Appendix C

June 2023
MOSES 40.5

HIGHLIGHTS

Definition of Terms

Job Seeker Services

The Job Seeker that arrives at the One Stop Career Center (OSCC) will complete either a Basic or Full Membership. The Basic Membership simply allows the OSCC to capture data on those customers who take a self-directed approach to workforce attachment. Full Membership allows the OSCC staff to capture and designate services that a customer receives at any OSCC across the Commonwealth.

BASIC TAB

On the Basic membership tab MOSES presents a box titled **Programs**. Following is a brief description of those programs.

Basic Tab – Sex

Term	Definition
Male	To be used when a constituent chooses to identify that they are male.
Female	To be used when a constituent chooses to declare that they are female.
Nonbinary	Nonbinary describes a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do.
Chose not to answer	To be used when a constituent chooses not to disclose their gender.

Basic Tab – Programs Section

Term	Definition
Job Match	An automated system to match a job seekers skills and abilities to a job entered into MOSES. **Clicking on this box indicates only an interest in using automated job match.**
Program Eligibility	With only the Basic tab information filled in, Program Eligibility status will be Incomplete. Only after the completion of Full Membership, as well as Eligibility Criteria and Eligibility Determination, will Program Eligibility be listed as Complete and more specific Program Selections will be enabled. **Clicking on this box indicates customer's interest in training, it is not an enrollment**.

Basic Tab – Programs Section

Term	Definition
Career Planning	Career Planning is a method of providing job seeker customers with a formal, structured plan of action designed specifically to identify an appropriate occupational goal and to develop a schedule of services that will empower them to overcome or mitigate any barriers to attaining their goal. (Employment, and / or education attainment.) **Clicking on this box will indicate program enrollment.**
DTA Skills Education	A program to provide training services to current and certain former recipients of TAFDC. **Program enrollment will be enabled after potential eligibility determination is completed.** *(Department of Transitional Assistance: Massachusetts department managing welfare/public assistance programs.)*
Job Corps	A program of intensive employment and training services provided to eligible youth, usually operated in a group setting at a residential center. **Clicking on this box will indicate program enrollment.**
JSJR	A program to assist DTA customers in finding employment. *(Department of Transitional Assistance: Massachusetts department managing welfare/public assistance programs.)*
Mass Rehab (Massachusetts Rehabilitation Commission (MRC))	The Massachusetts Rehabilitation Commission (MRC) provides services that break down barriers and empower people with disabilities to live life in their own terms. Our programs focus on training and employment, community living, and disability determination for federal benefit programs. We are change agents and community builders. And we put the people we serve at the heart of everything we do. A program to provide employment services to MRC customers. **Clicking on this box will indicate program enrollment.**
MCB (Massachusetts Commission for the Blind)	MCB provides the highest quality rehabilitation and social services to Massachusetts residents who are blind, leading to their independence and full community participation. A program to provide employment service to MCB customers. **Clicking on this box will indicate program enrollment.**
Rapid Response	A program of on-site re-employment activities provided by the State Rapid Response Team to laid-off workers resulting from permanent closures, mass lay-off, or natural disasters. **Clicking on this box will indicate program enrollment**.

Basic Tab – Programs Section

Term	Definition
RES (Reemployment Services)	A program of on-site re-employment activities. **Clicking on this box will indicate program enrollment**.
RESEA	The Reemployment Services and Eligibility Assessment (RESEA) program is a grant program for states to assist individuals receiving unemployment insurance (UI) benefits. The funds are used to connect participants with in-person assessments and reemployment services through American Job Centers. A program of on-site re-employment activities. **Clicking on this box will indicate program enrollment**.
School to Work	School-to-work program is referring to on-the-job training, apprenticeships, cooperative education agreements or other programs designed to prepare students to enter the job market. School to Work is a system to introduce the philosophy of school-based, work-based, and connecting activities as early as kindergarten to expose students to potential future careers. School to Work emphasizes lifelong learning. School to Work is funded and sponsored at the federal level by the U.S. Department of Labor and U.S. Department of Education. STW is part of a comprehensive education reform movement which includes formulating new standards which emphasize higher order thinking skills, new standards based assessments, and graduation exams, such as the Certificate of Initial Mastery which insure that students are ready for job training or college prep by age 16.
SCSEP	The Senior Community Service Employment Program (SCSEP) is a community service and work-based job training program for older Americans. Authorized by the Older Americans Act, the program provides training for low-income, unemployed seniors. Participants also have access to employment assistance through American Job Centers. A program to provide employment service to SCSEP customers. **Clicking on this box will indicate program enrollment.**
Section 30	Section 30, also known as the Training Opportunity Program, allows you to enroll in an approved training program while collecting unemployment insurance benefits, and may enable you to collect up to an additional 26 weeks of benefits. Section 30 does not provide funding for tuition, however. A program that allows eligible UI claimants to waive work search and work availability requirements while in approved training program. **Program enrollment will be enabled after potential eligibility determination is completed.**

Basic Tab – Programs Section

Term	Definition
Trade TAA/NAFTA (Trade Adjustment Assistance/North American Free Trade Agreement)	The TAA program has and will continue to help workers who have lost their jobs as a result of foreign trade to quickly rejoin the workforce by providing them with the means to attain competitive and marketable skills for today's increasingly competitive work environment. ALL benefits provided under the TAA Trade Program are administered by the MassHire Department of Career Services (MDCS) and Department of Unemployment Assistance (DUA). This program provides training and potential monetary benefits to customers who have been impacted by Trade agreements. **Program enrollment will be enabled after potential eligibility determination is completed.**
Veterans	The Department of Labor's **Veterans' Employment and Training Service (VETS),** through cooperative efforts with, and grants to, each state, offers employment and training services to eligible veterans. Veterans enrolled in this program will have this box checked upon verification of their dd214.
WIOA Title I - Adult (Workforce Innovation and Opportunity Act)	Economically Disadvantaged person over 18 years of age
WIOA Title I - Dislocated Worker (Workforce Innovation and Opportunity Act)	A dislocated worker is one who has been laid off his or her job or has gone back to work at a substantially reduced rate (underemployed)
WIOA Title I - Youth (Workforce Innovation and Opportunity Act)	This Grant is for persons between the ages of 14 and 24 who are economically disadvantaged or lack basic skills necessary to achieve a diploma or get a job
WIA Title II Adult Education	A program to provide workplace and educational services to WIA Title II eligible customers. **Program enrollment will be enabled after potential eligibility determination is completed.**

FULL TAB – MIGRANT FARM WORKER / PROCESSOR

On the Full membership tab MOSES requires information on a customer's Migrant status. The following provides a guide for the MOSES user on how to establish Migrant status.

NOTE: "MSFW" shall mean: a seasonal farm worker, a migrant farm worker, and/or a migrant food processing worker

Full Tab – General Information Sub Tab
Term   **Definition**

Seasonal Farm Worker,   A person who during the proceeding 12 months worked at
Non Migrant   least an aggregate of 25 days or more in agriculture, earned at least 50% of his / her income from farm work, and was not employed in farm work year round by the same employer.

Migrant Farm Worker   A Seasonal Farm worker who had to travel to do the farm work so that he/she was unable to return to his/her permanent residence within the same day.   Full-time students traveling in organized groups rather than with their families are excluded.

Migrant Food Processor   A person who during the preceding 12 months has worked at least an aggregate of 25 or more days or parts of days in which some work was performed in food processing, earned at least half of his/her r earned income from processing work and was not employed in food processing year round by the same employer, provided that the food processing required travel such that the worker was unable to return to his/her permanent residence in the same day. Migrant food processing workers who are full-time students but who travel in organized groups rather than with their families are excluded.

FULL TAB – MIGRANT FARM WORKER / PROCESSOR

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NOTE: "MSFW" shall mean: a seasonal farm worker, a migrant farm worker, and/or a migrant food processing worker

Seasonal farm worker means an

1. A customer who is employed, or was employed in the past 12 months in farmwork*.

2. Employed in work of a seasonal or other temporary nature

> a. **Seasonal**: A worker, who moves from one seasonal activity to another, while employed in farm work, is employed on a seasonal basis even though he/she may continue to be employed during a major portion of the year.

> b. **Temporary**: A worker is employed on a temporary basis where he/she is employed for a limited time only or work is usually viewed of short duration.

3. Is/was not required to be absent overnight from his/her permanent place of residence.

4. Non-migrant individuals who are full-time students are excluded.

Migrant farmworker means:

1. A seasonal farmworker who travels to the job site.

2. So that the worker is not reasonably able to return to his/her permanent residence within the same day.

3. Full-time students traveling in organized groups rather than with their families are excluded.

FULL TAB - BARRIERS

Barriers (Employment Barriers)

Potential barriers to employment that the customer has self-identified.

(For more guidance please see WIA Issuance 07-77 & WIA Issuance 05-74).

Full Tab – Barriers (Employment Barriers)
Term   Definition

Below Grade Level

BASIC SKILLS DEFICIENT, BASIC LITERACY SKILLS DEFICIENT *– an individual youth or adult who computes or solves problems, reads, writes, or speaks English
- at or below their age appropriate grade level (if less than ninth grade age), or
- at or below grade level 8.9 on a generally accepted standardized test or a comparable score of a criterion-referenced test; or
- is unable to compute or solve problems, read, write or speak English at a level necessary to function on the job, in the individual's family or in society.

This definition was adopted by the WIA Youth Subcommittee and approved by the WIA Steering Committee, giving further definition to the one found at §101(4).

DCF Youth

This Non-Eligibility Barrier for Youth is a sub-set of the **Foster Child** Eligibility Barrier. If the **DSS Youth** Barrier is checked off, an explanation must be included on the Barrier Notes. First, the name of the barrier (**DSS Youth**) must be listed and what criteria were used to make this determination and where this information is located must be included. Also, please enter the date the note was created and the initials of the individual who entered the note. **DSS Youth** can be documented by Telephone Verification using the Telephone Verification Form, as per WIA Issuance 05-74.

Full Tab – Barriers (Employment Barriers)
Term   Definition

Displaced Homemaker

DISPLACED HOMEMAKER – §101(10); §663.120 - an individual who has been providing unpaid services to family members in the home and who;

    (A) has been dependent on the income of another family member but is no longer supported by that income, and

    (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

DYS Youth

DYS Youth: This Non-Eligibility Barrier for Youth is a sub-set of the **Foster Child** Eligibility Barrier. If the **DYS Youth** Barrier is checked off, an explanation must be included on the Barrier Notes. First, the name of the barrier (**DYS Youth**) must be listed and what criteria were used to make this determination and where this information is located must be included. Also, please enter the date the note was created and the initials of the individual who entered the note. **DYS Youth** can be documented by Telephone Verification using the Telephone Verification Form, as per WIA Issuance 05-74.

Financial

To be defined by the local workforce area. And Self-explanatory.

Health

To be defined by the local workforce area. And Self-explanatory.

Housing

To be defined by the local workforce area. And Self-explanatory.

Labor Market Discrimination / Cultural Barrier

To be defined by the local workforce area. And Self-explanatory.

Lack of Childcare / Eldercare

To be defined by the local workforce area. And Self-explanatory.

Lack of Credentials, Certification, Licensing

To be defined by the local workforce area. And Self-explanatory.

Lack of Marketable / Occupational Skills

To be defined by the local workforce area. And Self-explanatory.

Lack of Self-Sufficiency

Lack of Self-Sufficiency – The local board must set the criteria for determining whether employment leads to self-sufficiency. At a minimum, such criteria must provide that self-sufficiency means employment that pays at least the lower living standard income level. Self –sufficiency for a dislocated worker may be defined in relation to a percentage of the layoff wage. §663.230

Full Tab – Barriers (Employment Barriers)
Term	Definition
Lack of Transportation	To be defined by the local workforce area. And Self-explanatory.
Legal	To be defined by the local workforce area. And Self-explanatory.
Limited Basic Educational Skills	To be defined by the local workforce area. And Self-explanatory.
Limited Job Search Skills	To be defined by the local workforce area. And Self-explanatory.
Other	To be defined by the local workforce area. And Self-explanatory.
Probation / Court Involvement	To be defined by the local workforce area. And Self-explanatory.
Substance Abuse	To be defined by the local workforce area. And Self-explanatory.
Underemployed	**UNEMPLOYED INDIVIDUAL** – an individual who is without a job and who wants and is available for work. §101(47)
Work History (limited, gaps, none, etc…)	To be defined by the local workforce area. And Self-explanatory.

Barriers (Eligibility Barriers)

Potential Employment Barriers that may result in Eligibility into various federally funded programs. They are identified as Eligibility Barriers. Documentation to substantiate the customer's claim of eligibility is required; see Issuances for more detailed instructions.

(For more guidance please see WIA Issuance 07-77 & WIA Issuance 05-74).

Full Tab – Barriers (Eligibility Barriers)

Term	Definition
Disability	**DISABILITY** – §101(17) - an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
Foster Child	**FOSTER CHILD** – any youth under the age of eighteen (18) who is placed into substitute care under the legal responsibility of the Massachusetts Department of Social Services (DSS). The term "substitute care" means the provision of planned, temporary twenty-four hour a day care when the parent or principal caretaker is unable or unavailable to provide care on a daily basis. "Substitute care" encompasses the provision of foster care, community residential career and supervised independent living (110CMR 2.00(49)). This definition of foster child may include children who are: (A) receiving services from the Massachusetts DSS pursuant to a voluntary placement agreement; or (B) placed in the custody of the Massachusetts DSS through a court order (including a court order arising and of a Child in Need of Services (CHINS) petition) or through an adoption surrender.
Homeless	**HOMELESS** – pursuant to the Stewart B. McKinney Homeless Act, an individual who lacks a fixed, regular, and adequate nighttime residence. It also includes persons whose primary nighttime residence is either: (A) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), (B) an institution that provides a temporary residence for individuals intended to be institutionalized, or (C) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodations for human beings.

