the six-month period preceding the month of application for the program involved (exclusive of unemployment compensations, child support payments, and welfare payments) which on an annualized basis in relation to family size, was not in excess of the higher of:                             <ul style="list-style-type: none"> <li>(I) the poverty level determined in accordance with criteria established by the Director of the Office of Management and Budget, or</li> <li>(ii) 70 percent of the lower living standard income level, or</li> </ul> </li> <li>(c) is receiving food stamps pursuant to the Food Stamp Act of 1977; or</li> <li>(d) is a foster child on behalf of whom State or Local government payments are made; or</li> <li>(e) in cases permitted by regulations of the Secretary, is an adult handicapped individual whose own income meets the requirements of clause (e) or (b), but who is a member of a family whose income does not meet such requirements; or</li> <li>(f) an individual who qualifies as homeless under section 103 of the Stewart B. McKinney Homeless Assistance Act.</li> </ul>	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	<p>Status of Participants/Homeless Adults: Adults lacking a fixed, regular, and adequate nighttime residence or an adult having a primary nighttime residence that is: (1) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); (2) an institution that provides a temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings. The term "homeless adult" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a state law.</p>	34CFR461.10(10)
JOBS	Not reported.	
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - VETERAN

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p>Veteran Status: Record the code indicating whether or not the participant is a person who (A) served on active duty in the military service (of the US) for a period of more than 180 days and who was discharged or released with other than a dishonorable discharge or (B) was discharged or released from active duty because of a service-connected disability or (C) was discharged as a member of a reserve component under an order to active duty pursuant to Section 672 (a), (d) or (g), 673, or 673b of Title 10, who served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged from such duty with other than a dishonorable discharge.</p> <p>Vietnam Era Veteran: Record the code indicating whether or not the participant is a veteran; any part of whose active military, naval or air service occurred between August 5, 1964 and May 7, 1975.</p> <p>Disabled Veteran: Record the code indicating whether or not the participant is a veteran who is entitled to compensation for a disability under laws administered by the Department of Veterans' Affairs, or who was discharged or released from active duty because of a service-connected disability.</p>	SPIR Instructions; 38 USC 201 1(4)
Job Corps	Military Service Prior to Enrollment in Job Corps: Self-explanatory.	Job Corps Policy and Requirements Handbook
Employment Service	<p>Veterans: A veteran is a person who served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge or was discharged or released from active duty because of a service connected disability; or as a member of a reserve component under an order to active duty pursuant to section 672(a), (d), or(g), 672(a) of Title 10, USC, served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge.</p> <p>Disabled Veteran: A veteran who is entitled to compensation regardless of rating (including those rated at 0%); or who but for the receipt of military retirement pay would be entitled to compensation, under laws administered by the Department of Veterans Affairs; or was discharged or released from active duty because of a service-connected disability.</p>	ETA 9002 Data Preparation Handbook

CORE DATA ELEMENT - VETERAN (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
<p>Employment Service (continued)</p>	<p>Special Disabled Veteran: A special disabled veteran is a veteran who (a) is entitled to compensation (or who, but for the receipt of military retirement pay would be entitled to compensation) under laws administered by the Department of Veterans Affairs (DVA) for a disability,</p> <ul style="list-style-type: none"> <li>(1) rated at 30 percent or more, or</li> <li>(2) rated at 10 or 20 percent in the case of a veteran who has been determined by DVA to have a serious employment handicap; or</li> </ul> <p>(b) who was discharged or released from duty because of a service-connected disability.</p> <p>Vietnam Era Veteran: Veterans who served on active duty over 180 days any part of which was during the period beginning August 5, 1964, and ending May 7, 1975.</p> <p>Eligible Person: An eligible person is one who is (a) the spouse of any person who died on active duty or a service-connected disability; or</p> <p>(b) the spouse of any member of the Armed Forces serving on active duty who at the time of application for assistance under this part is listed, pursuant to 38 U.S.C. 101 and the regulations issued thereunder, by the Secretary concerned, in one or more of the following categories and has been so listed for more than 90 days:</p> <ul style="list-style-type: none"> <li>(i) missing in action</li> <li>(ii) captured in the line of duty by a hostile force, or</li> <li>(iii) forcibly detained or interned in the line of duty by a foreign government</li> </ul> <p>(c) the spouse of any person who has a total disability permanent in nature, resulting from a service-connected disability, or the spouse of a veteran who died while a disability so evaluated was in existence.</p>	<p>ETA 9002 Data Preparation Handbook</p>
<p>Vocational Education Programs Authorized by the Carl Perkins Act</p>	<p>Not reported.</p>	
<p>Adult Education State Administered Basic Grants</p>	<p>Not reported.</p>	
<p>JOBS</p>	<p>Not reported.</p>	
<p>Food Stamp Employment and Training</p>	<p>Not reported.</p>	

CORE DATA ELEMENT - PUBLIC ASSISTANCE (FEDERAL, STATE or LOCAL) RECIPIENT

PROGRAM	PROGRAM DEFINITION	CITATION
<p>JTPA Titles II and III</p>	<p><b>Public Assistance Recipient:</b> For Titles II and III, record the appropriate code indicating whether or not the participant is listed on the grant and is receiving assistance under each of the following programs at the time of application. When not used for eligibility determination, self-reported information will be accepted. Do not include foster child payments.</p> <ul style="list-style-type: none"> <li>14a. Aid to Families with Dependent Children (AFDC)</li> <li>14b. General Assistance (GA) (State/local government)</li> <li>14c. Refugee Cash Assistance (RCA)</li> <li>14d. Supplemental Security Income (SSI) (SSA Title XVI)</li> <li><b>14e</b> Food Stamps (Food Stamp Act of 1977)</li> </ul> <p><b>Economically Disadvantaged (Title II only):</b> Record the appropriate code indicating “Yes” if the participant:</p> <ul style="list-style-type: none"> <li>(1) receives, or is a member of a family which receives, cash welfare payments under a federal, state or local welfare program;</li> <li>(2) has, or is a member of a family which has, received a total family income for the six-month period prior to application, in relation to family size and location, that did not exceed either: <ul style="list-style-type: none"> <li>(a) the official poverty line as defined by the Department of Health and Human Services (HHS) and revised annually in accordance with Section 673(2) of the Omnibus Budget Reconciliation Act of 1981 (42 USC 9902(2)); or</li> <li>(b) 70 percent of the lower living standard income level, whichever is greater;</li> </ul> </li> <li>(3) is receiving, or has been determined eligible to receive in the 6-months prior to application, Food Stamps pursuant to the Food Stamp Act of 1977;</li> <li>(4) qualifies as a homeless individual under (a) and © of section 103 of the Stewart B. McKinney Homeless Assistance Act;</li> <li>(5) is a foster child on behalf of whom state or local government payments are made;</li> <li>(6) is an individual with a disability who meets the requirements of (1) or (2) above, but who is a member of a family which does not meet such requirements.</li> </ul> <p><b>JOBS Program Participant:</b> Record the code indicating whether or not the individual is an individual (AFDC client) who is a participant (or has been a participant within the prior 6 months) in assessment or employability planning, or is assigned to one of the JOBS program components as defined in the approved State JOBS program plan, including self-initiating activities, at the time of eligibility determination.</p>	<p>SPIR Instructions</p>

CORE DATA ELEMENT - PUBLIC ASSISTANCE (FEDERAL, STATE OR LOCAL) RECIPIENT (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
<p><b>Job Corps</b></p>	<p><b>Family Receiving Public Assistance:</b> Check 18-1 if applicant receives for his/her child, or is a member of a family receiving, Aid to Families with Dependent Children (AFDC). Check 18-3 if applicant receives other public assistance, specifically welfare or food stamps. In regard to food stamps, the applicant or family must be receiving or have been determined within the 6-month period prior to application to be eligible to receive food stamps. Check 18-2 if applicant does not receive public assistance. Excludable income sources other than the ones mentioned in this paragraph, such as unemployment insurance and certain social security payments, are not considered to be public assistance, but shall <b>be</b> excluded in determining income in block #22.</p>	<p>Job Corps Policy and Requirements Handbook</p>
<p>Employment Service</p>	<p><b>Economically Disadvantaged:</b> An individual who:</p> <ul style="list-style-type: none"> <li>(a) receives or is a member of a family which receives cash welfare payments under a Federal, State or local welfare program; or</li> <li>(b) is a member of a family which has received a total family income for the six-month period preceding the month of application for the program involved (exclusive of unemployment compensations, child support payments, and welfare payments) which on an annualized basis in relation to family size, was not in excess of the higher of:                             <ul style="list-style-type: none"> <li>(I) the poverty level determined in accordance with criteria established by the Director of the Office of Management and Budget, or</li> <li>(ii) 70 percent of the lower living standard income level, or</li> </ul> </li> <li>(c) is receiving food stamps pursuant to the Food Stamp Act of 1977; or</li> <li>(d) is a foster child on behalf of whom State or Local government payments are made; or</li> <li>(e) in cases permitted by regulations of the Secretary, is an adult handicapped individual whose own income meets the requirements of clause (e) or (b), but who is a member of a family whose income does not meet such requirements; or</li> <li>(f) an individual who qualifies as homeless under section 103 of the Stewart B. McKinney Homeless Assistance Act.</li> </ul> <p><b>Welfare Recipient:</b> A welfare recipient is an applicant who, during the course of the program year, receives or is a member of a family who receives cash welfare payments under a Federal, State, or local welfare program.</p>	<p>ETA 9002 Data Preparation Handbook</p>
<p>vocational Education Programs Authorized <b>by</b> the Carl Perkins Act</p>	<p>Not reported.</p>	

CORE DATA ELEMENT - PUBLIC ASSISTANCE (FEDERAL, STATE OR LOCAL) RECIPIENT (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Adult Education State Administered Basic Grants	Status of Participants/Adults on Public Assistance: Adults who received financial assistance from Federal, State, and/or local programs such as aid for dependent children, old-age assistance, general assistance, and aid to the blind or totally disabled. Unless Social Security recipients are also receiving old-age assistance or other forms of public assistance, they are not included.	34 CFR461.10(10)
JOBS	<p>Target Group: The target group of which the individual was a member, if any, at the time of entry into JOBS (determined by the State on the basis of the length of time on AFDC, age of child, and participant's level of work experience, education, and age).</p> <p>5 Is an applicant or recipient who has received AFDC for any 36 months of the preceding 60 months</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.1 and 250.82; JOBS-FSA-AT-91-6 (JOBS Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - LONG-TERM AFDC RECIPIENT

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<b>Additional Barrier to Employment/Long-Term AFDC Recipient:</b> An adult or youth listed on the AFDC grant who has received cash payments under AFDC (SSA Title IV) for any 36 or more of the 60 months prior to application. The individual may or may not be receiving AFDC payments at the time of application.	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Target Group:</b> The target group of which the individual was a member, if any, at the time of entry into JOBS (determined by the State on the basis of the length of time on AFDC, age of child, and participant's level of work experience, education, and age).</p> <p>5 - Is an applicant or recipient who has received AFDC for any 36 months of the preceding 60 months</p>	Family Support Act of 1988 (P.L. 100.485 Title II); 45 CFR 250.1 and 250.82; JOBS-FSA-AT-91-6 (JOBS Participant Data Collection)
Food Stamp Employment and Training	Not reported.	





