



MANAGEMENT INFORMATION SYSTEM MANUAL

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Table of Contents

SECTION I - GENERAL INFORMATION	3
Data Collection Requirements	3
Confidential Access to Wage Records.....	4
Standard Management Information System.....	4
Applicant’s Certification.....	4
Performance Measures.....	5
Concurrent Enrollments and Exits.....	6
Data Sources	7
General Definitions.....	9
SECTION II – ELIGIBILITY	17
WIOA Eligibility Determination and Documentation	17
Eligibility Requirements	19
Title I – Adult Eligibility	20
Title I – Dislocated Worker Eligibility	20
Title I – Youth Eligibility	20
Senior Community Service Employment Program (SCSEP) Eligibility	22
Other Programs	22
SECTION III – REQUIRED REPORTS	23
Financial Reports	23
Quarterly and Annual Equal Opportunity and Nondiscrimination Reports (EO).....	23
Employer Effectiveness	23
Workforce Innovation and Opportunity Act (WIOA) Quarterly Report	23
Workforce Innovation and Opportunity Act (WIOA) Annual Report	24
Workforce Innovation and Opportunity Act (WIOA) Standardized Record Data (PIRL)	24
SECTION IV – SERVICELINK	25
Overview.....	25
Service Definitions	25
SECTION V – EXIT AND OUTCOMES	42
Adding WIOA Adult or Dislocated Worker Outcomes	42
Adding WIOA Youth Outcomes	42
Adding Job Service Outcomes	43
Client Wages	44
Adding Supplemental Wages	45
Measurable Skill Gains, Goals, and Interests	45
Adding A New Goal	45
Monitoring Skill Attainment	46
APPENDIX A – Program Eligibility Matrix	48

Management Information System Manual

SECTION I – GENERAL INFORMATION

Data Collection Requirements

The State and Local Workforce Development Boards (LWDBs) are required to establish standard operating procedures for data collection and handling to ensure the quality and integrity of the data over time. This includes standards for data verification, data validation and data security. The purpose of these measures is to ensure resulting electronic databases and reports are certifiably accurate.

Data verification is a process that involves checking the accuracy of all, or a sample of, computerized records against the original paperwork or other source(s). Although the goal of data entry is to achieve 100 percent correct entries, it is rarely accomplished due to recording or keying errors. The data verification process is the confirmation of the accuracy of all, or a sample of, keyed entries by comparison with the original source(s) to identify and correct errors.

Data validation involves checking the reasonableness of all, or a sample of, data entered into the electronic database. Although data may be correctly transcribed from forms, it may not be accurate or logical because of recording errors. For example, entering a date of program exit that is before the date of registration raises doubt about the accuracy of such entries, regardless of whether or not they were properly transcribed from the paperwork or other sources.

Data security involves ensuring only authorized staff have access to electronic databases and paper files containing sensitive client information. It is imperative that client information is protected at all times. Client information can only be released to third party agencies or entities if the client has authorized such release or the custodian of the records is presented with a valid court order requesting information pursuant to legal action.

Examples of procedures for data collection and handling to ensure the resulting electronic database is accurate include the following:

1. Checking the accuracy of the computerized records against the original source (usually paper copies of records);
2. Conducting random calls to participants or other sources to verify the accuracy of the information collected;
3. Ensuring paper files containing client information are secured in filing cabinets and access to such files is limited to authorized personnel;
4. Evaluating data collection efforts by using trained staff to randomly observe interviews and other data collection methods;
5. Limiting access to client information to authorized personnel who are trained in data security and validity and have acknowledged in writing the requirement to safeguard client data; and
6. Performing logical checks of the data (although data may be correctly transcribed from the original forms, it may not be accurate because of misprints, typographical errors and other mistakes).

Confidential Access to Wage Records

To calculate performance measure information, local and state level officials must access Unemployment Insurance wage records. In accordance with Kansas statute, all wage information must be kept strictly confidential

and be used only for the purposes intended, that is, to develop information for the performance accountability system. Each organization or entity using wage record information must ensure all staff who have access to, or who compile wage record information are aware of the Kansas statute regarding confidentiality.

Further information about wage records can be found in [Training and Employment Guidance Letter \(TEGL\) 26-16](#).

Standard Management Information System

WIOA Section 185 requires grant recipients to maintain and submit information the U.S. Secretary of Labor needs to appraise the performance of departmental programs. Section 185(c)(2) requires each State, local board and recipient to maintain comparable management information system with guidelines that shall be prescribed by the Secretary, designed to facilitate the uniform compilation, cross tabulation, and analysis of programmatic, participant, and financial data, on statewide, local area and other appropriate bases, necessary for reporting, monitoring, and evaluating purposes, including data necessary to comply with Section 188 of WIOA.

In general, WIOA and Wagner-Peyser program reports shall contain information such as the following:

1. Demographic characteristics of participants;
2. Programs and activities in which participants are enrolled;
3. Outcomes of the programs and activities for the participants;
4. Costs of the programs and activities; and
5. Information necessary to prepare reports concerning non-discrimination.

This Management Information System Manual is the reference for standard data elements that must be maintained. These elements are defined and provided with a standard value in the manual.

KANSASWORKS and ServiceLink are the standardized data processing, collection, and reporting system of Kansas for WIOA and Wagner-Peyser programs. Each local board and statewide program is required to collect and submit information to the Kansas Department of Commerce (Commerce).

For those local boards electing to use management information system other than **KANSASWORKS**, there is still a requirement to collect standard data elements and submit that information for reporting purposes and, as needed, for special requests. Some type of client status reports generated from the electronic database are to be kept in the participant's file to verify data entered into the electronic database.

More information about the management information system can be found in [State Data Collection Policy #5-38-00](#).

Applicant's Certification

The signature of the applicant must be obtained attesting the information on the application is true to the best of the applicant's knowledge and there is no intent to commit fraud. The signature should acknowledge the information on the application will be used to determine eligibility, the applicant may be required to document the accuracy of the information, and the information is subject to external verification and may be released for such purposes. The signature should also acknowledge that, if found ineligible subsequent to enrollment, the applicant will be terminated. If the applicant is terminated because of falsifying information on the application, they may also be prosecuted for fraud and/or perjury.

Eligibility verification should be made available to the applicant upon request. In the case of a minor (except for minors who are heads of households), the signature of a parent, guardian or other responsible adult is also required, along with the date the application is completed. The interviewer shall countersign and date the application.

An authorized staff member should thoroughly review the entire eligibility assessment application and determine if the information is complete, consistent, and the eligibility determination is correct. If the eligibility verification is met, the staff member should sign and date the eligibility assessment.

Procedures for verification of eligibility must be included in the local plan and should be included in local program operation guidance.

More information about applicant certification can be found in [State Data Collection Policy #5-38-00](#).

Performance Measures

Under section 116(b)(2)(A) of WIOA, there are six primary indicators of performance:

1. Employment Rate – 2nd Quarter After Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (includes education and training for Title I Youth);
2. Employment Rate – 4th Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (includes education and training for Title I Youth);
3. Median Earnings – 2nd Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program;
4. Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program;
5. Measurable Skill Gains: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:
 - a. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
 - b. Documented attainment of a secondary school diploma or its recognized equivalent;
 - c. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards²;

- d. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
 - e. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.
6. Effectiveness in Serving Employers: As required in WIOA sec. 116(b)(2)(A)(i)(VI) the **KANSASWORKS** State Board has selected the following measures:
- a. Retention with the same employer
 - b. Repeat business customers

A full description of WIOA Performance Measures that include definitions and calculations can be found in [\(TEGL\) 10-16 Change 1](#).

Concurrent Enrollments and Exits

Due to the variability in programmatic criteria to receive services, the services that trigger inclusion as a participant vary across the core programs:

1. Title I Adult and Dislocated Worker – Receipt of any training services or individualized career services makes a reportable individual a participant. For basic career services, a reportable individual becomes a participant when he or she receives a service that is neither self-service nor information only. A complete list of basic career services that trigger inclusion as a participant can be found in [WIOA Guidance Letter 16-02](#).
2. Title I Youth – When a reportable individual has satisfied all applicable program requirements for the provision of services, including eligibility determination, an objective assessment, development of an individual service strategy and received one of the 14 WIOA Youth program elements, he or she is considered a participant.
3. Title II AEFLA – When a reportable individual in an AEFLA program has completed at least 12 contact hours he or she is considered a participant.
4. Title III Employment Service – When a reportable individual receives an individualized career service, he or she is considered a participant. For basic career services, a reportable individual becomes a participant when he or she receives a service that is neither self-service nor information only. A complete list of basic career services that trigger inclusion as a participant can be found in [WIOA Guidance Letter 16-02](#).
5. Title IV VR – When a reportable individual has applied and been determined eligible for VR services, has an approved and signed IPE, and has begun to receive services under the IPE, he or she is considered a participant.

Exit from a program generally occurs when a participant has not received services for a specified period of time and has no additional services scheduled. The Title IV VR program has a slightly different definition of exit to account for program requirements.

Title I Adult, Dislocated Worker and Youth; Title II AEFLA; and Title III Employment Services programs use as an exit date the last day of service. Once 90 days have passed without service the date of exit is retro actively applied to the last date of service.

For the Title IV VR program, the participant's record of service is closed because the participant has achieved an employment outcome, or because the participant has not achieved an employment outcome, or the participant has been determined ineligible after receiving services. For VR program participants who have achieved an employment outcome, the exit date is at least 90 days after attainment of the employment outcome. For VR program participants who have not achieved an employment outcome, or have been determined ineligible after receiving services, the exit is based on the date of the determination to close the service record.

It is expected that staff working under the core programs will coordinate service delivery across programs in a manner that best serves each participants' needs. As such, program enrollments and exits should be coordinated until participants have achieved desirable outcomes in all programs.

More information about concurrent enrollments and exits can be found in the [State Data Collection Policy #5-38-00](#)

Data Sources

Wage Records

WIOA Sec. 116 requires States to use quarterly wage records to measure their progress on satisfying State and local performance accountability indicators. The Joint WIOA Final Rule implements these requirements in 20 CFR 677.175 by requiring States to use quarterly wage record information such as intrastate and interstate wages paid to an individual, an individual's SSN, and the Federal Employer Identification Number (FEIN) of the employer paying wages to the individual.

The Kansas Department of Labor wage records will be used as the data source to determine performance outcomes. The Kansas Department of Labor wage records are automatically imported into **KANSASWORKS** and matched to SSN's. The use of SSN's to measure the progress of participants through quarterly wage record information is authorized under WIOA.

The Wage Record Interchange System (WRIS) was created at the Federal level under WIA for the purpose of providing interstate access to wage records to participating States. WRIS 2 extends the WRIS record-sharing model for the purposes of Federal and State performance reporting by partners in the one-stop system, identified in WIOA, that are not administered by DOL, including AEFLA and the Vocational Rehabilitation Services program, administered by the Department of Education. WRIS 2 is an automated system that functions only as a gateway for exchanging information, and the data are not retained in the database.

While the majority of wages will come from the state's UI system, certain types of employers and employees are excluded by Federal and State UI laws. For program participants engaged in these types of employment, and for participants for whom the State does not have an SSN on record, States may use supplemental wage information and wage data from other reliable sources to collect employment-related data necessary for calculating levels of performance. Individuals for whom a quarterly wage record match would not be available through the State US data system include but are not limited to:

1. Federal employees;
2. Military employees; or
3. Individuals who are self-employed.

Sources of supplemental wage information for the types of employees described above include:

1. Federal employment records, such as military employment records, or records from the U.S. Department of Defense, U.S. Postal Service, and U.S. Office of Personnel Management;
2. State New Hires Registry;

3. State Department of Revenue or Taxation; and
4. Railroad Retirement System

Eligibility to participate in any of the programs under WIOA is not contingent upon an individual providing an SSN. Performance reporting is required of all participants in WIOA programs, therefore collecting supplemental wage information is critical for performance reporting on individuals who do not voluntarily provide an SSN.

Supplemental Wage Information Methods and Procedures

Acceptable forms of supplemental wage information, relevant to the core program, include, but are not limited to, the following:

Tax documents, payroll records, and employer records such as:

1. Copies of quarterly tax payment forms to the Internal Revenue Service, such as a Form 941 (Employer's Quarterly Tax Return);
2. Copies of pay stubs (minimum of two pay stubs); or
3. Signed letter or other information from employer on company letterhead attesting to an individual's employment status and earnings.

Other supplemental wage records:

1. Follow-up survey (self-reported) from program participants;
2. Income earned from commission in sales or other similar positions;
3. Detailed case notes verified by employer and signed by the counselor, if appropriate to the program;
4. Automated database systems or data matching with other partners with whom data sharing agreements exist;
5. One-Stop operating systems' administrative records, such as current records of eligibility for programs with income-based eligibility (e.g., Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP)); or
6. Self-employment worksheets signed and attested to by program participants.

Time Period for Collecting Supplemental Wage Information

For purposes of calculating levels of performance for the employment rate indicators, local area program operators must collect data on participants' employment status during the second and fourth quarters after the participant exits the program. For purposes of calculating levels of performance for the median earnings indicator, local area program operators must collect data on participants' wages during the second quarter after exit from the program.

Follow-up to collect supplemental wage information may be conducted by local programs, or a third-party contractor.