Full Tab – Barriers (Eligibility Barriers)

Term	Definition
Low Levels of Literacy	**BASIC SKILLS DEFICIENT, BASIC LITERACY SKILLS DEFICIENT** *– an individual youth or adult who computes or solves problems, reads, writes, or speaks English • at or below their age appropriate grade level (if less than ninth grade age), or • at or below grade level 8.9 on a generally accepted standardized test or a comparable score of a criterion-referenced test; or • is unable to compute or solve problems, read, write or speak English at a level necessary to function on the job, in the individual's family or in society. *This definition was adopted by the WIA Youth Subcommittee and approved by the WIA Steering Committee, giving further definition to the one found at §101(4).*
Offender / Subject to Justice System	**OFFENDER** –any adult or juvenile who has been subject to any stage of the criminal justice process for whom services under WIA may be beneficial or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction. §101(27)
Pregnant / Parenting Issues	**PREGNANT/PARENTING YOUTH** – a youth who is pregnant or providing custodial care for one or more dependents under age 18.
Runaway Youth	**RUN-AWAY YOUTH** – pursuant to the Runaway and Homeless Youth Act, an individual under 18 years of age who absents himself or herself from home or place of legal residence without permission of the parent(s) or legal guardian.
Youth Not Attending, but of Compulsory age	**YOUTH NOT ATTENDING** – aa youth not attending school, but of compulsory age.

Full Tab – Barriers (Eligibility Barriers)
Term   Definition

**Youth Requiring Additional
Assistance**

YOUTH REQUIRING ADDITIONAL ASSISTANCE
to complete an educational program, or to secure and hold
employment (the sixth barrier). The definition of a youth
that requires additional assistance will include an
individual that:

  (A) is one or more grade levels below their age-
    appropriate grade level;* or

 has a disability, including a learning disability;* or

  (B) requires additional assistance as defined by
    the youth council and approved by the local
    board. (Long term unemployment may not
    be used as a criterion to meet this definition
    of eligible youth.)*

SERVICES TABS

When you press the Services tab on the Job Seeker Services menu, six more tabs will appear. The six tabs under Services are:

- **General**
- **Employment**
- **Administrative**
- **Testing**
- **Course / Activity**
- **Youth Goals**

*Services on the Service Detail Drop-down List (DDL) that are Federal/OSCCAR Reportable Services will display in a **bold blue** font. There are some additional OSCCAR reportable services (mainly follow-up type services) that will not display in blue bold.*

General Services Tab

General services include services such as counseling, case management, follow-up, outcomes, and enhancements. These General Services refer to intensive services; services needed to help a Customer become job ready; and services provided to support program activities.

*Services on the Service Detail Drop-down List (DDL) that are Federal/OSCCAR Reportable Services will display in a **bold blue** font. There are some additional OSCCAR reportable services (mainly follow-up type services) that will not display in blue bold.*

Assessment

An **Assessment** is defined as a service which consists of an analysis of the level of knowledge, skills, and abilities that bears directly upon an individual's potential workforce attachment.

Category: Assessment/Test
Service Detail

After-Exit Follow-up	*After Exit Follow Up* service is a valid service, but does not extend participation (see TEGL 17-05, section 6B – Point of Exit for Common Measures Reporting). It should be used to indicate a service has been delivered to a customer, *after* the customer has been considered exited from all programs.
Career Ready 101	An intensive, in-depth, formal evaluation of an individual's educational level CAREER READY 101
Comprehensive Assessment	An intensive, in-depth, formal evaluation of an individual's educational level, work history, vocational skills. It looks like this is now titled Educational Assessment.
Initial Assessment Interview	A first time, basic analysis of the strengths and weaknesses of an individual's educational level, work history, vocational skills, or identification of employment barriers and development of a plan (not necessarily written) to utilize identified strengths and to reduce identified weaknesses.
TORQ Usage	A first TORQ USAGE time, basic analysis of the strengths and weaknesses of an individual's educational level, work history.

Career Planning

Career Planning includes activities associated with the development of an individual service strategy leading to the attainment of an overall employment and/or training objective based on a review of an individual customer's assessment and/or work and education history.

Career Planning is a general model of managing customer activities that is made up of a series of interconnected steps by which a One-Stop Career Center staff person negotiates a program of services with an individual customer. Case management involves over all responsibility for planning, arranging, and providing services/activities. A definable order of actions is established and staff responsibilities are assigned. The assigned staff will be responsible for the following steps: planning, arranging, providing, overseeing, and recording

Category: Career Planning
Service Detail

After-Exit Follow-Up	*After Exit Follow Up* service is a valid service, but does not extend participation (see TEGL 17-05, section 6B – Point of Exit for Common Measures Reporting). It should be used to indicate a service has been delivered to a customer, *after* the customer has been considered exited from all programs.
Assigned Case Manager	The point at which a One-Stop Career Center staff person has been assigned to provide on-going one-on-one personal assistance to an individual customer under a formal case management system as defined above. All customers who are selected for case management services who are determined eligible to receive services as a United States military veteran (or other eligible) will receive case management services from the local Disabled Veterans' Outreach Program (DVOP) specialist or the Local Veterans' Employment Representative (LVER).
Career Fair	Recorded for an individual customer's attendance at a formal, primarily informational group event for the specific purpose of exploring potential career choices.
Case Conference	Self-explanatory. Usually, an inhouse / internal meeting regarding the customer.
CMAP (Job Search Plan)	Recorded for creation of a written employability development plan that is required for "Profiled" customers.
Computerized Career Search	Recorded for an individual customer's exploration of career information through computer-based technology.
Consultation With Other Agencies	Self-explanatory. When the case worker reaches out / communicates with an external partner or vendor regarding the customer.

Category: Career Planning
Service Detail

Developed Case Plan	Self-explanatory.
EDP/IEP (**Employability Development Plan/Individual Employment Plan**)	Recorded for the development of a plan for a "non-profiled" job seeker that includes the necessary steps and timetables to achieve employment in a specific occupational, industry or geographic area.
Education Exploration (ABE, GED, ESL)	Recorded for a customer's inquiry with regard to basic educational services undertaken in conjunction with attainment of the individual's employment/career goal.
Education Exploration (College)	Recorded for a customer's inquiry with regard to educational services beyond the high school/GED level undertaken in conjunction with attainment of the individual's employment/career goal.
ISS / CDP	Recorded for an individual customer's Individual Service Strategy / Career Development Plan.
Obtained Signature for Plan	Self-explanatory.
Received Case Management Services	All customers included in the "ASSIGNED CASE MANAGER" will be recorded as having "RECEIVED CASE MANAGEMENT SERVICES" upon receipt of any counseling, supportive service referral, job development contact, job referral, job placement, training referral, training placement, vocational/occupational guidance, or any combination of these, or any other, services coordinated by an assigned case manager. "Veterans" will be recorded as having "received case management services" upon receipt of the above mentioned services coordinated by an assigned DVOP or LVER case manager.

Counseling

Counseling is the process whereby career center staff assist customers (either individually or in groups) to gain a better understanding of themselves related to their workforce attachment including, but not limited to, career and/or training exploration, change or adjustment, or identification of any barriers to the attainment of their employment goals.

Category: Counseling
Service Detail

Category: Counseling
Service Detail

After-Exit Follow-Up

After Exit Follow Up service is a valid service, but does not extend participation (see TEGL 17-05, section 6B – Point of Exit for Common Measures Reporting). It should be used to indicate a service has been delivered to a customer, *after* the customer has been considered exited from all programs.

EAS Exit Conference

Recorded upon completion of a status review session for EAS participants that is conducted during the period between the time the individual has received a job offer from an employer and the time the individual is to actually begin the job. The session covers relevant post-employment information/assistance and available post-employment/upgrade services.

Family Counseling

Recorded for session involving the resolution of issues related to family dynamics.

Financial Counseling

Recorded for sessions involving the resolution of issues related specifically to an individual's personal or family finances.

Group Employment Counseling

Recorded for a session in which the individual customer participates as part of a group to work toward the resolution of employment related issues.

Individual Career / Employment Counseling

Recorded for a one-on-one session with an individual customer involving the resolution of employment related issues.

Legal Counseling

Recorded for sessions involving the resolution of issues that are primarily of a statutory nature.

Mental Health Counseling

Recorded for sessions involving the resolution of issues related to an individual's mental state.

Personal Counseling

Recorded for sessions involving the resolution of non-employment related issues of an individual nature.

Referred To Educational Services

Recorded for the referral of a customer to a program or course designed to develop competency in basic educational skills such as reading, comprehension, mathematics, writing, speaking and reasoning and/or programs leading to educational credentials such as a GED or high school diploma or college degree.

Category: Counseling
Service Detail

Referred To Supportive Services Recorded for the referral of a customer to a service designed to assist the individual to achieve physical, mental, social or economic well being and reduce or eliminate barriers to employment.

Referred To Training Recorded for the referral of a customer to a program or course of instruction designed to develop a skill (or set of skills) specific to a particular occupation. Applies particularly to veterans referred to a skill training program supported with federal funds.

Supportive Services Exploration To be recorded for the provision of information specific to the availability of supportive services.

Training Exploration Recorded for the provision of assistance to an individual with a general need for current skill enhancement or new skill acquisition.

Transition to Postsecondary Ed / Training Self-explanatory.

Vocational Guidance Recorded for the provision of a wide range of information, materials, and advice to customers (including veterans) that is intended to assist in a vocational decision by the customer regarding employment and training opportunities.

Education Rewards Loan Program

A program that provides loans through Massachusetts Educational Financing Authority (MEFA) for training in occupations with a high number of vacancies.

Category: Education Reward Loan Program
Service Detail

Additional Application Approved Self-explanatory.

Additional Application Denied Self-explanatory.

Additional Application Initiated Self-explanatory.

Follow-Up (including WIOA Title I)

This is where Employment Follow Up services are recorded. (For all programs.)
WIOA Title I follow-up services **must be provided / offered to all participating WIOA Title I customers** for a minimum of twelve (12) months after exit from program.

Category: Follow-Up (including WIOA Title I)
Service Detail

    Follow-Up – 1 Month   Self-explanatory.

    Follow-Up – 2 Months   Self-explanatory.

    Follow-Up – 3 Months   Self-explanatory.

    Follow-Up – 4 Months   Self-explanatory.

    Follow-Up – 5 Months   Self-explanatory.

    Follow-Up – 6 Months   Self-explanatory.

    Follow-Up – 7 Months   Self-explanatory.

    Follow-Up – 8 Months   Self-explanatory.

    Follow-Up – 9 Months   Self-explanatory.

    Follow-Up – 10 Months   Self-explanatory.

    Follow-Up – 11 Months   Self-explanatory.

    Follow-Up – 12 Months   Self-explanatory.

Job Development

Job Development is the solicitation of a job opening with an employer on behalf of an individual job seeker or a group of job seekers for whom a career center has no suitable job listing on file.

Category: Job Development
Service Detail

Category: Job Development
Service Detail

After-Exit Follow-Up   *After Exit Follow Up* service is a valid service, but does not extend participation (see TEGL 17-05, section 6B – Point of Exit for Common Measures Reporting). It should be used to indicate a service has been delivered to a customer, *after* the customer has been considered exited from all programs.

Group Job Development   Solicitation of a job opening with an employer on behalf of an multiple job seeker customers for whom a career center has no suitable job listing on file.

Individual Job Development   Solicitation of job openings with an employer on behalf of individual job seeker customer for whom a career center has no suitable job listing on file.

Job Search

Job Search includes the activities and/or services designed to assist customers to plan and carry out a successful job hunting strategy.

Category: Job Search
Service Detail

After-Exit Follow-Up   *After Exit Follow Up* service is a valid service, but does not extend participation (see TEGL 17-05, section 6B – Point of Exit for Common Measures Reporting). It should be used to indicate a service has been delivered to a customer, *after* the customer has been considered exited from all programs.

Automated Labor Exchange   Recorded for a customer's use of a technology-based labor exchange system to conduct a personal job search.

Cover Letter Preparation   Self-explanatory.

Employer Interview(s)   Recorded for a face-to-face session between a job seeker customer and an employer for a specific job.

Employer Visit(s)   Recorded for a customer's on-site session at an employer's site for any job-related purpose other than a job interview.

Individual Assistance   Recorded for one-on-one staff directed job search assistance to support a customer in overall job search activities.

Interviewing Skills   Self-explanatory.

Category: Job Search
Service Detail

Job Club/Pen
(Professional Employment Network)

Recorded for a customer's participation in a group session that includes all the elements of a Job Search WORKSHOP (see below) plus a period of structured application when the participants attempt to obtain jobs.

Job Fair

Recorded for a customer's attendance at a formal group event for the purpose of exploring specific job openings available with participating employers.

Job Order Search With Local Office Contact

Recorded for a Job Order search conducted on behalf of an individual customer for possible jobs for which that customer has indicated, through contact with the One-Stop Career Center system, his/her availability for referral.

Job Search With No Local Office Contact

Recorded for a Job Order search conducted on behalf of an individual customer who is on file as an "active" job seeker. This search is initiated by Career Center (staff) without the stimulus of any contact on the part of the individual job seeker.

Job Search Planning

Recorded for activity related to the development of a plan (not necessarily a written plan) that includes the necessary steps and timetables for a customer to achieve employment in a specific occupational, industry or geographic area.

Labor Market Info – Self Directed

Recorded when staff does NOT assist customer in doing Labor Market research.

Labor Market Info – Staff Assisted

Recorded when staff does assist customer in doing Labor Market research.

Networking Strategies

Self-explanatory. Networking strategies refer to the tactics and methods to build and maintain professional connections and relationships with others to accomplish specific goals.

Off-Site Job Search

Recorded for any activities conducted for the purpose of advancing an individual's ability to find employment (such as researching and obtaining occupational information, networking to obtain job leads, forwarding a resume in response to job leads, or completing assignments associated with job readiness issues) that takes place outside the Career Center, but does not include an EMPLOYER INTERVIEW or an EMPLOYER VISIT.