Services Received

CORE DATA ELEMENT - ASSESSMENT/TESTING

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	Not reported.	
Job Corps	Not reported.	
Employment Service	<p>Assessment Services: Individuals who receive an assessment interview, employment counseling, or testing.</p> <p>Interviewed: Applicants who receive an initial analysis of the strengths and weaknesses of their educational level, work history, vocational skills, or identification of employment barriers and development of a plan (not necessarily a written employability plan) to utilize their strengths and reduce weaknesses. Outcomes of an interview may include referral to another supportive service for implementation of the plan. This interview collects more information than the initial registration interview or reactivation and may take place on the same date as the registration or renewal interview so long as it is subsequent to those interviews.</p> <p>Tested: Individuals who are administered a standardized test. Tests will measure the individual's possession of, interest in, or ability to acquire job skills and knowledge.</p>	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p>Assignment Status: One or more (up to three concurrent) JOBS component activity(ies) and/or job entry for which the participant was scheduled and attended 1 or more hours during the sample month.</p> <p>1 2 Assessment and Employability Planning</p> <p>Literacy Assessment: The initial assessment of the participant's functional (reading) grade level at the onset of the JOBS program (as determined by an English language reading test).</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection); JOBS- - AT- (ACF-332)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - COUNSELING/CAREER DEVELOPMENT

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	Not reported.	
Job Corps	Not reported.	
Employment Service	Counseled: Applicants who receive ongoing or one-time assistance from a qualified counselor or counselor trainee to aid them in gaining a better understanding of themselves so that they can more realistically choose or change an occupation, or make suitable job adjustment. Counseling can be provided directly to an individual through group counseling services and may result in a written employability plan.	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	“Career Guidance and Counseling” means programs that (1) pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career decision-making, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities; and (2) assist those individuals in making and implementing informed educational and occupational choices.	Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) Section 502(19); 34 CFR 400.4
Adult Education State Administered Basic Grants	Not reported.	
JOBS	Not reported.	
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - JOB SEARCH ASSISTANCE

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p>Other Services Received:</p> <p>Job Search Assistance (Title II only): A service that helps a participant seek, locate, apply for and obtain a job. it may include job-finding skills, orientation to the labor market, resume preparation assistance, job development, referrals to job openings, job clubs, vocational exploration, and relocation assistance.</p> <p>Basic Readjustment Services (Title III only): Includes services designed to provide basic readjustment assistance such as orientation, skills determination, pre-layoff assistance, job development/referral assistance, and job search to eligible dislocated workers.</p>	SPIR Instructions
Job Corps	Not reported.	
Employment Service	<p><b>Job Search Activities:</b> All applicants provided services which are designed to help the job seeker plan and carry out a successful job hunting strategy. The services include resume preparation, job search workshops, job finding clubs, provision of specific labor market information, and development of a job search plan.</p> <p><b>Job Search Planning:</b> Development of a plan (not necessarily a written plan) that includes the necessary steps and timetables to achieve employment in a specific occupation, industry, or geographic area.</p> <p><b>Job Search Workshop:</b> An organized activity that provides instruction on resume writing, application preparation, interviewing skills, and/or job lead development.</p> <p><b>“Job Finding Clubs”</b> have all elements of the ES Job Search Workshop, plus a period of structured application where participants attempt to obtain jobs.</p> <p><b>Provision of Specific Labor Market Information:</b> Information concerning occupational staffing patterns, hiring patterns, working conditions, and pay of firms or industries.</p> <p><b>Resume Assistance:</b> Providing instruction on the content and format of resumes and cover letters and providing assistance in the development and production of the same.</p>	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	

CORE DATA ELEMENT - JOB SEARCH ASSISTANCE (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Assignment Status:</b> One or more (up to three concurrent) JOBS component activity(ies) and/or job entry for which the participant was scheduled and attended 1 or more hours during the sample month.</p> <p>II- Receiving job development and/or job placement services                      I3 - Group or individual job search</p>	<p>Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.82;                      JOBS-FSA-AT-91-6 (Jobs Participant Data Collection); JOBS- - AT- (ACF-332)</p>
Food Stamp Employment and Training	<p><b>Job Search:</b> A component that requires participants to make a pre-determined number of inquiries to prospective employers over a specified period of time. The component may be designed so that the participant conducts his/her job search independently or within a group setting. Job search components should be comparable to that required for the AFDC Program under Part F of Title IV of the Social Security Act and should entail approximately 12 contacts with employers per month for 2 months.</p>	<p>7 CFR 273.7(f)(1)(1); State Planning Handbook</p>

CORE DATA ELEMENT - OCCUPATIONAL SKILLS TRAINING (Non-OJT)

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>Occupational Skills Training (non-OJT):</b> Instruction conducted in an institutional or worksite setting designed to provide or upgrade individuals in the primary/technical and secondary/ancillary skills required to perform a specific job or group of jobs such as auto mechanics, health services, or clerical training. Includes job-specific competency training, job-specific school-to-work/apprenticeship programs, on-site industry specific training; customized training, entrepreneurial training, internships and pre-apprenticeship training. It may be provided within the framework of occupational/job specific skills competencies, and when structured like a job, may also be used to be provided training in work maturity competencies.</p>	SPIR Instructions
Job Corps	<p><b>Student's Vocational Training:</b> Enter the 9-digit DOT code for the principal area of training received by a student. For Category 111 enrollees who did not enter a training component, fill in the boxes with nine nines (999999999).</p> <p><b>School or Other Non-Wage Paying Institutional Training Program:</b> Enter appropriate school or other non-wage-paying institutional training program (code 1 through 7) in school code box when student is enrolled in an institutional program.</p>	Job Corps Policy and Requirements Handbook
Employment Service	<p><b>Referred to Skills Training:</b> Skills training is defined as any State or Federal Training program such as JTPA institutional, Trade Act, Job Corps, etc. This is an unduplicated count of all applicants referred to training both successful and unsuccessful.</p>	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	<p><b>"Specific Job Training"</b> means training and education for skills required by an employer to provide the individual student with the ability to obtain employment and to adapt the changing demands of the workplace.</p> <p><b>"General Occupational Skills"</b> means strong experience in, and understanding of, all aspects of an industry.</p>	Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101.392) Section 502(19); and 34 CFR 400.4
Adult Education State Administered Basic Grants	Not reported.	

CORE DATA ELEMENT - OCCUPATIONAL SKILLS TRAINING (Non-OJT) (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
JOBS	<p><b>Assignment Status:</b> One or more (up to three concurrent) JOBS component activity(ies) and/or job entry for which the participant was scheduled and attended 1 or more hours during the sample month.</p> <p>0 7 Job skills training other than that provided in high school referenced in code 02 above or in a postsecondary vocational program referenced in code 06 above, assigned under JOBS.</p> <p>09 - Secondary level (i.e., high school level) vocational education, or adult vocational education or training offered by public and private providers, <u>self-initiated</u> (before the individual was approved to participate in JOBS).</p>	<p>Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.82;            JOBS-FSA-AT-91-6 (Jobs Participant Data Collection); JOBS-AT- (ACF-332)</p>
Food Stamp Employment and Training	<p><b>Vocational Training:</b> A component that improves the employability of participants by providing training in a skill or trade allowing the participant to move directly into employment.</p>	<p>State Planning Handbook</p>



CORE DATA ELEMENT - ON-THE-JOB TRAINING (OJT)

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>On-the-Job Training:</b> Training in the public or private sector which is given to an individual while s/he is engaged in productive work, designed to provide or upgrade individuals in the primary/technical and secondary/ancillary skills required to perform and essential to the full and adequate performance on the job. It may be provided within the framework of occupational/job specific skills competencies, and may also be used to provide training in work maturity competencies.</p>	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	<p>“Cooperative Education” means a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. The two experiences must be planned and supervised by the school and employers so that each contributes to the student’s education and employability Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time fulfilling the cooperative program.</p> <p><b>Work Study:</b> Since neither the Perkins Act nor the implementing regulations contain a definition of work study, a State may develop its own standards (as long as they are consistent with the purposes of the Perkins Act), of use the standards that applied to work study programs under Section 400.523(a) through (e) of the regulations which implemented the Vocational Education Act, P.L. 94-482.</p>	Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) Section 502(19); and 34 CFR 400.4
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Assignment Status:</b> One or more (up to three concurrent) JOBS component activity(ies) and/or job entry for which the participant was scheduled and attended 1 or more hours during the sample month.</p> <p>I4      On-the-job training (OJT)</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection); JOBS-AT- (ACF-332)