The need for supplemental wage information for some individuals may not become apparent until no match is found in direct UI wage records, or in federal or military employment records, which become available on a time-lagged basis. However, when the local area knows or predicts that UI wage data will not be available for individuals (such as those participants who did not provide an SSN, or for participants not covered by UI wage data, such as those who received entrepreneurial or self-employment training), local areas do not need to wait to formally document that UI wage data are not available and should begin collection of supplemental wage information. The optimal time to collect supplemental wage information is as soon as possible following the close of the second and fourth full quarters after exit. Program operators should remind participants, before program

exit, that they or their employers may be contacted to obtain confirmation of employment status and earnings, and to explain the expected timeframe for those follow-up contacts. While this reminder is applicable to all participants, it is especially important for those participants for whom UI wage data are not available.

More information about data collection and wages can be found in [State Data Collection Policy #5-38-00](#).

General Definitions

Advanced Training/Occupational Skills Training – an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should:

1. be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy,
2. be long-term in nature and commence upon program exit rather than being short-term training that is part of services received while enrolled in ETA-funded youth programs, and
3. result in attainment of a certificate.

Barriers to Employment – Characteristics that may hinder an individual’s hiring promotion or participation in the labor force. Identification of these barriers will vary by location and labor market. Some examples of individuals who may face barriers to employment include: single parents, women, displaced homemakers, youth, public assistance recipients, older workers, substance abusers, teenage parents, certain veterans, ethnic minorities, and those with limited English-speaking ability or a criminal record or with a lack of education, work experience, credential, child care arrangements, transportation or alternative working patterns. Barriers include, but are not limited to:

1. Basic skills deficient;
2. Homeless or runaway;
3. Offender;
4. One or more grade levels below the grade level appropriate to the individual's age;
5. One or more disabilities, including learning disabilities;
6. Pregnant or parenting;
7. School dropout; and
8. Other significant barriers to employment as identified by the Local Board.

Basic Skills Deficient – A youth that has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; OR a youth or adult that is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

Basic Skills Goal - A measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

Certificate – A certificate is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards or awarded in recognition of the attainment of only generic pre-employment or work readiness skills are not included in this definition. A certificate is awarded in recognition of an individual’s attainment of technical or occupational skills by:

1. A state educational agency, or a state agency responsible for administering vocational and technical education within a state.
2. An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002)

that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs.

3. A professional industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
4. A registered apprenticeship programs.
5. A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
6. A program that has been approved by the Department of Veterans Affairs to offer education and training to veterans and other eligible persons under provisions of the Montgomery GI Bill.
7. Office of Job Corps.
8. Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

Credential – A nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all state education agency recognized credentials. In addition, states should work with local workforce investment boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.

Date of Exit – Represents the last day on which the individual received a service funded by the program or a partner program.

Date of Participation – Represents the first day, following a determination of eligibility (if required), that the individual begins receiving a service funded by the program.

Diploma – Any credential that the state education agency accepts as equivalent to a high school diploma and includes post-secondary degrees such as Associate (AA and AS) and Bachelor Degrees (BA and BS).

Educational Gain – At post-test, participant completes or advances one or more educational functioning levels from the starting level measured on entry into the program (pre-test).

Eligible Provider – A provider of training services placed on the Eligible Training Provider List. With respect to intensive services, an eligible provider is one who provides services directly through One-Stop operators or through contracts with service providers approved by the Local Board. The Local Board shall identify eligible providers of youth activities by awarding grants or contracts on a competitive basis, considering the recommendations of the youth council, and on the criteria contained in the State Plan.

Employed at the Date of Participation – An individual employed at the date of participation is one who:

1. Did any work at all as a paid employee on the date participation occurs (except the individual is not considered employed if:
 - a. he/she has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise

will close, or

- b. he/she is a transitioning service member;
2. Did any work at all in his/her own business, profession, or farm;
3. Worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family; or
4. Was not working, but has a job or business from which he/she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, regardless of whether paid by the employer for time off, and regardless of whether seeking another job.

Employed in the Quarter After the Exit Quarter – The individual is considered employed in a quarter after the exit quarter if wage records for that quarter show earnings greater than zero. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter of measurement after the exit quarter, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.

Employed in the Second or Third Quarter After the Exit Quarter – The individual is considered employed if wage records for the second or third quarter after exit show earnings greater than zero. Wage records will be the primary data source for tracking employment in the quarter after exit. When supplemental data sources are used, individuals should be counted as employed if, in the second or third calendar quarter after exit, they did any work at all as paid employees, worked in their own business, profession, or worked on their own farm.

Exit – A participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services.

Exit Date – Once an exit has occurred (as defined above), the date of exit is applied retroactively to the last date on which services funded by the program or a partner program (excluding follow-up services) were received by the individual.

Exit Quarter – Represents the calendar quarter in which the date of exit is recorded for the individual.

Family – Two or more persons related by blood, marriage or decree of court, who are living in a single residence, and are included in one or more of the following categories:

1. Husband, wife, and dependent children;
2. Parent or guardian and dependent children; or
3. Husband and wife.

Family Income – Family income is all includable income received by all members of the family during the six-month period prior to application/registration, annualized by multiplying the six-month income times two (6-month income x 2). The composition of the family is determined as of the date of the application/registration. Therefore, the income of prior family members who may have comprised part of the family during the past six months, but are no longer members of the household (i.e., a divorced, separated or deceased spouse, or other family member) would not be counted for income determination purposes. Only the income of members of the current family should be counted and applied against the current family size.

Determining and Verifying Family Income Eligibility - For determining income eligibility, family income means "income" as defined by the Department of Health and Human Services relating to the annual poverty guidelines. However, Unemployment Insurance, child support payments, and welfare payments are excluded from income. Therefore, while these items appear as included income in the poverty guidelines they are excluded from income for employment and training program purposes. In addition, when a federal statute specifically provides that income or payments received under such statute shall be excluded in determining eligibility for other federal statutes, such income or payments shall not be counted during eligibility

determinations for employment and training programs (e.g., WIOA payments to participants). Also, state policy excludes 50 percent of Social Security benefits under Title II of the Social Security Act for purposes of determining income eligibility for services to older individuals.

Applicants who report an absence of income or other means of support between \$0 and \$1,000 for the six-month period should describe their specific circumstances. Supportive documentation must be included in the applicant's file.

Family income includes total annual cash receipts (before taxes) from all sources. Inclusions and exclusions are described below:

Inclusions in Family Income are the following:

1. Wages and salaries before any deductions;
2. Alimony;
3. College or university grants, fellowships, and assistantships;
4. Dividends, interest, net rental income, net royalties, periodic receipts from estates or trusts;
5. Military family allotments or other regular support from an absent family member or someone not living in the household;
6. Net gambling or lottery winnings;
7. Net receipts from farm self-employment (receipts from a farm that an individual operates as an owner, renter, or sharecropper, after deductions for farm operating expenses);
8. Net receipts from non-farm self-employment (receipts from an individual's own unincorporated business, professional enterprise, or partnership after deductions for business expense);
9. Pensions whether private or government employee (including military retirement pay);
10. Regular insurance or annuity payments; and
11. Regular payments from social security, railroad retirement, strike benefits from union funds, worker's compensation, and training stipends.

Exclusions from Annual Family Income are the following:

1. Assets drawn down as withdrawals from a bank, the sale of property, a house, or a car;
2. Capital gains;
3. Child support payments including foster care child payments;
4. Financial assistance under Title IV of the Higher Education Act, i.e., Pell Grants, Federal Supplemental Educational Opportunity Grants and Federal Work Study. PLUS, Stafford and Perkins loans, like any other kind of loan, are debt and not income;
5. Income earned while the veteran was on active military duty and certain other veterans' benefits, i.e., compensation for service-connected disability, compensation for service-connected death, vocational rehabilitation, and education assistance;
6. Needs-based scholarship assistance;
7. Non-cash benefits such as employer paid fringe benefits, food or housing received in lieu of wages, Medicare, Medicaid, Food Stamps, school meals, and housing assistance;
8. Tax refunds, gifts, loans, lump-sum inheritances, one-time insurance payments, or compensation for injury;
9. Unemployment Insurance; and
10. Welfare payments (including TANF, Supplemental Security Income, Refugee Cash Assistance, and General Assistance)

Family of One – Regardless of living arrangements or tax dependency status, the following persons shall be considered a family of one when such consideration would result in the individual being determined eligible for program participation and their family does not qualify as economically disadvantaged:

1. An individual who:
 - a. is 14 years of age or older,
 - b. is single, abandoned, separated, divorced or widowed,
 - c. receives less than 50 percent maintenance from the family, and
 - d. is not the head (nor the spouse of the head) of the household;
2. An individual assigned to a publicly supported institution providing 24-hour support for residents;
3. An individual who is 55 years of age or older and is single, divorced or widowed, and living alone or with adult children or relatives, or in communal living quarters; and
4. A disabled person.

Income – The amount of all includable income received by all family members for the prior six months annualized by multiplying the six-month family income times two (6-month income x 2).

Individual Employment Plan – An ongoing strategy jointly developed by the participant and the case manager to identify the participant's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve employment goals. This could include supportive services if determined appropriate, based on the needs of the participant. The need for services, and the appropriate mix of services to respond to those needs is determined on a case-by-case basis.

Last Expected Service – Occurs when the participant completes the activities outlined in his or her service strategy or service plan and there are no additional services expected other than supportive or follow-up services. Last expected service may also occur in situations where the participant voluntarily or involuntarily discontinues his or her participation in services outlined in the service plan.

Last Expected Service Date – Date used to determine when a customer becomes a part of the sampling frame for the customer satisfaction survey. In many instances, this date will be the same as the exit date. In situations where a case was ended, reopened within 90 days of the original closure date, and then ended again, the date used to determine inclusion in the sampling frame is the initial last expected service date. This date is also the date that triggers follow-up services as long as no additional services are provided (other than supportive or follow-up services) 90 days following this date.

Objective Assessment – A comprehensive client-centered, diagnostic approach to evaluating the needs of a participant without regard to services or training programs available in a local area. It is designed to identify information vital to the development of a service strategy culminating in gainful employment. Objective assessment is an ongoing process and should not be viewed as a one-time event. As an ongoing process, the comprehensive assessment must be revisited regularly and amended, as appropriate, when additional needs are identified or goals achieved. It should be a multi-faceted approach to include a full array of options such as the following:

1. Aptitude tests;
2. Basic skills tests;
3. Behavioral observations;
4. Career guidance instruments;
5. Interest inventories;
6. Paper and pencil tests;
7. Performance tests; and
8. Structured interviews.

Not Employed at the Date of Participation – An individual is also considered not employed at the date of participation when he/she (a) did no work at all as a paid employee on the date participation occurs, (b) has

received a notice of termination of employment or the employer has issued a WARN or other notice that the facility or enterprise will close, or (c) is a transitioning service member.

Out-of-School Youth – An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed. For reporting purposes, this term includes all youth except those who are attending any school and have not received a secondary school diploma or its recognized equivalent, and except those who are attending post-secondary school and are not basic skills deficient.

Participant – A participant is an individual who is determined eligible to participate in the program and receives a service funded by the program in either a physical location (One-Stop Career Center or affiliate site) or remotely through electronic technologies.

Participation Date – The first day, following a determination of eligibility, that the individual receives a service funded by the program. This is the point at which performance accountability information begins to be collected.

Participation Quarter – Represents the calendar quarter in which the date of participation is recorded for the individual.

Physical Location – A designated One-Stop Career Center, an affiliated One-Stop partner site, including a technologically linked access point, where services and activities funded by the program are available, or other specialized centers and sites designed to address special customer needs, such as company work sites for dislocated workers.

Post-Secondary Education – A program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A., A.S., B.A., B.S.). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as a placement in post-secondary education, but may count as a placement in “advanced training/occupational skills training.”

Post-test – A test administered to a participant at regular intervals during the program.

Pre-test – A test used to assess a participant’s basic literacy skills, which is administered to a participant up to six months prior to the date of participation (if such pre-test scores are available) or within 60 days following the date of participation.

Qualified Apprenticeship – A program approved and recorded by the ETA Bureau of Apprenticeship and Training or by a recognized state apprenticeship agency or council. Approval is by certified registration or another appropriate written credential.

Registration - An information collection process to document a determination of eligibility. Individuals who are seeking information only, and who do not require a significant degree of staff assistance, do not need to be registered. However, ETA has encouraged states to develop systems to capture information on those individuals who receive only core self-service and informational activities. These individuals will not be included in the calculations for any of the performance measures.

Scheduled Gap in Service – Participants who have a scheduled gap in service of greater than 90 days should not be considered as exited if the gap in service is due to one of the following circumstances: (1) a delay before the beginning of training, (2) a health/medical condition prevents the individual from participating in services, including providing care for a family member, or (3) the individual must temporarily move from the

area. Any gap in service must be documented and the reason for the gap in service noted in the participant's file.

Self-Service and Informational Activities – The State has interpreted that self-service has occurred when participants serve themselves in accessing workforce investment system information and activities in either a physical location such as a One-Stop Career Center resource room or partner agency, or remotely via the use of electronic technologies. Informational activities may include both self-services and staff-assisted core services that are designed to inform and educate a participant about the labor market and to enable a participant to identify his or her individual employment strengths, weaknesses, and the range of services appropriate for the individual. The exception is core services that require significant staff involvement. Examples of informational activities would include, but is not limited to:

1. information on labor market trends;
2. the unemployment rate;
3. information on businesses that are not hiring or reducing their workforce;
4. information on high-growth industries;
5. occupations that are in demand; and
6. staff provides the participant with information and/or instructions on how to access the variety of services available in the One- Stop Career Center, including tools in the resource room.

Significant Staff Involvement – Any assistance provided by staff beyond the informational activities described above regardless of the length of time involved in providing the assistance. Significant staff involvement includes a staff member's assessment of a participant's skills, education, or career objectives to achieve any of the following:

1. Assist participants in deciding on appropriate next steps in the search for employment, training and related services, including job referral;
2. Assist participants in assessing their personal barriers to employment; or
3. Assist participants in accessing other related services necessary to enhance their employability and individual employment related needs.

