



NC DEPARTMENT
of COMMERCE
WORKFORCE SOLUTIONS

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

State of North Carolina

Program Year 2024

Submitted December 1, 2025

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NC DEPARTMENT
of COMMERCE
WORKFORCE SOLUTIONS

Josh Stein
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SECRETARY

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December 1, 2025

Ms. Lori Frazier Bearden, Acting Assistant Secretary
Employment and Training Administration
United States Department of Labor

Dear Ms. Frazier Bearden:

We are pleased to present this Workforce Innovation and Opportunity Act (WIOA) Annual Statewide Performance Report Narrative for Program Year (PY) 2024. This report represents the dedicated efforts of the North Carolina Department of Commerce's Division of Workforce Solutions (DWS), the NCWorks Commission and workforce development system partners across our state.

In July 2025, CNBC named North Carolina as "America's Top State for Business," marking the third time in the last four years that our state has earned this honor. During PY 2024, this economic development progress continued, with the state announcing projects that are set to bring 31,209 new jobs and more than \$25 billion worth of capital investment. Notably, Governor Josh Stein announced in June 2025 that JetZero, Inc., a breakthrough aviation company, will invest more than \$4.7 billion to build its first commercial airplane manufacturing facility in our state, creating more than 14,560 jobs by 2063. Notwithstanding this and other examples of excellence, the program year was marred by the devastating effects of Hurricane Helene. Workforce partners have risen to the challenge of supporting Western North Carolina in the process of recovery, which will continue for years to come. Our dedicated team and local workforce boards in the region have demonstrated incredible dedication and compassion, using the Dislocated Worker Grant, Rapid Response and other programs to help jobseekers and employers.

Since taking office in January, Governor Josh Stein has made workforce development a top priority. He established the Governor's Council on Workforce and Apprenticeships as an advisory body within the NCWorks Commission. The Council will develop strategies to ensure that economic growth continues, employers have the talent they need, and jobseekers have pathways to careers that support thriving families and communities.

We thank the Department of Labor, especially the staff in Region 3, for their continued partnership in expanding opportunity for jobseekers, employers, and communities.

Sincerely,

A handwritten signature in cursive script that reads "Andrea L. DeSantis".

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

I. Waivers

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

As a result of implementing the waiver for PY 2024, North Carolina experienced an increase in the number of in-school youth (ISY) served, which consequently led to a rise in measurable skill gains among the population. This resulted in a substantial increase in North Carolina’s Measurable Skill Gain Rate for all Youth participants compared to PY 2023 (+5.5%). The Employment Rate Q2 and Q4 metrics for all Youth participants for PY 2024 held steady, when compared to those of PY 2023 (-0.1% and -0.2% respectively). North Carolina also experienced a slight increase in the statewide Youth Credential Rate when compared to PY 2023 (+0.8%).

II. Evaluations

NCWorks Local Innovation Fund and Evaluation

In 2023, the NCWorks Commission Local Innovation Fund awarded two grants of \$225,000 each, lasting for a period of two years and assisting communities that had a collaborative team, an innovative idea, and the local support needed to be successful.

The NCWorks Commission was especially interested in projects that addressed an underserved or under-resourced community or population currently disconnected from the education and workforce system. Projects had to be data-informed, replicable, and scalable. The [projects chosen](#) were “Building Hope” (Chatham, Orange and Wake counties), which would help address a critical need for workers in the construction industry by increasing the number of women trained in various skilled trades, and “OPT-IN and J.E.T.: Creating Opportunities for Opportunity Youth” (Burke County), which would support “opportunity youth” (those who are currently neither in the labor force nor in school) and meet local workforce needs by expanding the “OPT-IN” (Opportunity Internship) program and launching the “Jobs, Education, and Training” (J.E.T.) program.

The evaluation methodology for these impact evaluations followed an Outcome Mapping approach, designed to explore and clarify the program’s theory of change. This approach enabled a process of systematically gathering data on immediate, foundational changes that served as precursors to more transformative impacts, while also assessing the program’s contributions to the broader goals and outcomes of its stakeholders. Additionally, the methodology incorporated a participatory and empowering approach, engaging both the Building Hope leaders and the OPT-IN and J.E.T. leaders in the decision-making processes of the evaluation. This involvement enriched the evaluation with insights from project leaders and will also help build their capacity for ongoing monitoring and assessment, potentially reducing the need for future external evaluation resources from the NCWorks Commission.

The evaluation was conducted by a team of four, comprising two senior and two junior team members from Strategic Evaluations, Inc. One senior-junior pair primarily supported the Building Hope evaluation efforts, while another senior-junior pair supported the similarly funded grantee (OPT-IN and J.E.T.).

At the end of the grant performance period, these grants were evaluated by an independent research evaluator. Mid-term reports were developed, and the final reports will be available by the end of 2025. Overall, participants expressed satisfaction with their experience, particularly valuing the certifications (e.g., OSHA 10) and practical job skills provided by the OPT-IN & J.E.T program. For the Building Hope program, participants showed positive engagement, particularly valuing the hands-on experience and the skills gained through structured training and internships. Early results indicate that the program's training components are building practical job skills and confidence, key factors in participants' readiness for entry-level roles in the construction field.

North Carolina has demonstrated a strong commitment to transparency and continuous improvement. The most recent Local Innovation Fund mid-term reports can be accessed online:

<https://strategievaluationsinc.com/reportsfromthefield/>

Employer Forums

In 2024, the NCWorks Commission contracted with a facilitator to conduct a new round of Employer Forums, held in each of the 20 local Workforce Development Board areas. The committee's goal was to identify recommendations from the forums that could lead to informed policymaking and to determine actionable solutions for execution at the local level. The methodology included facilitated group discussions comprised of family-owned businesses, international businesses, local governments, community colleges, small entrepreneurs, and large, advanced manufacturers. In all cases a consistent set of questions was asked of the employers to ensure we had corresponding input across the state. In total, 194 employers were interviewed during 24 forum sessions. The conversations in each of the 24 forums were rich, engaging, and full of passion. They allowed employers to explain the challenges and issues they face in filling their talent needs. In every forum, there were employers who expressed appreciation to the NCWorks Commission for the platform and its interest to learn employer workforce concerns. Since the conclusion of the forums, the Employer Leadership Committee, NCWorks Commission staff, facilitator and local workforce development board directors began working to incorporate the lessons learned for the development of the Employer Needs Survey for 2026.

This upcoming 2026 Employer Needs Survey will focus on hiring challenges within key sectors identified by the Governor's Council on Workforce and Apprenticeships, including advanced manufacturing, education, and healthcare. Additionally, employers will be prompted on their experiences and needs regarding the implementation of AI within their industry.

North Carolina has demonstrated a strong commitment to transparency and continuous improvement. The most recent Employer Needs Survey report and interactive dashboard can be accessed online:

<https://analytics.nccommerce.com/employer-needs-survey/>

Measuring the Performance of North Carolina's Workforce Development System Report

The NCWorks Commission, in accordance with N.C. General Statute 143B-438.10, is tasked with developing, continuously improving, and reporting on performance measures that evaluate the effectiveness of North Carolina's workforce development system. At the heart of this evaluation efforts methodologies is the North Carolina Common Follow-up System (CFS), a robust longitudinal data system that integrates information from education and workforce programs, as well as employment and wage records from the state's unemployment insurance system. The Department of Commerce's Labor and Economic Analysis Division

(LEAD), in partnership with the Government Data Analytics Center (GDAC), has been instrumental in enhancing the CFS. This includes migrating historical data into the GDAC environment and expanding the system's analytical capabilities.

The NCWorks Commission also employs continuous improvement strategies informed by the findings from these evaluations. Evidence-based practices and data insights are used to refine workforce programs, enhance service delivery, and better align training with labor market demands. The integration of CFS into GDAC further supports these efforts by enabling more sophisticated data analysis and cross-agency collaboration.

Looking ahead, the next performance report is scheduled for release in January 2026, continuing the state's commitment to data-driven decision-making and system-wide accountability.

North Carolina has demonstrated a strong commitment to transparency and continuous improvement. The most recent Measuring the Performance of North Carolina's Workforce Development System Report can be accessed online: <https://www.commerce.nc.gov/measuring-performance-north-carolinas-workforce-development-system-january-2025-ncworks-commission/open>

Federal Evaluation

The Government Accountability Office (GAO) requested North Carolina's participation in a study of the Jobs for Veterans State Grants program in June 2025. Members of North Carolina's Jobs for Veterans State Grants team, Division of Workforce Solutions, and the Northeastern Workforce Development Board participated in interviews with GAO about the efficacy of the NC JVSG program.

Future Evaluation

Beginning in 2022-2023, the NCWorks Commission joined the Building State Evaluation Capacity Through Peer Learning Cohort, provided through the U.S. Department of Labor, Employment and Training Administration Office of Policy Development and Research Division, Division of Research and Evaluation. This opportunity helped North Carolina recognize the importance of establishing evidence-based evaluation capacity in the workforce system on a consistent basis.

From the experience obtained from the Building State Evaluation Capacity Through Peer Learning Cohort, the North Carolina Department of Commerce's Labor & Economic Analysis Division conducted a follow-up evaluation in November 2025. The initial study found that the WIOA Youth program produced positive short-term employment impacts and long-term wage gains, while the WIOA Adult program consistently yielded favorable results with higher employment rates and substantially greater long-term earnings compared to non-participants. In contrast, WIOA Dislocated Worker (DW) participants initially earned less than their comparison group but showed modest improvements in later years. The follow-up analysis provided deeper insights, including industry-specific employment outcomes, retention measures, regional variations, and the role of work-based learning (WBL).

Industry sector analysis revealed that WIOA Youth and DW participants had employment patterns similar to their comparison groups, while WIOA Adult participants were far more likely to work in the Health Care and Social Assistance sector both before and after registration. Retention outcomes showed that programs with stronger employment and wage impacts, such as WIOA Adult, were also associated with higher retention rates. Adult participants were more likely to remain employed with the same employer and in the same industry, while Youth participants showed slightly higher employer retention but lower overall and industry-

specific retention. DW participants, however, were more likely to experience shorter employment spells and lower retention across measures in the third year after registration.

The analysis also examined the effect of RESEA participation, finding that controlling for RESEA had little impact on estimates across all three programs. Regional wage impacts varied significantly, though small sample sizes limited reliability.

Finally, the evaluation highlighted the strong role of work-based learning in improving outcomes. Among Youth participants, WBL services led to sustained employment and wage gains, with a third-year wage impact of \$3,170. Adult participants who received WBL services saw large initial wage gains of \$9,217, though these declined over time to \$2,313 by the third year, with mixed statistical significance depending on the model. DW participants experienced robust and lasting benefits from WBL, with a third-year wage impact of \$6,994. Across all programs, WBL consistently improved employment and earnings outcomes, underscoring its importance as a workforce development strategy. Overall, the findings confirm that WIOA Adult programs and WBL services deliver the strongest and most persistent benefits, while Youth programs show promising long-term wage impacts and DW programs demonstrate more modest but improving results over time.

III. Customer Satisfaction

In PY 2024, the state reviewed local approaches to customer feedback and identified this as a key opportunity for improvement. Currently, individual local NCWorks Career Centers and workforce development boards utilize multiple independent tools, including surveys to assess customer satisfaction. At a state level, DWS uses feedback from a customer survey available through the state's Labor Exchange and Case Management tool to assess overall satisfaction. Approximately 10% of NCWorks users, over 8,000 respondents, completed the survey during PY 2024. Survey results showed that most jobseekers are using NCWorks to conduct job searches, to complete requirements for accessing unemployment insurance and to help with career planning. Overall, most individuals (65%) found information easy to understand and had their needs met. For PY 2025, NCWorks system partners are reviewing individual customer feedback tools and plan to develop a more comprehensive process for both acquiring regular, real-time feedback and using that feedback to make necessary changes.

IV. State Strategies

State's Strategic Vision and Goals in the Unified Plan

In PY 2024, North Carolina continued focusing on carrying out the goals in the Unified State Plan through the NCWorks Commission and the WIOA State Steering Council. Importantly, in January 2025, Governor Josh Stein took office as the 76th Governor of North Carolina with a clear focus on advancing workforce development. Through Executive Order (EO) 11, Governor Stein established the Governor's Council on Workforce and Apprenticeships (the Council), housed in the NCWorks Commission, to develop goals and strategies to meaningfully and holistically grow the state's workforce.

The Council released its first report in June 2025, in which it identified 11 goals, baseline data and responsible partners. The goals, listed below, are all to be achieved within the next four years and are in strong alignment with the priorities of the U.S. Department of Labor and America's Talent Strategy, especially given the strong focus on employer engagement, work-based learning, apprenticeships, and the utilization of AI to better support workers and employers. The 11 goals are as follows:

1. Ensure 2 million North Carolinians ages 25-44 will have earned an industry-valued credential or degree.
2. By graduation, every high school student will have completed coursework that results in transferable credit or credentials/certifications in preparation for the postsecondary pathway of their choice. The coursework includes dual enrollment, Career & Technical Education (CTE) concentrator, Junior Reserve Officers' Training Corps (JROTC), Advanced Placement/ International Baccalaureate, and work-based learning courses.
3. For graduating high school students, increase postsecondary enrollment, employment, or enlistment in the military within 12 months of high school graduation.
4. Double the number of registered apprentices.
5. Increase participation in work-based learning:
 - a. Double the number of work-based learning experiences through the NCWorks system with funding from Workforce Innovation and Opportunity Act Title I and the Native American Workforce Program.
 - b. Double the number of high school students participating in work-based learning.
 - c. Increase by 25% the number of community college students participating in work-based learning courses.
 - d. Increase by 25% work-based learning experiences including Correction Enterprises roles and work-release at state correctional facilities.
 - e. Increase by 15% work-based learning experiences for individuals with disabilities through Workforce Innovation and Opportunity Act Title IV funds.
 - f. Double the number of students participating in the state government internship program.
6. Engage 50,000 employers to partner with the Governor's Council on Workforce and Apprenticeships on achieving its goals.
7. Establish and expand coordinated partnerships between education and workforce agencies and employers to increase alignment of resources to better address current and projected employer needs. Partnerships will result, on an annual basis, in the identification of local industry-valued training across the education continuum, shared planning for educational courses to meet these training needs, and increased use of available federal and state funds to support training in these programs.
8. Create statewide sector-based workforce development strategies for at least three key industries, including, but not limited to, advanced manufacturing, education, and health care.
9. Develop a plan to integrate artificial intelligence (AI) skills development into sector-based strategies and work-based learning in key industries to build a future-ready workforce.
10. Reduce state government vacancy rate to 15%.
11. Launch a coordinated statewide public outreach effort to broaden awareness and participation in workforce development programs by employers, learners, jobseekers, and incumbent workers, with an emphasis on reaching under-tapped talent pools like rural communities, veterans and their families, individuals with disabilities, and justice-involved people.

These goals now provide the basis for the NCWorks Commission and the WIOA State Steering Council to update the Unified State Plan. An additional report on the recommended strategies to achieve the goals is scheduled to be released on December 15, 2025. The June 30, 2025 report is available for review at this link: <https://www.commerce.nc.gov/reports-policy-makers/other-reports/report-workforce-development-goals-governors-council-workforce-and-apprenticeships-june-2025/>.

Sector Strategies, Career Pathways, Business Engagement, and Work-Based Learning

Sector Strategies, Career Pathways, Business Engagement and Work-Based Learning remain strong features of the NCWorks system. Many activities in PY 2023 continued into PY 2024 while DWS and NCWorks work to align WIOA activities with the work of the Council.

Sector Partnerships & Career Pathways

In PY 2023, DWS provided funding to local workforce development boards for Sector Partnerships relating to advanced manufacturing. While providing technical assistance throughout PY 2024 to grantees, DWS also hosted a special training event, called the “Sector Partnership Academy,” on Feb. 6, 2025, at Central Carolina Community College in Sanford. Subtitled “Yes, You CAN Do This with a Sector Partnership,” the event brought together about 70 workforce development experts and partners from across the state. The NCWorks Commission continues to support, promote and recognize NCWorks Certified Career Pathways, which serve as a basis for future sector strategies planning.

