

**ATTACHMENT A:
FEDERAL JOB TRAINING AND EMPLOYMENT PROGRAMS
IMPACTED BY COMMON MEASURES**

In addition to programs administered by ETA, the following Federal programs are subject to the common measures:

Department of Labor

Programs for Veterans:

- Veterans' Workforce Investment Program
- Disabled Veterans' Outreach Program
- Local Veterans' Employment Representatives
- Homeless Veterans' Reintegration Program

Department of Education

Adult Education

Rehabilitation Services:

- Vocational Rehabilitation Grants to States
- American Indian Vocational Rehabilitation Services
- Supported Employment State Grants
- Projects with Industry
- Migrant and Seasonal Farm Workers

State Grants for Incarcerated Youth Offenders

Vocational Education:

- Carl D. Perkins Vocational and Technical Education Act - State Grants
- Carl D. Perkins Vocational and Technical Education Act - Tech Prep State Grants
- Carl D. Perkins Vocational and Technical Education Act – Tribally Controlled Postsecondary
- Vocational Institutions

Department of Health and Human Services

Temporary Assistance to Needy Families

Department of Veterans Affairs

Vocational Rehabilitation and Employment Services and Benefits

Department of the Interior

Job Placement and Training

Department of Housing and Urban Development

YouthBuild

ATTACHMENT B: COMMON MEASURES AT-A-GLANCE

ADULT MEASURES

Entered Employment

*Of those who are not employed
at the date of participation:*

of participants who are employed
in the first quarter after the exit quarter

of participants who exit during the quarter

Employment Retention

*Of those who are employed in the
first quarter after the exit quarter:*

of participants who are employed in
both the second and third quarters
after the exit quarter

of participants who exit during the quarter

Six Months Earnings Increase

*Of those who are employed in the
first quarter after the exit quarter:*

[Total earnings in the second + third quarters after the
exit quarter] **minus**

[Total earnings in the second + third quarters prior to
the participation quarter]

of participants who exit during the quarter

YOUTH MEASURES

Placement in Employment or Education

*Of those who are not in post-secondary education,
employment, or the military
at the date of participation:*

of participants who are in employment or
the military or enrolled in post-secondary
education and/or advanced training/occupational
skills training in the first quarter after the exit
quarter

of participants who exit during the quarter

Attainment of a Degree or Certificate

*Of those enrolled in education (at the date of
participation or at any point during the program):*

of participants who attain a diploma, GED, or
certificate by the end of the third quarter
after the exit quarter

of participants who exit during the quarter

Literacy and Numeracy Gains

*Of those out-of-school youth who are basic skills
deficient:*

of participants who increase one
or more educational functioning levels

of participants who have completed a year in the
program (i.e., one year from the date of program
participation) plus the # of participants who exit
before completing a year in the program

ATTACHMENT C: DEFINITIONS OF KEY TERMS

Advanced Training/Occupational Skills Training – An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) coincide with exit rather than short-term training that is part of services received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate (as defined below under this attachment).

Basic Skills Deficient – The individual computes or solves problems, reads, writes, or speaks English at or below the eighth grade level 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. In addition, states and grantees have the option of establishing their own definition, which must include the above language. In cases where states or grantees establish such a definition, that definition will be used for basic literacy skills determination.

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

- A state educational agency, or a state agency responsible for administering vocational and technical education within a state.
- An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs.
- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education and training to veterans and other eligible persons under provisions of the Montgomery GI Bill.
- Office of Job Corps.
- Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

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

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

Diploma – The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.

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

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

- Did any work at all as a paid employee (except the individual is not considered employed if: a) he/she has received a notice of termination of employment or the employer has issued a WARN or other notice that the facility or enterprise will close, or b) he/she is currently on active military duty and has been provided with a date of separation from military service);
- Did any work at all in his/her own business, profession, or farm;
- Worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family; or
- Was not working, but has a job or business from which he/she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, regardless of whether paid by the employer for time off, and regardless of whether seeking another job.

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

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

Military Status at the Date of Participation – An individual is considered to be in the military at the date of participation if: a) he/she currently is serving on active military duty and has not been provided with a date of separation from military service, or b) he/she is a member of the National Guard or one of the Military Reserves and is currently serving in a mobilized (i.e., active military duty) status.