CORE DATA ELEMENT - ON-THE-JOB TRAINING (OJT) (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Food Stamp Employment and Training	<p><b>Workfare:</b> A work program in which food stamp recipients are required to perform work in a public service capacity as a condition of eligibility and receive their monthly coupon allotment in lieu of wages. The primary goal of workfare is to improve employability and enable individuals to move into regular employment. A State agency may operate a workfare program as a component under its E&amp;T program or it may operate a workfare independent of the E&amp;T program. If a State agency chooses to operate a workfare program under its E&amp;T program, the workfare program must comply with the regulations at 7 CFR 273.22.</p>	7 CFR 273.7(f)(1)(1): State Planning Handbook

CORE DATA ELEMENT - WORK EXPERIENCE

PROGRAM	PROGRAM DEFINITION	CITATION
TPA Titles II and III	<p><b>“Work Experience”</b> is a short-term or part-time work activity in the public or not-for-profit sector which provides an individual with the opportunity to acquire the skills and knowledge necessary to perform a job, including appropriate work habits and behaviors. It may be provided in the framework of occupational/job specific skills and/or work maturity competencies.</p> <p><b>“Entry Employment Experience or Private Internships”</b> is a formal opportunity to examine or investigate employment typically at private, for-profit worksites. When of sufficient duration and scope to teach competencies, it may be provided in the framework of occupational/job specific skills and/or work maturity competencies. <u>For youth only.</u></p>	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Assignment Status:</b> One or more (up to three concurrent) JOBS component activity(&amp;) and/or job entry for which the participant was scheduled and attended 1 or more hours during the sample month.</p> <p>16- Community Work Experience (CWEP) 17. Other Work Experience (unpaid)</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection); JOBS-AT- (ACF-332)
Food Stamp Employment and Training	<b>Work Experience:</b> A program designed to improve the employability of household members through actual work experience or training, or both and to enable individuals employed or trained under such programs to move promptly into regular public or private employment.	7 CFR273,7(01)(iv)

CORE DATA ELEMENT - PRE-EMPLOYMENT SKILLS/JOB READINESS TRAINING

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<b>Other Employment Skills Training (Title II Only):</b> Includes activities such as pre-employment training, work maturity training that does not occur in one of the above-identified work or work-like activities (e.g., unsubsidized employment), and non-job-specific school-to-work/postsecondary programs (does not include job search assistance, basic readjustment services).	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<b>Assignment Status:</b> One or more (up to three concurrent) JOBS component activity(ies) and/or job entry for which the participant was scheduled and attended 1 or more hours during the sample month.  10 - Job readiness activities	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection); JOBS-AT- (ACF-332)
Food Stamp Employment and Training	<b>Job Search Training:</b> A component that strives to enhance the job readiness of participants by providing instruction in job seeking techniques and increase motivation and self-confidence. The component may consist of job skills assessments, job finding clubs, job placement services or other direct training or support activities. The job search training component may combine job search activities with other training and support activities.	7 CFR 273.7(f)(1)(I); State Planning Handbook

CORE DATA ELEMENT - BASIC SKILLS EDUCATION THROUGH 8TH GRADE LEVEL

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<b>Basic Skills Training:</b> Instruction normally conducted in an institutional classroom or one-on-one tutorial setting and designed to upgrade basic skills and prepare the individual for further training, post-secondary education transition, future employment, or retention in present employment, and may be provided within the framework of basic skills competencies. Includes, but is not limited to, reading, writing, mathematics, literacy training, speaking, listening, problem solving, reasoning, study skills, English for non-English speakers, bilingual training, and GED preparation (including computer assisted instruction).	SPIR Instructions
Job Corps	Not reported.	
Employment Service	<b>Referred To Educational Services:</b> Individuals referred to a program or course designed to develop competency in basic educational skills such as reading comprehension, mathematics, writing, speaking and reasoning, and/or programs leading to educational credentials such as a GED or high school diploma or college degree. This can include English-as-a-second-language training.	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	<p><b>Educational Functioning Level/Beginning ABE:</b> Instruction designed for an adult who is unable to read, write, and compute sufficiently well to meet the requirements of adult life in the United States, or an adult who lacks a mastery of basic educational skills that will enable him/her to function effectively in U.S. society. These adults are termed “educationally disadvantaged.” For States using grade level measures, Beginning ABE includes grades 0 through 5.9. This term does NOT apply to foreign-born adults with limited English proficiency. States using competency-based or other measures should describe the methods used to determine a participant’s educational functioning level.</p> <p><b>Educational Functioning Level/Intermediate ABE:</b> Instruction designed for an adult who has some competence in reading, writing, and computation but is not sufficiently competent to meet the requirements of adult life in the United States, or an adult who lacks a mastery of basic educational skills that will enable him/her to function effectively in U.S. society. For states using grade level measures, Intermediate ABE includes grades 6 through 8.9. This term does NOT <b>apply</b> to foreign-born adults with limited English proficiency. States using competency-based or other measures should describe the methods used to determine a participant’s educational functioning level.</p>	34CFR461.10(10)

CORE DATA ELEMENT - BASIC SKILLS EDUCATION THROUGH 8TH GRADE LEVEL (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
JOBS	<p>Assignment Status: One or more (up to three concurrent) JOBS component activity(ies) and/or job entry for which the participant was scheduled and attended 1 or more hours during the sample month.</p> <p>04 - Adult basic or remedial education (up to grade 8.9), may include subject areas such as reading, writing, speaking, or other basic skills</p>	<p>Family Support Act of 1988 (P.L 100.485 Title II); 45 CFR 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection); JOBS-AT- (ACF-332)</p>
Food Stamp Employment and Training	<p><b>Basic Education:</b> A component that includes educational programs or activities to improve basic skills or otherwise improve employability, such as Adult Basic Education, literacy, English as a Second Language, high school equivalency (GED) and postsecondary education.</p>	<p>7 CFR 273.7(f)(I)(vi)</p>

CORE DATA ELEMENT - BASIC SKILLS EDUCATION AT SECONDARY (GRADES 9-12) LEVEL

PROGRAM	PROGRAM DEFINITION	CITATION
TPA Titles II and III	<b>Basic Skills Training:</b> Instruction normally conducted in an institutional classroom or one-on-one tutorial setting and designed to upgrade basic skills and prepare the individual for further training, post-secondary education transition, future employment, or retention in present employment, and may be provided within the framework of basic skills competencies. Includes, but is not limited to, reading, writing, mathematics, literacy training, speaking, listening, problem solving, reasoning, study skills, English for non-English speakers, bilingual training, and GED preparation (including computer assisted instruction).	SPIR Instructions
Job Corps	Not reported.	
Employment Service	<b>Referred To Educational Services:</b> Individuals referred to a program or course designed to develop competency in basic educational skills such as reading comprehension, mathematics, writing, speaking and reasoning, and/or programs leading to educational credentials such as a GED or high school diploma or college degree. This can include English-as-a-second-language training.	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	<b>Educational Functioning Level/Adult Secondary Education:</b> Instruction designed for an adult who is literate and can function in everyday life, but is not proficient. This term is equivalent to adult secondary education as defined by the State. For States using level measures, adult secondary education includes grades 9 through 12.9. States using competency-based or other measures should describe the methods used to determine a participant's educational functioning level.	34 CFR461.10(10)
JOBS	<p><b>Assignment Status:</b> One or more (up to three concurrent) JOBS component activity(ies) and/or job entry for which the participant was scheduled and attended 1 or more hours during the sample month.</p> <p><b>02 -</b> High school (including regular high school, alternative high school, vocational high school); use code 09 for self-initiated high school level vocational education (when an individual was attending before commencing participation in JOBS)</p> <p><b>03 -</b> GED (General Educational Development) or other high school equivalency diploma program</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection); JOBS-AT- (ACF-332)
Food Stamp Employment and Training	<b>Basic Education:</b> A component that includes educational programs or activities to improve basic skills or otherwise improve employability, such as Adult Basic Education, literacy, English as a Second Language, high school equivalency (GED) and postsecondary education.	7 CFR273,7(f)(1)(vi)

CORE DATA ELEMENT - ENGLISH AS A SECOND LANGUAGE

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>Basic Skills Training:</b> Instruction normally conducted in an institutional classroom or one-on-one tutorial setting and designed to upgrade basic skills and prepare the individual for further training, post-secondary education transition, future employment, or retention in present employment, and may be provided within the framework of basic skills competencies. Includes, but is not limited to, reading, writing, mathematics, literacy training, speaking, listening, problem solving, reasoning, study skills, English for non-English speakers, bilingual training, and GED preparation (including computer assisted instruction).</p>	SPIR Instructions
Job Corps	<p><b>Applicant Needs Bilingual Program:</b> Check box number I for applicants whose first language is Spanish, who do not speak English, or speak it poorly, for assignment to a center with a Spanish-speaking program. If another bilingual program is needed, check box number 3 and enter the language.</p>	Job Corps Policy and Requirements Handbook
Employment Service	<p><b>Referred To Educational Services:</b> Individuals referred to a program or course designed to develop competency in basic educational skills such as reading comprehension, mathematics, writing, speaking and reasoning, and/or programs leading to educational credentials such as a GED or high school diploma or college degree. This can include English-as-a-second-language training.</p>	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	<p><b>Educational Functioning Level/Beginning ESL:</b> Instruction designed for an adult who has limited or no proficiency in the English language. Instructional emphasis is on listening and speaking. Literacy skills, reading, and writing are introduced.</p> <p><b>Educational Functioning Level/Intermediate ESL:</b> Instruction designed for an adult who has some competence in communicating English. Instruction in reading and writing is integrated with ongoing development of speaking and listening skills.</p> <p><b>Educational Functioning Level/Advanced ESL:</b> Instruction designed for an adult who is able to communicate in English but who needs instruction in usage. At this level emphasis is placed on idioms, language for specific purposes, and grammatical structure. Reading and writing instruction is integrated with speaking and listening.</p>	34CFR461.10(10)