Training Services – These services include WIA-funded and non-WIA funded partner training services. These services include:

1. occupational skills training, including training for nontraditional employment;
2. on-the-job training;
3. programs that combine workplace training with related instruction, which may include cooperative education programs;
4. training programs operated by the private sector;
5. skill upgrading and retraining;
6. entrepreneurial training;
7. job readiness training;
8. adult education and literacy activities in combination with other training; and
9. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

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

Underemployed – An underemployed worker is defined as a worker who:

1. Wishes to work full time but, because of business and economic conditions, works fewer than 35 hours per week. There are two main types of underemployed workers:
2. Individuals who usually work full time but whose hours have been temporarily cut back because of

slack work or unfavorable business conditions.

3. Individuals who usually work fewer than 35 hours because they had been unable to find full time work or because of slack work or business conditions., or
4. Takes a job that does not make use of or pay according to, their skills, training, and experience.

Unsubsidized Employment – Employment not financed with federal funds, which includes (for reporting purposes) entry into the U.S. Armed Forces, entry into employment in a registered apprenticeship program, and terminees who became self-employed.

Welfare Recipient – An individual listed on the welfare grant who receives cash payments under Temporary Assistance for Families (TAF; SSA Title IV), General Assistance (state or local government), or the Refugee Cash Assistance Act of 1980 (PL 96-212).

Additional definitions as relates to performance accountability can be found in attachment 1 of TEGL 10-16 as follows:

https://wdr.doleta.gov/directives/attach/TEGL/TEGL_10-16_Attachment_1.pdf

SECTION II – ELIGIBILITY

WIOA Eligibility Determination and Documentation

Wagner-Peyser services are available to any person who wishes to access them without regard to eligibility, employment or income status. Any individual accessing the services whether electronically or at a workforce center should be enrolled in the Wagner-Peyser program. This includes individuals who access the services themselves (self-service) or are provided services with significant staff involvement. All individuals receiving either self-service or services with significant staff involvement under Wagner-Peyser would be enrolled in the Wagner-Peyser program and thus would be included in Wagner-Peyser performance measures.

WIOA Title I Adult, Dislocated Worker and Youth programs have specific eligibility requirements for each funding stream and varies significantly from Wagner-Peyser with regard to enrollment requirements. Programs must include participants in their performance calculations. A participant could have different documentation requirements depending on the level of service received (basic versus individualized), but all participants will be included in performance calculations. Reportable individuals, who are not participants, are not included in performance calculations.

A **Reportable Individual** is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:

1. Individuals who provide identifying information;
2. Individuals who only use the self-service system; or
3. Individuals who only receive information-only services or activities.

Self-service occurs when individuals independently access any workforce development system program's information and activities in either a physical location, such as a one-stop center resource room or partner agency, or remotely via the use of electronic technologies.

Self-service does not uniformly apply to all virtually accessed services. For example, virtually accessed services that provide a level of support beyond independent job or information seeking on the part of an individual would not qualify as self-service.

It should be noted that Wagner-Peyser self-services result in a participant as well as a performance count for Wagner-Peyser. Since no eligibility requirements exist for Wagner-Peyser, enrollment documentation requirements do not apply. Enrollments may be done when self-services are received through a registered account on **KANSASWORKS.com** or they may be recorded when individuals access such services through the workforce center. Documentation is not required for self-service users of the system.

Note: Wagner-Peyser staff assisted services, including job referrals, establish the need for Work Authorization to be determined. This may be documented through self-attestation.

A **Participant** is a Reportable Individual who has received services after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination with the exception of the following services:

1. Individuals who only use the self-service system;
2. Individuals who receive information-only services or activities, which provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives.

Adults and Dislocated Workers who receive services funded under WIOA Title I Adult and Dislocated Worker programs, other than self-service or information-only activities, must be registered and must be a participant.

To be eligible to receive career services as an Adult in the Adult and Dislocated Worker programs, an individual must be 18 years of age or older. To be eligible to receive career services as a Dislocated Worker in the adult and dislocated worker programs, an individual must meet the definition of “dislocated worker” at WIOA sec. 3(15).

There are three types of career services defined by WIOA sec. 134(c)(2) and 20 CFR Part 678.430: basic career services, individualized career services, and follow-up services.

Basic career services are:

1. Eligibility determinations for the adult, dislocated worker, or youth programs;
2. Outreach, intake, and orientation to information and other services available through the one-stop delivery system;
3. Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs;
4. Labor exchange services;
5. Referrals to and coordination of activities with other programs and services;
6. Workforce and labor market employment statistics information, including accurate information relating to local, regional, and national labor market areas;
7. Performance information and program cost information on eligible providers of education, training, and workforce services by program and type of providers;
8. Information, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system;
9. Information, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance,
10. Information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.
11. Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.

Not all basic career services trigger inclusion as a participant. These are the basic career services that trigger inclusion as a participant:

1. Initial assessment of skill levels and supportive service needs;
2. Staff-assisted job search assistance (not self-directed job search assistance)
3. Staff-assisted placement assistance (not self-directed placement assistance)
4. Career Counseling (includes staff-assisted career guidance)
5. Provision of information and meaningful assistance filing for UI
6. Assistance establishing eligibility for financial aid

Individualized career services are:

1. Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers;
2. Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about eligible training providers;

3. Group counseling;
4. Individual counseling;
5. Career planning;
6. Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;
7. Internships and work experiences;
8. Workforce preparation activities;
9. Financial literacy services;
10. Out-of-area job search assistance and relocation assistance; and
11. English language acquisition and integrated education and training programs.

All individualized career services trigger inclusion as a participant.

Follow-Up services are:

1. Counseling regarding the workplace, for participants in adult or dislocated worker workforce investment activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment

Eligibility Requirements

Selective Service

Males who are subject to, but have not complied with, the registration requirements of the Military Selective Service Act (MSSA), as amended, are not eligible for participation in WIOA-funded programs and services. Section 189(h), of WIOA and 20 CFR Part 667.250 of the Regulations require the Secretary of Labor to ensure that each individual participating in any WIOA program, or receiving any assistance under the Act, has not violated the requirement of the MSSA (50 App. U.S.C. § 453(a) and(b)). This requires that every male citizen, and every other male residing in the United States, who is 18 through 25 years of age must be registered with the Selective Service System (SSS). There are exceptions, which include obvious disqualifying handicaps, individuals who have been honorably discharged from the armed services, aliens entering the United States on or after 26 years of age, etc. A determination must be made as to whether or not the requirement for selective service registration has been fully met. Local areas have the responsibility for deciding and determining whether services should be provided. This determination must be made on a case-by-case basis. A non-registrant may not be denied any federal benefit if he can demonstrate that his failure to register was not knowing or not willful.

For more information about requirements for Selective Service registration refer to the Selective Service Registration policy contained in the [State Policy #5-23-00](#) or visit the Selective Service Web site at <http://www.sss.gov/>.

Work Authorization

Statutory requirements at Section 188(a)(5) of WIOA are a non-discrimination provision, not an eligibility provision. Thus, WIOA does not forbid the state or local areas from servicing individuals outside of the designated categories. However, a participant's ability to legally participate in the workforce is essential. Individualized Career and Training services for adults and dislocated workers funded under Title IB of WIOA in Kansas are limited to those individuals who are citizens and nationals of the United States or lawfully admitted permanent resident aliens, refugees, asylees, parolees and other immigrants authorized by the Attorney General to work in

the United States.

Youth service and adult and dislocated worker career services shall be limited to:

1. Citizens, nationals and other individuals authorized to work in the United States, or
2. Those individuals seeking authorization to work in the United States.

Title I-Adult Eligibility

To be eligible for the Adult Program an individual must be 18 years of age or older on the date of registration.

Title I-Dislocated Worker Eligibility

To be eligible for the Dislocated Worker Program an individual must meet any one of the following five definitions:

1. Terminated or Laid Off
2. Plant Closure or Substantial Layoff
3. Self-Employed, but unemployed as a result of a natural disaster or “general economic conditions”
4. Displaced Homemaker
5. Military Spouse

Definitions and additional considerations in determining eligibility for Dislocated Workers can be found in [State Policy #5-02-01](#).

Title I-Youth Eligibility

In-School Youth (ISY)

An In-School Youth (ISY) must not be younger than 14 or (unless an individual with a disability attending school under state law) older than 21 years of age on the date of registration AND (except as provided in the Youth Eligibility Exception) be low-income; AND exhibit at least one of the following barriers:

1. Basic skills deficient,
2. English language learner,
3. Offender,
4. Homeless individual, including:
 - a. aged 14 – 12 who meets the criteria defined in sec. 414303(6) of the Violence Against Women’s Act
 - b. homeless child or youth, as defined in sc. 725(2) of the McKinney –Vento Homeless Assistance Act
 - c. runaway,
5. Foster Care, including:
 - a. either in or aged out of the foster care system, or
 - b. has attained the age of 16 and left the foster care for kinship guardianship or adoption, or
 - c. a child eligible for assistance under section 477 of the Social Security Act, or
 - d. in an out-of-home placement
6. Pregnant or a parenting

7. Individual with a disability,
8. Requires additional assistance to complete an education program or to secure and hold employment *

*Note re: “requires additional assistance”: For ISY enrollment ONLY – when “requires additional assistance is the only barrier documented for an ISY eligibility, not more than five percent (5%) of the ISY assisted in the local area may be eligible based solely on this criteria.

Out-of-School Youth (OSY)

An Out-of-School Youth (OSY) must not be younger than 16 or older than 24 years of age on the date of registration AND not attending any school (as defined under state law); AND exhibit at least one of the following characteristics:

1. A school dropout
2. A youth who is within the age of compulsory attendance, but has not attended any school* for at least the most recent complete school year calendar quarter based on the local school district’s definition of school year quarters
3. A recipient of a secondary diploma or its recognized equivalent who is a low-income individual AND, either:
 - a. Basic skills deficient OR
 - b. An English language learner
4. An individual subject to the juvenile or adult justice system
5. Homeless individual, including:
 - a. aged 14 – 12 who meets the criteria defined in sec. 414303(6) of the Violence Against Women’s Act
 - b. homeless child or youth, as defined in sc. 725(2) of the McKinney –Vento Homeless Assistance Act
 - c. runaway,
6. Foster Care, including:
 - a. either in or aged out of the foster care system, or
 - b. has attained the age of 16 and left the foster care for kinship guardianship or adoption, or
 - c. a child eligible for assistance under section 477 of the Social Security Act, or
 - d. in an out-of-home placement
7. An individual who is pregnant or parenting
8. An individual with a disability
9. A low-income individual who requires additional assistance to:
 - a. enter an education program, OR
 - b. complete an education program, OR
 - c. secure employment, OR
 - d. hold employment

*Note re: school. The term “school” refers to both, secondary and post-secondary schools. However, the U.S. Department of Labor does not consider providers of Adult Education under Title II of WIOA, YouthBuild programs or Job Corps programs to be “schools”. Youth attending Adult Education provided under Title II of WIOA, YouthBuild, or Job Corps may be considered OSY for purposes of WIOA youth program eligibility.

Youth Eligibility Exception

Up to five percent (5%) of youth participants served by youth programs in a local area may be individuals who do not meet the income criterion for eligible youth, provided they meet one or more of the following criteria:

1. Basic skills deficient

2. Homeless
3. Offender
4. One or more grade levels below the grade level appropriate to the individual's age
5. Pregnant or parenting
6. Has a disability (which may be a learning disability)
7. Runaway
8. School dropout
9. Other additional barriers as defined by the local board.

For more information about Title I Adult, Dislocated Worker and Youth program eligibility refer to [State Policy #5-02-01](#).

Senior Community Service Employment Program (SCSEP) Eligibility

Participants must be at least 55, unemployed, and have a family income of no more than 125% of the federal poverty level. Enrollment priority is given to veterans and qualified spouses, then to individuals who are over 65, have a disability, have low literacy skills or limited English proficiency, reside in a rural area, are homeless or at risk of homelessness, have low employment prospects, or have failed to find employment after using services through the American Job Center system.

Other Programs

ServiceLink will automatically check for eligibility for a variety of programs. This process is based on demographic information collected. For a complete listing of all programs and eligibility requirements, please see APPENDIX A.

SECTION III – REQUIRED REPORTS

Financial Reports

Required financial reports will be submitted to USDOL on a quarterly basis. These reports are required for each funding source and will include any income or profits earned, including funds earned by sub-recipients and any allowable costs incurred. Expenditures and program income are reported on an accrual basis and are cumulative by fiscal year of appropriation. Financial reports are due to USDOL no later than 45 days after the end of each quarter. A final financial report is due 90 days after the end of the funding period or the termination of the grant. Local Area monthly reporting will include reporting categories as follows: Expenditures (current and cumulative), accruals, and unliquidated obligations as relates to Program Outlays, Work Experience, Pay for Performance Contracts, Transitional Job, Incumbent Worker and other categories as determined by the state. Detailed instructions for submittal of these financial reports are found in TEGL 2-16 https://wdr.doleta.gov/directives/attach/TEGL/TEGL_2-16_acc.pdf.

Quarterly and Annual Equal Opportunity and Nondiscrimination Reports (EO)

The quarterly and annual EO report is required by 29 CFR Part 38. The state is required to monitor a recipient's compliance with the Equal Opportunity and Nondiscrimination requirements of WIOA. In order to conduct this review, each Local Area shall collect and report EO information at least quarterly with an annual report due by November 1st of each year. If a Local Area is using ServiceLink for participant tracking and management, this report will be generated by ServiceLink and no annual submission is required.