Out-of-School Youth – An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed (WIA section 101(33)). For reporting purposes, this term includes all youth except those who are attending any school and have not received a secondary school diploma or its recognized equivalent, and except those who are attending post-secondary school and are not basic skills deficient.

Participant – The term participant means an individual who is determined eligible to participate in the program and receives a service funded by the program in a physical location (e.g., a One-Stop career center). States and grantees are encouraged to consider as participants those individuals who receive services that are available electronically and are not accessed through a physical location.

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

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

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

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

Pre-test – A test administered to a participant within 60 days following the date of participation.

ATTACHMENT D: EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

ATTACHMENT D – EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

Outcome Measures Definitions		
Literacy Level	EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ABE Literacy Test Benchmark: TABE (7-8 and 9-10) scale scores (grade level 0-1.9): Reading 367 and below Total Math 313 and below Language 392 and below</p> <p>CASAS: 200 and below</p> <p>ABLE scale scores (grade level 0-1.9): Reading 523 and below Math 521 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p> <p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education Test Benchmark: TABE (7-8 and 9-10): scale scores (grade level 2-3.9): Reading: 368-460 Total Math: 314-441 Language: 393-490</p> <p>CASAS: 201-210</p> <p>ABLE scale scores (grade level 2-3.9): Reading: 525-612 Math: 530-591</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.</p>

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 4-5.9): Reading: 461-517 Total Math: 442-505 Language: 491-523</p> <p>CASAS: 211-220</p> <p>ABLE scale scores (grade level 4-5.9): Reading: 613-644 Math: 593-641</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 6-8.9): Reading: 518-566 Total Math: 506-565 Language: 524-559</p> <p>CASAS: 221-235</p> <p>ABLE scale score (grade level 6-8.9): Reading: 646-680 Math: 643-693</p> <p>WorkKeys scale scores: Reading for Information: 75 – 78 Writing: 75 – 77 Applied Mathematics: 75 – 77</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involves following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.</p>

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 9-10.9): Reading: 567-595 Total Math: 566-594 Language: 560-585</p> <p>CASAS: 236-245</p> <p>ABLE scale scores (grade level 9-10.9): Reading: 682-697 Math: 694-716</p> <p>WorkKeys scale scores: Reading for Information: 79 – 81 Writing: 78 – 85 Applied Mathematics: 78 – 81</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 11-12): Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p>CASAS: 246 and higher</p> <p>ABLE scale scores (grade level 11-12): Reading: 699 and above Math: 717 and above</p> <p>WorkKeys scale scores: Reading for Information: 82 – 90 Writing: 86 – 90 Applied Mathematics: 82 – 90</p>	<p>Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>	<p>Individuals are able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.</p>

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS-A-SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy Test benchmark: CASAS (all): 180 and below SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1 Oral BEST: 0-15 BEST Plus: 400 and below Literacy BEST: 0-7</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Beginning ESL Test benchmark: CASAS (all): 181-200 SPL (Speaking) 2-3 SPL (Reading and Writing) 2-4 Oral BEST 16-41 BEST Plus: 401-438 Literacy BEST: 8-46</p>	<p>Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.</p>	<p>Individual can recognize, read and write numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.</p>
<p>Low Intermediate ESL Test benchmark: CASAS (all): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5 Oral BEST: 42-50 BEST Plus: 439-472 Literacy BEST: 47-53</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

Outcome Measure Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH-AS-A-SECOND LANGUAGE LEVELS

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Intermediate ESL Test Benchmark: CASAS (all): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6 Oral BEST: 51-57 BEST Plus: 473-506 Literacy BEST: 54-65</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.</p>

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH-AS-A-SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Low Advanced ESL Test benchmark: CASAS (All): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7 Oral BEST 58-64 BEST Plus: 507-540 Literacy BEST: 66 and above</p>	<p>Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.</p>
<p>High Advanced ESL Test benchmark: CASAS (All): 236-245 SPL (Speaking) 7 SPL (Reading and Writing) 8 Oral BEST 65 and above BEST Plus: 541-598 Exit Criteria: SPL 8 (BEST Plus 599 and higher)</p>	<p>Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.</p>	<p>Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors.</p>	<p>Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.</p>

Source: U.S. Department of Education, Office of Vocational and Adult Education.