Category: Job Search
Service Detail

Resource Room/Self Directed	Recorded for a customer's individual use of a Career Center's resource room and/or computers in support of his/her job search without assistance from a staff person. Examples include: Automated Job Matching, personal computers, internet access, fax machine, videos, MassHire Career Information System (CIS), etc.
Resource Room/Staff Assisted	Recorded for a customer's use of a Career Center's resource room and/or computers in support of his/her job search with assistance from a staff person. For example, Automated Job Matching, personal computers, internet access, fax machine, videos, MassHire Career Information System (CIS), etc.
Resume Preparation	Recorded for the provision of *individualized* assistance regarding the content, format, and development of a suitable curriculum vitae and cover letters.
Salary Negotiations	Self-explanatory.
Training Fair	Self-explanatory.
TORQ Usage	TORQ allows career center staff to assist customers in analyzing the transferability of job skills based on an analysis of previous work history and education in light of current labor market conditions. TORQ helps people build career plans in one easy process. Based on the knowledge, skills, and abilities from previous jobs and education, TORQ recommends occupations, training programs, and jobs matched to each individual. TORQ works for all types of workforce clients: youth, dislocated workers, TANF or SNAP recipients, Veterans, individuals with disabilities, and more.
Workshop	Recorded for a customer's participation in an organized group activity designed to enhance participants' employability skills through instruction on a specific aspect of each individual's job search strategy. These may include: interviewing skills, resume development, application preparation, job lead development, basic software applications overview, etc.
Written Correspondence	Self-explanatory.

JSJR Initial Assessment

JSJR Initial Assessment	An employment program run by the Department of Transitional Assistance	Job Search Job Ready is DTA's employment program. DTA is the name for Massachusetts department managing welfare/public assistance programs.

Category: JSJR Initial Assessment
Service Detail

Job Ready   Self-explanatory.

JSJR Returned to DTA / Exit Reason

JSJR Return to DTA / Exit Reason	Used to document not Job Ready customers in the Department of Transitional Assistance program	Job Search Job Ready is DTA's employment program. This section is used to document not Job Ready customers. DTA is the name for Massachusetts department managing welfare/public assistance programs.

Category: JSJR Returned to DTA/ Exit Reason
Service Detail

Entered Advance Training   Self-explanatory.

Exempted   Self-explanatory.

Health / Medical   Self-explanatory.

Housing Issues   Self-explanatory.

Lost Child care   Self-explanatory.

Moved From Area   Self-explanatory.

Non-Participation   Self-explanatory.

Not Job ready   Self-explanatory.

Time Limit Expiration   Self-explanatory.

ORIENTATION

ORIENTATION		

Category: Orientation
Service Detail

Career Center Services / Events / Programs	Self-explanatory.
Notified of EEO Rights / Complaint Process	Self-explanatory.
TAA / NAFTA Orientation	Self-explanatory.
Transitional Assistance Program (TAP)	Self-explanatory.

Outcomes/Enhancements

Outcome/Enhancements is a record of the results, accomplishments or reasons for program exit for an individual customer who has been enrolled/entered in a Title I or Welfare–to-Work program and who has terminated from the program. (An Outcome/ Enhancement service is required in the Job Seeker record to be able to exit a customer from a program.)

Category: Outcomes/Enhancements
Service Detail

Attained: AA or AS Diploma / Degree (Certificate)	Self-explanatory. A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.
Attained: BA or BS Diploma / Degree (Certificate)	Self-explanatory. A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.
Attained: Occupational Skills Certificate (Certificate)	Self-explanatory. A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.
Attained: Occupational Skills License (Certificate)	Self-explanatory. A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

Category: Outcomes/Enhancements
Service Detail

Attained: Other Credential (Certificate)	Self-explanatory. Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment.
Attained: GED/HS Equivalency (Certificate)	Self-explanatory. A secondary school diploma (or alternate diploma) (commonly referred to as high school diploma) is one that is recognized by a State consistent with the requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). A secondary school equivalency certification signifies that a student has completed the requirements for a high school education. The types of recognized equivalents, for those not covered under ESEA, that would satisfy the credential attainment performance indicator are those recognized by a State.
Attained HS Diploma (Certificate)	Self-explanatory. A secondary school diploma (or alternate diploma) (commonly referred to as high school diploma) is one that is recognized by a State consistent with the requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). A secondary school equivalency certification signifies that a student has completed the requirements for a high school education. The types of recognized equivalents, for those not covered under ESEA, that would satisfy the credential attainment performance indicator are those recognized by a State.
Attending Alternative School at Exit	Self-explanatory.
Attending Secondary School at Exit	Self-explanatory.
Cannot Locate	Self-explanatory.
Completed NPA Food Stamp Monthly Req.	Self-explanatory.
Deceased	Self-explanatory. Can be an exclusionary program exit with documentation.
Entered Advanced Training	An Occupational Skills Employment/Training Program, outside of the WIOA One-Stop and Partner system, which does not duplicate training received under Title I and that does not lead to an Academic Degree (which is reported as entered post-secondary education)

Category: Outcomes/Enhancements
Service Detail

Entered Military Service Self-explanatory.

Entered Post-Secondary Education Self-explanatory.

Entered Qualified Apprenticeship Program approved and recorded, through a certified registration or written credential by the DOL ETA/Bureau of Apprenticeship Training or by a recognized by a State Apprenticeship Agency.

Family Care The individual has exited from services due to family/child care issues.

Health/Medical The individual has exited from service due to health/medical reasons. Can be an exclusionary program exit with documentation.

Institutionalized Self-explanatory. Can be an exclusionary program exit with documentation. (*Also known as Incarcerated (legal) or mental status*.)

Lacks transportation Self-explanatory.

Lost Child Care Self-explanatory.

Met All Program Goals Self-explanatory.

Moved from area Self-explanatory.

NCRC – Bronze National Career Readiness Certificate – Bronze Level.

NCRC – Gold National Career Readiness Certificate – Gold Level.

NCRC – Platinum National Career Readiness Certificate – Platinum Level.

NCRC – Silver National Career Readiness Certificate – Silver Level.

Other, Services Completed The individual has exited from services for reasons otherwise listed, but has *completed* his/her intended plan of service.

Other, Services Not Completed The individual has exited from services for reasons otherwise listed, but *did not complete* his/her intended plan of service.

Relocated to Mandated Residential Program Self-explanatory. Can be an exclusionary program exit with documentation.

Category: Outcomes/Enhancements
Service Detail

Reservist called to active duty   Self-explanatory. Can be an exclusionary program exit with documentation.

Retired   Self-explanatory.

Substance Abuse or Dependence   Self-explanatory.

Transfer   Self-explanatory.

Skills Remediation

Category: Skills Remediation
Service Detail

WKC / CR 101 Learning Modules   Self-explanatory.

WKC / CR 101 Other Activity   Self-explanatory.

Status Update

Category: Status Update
Service Detail

Failed To Attend Event   Self-explanatory.

Leave Upgrade   Self-explanatory.

Rescheduled Event   Self-explanatory.

Work Test Failed – Failed to Report   Self-explanatory.

Work Test Failed – Refused Referral   Self-explanatory.

Supportive Services Referral

Supportive Services are used to document referrals to specific other agencies, partners or service providers.

Can cover rehabilitative, welfare, financial, remedial or other services that are determined to be necessary to enable an individual to participate in career center employment and training activities.

Category: Supportive Services Referral
Service Detail

Adult and Community Learning Services (ACLS)	Adult and Community Learning Services (ACLS), a unit at the Massachusetts Department of Elementary and Secondary Education, oversees and improves no-cost basic educational services (ABE) for adults in Massachusetts.
Auxiliary Aids	Self-explanatory.
Bonding Assistance	Self-explanatory.
Child/Dependent Care	Self-explanatory.
Drug/Alcohol Services	Self-explanatory.
Emergency Financial Assistance	Self-explanatory.
Equipment/Clothing	Self-explanatory.
Food Bank Services	Self-explanatory.
Fuel Assistance	Self-explanatory.
Health/Medical	Self-explanatory.
Health/ Stress Management	Self-explanatory.
Housing / Rental Payments	Self-explanatory.

Category: Supportive Services Referral
Service Detail

Job Corps	Job Corps is the largest nationwide residential career training program in the country and has been operating for more than 50 years. The program helps eligible young people ages 16 through 24 complete their high school education, trains them for meaningful careers, and assists them with obtaining employment. Job Corps has trained and educated over two million individuals since 1964.
	At Job Corps, students have access to room and board while they learn skills in specific training areas for up to three years. In addition to helping students complete their education, obtain career technical skills and gain employment, Job Corps also provides transitional support services, such as help finding employment, housing, child care, and transportation. Job Corps graduates either enter the workforce or an apprenticeship, go on to higher education, or join the military.
Massachusetts Commission for the Blind (MCB)	MCB provides the highest quality rehabilitation and social services to Massachusetts residents who are blind, leading to their independence and full community participation.
Massachusetts Rehab Commission (MRC)	The Massachusetts Rehabilitation Commission (MRC) provides services that break down barriers and empower people with disabilities to live life in their own terms. Our programs focus on training and employment, community living, and disability determination for federal benefit programs. We are change agents and community builders. And we put the people we serve at the heart of everything we do.
Meals	Self-explanatory.
Other	Self-explanatory.
Referred From VA Vocational Rehab	Self-explanatory.
Referred To VA Vocational Rehab	Self-explanatory.
Relocation Assistance	Self-explanatory.

Category: Supportive Services Referral
Service Detail

Senior Community Services Employment Program (SCSEP)	The Senior Community Service Employment Program (SCSEP) is a community service and work-based job training program for older Americans. Authorized by the Older Americans Act, the program provides training for low-income, unemployed seniors. Participants also have access to employment assistance through American Job Centers.
Transportation	Self-explanatory.
Veterans Assistance	Self-explanatory.
Department of Housing Programs	Self-explanatory.
Department of Transitional Assistance (DTA)	The Department of Transitional Assistance (DTA) assists and empowers low-income individuals and families to meet their basic needs, improve their quality of life, and achieve long term economic self-sufficiency. DTA serves one in seven residents of the Commonwealth with direct economic assistance (cash benefits) and food assistance (SNAP benefits), as well as workforce training opportunities.
Native Americans Program	Self-explanatory.
Re-Entering Citizens Program	Self-explanatory.
YouthBuild	YouthBuild champions today's opportunity youth who aspire to improve their lives and communities by building the skills and resources to reach their full potential. Through hundreds of YouthBuild programs in the United States and around the globe, these young people pursue their education, prepare for future careers, and grow into community leaders – building brighter futures for themselves, and their neighborhoods.
Mass Internet Connect – Digital Navigator	For only those staff involved in the NDIA Digital Navigator pilot program*, referrals made to customers for digital literacy should use this service.
Mass Internet Connect – Digital Literacy	Staff not involved in the NDIA Digital Navigator pilot program who are referring customers for digital literacy should continue to use this service.
Mass Internet Connect – FCC EBB/ACP	Staff referring customers to the new FCC/ACP program should use this service.

Category: Supportive Services Referral
Service Detail

Mass Internet Connect – -HiQ Chromebook	Staff referring customers to the new FCC/ACP program should use this service.
Mass Internet Connect – Verizon Wireless	Staff referring customers to the new FCC/ACP program should use this service.

Supportive Services

Supportive Services are those rehabilitative, welfare, financial, remedial or other services that are determined to be necessary to enable an individual to participate in career center employment and training activities.

Category: Supportive Services
Service Detail

After-Exit Follow-Up	*After Exit Follow Up* service is a valid service, but does not extend participation (see TEGL 17-05, section 6B – Point of Exit for Common Measures Reporting). It should be used to indicate a service has been delivered to a customer, *after* the customer has been considered exited from all programs.
Auxiliary Aids	Self-explanatory.
Bonding Assistance	Self-explanatory.
Child/Dependent Care	Self-explanatory.
Drug/Alcohol Services	Self-explanatory.
Emergency Financial Assistance	Self-explanatory.
Equipment/Clothing	Self-explanatory.
Food Bank Services	Self-explanatory.
Fuel Assistance	Self-explanatory.
Health/Medical	Self-explanatory.

Category: Supportive Services
Service Detail

Health/ Stress Management	Self-explanatory.
Housing / Rental Payments	Self-explanatory.
Job Corps	Self-explanatory.
Meals	Self-explanatory.
Needs Related Payment	Self-explanatory.
Other	Self-explanatory.
Referred From VA Vocational Rehab	Self-explanatory.
Referred To VA Vocational Rehab	Self-explanatory.
Relocation Assistance	Self-explanatory.
TRA Additional Benefits	Self-explanatory.
TRA Remedial Benefits	Self-explanatory.
Transportation	Self-explanatory.
Veterans Assistance	Self-explanatory.

Training - Completed

Training Completed is recorded when an individual customer who has been "enrolled" and "entered" in an education, training or work experience program or activity, has fulfilled the planned sequence of associated instruction or learning activities.

Category: Training - Completed
Service Detail

EAS / DTA Course	Self-explanatory.
Job Corp Course	Self-explanatory.
OJT Course	Self-explanatory.

Category: Training - Completed
Service Detail

Other Federal Course	Self-explanatory.
Other State / Local Course	Self-explanatory.
Section 30 Course	Self-explanatory.
TAA / NAFTA Course	Self-explanatory.
Title I Course	Self-explanatory.
Title II Course	Self-explanatory.
Veterans Technical Course	Self-explanatory.
WTW Course	Self-explanatory.

Training-Did Not Complete

Training-Did Not Complete is recorded when an individual customer, who has been "enrolled" and "entered" in an education, training or work experience program or activity, did not fulfill the planned sequence of instruction or learning activities.

Category: Training – Did Not Complete
Service Detail

EAS / DTA Course	Self-explanatory.
Job Corp Course	Self-explanatory.
OJT Course	Self-explanatory.
Other Federal Course	Self-explanatory.
Other State / Local Course	Self-explanatory.
Section 30 Course	Self-explanatory.
TAA / NAFTA Course	Self-explanatory.
Title I Course	Self-explanatory.

Category: Training – Did Not Complete
Service Detail

Title II Course   Self-explanatory.

Veterans Technical Course   Self-explanatory.

WTW Course   Self-explanatory.

Training Entered

Training Entered is recorded at the point an individual customer, who has been previously "enrolled" in a program, begins participation in those education, training or work experience activities specific to that program.

Category: Training - Completed
Service Detail

EAS / DTA Course   Self-explanatory.

Job Corp Course   Self-explanatory.

OJT Course   Self-explanatory.

Other Federal Course   Self-explanatory.

Other State / Local Course   Self-explanatory.