CORE DATA ELEMENT - ENGLISH AS A SECOND LANGUAGE (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
JOBS	<p><b>Assignment Status:</b> One or more (up to three concurrent) JOBS component activity(ies) and/or job entry for which the participant was scheduled and attended 1 or more hours during the sample month.</p> <p>05 - ESL (English as a Second Language) program</p>	<p>Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)</p>
Food Stamp Employment and Training	<p><b>Basic Education:</b> A component that includes educational programs or activities to improve basic skills or otherwise improve employability, such as Adult Basic Education, literacy, English as a Second Language, high school equivalency (GED) and postsecondary education.</p>	<p>7 CFR 273.7(f)(1)(vi)</p>

CORE DATA ELEMENT - POSTSECONDARY ACADEMIC (NONOCCUPATIONAL) EDUCATION

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<b>Other Employment Skills Training (Title II only):</b> Includes activities such as pre-employment training, work maturity training that does not occur in one of the above-identified work or work-like activities (e.g., unsubsidized employment), and non-job specific school-to-work/post-secondary programs (does not include job search assistance, basic readjustment services).	SPIR Instructions
Job Corps	<b>School or Other Non-Wage Paying Institutional Training Program:</b> Enter appropriate school or other non-wage-paying institutional training program (code 1 through 7) in school code box when student is enrolled in an institutional program.	Job Corps Policy and Requirements Handbook
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Assignment Status:</b> One or more (up to three concurrent) JOBS component activity(ies) and/or job entry for which the participant was scheduled and attended 1 or more hours during the sample month.</p> <p>06 - Postsecondary degree (e.g., associate, bachelor's, or master's) or non-degree (e.g., certificate or diploma) program, assigned under JOBS, including degree or non-degree postsecondary vocational education, assigned under JOBS.</p> <p>07 - Job skills training other than that provided in high school referenced in code 02 above or in a postsecondary vocational program referenced in code 06 above, assigned under JOBS.</p>	Family Support Act of 1988 (P.L. 100-485 Title 11); 45 CFR 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - SUPPORTIVE SERVICES

PROGRAM	PROGRAM DEFINITION	CITATION
<p>JTPA Titles II and III</p>	<p><b>Supportive Service Received:</b> The term “supportive services” means services arranged for, but not necessarily funded, by JTPA which enable an individual eligible for training under JTPA, who cannot afford to pay for such services, to participate in a training program funded under the Act. An incentive payment for excellent attendance in program activities is NOT a supportive service and therefore is not reportable on the SPIR. Only record supportive services received while an individual is a participant. An exception is noted in Item 32g.</p> <p><b>Transportation.</b> A supportive service for participants to ensure mobility between home and the location of employment, training, and/or other supportive services.</p> <p><b>Health Care.</b> Includes, but is not limited to, preventive and clinical medical treatment, voluntary family planning services, and necessary psychiatric, psychological, and prosthetic services.</p> <p><b>Family Care.</b> A service or support which helps participants meet their family care needs during participation. Family care ranges from day care inside or outside the home or to after-school programs (inside or outside the home). It usually includes supervision and shelter, and may include subsistence and transportation.</p> <p><b>Housing or Rental Assistance.</b> A supportive service which assists participants in maintaining or obtaining adequate shelter for themselves and their families while they are receiving employment, training, or other supportive services.</p> <p><b>Counseling: Personal, Financial or Legal.</b> The process of assisting participants with the solution of a variety of personal, financial, or legal problems occurring during participation.</p>	<p>SPIR Instructions</p>

CORE DATA ELEMENT - SUPPORTIVE SERVICES (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III (continued)	<p><b>Needs-Based/Related Payments.</b> In Title IIA (Section 2049d) and Title II-C (Section 264), needs-based payments are amounts derived from a locally-developed formula or procedure which are paid to participants who cannot afford to otherwise participate in a training program. In Title III, needs-related payments are payments to an eligible dislocated worker, who does not qualify or has ceased to qualify for unemployment compensation, in order to enable such worker to complete training or education programs funded under Title III. To be eligible for such payments, individuals who have exhausted their unemployment compensation must have been enrolled in training by the end of the 13th week of the worker’s initial unemployment compensation benefit period, or, if later, by the end of the 8th week after an employee is informed that a short-term layoff will, in fact, exceed 6 months.</p> <p><b>Other.</b> Any supportive service(s), not included above provided to eligible individuals to enable them to participate in planned activities, e.g., includes the provision of tools, equipment and special work clothing. NOTE: Include here individuals who had received a Pell or TRA grant within 12 months prior to initial participation in the JTPA program and for whom the grant coverage continues after participation in JTPA begins.</p>	SPIR Instructions
Job Corps	Not reported.	
Employment Service	<p><b>Referred to Support Services:</b> Individuals referred to services designed to assist an individual to achieve physical, mental, social or economic well being and reduce or eliminate barriers to employment. These include health and medical services, child care, emergency financial services, relocation assistance, residential support, nutritional and legal services.</p>	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	<p><b>“Supplemental Services”</b> means curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.</p>	Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101.392) Section 502(19); and 34 CFR 400.4
Adult Education State Administered Basic Grants	Not reported.	

CORE DATA ELEMENT - SUPPORTIVE SERVICES (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
JOBS	<p><b>Amount of Supportive Services:</b> The dollar amount expended for actual supportive services other than child care and administrative expenditures in the sample month. Includes one-time, work-related IV-F expenses.</p> <p><b>Child Care Assistance:</b> Child care is provided to families receiving or applying for AFDC to allow participation in the JOBS program or to enter employment. Record child care information including Type of Child Care, Source of Child Care Funding, Amount of IV-A Child Care Payment, and Duration of IV-A Child Care Assistance.</p>	<p>Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR <b>250.82:</b> JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)</p>
Food Stamp Employment and Training Program	Not reported.	

## Service Completion Outcomes

CORE DATA ELEMENT - COMPLETION OF OCCUPATIONAL SKILLS TRAINING (NON-OJT)

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<b>Occupational Skills Training (non-OJT):</b> Instruction conducted in an institutional or worksite setting designed to provide or upgrade individuals in the primary/technical and secondary/ancillary skills required to perform a specific job or group of jobs such as auto mechanics, health services, or clerical training. Includes job-specific competency training, job-specific school-to-work/apprenticeship programs, on-site industry specific training; customized training, entrepreneurial training, internships and pre-apprenticeship training. It may be provided within the framework of occupational/job specific skills competencies, and when structured like a job, may also be used to be provided training in <b>work</b> maturity competencies.	SPIR Instructions
Job Corps	<b>Vocational Completion Attainment:</b> The number of trainees who were enrolled 30 paid days or more and who received training in any one of the 42 competency based TARS approved to date and who achieved a completer or advanced completer level in that vocation as reported on the ETA 640 (and documented on the TAR) PLUS credit for those students who complete and ACT/AT program on center or who are transferred to an AT or ACT program at another center DIVIDED by the total number of trainees who were enrolled in 30 paid days or more and who received training in one of the 42 competency based TARS, regardless of the completion level achieved PLUS credit for those students who complete an ACT/AT program on center or who are transferred to an AT or ACT program at another center.	Job Corps Policy and Requirements Handbook
Employment <b>Service</b>	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	<b>“Program Completer”</b> means a student who finishes a planned sequence of courses, services, or activities designed to meet an occupational objective and which purports to teach entry-level job skills.	45 CFR 104.404(c)(I)
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<b>Completion Status:</b> If one or more JOBS component(s) or activity(&) ended during the sample month, indicate the reason for the completion or termination of the activity.  I- Complete training or educational activity as defined by the facility providing the service, i.e., passed examination, earned a certificate, demonstrated adequate proficiency in area of study or training, earned ESL or GED certification, received union card, met licensing requirements, etc.	Family Support Act of 1988 (P.L. 100.485 Title II); 45 CFR 250.78 and 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)

CORE DATA ELEMENT - COMPLETION OF OCCUPATIONAL SKILLS TRAINING (NON-OJT) (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Food Stamp Employment and Training	Not reported.	



CORE DATA ELEMENT - COMPLETION OF ON-THE-JOB TRAINING (OJT)

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<b>On-the-Job Training:</b> Training in the public or private sector which is given to an individual while s/he is engaged in productive work, designed to provide or upgrade individuals in the primary/technical and secondary/ancillary skills required to perform and essential to the full and adequate performance on the job. It may be provided within the framework of occupational/job specific skills competencies, and may also be used to provide training in work maturity competencies.	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Completion Status:</b> If one or more JOBS component(s) or activity(ies) ended during the sample month, indicate the reason for the completion or termination of the activity.</p> <p>I- Complete training or educational activity as defined by the facility providing the service, i.e., passed examination, earned a certificate, demonstrated adequate proficiency in area of study or training, earned ESL or GED certification, received union card, met licensing requirements, etc.</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.78 and 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - COMPLETION OF WORK EXPERIENCE

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>“Work Experience”</b> is a short-term or part-time work activity in the public or not-for-profit sector which provides an individual with the opportunity to acquire the skills and knowledge necessary to perform a job, including appropriate work habits and behaviors. It may be provided in the framework of occupational/job specific skills and/or work maturity competencies.</p> <p><b>“Entry Employment Experience or Private Internships”</b> is a formal opportunity to examine or investigate employment typically at private, for-profit worksites. When of sufficient duration and scope to teach competencies, it may be provided in the framework of occupation/job specific skills and/or work maturity competencies. <u>For youth only.</u></p>	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Completion Status:</b> If one or more JOBS component(s) or activity(ies) ended during the sample month, indicate the reason for the completion or termination of the activity.</p> <p>I - Complete training or educational activity as defined by the facility providing the service, i.e., passed examination, earned a certificate, demonstrated adequate proficiency in area of study or training, earned ESL or GED certification, received union card, met licensing requirements. etc.</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.78 and 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - COMPLETION OF PRE-EMPLOYMENT SKILLS/JOB READINESS TRAINING