Business Engagement

Work during PY 2024 built upon the foundation established through the NC Job Ready (NCJR) Workforce Investment Grant, which has now been active for over two years. While utilization of the fund has been limited, the program has strengthened collaboration between NCWorks and the Economic Development Partnership of North Carolina (EDPNC). NCJR continues to enhance the state’s economic development incentive offerings by reinforcing the connection between job creation and workforce development through NCWorks. This program has become a valuable mechanism for introducing workforce conversations early in the economic development process, ensuring that employers understand North Carolina’s robust talent ecosystem. Through NCJR, economic development partners are better equipped to highlight workforce solutions as a key part of the state’s value proposition to incoming and expanding industries. To further strengthen this alignment, efforts are underway to update NCJR program guidance to allow for recruitment-focused activities such as hiring events and employer outreach. These updates are designed to make the fund more flexible and responsive to employer needs, supporting companies as they establish or expand operations and build their workforce pipeline in North Carolina.

Additional business engagement opportunities were leveraged with economic and workforce development activities and grants. DWS is partnering with the NC Manufacturing Extension Partnership (NCMEP) to engage businesses in updating operations with clean energy technologies, including equipment, practices and training. This three-year grant launched in spring 2024 and is in the employer awareness phase currently. With this initiative being part of our Rapid Response and business engagement outreach effort, we have been able to align it with our layoff aversion strategies to assist businesses with updated technology, equipment, operations and processes.

Additional opportunities for collaboration came about through our increased focus on the agriculture industry and our priorities to increase work-based learning. Our MSFW team has worked more closely with local area staff to identify OJT and IWT as options for full-time staff, especially in areas where new ag-tech is leading the industry. At the same time, our focus on reentry aligns with the Governor’s workforce priorities. We have begun partnering with the NC Department of Adult Correction and the NC Department of Transportation to offer agriculture-related job opportunities (e.g. transportation and logistics, quality assurance, packaging and distribution, and skilled machinist jobs) to former offenders being released and those in a work-release program.

Work-Based Learning

Our state’s innovative use of American Rescue Plan Act (ARPA) funding for Work-Based Learning activities for micro- and small businesses has been extremely successful. The ARPA Small Business Work-Based Learning funding was sub-granted to 11 local workforce development boards and three non-profit organizations to support Incumbent Worker Training, Work Experience and On-the-Job Training

for businesses with 25 or fewer employees. Through extensive outreach efforts by local workforce areas, 364 small businesses have participated in work-based learning activities through the ARPA Small Business Work-Based Learning program as of June 2025. Businesses with fewer than 10 employees make up 70% of all businesses served. The top five industries of businesses participating are: Professional and Technical Services (16%); Healthcare and Social Assistance (14%); Manufacturing (13%); Other Services, Except Public Administration (12%); and Retail Trade (9%). Payments for wages, wage reimbursements and training totaled \$907,615, with over 70% (\$647,746) for wages and wage reimbursements. This program has opened up opportunities for local workforce areas to reach businesses and individuals, and when possible, participants were co-enrolled in WIOA. This has increased the number of work-based learning services being offered in local areas and helped raise the profile of workforce development programs in communities. The grant cycle ends December 31, 2026, so these efforts are still progressing.

The following data are key performance indicators, reflecting activity through June 2025:

- Number of businesses participating in work-based learning activities: **364**
- Number of individuals participating in work-based learning activities: **884**
- Number of individuals remaining employed: **436**

Through the Governor’s Council on Workforce and Apprenticeships, local workforce development boards are required to double the number of WIOA enrolled participants who participate in work-based learning, including apprenticeship activities, by 2029.

Registered Apprenticeship Programs

In March 2025, when Governor Stein established the Governor’s Council on Workforce and Apprenticeships via EO 11, he also directed the NCWorks Commission to establish a policy for local workforce development boards to increase their engagement and spending on apprenticeship activities. While the policy went into effect in PY 2025, DWS and NCWorks Commission staff performed work during PY 2024 to develop the Commission policy requiring that all local boards spend 6% of the total non-administrative WIOA Youth and Adult funds on apprenticeships/pre-apprenticeships. This is set to total over \$2 million in WIOA funds further supporting apprenticeship activities in PY 2025. Additionally, DWS established tools to support monitoring and technical assistance. Training will be provided throughout PY 2025 for local workforce development board and state apprenticeship agency staff.

V. Performance Accountability

Progress on Federal Primary Indicators of Performance

The table below gives an overview of the performance results for North Carolina’s Title I and III programs for Program Year (PY) 2024, with the state achieving above 90% of its negotiated goals for each of the primary indicators of performance.

PY 2024 Levels of Performance

Title/Program	Measure	Negotiated Value	Actual Performance	Percentage of Goal Achieved	
I	Adult	Employment Q2	80.0%	81.8%	102.2%
		Employment Q4	79.5%	80.2%	100.9%
		Median Earnings	\$8,276	\$8,445	102.0%
		Credential Rate	64.0%	64.9%	101.4%
		Measurable Skill Gains	64.2%	70.0%	109.0%
	Dislocated Worker	Employment Q2	74.5%	73.6%	98.8%
		Employment Q4	73.0%	72.4%	99.2%
		Median Earnings	\$8,595	\$9,569	111.3%
		Credential Rate	66.0%	65.4%	99.1%
		Measurable Skill Gains	67.4%	73.4%	108.9%
	Youth	Employment Q2	75.9%	74.0%	97.5%
		Employment Q4	75.1%	75.1%	100.0%
		Median Earnings	\$4,708	\$4,893	103.9%
		Credential Rate	53.0%	56.4%	106.4%
		Measurable Skill Gains	56.8%	64.9%	114.3%
III	Wagner-Peyser	Employment Q2	69.0%	69.9%	101.3%
		Employment Q4	69.0%	70.2%	101.7%
		Median Earnings	\$6,983	\$7,787	111.5%

North Carolina recognizes the need to continue educating NCWorks staff from around the state, and at all organizational levels, about the primary indicators of performance, particularly Credential Attainment and the Measurable Skill Gains measure. We have made a significant effort to better educate staff on the

key aspects of the Measurable Skill Gains indicator. Our ongoing staff training has stressed the importance of TEGL 10-16 Change 3, but we also continue to reference our state-issued guidance including Data Entry instructions and a one-page Desk Aid (*see Appendix A*), both updated to reflect the latest guidance. We acknowledge that there is further work to be done with our workforce boards, both in providing participants the supportive services needed to complete their training, as well as the need for more consistent and timelier follow-up, particularly as it relates to the Training Completion and Employment Occupational Code metrics from USDOL's provided QRA reports. We have mandated 2nd Quarter follow-up for all programs in an effort to increase occupational code entry as much as possible. Our annual data validation training also reinforces the importance of proper data entry and document upload to ensure the best performance results possible.

We are also paying close attention to our median earnings figures for all programs, recognizing that increasing wages for participants is a key aspect of long-term economic stability. The North Carolina Department of Commerce Labor and Economic Analysis Division assists us in keeping track of earning projections information and updated unemployment data. PY 2024 has seen low rates of unemployment continue, with an average of 3.7% for the program year. While North Carolina has recently benefited from economic development efforts to bring in large employers, such as Toyota, we have also faced challenges such as the devastation of Hurricane Helene. It will be critical to successfully navigate the disaster recovery process as we seek to continue our efforts to improve the employment outlook for the citizens of North Carolina.

Workforce Development Board Negotiated Measures

Workforce Development Board-level performance indicators covering both WIOA Title I and Title III for PY 2024 were negotiated at the start of the program year. A chart providing those goals is attached in *Appendix B*.

Local Workforce Board Measures

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

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

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

Common Exit Policy

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

Data Validation

(Note: the following passage is taken from Operational Guidance 16-2021, Change 4, issued by the Division of Workforce Solutions on March 4, 2025).

Conducting Data Validation Reviews

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

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

Sample Creation

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

Sample Size for Each Workforce Development Board		
WIOA Program		Sample Size
Title I	Adult	6
Title I	Dislocated Worker	6
Title I	Youth	6

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

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

Timeframe

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

Validation Process and Worksheet Creation

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

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

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

- Performance: Director of Performance

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

Monitoring

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

Data Integrity

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

Correcting Missing or Erroneous Data

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

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

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

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

Records Retention

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

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

This would include:

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

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

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

Process Assessment

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

Training

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

Local Area WDB/Local Area

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

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

Self-Attestation in WIOA Title I Programs

In the three WIOA Title I Programs (Adult, Dislocated Worker, and Youth) there are a number of PIRL elements for which self-attestation is an allowable form of data validation documentation. Please refer to Attachment 2 for the complete list of PIRL elements for which self-attestation can be used. When using self-attestation for WIOA Title I documentation, there are three key considerations:

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

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

Self-Attestation in WIOA Title III – Wagner-Peyser

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

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

Veterans Status and DD-214s

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

Signed Applications and Disability Status

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

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

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

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

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

References

2 CFR 200.333 "Retention Requirements for Records"

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

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

Attachments

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

VI. Statewide Governor's Reserve Funds

During PY 2024, DWS used the Governor's Reserve Funding to advance key strategic and operational needs of the NCWorks system. First, local workforce development boards received funding to support training and convening for leaders. Examples of training included financial training, strategic leadership development, and technical assistance for WIOA Youth programs. Funds were also invested in training and professional development for staff across the state, with the 37th annual NCWorks Partnership held in October 2024. This convening brought together over 600 staff and focused on how to advance workforce development with greater coordination and opportunities to braid funding. Importantly, this convening happened less than a month after the devastating impacts of Hurricane Helene and served as a platform for supporting western North Carolina with needed supplies. Next, funds were leveraged to support state data and case management systems. DWS staff worked on an enhancement that allowed for texting between clients and case managers, beginning early in PY 2025. DWS continues to use Governor's Reserve Funding to support new and expanding employers in the state with funding for work-based learning opportunities in partnership with the Economic Development Partnership of North Carolina and local workforce development boards. Finally, Governor Stein took office in January 2025, and since that time, we have been working closely with his administration to identify new and innovative efforts that can be supported through Governor's Reserve Funds, including strategies identified by the newly established Governor's Council on Workforce and Apprenticeships. In PY 2025, funding will be utilized to train NCWorks staff and staff from the State Apprenticeship Agency on how to use WIOA funds to support apprenticeship activities.

VII. Rapid Response

During Program Year 2024, the Governor's Rapid Response Team at DWS responded to a total of 69 Worker Adjustment and Retraining Notifications (WARN) from across the state, which impacted 6,544 employees. The counties with the largest numbers of employees impacted were Durham County (15%), followed by Mecklenburg County (14%), and Wake County (12%). Of the 6,544 employees covered by WARN during PY 2024, the manufacturing industry represented a significant source of layoffs, with 2,790 employees impacted, or 54% of total employee separations, followed by professional and technical services, with 1,070 employees, or 22% of the total.

The Governor's Rapid Response team engages with leadership of each affected business to develop a comprehensive plan of action to ensure employees have a successful transition into new employment. This proactive approach ensures that impacted or dislocated workers receive critical workplace transition services from local workforce area staff and partners, conveniently offered either on-site at the business location or virtually. Services may include customized job-seeking skills workshops, hiring events, targeted job fairs, and informational sessions that provide essential resources such as financial assistance, training opportunities, health insurance options, community support services, and unemployment information, all to ensure comprehensive support for individuals in need. The NCWorks Mobile Unit was dispatched 73 times statewide to support events that included 25 hiring events, 8 closures, 13 job fairs, and 23 target events (Community Events, Veteran stand downs, etc.). Eight of the unit's trips were to western NC in support of Hurricane Helene disaster recovery efforts.

Layoff Aversion Strategies, Business Edge

In PY 2024, DWS established the "Helene Business Edge Fund" in response to the needs of small business owners in the counties of western NC that had been impacted by the hurricane. Using Rapid Response dollars, the Hurricane Helene Business Edge Fund offers \$500,000 in grant funding for local workforce boards to help communities retain jobs and businesses. Workforce development boards in the region may apply for funding and then may provide grants of up to \$10,000 each to eligible businesses and community-based organizations. While this fund was established and announced in spring 2025, funds were not distributed to local workforce boards until after the beginning of PY 2025.

In the latter half of 2023, the N.C. Department of Commerce's Office of Science, Technology & Innovation partnered with NC State University Industry Expansion Solutions (IES) to pursue U.S. Department of Energy funding for the SMARTER NC program, designed to support manufacturing companies across the state in identifying and implementing energy-saving projects. In 2024, the DWS Business Edge Program began playing a key role by leveraging its network of employers, industry associations, and strategic partners to coordinate presentations and informational sessions for IES, helping to raise awareness and build momentum for the program. A significant advancement in the program's outreach has been the collaboration with local Workforce Development Boards, which have served as a key referral source for manufacturers interested in participating. These partnerships also position employers to benefit from ongoing support through NCWorks, including access to workforce recruitment and training programs such as On-the-Job Training (OJT) and Incumbent Worker Training (IWT), which can be leveraged following grant participation.

In early 2025, the SMARTER NC grant program underwent a revision of its guidelines and focus, followed by a review period by IES legal staff and the U.S. Department of Energy. The program resumed in mid-summer 2025 and is now actively engaging with Chambers of Commerce and state agencies such as the N.C. Division of Employment Security (DES) and the N.C. Department of Environmental Quality (DEQ) to prepare for the next phase. Once launched, in addition to grant funding to offset the cost of their energy-saving projects, participating manufacturers will also have access to comprehensive smart manufacturing technical

assessments—including process and energy assessments—designed to help them identify project opportunities and develop strategic implementation plans. These assessments will serve as a valuable foundation for future improvements and long-term operational efficiency.

VIII. Wagner-Peyser Act Activities

Reemployment Programs

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

PY 2024 RESEA efforts and activities included:

- Creating and updating program materials to support front-line staff in NCWorks Career Centers;
- Increasing the number of Subsequent RESEA appointments to provide follow-up services for participants with identified barriers to employment;
- Promoting a “Quality over Quantity” approach by maximizing the effectiveness of RESEA appointments and enhancing customer service strategies;
- Expanding referrals to additional workforce programs and services, including WIOA, Veterans Services, and work-based learning opportunities;
- Enhancing flexibility for customers to reschedule missed initial appointments, helping to minimize disruptions in UI benefit payments;
- Further refining the statewide self-rescheduling process to improve accessibility and reduce no-show rates.

North Carolina is concluding a multi-year evaluation of the RESEA program in collaboration with a third-party evaluator. The evaluation utilizes a random assignment model, with approximately 20–25% of RESEA-eligible UI claimants placed in a control group receiving no services. The Interim Evaluation Report indicated that North Carolina’s RESEA program has achieved high compliance rates, delivered services effectively, and contributed to reductions in UI receipt. A final evaluation report is anticipated and will incorporate additional outcome data as it becomes available.

North Carolina Department of Commerce Reentry Initiative

Serving justice-involved individuals, including those reentering after incarceration, is a top priority for DWS, the NCWorks system and the state. Last year, through the NCWorks system, over 6,000 individuals with justice involvement were served. This work will continue into PY 2025 with the activities mentioned below, along with the implementation of a US DOL Pathway Home grant.

Reentry 2030

In July 2024, the state launched its whole-of-government approach to reentry through the Reentry 2030 strategic plan. The Department of Commerce, DWS, and the NCWorks system have vital roles in advancing access to training and education for those currently incarcerated, boosting access to paid work-based learning programs including apprenticeships and work-release, and developing relationships with employers to support second chance hiring.

As part of this work, DWS and the North Carolina Department of Adult Correction launched “*NC JET*,” which began as a pilot program at the North Carolina Correctional Institution for Women (NCCIW) in the Correction Enterprises License Tag Plant in March 2025. Since then, the program has expanded to a total of eight (8) facilities. Through this partnership, offenders have the opportunity to register for NC JET, create a resume, explore careers and look for possible future employment opportunities. Once they leave prison, the former offenders’ registration and resume will transfer from this special portal over to the NCWorks online system, so their job search can continue uninterrupted.

PROWD Grant

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

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

As of June 2025, the three local workforce development boards have successfully enrolled 300 participants, each navigating their unique journey through the initiative. Training has begun or been completed by 302 individuals at FCI Butner, the Residential Reentry Center (RRC), or within their local communities, with 225 Measurable Skills Gains and 214 earned credentials. The training programs include essential courses such as Forklift Training, Serv Safe, and other relevant subjects that greatly support participants' positive reentry into society.

Agricultural Services/MSFW/Foreign Labor

The DWS Agricultural Services and Foreign Labor Team plays a critical role in administering the H-2A and H-2B programs. In the past year, the Agricultural Services team facilitated over 700 H-2A and 300 H-2B job

orders, helping the state’s farmers and industries secure nearly 30,000 workers—while ensuring these positions do not negatively affect U.S. jobs.