Section 30 Course   Self-explanatory.

TAA / NAFTA Course   Self-explanatory.

Title I Course   Self-explanatory.

Title II Course   Self-explanatory.

Veterans Technical Course   Self-explanatory.

WTW Course   Self-explanatory.

UI Issue

Category: UI Issue
Service Detail

Notified UI of Potential Issue   Self-explanatory.

Vouchers

Category: Vouchers
Service Detail

DTA Post Placement   Self-explanatory.

Issued Conditional WOTC Certification   Self-explanatory.

Issued Conditional WTW Certification   Self-explanatory.

Outcomes/Enhancements: RETENTION

RETENTION

Retention must be recorded for each exited youth, except those with an Outcome of "Attending Secondary School at Exit". Recording retention status documents the activities in which the youth is participating after exit. It is recommended that retention be recorded monthly. At a minimum, retention should be recorded in MOSES in the 3rd, 6th, 9th, and 12th month from the date the Outcome/Enhancement service was recorded.

Category: Outcomes/Enhancements: RETENTION

Category Detail	Service Detail	
Retention- 1 Month	Not Retained	Self-explanatory.
Retention- 1 Month	Retained	Self-explanatory.
Retention- 1 Month	Retained in Advanced Training	Self-explanatory.
Retention- 1 Month	Retained in Military Service	Self-explanatory.
Retention- 1 Month	Retained in Post Secondary Education	Self-explanatory.

Category: Outcomes/Enhancements: <mark>RETENTION</mark>

Category Detail   **Service Detail**

Retention- 1 Month	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 1 Month	**Retained in Unsubsidized Employment**	Self-explanatory.
Retention- 2 Months	**Not Retained**	Self-explanatory.
Retention- 2 Months	**Retained**	Self-explanatory.
Retention- 2 Months	**Retained in Advanced Training**	Self-explanatory.
Retention- 2 Months	**Retained in Military Service**	Self-explanatory.
Retention- 2 Months	**Retained in Post Secondary Education**	Self-explanatory.
Retention- 2 Months	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 2 Months	**Retained in Unsubsidized Employment**	Self-explanatory.
Retention- 3 Months	**Not Retained**	Self-explanatory.
Retention- 3 Months	**Retained**	Self-explanatory.
Retention- 3 Months	**Retained in Advanced Training**	Self-explanatory.
Retention- 3 Months	**Retained in Military Service**	Self-explanatory.
Retention- 3 Months	**Retained in Post Secondary Education**	Self-explanatory.
Retention- 3 Months	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 3 Months	**Retained in Unsubsidized Employment**	Self-explanatory.
Retention- 4 Months	**Not Retained**	Self-explanatory.
Retention- 4 Months	**Retained**	Self-explanatory.

Category: Outcomes/Enhancements: RETENTION

Category Detail **Service Detail**

Retention- 4 Months	**Retained in Advanced Training**	Self-explanatory.
Retention- 4 Months	**Retained in Military Service**	Self-explanatory.
Retention- 4 Months	**Retained in Post Secondary Education**	Self-explanatory.
Retention- 4 Months	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 4 Months	**Retained in Unsubsidized Employment**	Self-explanatory.
Retention- 5 Months	**Not Retained**	Self-explanatory.
Retention- 5 Months	**Retained**	Self-explanatory.
Retention- 5 Months	**Retained in Advanced Training**	Self-explanatory.
Retention- 5 Months	**Retained in Military Service**	Self-explanatory.
Retention- 5 Months	**Retained in Post Secondary Education**	Self-explanatory.
Retention- 5 Months	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 5 Months	**Retained in Unsubsidized Employment**	Self-explanatory.
Retention- 6 Months	**Not Retained**	Self-explanatory.
Retention- 6 Months	**Retained**	Self-explanatory.
Retention- 6 Months	**Retained in Advanced Training**	Self-explanatory.
Retention- 6 Months	**Retained in Military Service**	Self-explanatory.
Retention- 6 Months	**Retained in Post Secondary Education**	Self-explanatory.

Category: Outcomes/Enhancements: RETENTION

Category Detail	**Service Detail**	
Retention- 6 Months	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 6 Months	**Retained in Unsubsidized Employment**	Self-explanatory.
Retention- 7 Months	**Not Retained**	Self-explanatory.
Retention- 7 Months	**Retained**	Self-explanatory.
Retention- 7 Months	**Retained in Advanced Training**	Self-explanatory.
Retention- 7 Months	**Retained in Military Service**	Self-explanatory.
Retention- 7 Months	**Retained in Post Secondary Education**	Self-explanatory.
Retention- 7 Months	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 7 Months	**Retained in Unsubsidized Employment**	Self-explanatory.
Retention- 8 Months	**Not Retained**	Self-explanatory.
Retention- 8 Months	**Retained**	Self-explanatory.
Retention- 8 Months	**Retained in Advanced Training**	Self-explanatory.
Retention- 8 Months	**Retained in Military Service**	Self-explanatory.
Retention- 8 Months	**Retained in Post Secondary Education**	Self-explanatory.
Retention- 8 Months	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 8 Months	**Retained in Unsubsidized Employment**	Self-explanatory.
Retention- 9 Months	**Not Retained**	Self-explanatory.
Retention- 9 Months	**Retained**	Self-explanatory.

Category: Outcomes/Enhancements: RETENTION

Category Detail   Service Detail

Retention- 9 Months	**Retained in Advanced Training**	Self-explanatory.
Retention- 9 Months	**Retained in Military Service**	Self-explanatory.
Retention- 9 Months	**Retained in Post Secondary Education**	Self-explanatory.
Retention- 9 Months	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 9 Months	**Retained in Unsubsidized Employment**	Self-explanatory.
Retention- 10 Months	**Not Retained**	Self-explanatory.
Retention- 10 Months	**Retained**	Self-explanatory.
Retention- 10 Months	**Retained in Advanced Training**	Self-explanatory.
Retention- 10 Months	**Retained in Military Service**	Self-explanatory.
Retention- 10 Months	**Retained in Post Secondary Education**	Self-explanatory.
Retention- 10 Months	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 10 Months	**Retained in Unsubsidized Employment**	Self-explanatory.
Retention- 11 Months	**Not Retained**	Self-explanatory.
Retention- 11 Months	**Retained**	Self-explanatory.
Retention- 11 Months	**Retained in Advanced Training**	Self-explanatory.
Retention- 11 Months	**Retained in Military Service**	Self-explanatory.

Category: Outcomes/Enhancements: **RETENTION**

Category Detail   **Service Detail**

Retention- 11 Months	**Retained in Post Secondary Education**	Self-explanatory.
Retention- 11 Months	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 11 Months	**Retained in Unsubsidized Employment**	Self-explanatory.
Retention- 12 Months	**Not Retained**	Self-explanatory.
Retention- 12 Months	**Retained**	Self-explanatory.
Retention- 12 Months	**Retained in Advanced Training**	Self-explanatory.
Retention- 12 Months	**Retained in Military Service**	Self-explanatory.
Retention- 12 Months	**Retained in Post Secondary Education**	Self-explanatory.
Retention- 12 Months	**Retained in Qualified Apprenticeship**	Self-explanatory.
Retention- 12 Months	**Retained in Unsubsidized Employment**	Self-explanatory.

Employment Tab

The **Employment** tab is used to track activity related to employment. This tab records employment-related activities and services, such as call-ins, referrals, placement to a job, and follow up.

Services on the Service Detail Drop-down List (DDL) that are Federal/OSCCAR Reportable Services will display in a **bold blue** *font. There are some additional OSCCAR reportable services (mainly follow-up type services) that will not display in blue bold.*

Pre-Layoff Placement

Pre-Layoff Placement, use for a placement that is secured for a job seeker before a layoff from their current job has occurred.

Category: Pre-Layoff Placement
Service Detail

    After-Exit Follow-Up   Self-explanatory.

    Self Directed   Self-explanatory.

    Staff Assisted   Self-explanatory.

Call-In

Call-In, use to review a job order with a job seeker before making a referral.

Category: Call-In
Service Detail

    Failed to Respond   Self-explanatory.

    Not Qualified   Self-explanatory.

    Refused Referral   Self-explanatory.

    Vetted / Pending Application Confirmation   Self-explanatory.

Found Employment

Found Employment, use when a job seeker found their own employment with no assistance in the last 90 days from the career center.

Service Type: Found Employment
Service Result

After-Exit Follow-Up   Self-explanatory.

BEST Initiative Employment   Through the Building Essential Skills through Training (BEST) Initiative, the Commonwealth of Massachusetts pooled the talent, resources, and expertise of its education and training agencies to provide employers in various sectors with effective ways to improve productivity and the skills of their workforce. In 2001 research conducted by MassINC showed that nearly one-third of Massachusetts workers lack the literacy, education, and critical thinking skills needed to succeed in today's workplace. Employers report that lagging worker skills affect their productivity and success. Workers report that they lack opportunities for education and training to advance at their jobs. Over 2,700 workers received education, training, and career guidance, which led to significant wage increases. Participating companies reported gains in quality, retention, workplace morale, literacy, and communications skills. Supervisors reported improvement in participants' confidence levels and overall job performance, and managers learned how to better manage and motivate a more highly skilled workforce.   This is used for placement in the BEST initiatives.

Self Directed   Indicates the individual pursued his/her job search without Career Center staff involvement.

Staff Assisted   Indicates the individual received service from staff, but not in a manner to allow "credit" for a **Hire** or an **Obtained Employment**.

Job Development Referral

Job Development Referral, use when you are referring the job seeker to an employer but there is not a current job order that fits the job seeker.

Service Type: Job Development Referral
Service Result

Service Type: Job Development Referral
Service Result

Hired   Indicates that the job seeker has accepted the employer's offer of employment and has entered work under conditions consistent with the **"Placement"** definition used for ETA 9002 reporting. Specifically: the referral was made by a Career Center staff person; a job order was prepared prior to referral *except* in the case of a job development contact on behalf of a specific job seeker; referral was arranged with the employer prior to the interview and offer of employment; the job seeker was not designated by the employer except for referrals to agricultural job orders for a specific crew leader or worker; the result was verified from a reliable source, preferably the employer; and that the result is recorded in MOSES.

Not Hired   Indicates that the employer did not offer the job seeker.

Pending   Indicates that a final decision has not been made.

Job Referral–Staff

Job Referral - Staff, use for normal referrals to job orders posted on MOSES.

Service Type: Job Referral-Staff
Service Result

Did Not Contact Employer   Self-explanatory.

Did Not Report to Interview   Self-explanatory.

Did Not Report to Work   Self-explanatory.

Filled Other   Indicates that another individual has filled the job opening.

Service Type: Job Referral-Staff
Service Result

Hired	Indicates that the job seeker has accepted the employer's offer of employment and has entered work under conditions consistent with the **"Placement"** definition used for ETA 9002 reporting. Specifically: the referral was made by a Career Center staff person; a job order was prepared prior to referral *except* in the case of a job development contact on behalf of a specific job seeker; referral was arranged with the employer prior to the interview and offer of employment; the job seeker was not designated by the employer except for referrals to agricultural job orders for a specific crew leader or worker; the result was verified from a reliable source, preferably the employer; and that the result is recorded in MOSES.
Information Not Available	Self-explanatory.
Interviewed	Indicates verification that the employer interviewed the job seeker.
Job Seeker Not Interested	Indicates the *job seeker* was not interested in the position.
Not Hired	Indicates that the employer did not offer employment to the job seeker.
Not Qualified	Self-explanatory.
Pending – Application Confirmed	Indicates that a final decision has not been made.
Refused Job	Indicates that the job seeker did not accept the employer's offer of employment.

Not Referred

Not Referred, use to indicate that the employer did not select the referred job seeker.

Service Type: Not Referred
Service Result

Employer Not Interested	Self-explanatory.
Job Seeker Not Interested	Self-explanatory.
Not Qualified	Indicates that OSCC staff has determined that the job seeker did not meet the requirements of the job.

Service Type: Not Referred
Service Result

Previous Referral   Indicates that the employer has hired or made an offer to
                               hire a different individual.

Obtained Employment

Obtained Employment, use when a job seeker found their own employment with creditable assistance in the last 90 days from the career center.

Service Type: Obtained Employment
Service Result

After Receiving a Career Center Service   Self-explanatory.

After Rapid Response Services   Self-explanatory.

After Receiving Assistance with HWOL   Self-explanatory.

After Support Services   Supportive services provided by OSCC staff.

After-Exit Follow Up   Self-explanatory.

Obt. Emp After Auto Labor Exchange   Self-explanatory.

Obt. Emp After Bonding   Self-explanatory.

Obt. Emp After CC Seminar   Self-explanatory.

Obt. Emp After Counseling   Self-explanatory.

Obt. Emp After Empl. Dev Plan / IEP   Self-explanatory.

Obt. Emp After Job Club / Prof Network   Self-explanatory.

Obt. Emp After Job Search Workshop   Self-explanatory.

Service Type: Obtained Employment
Service Result

Obt. Emp After L.M. Info	Self-explanatory.
Obt. Emp After Resume Assistance	Self-explanatory.
Obt. Emp After Tax Credit	Self-explanatory.
Obt. Emp After Term Federal Training	Self-explanatory.
Obt. Emp After Term State/Local Training	Self-explanatory.
Obt. Emp After Testing	Self-explanatory.
Recalled to Former Employer	Self-explanatory.
Self Employment	Self-explanatory.

Employment: Follow-Up

Follow-Up

Allows the career center to document employment follow-up services in the Job Seeker record.
(To assist in documenting employment retention.) This is considered Supplemental Wage data to validate employment.

Service Type: Employment: Follow-Up

Service Type	Service Result	
Follow-Up - Periodic	**Employed**	Self-explanatory.
Follow-Up - Periodic	**Not Employed**	Self-explanatory.
Follow-Up - 1 Month	**Employed**	Self-explanatory.
Follow-Up - 1 Month	**Not Employed**	Self-explanatory.
Follow-Up - 2 Months	**Employed**	Self-explanatory.
Follow-Up - 2 Months	**Not Employed**	Self-explanatory.

