



MODIFIED Participant Eligibility Guidance Tool **March, 2015**

Overall Grant Participant Specifications:

Trade Adjustment Assistance (TAA)

An individual who has lost their job, from Trade certified employer, through no fault of their own (due to lack of work), as a result of foreign trade.

USDOL is responsible for certifying qualifying employers as Trade Act eligible. The Trade Act program consists of Trade Adjustment Assistance (TAA) and Trade Readjustment Allowance (TRA) and is only administered by State merit staff. In Missouri, DOLIR/DES administers the TRA portion of the program and makes eligibility determinations (TRA Claims) along with TRA weekly benefits and other TAA associated payments. DED/DWD administers the TAA portion of the program that includes benefits and services such as training eligibility and approval.

Veteran Status

A person who served at least one day in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable. Active service includes full-time Federal service in the National Guard or a Reserve component. This definition of “active service” does not include full-time duty performed strictly for training purposes (i.e., that which often is referred to as “weekend” or “annual” training), nor does it include full-time active duty performed by National Guard personnel who are mobilized by State rather than Federal authorities.

The Jobs for Veterans Act (Pub. L. 107-288) requires priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service can be found at 20 CFR part1010. In circumstances where a grant recipient must choose between two qualified candidates for training or a service, one of whom is a veteran or eligible spouse, the Veterans Priority of Service provisions require that the grant recipient give the veteran or eligible spouse priority of service by admitting him or her into the training program or providing service. To obtain priority of service a veteran or spouse must meet the program’s eligibility requirements. Grantees must comply with DOL guidance on veterans’ priority.

Unemployed

An individual who has been terminated or laid off, or has received a notice of termination or layoff; employed at a facility at which the employer has made a general announcement the facility will close within 180 days; self-employed (including employment as a farmer, a rancher, or a fisherman) but unemployed as a result of general economic conditions or natural disasters; and a displaced homemaker.

Underemployed

An individual who is working part-time but desires full time employment, or is working in employment not commensurate with the individual’s demonstrated level of educational and/or skill achievement. The local Workforce Investment Board negotiated average earnings target wage should be referenced to aid in eligibility determination.

Low-Skilled

An individual will be required to demonstrate college readiness for placement into college level coursework, (typically coursework numbered 100 level or above) as defined in the chart on page 3 of this guidance. Individuals scoring below the designated cut-off score for any area will be defined as “Low- Skilled” for the purposes of MoWINS eligibility.



All MoWINs participants will be assessed through the use of WorkKeys/NCRC assessment in each of the following areas: Applied Mathematics, Locating Information, and Reading for Information. Individuals scoring below a level 5 for any NCRC/WorkKeys area will be defined as “Low-Skilled” for the purposes of MoWINs eligibility.

Since MoWINs also serves GED seeking participants, low skilled adults as defined by the US Dept. of Education- students who, for whatever reason, are not enrolled in secondary school and lack the sufficient mastery of basic educational skills and do not possess a secondary school diploma or its recognized equivalent. Not having a high school diploma or its equivalent is by definition, low skilled. These participants will be assessed with a tool that will determine exactly what general, basic skills need remediation. Tests of Adult Basic Education (TABE) are currently used by high schools, MO Career Centers and Adult Education programs. This assessment test is aligned with the National Reporting Standards for education.

Other Grant Participant Specifications:

Veterans Priority

The Jobs for Veterans Act (Pub. L. 107-288) requires priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service can be found at 20 CFR part1010. In circumstances where a grant recipient must choose between two qualified candidates for training or a service, one of whom is a veteran or eligible spouse, the Veterans Priority of Service provisions require that the grant recipient give the veteran or eligible spouse priority of service by admitting him or her into the training program or providing service. To obtain priority of service a veteran or spouse must meet the program’s eligibility requirements. Grantees must comply with DOL guidance on veterans’ priority.

All community colleges and technical colleges are required to collect data for all MoWINs participants including continuing education (noncredit) grant funded programs. The grant requires data collection on each participant for each area (Math, Reading and English) that indicates a participant’s skill level (college-ready, one-level below college-level, two-levels below college-level, or three or more levels below college-level). These data elements will be important as we examine whether or not a student has made gains in skill level and will also help to explain the importance of entering skill level on degree and credential completion.

For the noncredit MoWINs programs, WorkKeys will be the assessment instrument for Low Skilled eligibility determination.

For the GED MoWINs programs, Test of Adult Basic Education (TABE) will be the assessment instrument for Low Skilled eligibility determination.

The community colleges have all agreed to a set of common cut-off scores. Such cut-off scores should serve as the starting point for the definition of "Low Skilled" for credit seeking participants. **An entering student who is deficient in one or more areas will be defined as "Low Skilled".**

The following applies to MoWINs credit programs only:

Missouri Community College Readiness Standards

Missouri community colleges have developed a common standard for college readiness. All Missouri community college students will be required to demonstrate college readiness for placement into college level coursework (typically coursework numbered 100 level or above) as defined in the chart below using ACT scores as noted. Concordant scores in other placement tests, as indicated below, may also be used for students who do not present an ACT score.



Point considered when determining common placement scores included:

- The adopted college readiness standard must be based on research and best practice.
- The standard must align with other placement testing tools.
- Consideration should be given to the approach other states took in adopting a statewide standard.

In its review of ACT based college readiness materials and publications, and in consultation with ACT staff and researchers, community colleges believe these common core standards will promote student success, provide access to college and support student learning.

These changes began in the fall of 2011. The new testing scores are as follows:

	ACT	COMPASS	ASSET	SAT
Writing	18	70	41	Critical Reading 450
Reading	18	81	41	Critical Reading 460
Mathematics	23	Interm Test 66	23	Math 460

- Scores below these standards will result in development coursework.



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