In addition, the Agricultural Services program conducted approximately 25 grower meetings and trainings, reaching more than 2,000 farmers statewide. Beyond its foreign labor certification responsibilities, the Agricultural staff have excelled in collaborating with local workforce development boards, colleges, and K–12 schools to connect the next generation of skilled workers to the future of agriculture and agri-technology. The team has supported more than 50 agricultural work-based learning opportunities, ensuring that North Carolina’s agricultural workforce remains well-trained and responsive to employer needs.

Federal Bonding Program

The Federal Bonding Program is an incentive for employers who hire “at risk” workers, including those with a history of criminal conviction or arrest, a history of substance abuse, those receiving TANF (Temporary Assistance to Needy Families); those with poor credit; those who are economically disadvantaged or with little or no work history; or have been dishonorably discharged from the military. The hiring business is eligible for financial protection of \$5,000 for six months after hiring an eligible individual. DWS promotes this program to employers and as a result has continued to increase the utilization of the Federal Bonding Program over the past several years. The division plans to improve promotional activities to increase bonds issued in the upcoming year by providing bonds to employers who participate in our reentry workforce training and job placement efforts, such as the Pathway Home 6 grant and its 400 planned participants.

Older Worker Program

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

Equal Opportunity, Americans with Disabilities Act, Limited English Proficiency

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

IX. National Dislocated Worker Grants (NDWG)

Three National Dislocated Worker Grants awarded by the U.S. Department of Labor to North Carolina were in operation during Program Year 2024: the QVC Fire Employment Recovery National Dislocated Worker Grant, the Pactiv Evergreen (Canton Paper Mill) Employment Recovery National Dislocated Worker Grant, and the Hurricane Helene Disaster Recovery National Dislocated Worker Grant.

QVC Fire Employment Recovery National Dislocated Worker Grant

The QVC Fire Employment Recovery National Dislocated Worker Grant was awarded after an employment disaster that occurred on December 18, 2021. The QVC Rocky Mount, Inc. (“QVC”) Distribution Center, which is an operating brand within the Qurate Retail Group (“QRG”), suffered a tragic fire, resulting in the closure of the site (distribution center) located in Rocky Mount, NC. Starting almost immediately after the fire

and resulting mass dislocation, state and local workforce development partners strategized on various approaches to respond to the needs of the dislocated workers, including Job Fairs and Employment Events.

The program implementation period for this grant is February 1, 2022 – June 30, 2025. During the program implementation, the participating local workforce development board expended \$1,702,029.86, and 85 participants were served through this grant. Career and Training Services were provided to help dislocated workers make informed decisions based on local and regional economic demand to achieve re-employment and education goals. Training services included On-the-Job Training (OJT), classroom training, occupational skills training, work experience, and customized training that prepared participants for current in-demand jobs. Supportive Services were also provided to address any barriers that may have prevented individuals from participating in employment and training services.

Pactiv Evergreen Employment Recovery Dislocated Worker Grant

The Pactiv Evergreen (Canton Paper Mill) Employment Recovery Dislocated Worker Grant was awarded by the U.S. Department of Labor in the conditionally approved amount of \$7.5 million, with the initial award of \$2,503,153. In PY 2024, an additional increment of funding of \$2 million was awarded, bringing the total funding to \$4.5 million of the \$7.5 million conditionally awarded. The purpose of the Pactiv Evergreen Employment Recovery DWG is to provide employment and training services to individuals impacted by the Pactiv Evergreen Canton Paper Mill closure and Waynesville facility mass layoff event, as well as other dislocated workers impacted by the ripple effect of this event in their community. During PY 2024, total funding spent was \$2,663,272.98, and 220 participants were served through this grant.

Pactiv Evergreen's Canton Paper Mill is a century-old paper mill where up to four generations in that region had worked. It employed 1,100 people and was considered a keystone to the local economy. In addition to the 1,100 workers that were impacted by the mill's closure and the reduction of employees at the Waynesville facility, the companies that serve the paper mill were also economically impacted. Among them were trucking companies, rail lines, and the forestry industry. The DWG funds allow individuals to receive employment and training opportunities, including occupational skills training, On-the-Job training (including apprenticeships), entrepreneurial training, work experience, and customized training to assist individuals that will need training to regain employment that will allow them to have a living wage, benefits, and promotion potential. Supportive services are provided (when needed) to enable individuals to participate in employment and training services, when supportive services cannot be obtained through other programs. Career Services are also provided to ensure that customers get the information needed to make informed decisions and develop strategies to gain employment and achieve their career goals.

Hurricane Helene Disaster Recovery National Dislocated Worker Grant

The U.S. Department of Labor awarded the Hurricane Helene National Dislocated Worker Grant (NDWG) to North Carolina for a total conditional award of \$10,000,000, of which \$6,000,000 was released during PY 2024. Hurricane Helene caused extensive devastation throughout Western North Carolina, significantly disrupting the regional economy and workforce. In Buncombe County alone, more than 13,000 jobs were lost in the immediate aftermath, causing a nearly 9.3% decline in local employment. Across a broader seven-county region (Buncombe, Henderson, McDowell, Madison, Mitchell, Rutherford, and Yancey) the employment levels fell by 7% year over year. The leisure and hospitality sector, a significant economic driver for Western NC, was the most severely affected, with nearly 14,000 displaced workers and widespread business closures.

Through this grant, participants are connected to temporary employment opportunities that directly contribute to disaster recovery efforts, including debris removal, home repair support, and humanitarian assistance. This funding was provided in response to the federal disaster declaration and supports recovery efforts across 39 impacted counties. During PY 2024, \$1,639,756.74 was expended, and 194 participants were served through this grant. The grant also provides access to workforce training, on-the-job training (OJT), and supportive services such as transportation assistance, work-related equipment, and job-placement guidance. Together, these services allow residents to earn income while helping rebuild their communities and gain skills that strengthen their long-term employment prospects.

X. State Best Practices and Needs

Challenges

North Carolina remains optimistic about the opportunities to better utilize WIOA funds to support jobseekers and employers. The primary challenge remains how to increase WIOA funding expenditures on meaningful work-based learning activities and apprenticeships. While the state is making progress in this area, we are also exploring potential waivers that could help to ameliorate some barriers for jobseekers and employers. Secondly, NCWorks leadership continues to explore how to best optimize the system and increase accessibility through both virtual and in-person American Job Centers. This includes exploration of how to stand up comprehensive virtual American Job Centers. Finally, continued support is needed to ensure better coordination between state efforts to promote high-value, non-degree industry recognized credentials with the Eligible Training Provider List and the soon-to-be implemented Workforce Pell.

Promising Practices

In October 2025, Governor Stein honored NCWorks employers and jobseekers from PY 2024 with the Governor's NCWorks Awards of Distinction. These awards honor outstanding examples from the state's workforce development system, including the students and jobseekers who receive training, the professionals who provide career services, and the employers and other organizations that support a skilled workforce. This year's recipients included:

- **Outstanding Economic Impact - Future of the Automotive Community Toyota Strategies (FACTS):** This award was new for PY 2024, designed to further highlight and encourage deeper engagement between the workforce system and economic development. This partnership involving GuilfordWorks, Piedmont Triad Workforce Development Board, the N.C. Department of Commerce, eight local NCWorks Career Centers, and Toyota Battery Manufacturing has supported the workforce needs of the local manufacturing sector. The partners worked with Guilford Technical Community College and Randolph Community College, as well as Hub 4 Hope, a faith-based organization, to help with conducting outreach and connecting with jobseekers. The project included developing and implementing a strategic plan for assessment and recruiting events, spanning multiple counties and fostering a regional approach to workforce development. These efforts have facilitated the hiring of 1,500 workers for Toyota as part of the company's plans to invest a total of \$13.9 billion and create more than 5,000 jobs. NCWorks staff received training on Toyota's hiring processes, business culture, and steps for successful referrals. Each center hosted a "Day of Work" event at which jobseekers could meet company representatives, helping to demystify the application and assessment procedures.
- **Outstanding Innovative Partnership - Gaston College's Lincoln County Health Academy:** The Lincoln County Health Academy, launched in the fall of 2024, is the result of education, health care, and economic development partners working together to address a critical shortage of health professionals in Lincoln County. Gaston College, Lincoln County Schools, Atrium Health Lincoln,

and the Lincoln Economic Development Association/Lincoln County Rotary Student Fund are united by a shared mission: to build a sustainable, local talent pipeline that feeds into high-demand health care careers. The Academy seeks to increase the number of qualified health care workers in Lincoln County, reduce barriers to entry into these careers, and ensure students graduate with industry-recognized credentials, job readiness, and direct links to employment or continued post-secondary education. The Academy includes the state's first-ever Practical Nursing (PN) program available to high school students. The summer after students graduate high school, they are eligible to sit for the National Council Licensure Examination for Practical Nurses (NCLEX-PN) and enter the workforce directly – debt-free and career-ready. The academy currently serves 36 students.

- **Outstanding Employer - American & Efird LLC of Mount Holly:** With more than 130 years of history in North Carolina, American & Efird (A&E) has shown a consistent commitment to community engagement and workforce development. A&E regularly participates in the NCWorks system's various job fairs and community outreach events. A&E's engagement with educational institutions, such as Gaston County Schools and Gaston College, has nurtured future talent through internships and technical training programs. The company has recently partnered with the correctional system to provide justice-involved individuals with a structured opportunity to reenter the workforce, gain valuable skills, and rebuild their lives, demonstrating this employer's belief in second chances and community reintegration. A&E has used the workforce system's Incumbent Worker Training program funds to upskill current employees.
- **Outstanding Adult - Brittany Harper of Forest City:** After moving to North Carolina to make a fresh start for herself and her six children, Harper enrolled in workforce training services through NCWorks. With this support, while also working and raising her children as a single parent, Harper overcame numerous obstacles and successfully completed the Practical Nursing program at Cleveland Community College. She more recently returned to the college for additional training to become a Registered Nurse. She chose to pursue a career in the medical field to make a meaningful impact on patients' lives, offering compassionate care combined with her technical skills. Her future aspirations include completing a Bachelor of Science in Nursing degree at Gardner-Webb University and becoming a midwife.
- **Outstanding Young Adult - Haylee Van Deusen of Robbinsville:** Van Deusen completed her GED at Tri-County Community College and soon learned that the college offered tuition-free Nurse Aide certification as part of the response to the COVID-19 pandemic. She completed that program, which allowed her to find employment as a CNA at Graham Nursing and Rehabilitation. Determined to continue to advance in her health care career pathway, Van Deusen began the Associate Degree Nursing program at Tri-County Community College while still working full-time. In 2024, she began participation in workforce training services through NCWorks at Macon Program for Progress, and this support helped her to graduate in 2025. Van Deusen then secured employment as a Registered Nurse with LifePoint Health at Harris Regional Hospital in Sylva.
- **Outstanding Teen - Genesis Lam of Shelby:** Lam participated in the NCWorks NextGen youth program of Foothills Workforce Development Board while attending Crest High School. Named "Student of the Month" in April 2025, she has excelled academically. Lam identified funeral service as her future career path, and the NCWorks NextGen program provided her with an internship at Robert Morgan Funeral and Cremation Service. She thrived in this work-based learning experience, demonstrating compassion, a deep interest in the field, and a desire to help others during some of life's most difficult moments. Since graduating from high school, Lam has enrolled in the Funeral Service Education program at Fayetteville Technical Community College with a goal of becoming a licensed funeral director.

Strategies/policies relating to Pay-for-Performance

North Carolina does not have any current examples of Pay-for-Performance contracting.

APPENDIX A (PART 1)

Measurable Skill Gains Guidance

Revised: April 2025

Purpose

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

References

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

Background

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

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

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

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

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

Guidance

A. Defining Measurable Skill Gains

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

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

1. **Educational Functioning Level (EFL):** Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level. Programs may measure EFL gains in one of the following ways:
 - (1) **Pre-Test and Post-Test:** Results from state approved tests (e.g., CASAS or TABE) of the same version that show an increase of at least one EFL; OR
 - (2) **Enrollment in Postsecondary Education or Training:** Participants who exit a program below the postsecondary level and enroll in postsecondary education or training during the program year as determined through data match, survey documentation, or case notes. Note: A program below the postsecondary level applies to participants enrolled in a basic education program.
 - (3) **Pass a subtest of high school equivalency:** States may report an educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination.

2. **Secondary School Diploma/Recognized Equivalent:** Documented attainment of a secondary school diploma or its recognized equivalent by obtaining certification of achieving passing scores on all parts of a State-recognized high school equivalency test. For the NC Community College System, a High School Equivalency Diploma is issued upon completion of one of these two assessments:
 - a. GED Testing Service – <https://ged.com/>
 - b. ETS HiSET – <https://hiset.ets.org/>

Accepted documentation includes:

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

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

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

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

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

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

(1) Acceptable documentation includes:

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

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

(1) Acceptable documentation includes:

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

B. Measuring Performance

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

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

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

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

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

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

Denominator Inclusion based on Service/Activity Codes

Title I – Adult and Dislocated Worker:

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

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

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

* denotes TAA-only

Title I – Youth:

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

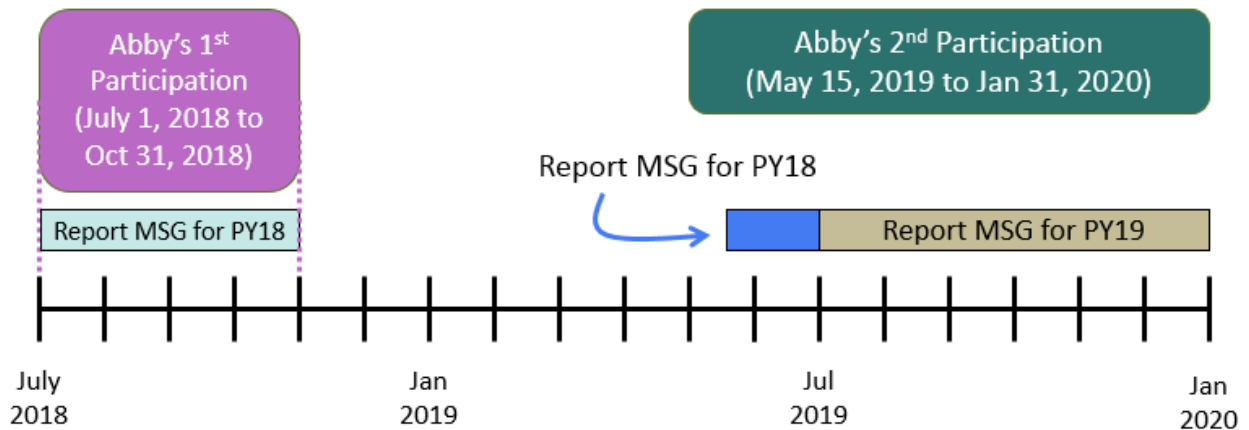
Only Out of School Youth (OSY) who are in one of the following are included in the denominator:

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

C. Periods of Participation

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

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



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

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

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

D. Exclusions

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

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

E. Data Validation for Measurable Skill Gains

Once documentation is received, record one of the following types the type of Measurable Skill Gains.

Type of Measurable Skill Gains	Description of Documentation
Educational Functioning Level (EFL)	<p style="text-align: center;">Acceptable documentation:</p> <p>One of the following...</p> <ul style="list-style-type: none"> • Pre- and post-test results measuring EFL gain • Adult High School transcript showing EFL gain through the awarding of credits or Carnegie units • Postsecondary education or training enrollment determined through data match, survey documentation, or program notes <hr/> <p>Notes:</p> <ul style="list-style-type: none"> ➤ Date keyed into NCWorks will be the date the test was taken or the date on the transcript.