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	Other Employment Skills Training ( <b>Title II</b> only): Includes activities such as pre-employment training, work maturity training that does not occur in one of the above-identified work or work-like activities (e.g., unsubsidized employment), and non-job specific school-to-work/post-secondary programs (does not include job search assistance, basic readjustment services).	SPIR instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	<b>“Program Completer”</b> means a student who finishes a planned sequence of courses, services, or activities designed to meet an occupational objective and which purports to teach entry-level job skills.	45 CFR 104.404(c)(1)
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Completion Status:</b> If one or more JOBS component(s) or activity(ies) ended during the sample month, indicate the reason for the completion or termination of the activity.</p> <p>1- Complete training or educational activity as defined by the facility providing the service, i.e., passed examination, earned a certificate, demonstrated adequate proficiency in area of study or training, earned ESL or GED certification, received union card, met licensing requirements, etc.</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.78 and 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - COMPLETION OF BASIC SKILLS EDUCATION THROUGH 8TH GRADE LEVEL

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<b>Basic Skills Training:</b> Instruction normally conducted in an institutional classroom or one-on-one tutorial setting and designed to upgrade basic skills and prepare the individual for further training, post-secondary education transition, future employment, or retention in present employment, and may be provided within the framework of basic skills competencies. Includes, but is not limited to, reading, writing, mathematics, literacy training, speaking, listening, problem solving, reasoning, study skills, English for non-English speakers, bilingual training, and GED preparation (including computer assisted instruction).	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	<b>Participant Achievement/Educational:</b> Obtained adult high school diploma; passed GED test; entered other educational or training program.	34CFR461.10(10)
JOBS	<p>Completion Status: If one or more JOBS component(s) or activity(ies) ended during the sample month, indicate the reason for the completion or termination of the activity.</p> <p>I- Completed training or educational activity as defined by the facility providing the service, i.e., passed examinations, earned a certificate, demonstrated adequate proficiency in area of study or training, earned ESL or GED certification, received union card, met licensing requirements, etc.</p>	Family Support Act of 1999 (P.L. 100-485 Title II); 45 CFR 250.78 and 250.82; JOBS-FSA-AT-91-6 (JOBS Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - COMPLETION OF BASIC SKILLS EDUCATION AT SECONDARY (GRADES 9-12) LEVEL

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>Basic Skills Training:</b> Instruction normally conducted in an institutional classroom or one-on-one tutorial setting and designed to upgrade basic skills and prepare the individual for further training, post-secondary education transition, future employment, or retention in present employment, and may be provided within the framework of basic skills competencies. Includes, but is not limited to, reading, writing, mathematics, literacy training, speaking, listening, problem solving, reasoning, study skills, English for non-English speakers, bilingual training, and GED preparation (including computer assisted instruction).</p> <p><b>Completed a Major Level of Education:</b> An adult or youth who, prior to termination, had completed, during enrollment, a level of educational achievement which had not been reached at entry. Levels of educational achievement are secondary and postsecondary. Completion standards shall be governed by State standards and shall include a high school diploma, GED certificate or equivalent at the secondary level, and shall require a diploma or other written certification of completion at the postsecondary level. NOTE: Completion of a major level of education must result primarily from active JTPA program participation of at least 90 calendar days or 200 hours, usually prior to such completion.</p>	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	<b>Participant Achievement/Educational:</b> Obtained adult high school diploma; passed GED test; entered other educational or training program.	34 CFR 461.10(10)
JOBS	<p><b>Completion Status:</b> If one or more JOBS component(s) or activity(ies) ended during the sample month, indicate the reason for the completion or termination of the activity.</p> <p>1 - Completed training or educational activity as defined by the facility providing the service, i.e., passed examinations, earned a certificate, demonstrated adequate proficiency in area of study or training, earned ESL or GED certification, received union card, met licensing requirements, etc.</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.78 and 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)

CORE DATA ELEMENT - COMPLETION OF BASIC SKILLS EDUCATION AT SECONDARY (GRADES 9-12) LEVEL (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - COMPLETION OF ENGLISH AS A SECOND LANGUAGE

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<b>Basic Skills Training:</b> Instruction normally conducted in an institutional classroom or one-on-one tutorial setting and designed to upgrade basic skills and prepare the individual for further training, post-secondary education transition, future employment, or retention in present employment, and may be provided within the framework of basic skills competencies. Includes, but is not limited to, reading, writing, mathematics, literacy training, speaking, listening, problem solving, reasoning, study skills, English for non-English speakers, bilingual training, and GED preparation (including computer assisted instruction).	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Completion Status:</b> If one or more JOBS component(s) or activity(ies) ended during the sample month, indicate the reason for the completion or termination of the activity.</p> <p>I- Completed training or educational activity as defined by the facility providing the service, i.e., passed examinations, earned a certificate, demonstrated adequate proficiency in area of study or training, earned ESL or GED certification, received union card, met licensing requirements, etc.</p>	Family Support Act of 1988 (P.L. 100.485 Title II); 45 CFR 250.78 and 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - COMPLETION OF POSTSECONDARY ACADEMIC (NONOCCUPATIONAL) EDUCATION

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and 111	<p><b>Completed a Major Level of Education:</b> An adult or youth who, prior to termination, had completed, during enrollment, a level of educational achievement which had not been reached at entry Levels of educational achievement are secondary and postsecondary. Completion standards shall be governed by State standards and shall include a high school diploma, GED certificate or equivalent at the secondary level, and shall require a diploma or other written certification of completion at the postsecondary level. NOTE: Completion of a major level of education must result primarily from active JTPA program participation of at least 90 calendar days or 200 hours, usually prior to such completion.</p>	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Completion Status:</b> If one or more JOBS component(s) or activity(ies) ended during the sample month, indicate the reason for the completion or termination of the activity.</p> <p>I- Completed training or educational activity as defined by the facility providing the service, i.e., passed examinations, earned a certificate, demonstrated adequate proficiency in area of study or training, earned ESL or GED certification, received union card, met licensing requirements, etc.</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.78 and 250.82; JOBS-FSA-AT-916 (JOBS Participant Data Collection)
Food Stamp Employment and Training	Not reported.	



CORE DATA ELEMENT - REASON FOR NOT COMPLETING PLANNED SERVICE(S)

PROGRAM	PROGRAM DEFINITION	CITATION
<p>JTPA Titles II and III</p>	<p>Other Terminations:</p> <p>institutionalized. The participant is residing in an institution of facility providing 24-hour support such as a prison or hospital.</p> <p>Health/Medical. The participant is receiving medical treatment which precludes entry into unsubsidized employment or continued participation in the JTPA program.</p> <p>Family Care. The participant is responsible for the care of one or more family members which precludes entry into unsubsidized employment or continued participation in the JTPA program.</p> <p>Lacks Transportation. The participant is without his/her own means of transportation, is unable to arrange for private transportation, or has no public transportation between home and the location of employment/training and/or other supportive services.</p> <p>Cannot Locate. The participant cannot be located after utilizing the address/phone number and alternative contact information provided by the participant.</p> <p>Voluntary, Other. The participant voluntarily left the JTPA program for reasons other than those above.</p> <p>Involuntary, Other. The participant was separated from the program for administrative reasons other than those above. Include participants transferred to a program operated by another SDA under JTPA Title II.</p> <p>Objective Assessment Only. (Exempt from performance standards.)</p> <p>Objective Assessment and Entered Unsubsidized Employment Only. (Exempt from performance standards.)</p>	<p>SPIR Instructions</p>
<p>Job Corps</p>	<p>Non-Placement, Not Placed in a Job, School, or Military: Documented reasons why a student was not placed. 1- Fulfilling a family responsibility, 2. x-entered Job Corps, 3. seeking placement, 4- not seeking placement, 5- cannot be located, 6- other.</p>	<p>Job Corps Policy and Requirements Handbook Chapter 2 Appx I01</p>

CORE DATA ELEMENT - REASON FOR NOT COMPLETING PLANNED SERVICE(S) (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Reason for Separation: Shows the number of participants leaving the program during the reporting period before completing their objectives and their reasons for separation. Data includes health, child care problems, transportation problems, family problems, location of class, lack of interest-instruction not helpful, time of class, left area, took other job, or other known or unknown reason.	34 CFR461.10(10)
JOBS	<p>Completion Status: If one or more JOBS component(s) or activity(ies) ended during the sample month, indicate the reason for the completion or termination of the activity.</p> <p>3 Lost child care</p> <p>4 Lost means of transportation</p> <p>5 Incomplete activity because of own illness, physical incapacity, or injury</p> <p>6 Did not complete activity because of substance abuse or dependence</p> <p>7 Did not complete activity because of illness of dependent child or other dependent person requiring the participant's care</p> <p>8 Moved to another State or within the same State to a geographic area not covered by JOBS</p> <p>9 Ended activity for reasons other than those above or dropped out of activity without explanation.</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.82 (job status); JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	



## Program Outcomes

CORE DATA ELEMENT - ADVANCED TO HIGHER LEVEL EDUCATION OR TRAINING

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>Entered Non-Title II Training:</b> An adult or youth who, prior to termination, had entered an occupational skills employment/training program, not funded under Title II of the JTPA, which builds upon and <u>does not duplicate</u> training received under Title II. NOTE: the participant must have been retained in that program for at least 90 calendar days or 200 hours or must have received a certification of occupational skills attainment. During the period the participant is in non-Title II training, s/he may or may not have received JTPA Title IIA services. Include here intertitle transfer terminees, such as to Title I, Section 123, 8% programs. Also include entry into activities funded under the Older Americans Act, Title V (Pub.L. 102.375).</p> <p><b>Transferred to Other Training Programs (Title III only):</b> Record a 1 for Yes or a 2 for No indicating whether or not the participant, at termination, had entered another occupational skills program as a result of being transferred to a program operated by another SSA under JTPA Title III, a program funded under another JTPA Title/Subtitle, or a program not funded by JTPA.</p>	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	<b>Participant Achievement/Educational:</b> Obtained adult high school diploma; passed GED test; entered other educational or training program.	34 CFR461.10(10)
JOBS	Not reported.	
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - ATTAINED ADDITIONAL DEGREE/CREDENTIAL