Service Type: Employment: Follow-Up

Service Type	**Service Result**	
Follow-Up – 3 Months / Quarter 1 after Exit	**Employed**	Self-explanatory.
Follow-Up - 3 Months / Quarter 1 after Exit	**Not Employed**	Self-explanatory.
Follow-Up – 4 Months	**Employed**	Self-explanatory.
Follow-Up - 4 Months	**Not Employed**	Self-explanatory.
Follow-Up - 5 Months	**Employed**	Self-explanatory.
Follow-Up - 5 Months	**Not Employed**	Self-explanatory.
Follow-Up - 6 Months / Quarter 2 after Exit	**Employed**	Self-explanatory.
Follow-Up - 6 Months / Quarter 2 after Exit	**Not Employed**	Self-explanatory.
Follow-Up - 7 Months	**Employed**	Self-explanatory.
Follow-Up - 7 Months	**Not Employed**	Self-explanatory.
Follow-Up - 8 Months	**Employed**	Self-explanatory.
Follow-Up - 8 Months	**Not Employed**	Self-explanatory.
Follow-Up - 9 Months / Quarter 3 after Exit	**Employed**	Self-explanatory.
Follow-Up - 9 Months / Quarter 3 after Exit	**Not Employed**	Self-explanatory.
Follow-Up - 10 Months	**Employed**	Self-explanatory.
Follow-Up - 10 Months	**Not Employed**	Self-explanatory.
Follow-Up - 11 Months	**Employed**	Self-explanatory.
Follow-Up - 11 Months	**Not Employed**	Self-explanatory.
Follow-Up - 12 Months / Quarter 4 after Exit	**Employed**	Self-explanatory.
Follow-Up - 12 Months / Quarter 4 after Exit	**Not Employed**	Self-explanatory.

Administrative Tab

Administrative services can be added manually or added by MOSES automatically. Most of these include activities surrounding membership services and activities, feedback, and activities surrounding loss of contact. Many of the services posted to the **Administrative** sub tab are automatically posted services. For example, when you complete the job matching criteria for a customer, a service will automatically post a service to the **Administrative** sub tab. An example of a manually posted Administrative service would be staff manually posting that a Customer has picked up his/her membership card or that attempts to contact the Customer did not result in a positive contact.

Services on the Service Detail Drop-down List (DDL) that are Federal/OSCCAR Reportable Services will display in a bold blue font. There are some additional OSCCAR reportable services (mainly follow-up type services) that will not display in blue bold.

Feedback

You can use Feedback to record comments from Job Seekers or Employers. These comments may be used to initiate changes and help maintain a high level of customer service.

Service Type: Feedback
Service Result

      Customer Left Feedback   Self-explanatory.

Activity Scheduling

Allows the career center to document scheduling services in the Job Seeker record.

Service Type: Activity Scheduling
Service Result

      Cancel Appointment   Self-explanatory.

      Confirm Scheduled Appointment   Self-explanatory.

      Made Appointment with Career Center Staff   Self-explanatory.

      Reschedule Appointment or Service   Self-explanatory.

Contact

Allows the career center to document unsuccessful contact attempts in the Job Seeker record.

Service Type: Contact
Service Result

In Person	Self-explanatory.
Job Seeker No Longer at Phone Number	Self-explanatory.
Job Seeker Not Available	Self-explanatory.
Left Message	Self-explanatory.
Letter	Self-explanatory.
No Answer/ No Machine / Phone Busy	Self-explanatory.
Offer Veterans Services	Self-explanatory.
Phone Contact	Self-explanatory.
Phone Number Changed / Not in Service	Self-explanatory.
Unable To Contact	Self-explanatory.
Via- Email / Social Media	Self-explanatory.

Contact Follow-up

Allows the career center to document follow up services of the previous contact services in the Job Seeker record.

Service Type: Contact Follow-up
Service Result

Employment Status	Self-explanatory.
Incorrect Mailing	Self-explanatory.
Job Seeker Not Interested	Self-explanatory.

Job Seeker Membership

Allows the career center to activate and inactivate the Job Seeker.

Service Type: Job Seeker Membership
Service Result

Gold Card	Self-explanatory.
Inactive	Self-explanatory.
Join Career Center	Self-explanatory.

Membership Card

Allows the career center to create and distribute a membership card to the Job Seeker.

Service Type: Membership Card
Service Result

Did Not Pick Up Membership Card	Self-explanatory.
Member Dropped off Material	Self-explanatory.
Picked Up Membership Card	Self-explanatory.

Testing Tab

Testing services include giving tests for reading, math, and career choices and recording the results. The names of all the tests are listed, with their acronyms.

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MADOE / USDOL Assessments (NO)

MADOE/USDOL Assessment   ○ Yes ● No

Career / Interest Inventories or Assessments

Career assessments / Inventoriesare tests that are designed to help individuals understand how a variety of personal attributes (i.e., interests, values, preferences, motivations, aptitudes and skills), impacts their potential success and satisfaction with different career options and work environments. Assessments of some or all of these attributes are often used by individuals or organizations, such as university career service centers, career counselors, outplacement companies, corporate human resources staff, executive coaches, vocational rehabilitation counselors, and guidance counselors to help individuals make more informed career decisions.

Career assessments come in many forms and vary along several dimensions. The assessments selected by individuals or administrators varies depending on their personal beliefs regarding the most important criteria when considering career choices, as well as the unique needs of the individual considering a career decision. Some common points of variance are: Methodology - Some assessments are quantitative in nature and precisely measure key attributes believed to influence an individuals potential success and satisfaction with a career. Others are qualitative exercises designed to help individuals clarify their goals and preferences, which can then be used to make more informed career decisions. Measured attributes - Assessments vary with regard to the specific personality attributes measured. Some assessments focus on an individual's interests, and perhaps aptitude, while others focus on skills or values. Scientific validity - Many assessments, particularly those offered on the internet, lack scientific validity, which means the assessment has not been proven to measure what it says it measures. Evidence of validity comes in the form of studies published in peer-reviewed professional journals such as the *Journal of Career Assessment*. So users should look at test validity in evaluating a test's quality by looking for references and/or a professional manual. If these are not available, the assessment is not valid and should be avoided. Target customer profile - Some assessments, such as the Strong Interest Inventory, The Career Key, and Careerscope are designed to serve broad markets (i.e., virtually any individual choosing a vocational program or Career Clusters, starting their career or considering a career change).

Category: Career Interest Inventories or Assessments
Service Detail

> **AII (Aptitude Interest Inventory)**   AII (Aptitude Interest Inventory) is used to develop a plan for career exploration.

Category: **Career Interest Inventories or Assessments**
<ins>**Service Detail**</ins>

CAI (Career Assessment Inventory)

The Career Assessment Inventory are interest inventories designed to measure one's occupational interests for use in career exploration and career decision-making.

Campbell Interest and Skill Inventory

The Campbell Interest and Skill Inventory helps professional counselors obtain more complete career assessment information by providing an integrated measure of self-assessed interests and skills. The interest scale reflects individual attraction for a specific occupational area. The skill scale provides an estimate of individual confidence in his / her ability to perform various occupational activities.

CareerScope

CareerScope is a standardized and timed interest and aptitude assessment for career guidance. The system is widely used in schools, job training programs and in rehabilitation agencies and has been validated against widely recognized criteria. CareerScope delivers an objective assessment (as opposed to subjective self-assessment) that is written at a fourth-grade reading level. The process is student or client self-administered and takes one hour (self-timed - interest & aptitude assessments can be split into shorter sessions). The system generates counselor and client/student report versions. Career recommendations can be generated that are consistent with the Guide for Occupational Exploration, the Dictionary of Occupational Titles, O*NET as well as the U.S. DOE Career Clusters and Pathways. It was designed and developed by the nonprofit Vocational Research Institute.

CDM-R   (Career Decision Maker – revised)

The Harrington-O'Shea Career Decision-Making System Revised provides valid and reliable assessment of career interests. Its purpose is to involve the client in steps designed to help in self-understanding of values and abilities needed for successful career choices and development. The instrument also focuses the client on those school subjects pertinent to career areas.

CEI (Career Exploration Inventory)

The Career Exploration Inventory is a self-scoring and self-interpreting measure which identifies the user's major interest clusters, explores a variety of work, leisure and educational options, and develops a career action plan.

Category: Career Interest Inventories or Assessments
Service Detail

COPS (Career Occupational Preferences System)
The Career Occupational Preference System Interest Inventory is designed to measure occupational interests presented with extensive interpretive material to assist individuals in the career decision making process. Measurement scores based on job activity preferences are keyed directly to occupational information systems.

Countdown
Countdown is the intellectual property of IntoCareers associated with the highly regarded University of Oregon's Career Information System (CIS) licensed in many states. It produces cluster scores that lead to information on occupations. Be forewarned that the 14 occupational clusters in Countdown are not compatible with the 16 federal Clusters.

IDEAS (Interest Determination, Exploration & Assessment System)
IDEAS is a self-contained, self score-scorable, interest inventory that serves as an introduction to career planning. It provides scores on 16 basic interests scales that help students and adults identify and explore occupational areas of interest.

Myers-Briggs
The Myers-Briggs Type Indicator instrument enables people to communicate and work together more effectively through understanding individual differences. It's used in business and education for career counseling, team building, conflict resolution and management development.

O*Net Interest Profiler (IP)
The O*NET® Interest Profiler™ (paper-and-pencil and computerized versions) helps people discover the type of work activities and tasks that they would enjoy on the job. They can then identify the occupations that most closely match their primary interests. The Interest Profiler can help you identify your interests and match them with a wide variety of careers. It doesn't tell you what you should be but organizes your interests in six broad categories of work.

O*Net Work Importance Locator (WI)
The O*NET® Work Importance Locator™ (paper-and-pencil and computerized versions, respectively) help clarify what people find most important in jobs. They can then identify O*NET occupations that they are likely to find satisfying, based on the similarity between what is important to them in a job and the characteristics of the occupations. The Work Importance Locator can help you learn more about your work values and help you decide what kinds of jobs and careers you might want to explore.

Other
Self-explanatory.

Category: Career Interest Inventories or Assessments
Service Detail

PESCO (Pleasantville Education Supply Corporation)

PESCO inventories generally contain Interest, Job Temperaments, and Work Attitudes; others offer a test group containing Finger and Manual Dexterity tests. PESCO International developed COMPUTERIZED SAGE ASSESSMENT to meet the visionary goals of the One Stop Career Center. The ultimate needs of every center are the ability to elicit the strengths and weaknesses of each client so as to insure the accurate matching and placement based in their assessment. COMPUTERIZED SAGE ASSESSMENT permits the processing of large groups with limited staff.

PLAN

PLAN, formerly called P-ACT+, a part of ACT's Educational Planning and Assessment System which provides 10th graders with comprehensive information for educational and career planning. Comprised of an interest inventory, a Study Power Assessment, a student information section, and 4 tests of educational development.

SDS (Self Directed Search)

The Self-Directed Search instrument is a simple-to-use, self-administered test to help students, clients, or employees find the occupations that best suit their interests and abilities.

SII (Strong Interest Inventory)

The Strong Interest Inventory is intended to measure the interests of an individual in occupations and preferred work environments, used as an aid in making educational and occupational choices, in helping people understand their job dissatisfaction, in life style exploration and in retirement counseling.

USES (United States Employment Services Interest Inventory)

USES, also called the GATB, measures vocational aptitudes of individual for vocational counseling and job applicant screening. The Interest Inventory measures interests which can be related to the *Guide for Occupational Exploration's 12* interest areas. Identification of aptitudes and interests provides a basis for focusing occupational exploration.

WKC Place Test – Applied Math

This service provides a basis for focusing occupational exploration.

WKC Place Test – Graphic Literacy

This service provides a basis for focusing occupational exploration.

WKC Place Test – Workplace Documents

This service provides a basis for focusing occupational exploration.

English Test for Speakers of Other Languages

Measures the ability of non-native English speakers to understand and speak English.

Category: English Test for Speakers of Other Languages
Service Detail

ESLOA **(English as a Second Language Oral Assessment)**   Self-explanatory.

Other   Self-explanatory.

GED (General Equivalency Diploma) / HiSet

General Educational Development (or GED) tests are a group of five subject tests which (when passed) certifies that the taker has American or Canadian high school-level academic skills. To pass the GED Tests and earn a GED credential, test takers must score higher than 40 percent of graduating high school seniors nationwide. Some jurisdictions require that students pass additional tests, such as an English proficiency exam or civics test.

Category: GED (General Equivalency Diploma) / Hi Set
Service Detail

Alternative – Spanish - Language   Self-explanatory.

Alternative – Special Education   Self-explanatory.

Language Arts, Reading   Self-explanatory.

Language Arts, Writing   Self-explanatory.

Mathematics   Self-explanatory.

Science   Self-explanatory.

Social Studies   Self-explanatory.

History Test

Category: History Test
Service Detail

MCAS – History   Self-explanatory.

Other   Self-explanatory.

Math Test

An assessment instrument designed to evaluate the mathematical , computation and / or arithmetic reasoning level of a customer.

Category: Math Test
Service Detail

ABLE
(Adult Basic Learning
Examination)   (Not for DOE use)

ABLE is a battery of tests designed to measure the level of educational achievement among adults. It was developed to fill the need for an instrument to determine the general educational level of adults who have not completed formal eighth-grade education, as well as for use in evaluating a number of efforts to raise the educational level of these adults.

AFQT
(Armed Forces Qualifying Test)

The Armed Forces Qualification Test, which is used to determine if you are qualified to join the military service. Each service determines the qualification AFQT score for enlisting in their service. The AFQT is comprised of your test results in Arithmetic Reasoning (AR), Math Knowledge (MK), and Verbal Composite (VE) x 2. Your Verbal Composite score is a combination of your Word Knowledge and Paragraph Comprehension scores.

ALT
(Adult Literacy Test, Simon &
Schuster)

Adult Literacy Test, Simon & Schuster is a test of the customer's literacy level.

ALT
(Adult Literacy Test, Training /
ES)

Adult Literacy Test, Training/ ES is a test of the customer's literacy level

AMES
(Adult Measure of Essential Skills)

 The Adult Measure of Essential Skills is a multiple-choice authentic battery of tests that delivers in-depth information on reading, communication, computation, and applied problem solving at all literacy levels in less than two hours. The battery of questions enables counselors to diagnose an individual's strengths and weaknesses in functional skills, literacy skills, problem solving, locating and using information and organizing and using resources. The questions are tied directly to relevant adult workplace, community, and home experiences.