<p>Postsecondary Transcript/Report Card</p>	<p style="text-align: center;">Acceptable documentation:</p> <p>One of the following...</p> <ul style="list-style-type: none"> • Transcript • Report Card <hr/> <p>Notes:</p> <ul style="list-style-type: none"> ➤ Date keyed into NCWorks should be the last date of class as indicated on the report card/transcript. ➤ Less than part time status can be keyed as MSG Training Milestone if IEP reflects successful completion of class as milestone. ➤ <u>Definition of Full-time status:</u> a minimum of 12 credit hours per semester, that shows a participant is meeting the State unit's academic standards. ➤ <u>Definition of Part-time status:</u> a total of at least 12 credit hours over the course of two completed semesters during the same 12 month period, that shows a participant is meeting the State unit's academic standards.
<p>Secondary Transcript/Report Card</p>	<p style="text-align: center;">Acceptable documentation:</p> <p>One of the following...</p> <ul style="list-style-type: none"> • Transcript • Report Card <hr/> <p>Notes:</p> <ul style="list-style-type: none"> ➤ Date keyed into NCWorks should be the last date of class as indicated on the report card/transcript. ➤ Transcript/report card should show the participant is meeting the State unit's academic standards.
<p>Training Milestone</p>	<p style="text-align: center;">Acceptable documentation:</p> <p>One of the following...</p> <ul style="list-style-type: none"> • Documentation of a skill gained through OJT or Registered Apprenticeship • Contract and/or evaluation from employer or training provider documenting a skill gain • Progress report from employer documenting a skill gain <hr/> <p>Notes:</p> <ul style="list-style-type: none"> ➤ Date keyed into NCWorks must match date on documentation.
<p>Skills Progression</p>	<p style="text-align: center;">Acceptable documentation:</p> <p>One of the following...</p> <ul style="list-style-type: none"> • Results of knowledge-based exam or certification of completion • Documentation demonstrating progress in attaining technical or occupational skills through an exam or benchmark attainment • Documentation from training provider or employer

	<ul style="list-style-type: none">• Copy of a credential that is required for a particular occupation and only is earned after the passage of an exam <hr/> <p>Notes:</p> <ul style="list-style-type: none">➤ Date keyed into NCWorks must match date on documentation.➤ Signatures are not required for exam results or copies of credentials.
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Additional Resources

- 1) WorkforceGPS – Measurable Skill Gains E-Module: <https://tinyurl.com/yxeom9hz>
- 2) Interactive Timing Chart by Future Works: A visual tool for understanding the performance indicators: what are their exiting cohorts, when are they being measured, and when they are being reported. <https://tinyurl.com/y2u7u9mv>

Appendices:

- 1) Keying MSGs in NCWorks
- 2) MSG Desk Reference
- 3) Frequently Asked Questions from Webinar

Guide to Entering Measurable Skill Gains in NCWorks

Transcript/Report Card Entry

Directions	System View														
<p>1. Start on the Programs screen with the participant's current WIOA Case expanded to show all the menu options.</p> <p>2. Click on "Create Measurable Skills Gain"</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Eligibility Summary</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Participation</td> <td style="text-align: right;">12/20/2018</td> </tr> <tr> <td>Activities / Enrollments / Services</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Measurable Skills Gain</td> <td style="text-align: right;">0</td> </tr> </table> <p style="text-align: center;">Create Measurable Skills Gain</p> <p style="font-size: small; color: #4F81BD;">Please enter EFL gains in the Educational Functioning Level for Measurable Skills Gain screen.</p> </div>	Participation	12/20/2018	Activities / Enrollments / Services	5	Measurable Skills Gain	0								
Participation	12/20/2018														
Activities / Enrollments / Services	5														
Measurable Skills Gain	0														
<p>3. Select your LWDB and Office Location from the drop-down menus.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>NCWorks online Fill out the information below to create/edit a skill achievement record.</p> <p>General Information</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">User Login:</td> <td>JOHNDOE1</td> </tr> <tr> <td>State ID:</td> <td>1234567</td> </tr> <tr> <td>User ID:</td> <td>7654321</td> </tr> <tr> <td>Name:</td> <td>John Doe</td> </tr> <tr> <td>Program Entry Date:</td> <td>12/20/2018</td> </tr> <tr> <td>* LWDB:</td> <td>Capital Area Workforce Development Board</td> </tr> <tr> <td>* Office Location:</td> <td>YOUTH - Johnston Co Industries</td> </tr> </table> </div>	User Login:	JOHNDOE1	State ID:	1234567	User ID:	7654321	Name:	John Doe	Program Entry Date:	12/20/2018	* LWDB:	Capital Area Workforce Development Board	* Office Location:	YOUTH - Johnston Co Industries
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State ID:	1234567														
User ID:	7654321														
Name:	John Doe														
Program Entry Date:	12/20/2018														
* LWDB:	Capital Area Workforce Development Board														
* Office Location:	YOUTH - Johnston Co Industries														
<p>4. Skill Type: Select the appropriate type of MSG. In this case, either Post-Secondary Transcript/ Report Card or Secondary Transcript/ Report Card.</p> <p>5. Date Skill Attained: Enter the date the MSG occurred. The date entered should match date on transcript/report card.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Skill Attainment Information</p> <p style="font-size: x-small;">Fill in the following information for the skill achievement. Program: Title I - Workforce Development (WIOA)</p> <p>* Skill Type: Post-Secondary Transcript/Report Card</p> <p>* Date Skill Attained: 06/12/2019 Today</p> <p>* Type of Achievement: Completed minimum of 12 credit hours in semester and n</p> <p style="font-size: x-small;">[Verify Scan Upload Link] <input checked="" type="checkbox"/> Other Applicable Documentation, (specify)</p> <p>Skills Gain Achievement Type Verification</p> <p><input checked="" type="radio"/> Other Applicable Documentation, (specify) Transcript</p> <p style="text-align: center; border: 1px solid #ccc; border-radius: 50%; padding: 2px 10px;">Reset</p> </div>														
<p>6. Type of Achievement: Depending on which Skill Type was selected a different list of Type of Achievements will appear. Both options are shown here.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>* Skill Type: Secondary Transcript/Report Card</p> <p>* Date Skill Attained: Today</p> <p>* Type of Achievement: None Selected</p> <p style="font-size: x-small;">None Selected Report card/transcript for one semester and meets academic standards</p> </div>														
<p>7. Verify Scan Upload Link: Attach the documentation here.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>* Skill Type: Post-Secondary Transcript/Report Card</p> <p>* Date Skill Attained: Today</p> <p>* Type of Achievement: None Selected</p> <p style="font-size: x-small;">None Selected Completed minimum of 12 credit hours in semester and meets academic standards Part-time student and completed at least 12 credit hours over the course of two completed consecutive semesters and meets academic standards</p> </div>														
<p>8. Add a new Case Note: Enter an appropriate Case Note to document the circumstances of the MSG.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Staff Information</p> <p style="font-size: x-small;">Add a new Case Note Show Filter Criteria </p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #2E5496; color: white;"> <th>ID</th> <th>Create Date</th> <th>Subject</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>Edit</td> <td> </td> </tr> </tbody> </table> <p>Signature</p> <p><input type="checkbox"/> Create PDF <input type="checkbox"/> Include Staff Signature</p> <p style="font-size: x-small;">Applicant Signature _____ Parent/Guardian Signature _____</p> <p style="text-align: center; border: 1px solid #ccc; border-radius: 50%; padding: 2px 10px;">Save Cancel</p> </div>	ID	Create Date	Subject	Action			Edit							
ID	Create Date	Subject	Action												
		Edit													
<p>9. Click the Save button at the bottom of the screen.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Measurable Skills Gain</p> <p style="font-size: x-small;">Create Measurable Skills Gain</p> <p style="font-size: x-small; color: #4F81BD;">Please enter EFL gains in the Educational Functioning Level for Measurable Skills Gain screen.</p> <p style="text-align: right; font-size: x-small;">Search: <input style="width: 100px;" type="text"/></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #2E5496; color: white;"> <th>Date Achieved</th> <th>Skill Type</th> <th>Last Edited By</th> <th>Last Edited Date</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>06/12/2019</td> <td>Post-Secondary Transcript/Report Card</td> <td>Coppley, Nathaniel (5407624)</td> <td>08/12/2019 2:07 PM</td> <td>Edit Print</td> </tr> </tbody> </table> </div>	Date Achieved	Skill Type	Last Edited By	Last Edited Date	Action	06/12/2019	Post-Secondary Transcript/Report Card	Coppley, Nathaniel (5407624)	08/12/2019 2:07 PM	Edit Print				
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06/12/2019	Post-Secondary Transcript/Report Card	Coppley, Nathaniel (5407624)	08/12/2019 2:07 PM	Edit Print											
<p>10. The system will return you to the Programs menu where the MSG submenu will reflect what you just entered.</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p style="font-size: x-small;">Please enter EFL gains in the Educational Functioning Level for Measurable Skills Gain screen.</p> </div>														

Secondary School Diploma or Equivalent Entry

Directions

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

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

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

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

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

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

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

8. Click the Save button at the bottom.

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

System View

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

[Create Credential](#)

There are no records to display.

NCWorks online Track Credentials for WIOA

* Indicates required fields.

General Information

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

* **LWIA/Region:**

* **Office Location:**

Credential Information

* **Credential Received:**

Other Credential:

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

WIOA Credential Verification

School Records
 Copy of Degree or Certificate
 Other (Specify)

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

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

Credentials						
ID	Program	APPID	Credential	Source/Source ID	Date Received	Staff Entered
89157	WIOA	5905263	Secondary / High School Equivalency		06/01/2019	Coppley, Nathaniel

Progress Report/ Training Milestone Entry

Directions

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

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

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

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

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

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

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

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

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

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

System View

Eligibility Summary

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

[Create Measurable Skills Gain](#)

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

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

General Information

User Login: JOHND0E1
 State ID: 1234567
 User ID: 7654321
 Name: John Doe
 Program Entry Date: 12/20/2018

*LWDB:
 *Office Location:

Skill Attainment Information

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

*Skill Type:
 *Date Skill Attained: Today
 *Type of Achievement:
 ([Verify](#) | [Scan](#) | [Upload](#) | [Link](#))
 Other Applicable Documentation, (specify)
Skills Gain Achievement Type Verification
 Other Applicable Documentation, (specify)

*Type of Achievement:
 None Selected
 Achieved satisfactory or better progress report towards an established OJT training milestone - not previously recorded
 Completed 1 year of Registered Apprenticeship program and achieved satisfactory or better progress report
 Other training milestone

Staff Information

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

ID	Create Date	Subject	Action
		Edit	

Signature

Create PDF
 Include Staff Signature

Applicant Signature _____
 Parent/Guardian Signature _____

Measurable Skills Gain 1

[Create Measurable Skills Gain](#)

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

Search:

Date Achieved	Skill Type	Last Edited By	Last Edited Date	Action
06/12/2019	Training Milestone	Coppley, Nathaniel (5407624)	08/12/2019 2:07 PM	Edit Print

Skill Progression Entry

Directions	System View																		
<p>1. Start on the Programs screen with the participant's current WIOA Case expanded to show all the menu options.</p> <p>2. Click on "Create Measurable Skills Gain"</p>	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Eligibility Summary</p> <p>Participation 12/20/2018</p> <p>Activities / Enrollments / Services 5</p> <p>Measurable Skills Gain 0</p> <p style="text-align: center;">Create Measurable Skills Gain</p> <p style="font-size: small; color: #4F81BD;">Please enter EFL gains in the Educational Functioning Level for Measureable Skills Gain screen.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>NCWorks online Fill out the information below to create/edit a skill achievement record.</p> <p>General Information</p> <p>User Login: JOHNDOE1 State ID: 1234567 User ID: 7654321 Name: John Doe Program Entry Date: 12/20/2018</p> <p>* LWDB: Capital Area Workforce Development Board</p> <p>* Office Location: YOUTH - Johnston Co Industries</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Skill Attainment Information</p> <p>Fill in the following information for the skill achievement. Program: Title 1 - Workforce Development (WIOA)</p> <p>* Skill Type: Skills Progression</p> <p>* Date Skill Attained: 06/12/2019 Today</p> <p>* Type of Achievement: Satisfactory progress in attaining technical or occupationa</p> <p style="font-size: x-small; color: #4F81BD;">[Verify Scan Upload Link]</p> <p style="font-size: x-small; color: #4F81BD;">✓ Other Applicable Documentation, (specify)</p> <p>Skills Gain Achievement Type Verification</p> <p style="font-size: x-small; color: #4F81BD;">Other Applicable Documentation, (specify)</p> <p style="border: 1px solid #ccc; padding: 2px; width: 100%;">CCNA Certificate</p> <p style="text-align: center; color: #4F81BD; border: 1px solid #4F81BD; border-radius: 50%; padding: 2px 10px;">Reset</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>* Type of Achievement: None Selected</p> <p style="background-color: #D9E1F2; padding: 2px;">None Selected</p> <p style="font-size: x-small; color: #4F81BD;">Successfully completed a required exam for a particular occupation</p> <p style="font-size: x-small; color: #4F81BD;">Satisfactory progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams</p> <p style="font-size: x-small; color: #4F81BD;">Other skills progression achievement</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Staff Information</p> <p style="font-size: x-small; color: #4F81BD;">[Add a new Case Note Show Filter Criteria]</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th>ID</th> <th>Create Date</th> <th>Subject</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>Edit</td> <td style="text-align: center;">✎</td> </tr> </tbody> </table> <p>Signature</p> <p><input type="checkbox"/> Create PDF</p> <p><input type="checkbox"/> Include Staff Signature</p> <p style="font-size: x-small; color: #4F81BD;">Applicant Signature _____</p> <p style="font-size: x-small; color: #4F81BD;">Parent/Guardian Signature _____</p> <p style="text-align: center; color: #4F81BD; border: 1px solid #4F81BD; border-radius: 50%; padding: 2px 10px;">Save</p> <p style="text-align: center; color: #4F81BD; border: 1px solid #4F81BD; border-radius: 50%; padding: 2px 10px;">Cancel</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Measurable Skills Gain 1</p> <p style="font-size: x-small; color: #4F81BD;">Create Measurable Skills Gain</p> <p style="font-size: x-small; color: #4F81BD;">Please enter EFL gains in the Educational Functioning Level for Measureable Skills Gain screen.</p> <p style="text-align: right; font-size: x-small;">Search: <input style="width: 50px;" type="text"/></p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th>Date Achieved</th> <th>Skill Type</th> <th>Last Edited By</th> <th>Last Edited Date</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>06/12/2019</td> <td>Skills Progression</td> <td>Coppley, Nathaniel (5407624)</td> <td>08/12/2019 2:07 PM</td> <td style="text-align: center;">Edit Print</td> </tr> </tbody> </table> </div>	ID	Create Date	Subject	Action			Edit	✎	Date Achieved	Skill Type	Last Edited By	Last Edited Date	Action	06/12/2019	Skills Progression	Coppley, Nathaniel (5407624)	08/12/2019 2:07 PM	Edit Print
ID	Create Date	Subject	Action																
		Edit	✎																
Date Achieved	Skill Type	Last Edited By	Last Edited Date	Action															
06/12/2019	Skills Progression	Coppley, Nathaniel (5407624)	08/12/2019 2:07 PM	Edit Print															
<p>3. Select your LWDB and Office Location from the drop-down menus.</p>	This content is covered by the screenshots in the previous row																		
<p>4. Skill Type: Select the appropriate type of MSG. In this case, Skills Progression.</p> <p>5. Date Skill Attained: Enter the date the MSG occurred. The date entered should match date on transcript/report card.</p>	This content is covered by the screenshots in the previous row																		
<p>6. Type of Achievement: Select option from menu.</p> <p>7. Verify Scan Upload Link: Attach the documentation here.</p>	This content is covered by the screenshots in the previous row																		
<p>8. Add a new Case Note: Enter an appropriate Case Note to document the circumstances of the MSG.</p>	This content is covered by the screenshots in the previous row																		
<p>9. Click the Save button at the bottom of the screen.</p>	This content is covered by the screenshots in the previous row																		
<p>10. The system will return you to the Programs menu where the MSG submenu will reflect what you just entered.</p>	This content is covered by the screenshots in the previous row																		

Educational Functional Level Entry

Directions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

System View

Eligibility Summary

Participation 12/20/2018

Activities / Enrollments / Services 5

Measurable Skills Gain 0

Educational Functioning Level for Measurable Skills Gain 0

[Create Educational Functioning Level Record](#)

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

General Information

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

Case ID: 1234567

* Customer Group:

* LWIA/Region:

One Stop Location:

Basic Skills Deficient at Eligibility: No

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

* Test Type: Pre-Test

* Assessment Category:

* Type of Assessment:

Assessment Form/Version info:

* Functional Area:

Other Functional Area:

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

Pre-Test

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

* Pre-Test Score:

* Educational Functioning Level:

Score reflects Basic Skills deficient: No

Position:

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

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

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

ID	Create Date	Subject	Action
		Edit	

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

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

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

Fill in the remaining prompts for the Post Assessments screen:

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

20. **Post-Test Score:** Enter score achieved by participant

* Note: once you enter the score, verify the **Educational Functioning Level** field populates correctly

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

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

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

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

Educational Functioning Level for Measurable Skills Gain 1

[Create Educational Functioning Level Record](#)

Search:

Funct Area	Pre-Test		1st PY Post-Test		2nd PY Post-Test		3rd PY Post-Test	
	Date (PY)	EFL (Category / Level)	Date (PY)	EFL (Category / Level)	Date (PY)	EFL (Category / Level)	Date (PY)	EFL (Category / Level)
Mathematics	06/12/2019 (18)	5 (ABE / Level 5)						

Post Assessments

No post test records found.