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>Completed a Major Level of Education:</b> An adult or youth who, prior to termination, had completed, during enrollment, a level of educational achievement which had not been reached at entry. Levels of educational achievement are secondary and postsecondary. Completion standards shall be governed by State standards and shall include a high school diploma, GED certificate or equivalent at the secondary level, and shall require a diploma or other written certification of completion at the postsecondary level. NOTE: Completion of a major level of education must result primarily from active JTPA program participation of at least 90 calendar days or 200 hours, usually prior to such completion.</p>	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	<p><b>Participant Achievement/Educational:</b> Obtained adult high school diploma; passed GED test; entered other educational or training program.</p>	34 CFR 461.10(10)
JOBS	<p><b>Completion Status:</b> If one or more JOBS component(s) or activity(ies) ended during the sample month, indicate the reason for the completion or termination of the activity.</p> <p>I - Completed training or educational activity as defined by the facility providing the service, i.e., passed examinations, earned a certificate, demonstrated adequate proficiency in area of study or training, earned ESL or GED certification, received union card, met licensing requirements, etc.</p>	Family Support Act of 1988 (P.L. 100.485 Title II); 45 CFR 250.78 and 250.82; JOBS-FSA-AT-9 I-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - ASSESSED LEARNING GAIN IN ENGLISH AS A SECOND LANGUAGE

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	Not reported.	
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	Not reported.	
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - ASSESSED LEARNING GAIN IN BASIC SKILLS

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and 111	<b>Attained Basic Educational Skills/Youth Employment Competency:</b> An adult or youth who, prior to termination, had obtained basic educational skills. These skills include reading comprehension, math computation, writing, speaking, listening, problem-solving, reasoning, and the capacity to use these skills in the workplace.	SPIR Instructions
Job Corps	<b>Learning Gains:</b> The average number of math or reading grade-equivalents gained from the initial math/reading test score on TABE to the subsequent follow-up test with the highest score for all students who score less than an 8.5 on total reading and computation math and who have a follow-up test.	Job Corps Policy and Requirements Handbook
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<b>Literacy Assessment:</b> Enter the 2-digit code that best describes the reading grade level at which the participant is functioning (as determined by an English language reading test).  00 no assessment made 01-12 - equivalent functional grade level	JOBS-FSA-AT-91-6
Food Stamp Employment and Training	Not reported.	



CORE DATA ELEMENT - ENTERED UNSUBSIDIZED EMPLOYMENT

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>Entered Unsubsidized Employment:</b> Record 1 for Yes or 2 for No indicating whether or not the terminnee entered full- or part-time unsubsidized employment, i.e., not financed by funds provided under the Act, including entry into the Armed Forces, entry into employment in a registered apprenticeship program, and self-employment. Also include entry into the Peace Corps, VISTA and other National Service programs funded by Federal Corporation for National and Community Service under the National and Community Service Trust Act of 1993. (Examples are activities in the Americorps and the National Civilian Community Corps program.)</p>	SPIR Instructions
Job Corps	<p><b>Employment Status:</b> When a student enters regular employment or an on-the-job training program paying a wage or salary, enter the appropriate employment status code 1 through 5 in Employment Status box.</p> <p><b>Placement in Armed Forces:</b> Tracking type of placement - military related/Armed Forces, Army, Navy, Marines, Air Force, Coast Guard.</p>	Job Corps Policy and Requirements Handbook
Employment Service	<p><b>Entered Employment:</b> This is unduplicated count of applicants who entered employment by job placement or obtained employments.</p> <p><b>Job Placements:</b> The hiring of an applicant by a public or private employer after referral to a job by the ES or by other co-located or outstationed staff in cooperation with the ES agency provided that all of the following steps were completed:</p> <ul style="list-style-type: none"> <li>(a) prepared a job order prior to referral except in the cases of a job development contact on behalf of a specific applicant;</li> <li>(b) made prior referral arrangements with the employer;</li> <li>(c) referred an individual who was not designated by the employer except for referrals to agricultural job orders for a specific crew leader or worker;</li> <li>(d) verified for a reliable source, preferably the employer, that the applicant had entered work, and</li> <li>(e) recorded the placement in the agency data base.</li> </ul>	ETA 9002 Data Preparation Handbook

CORE DATA ELEMENT - ENTERED UNSUBSIDIZED EMPLOYMENT (Continued)

PROGRAM	PROGRAM DEFINITION	CITATION
Employment Service (continued)	<p><b>Obtained Employment:</b> Individuals who secure employment within 90 days of receive one or more of the following services that was wholly or partially funded by the Employment Service:</p> <ul style="list-style-type: none"> <li>(a) participation in job search activities,</li> <li>(b) accepting a position resulting from the use of a Job Service Sponsored automated labor exchange,</li> <li>(c) after receiving employment counseling or testing or development of an employability plan,</li> <li>(d) after receiving bonding assistance,</li> <li>(e) after termination from a skills training program to which an ES applicant was referred by the agency,</li> <li>(f) or before expiration of a tax voucher, and verification has been received from a reliable source, preferably the employer, that the applicant has obtained employment and such employment does not meet the definition of a job placement.</li> </ul> <p><b>Placed in a Permanent Job (+150 days):</b> All applicants placed in a job expected to be over 150 days duration.</p>	ETA 9002 Data Preparation Handbook
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	<b>Participant Achievement/Economic:</b> Records employment gained for those unemployed participants whose completion of, or participation in, a literacy or skill improvement program that is related to an employment/personal goal of the learner.	34 CFR 461.10(10)
JOBS	Not reported.	
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - ENTERED SUBSIDIZED EMPLOYMENT

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	Not reported.	
Job Corps	<b>Employment Status:</b> When a student enters regular employment or an on-the-job training program paying a wage or salary, enter the appropriate employment status code 1 through 5 in Employment Status box.	Job Corps Policy Requirements Handbook
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	Not reported.	
Food Stamp Employment and Training	Not reported.	

# Employment Descriptors

CORE DATA ELEMENT - SCHEDULED HOURS OF WORK PER WEEK

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	Hours Worked Per Week: Record the usual number of hours (00) of work scheduled per week. This should include overtime. If the hours scheduled per week exceed 99, record "99."	SPIR Instructions
Job Corps	Not reported.	
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	Scheduled Hours: The number of hours scheduled per week for each applicable component activity or job entry.	Family Support Act of 1988 (P.L. 101.485 Title II); 45 CFR 250.78 and 250.82; JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - EARNINGS (HOURLY OR ANNUAL)

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	Hourly Wage at Termination: Record the hourly wage at termination (000.00). Hourly wage includes any bonuses, tips, gratuities, commissions and overtime pay earned.	SPIR Instructions
Job Corps	Hourly Rate: Hourly rate of pay (\$).	Job Corps Policy and Requirements Handbook
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p>Hourly Wage Rate: If there is a JOBS-related job entry for the sample month, continued employment, or paid participation in on-the-job training, etc., the hourly wages earned by the participant as a result of JOBS employment.</p> <p>Earned Income: The gross income earned and reported by the AFDC filing unit for the month.</p>	<p>Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.82 (job status); JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)</p>
Food Stamp Employment and Training	Not reported.	

CORE DATA ELEMENT - OCCUPATION

PROGRAM	PROGRAM DEFINITION	CITATION
JTPA Titles II and III	<p><b>Occupational Code and Type:</b> Record the occupational code (000000000), 9-digit DOT or 5-digit OES, most appropriate for the job. For individuals holding multiple jobs, record the code for the primary job. Primary job is the one associated with the largest number of hours worked. Record the code 1 or 2 indicating the type of system used.</p> <p>1 9-digit DOT code 2 5-digit OES code</p>	SPIR Instructions
Job Corps	<p><b>Occupational Coding:</b> Enter the 9-digit DOT code for the principal area of training received by a student.</p>	Job Corps Policy and Requirements Handbook
Employment Service	Not reported.	
Vocational Education Programs Authorized by the Carl Perkins Act	Not reported.	
Adult Education State Administered Basic Grants	Not reported.	
JOBS	<p><b>Occupation:</b> If there is a JOBS-related job entry or continued employment for the sample month or paid participation in on-the-job training, etc., enter the two digit code for the occupation based on the attached two-digit occupation groups from the summary listings of the U.S. Department of Labor Dictionary of Occupational Codes.</p>	Family Support Act of 1988 (P.L. 100-485 Title II); 45 CFR 250.82 (job status); JOBS-FSA-AT-91-6 (Jobs Participant Data Collection)
Food Stamp Employment and Training	Not reported.	