Employer Effectiveness

The State is required to monitor, track and report 2 Employer Effectiveness measures. Detailed information can be found on https://wdr.doleta.gov/directives/attach/TEGL/TEGL_10-16-Change1_Attachment_4_Acc.pdf

Kansas Selected the Following Employer Effectiveness Measures:

1. Retention with Same Employer in the 2nd and 4th Quarters After Exit

- a. *Denominator* = A unique count of **all** records where the date of program entry is populated with a date of exit falls within the reporting period (either annual or quarter) and other reason indicates there is no exit date recorded yet.
- b. *Numerator* = Of those identified in the denominator, a unique count of all records in which participant is employed during the 2nd & 4th Qtrs. Service level is not factored in, only the initial gain in comparison to retaining employment during the 2nd & 4th Qtr.

2. Repeat Business Customer Rate

- a. *Denominator* = A unique count of all employers from the wage table with a wage available after exit and during the 2nd Qtr or 4th Qtr
- b. *Numerator* = A unique count of all employers with matches between the 2nd and 4th Qtr during the reporting period.

Workforce Innovation and Opportunity Act (WIOA) Quarterly Report (PIRL)

WIOA Accountability will be tracked via the Participant Individual Record Layout (PIRL) on the Adult, Dislocated Worker, Youth, JVSG, National Emergency Grant Programs, Trade Adjustment Assistance, and Wagner Peyser. These reports will be submitted by the State no later than 45 days after the end of the report quarter. The information contained in this report is used to determine the levels of participation and program

accomplishments for the most recent quarter and four-quarter period. Reports must include a snapshot of the most recent performance data available for each performance item for the current quarter, and then a cumulative total that includes the current quarter and the last three quarters prior to the current quarter. Local Area Staff will be required to correct any errors encountered during the quarterly data upload to the USDOL system. The State will notify individual Local Areas with a list of errors needing fixed in **KANSASWORKS** system. Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I and Title III can be found at https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=3255 .

Workforce Innovation and Opportunity Act (WIOA) Annual Report (PIRL)

The state must prepare an Annual Report to USDOL for Adult, Dislocated Worker, Youth, JVSG, National Emergency Grant Programs, Trade Adjustment Assistance, and Wagner Peyser. This report is due October 1 following each program year. The report covers services provided under WIOA Title I and Title III using local funds and statewide funds and reflects performance outcome information that becomes available by the time the report is due on the Adult, Dislocated Worker, Youth, JVSG, National Emergency Grant Programs, Trade Adjustment Assistance, and Wagner Peyser. This report can be used to showcase successful programs, strategies and accomplishments, as well as include required performance data and outcome data on special populations. Performance data reported in the Annual Report must be comprised of information provided by each state from their individual Participant Individual Record Layout (PIRL). The Annual Report must include narrative that reflects successful programs, strategies and accomplishments and describes outcomes data included in the report. Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I and Title III can be found at https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=3255 .

Workforce Innovation and Opportunity Act (WIOA) Standardized Record Data (PIRL)

Participant Individual Record Layout (PIRL) – the data layout that provides a standardized set of data elements, definitions, and reporting instructions that will be used to describe the characteristics, activities, and outcomes of WIOA participants.

States are required to maintain standardized individual records containing characteristics, activities and outcomes information for all individuals who receive services or benefits financially assisted by the WIOA Title I. The PIRL is submitted annually, by October 15 on all participants who received services beyond self-service or informational activities. It includes demographic information on the participant, the activities and services received by the participant, and outcomes of those services and activities. This information will be used to share program results with consumers, taxpayers, legislators, and other interested parties; to compare results among WIOA Service providers, states, and other federally funded programs, and to evaluate and continuously improve services. Detailed information and definitions on PIRL can be found on TEGL 10-16 https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=3255.

SECTION IV – SERVICELINK

Overview

ServiceLink, is a user-friendly, web-based system that supports the delivery of customer-focused job seeker and employer services, and provides a standardized business process for following participants through the workforce system network. ServiceLink was designed for USDOL/ETA grants, but has been customized to manage numerous other federal, state, and local employment and training grants. ServiceLink provides one-stop service tracking, case management, data collection, and reporting. It manages eligibility and maintains program registration and enrollment records. It allows case managers to track client self-services and allows partner programs to access clients' universal information.

ServiceLink includes, but is not limited to, the following features:

1. American Job Center services and case management across programs.
2. Hierarchical, inheritable security structure supporting multi-partner services and case management.
3. Extensive, permissions-based system administration functions.
4. Full support for new state and federal programs and grants.
5. Full set of programmatic edit checks to ensure data consistency and integrity.
6. Universal information client record with document uploader.
7. Self-service tracking.
8. Customer-focused job seeker and employer services.
9. Customer outreach, notification, and mass communication methods including text messaging.
10. Participant tracking and reporting across different funding streams, from registration to job placement.
11. Tracking of all internal and external job order views and referrals.
12. Online interactive performance and management information reports including ad hoc reports.
13. Events manager for posting information on job fairs, workshops, and other public events.
14. Management functions for office supervisors and region and state directors.
15. Customizable training resources repository.
16. Disability resources for staff.

To access specific details by means of user guides and quick start guides, visit the following site:
<https://www.ajla.net/servicelink/Content/Home.html>

Service Definitions

2nd RESEA IRP Review - Review of an individual's reemployment plan to assess progress and determine next steps. Plan is updated in **KANSASWORKS** outlining and addressing any issues identified during the Initial RESEA. This is a required service for RESEA customers scheduled for a 2nd RESEA.

2nd RESEA UI Eligibility Review - A claimant's ability to work, availability for work, and efforts to find work are reviewed. Includes a review of an individual's work search log(s) to ensure it contains the required information and otherwise complies with the state's standards. This is a required service for RESEA customers scheduled for a 2nd RESEA.

Adult Education and Literacy Activities - Programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition

activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

Adult Mentoring - Services provided should be at a minimum of 12 months and occur both during and after program participation. Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).

Alternative Secondary School Offerings - Alternative secondary school services are those that assist youth who have struggled in traditional secondary education, and includes basic education skills training, individualized academic instruction, and English as a Second Language training. Alternative Secondary School Offerings provide participants with the opportunity to receive and alternative education as a way to prevent them from dropping out of school.

Apprenticeship - Registered Apprenticeship, as described by the National Apprenticeship Act of August 16, 1937, may be offered by individual businesses, employer associations, or labor market organizations. Registered Apprenticeship is an industry-driven system of employment, on-the-job training, and related technical instruction approved by the State of Kansas and sponsored by employers, employer associations, and jointly by management and labor. As an employee, an apprentice receives supervised, structured on-the-job work experience combined with technical instruction training and built-in career placement. Apprenticeships include a minimum of 2000 hours of on-the-job training and a minimum of 144 hours a year of related technical instruction.

Assessment Services - An interview or meeting, between an interviewer and an individual client or group of clients. Purpose: to prepare the client(s) for participation in formal assessment or testing services; or to provide information about the availability of, access to, and participation in services

Assessment Testing - A meeting, between designated staff and an individual client or group of clients. Purpose: to administer a standardized means of measuring an individual's possession of, interest in, or ability to acquire job skills and knowledge. Assessment Testing refers to tests and assessment instruments used to evaluate individuals for selection, referral, and/or participation in training or vocational counseling.

Assessment Testing – RESEA - RESEA Temporary Service; A meeting, between designated staff and an individual client or group of clients. Purpose: to administer a standardized means of measuring an individual's possession of, interest in, or ability to acquire job skills and knowledge. Assessment Testing refers to tests and assessment instruments used to evaluate individuals for selection, referral, and/or participation in training or vocational counseling.

Basic Skills Tutoring for the Workplace - Tutoring provided to a youth who has their high school diploma or GED, but remains basic skills deficient and needs additional tutoring in reading and/or math skills to become more employable. Used for youth who already have their HSD/GED but are still basic skills deficient and need tutoring for the literacy/numeracy measure.

Basic Skills/Literacy Activities - Individualized assistance provided to participants assessed as being in need of basic skills enhancement. Activities are tailored to the participant's unique needs and are designed to produce an upgrade or improvement in basic skills functioning and basic skills assessment scores.

Career Guidance - The provision of information, materials, suggestions, or advice which are intended to assist in a vocational decision regarding employment and training, including information on in-demand occupations

and sectors. Assistance may include support in choosing or changing occupations, making a suitable job adjustment, and addressing personal issues that may limit the claimant's ability to achieve employment-related goals.

Career Guidance – RESEA - RESEA Temporary Service - The provision of information, materials, suggestions, or advice which are intended to assist in a vocational decision regarding employment and training, including information on in-demand occupations and sectors. Assistance may include support in choosing or changing occupations, making a suitable job adjustment, and addressing personal issues that may limit the claimant's ability to achieve employment-related goals.

Career Pathways - Series of connected education and training strategies and support services that enable individuals to secure industry relevant certifications and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.

Case Management - Case management is a process to determine an individual's needs and develop a plan to meet those needs. It involves assessment, planning, decision-making and problem solving. Case management is an ongoing process, depending on the needs of the individual.

Case Management – RESEA - RESEA Temporary Service - Case management is a process to determine an individual's needs and develop a plan to meet those needs. It involves assessment, planning, decision-making and problem solving. Case management is an ongoing process, depending on the needs of the individual.

Child Care Services - A service which helps parents meet their child care needs. Child care ranges from daycare outside the home or in-house, to after-school programs. It usually includes supervision and shelter, and may include subsistence and transportation.

Co-Enroll Job Service - Concurrent enrollment allows eligible participants to be enrolled in multiple programs.

Co-Enroll WIOA - Concurrent enrollment allows eligible participants to be enrolled in multiple programs.

Community & Service Learning Projects - Combination of community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility. Service learning programs involve students in activities that address local needs while developing their academic skills and commitment to their community.

Comprehensive Assessment - A comprehensive and specialized assessment of the participant's skill levels and service needs. This may include diagnostic testing and the use of other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.

Comprehensive Assessment – RESEA - RESEA Temporary Service - A comprehensive and specialized assessment of the participant's skill levels and service needs. This may include diagnostic testing and the use of other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.

Comprehensive Guidance & Counseling - Youth: comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service. When resources exist within the local program or its service providers, it is allowable to provide counseling services directly to participants rather than refer youth to partner programs

Contextualized Training - Comprehensive training service where training is bundled, including, but not limited to, education delivery for adult basic, developmental and postsecondary technical education, combining the delivery of technical postsecondary education with adult basic skills instruction, enabling learners to enter directly into college-level coursework. Participants will gain essential workplace skills, technical occupational skills and foundational academic skills at the same time, and CTE instructors and adult education instructors work together to develop and deliver integrated instruction simultaneously in an effort to prepare them to follow career pathways resulting in college certificates, marketable credentials and jobs.

CRT Basic/Remedial - Educational instruction, particularly in basic skills, to raise an individual's general competency level in order to succeed in vocational education or skill training programs, or employment. Examples include General Education Diploma (GED) preparation, English as a Second Language (ESL), math instruction, and reading instruction.

CRT Occupational - Any training of the type normally conducted in an institutional setting, including vocational education, which is designed to provide individuals with the technical skills and information required to perform a specific job or group of jobs. It may also include training designed to enhance the employability of individuals by upgrading basic skills, throughout the provision of courses.

Customized Employment - A flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. It is based on an individualized match between the strengths, skills, contributions, conditions, and interests of a job candidate and the identified business needs of an employer. Customized Employment utilizes an individualized approach to employment planning and job development - one person at a time and one employer at a time. Self-Employment, job creation, and job carving are all facets of employment approaches used in Customized Employment.

Customized Resume Assistance - Providing instructions on or assisting with the development of the content and/or format of résumés and cover letters.

Customized Resume Assistance – RESEA - RESEA Temporary Service - Providing instructions on or assisting with the development of the content and/or format of résumés and cover letters.

Customized Training - Customized Training means training: (A) that is designed to meet the special requirements of an employer (including a group of employers); (B) that is conducted with a commitment by the employer to employ an individual on successful completion of the training; and (C) for which the employer pays for a portion of the training.

Daily Contact - May be required based on the needs of an individual with multiple challenges to employment and that has been identified in the customer's Individual Employment Plan (IEP)

Dependent Care - A service which helps individuals meet their family care needs. Family care ranges from day care outside the home or in-house, to after-school programs (outside the home or in-house). It usually includes supervision and shelter, and may include subsistence and transportation.

Disability Employment Services - Assist individuals with a disability to find work and keep a job by following a two-part process: Disability Management Service for the job seekers with disability, injury or health condition who need assistance to find a job and occasional support to keep a job.

Disaster Relief Assistance - A service administered as part of a National Emergency Grant, which includes, but is not limited to, providing food, clothing, shelter and related humanitarian services; performing demolition,

cleaning, repair, renovation and reconstruction of damaged and destroyed public structures, facilities and lands located within the designated disaster area, as defined in the grant award document.

Dropout Prevention Services - Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction

Dropout Recovery Services - Dropout Recovery Services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school. Dropout Recovery Services are provided with the goal of helping the youth re-engage and persist in education that leads to the completion of a recognized high school equivalency.

Drug and Alcohol Abuse Counseling - Counseling to overcome and/or prevent drug and alcohol abuse.

Educational Achievement Services - Activities aimed at assisting the youth in obtaining a high school diploma. Used for in-school youth who need additional educational assistance to obtain their diploma.

Eligibility Determination – Gathering and analyzing the data to determine of whether an individual meets the criteria that would allow him or her the opportunity to participate in the program.