Category: **Math Test**
Service Detail

BOLT
(Basic Occupation Literacy Test)

Basic Occupational Literacy Test (BOLT) is a test of basic reading and arithmetic skills for use with educationally disadvantaged adults. Reading skills are assessed by a reading vocabulary subtest and a reading comprehension subtest. Arithmetic skills are assessed by an arithmetic computation and an arithmetic reasoning subtest.

CASAS - A
(CASAS Appraisal)

CASAS - Appraisals test is the initial assessment instruments used in the CASAS system. They help identify students' skill levels to determine appropriate placement into a program or a level or classroom within a program. The Appraisal score also helps you determine which CASAS pretest a student should take. Appraisals are not appropriate for pre- and post-testing, but may be used for reporting a standardized score. Appraisal tests are the initial assessment instruments used in the CASAS system. They help identify students' skill levels to determine appropriate placement into a program or a level or classroom within a program. The Appraisal score also helps you determine which CASAS pretest a student should take. Appraisals are not appropriate for pre- and post-testing, but may be used for reporting a standardized score.

CASAS - SAT
(CASAS – Survey Achievement Test)   (not for DOE use)

Comprehensive Adult Student Assessment Systems —is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS assess both native and non-native speakers of English. CASAS provides programs with the resources and expertise to establish a comprehensive performance accountability system, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs. CASAS assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family. With the implementation of the CASAS system, programs can establish measurable goals, document learner outcomes, and report program impact to students, staff, local boards, and policy makers.

Category: Math Test
Service Detail

CAT
(California Achievement Test)

The California Achievement Test is designed for measurement, evaluation, and diagnosis of school achievement. The series is composed of tests of skills and understanding in reading, arithmetic, and language.

DARTTS
(Diagnostic Assessment of reading with Trial Teaching Survey)

Provides an assessment of individual student achievement in print awareness, phonological awareness, letters and sounds, word recognition, word analysis, oral reading accuracy and fluency, silent reading comprehension, spelling, and word meaning.

ITBS
(Iowa Test of Basic Skills)

The Iowa Tests of Basic Skills, often known simply as the Iowa Tests, are a standardized test administered by the University of Iowa and used across the United States. It tests K–12 students on various subjects, such as mathematics and the language arts. Each test subject is scored with a percentile score, comparing him or her to the overall national results, and a grade equivalent, indicating the student's progress within a hypothetical 15-year academic curriculum. When the Iowa Tests are taken along with the Cognitive Abilities Test, the test report additionally compares the student's results to his or her predicted scores. The Iowa Tests were first administered in 1935 as the Iowa Every Pupil Tests.

MAST
(Multilevel Academic Survey Test)

The Multilevel Academic Survey Test is intended for students in grades 3-8 and older students who perform inadequately on K-8 reading and math content. It determines which students need special services and determines appropriate instruction according to specific curriculum objectives. This paper describes administration, data summation, standardization, reliability, and validity.

Category: Math Test
Service Detail

MAT
(Metropolitan Achievement Test)

The Metropolitan Achievement Tests feature a battery of group-administered achievement tests that assess general language and arithmetic skills, and reading comprehension. Results are often given as grade equivalents (such as Instructional Reading Level, or IRL, which indicates the optimal reading level at which a student can learn).

The complete assessment battery covers five disciplines: reading, mathematics, language (i.e.writing), science, and social studies. The reading test includes a vocabulary component and a comprehension section consisting of passages followed by multiple-choice questions. The mathematics test includes a section on concepts and problem solving which assesses mastery of strategies including estimating, classification, working backwards, finding a pattern, reasoning logically, and using probability. The procedures portion of the mathematics test (not always included) consists of computation both with and without a context. The language test gives the student a writing task to complete for a specific audience, with the main steps in the writing process--prewriting (brainstorming, organizing, etc.), composing, and editing--built into the test. The Metropolitan Achievement Test's science portion stresses process skills and reasoning ability within life science, physical science, and earth science, with minimal emphasis on memorization of facts. The test contains illustrations including traditional laboratory activities and equipment, charts, and graphs. The social studies test includes questions on geography, history, culture, political science, and economics, and emphasizes critical thinking and research skills.

Category: Math Test
Service Detail

MCAS
(Massachusetts Comprehensive Assessment System)

The Massachusetts Comprehensive Assessment System (Massachusetts Comprehensive Assessment System) commonly called the MCAS, is the Commonwealth's statewide standards-based assessment program developed in response to the Massachusetts Education Reform Act of 1993. State and federal law mandates that all students who are enrolled in the tested grades and who are educated with Massachusetts public funds participate in MCAS testing.

MCAS has three primary purposes: (1) to inform and improve curriculum and instruction; (2) to evaluate student, school, and district performance according to Massachusetts Curriculum Framework content standards and performance standards; and (3) to determine student eligibility for the Competency Determination requirement in order to award high school diplomas. If necessary, students are given multiple opportunities to pass the test.

Massachusetts fulfills the requirements of the federal No Child Left Behind Act by administering MCAS tests in English language arts and mathematics to students in grades 3-8 and 10. Additional MCAS tests are administered in Science and Technology/Engineering (grades 5, 8, 9/10) and History and Social Science (grades 5, 7, and 10/11).

Not Tested – Limited English

Self-explanatory.

Other

Self-explanatory.

RJCST
(Reading Job Corp Screening Test)

Reading Job Corp Screening Test is an assessment used by Job Corp to determine the Math level of a Job Corp applicant.

Category: Math Test
Service Detail

TALS
(Test of Applied Literary Skills)

The Tests of Applied Literacy Skills (TALS) measures three distinct and important aspects of literacy—prose, document and quantitative. Each of these three subtests is available in two forms. Prose literacy tasks involve the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems and the like. The two forms of the Prose Literacy Test contain a total of 48 tasks. The materials in the test are mostly expository, which means that they describe or define. The texts used in the test are reprinted in their entirety and replicate the layout and typography of the original sources. Three aspects of prose literacy are represented in this subtest: locating, integrating and generating information. Tasks from each of these three areas and the three subtests extend over a range of difficulty. A twenty minute time limit is specified for each of the two sections of each test form. Document literacy tasks involve the knowledge and skills required to locate and use information contained in job applications, payroll forms, transportation schedules, maps, tables, indexes and so forth. The two forms of the Document Literacy Test contain a total of 52 tasks. Many of the tasks are a necessary part of meeting the requirements of a job and managing a household. These skills involve strategies needed to locate information in various complex arrays such as graphs and charts and to transfer this information from one document to another. Three types of questions or directives are used in the document scale: locating, cycling and integrating. Quantitative literacy tasks involve the knowledge and skills needed to apply arithmetic operations, either alone or sequentially to numbers that are embedded in print materials such as balancing a checkbook, figuring out a trip, completing an order form or determining the amount of interest from a loan investment. There are 46 tasks in both forms of the Quantitative Literacy Test. The respondent must perform addition, subtraction, multiplication and division using numbers that are buried in printed materials encountered in everyday practical situations.

Category: Math Test
Service Detail

WRAT
(Wide range Achievement Test)

The Wide Range Achievement Test - Expanded Edition (WRAT-Expanded) is designed to comprehensively assess the following areas: *Reading Comprehension* - word meaning in context, literal, and inferential reading skills; passages include textbook, recreational, and functional reading selections. *Mathematics* - computation, conceptual understanding, and reasoning, with an emphasis on problem solving. *Nonverbal Reasoning* (for group assessment only) - ability to reason with symbolic and figural content without requiring reading; useful for students with language difficulties. Designed for grades 2 - 12, the Group Assessment Form G is available in five levels: Level 1 (Grade 2), Level 2 (Grades 3-4), Level 3 (Grades 5-6), Level 4 (Grades 7-9), Level 5 (Grades 10-12). Form G is administered in small group setting, with each subtest designed to be given within a classroom period; it also offers an optional content skills analysis.

Occupational Testing

Occupational testing relates to the testing of an individual's ability to perform certain work related activities and / or functions.

Category: Occupational Testing
Service Detail

CAPS (Career Ability Placement Survey)

XXXXXXXXXXXXXX.

GATB
(General Aptitude Testing Battery)

The GATB measures vocational aptitudes of individual for vocational counseling and job applicant screening. The Interest Inventory measures interests which can be related to the *Guide for Occupational Exploration's 12* interest areas. Identification of aptitudes and interests provides a basis for focusing occupational exploration.

Other

Self-explanatory.

Category: Occupational Testing
Service Detail

SATB
**(Specific Aptitude**
Testing Battery)

Specific Aptitude Test Batteries - Contains the GATB minimum aptitude requirements for specific military occupations. It also includes alphabetical and industrial indexes to the occupations covered.

Skills Proficiency Testing

Skills Proficiency Testing is testing based upon specific skills proficiencies for occupations within the military.

Occupational Certification / License

Occupational Certification / License relates to the individuals completion of job related studies / work, and receiving a national / state / local accreditation being obtained / applied for.

Test Service

ℹ Please specify in the occupation description box.

[OK]
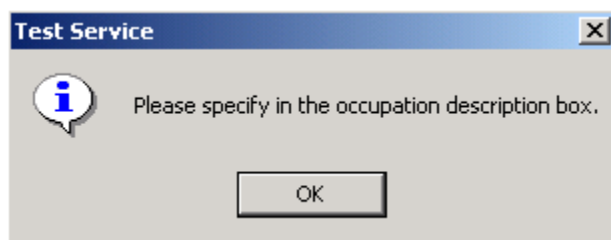
Category: Occupational Certification / License
Service Detail

Applied for Certification   Self-explanatory.
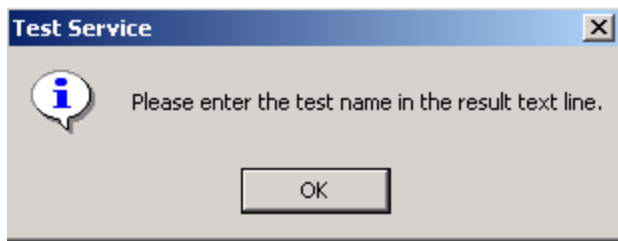
Applied for License   Self-explanatory.

Obtained Certification   Self-explanatory.

Obtained License   Self-explanatory.

Other Test

Other Tests / Assessments are posted here.

Test Service

Please enter the test name in the result text line.

OK

Category: **Other Test**
Service Detail

Community College Ability to Benefit	Community College Ability to Benefit assessment is the test that demonstrates the Ability to Benefit per Federal regulations, of being eligible for financial aid as a student without a high school diploma or general education degree (G.E.D.), they must show that they have the ability to benefit from the education a Community College provides. This is demonstrated thru this assessment.
Other	Self-explanatory.
Other MCAS (Massachusetts Comprehensive Assessment System)	The Massachusetts Comprehensive Assessment System (Massachusetts Comprehensive Assessment System) commonly called the MCAS, is the Commonwealth's statewide standards-based assessment program developed in response to the Massachusetts Education Reform Act of 1993. State and federal law mandates that all students who are enrolled in the tested grades and who are educated with Massachusetts public funds participate in MCAS testing.

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Reading Test

An assessment instrument designed to evaluate the reading, writing and / or literacy level of a customer.

Category: Reading Test
Service Detail

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(Adult Basic Learning Examination) **(Not for DOE use)**

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(Armed Forces Qualifying Test)

The Armed Forces Qualification Test, which is used to determine if you are qualified to join the military service. Each service determines the qualification AFQT score for enlisting in their service. The AFQT is comprised of your test results in Arithmetic Reasoning (AR), Math Knowledge (MK), and Verbal Composite (VE) x 2. Your Verbal Composite score is a combination of your Word Knowledge and Paragraph Comprehension scores.

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Category: Reading Test
Service Detail

BOLT
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CASAS - SAT
(CASAS – Survey Achievement Test)   (not for DOE use)

Comprehensive Adult Student Assessment Systems —is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS assess both native and non-native speakers of English. CASAS provides programs with the resources and expertise to establish a comprehensive performance accountability system, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs. CASAS assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family. With the implementation of the CASAS system, programs can establish measurable goals, document learner outcomes, and report program impact to students, staff, local boards, and policy makers.

Category: Reading Test
Service Detail

CAT
(California Achievement Test)

The California Achievement Test is designed for measurement, evaluation, and diagnosis of school achievement. The series is composed of tests of skills and understanding in reading, arithmetic, and language.

DARTTS
(Diagnostic Assessment of reading with Trial Teaching Survey)

Provides an assessment of individual student achievement in print awareness, phonological awareness, letters and sounds, word recognition, word analysis, oral reading accuracy and fluency, silent reading comprehension, spelling, and word meaning.

ITBS
(Iowa Test of Basic Skills)

The Iowa Tests of Basic Skills, often known simply as the Iowa Tests, are a standardized test administered by the University of Iowa and used across the United States. It tests K–12 students on various subjects, such as mathematics and the language arts. Each test subject is scored with a percentile score, comparing him or her to the overall national results, and a grade equivalent, indicating the student's progress within a hypothetical 15-year academic curriculum. When the Iowa Tests are taken along with the Cognitive Abilities Test, the test report additionally compares the student's results to his or her predicted scores. The Iowa Tests were first administered in 1935 as the Iowa Every Pupil Tests.

JCRS
(Job Corp Reading Skills)

Job Corp Reading Skills Test is an assessment used by Job Corp to determine the Reading level of a Job Corp enrollee.

MAST
(Multilevel Academic Survey Test)

The Multilevel Academic Survey Test is intended for students in grades 3-8 and older students who perform inadequately on K-8 reading and math content. It determines which students need special services and determines appropriate instruction according to specific curriculum objectives. This paper describes administration, data summation, standardization, reliability, and validity.

Category: Reading Test
Service Detail

MAT
(Metropolitan Achievement Test)

The Metropolitan Achievement Tests feature a battery of group-administered achievement tests that assess general language and arithmetic skills, and reading comprehension. Results are often given as grade equivalents (such as Instructional Reading Level, or IRL, which indicates the optimal reading level at which a student can learn).