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**Appendix B**

**Reviewers of Core Data Elements  
and Common Definitions  
for Employment and Training Programs**

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**Reviewers of Core Data Elements and Common Definitions  
for Employment and Training Programs Draft Report**

Garrett Murphy  
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The University of the State of New York  
Office of Workforce Preparation  
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Youth, Adult, and Alternative Education  
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Robert David, Executive Director  
South Carolina Employment Security  
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Rehabilitation Services Administration

Hugh Havens, Acting Director  
State of Arkansas  
Employment Security Department

Chuck Webb, Administrator  
Arizona Department of Economic Security  
Employment Security Administration

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Texas Employment Commission

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Virginia Employment Commission

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Illinois Department of Employment  
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Sharon Perry, Staff Assistant  
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JOBS Administration

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State of New York  
Job Training Partnership Council

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Governor's Work Force Investment Board  
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Constance Coleman, Assistant Regional  
Director  
U.S. Department of Labor  
Office of Job Corps  
Region V



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**Appendix C**

**Terms Needing Consistent Definition:  
Recommendations to NGA**

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**Terms Needing Consistent Definition:  
Recommendations of Respondents to National Governors' Association Survey on  
Streamlining and Integrating Human Resource Services**

Adult	Income Disregard
Allowable Support Services	Individual
Applicant	Job Development
Assessment	Job Placement
At Risk	Job Ready
At-Risk Youth	Job Retention
Barrier to Employment	Limited English Proficiency
Basic Academic Skills	Limited Work Experience
Basic Employability Skills	Literacy
Case Closure	Long-Term Unemployed
Case Management	Long-Term Welfare Recipient
Citizenship	Migrant Farmworker
Client	Migrant Food-Processing Worker
Competencies	Needs-Based Payments
Completer	Not in Labor Force
Confidentiality	Obligated Funds
Coordination	Obtained Employment
Core Demographics Characteristics	Offender
Counseling	Older Worker
Dependent	On-the-Job Training
Disallowed Income	Ownership of Resources
Dislocated Worker	Participant
Displaced Homemaker	Performance Measurement/Standards
Economically Disadvantaged	Personal Income
Educational Placement	Personal Management Skills
Emancipated Youth	Placed in Unsubsidized Employment
Employability Development Plan	Potential Dropout
Employable	Public Assistance
Employed	Race/Ethnic Group
Enrollment	Recently Separated Veteran
Entered Employment	Recidivism
Exemplary Programs	Resources/Assets
Family	Resources on Order
Family Income	Retention
Followup	School Dropout
Foster Child	Seasonal Farmworker
Gross Wages	Student
Handicapped	Subsidized Job
Holding Status	Substance Abuse
Homeless	Suitable Employment



Teenage Parent  
Termination  
Underemployed  
Unemployed Individual  
Unsubsidized Job  
Veteran  
Vietnam-Era Veteran

Work Experience  
Youth  
Youth AFDC Recipient

## **Appendix D**

### **Core Data Elements and Recommended Coding**



## Core Data Elements and Recommended Coding

The coding recommendations that follow apply to individual, client-level data in a management information system and not to aggregate reports. Their purpose is to maximize the ease with which data collected by coordinating programs can be combined and to minimize duplicate data collection and data entry. Organizations are urged to consider the recommended codings when designing their data systems.

Data Element	Recommended Coding	Supporting Definition	Comments
<b>Demographic Data Elements</b>			
Social Security Number	9-digit number	None	
Date of Birth	Include year, month, and day in YYMMDD format.	None	
Gender	1 = Male; 2 = Female	None	
Race/Ethnicity	1 = White (not of Hispanic origin) 2 = Black (not of Hispanic origin) 3 = Hispanic 4 = American Indian or Alaskan Native 5 = Asian or Pacific Islander	Page 20	
Disabled Individual	1 = Yes; 2 = No	Page 17	
Education/Highest Formal Grade Level at Entry	2-digit grade number	Page 17	

Data Element	Recommended Coding	Supporting Definition	Comments
<b>Demographic Data Elements</b>			
Highest Degree/Credential at Entry	Enter the highest degree or credential the individual has earned from the following list: <ul style="list-style-type: none"> <li>1 Recognized High School Equivalency Certificate</li> <li>2 High School Diploma</li> <li>3 Postsecondary Award, Certificate, or Diploma (Less than 1 Academic Year)</li> <li>4 Postsecondary Award, Certificate, or Diploma (At Least 1, but less than 2, Academic Years)</li> <li>5 Postsecondary Award, Certificate, or Diploma (At Least 2, but Less than 4, Academic Years)</li> <li>6 Associate's Degree</li> <li>7 Bachelor's Degree</li> <li>8 Postbaccalaureate Certificate</li> <li>9 Master's Degree</li> <li>10 First Professional Degree</li> <li>11 Doctor's Degree</li> </ul>	Page 16	Programs may wish to enter information on each degree or credential the individual has earned.
Labor Force Status at Entry	1 = Employed; 2 = Unemployed; 3 = Not in Labor Force	Page 18	
Scheduled Hours of Work per Week at Entry (If Employed)	2-digit number, rounded to the next highest hour	Page 21	
Homeless Individual	1 = Yes; 2 = No	Page 18	
Veteran	1 = Yes; 2 = No	Page 22	

Data Element	Recommended Coding	Supporting Definition	Comments
<b>Demographic Data Elements</b>			
Public Assistance Recipient	1 = Yes; 2 = No	Page 19	This data element refers to receipt of <i>any</i> of the types of assistance included in the definition of "Public Assistance Recipient." However, programs may also wish to collect information on receipt of each type of assistance.
Long-Term AFDC Recipient	1 = Yes; 2 = No	Page 19	

Data Element	Recommended Coding	Supporting Definition	Comments
<b>Services Received</b>			
Assessment/Testing	1 = Yes; 2 = No	Page 15	Programs may also wish to record actual contact hours.
Counseling/Career Development	1 = Yes; 2 = No	Page 16	
Job Search Assistance	1 = Yes; 2 = No	Page 18	
Occupational Skills Training (Non-OJT)	Record training occupation, using a 6-digit educational program code from the <i>Classification of Instructional Programs</i> .	Page 19	
On-the-Job Training (OJT)	Record training occupation, using a 5-digit occupational code from the <i>Occupational Employment Statistics Program Dictionary</i> (OES).	Page 19	Programs may prefer to code occupations using the <i>Dictionary of Occupational Titles</i> (DOT). A computer program for converting DOT codes to OES codes is available in a variety of formats through each State Occupational Information Coordinating Committee.
Work Experience	1 = Yes; 2 = No	Page 22	Programs may also wish to record actual contact hours.
Pre-Employment Skills/Job Readiness Training	1 = Yes; 2 = No	Page 19	Programs may also wish to record actual contact hours.

Data Element	Recommended Coding	Supporting Definition	Comments
<b>Services Recieved</b>			
Basic Skills Education through 8th Grade Level	1 = Yes; 2 = No	Page 16	Programs may also wish to record actual contact hours.
Basic Skills Education at Secondary (Grades 9-12) Level	1 = Yes; 2 = No	Page 16	
English as a Second Language	1 = Yes; 2 = No	Page 17	
Postsecondary Academic (Nonoccupational) Education	Record a 6-digit educational program code from the <i>Classification of Instructional Program</i> .	Page 19	
Supportive/Supplementary Services	<p>Establish a field for each of the following services applicable to the program's activities and clientele:</p> <ul style="list-style-type: none"> <li>Transportation</li> <li>Health Care and Mental Health Care</li> <li>Family/Child Care</li> <li>Housing or Rental Assistance</li> <li>Personal, Financial, or Legal Counseling</li> <li>Supplementary Instructional Services</li> <li>Needs-Based/Related Payments</li> <li>Emergency Financial Services</li> <li>Federal Education Cash Assistance</li> <li>Other Supportive Services</li> </ul> <p>Code each field: 1 = Yes; 2 = No</p>	Page 21	



Data Element	Recommended Coding	Supporting Definitions	Comments
<b>Service Completion</b>			
Completion of Occupational Skills Training (Non-OJT)	1 = Yes; 2 = No	Service completion, page 21. For individual services, see "Services Received," above.	Programs may also wish to collect information on attainment of specific completion requirements, such as course hours, test scores, or competency attainment.
Completion of On-the-Job Training	1 = Yes; 2 = No		
Completion of Work Experience	1 = Yes; 2 = No		
Completion of Pre-Employment Skills/Job Readiness Training	1 = Yes; 2 = No		
Completion of Basic Skills Education through 8th Grade Level	1 = Yes; 2 = No		
Completion of Basic Skills Education at Secondary (Grades 9-12) Level	1 = Yes; 2 = No		
Completion of English as a Second Language	1 = Yes; 2 = No		
Completion of Postsecondary Academic (Nonoccupational) Education	1 = Yes; 2 = No		

Data Element	Recommended Coding	Supporting Definitions	Comments
<b>Service Completion</b>			
<b>Reasons for Not Completing Planned Service(s)</b>	<p>Enter the <i>primary</i> reason, from the list that follows, why the individual did not complete the planned service or services.</p> <ol style="list-style-type: none"> <li>1 Lack of Dependent Child Care Resources</li> <li>2 Illness/Incapacity of a Family or Household Member</li> <li>3 Illness/Incapacity</li> <li>4 Lack of Transportation Resources</li> <li>5 Moved</li> <li>6 Cannot Locate/Contact</li> <li>7 Lack of Interest/Instruction not Helpful to Individual</li> <li>8 Time and/or Location of Service not Feasible</li> <li>9 Entered Employment</li> <li>10 Entered Higher Level Education or Training</li> <li>11 Administratively Separated</li> <li>12 Other</li> </ol>	Page 20	

Data Elements	Recommended Coding	Supporting Definitions	Comments
<b>Program Outcomes</b>			
Advanced to Higher Level Education or Training	1 = Yes; 2 = No	Page 15	
Attained Additional Degree/ Credential	<p>Establish a field for each of the following degrees or credentials <i>that is applicable to program objectives.</i></p> <p>Recognized High School Diploma Equivalent  High School Diploma  Postsecondary Award, Certificate, or Diploma (Less than 1 Academic Year)  Postsecondary Award, Certificate, or Diploma (At Least 1, but less than 2, Academic Years)  Postsecondary Award, Certificate, or Diploma (At Least 2, but Less than 4, Academic Years)  Associate's Degree  Bachelor's Degree  Postbaccalaureate Certificate  Master's Degree  First Professional Degree  Doctor's Degree</p> <p>In each field: 1 = Yes; 2 = No</p>	Page 15	
Assessed Learning Gain in English as a Second Language	1 = Yes; 2 = No	Page 15	Programs may also wish to record the learning gain achieved, based on pre and post assessment of skills.
Assessed Learning Gain in Basic Skills	1 = Yes; 2 = No	Page 15	

Data Elements	Recommended Coding	Supporting Definitions	Comments
<b>Program Outcomes</b>			
Entered Unsubsidized Employment	1 = Yes; 2 = No	Page 18	Programs may also wish to collect more detailed information specifying if and how the program was instrumental in the individual's entry into employment.
Entered Subsidized Employment	1 Yes; subsidized under the reporting program's enabling legislation 2 Yes; subsidized by other public funds 3 Yes; subsidized by private funds 4 No	Page 18	

Data Element	Recommended Coding	Supporting Definitions	Comments
<b>Employment Descriptors</b>			
Scheduled Hours of <b>Work</b> per Week	2-digit number, rounded to the next highest whole number	Page 2 1	
Earnings (Hourly or Annual)	Enter hourly compensation in \$\$\$cc format. Enter annual compensation in \$\$\$\$\$ format.	Hourly Earnings, page 18; Annual Earnings, page 15.	Programs are encouraged to collect either hourly or annual earnings, depending on the types of employment for which they prepare individuals. Integrated data systems serving programs that record both hourly and annual earnings need to include fields for both types of compensation.
Occupation	Record employment occupation using a 5-digit code from <i>the Occupational Employment Statistics Program Dictionary</i> .	Page 19	Programs may prefer to code occupations using the <i>Dictionary of Occupational Titles (DOT)</i> . A computer program for converting DOT codes to OES codes is available in a variety of formats through each State Occupational Information Coordinating Committee.