Emergency Services - Any other supportive service that may be needed in an emergency to enable the participant to continue in the program.

Employment Opportunities Throughout School Year - Employment opportunities provided to youth which include work experience by means of direct linkages to academic and occupational learning, such as coordinating with school systems and/or school-to-work and may provide other elements and strategies as appropriate to serve the needs of the participant.

English as a Second Language (ESL) - Refers to specialized approaches to language teaching designed for those whose primary language is not English.

English Language Acquisition Training - A program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that leads to attainment of the secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment

Entrepreneurial Training - This provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:

1. take initiative;
2. creatively seek out and identify business opportunities;
3. develop budgets and forecast resource needs;
4. understand various options for acquiring capital and the trade-offs associated with each option; and
5. communicate effectively and market oneself and one's ideas.

Federal Bonding Assistance - Designated staff issues a bond through the Federal Bonding Program.

Financial Literacy Education - Includes supporting the ability of participants to create household budgets, initiate savings plans, and make informed financial decisions about education, retirement, home ownership, wealth building, or other savings goals; Supporting the ability to manage spending, credit, and debt, including credit card debt, effectively; initiate checking and savings accounts at banks, applying for and managing loans and credit cards, learning about credit reports and credit scores, and identifies identity theft.

Follow-Up Services - Follow up services, including counseling and supportive services regarding the workplace, will be provided for at least 12 months after the first day of employment, as appropriate, to participants who are placed in unsubsidized employment. This might include discussing progress on the job, and discussing any problems the participant might be experiencing.

Follow-Up Services - Post Employment/Job Retention - For customers enrolled in Ticket to Work, periodic follow up will be provided as agreed upon in the Individual Work Plan (IWP) or the Individual Employment Plan (IEP). Additional follow up may be required as requested by the Employment Network Administrator. For all other customers, follow up services should be provided as defined in the IEP.

General Training - Use this activity if the Local Board does not wish to track activities separately or a separate activity does not appear elsewhere.

Group Counseling - Group counseling, which involves two or more participants addressing certain issues, problems, or situations that may be shared by the group members.

Guidance and Counseling - Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, may be provided when deemed appropriate to the participant's needs. These services are primarily provided to assist youth in achieving employment-related success.

Health Care Assistance - Provider direct supportive service, which provides assistance on behalf of a participant for services such as immunizations, TB tests, and health related screenings when deemed an integral and subordinate part of a social service. NOTE: General or emergency health care (including prescriptions) that are not deemed a subordinate and integral part of the social service offered by the KHPOP grant, is not allowed.

Housing Assistance - Funds from housing agencies that may provide stable long-term housing at a reduced or sliding scale rate.

Individual Employment Plan - Indicates that an individual has participated in the creation of a written plan that outlines the course of action the participant will take to obtain employment. For WIOA Youth, this is the Individual Service Strategy (ISS)—that outlines the course of action the participant will take to reach their educational and employment goals. This plan needs to be agreed upon by the participant and workforce center staff member, and should outline both the actions to be taken by the participant and those to be taken by staff to work together toward the participant's goals. An IE service should be entered each time an IEP is updated or modified.

Individual Learning Plan - An Independent Learning Plan (ILP) is a document and a process that students use, with support of school counselors, teachers, and parents, to define their career goals and post-secondary plans that assist decision making on courses and activities throughout high school. For adults and the out-of-school population, the Individualized Career Development Plan (ICDP) has been created. The ICDP is a tool/resource that can be used by the American Job Center and partner staff to engage customers in a strength-based, person-centered self and career exploration process.

Individual Reemployment Plan - In consultation with the claimant, a written Individual Reemployment Plan (IRP) matched to the claimant's needs based on information gathered during the Initial Assessment is developed. The IRP must at a minimum, include: a specific employment goal, a list of challenges or barriers to employment specific to the claimant, detailed step-by-step activities the claimant will perform and or participate in to achieve his/her employment goals, timelines to start and complete each activity; specific dates for staff follow-up to evaluate each activity, provide additional assistance, and make adjustments, if necessary; and the next scheduled contact date with staff. The IRP must be documented in **KANSASWORKS** along with a signed copy uploaded to the claimant's account.

Individual Reemployment Plan – RESEA - RESEA Temporary Service - In consultation with the claimant, a written Individual Reemployment Plan (IRP) matched to the claimant's needs based on information gathered during the Initial Assessment is developed. The IRP must at a minimum, include: a specific employment goal, a list of challenges or barriers to employment specific to the claimant, detailed step-by-step activities the claimant will perform and or participate in to achieve his/her employment goals, timelines to start and complete each activity; specific dates for staff follow-up to evaluate each activity, provide additional assistance, and make adjustments, if necessary; and the next scheduled contact date with staff. The IRP must be documented in **KANSASWORKS** along with a signed copy uploaded to the claimant's account.

Information on In-Demand Occupations - Provision of information on in-demand sectors

Initial Assessment - An initial assessment of the skill levels and service needs of each participant that may include a review of basic skills, occupational skills, prior work experience, employability, interests, and aptitudes (including interests and aptitudes for nontraditional jobs).

Initial Assessment – RESEA - RESEA Temporary Service - An initial assessment of the skill levels and service needs of each participant that may include a review of basic skills, occupational skills, prior work experience, employability, interests, and aptitudes (including interests and aptitudes for nontraditional jobs).

Instruction Leading to Secondary School Completion - Services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. It can be provided one-on-one, in a group setting, through resources and workshops. Must lead to a high school diploma.

Intake Services - Intake involves receiving and screening individuals for potential services in which they may be interested and/or qualified to participate in relating to technical training services.

Integrated Education and Training - Refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Integrated Resource Team (ITR) - A team of partners organized around an Individual jobseeker with a disability, who experiences multiple challenges to employment and who plans to become enrolled, or has been enrolled in individualized career and/or training services.

Internships - Work-based paid or unpaid training experience in a work setting. Employers (in public or private sectors) will provide structured on-site exposure to work and the requirements for successful job retention.

Job Coaching - Service from VR “is offered to employees both as they learn their position and after they stabilize in a job. An employer provides traditional training to the coach and new employee, the coach continues to train

the new employee until they have met the goals of the job requirements. A job coach is provided free of charge to employers and can remain long-term if services are provided through qualified funding.

Job Development - The process of contacting employers to find job openings, internships, OJTs or work experiences, or securing interviews for a specific client when the workforce center has no suitable openings currently on file.

Job Development – RESEA - RESEA Temporary Service - The process of contacting employers to find job openings, internships, OJTs or work experiences, or securing interviews for a specific client when the workforce center has no suitable openings currently on file.

Job Fairs - A recruiting event where job seekers meet with multiple employers and is used to record attendance at a job fair or employer event.

Job Fairs – RESEA - RESEA Temporary Service - A recruiting event where job seekers meet with multiple employers and is used to record attendance at a job fair or employer event.

Job Readiness Training - Job readiness training helps prepare participants for work by ensuring they are familiar with workplace expectations and they exhibit appropriate work behaviors and attitudes. Training may include job retention and life skills training, remedial education, and occupational, career and vocational exploration.

Job Referrals - Referral to employment which included significant staff involvement. A referral to employment is (a) the act of bringing to the attention of an employer a job seeker or group of registered job seekers who are available for a job and (b) the record of such a referral.

Job Referrals – RESEA - RESEA Temporary Service - Referral to employment which included significant staff involvement. A referral to employment is (a) the act of bringing to the attention of an employer a job seeker or group of registered job seekers who are available for a job and (b) the record of such a referral.

Job Search and Placement – RESEA - RESEA Temporary Service - Staff assisted job search and placement activities are designed to provide individuals with support skills and information to support their occupational skills and work success.

Job Search and Placement Assistance - Staff assisted job search and placement activities are designed to provide individuals with support skills and information to support their occupational skills and work success.

Job Search Assistance - Staff assisted job search activities are designed to provide individuals with support skills and information to support their occupational skills and job search efforts.

Job Search Planning - In collaboration with an individual client, staff develop a plan for the participant's job search. The plan includes the necessary steps and timetables to achieve a specific employment objective. The job search plan may include, but is not limited to, a list of action steps related to various job search methods: conducting internet job searches; making direct employer contacts; monitoring newspaper and other ads; networking; and maintaining a record of activities, including thank-you letters and follow-up contacts. Clients who participate in Job Search Planning are typically job-ready. The Job Search Plan is documented in **KANSASWORKS**. The plan may or may not involve a paper document.

Job Search Planning – RESEA - RESEA Temporary Service - In collaboration with an individual client, staff develop a plan for the participant's job search. The plan includes the necessary steps and timetables to achieve a specific employment objective. The job search plan may include, but is not limited to, a list of action steps related

to various job search methods: conducting internet job searches; making direct employer contacts; monitoring newspaper and other ads; networking; and maintaining a record of activities, including thank-you letters and follow-up contacts. Clients who participate in Job Search Planning are typically job-ready. The Job Search Plan is documented in **KANSASWORKS**. The plan may or may not involve a paper document.

Job Search Workshops for Incarcerated Veterans - A Job Search Workshop, as defined herein, designed specifically for incarcerated veterans. The workshop subjects may include a focus on integration into the labor force and transition from the military and/or incarceration to civilian occupations.

Job Shadowing - Temporary exposure to the workplace in an occupational area of interest; it includes learning skills and work habits through work-based learning and training.

Job Workshop – BEST - Comprehensive workshop developed around the following modules: Dependability, Positive Attitude, Keeping Your Job, Customer Service/Working with the Public, Communicating Effectively, Looking Good (Dressing for Success), Resolving Conflict and Ethics.

Job Workshop – Computers - A seminar designed to provide clients with information to improve their computer skills. Subjects may include the following topics: computer hardware, information on accessing skill building resources, and setting up an email account.

Job Workshop – Employer - A seminar designed to provide clients with information to improve their chances of securing employment with an employer. Subjects may include the following topics: dependability, appearance, attitude, customer service, workplace etiquette, time management, and employer specific requirements and expectations.

Job Workshop - Financial Literacy - Workshop affording participants with opportunities to develop skills and acquire knowledge necessary to effectively manage their own financial situation.

Job Workshop – Interviewing - A seminar designed to provide clients with information to improve their interviewing skills. Subjects may include the following topics: appearance, preparation, panel interviews, behavioral based questions, eye contact, top questions, and follow up.

Job Workshop - Job Fair Preparedness - Workshop will simulate a job fair and provide examples on how to make lasting positive impressions with employers to include proper introduction to employers, appropriate items to bring, and suitable attire.

Job Workshop - Job Search - A seminar designed to provide clients with information to improve their job-search knowledge and skills. Subjects may include the following topics: employment applications, online job search resources, labor market resources, and job search methods (including direct employer contacts and networking).

Job Workshop – Resume - A seminar designed to provide clients with information to improve or build their resume. Subjects may include the following topics: online creation using **KANSASWORKS.com** or similar program, general templates, cover letter examples, thank you letter examples, and general resume do's and don'ts. Referrals for customized assistance may be made from the workshop.

Job Workshop - Soft Skills - A seminar designed to provide clients with information to improve their ability to obtain and retain employment. Subjects may include the following topics: dependability, appearance, attitude, customer service, workplace etiquette, and time management.

Job Workshop, Computers – RESEA - RESEA Temporary Service - A seminar designed to provide clients with information to improve their computer skills. Subjects may include the following topics: computer hardware, information on accessing skill building resources, and setting up an email account.

Job Workshop, Employer – RESEA - RESEA Temporary Service - A seminar designed to provide clients with information to improve their chances of securing employment with an employer. Subjects may include the following topics: dependability, appearance, attitude, customer service, workplace etiquette, time management, and employer specific requirements and expectations.

Job Workshop, Interviewing – RESEA - RESEA Temporary Service - A seminar designed to provide clients with information to improve their interviewing skills. Subjects may include the following topics: appearance, preparation, panel interviews, behavioral based questions, eye contact, top questions, and follow up.

Job Workshop, Job Search – RESEA - RESEA Temporary Service - A seminar designed to provide clients with information to improve their job-search knowledge and skills. Subjects may include the following topics: employment applications, online job search resources, labor market resources, and job search methods (including direct employer contacts and networking).

Job Workshop, Resume – RESEA - RESEA Temporary Service - A seminar designed to provide clients with information to improve or build their resume. Subjects may include the following topics: online creation using **KANSASWORKS.com** or similar program, general templates, cover letter examples, thank you letter examples, and general resume do's and don'ts. Referrals for customized assistance may be made from the workshop.

Job Workshop, Soft Skills – RESEA - RESEA Temporary Service - A seminar designed to provide clients with information to improve their ability to obtain and retain employment. Subjects may include the following topics: dependability, appearance, attitude, customer service, workplace etiquette, and time management.

Leadership Development Opportunity - Opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as: (a) exposure to postsecondary educational possibilities; (b) community and service learning projects; (c) peer-centered activities, including peer mentoring and tutoring; (d) organizational and team work training, including team leadership training; (e) training in decision-making, including determining priorities and problem solving; (f) citizenship training, including life skills training such as parenting and work behavior training; (g) civic engagement activities which promote the quality of life in a community; and (h) other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

Mock Interview - An emulation of an interview by workforce center staff to prepare job seekers for job interviews. Includes coaching on the interview process, and reviews topics such as: application, resume, professional dress, and responses to interview questions. The interview can be provided as an informal 1-on-1 service or as a formal interview by multiple workforce center staff similar to a panel interview

Mock Interview – RESEA - RESEA Temporary Service - An emulation of an interview by workforce center staff to prepare job seekers for job interviews. Includes coaching on the interview process, and reviews topics such as: application, resume, professional dress, and responses to interview questions. The interview can be provided as an informal 1-on-1 service or as a formal interview by multiple workforce center staff similar to a panel interview

Needs Related Payments - Needs-related payments provide financial assistance for the purpose of enabling individuals to participate in approved training funded under WIOA Title 1B.