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

[Create Post Assessment Record](#)

Post Assessments

Test Type: Post-Test

* **Assessment Category:** ABE

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

Assessment Form/Version info:

* **Post Test Score:**

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

* **Date Assessed:** Today

Participant remains Basic Skills deficient: No

* **Position:**

Educational Functioning Level for Measurable Skills Gain 2

[Create Educational Functioning Level Record](#)

Search:

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

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

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

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

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

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

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

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

NCWorks online

General Information

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

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

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

Skill Attainment Information

Program: Title I - Workforce Development (WIOA)

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

Date Attained: 10/23/2024 Today

Type of Achievement: None Selected

None Selected

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

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

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

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

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

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

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

Skill Attainment Information

Program: Title I - Workforce Development (WIOA)

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

Date Attained: 10/23/2024 Today

Type of Achievement: Successfully passed a subtest on a State-recognized High...

[Verify | Scan | Upload | Link]

Other Applicable Documentation, (specify)

Skills Gain Achievement Type Verification

Other Applicable Documentation, (specify)

Test result

[Reset](#)

8. Scan | Upload | Link:

Attach the documentation using one of these methods. Use Document Tags that will allow for early identification in the Documents folder that includes a descriptor and a date (ie. Math Test_June 2024).

Document Information

Document Description:

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

User Accessible: Yes No

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

Document Expires:

Medical Document:

Sealed Document:

Attach Document

[Supported File Format](#)

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

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

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

Staff Information

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

ID	Create Date	Subject	Action
		Edit	

Signature

- Create PDF
- Include Staff Signature

Applicant Signature _____
Parent/Guardian Signature _____

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

Measurable Skills Gain

[Create Measurable Skills Gain](#)

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

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

Page 1 of 1 | Rows: 10

APPENDIX A (PART 3)

Measurable Skill Gains Desk Reference

MSG	Definition	Categories of MSG	Documentation Required	NCWorks Keying
Educational Functioning Level (EFL)	Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level.	Pre- and post tests	Pre- and post test results	<ul style="list-style-type: none"> Keyed via Education Functioning Level for Measurable Skills Gains → click "Create Educational Functioning Level Record" Date keyed into NCWorks will be the date the test was taken.
		Participant who exits a program below the postsecondary level (includes a basic education program) and enrolls in postsecondary education and training during the program year.	Postsecondary education or training enrollment determined through data match, survey documentation, or case notes	<ul style="list-style-type: none"> This MSG is automatically captured by the system when the case manager records the participant's enrollment in postsecondary education or training through follow-up; thorough and complete case notes are important.
		States may report an educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination.	Documentation that demonstrates the passage of a subtest required to obtain a State-recognized high school equivalency.	<ul style="list-style-type: none"> Keyed via Measurable Skills Gain → click "Create Measurable Skills Gain" Date keyed into NCWorks will be the date on the subtest results.
Secondary School Diploma/Recognized Equivalent	Documented attainment of a secondary school diploma or its recognized equivalent	Secondary School Diploma	Copy of credential Copy of school record	<ul style="list-style-type: none"> Keyed via Credentials → click "Create Credential" Date keyed into NCWorks should be the date listed on the documentation (diploma/transcript)
		Certification of passing scores on all parts of a State Recognized High School Equivalency test	Follow-up survey from program participant Case notes documenting information obtained from education or training provider	
Transcript/Report Card	Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.	Secondary School Diploma	Transcript Report Card	<ul style="list-style-type: none"> Keyed via Measurable Skills Gain → click "Create Measurable Skills Gain" Date keyed into NCWorks should be the last date of class as indicated on the report card/transcript. Transcript/Report Card demonstrates: grades of D or higher; semester occurred within current program year; participant is in good academic standing
		Postsecondary Education	Transcript	

			Report Card	<ul style="list-style-type: none"> ▪ Full-time status: a minimum of 12 credit hours per semester. Part-time status: a total of at least 12 credit hours over the course of two completed semesters during the same 12-month period
Training Milestone/Progress Report	Satisfactory or better progress report, towards established milestones from an employer or training provider who is providing training.	Training Milestone/Progress Report	Documentation of a skill gained through OJT or Registered Apprenticeship Contract and/or evaluation from employer or training provider documenting a skill gain Progress report from employer documenting skill gain (or documenting a pay increase resulting from newly acquired skills or increased performance)	<ul style="list-style-type: none"> ▪ Keyed via Measurable Skills Gain → click "Create Measurable Skills Gain" ▪ Date keyed into NCWorks must match date on documentation.
Skill Progression	Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupations skills as evidenced by trade-related benchmarks, such as a knowledge-based exams	Skills Progression	Results of knowledge-based exam or certification of completion Documentation demonstrating progress in attaining technical or occupational skills through an exam or benchmark attainment Documentation from training provider or employer Copy of credential that is required for a particular occupation and only is earned after the passage of an exam	<ul style="list-style-type: none"> ▪ Keyed via Measurable Skills Gain → click "Create Measurable Skills Gain" ▪ Date keyed into NCWorks must match date on documentation. ▪ Signatures are not required for exam results or copies of credentials.

APPENDIX B

Final PY 2024 Local Area Performance Indicator Goals by Program

WDB	Adult					Dislocated Worker					Youth					Wagner-Peyser		
	Employment Q2	Employment Q4	Median Earnings	Credential Attainment	Measurable Skill Gains	Employment Q2	Employment Q4	Median Earnings	Credential Attainment	Measurable Skill Gains	Employment Q2	Employment Q4	Median Earnings	Credential Attainment	Measurable Skill Gains	Employment Q2	Employment Q4	Median Earnings
	PY24	PY24	PY24	PY24	PY24	PY24	PY24	PY24	PY24	PY24	PY24	PY24	PY24	PY24	PY24	PY24	PY24	PY24
33 - Cape Fear	76.5%	77.0%	\$8,000	61.0%	64.2%	70.0%	71.0%	\$8,500	64.0%	65.0%	75.9%	74.6%	\$4,708	50.0%	56.8%	69.0%	69.0%	\$6,983
34 - Capital Area	80.0%	79.0%	\$8,276	64.5%	70.0%	74.5%	75.5%	\$9,000	64.0%	68.0%	74.0%	75.1%	\$4,708	53.0%	56.8%	72.0%	72.0%	\$7,100
35 - Durham	79.0%	79.0%	\$8,500	63.0%	54.5%	74.5%	78.0%	\$8,595	65.0%	65.0%	74.5%	73.0%	\$3,750	55.0%	53.0%	73.0%	73.0%	\$7,500
36 - Centralina	82.0%	80.5%	\$8,100	69.0%	64.2%	77.0%	77.0%	\$8,495	70.5%	65.4%	75.9%	74.4%	\$4,708	59.5%	56.8%	69.3%	69.0%	\$6,983
37 - Charlotte Works	75.0%	76.0%	\$8,276	60.5%	64.2%	76.0%	76.0%	\$9,000	60.5%	67.4%	75.9%	75.1%	\$4,708	53.0%	56.8%	69.0%	69.0%	\$6,983
40 - Eastern Carolina	80.0%	78.0%	\$7,200	60.0%	64.2%	77.0%	71.0%	\$7,200	64.0%	64.0%	73.0%	75.1%	\$4,300	53.0%	54.0%	69.0%	69.0%	\$6,500
41 - Gaston	81.0%	81.5%	\$8,100	71.0%	67.0%	74.5%	77.0%	\$7,800	75.0%	67.4%	75.9%	74.0%	\$4,708	53.0%	55.0%	73.0%	72.6%	\$6,983
42 - GuilfordWorks	80.0%	78.0%	\$8,000	63.0%	54.2%	73.0%	73.0%	\$7,900	64.0%	55.0%	73.5%	75.1%	\$4,100	50.0%	50.0%	69.0%	69.0%	\$6,850
43 - Kerr-Tar	76.0%	78.5%	\$7,000	64.0%	62.0%	74.5%	73.0%	\$8,595	66.0%	67.4%	75.9%	75.1%	\$4,708	53.0%	56.8%	69.8%	69.1%	\$6,983
44 - Lumber River	85.5%	80.0%	\$7,900	62.4%	64.2%	74.5%	72.0%	\$7,700	61.0%	67.4%	75.0%	75.1%	\$4,000	53.0%	50.0%	69.0%	69.0%	\$6,500
47 - Piedmont Triad	81.0%	80.5%	\$8,276	65.5%	65.5%	78.0%	73.0%	\$8,100	66.0%	67.0%	77.0%	73.5%	\$5,000	57.5%	60.0%	69.0%	69.0%	\$6,800
48 - Foothills	84.0%	84.0%	\$8,276	68.0%	64.2%	77.0%	77.0%	\$8,000	66.0%	67.4%	76.0%	75.1%	\$4,708	59.0%	61.5%	71.5%	71.5%	\$6,983
49 - High Country	80.0%	78.0%	\$7,900	74.0%	70.0%	73.0%	73.0%	\$8,100	71.0%	70.0%	75.9%	76.5%	\$5,300	57.0%	56.8%	67.5%	66.0%	\$6,983
51 - Turning Point	80.0%	79.0%	\$7,800	64.0%	62.0%	71.0%	70.5%	\$7,900	66.0%	66.0%	73.0%	73.0%	\$2,950	50.0%	52.0%	70.0%	69.0%	\$6,300
52 - Rivers East	79.0%	80.0%	\$7,900	59.0%	59.0%	74.5%	73.0%	\$7,900	65.1%	67.4%	72.0%	72.0%	\$4,000	50.0%	50.0%	72.0%	72.0%	\$6,300

55 - Southwestern	84.0%	80.0%	\$8,700	75.0%	70.0%	74.5%	80.0%	\$8,595	75.0%	67.4%	73.2%	74.0%	\$4,500	56.8%	55.0%	69.0%	68.0%	\$7,200
56 - Western Piedmont	83.0%	83.0%	\$8,276	75.0%	64.2%	79.0%	75.0%	\$8,595	71.0%	64.0%	75.9%	79.5%	\$4,708	67.5%	56.8%	69.0%	69.0%	\$6,983
59 - Northeastern	79.0%	79.5%	\$7,600	63.0%	63.5%	74.0%	70.0%	\$8,250	67.0%	67.4%	75.9%	75.1%	\$4,708	51.0%	56.8%	69.0%	69.0%	\$6,700
61 - Mountain Area	80.0%	79.5%	\$8,276	64.0%	55.0%	75.0%	76.0%	\$8,595	67.0%	59.3%	75.9%	75.1%	\$4,200	75.9%	65.0%	69.0%	69.0%	\$7,600
63 - Mid-Carolina	75.0%	75.0%	\$7,700	62.0%	67.2%	67.0%	68.0%	\$8,200	64.0%	67.4%	74.0%	74.0%	\$5,000	53.0%	58.8%	69.0%	69.0%	\$6,500
Statewide	80.0%	79.5%	\$8,276	64.0%	64.2%	74.5%	73.0%	\$8,595	66.0%	67.4%	75.9%	75.1%	\$4,708	53.0%	56.8%	69.0%	69.0%	\$6,983

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
				Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	TAA	
Performance/Accountability (TAA)	200	Date of Birth (WIOA)	Record the participant's date of birth.	R	R	R	R	R	One of the following: - Drivers License - Birth Certificate - DD-214 - Report of Transfer or Discharge Paper - Federal, State, Local, or Tribal Identification Card - Passport - Hospital Record of Birth - Public Assistance/Social Service Records - School Records or ID Cards - Work Permit - Cross-Match with State Agency Records - Justice System Records - Selective Service Registration - Self-Attestation for WIOA Title I - can only be used as documentation for Homeless Individuals or Runaway Youth - Self-Attestation for WIOA Title III - can be used for all Title III participants
Performance/Accountability	202	Individual with a Disability (WIOA)	Record 1 if the participant indicates that he or she has any "disability", as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities. Record 0 if the participant indicates that he or she does not have a disability that meets the definition. Record 9 if the participant did not self-identify.	R	R	R	R		One of the following: - Self-Attestation - School 504 Records Provided by Student - Assessment Test Results - School Individualized Education Program (IEP) record
Performance/Accountability (TAA)	301	Eligible Veteran Status	Record 1 if the participant is a person who served in the active U.S. military, naval, or air service for a period of less than or equal to 180 days, and who was discharged or released from such service under conditions other than dishonorable. Record 2 if the participant served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge; or was discharged or released because of a service connected disability; or as a member of a reserve component under an order to active duty pursuant to section 167(a), (d), or (g), 673 (a) of Title 10, U.S.C., served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge. Record 3 if the participant is: (a) the spouse of any person who died on active duty or of a service connected disability, (b) the spouse of any member of the Armed Forces serving on active duty who at the time of application for assistance under this part, is listed, pursuant to 38 U.S.C 101 and the regulations issued there under, by the Secretary concerned, in one or more of the following categories and has been so listed for more than 90 days: (i) missing in action; (ii) captured in the line of duty by a hostile force; or (iii) forcibly detained or interned in the line of duty by a foreign government or power; or (c) the spouse of any person who has a total disability permanent in nature resulting from a service connected disability or the spouse of a veteran who died while a disability so evaluated was in existence. Record 0 if the participant does not meet any one of the conditions described above. Leave "blank" if the data is not available.	R	R	R		R	One of the following: - DD-214 - A Letter from the Veterans Administration - Cross-Match with Department of Defense Records - Cross-Match with Veterans Service Database - NGB- 22 documenting Title 10 federal active duty service - Self-Attestation for WIOA Title I - can only be used as documentation for Homeless Individuals or Runaway Youth - Self-Attestation for WIOA Title III - can be used for all Title III participants
Performance/Accountability	401	UC Eligible Status	Record 1 if the participant is a person who (a) filed a claim and has been determined eligible for benefit payments under one or more State or Federal Unemployment Compensation (UC) programs and whose benefit year or compensation, by reason of an extended duration period, has not ended and who has not exhausted his/her benefit rights, and (b) was referred based on participation in the Reemployment Services and Eligibility Assessment (RESEA) program. Record 2 if the participant is a person who (a) filed a claim and has been determined eligible for benefit payments under one or more State or Federal Unemployment Compensation (UC) programs and whose benefit year or compensation, by reason of an extended duration period, has not ended and who has not exhausted his/her benefit rights, and (b) was referred to service through the state's Worker Profiling and Reemployment Services (WPRS) system. Record 3 if the participant is a person who meets condition 2 (a) described above, but was not referred to service through the state's WPRS system or the RESEA program. Record 4 if the participant meets condition 2(a), but has exhausted all UC benefit rights for which he or she has been determined eligible, including extended supplemental benefit rights. Record 5 if the participant is claimant who is exempt from normal work search requirements according state law, and does not have to perform work search activities. Record 0 if the participant was neither a UC Claimant nor an Exhaustee. Leave blank if this data element does not apply to the participant.	R	R	R			One of the following: - Cross-Match to State UI Database - Cross-Match to State MIS Database - Referral Transmittal by RESEA or WPRS - Self-Attestation for Code Values 3 and 4 only
Performance/Accountability	402	Long-Term Unemployed at Program Entry (WIOA)	Record 1 if the participant, at program entry, has been unemployed for 27 or more consecutive weeks. Record 0 if the participant does not meet the condition described above.	R	R	R			One of the following: - Self-Attestation - Public Assistance Records - Refugee Assistance Records - Cross-Match with Public Assistance Database - Cross-Match to State UI Database
Performance/Accountability	409	School Status at Program Entry (WIOA)	Record 1 if the participant, at program entry, has not received a secondary school diploma or its recognized equivalent and is attending any primary or secondary school (including elementary, intermediate, junior high school, whether full- or part-time), or is between school terms and intends to return to school. Record 2 if the participant, at program entry, has not received a secondary school diploma or its recognized equivalent and is attending an alternative high school or an alternative course of study approved by the local educational agency whether full- or part-time, or is between school terms and is enrolled to return to school. Record 3 if the participant, at program entry, has received a secondary school diploma or its recognized equivalent and is attending a postsecondary school or program (whether full or part-time), or is between school terms and is enrolled to return to school. Record 4 if the participant, at program entry, is not within the age of compulsory school attendance; and is no longer attending any school and has not received a secondary school diploma or its recognized equivalent. Record 5 if the participant, at program entry, is not attending any school and has either graduated from secondary school or has attained a secondary school equivalency. Record 6 if the participant, at program entry, is within the age of compulsory school attendance, but is not attending school and has not received a secondary school diploma or its recognized equivalent.	R	R	R	R		One of the following: - Applicable Records from Education Institution (GED certificate, diploma, attendance record, transcripts, report card, or school documentation) - Self-Attestation - Signed Intake Application or Enrollment Form - Electronic Records - Case Notes