The complete assessment battery covers five disciplines: reading, mathematics, language (i.e.writing), science, and social studies. The reading test includes a vocabulary component and a comprehension section consisting of passages followed by multiple-choice questions. The mathematics test includes a section on concepts and problem solving which assesses mastery of strategies including estimating, classification, working backwards, finding a pattern, reasoning logically, and using probability. The procedures portion of the mathematics test (not always included) consists of computation both with and without a context. The language test gives the student a writing task to complete for a specific audience, with the main steps in the writing process--prewriting (brainstorming, organizing, etc.), composing, and editing--built into the test. The Metropolitan Achievement Test's science portion stresses process skills and reasoning ability within life science, physical science, and earth science, with minimal emphasis on memorization of facts. The test contains illustrations including traditional laboratory activities and equipment, charts, and graphs. The social studies test includes questions on geography, history, culture, political science, and economics, and emphasizes critical thinking and research skills.

Category: Reading Test
Service Detail

MCAS
(Massachusetts Comprehensive Assessment System)

The Massachusetts Comprehensive Assessment System (Massachusetts Comprehensive Assessment System) commonly called the MCAS, is the Commonwealth's statewide standards-based assessment program developed in response to the Massachusetts Education Reform Act of 1993. State and federal law mandates that all students who are enrolled in the tested grades and who are educated with Massachusetts public funds participate in MCAS testing.

MCAS has three primary purposes: (1) to inform and improve curriculum and instruction; (2) to evaluate student, school, and district performance according to Massachusetts Curriculum Framework content standards and performance standards; and (3) to determine student eligibility for the Competency Determination requirement in order to award high school diplomas. If necessary, students are given multiple opportunities to pass the test.

Massachusetts fulfills the requirements of the federal No Child Left Behind Act by administering MCAS tests in English language arts and mathematics to students in grades 3-8 and 10. Additional MCAS tests are administered in Science and Technology/Engineering (grades 5, 8, 9/10) and History and Social Science (grades 5, 7, and 10/11).

Not Tested – Limited English

Self-explanatory.

Other

Self-explanatory.

RJCST
(Reading Job Corp Screening Test)

Reading Job Corp Screening Test is an assessment used by Job Corp to determine the Reading level of a Job Corp applicant.

Category: Reading Test
Service Detail

TALS
(Test of Applied Literary Skills)

The Tests of Applied Literacy Skills (TALS) measures three distinct and important aspects of literacy—prose, document and quantitative. Each of these three subtests is available in two forms. Prose literacy tasks involve the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems and the like. The two forms of the Prose Literacy Test contain a total of 48 tasks. The materials in the test are mostly expository, which means that they describe or define. The texts used in the test are reprinted in their entirety and replicate the layout and typography of the original sources. Three aspects of prose literacy are represented in this subtest: locating, integrating and generating information. Tasks from each of these three areas and the three subtests extend over a range of difficulty. A twenty minute time limit is specified for each of the two sections of each test form. Document literacy tasks involve the knowledge and skills required to locate and use information contained in job applications, payroll forms, transportation schedules, maps, tables, indexes and so forth. The two forms of the Document Literacy Test contain a total of 52 tasks. Many of the tasks are a necessary part of meeting the requirements of a job and managing a household. These skills involve strategies needed to locate information in various complex arrays such as graphs and charts and to transfer this information from one document to another. Three types of questions or directives are used in the document scale: locating, cycling and integrating. Quantitative literacy tasks involve the knowledge and skills needed to apply arithmetic operations, either alone or sequentially to numbers that are embedded in print materials such as balancing a checkbook, figuring out a trip, completing an order form or determining the amount of interest from a loan investment. There are 46 tasks in both forms of the Quantitative Literacy Test. The respondent must perform addition, subtraction, multiplication and division using numbers that are buried in printed materials encountered in everyday practical situations.

Category: Reading Test
Service Detail

WRAT
(Wide range Achievement Test)

The Wide Range Achievement Test - Expanded Edition (WRAT-Expanded) is designed to comprehensively assess the following areas: *Reading Comprehension* - word meaning in context, literal, and inferential reading skills; passages include textbook, recreational, and functional reading selections. *Mathematics* - computation, conceptual understanding, and reasoning, with an emphasis on problem solving. *Nonverbal Reasoning* (for group assessment only) - ability to reason with symbolic and figural content without requiring reading; useful for students with language difficulties. Designed for grades 2 - 12, the Group Assessment Form G is available in five levels: Level 1 (Grade 2), Level 2 (Grades 3-4), Level 3 (Grades 5-6), Level 4 (Grades 7-9), Level 5 (Grades 10-12). Form G is administered in small group setting, with each subtest designed to be given within a classroom period; it also offers an optional content skills analysis.

Category: WorkKeys Exam

Service Detail

Applied Math

The WorkKeys® Assessment System is a comprehensive system for measuring, communicating and improving the common skills required for success in the workplace. It allows these skills to be quantitatively assessed in both individual persons and in actual jobs. Therefore the WorkKeys System can allow you to identify individuals who have the basic skills required to be successful in a given position or career. When properly used, businesses can make hiring and promotion decisions based on WorkKeys with confidence and security.

Graphic Literacy   See above.

Workplace Documents   See above.

MADOE / USDOL Assessments (YES)

MADOE/USDOL Assessment   ⊙ Yes ○ No

ABE Math

The Tests of Adult Basic Education are norm-referenced tests designed to measure achievement of basic skills commonly found in adult basic education curricula and taught in instructional programs. Reading, language, mathematics, and spelling are the areas measured. The content used for the measurement stresses subject matter of high interest to adults -- skills used in problem solving, in decision making, in living itself. Therefore, the examinee, in working with real-life test stimuli such as transportation schedules or product labels, can be effectively measured for reading skills. A short paragraph about a job interview can gauge mastery of grammar and sentence structure -- language skills. Similarly, a diagram of a home-improvement project can probe an examinee's knowledge of mathematics applications such as estimation. In work, home, and academic contexts familiar to the test taker, specific skills are tapped.

ABE Math   Adult Basic Education   Typically comprises ESOL programs as well as ABE for English speakers

Category: ABE Math
Service Detail

CASAS
(not for DOE use)

Comprehensive Adult Student Assessment Systems —is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS assess both native and non-native speakers of English. CASAS provides programs with the resources and expertise to establish a comprehensive performance accountability system, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs. CASAS assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family. With the implementation of the CASAS system, programs can establish measurable goals, document learner outcomes, and report program impact to students, staff, local boards, and policy makers.

Category: ABE Math
Service Detail

MAPT
(For DOE use)

The Massachusetts Adult Proficiency Tests (MAPT) comprises ABE reading and math tests at several levels. The knowledge and skills measured by the MAPT come directly from the Massachusetts ABE Curriculum Frameworks. The tests are web-based, with test takers working at laptops or desktops with an Internet connection. The tests are adaptive in that the software tailors each sequence of items to specific learners by tracking their performance as they test. No separate forms of the test (e.g., TABE) are needed because test-takers are given different items each time they test.

TABE Applied Mathematics
(Not for USDOL use)

The Tests of Adult Basic Education are norm-referenced tests designed to measure achievement of basic skills commonly found in adult basic education curricula and taught in instructional programs. Reading, language, mathematics, and spelling are the areas measured. The content used for the measurement stresses subject matter of high interest to adults -- skills used in problem solving, in decision making, in living itself. Therefore, the examinee, in working with real-life test stimuli such as transportation schedules or product labels, can be effectively measured for reading skills. A short paragraph about a job interview can gauge mastery of grammar and sentence structure -- language skills. Similarly, a diagram of a home-improvement project can probe an examinee's knowledge of mathematics applications such as estimation. In work, home, and academic contexts familiar to the test taker, specific skills are tapped.

TABE Locator
(determines level of TABE to administer)

TABE Locator tests are given to help determine which level of an assessment to administer to obtain the most accurate information about a student's academic strengths and weaknesses.

TABE Mathematics Computation
(NOT for DOE use)

Math test using straight computation methods

TABE Total Mathematics
(NOT for DOE use)

Math test using complete math methods

ABE Reading

The Tests of Adult Basic Education are norm-referenced tests designed to measure achievement of basic skills commonly found in adult basic education curricula and taught in instructional programs. Reading, language, mathematics, and spelling are the areas measured. The content used for the measurement stresses subject matter of high interest to adults -- skills used in problem solving, in decision making, in living itself. Therefore, the examinee, in working with real-life test stimuli such as transportation schedules or product labels, can be effectively measured for reading skills. A short paragraph about a job interview can gauge mastery of grammar and sentence structure -- language skills. Similarly, a diagram of a home-improvement project can probe an examinee's knowledge of mathematics applications such as estimation. In work, home, and academic contexts familiar to the test taker, specific skills are tapped.

ABE Reading   Adult Basic Education   Typically comprises ESOL programs as well as ABE for English speakers

Category: ABE Reading
Service Detail

CASAS
(not for DOE use)

Comprehensive Adult Student Assessment Systems —is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS assess both native and non-native speakers of English. CASAS provides programs with the resources and expertise to establish a comprehensive performance accountability system, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs. CASAS assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family. With the implementation of the CASAS system, programs can establish measurable goals, document learner outcomes, and report program impact to students, staff, local boards, and policy makers.

Category: ABE Reading
Service Detail

MAPT
(For DOE use)

The Massachusetts Adult Proficiency Tests (MAPT) comprises ABE reading and math tests at several levels. The knowledge and skills measured by the MAPT come directly from the Massachusetts ABE Curriculum Frameworks. The tests are web-based, with test takers working at laptops or desktops with an Internet connection. The tests are adaptive in that the software tailors each sequence of items to specific learners by tracking their performance as they test. No separate forms of the test (e.g., TABE) are needed because test-takers are given different items each time they test.

TABE Locator
(determines level of TABE to administer)

TABE Locator tests are given to help determine which level of an assessment to administer to obtain the most accurate information about a student's academic strengths and weaknesses.

TABE Reading

(insert)

ABE Writing

ABE Writing   Adult Basic Education   Typically comprises ESOL programs as well as ABE for English speakers

Category: ABE Writing
Service Detail

CASAS   Comprehensive Adult Student Assessment
(not for DOE use)   Systems —is the most widely used system for
                                        assessing adult basic reading, math, listening,
                                        writing, and speaking skills within a functional
                                        context. CASAS assess both native and non-
                                        native speakers of English. CASAS provides
                                        programs with the resources and expertise to
                                        establish a comprehensive performance
                                        accountability system, address core indicators of
                                        performance, integrate literacy and occupational
                                        skill instruction, and evaluate the effectiveness of
                                        adult education and literacy programs. CASAS
                                        assessment, training, and evaluation are based on
                                        the critical competencies and skill areas required
                                        for success in the workplace, community, and
                                        family. With the implementation of the CASAS
                                        system, programs can establish measurable goals,
                                        document learner outcomes, and report program
                                        impact to students, staff, local boards, and policy
                                        makers.

TABE Language   (insert)

TABE Locator   TABE Locator tests are given to help determine
(determines level of TABE to   which level of an assessment to administer to
administer)   obtain the most accurate information about a
                                        student's academic strengths and weaknesses.

TABE Spelling   (insert)
(NOT for DOE use)

ESOL Reading

ESOL (English for speakers of other languages) refers to the use or study of English by speakers with a different native language.

| **ESOL Reading** | English for Speakers of Other Languages | The use of English by speakers with a different native language |

Category: ESOL Reading
Service Detail

CASAS
(not for DOE use)

Comprehensive Adult Student Assessment Systems —is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS assess both native and non-native speakers of English. CASAS provides programs with the resources and expertise to establish a comprehensive performance accountability system, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs. CASAS assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family. With the implementation of the CASAS system, programs can establish measurable goals, document learner outcomes, and report program impact to students, staff, local boards, and policy makers.

Literacy BEST

Literacy BEST is a competency-based assessment that measures adult English language learners' ability to read and write in a variety of functional literacy tasks. Tasks include reading dates on a calendar and words and abbreviations on a train schedule, reading prices and classified advertisements, finding phone numbers in a list, writing a check, and composing short written communications.

REEP
(Refugee Education and Employment Program)

(insert)

SPL
(Student Performance Level) (not for DOE use)

A standard assessment of a student's (ESOL) language ability at a given level in terms of speaking, listening, reading, writing, and the ability to communicate with a native speaker; a profile of skill levels for a student can thus be assigned and used for placement, instructional, or reporting purposes.

ESOL Speaking & Listening

| **ESOL Speaking & Listening** | English for Speakers of Other Languages | The use of English by speakers with a different native language |

Category: ESOL Speaking & Listening
Service Detail

BEST Plus

BEST Plus is a powerful tool for assessing the oral proficiency of adult English language learners.

CASAS
(not for DOE use)

Comprehensive Adult Student Assessment Systems —is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS assess both native and non-native speakers of English. CASAS provides programs with the resources and expertise to establish a comprehensive performance accountability system, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs. CASAS assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family. With the implementation of the CASAS system, programs can establish measurable goals, document learner outcomes, and report program impact to students, staff, local boards, and policy makers.

Oral BEST
(Basic English Skills Test)

Oral BEST is a tool for assessing the oral proficiency of adult English language learners.

SPL
(Student Performance Level) (not for DOE use)

A standard assessment of a student's (ESOL) language ability at a given level in terms of speaking, listening, reading, writing, and the ability to communicate with a native speaker; a profile of skill levels for a student can thus be assigned and used for placement, instructional, or reporting purposes.

ESOL Writing

| **ESOL Writing** | English for Speakers of Other Languages | The use of English by speakers with a different native language |

Category: ESOL Writing
Service Detail

CASAS
(not for DOE use)

Comprehensive Adult Student Assessment Systems —is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS assess both native and non-native speakers of English. CASAS provides programs with the resources and expertise to establish a comprehensive performance accountability system, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs. CASAS assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family. With the implementation of the CASAS system, programs can establish measurable goals, document learner outcomes, and report program impact to students, staff, local boards, and policy makers.