Objective Assessment - An independent, comprehensive evaluation of the participant after eligibility has been determined. A client centered, diagnostic approach to identify the participant's skill deficiencies, training needs to overcome the deficiencies, the level of proficiency needed for attainment of the employability skill and determination of need for financial assistance. Results should include an ISS and should be an ongoing process for periodic review and updates when appropriate.

Occupational Skills Training - Basic or advanced training for acquiring skills in a specific occupation. Instruction conducted in an institutional or work site setting designed to provide or upgrade individuals with the technical skills and information required to perform a specific job or group of jobs such as auto mechanics, health services, or clerical training. Training provided must be limited to occupations for which there is demand in the local area served or in another area to which the participant is willing to relocate. Consideration must be given to training in occupations determined to be in sectors of the economy with a high potential for sustained demand or growth.

On-The-Job Training - On-the-job training provided by an employer to a paid participant while they are engaged in productive work that provides knowledge or the skills necessary to fully and adequately perform the job.

Orientation to One-Stop Services - A meeting between designated staff and an individual client or group of clients to prepare the client(s) for participation in formal assessment. Orientation may include an overview of the RESEA program including available services and the meaning of "mandatory" services.

Orientation to One-Stop Services – RESEA - RESEA Temporary Service - A meeting between designated staff and an individual client or group of clients to prepare the client(s) for participation in formal assessment. Orientation may include an overview of the RESEA program including available services and the meaning of "mandatory" services.

Out of Area Job Search Assistance - Assistance to help the participant find employment outside the normal commuting area. May be used to pay for travel, lodging, and meals while attending job interviews and/or looking for jobs.

Outreach Activities - The act or practice of visiting and providing the services available thru workforce programming to individuals who might not otherwise have access to those services.

Partner Assessment Services - A meeting, between a partner services representative and an individual client or group of clients. Purpose: to administer a standardized means of measuring an individual's possession of, interest in, or ability to acquire job skills and knowledge. Assessment Testing refers to tests and assessment instruments used to evaluate individuals for selection, referral, and/or participation in training or vocational counseling provided by educational institutions and other partner services representative.

Partner Assessment Services – RESEA - RESEA Temporary Service - A meeting, between a partner services representative and an individual client or group of clients. Purpose: to administer a standardized means of measuring an individual's possession of, interest in, or ability to acquire job skills and knowledge. Assessment Testing refers to tests and assessment instruments used to evaluate individuals for selection, referral, and/or participation in training or vocational counseling provided by educational institutions and other partner services representative.

Placed in Federal Training - The client enters training funded with federal funds following the interviewer's referral to the training.

Placed in Federal Training – RESEA - RESEA Temporary Service - The client enters training funded with federal funds following the interviewer’s referral to the training.

Placed in Training - The client enters training funded with state or local funds following the interviewer’s referral to the training.

Placed in Training – RESEA - RESEA Temporary Service - The client enters training funded with state or local funds following the interviewer’s referral to the training.

Prerequisite Training - Prerequisite subject courses received prior to entering vocational training activity.

Proficiency Testing - A standardized means of measuring an individual’s current proficiency in specific job-related skills.

Proficiency Testing – RESEA - RESEA Temporary Service - A standardized means of measuring an individual’s current proficiency in specific job-related skills.

Project SEARCH - The program provides real-life work experience combined with training in employability and independent living skills to help youths with significant disabilities make successful transitions from school to productive adult life. Modeled after Project Search for Youth, Adult Project SEARCH is a 9-month internship program for adults with developmental disabilities who want to work.

Rapid Response - One or a combination of services designed to assist workers involved in plant closings or layoffs. Services may be provided individually or in groups and include, but are not limited to, orientation to available training and/or supportive services; labor market information; and participation in various activities developed in response to the layoff.

Rapid Response – RESEA - RESEA Temporary Service - One or a combination of services designed to assist workers involved in plant closings or layoffs. Services may be provided individually or in groups and include, but are not limited to, orientation to available training and/or supportive services; labor market information; and participation in various activities developed in response to the layoff.

Referral to Educational Services – RESEA - RESEA Temporary Service - Designated staff refers a client to educational services designed to develop competency in basic literacy skills such as GED or high school diploma.

Referral to Employment - (Includes significant staff involvement) A referral to employment is (a) the act of bringing to the attention of an employer a job seeker or group of registered job seekers who are available for a job and (b) the record of such a referral. An interviewer refers a client to a specific job opening listed on **KANSASWORKS.com**, posted by a self-service employer. The referral service is the result of the client’s inquiry, i.e., the client approaches the interviewer for specific assistance with applying for the job or may be the result of a job search conducted by the interviewer during a seated interview with the job seeker using **KANSASWORKS** or a related job bank. This is not a staff-assisted service, but used only when a client is referred to a specific job opening for which a job referral is not an option.

Referral to Employment – RESEA - (Includes significant staff involvement) A referral to employment is (a) the act of bringing to the attention of an employer a job seeker or group of registered job seekers who are available for a job and (b) the record of such a referral. An interviewer refers a client to a specific job opening listed on **KANSASWORKS.com**, posted by a self-service employer. The referral service is the result of the client’s inquiry, i.e., the client approaches the interviewer for specific assistance with applying for the job or may be the result of a job search conducted by the interviewer during a seated interview with the job seeker using

KANSASWORKS or a related job bank. This is not a staff-assisted service, but used only when a client is referred to a specific job opening for which a job referral is not an option.

Referral to Federal Employment - Referred to a job opening filed with a placement office by a department or agency of the Federal Government or other entity under the jurisdiction of the U.S. Office of Personnel Management. For example, a job posting with USAJOBS.

Referral to Federal Employment – RESEA - RESEA Temporary Service - Referred to a job opening filed with a placement office by a department or agency of the Federal Government or other entity under the jurisdiction of the U.S. Office of Personnel Management. For example, a job posting with USAJOBS.

Referral to Federal Training - Participant was referred to a training program supported by the Federal Government, such as WIOA-funded projects, TAA, Adult Education, Vocational Rehabilitation and Job Corps.

Referral to Federal Training – RESEA - RESEA Temporary Service - Participant was referred to a training program supported by the Federal Government, such as WIOA-funded projects, TAA, Adult Education, Vocational Rehabilitation and Job Corps.

Referral to Partner Services - Designated staff refers a client to a partner.

Referral to Partner Services – RESEA - RESEA Temporary Service - Designated staff refers a client to a partner.

Referral to Reemployment Services - RESEA customers must be referred to reemployment service(s) appropriate to their needs. Service(s) must be scheduled (or completed) during the Initial RESEA. Examples of reemployment services include: customized resume assistance, job development, job referral, job search and placement assistance, workshops, referral to training, assessment testing, etc.)

Referral to Supportive Services - Designated staff refers a client to an entity or organization who is not a one-stop partner.

Referral to Supportive Services – RESEA - RESEA Temporary Service - Designated staff refers a client to an entity or organization who is not a one-stop partner.

Referral to Training - Designated staff refers a client to training funded with state or local funds.

Referral to Training – RESEA - RESEA Temporary Service - Designated staff refers a client to training funded with state or local funds.

Referral to Unemployment Insurance Services - Refers a client to Unemployment Insurance: call center or internet. The referral is for services and may be related to a general or specific questions or problems regarding an initial claim, continued claim, appeal, or other UI-related issue.

Referral to WIOA Services - Designated staff refers a client to the Workforce innovation Opportunity Act (WIOA).

Referrals to Counseling - Referrals to other types of counseling, as appropriate to the needs of the youth.

Referrals to Medical Services - Referrals to medical services, as appropriate to the needs of the youth.

Relocation Assistance - An allowance to help move an individual's household due to employment or training outside the normal commuting area

RESEA Follow-Up Activities - Includes a review of the claimant's ability to work, availability for work, and a review of the individual's work search log(s) to meet the 30-day requirement for RESEA program activity. Claimant's Individual Employment Plan is reviewed to assess progress and determine next steps. Referral(s) to reemployment services are made as necessary.

RESEA Follow-Up Activities – RESEA - RESEA Temporary Service - Includes a review of the claimant's ability to work, availability for work, and a review of the individual's work search log(s) to meet the 30-day requirement for RESEA program activity. Claimant's Individual Employment Plan is reviewed to assess progress and determine next steps. Referral(s) to reemployment services are made as necessary.

Resume Review - (RESEA-Only) Claimants reporting for REA or RES services are required to upload/create a resume in **KANSASWORKS** within 30 days of their initial appointment. This service is to be added to the claimants S&T plan during the initial appointment.

Resume Review – RESEA - RESEA Temporary Service - (RESEA-Only) Claimants reporting for REA or RES services are required to upload/create a resume in **KANSASWORKS** within 30 days of their initial appointment. This service is to be added to the claimants S&T plan during the initial appointment.

Short Term Pre-Vocational Services - The individual's participant in the program that they received short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training.

Skill Upgrade/Retraining - Training programs intended to upgrade skills or provide retraining necessary to obtain or retain employment.

Study Skills Training - Services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. It can be provided one-on-one, in a group setting, through resources and workshops. Must lead to a high school diploma

Substance Abuse Assessment - Medical, behavioral, social, and clinical assessment services provided to individuals with substance abuse problems or addiction.

Substance Abuse Treatment - Medical, behavioral, social, and clinical treatment provided to individuals with substance abuse problems or addiction.

Summer Employment Opportunities - Summer employment must provide direct linkages to academic and occupational learning, such as coordinating with school systems and/or school-to-work and may provide other elements and strategies as appropriate to serve the needs of the participant. This service is not intended to be a stand-alone activity and should be part of a comprehensive strategy to address the youth's employment and training needs. Participants receiving this service must be provided with at least 12 months of follow-up services.

Supportive Services - Youth: Services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following: (a) linkages to community services; (b) assistance with transportation; (c) assistance with child care and dependent care; (d) assistance with housing; (e) needs-related payments; (f) assistance with educational testing; (g) reasonable accommodations for youth with disabilities; (h)

legal aid services; (i) referrals to health care; (j) assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear; (k) assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and (l) payments and fees for employment and training-related applications, tests, and certifications.

TAA Job Search Allowance - An allowance to help the participant find a job within the United States but outside the individual's normal commuting area (50 miles).

TAA Relocation Allowance - An allowance to help the participant and the participant's family relocate for employment within the United States.

TAA Subsistence Allowance - Available only for recipients in an approved training program. Supplemental assistance that may be available under special circumstances and may be used to cover actual weekly expenses or 50 percent of the prevailing federal per diem rate, whichever is less, to cover the costs of meals and lodging.

TAA Transportation Allowance - Available only for recipients in an approved training program. A TAA eligible worker may be reimbursed for mileage when driving in excess of 50 miles one way from their place of residence to the training facility.

Training for Non-Traditional Employment - Training in an occupation or field of work for which individuals of the participant's gender comprise less than 25% of the individuals employed in the occupation or field of work.

Transition Services - Housing and support services designed to meet the needs and preferences of individuals who have psychiatric or intellectual disabilities.

Transitional Job - Transitional jobs are time-limited work experiences that are subsidized and are in the public, private, or nonprofit sectors for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history, and are combined with comprehensive career and supportive services. The goal of transitional jobs is to establish a work history for the individual that demonstrates success in the workplace, and develops the skills that lead to entry into and retention in unsubsidized employment

Transportation Services - A service for participants to ensure mobility between home and the location of employment, training and/or other supportive services.

Tutoring - Services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. It can be provided one-on-one, in a group setting, through resources and workshops. Must lead to a high school diploma

UI Eligibility Review - An in-person review of a claimant's ability to work, availability for work, and efforts to find work. Includes a review of an individual's work search log(s) to ensure it contains the required information and otherwise complies with state standards.

UI Eligibility Review – RESEA - RESEA Temporary Service - An in-person review of a claimant's ability to work, availability for work, and efforts to find work. Includes a review of an individual's work search log(s) to ensure it contains the required information and otherwise complies with state standards.

Veterans IEP - Joint development of an Individual Employment Plan (IEP) by the participant and the veteran case manager, identifying employment goals, appropriate achievement objectives, and an appropriate combination of services to allow the participant to achieve their employment goals

Veterans IEP – RESEA - RESEA Temporary Service - Joint development of an Individual Employment Plan (IEP) by the participant and the veteran case manager, identifying employment goals, appropriate achievement objectives, and an appropriate combination of services to allow the participant to achieve their employment goals

Wage Subsidy - Workers who choose ATAA receive 50% of the difference between the wages the worker received from reemployment and the wages received by the worker at the trade-impacted job.

Waiver - A TAA Waiver is a written statement to an adversely affected worker waiving the requirement to be enrolled in training.

Work Experience - A planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Consistent with §680.840, funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage. Youth: Work experiences provide the youth participant with opportunities for career exploration and skill development.

Workforce Information Services - Workforce information services including information on state and local labor market conditions; industries, occupations and characteristics of the workforce; area business identified skills needs; employer wage and benefit trends; short and long-term industry and occupational projections; worker supply and demand; and job vacancies survey results. Workforce information also includes local employment dynamics information such as workforce availability; business turnover rates; job creation; and job identification of high growth and high demand industries.