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
				Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	TAA	
Performance/Accountability	410	Date of Actual Dislocation	Record the participant's date of actual dislocation from employment. This date is the last day of employment at the dislocation job. Leave blank if there is no dislocation job (e.g., displaced homemaker) or this data element does not apply to the participant.	R	R	R			One of the following: - Verification from Employer - Rapid Response List - Notice of Layoff - Public Announcement with Follow-Up Cross-Match with UI Database - Self-Attestation
TAA	411	Most Recent Date of Qualifying Separation	Record the participant's most recent date of separation from trade-impacted employment that qualifies the participant to receive benefits and/or services under the Trade Act. Leave blank if there is no qualifying separation date or the separation date is the same as the Date of Actual Dislocation or this data element does not apply to the participant.					R	One of the following: - Verification from Employer - Rapid Response List - Notice of Layoff - Public Announcement with Follow-Up Cross-Match with UI Database - Self-Attestation
TAA	412	Tenure with Employer at Separation	Record the total number of months that the participant was employed with the employer of record as of the participant's most recent qualifying date of separation. Employment of at least one day but less than one month should be recorded as "1". Leave blank if this data element does not apply to the participant.					R	One of the following: - Verification from Employer - Worker List from Firm - Self-Attestation - Cross-Match - Signed Intake Application or Enrollment Form - Case Notes (Note: Self-Attestation only in cases when other allowable source documentation is not available due to records retention timelines expiring.)
Performance/Accountability	413	Migrant and Seasonal Farmworker Designation as defined at 20 CFR 651.10	Record 1 if the participant is a seasonal farmworker, meaning an individual who is employed, or was employed in the past 12 months, in farmwork (as described at 20 CFR 651.10) of a seasonal or other temporary nature and is not required to be absent overnight from his or her permanent place of residence. Non-migrant individuals who are full-time students are excluded. Labor is performed on a seasonal basis where, ordinarily, the employment pertains to, or is of the kind exclusively performed at certain seasons, or periods of the year and which, from its nature, may not be continuous or carried on throughout the year. A worker, who moves from one seasonal activity to another, while employed in farm work, is employed on a seasonal basis even though he or she may continue to be employed during a major portion of the year. A worker is employed on other temporary basis where he or she is employed for a limited time only or his or her performance is contemplated for a particular piece of work, usually of short duration. Generally, employment which is contemplated to continue indefinitely is not temporary. Record 2 if the participant is a migrant farmworker, meaning a seasonal farmworker (as defined above) who travels to the job site so that the farmworker is not reasonably able to return to his or her permanent residence within the same day. Full-time students traveling in organized groups rather than with their families are excluded. Record 0 if the participant does not meet the condition described above. Leave blank if this data element does not apply to the individual.	R					One of the following: - Self-Attestation - Cross-Match with Public Assistance Records - Case Notes - Cross-Match with State MIS Database - Employment Records
Performance/Accountability	600	Temporary Assistance to Needy Families (TANF)	Record 1 if the participant is listed on the welfare grant or has received cash assistance or other support services from the TANF agency in the last six months prior to participation in the program. Record 0 if the participant does not meet the condition described above. Leave blank if this data element does not apply to the participant.	R	R	R			One of the following: - TANF Eligibility Verification - TANF Period of Benefit Receipt Verification - Referral Transmittal from TANF - Cross-Match with TANF Public Assistance Records
Performance/Accountability	601	Exhausting TANF Within 2 Years (Part A Title IV of the Social Security Act) at Program Entry (WIOA)	Record 1 if the participant, at program entry, is within 2 years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), regardless of whether receiving these benefits at program entry. Record 0 if the participant does not meet the condition described above. Record 9 if the data element does not apply to the participant (i.e., the participant has never received TANF, or if the participant has already exhausted lifetime TANF eligibility).	R	R	R			One of the following: - TANF Eligibility Verification - TANF Period of Benefit Receipt Verification - Referral Transmittal from TANF - Cross-Match with TANF Public Assistance Records
Performance/Accountability	602	Supplemental Security Income (SSI) / Social Security Disability Insurance (SSDI)	Record 1 if the participant is receiving or has received SSI under Title XVI of the Social Security Act in the last six months prior to participation in the program. Record 2 if the participant is receiving or has received SSDI benefit payments under Title XIX of the Social Security Act in the last six months prior to participation in the program. Record 3 if the participant is receiving or has received both SSI and SSDI in the last six months prior to participation in the program. Record 4 if the participant is receiving or has received SSI under Title XVI of the Social Security Act in the last six months prior to participation in the program and is a Ticket to Work Program Ticket Holder issued by the Social Security Administration. Record 5 if the participant is receiving or has received SSDI benefit payments under Title XIX of the Social Security Act in the last six months prior to participation in the program and is a Ticket to Work Program Ticket holder issued by the Social Security Administration. Record 6 if the participant is receiving or has received both SSI and SSDI in the last six months prior to participation in the program and is a Ticket to Work Program Ticket holder issued by the Social Security Administration. Record 0 if the participant does not meet any of the conditions described above.	R	R	R			One of the following: - SSI/SSDI Receipt of Benefits Verification - Referral Transmittal from SSA - SSI/SSDI Eligibility Verification - Cross-Match with SSA Database
Performance/Accountability	603	Supplemental Nutrition Assistance Program (SNAP)	Record 1 if the participant is receiving assistance through the Supplemental Nutrition Assistance Program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.) Record 0 if the participant does not meet the above criteria.	R	R	R			One of the following: - SNAP Eligibility Verification - Documentation of SNAP Benefit Receipt - Referral Transmittal from SNAP - Cross-Match with SNAP Public Assistance Records

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
				Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	TAA	
Performance/Accountability	604	Other Public Assistance Recipient	Record 1 if the participant is a person who is receiving or has received cash assistance or other support services from one of the following sources in the last six months prior to participation in the program: General Assistance (GA) (state/local government), or Refugee Cash Assistance (RCA). Does not include foster child payments. Record 0 if the participant does not meet the above criteria. Leave blank if this data element does not apply to the participant.		R	R			One of the following: - Copy of Authorization to Receive Cash Public Assistance - Copy of Public Assistance Check - Medical Card Showing Cash Grant Status - Public Assistance Eligibility Verification - Cross-Match
Performance/Accountability	701	Pregnant or Parenting Youth	Record 1 if the participant is a youth who is pregnant, or an individual (male or female) who is providing custodial care for one or more dependents under age 18. Record 0 if the participant does not meet the conditions described above. Leave blank if the data is not available.				R		One of the following: - Self-Attestation - Case Notes - Needs Assessment - WIC Eligibility Verification - TANF Single Parent Eligibility Verification - Signed Intake Application or Enrollment Form - Signed Individual Service Strategy
Performance/Accountability	702	Youth Who Needs Additional Assistance	Record 1 if the participant is an out-of-school youth who requires additional assistance to enter or complete an educational program, or to secure and hold employment or an in-school youth who requires additional assistance to complete an educational program or to secure or hold employment as defined by State or local policy. If the State Board defines a policy, the policy must be included in the State Plan. Record 0 if the participant does not meet the conditions described above. Leave blank if this data element does not apply to the participant.				R		One of the following (see state policy on definition): - Signed Individual Service Strategy - Self-Attestation - Signed Intake Application or Enrollment Form - Case Notes - Needs Assessment
Performance/Accountability	704	Foster Care Youth Status at Program Entry (WIOA)	Record 1 if the participant, at program entry, is a person aged 24 or under who is currently in foster care or has aged out of the foster care system. Record 0 if the participant does not meet the conditions described above.	R	R	R	R		One of the following: - Written Confirmation from Social Services Agency - Case Notes - Self-Attestation - Foster Care Agency Referral Transmittal - Signed Intake Application or Enrollment Form - Needs Assessment - Signed Individual Service Strategy
Performance/Accountability	800	Homeless participant, Homeless Children and Youths, or Runaway Youth at Program Entry (WIOA)	Record 1 if the participant, at program entry: (a) lacks a fixed, regular, and adequate nighttime residence; this includes a participant who: is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement; has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground; is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth). This definition does not include a participant imprisoned or detained under an Act of Congress or State law. A participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless. Record 0 if the participant does not meet the conditions described above. Note: WIOA youth who meet the definition of homeless as defined in WIOA section 681.210(c)(5) and 681.220(d)(4) are reported in this data element.	R	R	R	R		One of the following: - Self-Attestation - Signed Intake Application or Enrollment Form - Written Statement or Referral Transmittal from a Shelter or Social Service Agency - Needs Assessment - Case Notes - Signed Individual Service Strategy - A letter from caseworker or support provider
Performance/Accountability	801	Ex-Offender Status at Program Entry (WIOA)	Record 1 if the participant, at program entry, is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction. Record 0 if the participant does not meet any one of the conditions described above. Record 9 if the participant did not disclose.	R	R	R	R		One of the following: - Documentation from the Juvenile or Adult Criminal Justice System - Written Statement or Referral Document from a Court or Probation Officer - Referral Transmittal from a Reintegration Agency - Signed Intake Application or Enrollment Form - Case Notes - Needs Assessment - Self-Attestation - Signed Individual Service Strategy - Federal Bonding Program Application

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
				Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	TAA	
Performance/Accountability	802	Low Income Status at Program Entry (WIOA)	Record 1 if the participant, at program entry, is a person who:(a) receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving or in the past 6 months prior to application to the program has received: Assistance through the supplemental nutrition assistance program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.); assistance through the temporary assistance for needy families program under part A of Title IV of the Social Security Act (42 USC 601 et seq.); assistance through the supplemental security income program under Title XVI of the Social Security Act (42 USC 1381); or State or local income-based public assistance. Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level; is an individual who receives, or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.); is a foster child on behalf of whom State or local government payments are made; is a participant with a disability whose own income is at the poverty line but who is a member of a family whose income does not meet this requirement; is a homeless participant or a homeless child or youth or runaway youth (see Data Element #800); or is a youth living in a high-poverty area. Record 0 if the participant does not meet the criteria presented above.	R	R	R	R		<ul style="list-style-type: none"> - One of the following: - Award Letter From Veteran's Administration - Bank Statements - Pay Stubs - Compensation Award Letter - Court Award Letter - Pension Statement - Employer Statement/Contact - Family or Business Financial Records - Housing Authority Verification - Quarterly Estimated Tax for Self-Employed Persons - Social Security Benefits - UI Claim Documents - Copy of Authorization to Receive Cash Public Assistance - Copy of Public Assistance Check - Public Assistance Eligibility Verification - Cross-Match with Refugee Assistance Records - Cross-Match with Public Assistance Records - Cross-Match with UI Wage Records - Self-Attestation - For Youth Living in a High Poverty Area: Case notes documenting High Poverty Area status
Performance/Accountability	803	English Language Learner at Program Entry (WIOA)	Record 1 if the participant, at program entry, is a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language. Record 0 if the participant does not meet the conditions described above.	R	R	R	R		<ul style="list-style-type: none"> - One of the following: - Case notes - Assessment Test Results - Applicable Records from Education Institution (transcripts, or other school documentation) - Self-Attestation - Signed Intake Application or Enrollment Form - Signed Individual Service Strategy
Performance/Accountability	804	Basic Skills Deficient/Low Levels of Literacy at Program Entry	Record 1 if the participant is, at program entry: a youth, who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or a youth or adult, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant's family, or in society. Record 0 if the participant does not meet the conditions described above.	R	R	R	R		<ul style="list-style-type: none"> - One of the following: - Case notes - Assessment Test Results - Applicable Records from Education Institution (transcripts, academic assessments, or other school documentation)
Performance/Accountability	806	Single Parent at Program Entry (WIOA)	Record 1 if the participant, at program entry, is single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women). Record 0 if the participant does not meet the condition described above. Record 9 if the participant did not self-identify.	R	R	R	R		<ul style="list-style-type: none"> - One of the following: - Self-Attestation - TANF Single Parent Eligibility Verification - Case Notes - Needs Assessment - Signed Intake Application or Enrollment Form - Signed Individual Service Strategy or Employment Plan
Performance/Accountability	807	Displaced Homemaker at Program Entry (WIOA)	Record 1 if the participant, at program entry, has been providing unpaid services to family members in the home and who:(A)(i) has been dependent on the income of another family member but is no longer supported by that income; or (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. Record 0 if the participant does not meet the conditions described above.	R	R	R			<ul style="list-style-type: none"> - One of the following: - Self-Attestation - Signed Intake Application or Enrollment Form - Cross-Match with Public Assistance Records - Copy of Spouse's Layoff Notice - Copy of Spouse's Death Record - Copy of Spouse's Permanent Change of Station (PCS) Orders (for a military move or assignment) - Copy of Divorce Records - Copy of Applicable Court Records - Copy of Bank Records (showing financial dependence on spouse, no separate individual income support, or no employment income earned) - Needs Assessment - Signed Individual Employment Plan
Performance/Accountability	808	Migrant and Seasonal Farmworker Status	Record 1 if the participant, at program entry, is a low-income individual (i) who for the 12 consecutive months out of the 24 months prior to application for the program involved, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment; and (ii) faces multiple barriers to economic self-sufficiency. Record 2 if the participant, at program entry, is a seasonal farmworker and whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day. Record 3 if the participant is a migrant farmworker or seasonal farmworker (as defined above) aged 14-24. Record 4 if the participant is an adult program participant and a dependent (as defined in 20 CFR 685.110) of the individual described as a seasonal or migrant seasonal farmworker above. Record 5 if the participant is a youth program participant and a dependent (as defined in 20 CFR 685.110) of the individual described as a seasonal or migrant seasonal farmworker above.	R	R	R			<ul style="list-style-type: none"> - One of the following: - Self-Attestation - Case Notes - Cross-Match with Public Assistance Records - NFJP Eligibility Documents used to determine low-income status - Cross-Match with State MIS Database - Cross-Match with H-1B Records - Employer Contract/Letter - Program Application