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**Appendix E**

**Collection of Comparable Data  
by Participating Agencies and Programs**

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**COLLECTION OF COMPARABLE DATA BY PARTICIPATING AGENCIES AND PROGRAMS**

**(Code: C**      Program currently collects data that meet the common definition  
                          Program currently collects similar data that do not meet the common definition

Data Element	Food Stamp Employment and Training	Adult Education state Administered Basic Grants	Vocational Education Programs Authorized by the Carl Perkins Act'	JOBS	JTPA Titles II and III	Job Corps	Employment Service
Type of Data Reported	Aggregate	Aggregate	Narrative/ Aggregate	Individual	Individual	Individual	Aggregate
<b>Demographic Elements</b>							
Social Security Number				S <sup>2</sup>	C	C	
Date of Birth		S		C	C	C	
Gender		C	C	C	C	C	C
Race/Ethnicity		C	C	S	C	C	C
Disabled Individual		S	C		C	S	S
Education/Highest Formal Grade Level at Entry				C	C	C	C
Highest Degree/ Credential at Entry				C	C	C	C
Labor Force Status at Entry		S			C	S	S



**COLLECTION OF COMPARABLE DATA BY PARTICIPATING AGENCIES AND PROGRAMS**

**Code: C** Program currently collects data that meet the common definition  
**S** Program currently collects similar data that do not meet the common definition

<b>Data Element</b>	<b>Food Stamp Employment and Training</b>	<b>Adult Education State Administered Basic Grants</b>	<b>Vocational Education Programs Authorized by the Carl Perkins Act<sup>1</sup></b>	<b>JOBS</b>	<b>JTPA Titles II and III</b>	<b>Job Corps</b>	<b>Employment Service</b>
Type of Data Reported	Aggregate	Aggregate	Narrative/ Aggregate	Individual	Individual	Individual	Aggregate
Scheduled Hours of Work per Week at Entry (If Employed)				S			
Homeless Individual		C			C		S
Veteran					C	S	C
Public Assistance (Federal, State or Local) Recipient		C		S	C	C	S
Long-Term AFDC Recipient				C	C		
<b>Service Received</b>							
Assessment/Testing			S	C	— <sup>3</sup>		S
Counseling/Career Development			C				C
Job Search Assistance	C			c	C		C

COLLECTION OF COMPARABLE DATA BY PARTICIPATING AGENCIES AND PROGRAMS

**Code: C** Program currently collects data that meet the common definition  
**S** Program currently collects similar data that do not meet the common definition

Data Element	Food Stamp Employment and Training	Adult Education state Administered Basic Grants	Vocational Education Programs Authorized by the Carl Perkins Act'	JOBS	JTPA Titles II and III	Job corps	Employment Service
Type of Data Reported	Aggregate	Aggregate	Narrative/ Aggregate	<b>Individual</b>	Individual	Individual	Aggregate
Occupational Skills Training (Non-OJT)	S		C	S	C <sup>4</sup>	S	S
On-the-Job Training OJT	S		S	C	C <sup>4</sup>		
Work Experience	C			C	C		
Pre-Employment Skills/ Job Readiness Training	C			C	S		
Basic Skills Education Through 8th Grade Level	s	C		C	S		C
Basic Skills Education at Secondary (Grades 9-12) Level	s	S		C	S		S
English as a Second Language	S	S		C		S	S

**COLLECTION OF COMPARABLE DATA BY PARTICIPATING AGENCIES AND PROGRAMS**

**Code: C** Program currently collects data that meet the common definition  
**S** Program currently collects similar data that do not meet the common definition

<b>Data Element</b>	<b>Food Stamp Employment and Training</b>	<b>Adult Education state Administered Basic Grants</b>	<b>Vocational Education Programs Authorized by the Carl Perkins Act'</b>	<b>JOBS</b>	<b>JTPA Titles II and 111</b>	<b>Job Corps</b>	<b>Employment Service</b>
<b>Type of Data Reported</b>	Aggregate	Aggregate	Narative/ Aggregate	<b>Individual</b>	Individual	Individual	Aggregate
Postsecondary Academic (Nonoccupational) Education				C	S	S	
Supportive Services				S	C		s
<b>Service Completion Outcomes</b>							
Completion of Occupational Skills Training (Non-OJT)			C	S	C	C	
Completion of On-the-Job Training (OJT)			S	C	C		
Completion of Work Experience				C	C		
Completion of Pre-Employment Skills/Job Readiness Training				C	S		

**COLLECTION OF COMPARABLE DATA BY PARTICIPATING AGENCIES AND PROGRAMS**

**Code: C** Program currently collects data that meet the common definition  
**S** Program currently collects similar data that do not meet the common definition

<b>Data Element</b>	<b>Food Stamp Employment and Training</b>	<b>Adult Education state Administered Basic Grants</b>	<b>Vocational Education Programs Authorized by the Carl Perkins Act'</b>	<b>JOBS</b>	<b>JTPA Titles II and III</b>	<b>Job corps</b>	<b>Employment Service</b>
Type of Data Reported	Aggregate	Aggregate	Narrative/ Aggregate	Individual	Individual	Individual	Aggregate
Completion of Basic Skills Education Through 8th Grade Level		S		C	S		
Completion of Basic Skills Education at Secondary (Grades 9-12) Level		S		C	S		
Completion of English as a Second Language				C	S		
<b>Completion of Postsecondary Academic (Nonoccupational) Training</b>				C	S		
Reason for Not Completing Planned Service(s)		C		C	C	S	

**COLLECTION OF COMPARABLE DATA BY PARTICIPATING AGENCIES AND PROGRAMS**

**(Code: C**      Program currently collects data that meet the common definition  
**S**              Program currently collects similar data that do not meet the common definition

<b>Data Element</b>	<b>Food Stamp Employment and Training</b>	<b>Adult Education state Administered Basic Grants</b>	<b>Vocational Education Programs Authorized by the Carl Perkins Act'</b>	<b>JOBS</b>	<b>JTPA Titles II and III</b>	<b>Job Corps</b>	<b>Employment Service</b>
Type of Data Reported	Aggregate	Aggregate	Narrative/ Aggregate	Individual	Individual	Individual	Aggregate
<b>Program Outcomes</b>							
Advanced to Higher Level Education or Training		S			C		
Attained Additional Degree/Credential		S		S	S		
Assessed Learning Gain in English as a Second Language							
Assessed Learning Gain in Basic Skills				S	S	S	
Entered Unsubsidized Employment	---	S			C	S	S
Entered Subsidized Employment						S	

**COLLECTION OF COMPARABLE DATA BY PARTICIPATING AGENCIES AND PROGRAMS**

**Code: C** Program currently collects data that meet the common definition  
**S** Program currently collects similar data that do not meet the common definition

<b>Data Element</b>	<b>Food Stamp Employment and Training</b>	<b>Adult Education State Administered Basic Grants</b>	<b>Vocational Education Programs Authorized by the Carl Perkins Act<sup>1</sup></b>	<b>JOBS</b>	<b>JTPA Titles II and III</b>	<b>Job Corps</b>	<b>Employment Service</b>
Type of Data Reported	Aggregate	Aggregate	Narrative/ Aggregate	Individual	Individual	Individual	Aggregate
<b>Employment Descriptors</b>							
Scheduled Hours of Work per Week				C	C		
Earnings (Hourly or Annual)				C	C	C	
Occupation				C	C <sup>6</sup>	C <sup>7</sup>	

Notes:

- 1 All data reported at the Federal level are voluntarily supplied by States.
- 2 Individual client records are submitted, and each has a unique identifier. Information linking these identifiers to Social Security numbers is maintained at the State level.
- 3 Any person reported as a JTPA "participant" has, by definition, received assessment services.
- 4 JTPA requires reporting of training occupation codes. However, States may use codes from either the *Dictionary of Occupational Titles* or *Occupational Employment Statistics* for training provided outside of the classroom. Either of these coding systems or codes from the *Classification of Instructional Programs* may be used for classroom training in occupational skills.
- 5 Under Public Law 102-237, the Food Stamp Employment and Training Program is required to establish outcome-based performance standards 12 months after the Department of Health and Human Services submits its recommendations for outcome-based performance standards for the JOBS Program to Congress.
- 6 States may use codes from either the *Dictionary of Occupational Titles* or *Occupational Employment Statistics* to code JTPA placement occupation.
- 7 The Job Corps uses the "Job Corps Crosswalk Job Training Match Guide" to code occupations. This guide is based on the *Dictionary of Occupational Titles*.