Workforce Information Services – RESEA - RESEA Temporary Service - Workforce information services including information on state and local labor market conditions; industries, occupations and characteristics of the workforce; area business identified skills needs; employer wage and benefit trends; short and long-term industry and occupational projections; worker supply and demand; and job vacancies survey results. Workforce information also includes local employment dynamics information such as workforce availability; business turnover rates; job creation; and job identification of high growth and high demand industries.

Workforce Preparation Activities - Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: Utilizing resources; Using Information; Working with Others; Understanding Systems; Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and other employability skills that increase an individual's preparation for the workforce.

WorkKeys - Administration of one or more WorkKeys assessments.

WorkKeys – RESEA - RESEA Temporary Service - Administration of one or more WorkKeys assessments.

WorkKeys Curriculum - A comprehensive program that brings together courses from both ACT KeyTrain and the ACT Soft Skills Suite. The program offers an integrated approach to exploring careers and their skill requirements and builds life-literacy through lessons about financial awareness, job searching. The client has a User ID and Password created by staff for the purposes of self-assessment and skill enhancement in the ACT system. Formerly: KeyTrain & Career Ready 101 Enrollment, changed effective 10-4-17

Workplace Training/Cooperative Education - Programs combine workplace training including cooperative education programs.

WOTC Eligibility Determination - For an applicant who meets the tax credit requirements, entry of this service code indicates that a voucher has been issued by such programs as the Work Opportunity Tax Credit (WOTC) or Enterprise Zone, and that the employer has sent a written request for a tax credit before the deadline established by the involved program

WOTC Eligibility Determination – RESEA - RESEA Temporary Service - For an applicant who meets the tax credit requirements, entry of this service code indicates that a voucher has been issued by such programs as the Work Opportunity Tax Credit (WOTC) or Enterprise Zone, and that the employer has sent a written request for a tax credit before the deadline established by the involved program

Year-Round Youth Employment Opportunities - Similar to summer employment to provide direct linkages to academic and occupational learning, such as coordinating with school systems and/or school-to-work and may provide other elements and strategies as appropriate to serve the needs of the participant. This service is not intended to be a stand-alone activity and should be part of a comprehensive strategy to address the youth's employment and training needs. Participants receive a more comprehensive approach by accessing assistance year-round.

SECTION V – EXIT AND OUTCOMES

Particular outcomes for WIOA Performance Measures are tracked automatically through an automated download of wages records from the Kansas Department of Labor into **KANSASWORKS**. The Kansas Department of Labor wage records will be used as the data source to determine performance outcomes. The Kansas Department of Labor wage records are automatically imported into **KANSASWORKS** and matched to SSN's. The use of SSN's to measure the progress of participants through quarterly wage record information is authorized under WIOA.

There are instances when other outcome information must be manually put into **KANSASWORKS** to properly record outcomes. Examples would include marking a client as incarcerated to exclude them from performance measures or exiting a client from the program because he or she is receiving medical treatment expected to last longer than 90 days.

Other WIOA Performance Measures such as Credential Rate and Measurable Skills Gain can only be tracked by staff entering the proper data into **KANSASWORKS**.

Adding WIOA Adult or Dislocated Worker Outcomes

1. [First Quarter Outcomes](#) (not collected)
2. [Second Quarter Outcomes](#)
 - a. **If in employment, is it one of the following?** (Check box) Select In a Registered Apprenticeship or In the Military.
3. [Fourth Quarter Outcomes](#)
 - a. **Credential Rate Information:** (Drop-down) Select from the following:
 - i. High School Diploma/or Equivalency
 - ii. AA or AS Diploma/Degree
 - iii. BA or BS Diploma/Degree
 - iv. Graduate/Post Graduate Degree
 - v. Occupational Skills Licensure
 - vi. Occupational Skills Certificate
 - vii. Occupational Certifications
 - viii. Other Recognized Diploma, Degree, or Certificate
 - ix. No Recognized Credential

Adding WIOA Youth Outcomes

1. [First Quarter Outcomes](#) (not collected)
2. [Second Quarter Outcomes](#)
 - a. **Youth Placement Rate Information:** (Drop-down) Select from the following:
 - i. Unsubsidized Employment
 - ii. Registered Apprenticeship
 - iii. Military
 - iv. Occupational Skills Training
 - v. Post-secondary Training
 - vi. Secondary Training
 - vii. No Placement

- b. **Date of Attainment:** (Text/Date Picker) Type the date the placement was attained in mm/dd/yyyy format.
 - c. **If in employment, is it one of the following?** (Check box) Select In a Registered Apprenticeship or In the Military.
3. [Fourth Quarter Outcomes](#)
- a. **Youth Placement Rate Information:** (Drop-down) Select from the following:
 - i. Unsubsidized Employment
 - ii. Registered Apprenticeship
 - iii. Military
 - iv. Occupational Skills Training
 - v. Post-secondary Training
 - vi. Secondary Training
 - vii. No Placement
 - b. **Date of Attainment:** (Text/Date Picker) Type the date the placement was attained in mm/dd/yyyy format.
 - c. **Credential Rate Information:** (Drop-down) Select from the following:
 - i. High School Diploma/or Equivalency
 - ii. AA or AS Diploma/Degree
 - iii. BA or BS Diploma/Degree
 - iv. Graduate/Post Graduate Degree
 - v. Occupational Skills Licensure
 - vi. Occupational Skills Certificate
 - vii. Occupational Certifications
 - viii. Other Recognized Diploma, Degree, or Certificate
 - ix. No Recognized Credential
 - d. **Date of Attainment:** (Text/Date Picker) Type the date the credential was attained in mm/dd/yyyy format.
 - e. **Second and Third Credential Rate Information and Dates of Attainment** (duplicate fields)
 - f. **If in employment, is it one of the following?** (Check box) Select In a Registered Apprenticeship or In the Military.

Adding Job Service Outcomes

- 1. [First Quarter Outcomes](#) (collected for enrollments prior to 7/1/16)
 - a. **If in employment, is it one of the following?** (Check box) Select In a Registered Apprenticeship or In the Military.
- 2. [Second Quarter Outcomes](#)
 - a. **If in employment, is it one of the following?** (Check box) Select In a Registered Apprenticeship or In the Military.
- 3. [Third Quarter Outcomes](#) (collected for enrollments prior to 7/1/16)
 - a. **Attained recognized educational, occupational certificate, credential, diploma, or degree?** (Option) Select Yes or No.
 - b. **Date of Attainment:** (Text/Date Picker) Type the date the credential was attained in mm/dd/yyyy format.

- c. **Type of recognized educational, occupational certificate, credential, diploma, or degree received.** (Drop-down) Please select from the following:
 - i. High School Diploma/GED
 - ii. AA or AS Diploma/Degree
 - iii. BA or BS Diploma/Degree
 - iv. Post Graduate Degree
 - v. Occupational Skills Licensure
 - vi. Occupational Skills Certificate
 - vii. Other Recognized Diploma, Degree, or Certificate
 - viii. No Recognized Credential
 - **If in employment, is it one of the following?** (Check box) Select In a Registered Apprenticeship or In the Military.
4. [Fourth Quarter Outcomes](#)
- a. **First Credential Information: Attained recognized educational, occupational certificate, credential, diploma, or degree?** (Option) Select Yes or No.
 - b. **Date of Attainment:** (Text/Date Picker) Type the date the credential was attained in mm/dd/yyyy format.
 - c. **Type of recognized educational, occupational certificate, credential, diploma, or degree received.** (Drop-down) Please select from the following:
 - i. High School Diploma/GED
 - ii. AA or AS Diploma/Degree
 - iii. BA or BS Diploma/Degree
 - iv. Post Graduate Degree
 - v. Occupational Skills Licensure
 - vi. Occupational Skills Certificate
 - vii. Other Recognized Diploma, Degree, or Certificate
 - viii. No Recognized Credential
 - d. [Duplicate fields for Second Credential]
 - e. **If in employment, is it one of the following?** (Check box) Select In a Registered Apprenticeship or In the Military.

Client Wages

There are instances when program staff will need to view or manually add client wages to **KANSASWORKS**. For complete guidance on Supplemental Wages, see SECTION I – Data Wages of this MIS Manual.

View/Edit Client Wages

1. Navigate to Wages. The Prior to Participation page displays. If the client has exited, the After Exit link displays in Related Links.
2. To view wages after exit, click the After Exit link.
3. Select the appropriate Wages page. If Supplemental Wages are present, the amount displays as a link. Click the wages link. The Supplemental Wage Information page displays with the current information.
4. Edit as needed.
5. Click Save to save the information and return to the Wages page. Click Cancel to Program Details to return to the Program Details page.

Adding Supplemental Wages

1. Navigate to Wages. The Prior to Participation wages page displays. If the client has exited, the After Exit link displays in Related Links.
2. Select the appropriate Wages page. Click the **Add** button at the bottom of the page. The Supplemental Wage Information page displays.
3. Complete the page by making the appropriate selections from the drop-downs and entering information in the fields according to the following instructions:
 - a. **Employed In Quarter:** Select the appropriate quarter (5 only displays as an option when entering After Exit supplemental wages).
 - b. **O*NET-SOC:** Use the ONET Lookup button to select the occupational code of employment.
 - c. **NAICS Code:** Use the NAICS Lookup button to select the occupational code of employment.
 - d. **FEIN:** Type the employer FEIN.
 - e. **Employer:** Type the name of the employer.
 - f. **Company City:** Type the city in which the employer is located.
 - g. **Company State:** Type the state in which the employer is located.
 - h. **Source of Supplemental Detail (if wage records are not found):** If wage records were not found, select the source of supplemental data.
 - i. **Total Earnings for Quarter:** Type the total earnings for the quarter selected in the "Employed in quarter" field. Wages are reported by quarters. If supplemental wage information is available for more than one quarter, each quarter must be entered separately to accurately document the wages.
4. Click **Save** to save the information and return to the Wages page. Click **Cancel** to return to the Wages page without saving.

Measurable Skill Gains, Goals, and Interests

The Measurable Skill Gains (MSG) captures participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment *and* who are achieving documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. To enter an MSG into **KANSASWORKS**, users must go to the Enrollment Details page and click on the Measurable Skill Gains, Goals and Interests link. Progress of participants who are enrolled in education or training services for a specified reporting period is then recorded, but is not an exit-based measure. Recording Measurable Skill Gain outcomes are described below.

Adding a New Goal

1. Navigate to the Goals List page (Client > Program > Enrollment > Measurable Skill Gains, Goals, and Interests). The [Measurable Skill Gains and Goals](#) page displays.
2. Click the **Add New Goal** button. The [Add Goal](#) page displays.
3. Complete the fields on the **Add Goal** page according to the following instructions. If this is the first goal, the date of the client's first service is displayed in the **Date Set** field.
 - a. **Date Set:** Type the Date Set for the goal in mm/dd/yyyy. If this goal is the first goal, the date of the client's first service is displayed in the Date Set field.
 - b. **Measurable Skill Gains:** Select from the following:
 - i. Educational Functioning Level
 - ii. Secondary Transcript/Report Card

- iii. Post-Secondary Transcript/Report Card
 - iv. Training Milestone
 - v. Skills Progression
 - vi. Diploma or Equivalent
- c. **Goal Type:** Select Goal Type from the following options:
- i. Basic Skills
 - ii. Employment Goal
 - iii. Family Goals
 - iv. GED Goal
 - v. Lifestyle Goals
 - vi. Needs and Barriers Goals
 - vii. Occupational Goals
 - viii. Personal Goals
 - ix. Self-Sufficiency Goals
 - x. Training Goals
 - xi. Work Readiness Skills
- d. **Description:** Type a description of the goal.
- e. **Status:** Select the Status of the goal form the following options:
- i. **Attained:** The goal was set and attained on a prior to the Planned Date of Attainment.
 - ii. **Set But Attainment Pending:** The goal has been set and the Planned Date of Attainment is in the future.
 - iii. **Set But Not Attained:** The goal was set, the Planned Date of Attainment is passed, and the goal was not attained. Goals with a past Planned Date of Attainment are reported as Set But Not Attained. See [Monitoring Skill Attainment](#) for more information on tools for tracking goals.
- f. **Planned Date of Attainment:** Type the Planned Date of Attainment for the goal in mm/dd/yyyy format.
- g. **Date Attained:** Type the Date the goal was attained. Leave blank for new goals.
4. Click the **Save** button to save the information and return to the Goal List page. Click the **Goal List** button to return to the Goal List page without saving the information.

Viewing/Updating Goals or Status

1. Navigate to the [Goals List](#) page. Click the appropriate link in the Goals List column. The [Edit Goal](#) page displays with the information for the selected goal populated.
2. Update the information as needed. To change the status to Attained, the Date Attained is required.
3. Click **Save** to save the information and return to the Goal List. Click **Goal List** to return to the Goal List page without saving information.

Monitoring Skill Attainment

The drill-down links on the WIOA Quarterly Reports can be used to monitor goal setting and goal status.

1. Generate the [WIOA Quarterly Report](#) (Reporting > WIOA Reports > Performance > WIA Quarterly Report). Click the Skill Attainment Rate numerator or denominator link. A [Skill Attainment Rate](#) report is generated.

2. Generate the [WIOA Quarterly Report](#) (Reporting > WIOA Reports > Performance > WIOA Quarterly Report). Click a linked number in the Measurable Skill Gains row. A Measurable Skill Gain report is generated.

APPENDIX A
PROGRAM ELIGIBILITY

Disability Employment Initiative (DEI) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
Disability Employment Initiative (DEI)	18 years or older	Authorized to work in U.S., and 1. Individual has self-attested to a disability as a barrier to employment, and 2. Has been found eligible for one of the programs at the workforce center.	If male, registered as required	Income test as per determined by one or more AJC administered programs.