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
				Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	TAA	
Performance/Accountability	900	Date of Program Entry (WIOA)	Record the date on which an individual became a participant as referenced in 20 CFR 677.150 satisfying applicable programmatic requirements for the provision of services. Leave blank if this data element does not apply.	R	R	R	R		One of the following: - Individual Plan for Employment - Electronic Records - Program intake documents, such as eligibility determination documentation or program enrollment forms
Performance/Accountability (TAA)	901	Date of Program Exit (WIOA)	Record the last date the participant received services that are not self-service, information-only, or follow up services. Record this last date of receipt of services only if there are no future services, that are not self-service, information-only, or follow up services, planned from the program. For Titles I, II and III, record the last date of funded service(s). For Vocational Rehabilitation programs, record the date when the participant's record of service is closed pursuant to 34 CFR 361.43 or 361.56. Leave blank if this data element does not apply to the participant	R	R	R	R	R	One of the following: - A copy of the letter sent to the individual indicating that the case was closed - WIOA status/exit forms - Electronic Records - Attendance records - Review of service records identifying the last qualifying service (and lack of a planned gap)
TAA	902	Date of First Case Management and Employment Service	Record the date on which the participant begins receiving his or her first case management and employment service funded by a program following a determination of eligibility to participate in the program.					R	One of the following: - Cross-Match - Case notes
Performance/Accountability	906	Date of First WIOA Youth Service	Record the date on which the participant began receiving his or her first WIOA youth service (i.e., 1 of the 14 youth program elements in WIOA §129(c)(2)). Leave blank if the participant did not receive services funded by the WIOA Youth program.				R		One of the following: - Electronic Records - Case Notes - Signed Individual Service Strategy - Vendor Contract - Attendance Record - Sign-in Sheets - Activity Sheets - Cross-Match
Performance/Accountability	907	Recipient of Incumbent Worker Training	Record 1 if the participant received Incumbent Worker training services under WIOA section 134(a)(3)(A)(i) and/or 134(a)(2)(A)(i). Record 2 if the participant received Incumbent Worker training services by Local Formula funds under WIOA section 134(d)(4). Record 3 if the participant received Incumbent Worker training services under both Statewide funds (Governor's Reserve and/or Rapid Response) WIOA section 134(a)(3)(A)(i) and/or 134(a)(2)(A)(i) and Local Formula funds under WIOA section 134(d)(4). Record 4 if the participant received Incumbent Worker training services under H1B. Record 5 if the participant received Incumbent Worker training services under a National Dislocated Worker Grant (DWG) (WIOA section 170). Record 6 if the participant received Incumbent Worker training services under a National Farmworker Job Program (NFJP) (WIOA section 167). Record 0 if the participant did not receive services under the condition described above, or received services by a local area with statewide funds passed down from the state to the local area.	R	R	R			One of the following: - Signed IWT Contract - Cross-Match - Case Notes
Performance/Accountability (TAA)	908	Rapid Response	Record 1 if the participant participated in rapid response activities authorized at WIOA section 134(a)(2)(A)(i)(I). Record 0 if the participant did not receive services under the condition described above. Record 9 if grantee is unable to track enrollment in the program. Leave blank if this data element does not apply to the participant.	R		R		R	One of the following: - Cross-Match - Case Notes - Self-Attestation - Rapid Response List
TAA	915	TAA Petition Number	Record the petition number (and full alphabetical suffix, if applicable) of the certification which applies to the participant's group. If there is more than one petition number, create multiple records in the PIRL for each occurrence. Leave blank if this data element does not apply to the participant.					R	One of the following: - Employer Worker List - Designation of Eligibility Form - Case Notes
Performance/Accountability (TAA)	923	Other Reasons for Exit (WIOA)	Record 01 if the participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant. Record 02 if the participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program. Record 03 if the participant is deceased. Record 04 if the participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days. Record 05 if the participant is in the foster care system as defined in 45 CFR 1355.20(a), and exits the program because the participant has moved from the area as part of such a program or system (Youth participants only). Record 06 if the participant, who was determined to be eligible, is later determined not to have met eligibility criteria. NOTE: This circumstance applies only to the VR program, in which participant eligibility is routinely revisited during the participation period. For titles I, II, and III program eligibility is determined at the time an individual becomes a participant. Record 07 if the participant is a criminal offender in a correctional institution under section 225 of WIOA. Record 00 if the participant meets none of the above conditions.	R	R	R	R	R	One of the following: - Information from partner services - WIOA or program status/exit forms - Electronic Records - Withdrawal form with explanation - Information from institution or facility - Case Notes
TAA	924	TAA Application Date	Record the date on which the individual first applied for Trade Act services or benefits under the applicable certification.					R	One of the following: - Electronic Records - Designation on Eligibility form - TAA Application Form - Cross-Match
TAA	925	Date of First TAA Benefit or Service	Record the date of the first Trade funded benefit or service received after the participant was determined eligible to participate.					R	One of the following: - Case Notes - Electronic Records - Cross-Match

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
				Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	TAA	
Performance/Accountability	1001	Date of First Basic Career Service (Staff-Assisted)	Record the first date the participant received any staff-assisted basic services (includes any career service under WIOA section 134(c)(2)(A)(i)-(xi) that is not provided via self-service or information-only services and activities)". Leave blank if the participant did not receive a staff-assisted basic career service.	R	R	R			One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/Accountability	1002	Most Recent Date Received Basic Career Services (Self-Service/Information-Only)	Record the most recent date a job seeker accessed self-services or information-only services or activities during the reporting period, either a physical location or remotely via the use of electronic technologies. Self-service does not uniformly apply to all virtually accessed services; i.e., virtual accessed services that provide a level of support above independent job or information seeking on the part of a reportable individual or participant would not qualify as self-service. Information-only activities or services may be either self-service or staff assisted. Leave blank if the reportable individual or participant did not access a self-service or information-only basic career service.	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/Accountability	1003	Most Recent Date Received Basic Career Services (Staff-Assisted)	Record the most recent date on which the participant received any basic career service (includes any career service under WIOA Section 134(c)(2)(A)(i)-(xi) that is not provided via self-service or information services and activities). Leave blank if the participant did not receive a basic career service with significant staff involvement.	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/Accountability	1004	Date of Most Recent Career Service (WIOA)	Record the date on which career services (both basic and individualized) were last received (excluding self-services, information services or activities, or follow-up services). Leave blank if the participant did not receive career services.	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/Accountability	1005	Most Recent Date Received Staff-Assisted Services (DVOP specialist)	Record the most recent date on which the participant received any career service provided by a DVOP specialist. Leave blank if the participant did not receive a service with significant staff involvement or this data element does not apply to the participant.	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/Accountability	1006	Date Referred to Department of Veterans Affairs Vocational Rehabilitation and Employment Program	Record the most recent date on which the participant was referred to the Department of Veterans Affairs Vocational Rehabilitation and Employment Program.	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/Accountability	1007	Date of Most Recent Reportable Individual Contact	Record the most recent date on which the job seeker had reportable individual level contact, including provision of identifying information or enrollment, with one or more applicable programs.	R	R	R			One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/Accountability	1102	Most Recent Date Received Staff-Assisted Career Guidance Services	Record the most recent date on which the participant received career guidance services with significant staff involvement. Career guidance services include the provision of information (including information on local performance and eligible training providers), materials, suggestions, or advice intended to assist the job seeker in making occupation or career decisions. Leave blank if the participant did not receive a career guidance service.	R					One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/Accountability	1104	Most Recent Date Received Staff-Assisted Job Search Activities	Record the most recent date that the participant was provided job search activities with significant staff involvement, and which are designed to help the participant plan and carry out a successful job hunting strategy. The services include resume preparation assistance, job search workshops, job finding clubs, and development of a job search plan. "Resume Assistance" - Providing instructions on the content and format of resumes and cover letters and providing assistance in the development and production of the same. "Job Search Workshops" - An organized activity that provides instructions on resume writing, application preparation, interviewing skills, and/or job lead development. "Job Finding Clubs" - Have all the elements of a Job Search Workshop, plus a period of structured application where participants attempt to obtain jobs. "Job Search Planning" - Development of a plan (not necessarily a written plan) that includes the necessary steps and timetables to achieve employment in specific occupational, industry, or geographic area. Leave blank if the participant did not receive a job search activity with significant staff involvement. Additional Note: This definition excludes participants who receive workforce information services or attend a TAP employment workshop. Those services will be collected and reported separately.	R					One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/Accountability	1105	Most Recent Date Referred to Employment	Indicate the most recent date that the participant received a referral to employment which included significant staff involvement. A referral to employment is (a) the act of bringing to the attention of an employer a job seeker or group of registered job seekers who are available for a job and (b) the record of such a referral. Leave blank if the participant did not receive a referral to employment.	R					One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/Accountability	1106	Most Recent Date Referred to Federal Training	Record the most recent date that the participant was referred to a training program supported by the Federal Government, such as WIOA-funded projects, TAA, Adult Education, Vocational Rehabilitation and Job Corps. Leave blank if the participant did not receive a referral to federal training.	R					One of the following: - Case Notes - Cross-Match - Electronic Records

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
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Performance/Accountability	1112	Most Recent Date Received Unemployment Insurance (UI) Claim Assistance	Indicate the most recent date a job seeker was provided meaningful assistance in filing a UI claim. Leave blank if the participant did not receive unemployment insurance claim assistance.	R					One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/Accountability	1113	Most Recent Date Referred to Other Federal/State Assistance	Record the most recent date a job seeker was referred to Other Federal/State Assistance. This may include Supplemental Nutrition Assistance Program (SNAP) benefits, Temporary Assistance for Needy Families (TANF), health insurance assistance, child support assistance, tax preparation support, and any other Federal or State assistance programs. Leave blank if the participant was not referred to Other Federal/State assistance.	R					One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/Accountability	1200	Date of First Individualized Career Service	Record the first date the participant received any individualized career service on or after the date of participation. Individualized Career Services include development of an Individual Employment Plan, Pre-Vocational Services, provision of comprehensive skills and career assessments, internships or work experiences, financial literacy services, English as Second Language Services, or any other service that comprises a significant amount of staff time with an individual participant as described in WIOA sec. 134(c)(2)(xii). Leave blank if the participant did not receive any individualized career service or this data element does not apply to the individual.	R	R	R			One of the following: - Case Notes - Cross-Match - Electronic Records
Performance/Accountability	1201	Most Recent Date Received Individualized Career Service	Record the most recent date on which the participant received individualized career services as described in WIOA sec. 134(c)(2)(xii).	R	R	R			One of the following: - Case Notes - Electronic Records - Cross-Match
Performance/Accountability (TAA)	1202	Date Individual Employment Plan Created	Record the date on which the participant's Individual Employment Plan (IEP) was created or otherwise established to identify the participant's employment goals, their appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals. Leave blank if an employment plan was not created for the participant, or if the individual is not a participant.	R	R	R		R	One of the following: - Cross-Match - Case Notes - Signed Individual Employment Plan or Individual Service Strategy - Electronic Records
Performance/Accountability	1205	Type of Work Experience	If the participant received work experience, record the appropriate code to indicate the type of work experience provided to the participant. Record 1 if the participant participated in summer employment or an internship during the summer months (WIOA Youth). Record 2 if the participant participated in an internship or employment opportunity during the non-summer months or if it extends beyond the summer months. Record 3 if the participant participated in a pre-apprenticeship program. Record 4 if the participant participated in job shadowing. Record 5 if the participant participated in on-the-job training (WIOA Youth). Record 6 if the participant participated in a transitional job, as defined in WIOA Section 134(d)(5). Record 7 if the participant participated in another type of work experience not covered in 1 through 5. Record 0 if the participant did not participate in a work experience. Leave blank if this data element does not apply to the participant. NOTE: Code Value 6 should only be selected when other work experience opportunities are provided that are not captured elsewhere. This code value is also for use with Adult, Dislocated Worker, and Dislocated Worker Grants programs only. NOTE: If employment opportunities not limited to summer months are part of a pre-apprenticeship program, or if on-the-job training for WIOA Youth is part of a pre-apprenticeship program, choose Code 3 for pre-apprenticeship.	R	R	R	R		One of the following: - Case Notes - Signed Work Experience Agreement - Electronic Records
Performance/Accountability	1206	Date Received Financial Literacy Services	Record the date, at any time during participation in the program, that the participant received any financial literacy services. He or she may include services that help with creating budgets, initiate checking and savings accounts at banks, applying for and managing loans and credit cards, learning about credit reports and credit scores, and identifies identity theft. Leave blank if this data element does not apply to the participant.	R	R	R	R		One of the following: - Activity sheets - Sign-in sheets - Attendance record - Vendor contract - Case Notes - Electronic Records
Performance/Accountability	1211	Transitional Jobs	Record 1 if the participant received work experience at a transitional job as described in WIOA Section 134(d)(5). Record 0 if the participant did not receive transitional jobs training as described above.		R	R			One of the following: - Electronic Records - Case Notes - Signed Transitional Job Agreement
Performance/Accountability	1300	Received Training (WIOA)	Record 1 if the participant received training services. Record 0 if the participant did not receive training services.	R	R	R	R		One of the following: - Cross-match - Vendor/Training Provider Records - Signed Training Contract - Individual Training Account (ITA) - Electronic Records
Performance/Accountability	1301	Eligible Training Provider - Name - Training Service #1 (WIOA)	Enter the name of the eligible training provider where the participant received training. Leave blank if this data element does apply to the participant.		R	R			One of the following: - Vendor Training Records - Receipts - Cross-Match - Attendance Sheets or Records - Signed Training Contract - Individual Training Account (ITA)

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
				Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	TAA	
Performance/Accountability (TAA)	1302	Date Entered Training #1 (WIOA)	Record the date on which the participant's first training service actually began. Leave blank if the participant did not receive a first training service or this data element does not apply to the participant.		R	R	R	R	One of the following: - Individual Training Account (ITA) - Vendor Training Records - Electronic Records - Attendance Sheets or Records - Case Notes
Performance/Accountability (TAA)	1303	Type of Training Service #1 (WIOA)	Use the appropriate code to indicate the type of approved training being provided to the participant. NOTE: If OJT or Skill Upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. NOTE: Code 06 should only be utilized when other codes are clearly not appropriate. Record 00 if the participant did not receive a training service. Leave blank if this data element does not apply to the participant.		R	R	R	R	One of the following: - Copy of enrollment record - Case Notes - Cross-match between dates of service and vendor training information - Vendor training documentation - Electronic Records - Individual Training Account (ITA) - Attendance records
Performance/Accountability (TAA)	1306	Occupational Skills Training Code #1	Enter the 8 digit O*Net 4.0 (or later versions) code that best describes the training occupation for which the participant received training services. Leave blank if occupational code is not available or not known. Additional NOTES: If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the participant receives multiple training services, use the occupational skills training code for the most recent training.		R	R	R	R	One of the following: - Cross-Match - Case notes - Signed Individual Employment Plan or Training Plan - Signed Training Contract - Individual Training Account (ITA)
Performance/Accountability (TAA)	1307	Training Completed #1	Record 1 if the participant completed approved training. Record 0 if the participant did not complete training (withdrew). Leave blank if the participant did not receive a first training service or this data element does not apply to the participant.		R	R	R	R	One of the following: - Cross-match - Vendor Training Records - Attendance Sheets or Records - Case Notes - Electronic Records - Individual Training Account (ITA)
Performance/Accountability (TAA)	1308	Date Completed, or Withdrew from, Training #1	Record the date when the participant completed training or withdrew permanently from training. If multiple training services were received, record the most recent date on which the participant completed training. Leave blank if the participant did not receive a first training service or this data element does not apply to the participant.		R	R	R	R	One of the following: - Cross-match - Vendor Training Records - Attendance Sheets or Records - Case Notes - Electronic Records
Performance/Accountability	1309	Date Entered Training #2	Record the date on which the participant's second training service actually began. Leave blank if the participant did not receive a second training service or this data element does not apply to the participant.		R	R	R		One of the following: - Vendor Training Records - Electronic Records - Attendance Sheets or Records - Case Notes - Individual Training Account (ITA)
Performance/Accountability	1310	Type of Training Service #2 (WIOA)	If the participant received a second type of training, record the appropriate code to indicate the type of approved training being provided to the participant. NOTE: If OJT or Skill Upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. NOTE: Code 06 should only be instances when other codes are clearly not appropriate. Record 00 if the participant did not receive a second training service. Leave blank if this data element does not apply to the participant.		R	R	R		One of the following: - Copy of enrollment record - Case Notes - Cross-match between dates of service and vendor training information - Vendor training documentation - Electronic Records - Individual Training Account (ITA) - Attendance records
Performance/Accountability	1311	Occupational Skills Training Code #2	Enter the 8 digit O*Net 4.0 (or later versions) code that best describes the training occupation for which the participant received training services. Leave blank if occupational code is not available or not known. Additional NOTES: If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the participant receives multiple training services, use the occupational skills training code for the most recent training.		R	R			One of the following: - Cross-Match - Case notes - Signed Individual Employment Plan or Training Plan - Signed Training Contract - Individual Training Account (ITA)
Performance/Accountability	1312	Training Completed #2	Record 1 if the participant completed approved training. Record 0 if the participant did not complete training (withdrew). Leave blank if the participant did not receive a second training service or this data element does not apply to the participant.		R	R	R		One of the following: - Cross-Match - Vendor Training Records - Electronic Records - Attendance Sheets or Records - Case Notes - Individual Training Account (ITA)