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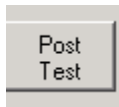
REEP
(Refugee Education and Employment Program)

(insert)

SPL
(Student Performance Level) (not for DOE use)

A standard assessment of a student's (ESOL) language ability at a given level in terms of speaking, listening, reading, writing, and the ability to communicate with a native speaker; a profile of skill levels for a student can thus be assigned and used for placement, instructional, or reporting purposes.

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Post
Test
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Testing: ABE   Post Test

ABE   Adult Basic Education   Typically comprises ESOL programs as well as ABE for
                                                          English speakers

Post Test

All WIA Youth participants that are out-of-school and basic skills deficient and enrolled on or after July 1, 2006 will
be included in the federal Literacy/Numeracy Gain performance measurement. A Youth must be pre-tested within
60 days of their participation date using one of the National Reporting System cross-walked tests or equate an
alternate test to NRS scale.

All MOSES data entry for the Literacy/Numeracy performance measurement begins on the *Services - Testing* tab in
the Youth record.

Numeracy/Literacy Gain Implementation for Common Measures - The testing tab has been revised to allow post-
testing of Out of School, Basic Skills Deficient Youth to comply with USDOL's policy of reporting WIA Title I
Youth Numeracy and Literacy Gains. To add a post-test to an existing pre-test, go to the testing tab and highlight
the pre-test and then click on the post-test button.   (Issuance 06-37).

Service Type: Testing: ABE   Post Test
Scale Score   Educational Functioning Level

Youth Goals

Youth goals should be established during the development (or updating) of the individual service strategy (ISS), and entered into MOSES following the completion (or updating) of the ISS. The goal(s) entered in MOSES should correspond to goals recorded in the individual service strategy (ISS). The goals and target dates for attainment entered in MOSES provide only general information. The ISS should provide more specific information about the goals and plans for attaining the goals.

Services on the Service Detail Drop-down List (DDL) that are Federal/OSCCAR Reportable Services will display in a **bold blue** *font. There are some additional OSCCAR reportable services (mainly follow-up type services) that will not display in blue bold.*

Youth Goals

Youth programs goals and their attainment for each participating member is recorded here.

Youth Goals:
Type Of Goal

Basic Skills	Basic Skills are measurable, increase in basic education skills; reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning and the capacity to use these skills.
Occupational Skills	Occupational skill proficiency to perform actual tasks and techniques required by certain occupational fields at entry; familiarity with tools, equipment, record keeping, work-related terminology, safety measures.
	Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advance levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Youth Goals:

<u>Type Of Goal</u>

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

Employer Services

The **Employer Services** tab used to view, edit and / or add employer services.

Services on the Service Detail Drop-down List (DDL) that are OSCCAR Reportable Services will display in a **bold blue** *font.*

MARKETING/OUTREACH ACTIVITIES

These services represent the marketing activities provided by the career centers to employers. A variety of contact services are covered..

Service Category: Marketing /Outreach Activities
Type Of Service:

Business Contact	Career center staff contacts a business to provide information regarding career center services and/or business follow-up. (could be one way or two way communication, either in person, via email, via phone, with an individual business – the service summary will indicate the type of communication).
Distribution of Career Center Information/Mass Marketing	Distribution of Career Center Information - marketing via any media; email, fax, social media, USPS.
Job Development Contact	Career center staff conducts 2-way contact (via email, phone, visit) with a business to identify potential job opening(s) that do not currently exist for this employer. Does not include blanket solicitation of listings. Add specific details in service summary.
Join Career Center	Local option used to identify a new or existing business as a member of your career center upon receipt of first service at your career center. (Is not used on OSCCAR report to determine New to Career Center or New to MOSES).
Distributed Job Postings	Job postings are distributed by any means; via email, social media, any mass media, and/or career resource library. This service is not used for entering a job order in MOSES or Job Quest..
Room Accommodations/ Rentals	Provide/rent career center space to a business or groups of businesses for an event unrelated to career center service. For example, the chamber of commerce uses the space for a chamber meeting. (Should be entered one time and on the date that rental occurs; other contacts around this activity should use the Business Contact service).

Service Category: Marketing /Outreach Activities
Type Of Service:

Sponsorships   Business provides financial or in-kind support for career center activities. In-kind support could include donation of business staff time, equipment, space, etc.

BizWorks Orientation   Provide one or more businesses with a substantial overview/orientation of at least a majority of the slate of services offered by the Commonwealth's workforce system. The overview may be done in person, via conference call, or in a group presentation and must be done through direct contact with a key representative of the business.

BUSINESS INFORMATION AND INCENTIVES

This category includes information and services that may lead to employers receiving financial benefit. This can be direct (through grants and loans) or indirect (through tax incentives).

Service Category: Business Information and Incentives
Type Of Service:

Apprenticeship	Provide in depth information via two way discussion and further assistance to a business toward establishing a contract for apprenticeship opportunities. Note: This service does not include the referral to the grant provider nor the prep work.
Business Assessment	Career center staff have comprehensive meeting with a company representative to assess current state of operations and discuss related needs. Note: This service should include a detailed summary of the meeting.
Other Grant Information	Provide in depth information via two way discussion and further assistance to a business about local/regional grants or those not covered as part of other MOSES services. Note: This service does not include the referral to the grant provider.
Industry Partnerships	Provide in depth information via two way discussion and further assistance to a business about Industry Partnerships (such as MEP). Note: Identify specific organization/ partnership in service summary.
Department of Industrial Accidents (DIA)	Provide in depth information via two way discussion and further assistance to a business about DIA services. Note: This service does not include the referral to the grant provider
Mass Office of Business Development	Provide in depth information via two way discussion and further assistance to a business about MOBD services. Note: This service does not include the referral to the grant provider
Incubator Information	Help employers find out and apply for these services.
Massachusetts Office of Business Development (MOBD)	Help employers find out and apply for these services.
On the Job Training (OJT)	Provide in depth information via two way discussion and further assistance to a business toward establishing a contract for OJT opportunities. Note: This service does not include prep work.

Service Category: Business Information and Incentives
Type Of Service:

Other Public Incentives or Business Service

Provide in depth information via two way discussion and further assistance to a business about other Public Incentive or Business Service. Note: This service does not include the referral to the grant provider.

Unemployment Insurance Programs Information

Provide in depth information via two way discussion and further assistance to a business about Unemployment Insurance Program services.

Work Opportunity Tax Credit (WOTC)

Provide in depth information via two way discussion and further assistance to a business about WOTC services. Note: This service does not include the referral to the grant provider.

Workforce Training Fund Program (WTFP)

Provide in depth information via two way discussion and further assistance to a business about WTFP services. Note: This service does not include the referral to the grant provider.

WorkShare Information

Provide in depth information via two way discussion and further assistance to a business about WorkShare Information services. Note: This service does not include the referral to the grant provider.

EDUCATION AND TRAINING

These services provide education and training

Service Category: Education and Training
Type Of Service:

Group Information Session for Businesses

Bring together businesses for a broad range of workforce development related topics, such as focus groups, conferences, etc. This is a staff led event/activity.

Mentoring/Job Shadowing/ School-to-Work/Internship

Provide information, referral, and/or help set up one or more of these opportunities.

On the Job Training (OJT) Contract Prep/Maintenance

Develop On-the-Job Training (OJT) contract and/or follow up on the OJT during the contract period.

Apprenticeship Contract Prep / Maintenance

Develop Apprenticeship contract and/or follow up on the Apprenticeship during the contract period.

Service Category: Education and Training
Type Of Service:

Testing for Businesses

Provide testing services to a company's workforce or to a candidate, at the company's request, who is under consideration for a position at the requesting company, such as professional development assessment, etc.

Training/Support Services Fair

Training vendors, community service providers, and/or support service organizations that do not have job openings attend training/support services fair to recruit for their services.

Workshop/Training for Business Staff

Provide skills training for the staff of businesses..

Outplacement Services

Interview candidates for outplacement (e.g. downsizing, transition, etc.). Offer testing, assessment, workshops, and counseling assistance. There must be an agreement with the business to provide services to their employees.

JOB FAIRS AND RECRUITMENTS

These services provide employers with recruitment and/or Job Fair services.

Service Category: Job Fairs and Recruitments
Type Of Service:

Individual Screening

Career center / business staff screens a single job seeker (at the specific request of the business) in order to fill an open position listed in MOSES. This individual screening service entails screening candidates for appropriate skill set, reviewing resumes, assessing fit for the business, and confirming that the candidate has applied to the position per the business' instructions. Career center staff then forwards the candidate's package to the business. NOTE: Must include a Job Order Referral on the job seeker's record for the candidate who was forwarded to the business.

Job Fairs

Three (3) or more businesses that have job openings attend a job fair that is facilitated by the career center. This service is not to be used for single employer recruitment.

Service Category: <u>Job Fairs and Recruitments</u>
<u>Type Of Service:</u>

Recruitments

Businesses that have job openings attend an event and interview candidates for positions. The event is facilitated by the career center. This service is not to be used for a job fair.

Specialized Recruitment

Career center / business staff conducts a recruitment event (at the specific request of the business) to screen multiple candidates for a position (or positions) listed in MOSES. This event entails screening candidates for appropriate skill set, reviewing resumes, assessing fit for the business, and confirming that the candidate has applied to the position per the business' instructions. Career center staff then forward candidate packages to the business. NOTE: Must include a Job Order Referral on the job seeker's record for those candidates who were forwarded to the business.

<u>LABOR MARKET INFORMATION</u>

These services provide Labor Market Information to employers.

Service Category: Labor Market Information
<u>Type Of Service:</u>

Job Description Assistance

Provide substantial effort in editing or creating job descriptions on behalf of a business. Does not include simple edits.

Industry Briefings by Businesses

Business led event/activity to discuss industry trends, job openings, and labor market information with job seekers and/or career center staff.

Labor Market Information

Provide in depth research and analysis about the labor market (e.g. salary survey information), which includes customized information packages or presentations to a single business or to a group of businesses.

REFERRALS TO GRANTS AND INCENTIVES

These services reflect referrals of employers to agency partners.

Service Category: Referrals to Grants and Incentives
Type Of Service:

Other Grant Information Staff facilitates a two way connection between the business contact and the referred agency and confirms that contact between the two parties has been established (specify grant names in service summary).

Mass Office of Business Development (MOBD) Staff facilitates a two way connection between the business contact and MOBD and confirm that contact between the two parties has been established.

Other Public Incentives or Business Service Staff facilitates a two way connection between the business contact and awarding agency (e.g. Empowerment Zone) and confirm that contact between the two parties has been established (specify incentive name in service summary).

Work Opportunity Tax Credit (WOTC) Staff facilitates a two way connection between the business contact and WOTC and confirm that contact between the two parties has been established.

WorkShare Staff facilitates a two way connection between the business contact and WorkShare and confirm that contact between the two parties has been established.

Workforce Training Fund Program (WTFP) Staff facilitates a two way connection between the business contact and WTFP and confirm that contact between the two parties has been established.

Department of Industrial Accidents (DIA) Staff facilitates a two way connection between the business contact and DIA and confirm that contact between the two parties has been established.

MassHire for Business Services The FutureSkills Market Maker facilitates a two-way connection between the business and career center staff and confirms that the contact between the two parties has been established that will enable a path for business services.

FutureSkills - CTI The FutureSkills Market Maker facilitates a two-way connection between the business and training partner and confirms that the contact between the two parties has been established that will enable a path for establishing a CTI funded training.

FutureSkills - RENEW The FutureSkills Market Maker facilitates a two-way connection between the business and training partner and confirms that the contact between the two parties has been established that will enable a path for establishing a RENEW funded training.

Service Category: Referrals to Grants and Incentives
Type Of Service:

FutureSkills - WCTF   The FutureSkills Market Maker facilitates a two-way connection
between the business and training partner and confirms
that the contact between the two parties has been established that
will enable a path for establishing a WCTF funded
training.

OUTCOMES

These services reflect referrals of employers to agency partners.

Service Category: Outcomes
Type Of Service:

Other Grant Information
Staff learns through follow up that a local/regional grant was awarded to the business (specify grant names in service summary).

Mass Office of Business Development (MOBD)
Staff learns through follow up that an incentive/tax credit (e.g. TIF) was received from MOBD.

Other Public Incentives or Business Service
Staff learns through follow up that incentive award was received by the business; e.g. due to location in an Empowerment Zone (specify incentive name in service summary).

Work Opportunity Tax Credit (WOTC)
Staff learns through follow up that a WOTC tax credit was received by the business.

WorkShare
Staff learns through follow up that a Work Share agreement has been signed by the business with DUA.

Workforce Training Fund Program (WTFP)
Staff learns through follow up that a WTFP grant was received by the business (specify grant type in service summary).

Department of Industrial Accidents (DIA)
Staff learns through follow up that a DIA grant was received by the business.

Apprenticeship
Staff learns through follow up that an Apprenticeship agreement was signed by the business

On the Job Training (OJT)
Staff learns through follow up that an OJT contract was signed by the business.

FutureSkills - CTI
The FutureSkills Market Maker learns through follow up that a CTI funded training has been successfully established for the business or training partner.

FutureSkills - RENEW
The FutureSkills Market Maker learns through follow up that a RENEW funded training has been successfully established for the business or training partner.

FutureSkills - WCTF
The FutureSkills Market Maker learns through follow up that a WCTF funded training has been successfully established for the business or training partner.

Automatically Generated Services

MOSES automatically assigns these services to the employer or job order record. No action is required by staff for these services

Service Category: Automatically Generated Services
Type Of Service:

Close Job Order	MOSES automatically assigns this to the Job Order History Tab when you close that job order.
Fully Placed Job Order	The maximum allowed number of referrals to the Job Order was made and from these referrals, the number of placements equals the number of job openings.
Fully Referred Job Order	The maximum allowed number of referrals to the Job Order was made.
Increase Openings	The number of referrals allowed for the Job Order was increased.
Increase Referrals	The number of referrals allowed for the Job Order was increased.
Job Order Contact	This service appears when you click Add on the Job Order History Tab.
Not Suppressed	Employer contacts are not suppressed. This is the default.
Open Job Order	MOSES automatically assigns this to the Job Order History Tab when you open that job order.
Suppressed	Employer contacts are suppressed.