Job Service (JS) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
Job Service	18 years or older	Authorized to work in U.S.	If male, registered as required	Income test not required for eligibility or service.
Jobs for Veterans Service Grant (Vets)	18 years or older	Authorized to work in U.S., and identified as one of the below: 1. "Special disabled veteran" — a. a veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary for a disability (i) rated at 30 percent or more, or (ii) rated at 10 or 20 percent in the case of a veteran who has been determined under section 3106 of this title to have a serious employment handicap; or b. a person who was discharged or released from active duty because of service-connected disability. 2. "Disabled veteran" means (A) a veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary, or (B) a person who was discharged or released from active duty because of a service-connected disability. 3. "Eligible veteran" defined as a person who — a. served on active duty for a period of more than 180 days and was discharged or released therefrom with other than a dishonorable discharge; b. was discharged or released from active duty because of a service-connected disability; or c. as a member of a reserve component under an order to active duty pursuant to section 12301(a), (d), or (g), 12302, or 12304 of title 10, served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and	If male, registered as required	Income test not required for eligibility or service.

		was discharged or released from such duty with other than a dishonorable discharge.		
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Kansas Health Profession Opportunity Project (KHPOP) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
Kansas Health Profession Opportunity Project (KHPOP)	18 years or older	Authorized to work in U.S.	If male, registered as required	<p>A. Family income at or below 100% of poverty line or 70% lower living standard (Priority) or <u>200% of poverty line (Beyond Priority)</u></p> <p>B. Meets one of the following criteria</p> <p>1. Customer receives or is a member of a family that receives (currently or in the past six months) one of the following</p> <p>a) TANF, or</p> <p>b) SNAP, or</p>

National Farmworker Jobs Program (MSFW) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
National Farmworker Jobs Program (MSFW)	18 years or older	<p>US Citizen or Authorized to work without restriction, and</p> <p>1. Meet the definition of an eligible seasonal or migrant farmworker; or</p> <p>a. Seasonal Farmworker Definition: A low-income individual who for 12 consecutive months out of the 24 months prior to application for the program involved, has been primarily employed in agricultural or fish farming labor that is characterized by chronic unemployment or underemployment, and faces multiple barriers to economic self-sufficiency. Dependents of the seasonal farmworker as defined in WIOA sec. 167(i)(3)</p> <p>b. Migrant Farmworker Definition: an eligible seasonal farmworker as defined in WIOA Section 167(i)(2) whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day; and dependents of the migrant farmworker, as described in WIOA Section 167(i)(2) are also eligible MSFW.</p> <p>2. Be the spouse or child of an eligible seasonal or migrant farmworker</p>	If male, registered as required	Income test not required for eligibility or service.

Older Kansans Employment Program (OKEP) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
Older Kansans Employment Program (OKEP)	55 years or older	Authorized to work in U.S. and seeking employment.	If male, registered as required	Income test not required for eligibility or service.

Registered Apprenticeship (RA) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
Registered Apprenticeship (RA)	18 years or older	<p>The Registered Apprenticeship (RA) program is a partnership between industry, education, and state government which offers an effective balance of on-the-job learning and classroom instruction.</p> <ol style="list-style-type: none"> Industry driven and funded, RTAA may be available if eligibility requirements are met, Maximum of 130 weeks of training or until “suitable employment” is attained, whichever occurs first, Prior approval is required. 	If male, registered as required	Income test not required for eligibility or service.

Reemployment Services and Eligibility Assessment (RESEA) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
Reemployment Services and Eligibility Assessment (RESEA)	18 years or older	<p>Authorized to work in U.S., and Individual is subject to a random profile process initiated by a partnership between the Kansas Department of Labor (KDOL) and the KANSASWORKS American Job Centers (AJC).</p> <p>RESEA provides early intervention to unemployment insurance claimants at risk of exhausting their benefits.</p> <ol style="list-style-type: none"> Claimant characteristics, including but not limited to: previous industry, local unemployment rate length of time at previous employer <p>determine the likelihood of exhausting benefits.</p> <p>Individuals are notified by KDOL and are required to schedule an appointment at the nearest workforce center and must meet the following to receive benefits:</p> <ol style="list-style-type: none"> claim benefits every week he/she are unemployed be available for work be physically able to work register for work at the workforce center look for work each week keep track of job search contacts 	If male, registered as required	Income test not required for eligibility or service.

Reemployment Trade Adjustment Act Program (RTAA) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
Reemployment Trade Adjustment Act (TAA)	50 years or older	<p>RTAA or Reemployment Trade Adjustment Assistance is a wage subsidy service designed to bridge the salary gap between old and new employment wages upon reemployment. To be eligible, a participant:</p> <ol style="list-style-type: none"> 1. May not return to the trade-affected employer/firm from which the customer was separated, 2. Must be at least 50 years of age and re-employed, 3. Must be earning a wage less than the wage earned at the trade-affected employment, 4. New annualized wage must be \$50,000 or less, 5. Must be employed full-time (32 hours) if not in training, 6. Can receive benefits for up to 2 years or to a maximum amount of \$10,000.00, whichever occurs first. If TRA was received, the number of weeks and available funds will be reduced accordingly, 7. RTAA could be paid with a funded training/employment combination. 	If male, registered as required	Income test required for eligibility or service.

Senior Community Service Employment Program (SCSEP) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
Senior Community Service Employment Program (SCSEP)	55 years or older	<p>Authorized to work in U.S., and</p> <ol style="list-style-type: none"> 1. Unemployed 2. Household income under 125% of federal poverty level <p>Priority access to SCSEP services must be given to:</p> <ol style="list-style-type: none"> a. veterans and, in some cases, qualified spouses of veterans; b. individuals 65 years of age or older; c. individuals with a disability; d. individuals with limited English proficiency or low literacy skills; e. residents in rural areas; f. individuals with poor employment prospects (i.e., have failed to find employment after using services provided through the One-Stop delivery system—KANSASWORKS); or g. individuals who are homeless or at risk of homelessness. 	If male, registered as required	A. Family income at or below 125% of poverty line

Trade Adjustment Act Program (TAA) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
Trade Adjustment Act (TAA)	18 years or older	Authorized to work in U.S., and have lost or may lose their job because of foreign trade and would require assistance/support to acquire comparable reemployment.	If male, registered as required	Income test not required for eligibility or service.

		<ol style="list-style-type: none"> 1. USDOL determines circumstances of the layoff in relation to the group eligibility criteria following a petition filing. <ol style="list-style-type: none"> a. A petition may be filed by: <ol style="list-style-type: none"> i. Three or more workers in the same firm or subdivision ii. The worker's employer iii. A union official or other duly authorized representative of such workers; or iv. Workforce Center operators or partners (including state workforce agencies and dislocated worker units) 2. Workers are then become a certified group and are notified by Kansas Department of Labor. 3. Workers may apply for an individual eligibility determination dependent upon the certified petition. 		
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Workforce Innovation Fund (WIF) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
Workforce Innovation Fund (WIF)	18 years or older	Authorized to work in U.S., and must meet Adult or Dislocated Worker eligibility requirements established by the LWDB for WIOA Title I and have more than one of the employment barriers identified by WIOA, as shown below.	If male, registered as required	Income test as per dictated by WIOA Adult or Dislocated Worker.

Workforce Innovation Opportunity Act (WIOA) Eligibility

Fund	Age & Other	Work Status/Eligibility	Selective Service	Low Income
WIOA Adult	18 years or older Customer is requesting individualized services from Workforce Solutions	Authorized to work in U.S.	If male, registered as required	<p>A. Family income at or below 100% of poverty line or 70% lower living standard (Priority) or 200% of poverty line (Beyond Priority)</p> <p>B. Meets one of the following criteria</p> <ol style="list-style-type: none"> 1. Customer receives or is a member of a family that receives (currently or in the past six months) one of the following <ol style="list-style-type: none"> a) TANF, or c) SNAP, or d) SSI, or e) Other public assistance; or 2. Foster Child; or 3. Homeless; or 4. Receives or is eligible to receive free or reduced-price lunch; <u>or</u> <p>C. Deficient in Basic Skills</p> <p>Note: Individual with a disability must be considered family of one for income determination purposes, if family income exceeds 200% of poverty and 1-4 above do not apply.</p>

WIOA Dislocated Worker	There is no age limit. Customer is requesting individualized services from Workforce Solutions	<p>Authorized to work in U.S., and</p> <ol style="list-style-type: none"> 1. Terminated or laid off, eligible for or exhausted UI and unlikely to return to industry or occupation; <u>or</u> 2. Lost job from permanent closure or substantial layoff of a plant, facility or enterprise; <u>or</u> 3. Was self-employed and now unemployed because of economic conditions or natural disaster; <u>or</u> 4. Displaced Homemaker; <u>or</u> 5. Spouse of a member of Armed Forces who lost employment due to permanent change in duty station or is unemployed, underemployed and has difficulty finding or upgrading employment 	If male, registered as required	Income test not required for eligibility or service.
WIOA National Emergency Grants (NEG)	There is no age limit. Customer is requesting individualized services	<p>Authorized to work in U.S., and</p> <ol style="list-style-type: none"> 1. Terminated or laid off, eligible for or exhausted UI and unlikely to return to industry or occupation; <u>or</u> 2. Lost job from permanent closure or substantial layoff of a plant, facility or enterprise; <u>or</u> 3. Was self-employed and now unemployed because of economic conditions or natural disaster; <u>or</u> 4. Displaced Homemaker; <u>or</u> 5. Spouse of a member of Armed Forces who lost employment due to permanent change in duty station or is unemployed, underemployed and has difficulty finding or upgrading employment 	If male, registered as required	Income test not required for eligibility or service.
WIOA Rapid Response	There is no age limit. Customer is requesting individualized services	<p>Authorized to work in U.S., and</p> <ol style="list-style-type: none"> 1. Terminated or laid off, eligible for or exhausted UI and unlikely to return to industry or occupation; <u>or</u> 2. Lost job from permanent closure or substantial layoff of a plant, facility or enterprise; <u>or</u> 3. Was self-employed and now unemployed because of economic conditions or natural disaster; <u>or</u> 4. Displaced Homemaker; <u>or</u> 5. Spouse of a member of Armed Forces who lost employment due to permanent change in duty station or is unemployed, underemployed and has difficulty finding or upgrading employment 	If male, registered as required	Income test not required for eligibility or service.

Fund	Age & Other	Work Status/ Eligibility	Selective Service	Low Income
WIOA In-School Youth	<p>A. 14-21 years old <u>and</u></p> <p>B. Attending compulsory school <u>and</u></p> <p>C. Low-Income <u>and</u></p> <p>D. At least one of the following apply</p> <ol style="list-style-type: none"> 1. Deficient in Basic Literacy Skills; <u>or</u> 2. Homeless, Runaway; <u>or</u> 3. In foster care or aged out of foster care; <u>or</u> 4. Pregnant/Parenting; <u>or</u> 5. Offender; <u>or</u> 6. Has a disability; <u>or</u> 7. An English language learner; <u>or</u> 	Authorized to work in U.S.	If male, registered as required	<p>A. Family income at or below 100% of poverty line or 70% lower living standard; <u>or</u></p> <p>B. Meets one of the following criteria</p> <ol style="list-style-type: none"> 1. Customer receives or is a member of a family that receives (currently or in the past six months) one of the following <ol style="list-style-type: none"> a) TANF, <u>or</u> b) SNAP, <u>or</u> c) SSI, <u>or</u> d) Other public assistance; <u>or</u> 2. Foster Child; <u>or</u> 3. Homeless; <u>or</u> 4. Receives or is eligible to receive free or reduced-price lunch; <u>or</u> 5. Lives in a high poverty census tract. <p>Note: Individual with a disability must be considered family of one for income determination purposes if family income exceeds youth income criteria and 1-5 above do not apply.</p>
WIOA Out-of-School Youth	<p>A. 16-24 years old <u>and</u></p> <p>B. Not attending compulsory school <u>and</u></p> <p>C. At least one of the following apply</p> <ol style="list-style-type: none"> 1. School Dropout; <u>or</u> 2. Youth who (a) received HS Diploma/equivalent and (b) is low-income and (c) is Deficient in Basic Literacy Skills or is an English language learner; <u>or</u> 3. Required to attend school but has not attended for at least the most recent complete school year's calendar quarter'; <u>or</u> 4. Homeless or Runaway; <u>or</u> 5. In foster care or aged out of foster care; <u>or</u> 6. Pregnant/Parenting; <u>or</u> 7. Subject to the juvenile or adult justice system; <u>or</u> 8. Has a disability; <u>or</u> 9. Requires additional assistance to complete an educational program, or to secure and hold employment (must also meet low income requirements) 	Authorized to work in U.S.	If male, registered as required	<p>Low income required only if using C. 2. or C. 9. from "Age & Other" column</p> <p>A. Family income at or below 100% of poverty line or 70% lower living standard <u>or</u></p> <p>B. Meets one of the following criteria</p> <ol style="list-style-type: none"> 1. Customer receives or is a member of a family that receives (currently or in the past six months) one of the following <ol style="list-style-type: none"> a) TANF, <u>or</u> b) SNAP, <u>or</u> c) SSI, <u>or</u> d) Other public assistance; <u>or</u> 2. Foster Child; <u>or</u> 3. Homeless; <u>or</u> 4. Receives or is eligible to receive free or reduced-price lunch; <u>or</u> 5. Lives in a high poverty census tract. <p>Note: Individual with a disability must be considered family of one for income determination purposes if family income exceeds youth income criteria and 1-5 above do not apply.</p>