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

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Performance/Accountability	1332	Participated in Postsecondary Education During Program Participation (WIOA)	Record 1 if the participant was in a postsecondary education program that leads to a credential or degree from an accredited postsecondary education institution at any point during program participation Record 0 if the participant was not a postsecondary education program that leads to a credential or degree from an accredited postsecondary education institution during program participation. Leave blank if this does not apply to the participant. NOTE: This data element relates to the credential indicator denominator and those who are recorded as 1 are included in the credential rate denominator. This element is a subset of PIRL 1811. Do not record 1 if the participant was first enrolled in postsecondary education after exiting the program.		R	R	R		One of the following: - Data match with postsecondary data system - Copy of enrollment record - Case Notes - School records or verification of enrollment - Transcript or report card
Performance/Accountability	1401	Enrolled in Secondary Education Program (WIOA)	Record 1 if the participant was enrolled in a Secondary Education Program at or above the 9th Grade level. A Secondary Education program includes both secondary school and enrollment in a program of study with instruction designed to lead to a high school equivalent credential. Examples may include adult high school credit programs and programs designed to prepare participants to pass recognized high school equivalency exams such as the GED, HSET, or TASC. Programs of study designed to teach English proficiency skills or literacy skills below the 9th grade equivalent are not considered Secondary Education Programs. States may use this coding value if the participant was either already enrolled in education or training at the time of application to the program OR became enrolled in an education or training program at or above the 9th Grade level at any point while participating in the program. Record 0 if the participant was not enrolled in a secondary education program at or above the 9th grade level.		R	R	R		One of the following: - Copy of enrollment record - Case Notes - School records or verification of enrollment - Transcript or report card - Data match to State K-12 data system
Performance/Accountability	1402	Most Recent Date Received Educational Achievement Services	Record the most recent date on which the participant received an educational achievement service. Educational achievement services include, but are not limited to, tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential. Leave blank if the participant did not receive educational achievement services or this data element does not apply to the individual.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/Accountability	1403	Most Recent Date Received Alternative Secondary School Services	Record the most recent date on which the participant received alternative secondary school services, or dropout recovery services, as appropriate. Leave blank if the participant did not receive alternative secondary school services or dropout recovery services.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/Accountability	1405	Most Recent Date Received Work Experience Opportunities	Record the most recent date on which the youth participant received work experience opportunities that have as a component academic and occupational education. Work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experiences include: summer employment opportunities and other employment opportunities available throughout the school year; pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities. Leave blank if the participant did not receive work experience opportunities or this data element does not apply to the participant.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/Accountability	1406	Date Enrolled in Post Exit Education or Training Program Leading to a Recognized Postsecondary Credential (WIOA)	Record the date the participant is enrolled in an education or training program that leads to a recognized postsecondary credential after program exit. Leave blank if this data element does not apply to the participant. NOTE: This element only applies to participants who exited secondary education and obtained a secondary school diploma or its equivalency per Sec 116(b)(2)(A)(iii). This data element applies to the Credential Rate indicator.		R	R	R		One of the following: - Case Notes - School records or verification of enrollment - Transcript or report card. - Cross-Match - Follow-up survey from program participants
Performance/Accountability	1407	Most Recent Date Received Education Offered Concurrently with Workforce Preparation	Record the most recent date on which the participant received education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. Leave blank if the participant did not receive education offered concurrently with workforce preparation.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/Accountability	1408	Most Recent Date Received Leadership Development Opportunities	Record the most recent date on which the participant received services that include, but are not limited to, opportunities that may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate. Leave blank if the participant did not receive a leadership development service or this data element does not apply to the participant.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match

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Performance/Accountability	1409	Most Recent Date Received Supportive Services	Record the most recent date on which the participant received a supportive service (WIOA section 134(d)(2)) which include, but are not limited to, assistance with transportation, child care, dependent care, and housing that are necessary to enable the participant to participate in programs which provide career and training services as defined in WIOA sec. 134(c)(2) and 134(c)(3). Support services for youth participants include; (a) linkages to community services; (b) assistance with transportation; (c) assistance with child care and dependent care; (d) assistance with housing; (e) needs-related payments; (f) assistance with educational testing; (g) reasonable accommodations for youth with disabilities; (h) referrals to healthcare; (i) assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye gear; (j) assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and (k) payments and fees for employment and training-related applications, tests, and certifications. Leave blank if the participant did not receive supportive services or this data element does not apply to the participant.		R	R	R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/Accountability	1410	Most Recent Date Received Adult Mentoring Services	Record the most recent date on which the participant received adult mentoring services. Adult mentoring services may last for at least 12 (twelve) months and may occur both during and after program participation. Leave blank if the participant did not receive adult mentoring services or this data element does not apply to the participant.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/Accountability	1411	Most Recent Date Received Comprehensive Guidance/ Counseling Services	Record the most recent date on which the participant received comprehensive guidance and counseling services, which may include drug and alcohol abuse counseling. Leave blank if the participant did not receive comprehensive guidance and counseling services or this data element does not apply to the participant.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/Accountability	1412	Most Recent Date Received Youth Follow-up Services	Record the most recent date on which the youth participant received follow-up services after exiting the program. Follow-up services for youth participants are described as: (a) Follow-up services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise. (b) Follow-up services for youth may also include the following program elements: (1) Supportive services; (2) Adult mentoring; (3) Financial literacy education; (4) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and (5) Activities that help youth prepare for and transition to postsecondary education and training. (c) All youth participants must be offered the opportunity to receive follow-up services that align with their Individual Service Strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 (twelve) months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. Leave blank if the participant did not receive follow-up services or if this data element does not apply to the participant.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/Accountability	1413	Most Recent Date Youth Received Entrepreneurial Skills Training	Record the most recent date on which the participant participated in entrepreneurial skills training. Leave blank if the participant did not participate in entrepreneurial skills training.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/Accountability	1414	Most Recent Date Youth Received Services that provide Labor Market Information and Employment Information	Record the most recent date on which the participant participated in services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services. Leave blank if the participant did not participate in these services.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
Performance/Accountability	1415	Most Recent Date Youth Received Postsecondary Transition and Preparatory Activities	Record the most recent date on which a youth participant received activities that helped them to prepare for and transition to postsecondary education and training. Leave blank if the participant did not participate in activities that helped them to prepare for and transition to postsecondary education and training.				R		One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
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Performance/Accountability	1500	Received Needs-Related Payments	Record 1 if the participant received needs-related payments (WIOA section 134(d)(3)) for the purpose of enabling the participant to participate in approved training funded under WIOA Title IB. Record 0 if the participant did not receive any needs-related payments as described above. Leave blank if this data element does not apply to the participant.		R	R			One of the following: - Activity Sheets - Sign-in Sheets - Attendance Records - Vendor Contract - Electronic Records - Case Notes - Cross-Match
TAA	1511	Date Received First Basic TRA Payment	Record the date on which the participant received their first Basic TRA payment. Leave blank if the participant did not receive a Basic TRA Payment, or if the individual is not a TAA participant.					R	One of the following: - Cross-Match - Request for allowance - Electronic Records
TAA	1526	Date Received First Completion TRA Payment	Record the date on which the participant received his/her first Completion TRA payment. Leave blank if the participant did not receive a Remedial/Prerequisite TRA Payment, or if the individual is not a TAA participant.					R	One of the following: - Cross-Match - Request for allowance - Electronic Records
TAA	1534	Date Received First A/RTAA Payment	Record the date on which the participant received his or her first Alternative/Reemployment Trade Adjustment Assistance (A/RTAA) payment. Leave blank if the individual is not a TAA participant.					R	One of the following: - Cross-match - Request for Allowance - Electronic Records
TAA	1535	Number of A/RTAA Payments Current Quarter	Record the number of A/RTAA payments paid to the participant in the current report quarter. "0" if this data element does not apply to the participant. Leave blank if the individual is not a TAA participant.					R	One of the following: - Cross-match - Request for Allowance - Electronic Records
IT	1600	Employed in 1st Quarter After Exit Quarter (WIOA)	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the military. Record 0 if the participant was not employed in the first quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	R	R	R	R		One of the following: - UI wage data match/administrative wage match, such as the National Directory of New Hires - Follow-up survey from program participants - Pay check stubs, tax records, W2 form - Quarterly tax payment forms, such as a IRS form 941 - Document from employer on company letterhead attesting to an individual's employment status and earnings - Self-employment worksheets signed and attested to by program participants - Detailed case notes verified by employer and signed by the counselor
IT	1601	Type of Employment Match 1st Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the first quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the first quarter after the exit quarter. If the participant is not found in wage records, grant recipients may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the first quarter after the quarter of exit.	R	R	R	R		One of the following (consistent with TEGL 26-16): - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1602	Employed in 2nd Quarter After Exit Quarter (WIOA)	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the military. Record 0 if the participant was not employed in the second quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	R	R	R	R	R	One of the following: - UI wage data match/administrative wage match, such as the National Directory of New Hires - Follow-up survey from program participants - Pay check stubs, tax records, W2 form - Quarterly tax payment forms, such as a IRS form 941 - Document from employer on company letterhead attesting to an individual's employment status and earnings - Self-employment worksheets signed and attested to by program participants - Detailed case notes verified by employer and signed by the counselor

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
				Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	TAA	
IT	1603	Type of Employment Match 2nd Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the second quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the second quarter after the exit quarter. If the participant is not found in wage records, grantees may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the second quarter after the quarter of exit.	R	R	R	R		<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1604	Employed in 3rd Quarter After Exit Quarter (WIOA)	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the military. Record 0 if the participant was not employed in the third quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	R	R	R	R		<p>One of the following:</p> <ul style="list-style-type: none"> - UI wage data match/administrative wage match, such as the National Directory of New Hires - Follow-up survey from program participants - Pay check stubs, tax records, W2 form - Quarterly tax payment forms, such as a IRS form 941 - Document from employer on company letterhead attesting to an individual's employment status and earnings - Self-employment worksheets signed and attested to by program participants - Detailed case notes verified by employer and signed by the counselor
IT	1605	Type of Employment Match 3rd Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the third quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the third quarter after the exit quarter. If the participant is not found in the wage records, grantees may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the third quarter after the quarter of exit.	R	R	R	R		<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1606	Employed in 4th Quarter After Exit Quarter (WIOA)	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). Record 2 if the participant is in a Registered Apprenticeship. Record 3 if the participant is in the military. Record 0 if the participant was not employed in the fourth quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	R	R	R	R	R	<p>One of the following:</p> <ul style="list-style-type: none"> - UI wage data match/administrative wage match, such as the National Directory of New Hires - Follow-up survey from program participants - Pay check stubs, tax records, W2 form - Quarterly tax payment forms, such as a IRS form 941 - Document from employer on company letterhead attesting to an individual's employment status and earnings - Self-employment worksheets signed and attested to by program participants - Detailed case notes verified by employer and signed by the counselor
IT	1607	Type of Employment Match 4th Quarter After Exit Quarter (WIOA)	Use the appropriate code to identify the method used in determining the participant's employment status in the fourth quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the fourth quarter after the exit quarter. If the participant is not found in the wage records, grantees may then use supplemental data sources. If the participant is found in more than one source of employment using wage records, record the data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the fourth quarter after the quarter of exit.	R	R	R	R		<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1608	Employment Related to Training (2nd Quarter After Exit) (WIOA)	Record 1 if the participant received training services and obtained employment directed related to the training services received. Record 0 if the participant received training services and did not obtain employment directly related to the training services received. Leave blank if the data is not available.	R	R	R	R		<p>One of the following:</p> <ul style="list-style-type: none"> - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases, - Other out of state federal wage record systems, - Case notes

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
				Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	TAA	
IT	1610	Occupational Code (if available)	Record the 8-digit occupational code that best describes the participant's employment using the O*Net Version 4.0 (or later versions) classification system. This information can be based on any job held after exit from the program. Leave blank if occupational code is not available or not known, or the data element does not apply. Additional NOTES: This information can be based on any job held after exit and only applies to adults, dislocated workers, and youth who entered employment in the quarter after the exit quarter. If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the individual had multiple jobs, use the occupational code for the most recent job held.	R	R	R			One of the following: - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases - Other out of state federal wage record systems - Case notes
IT	1611	Entered Non-Traditional Employment	Record 1 if the participant's employment is in an occupation or field of work for which individuals of the participant's gender comprise less than 25% of the individuals employed in such occupation or field of work. Non-traditional employment can be based on either local or national data, and both males and females can be in non-traditional employment. This information can be based on any job held after exit and only applies to adults, dislocated workers, and youth who entered employment in the second quarter after the exit quarter. Record 0 if the participant does not meet the condition described above. Record 9 if not known.		R	R			One of the following: - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases - Other out of state federal wage record systems - Case notes
IT	1612	Occupational Code of Employment 2nd Quarter After Exit Quarter (if available)	Record the 8-digit occupational code that best describes the participant's employment using the O*Net Version 4.0 (or later versions) classification system.	R	R	R			One of the following: - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases - Other out of state federal wage record systems - Case notes
IT	1613	Occupational Code of Employment 4th Quarter After Exit Quarter (if available)	Record the 8-digit occupational code that best describes the participant's employment using the O*Net Version 4.0 (or later versions) classification system.	R	R	R			One of the following: - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases - Other out of state federal wage record systems, - Case notes
IT	1614	Industry Code of Employment 1st Quarter After Exit Quarter	Record the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if wages 1st quarter after the exit quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	R	R	R			One of the following: - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases - Other out of state federal wage record systems - Case notes
IT	1615	Industry Code of Employment 2nd Quarter After Exit Quarter	Record the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if wages 2nd quarter after the exit quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	R	R	R			One of the following: - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases - Other out of state federal wage record systems - Case notes
IT	1616	Industry Code of Employment 3rd Quarter After Exit Quarter	Record the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if wages 3rd quarter after the exit quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	R	R	R			One of the following: - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases - Other out of state federal wage record systems - Case notes
IT	1617	Industry Code of Employment 4th Quarter After Exit Quarter	Record the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If more than one NAICS is reported, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if wages 4th quarter after the exit quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person or wages are not yet available.	R	R	R			One of the following: - UI Wage Records - Supplemental data sources defined by TEGL 26-16 follow up services - Surveys - Record sharing and/or automated record matching with other employment and administrative databases - Other out of state federal wage record systems - Case notes

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
				Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	TAA	
IT	1618	Retention with the Same Employer in the 2nd Quarter and the 4th Quarter (WIOA)	Record 1 if the participant's employer in the second quarter also matches the employer in the fourth quarter. Record 0 if the participant is not employed in the second or fourth quarters after exit, or the employer in the second quarter does not match the employer in the fourth quarter.	R	R	R	R		<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1700	Earnings 3rd Quarter Prior to Participation Quarter	Record total earnings from wage records for the third quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	R	R	R			<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1701	Earnings 2nd Quarter Prior to Participation Quarter	Record total earnings from wage records for the second quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	R	R	R			<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1702	Earnings 1st Quarter Prior to Participation Quarter	Record total earnings from wage records for the first quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	R	R	R		R	<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)

DWS Oversight Unit	Data Element Number	Data Element Name	Participant Individual Record Layout (PIRL) Elements	Required Elements by Program (R = Required)					WIOA Source Documentation
				Wagner-Peyser	WIOA Adult	WIOA DW	WIOA Youth	TAA	
IT	1703	Earnings 1st Quarter After Exit Quarter (WIOA)	Record total earnings for the first quarter after the quarter of exit. Record 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	R	R	R			<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1704	Earnings 2nd Quarter After Exit Quarter (WIOA)	Record total earnings for the second quarter after the quarter of exit. Record 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	R	R	R	R	R	<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1705	Earnings 3rd Quarter After Exit Quarter (WIOA)	Record total earnings for the third quarter after the quarter of exit. Record 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	R	R	R			<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
IT	1706	Earnings 4th Quarter After Exit Quarter (WIOA)	Record total earnings for the fourth quarter after the quarter of exit. Record 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	R	R	R			<p>One of the following (consistent with TEGL 26-16):</p> <ul style="list-style-type: none"> - Cross-Match with State and Out-of-State UI Quarterly Wage Records (intrastate and interstate) - Federal Government Employment Records (such as military employment, Department of Defense, Office of Personnel Management, and US Postal Service) - Cross-Match with Federal Administrative Wage Record Databases (such as the National Directory of New Hires) - State New Hires Registry - Signed Follow-up Survey Response from Program Participants - Copy of Pay Check Stubs, Payroll Slip, or Leave and Earnings Statements (minimum of two per TEGL 26-16) - Income Tax Records, W-2 Form, or Other Records from the State Department of Revenue or Taxation - Railroad Retirement System - Quarterly Tax Payment Forms (such as IRS Form 941) - A Signed Letter from an Employer on Company Letterhead (attesting to an individual's employment status and earnings) - Self-Employment or Sales Commission Worksheets Signed and Attested to by Program Participants - Cross-Match with Partner Program Administrative Databases (such as TANF, SNAP or other public assistance programs)
Performance/Accountability (TAA)	1800	Type of Recognized Credential (WIOA)	Use the appropriate code to record the type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree attained by the participant who received education or training services. Record 0 if the participant received education or training services, but did not attain a recognized diploma, degree, license or certificate. Leave blank if data element does not apply to the participant. NOTE: Diplomas, degrees, licenses, or certificates must be attained either during participation or within one year of exit. This data element applies to both the Credential Rate indicator and the Measurable Skills Gain indicator for all programs.	R	R	R	R	R	<p>One of the following:</p> <ul style="list-style-type: none"> - Cross-Match - Copy of credential - Copy of school record - Signed Follow-up Survey Response from Program Participant - Case notes documenting information obtained from education or training provider

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

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