

PA Department of Labor & Industry
Workforce Investment Center
Bureau of Workforce Investment
WORKFORCE INVESTMENT INFORMATION NOTICE NO. 9-02
October 3, 2002

TO: ALL LOCAL WORKFORCE INVESTMENT AREAS

FROM: JOHN C. VOGEL
Director
Bureau of Workforce Investment

SUBJECT: WIA Performance Measures

INQUIRIES: If you have questions concerning this issuance, please direct inquiries to one of the following Performance Coordination Services staff members by e-mail or telephone.

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1. **Purpose.** To provide information and guidance regarding WIA Performance Measures. This document is intended to furnish Local Workforce Investment Areas with the most up-to-date information relative to WIA Performance Measures.
2. **Reference.** The Workforce Investment Act (WIA) of 1998 (P. L. 105-220) (29 USC §2801 et seq); WIA Final Regulations, dated August 11, 2000, codified at 20 CFR Parts 652 and 660 through 671; Training and Employment Guidance Letter (TEGL) No. 7-99, dated March 3, 2000; TEGL No. 8-99, dated March 3, 2000; TEGL No. 6-00, dated September 21, 2000; TEGL No. 6-00, Change 1, dated October 31, 2001; TEGL No. 11-01, dated February 12, 2002; and TEGL No 14-00, Change 1, dated November 19, 2001.
3. **Discussion.** The Bureau of Workforce Investment is distributing the attached guidance information relevant to WIA Performance Measures, which will serve as the basis for the development and issuance of future technical assistance guides.

4. **Action Required.** Local Workforce Investment Areas are requested to widely distribute copies of this issuance to local workforce investment agency staff and other Team PA CareerLink partners within the Local Workforce Investment Area.

Workforce Investment Information Notice No. 9-02 has been posted on the PA Workforce Website and can be accessed at <http://www.paworkforce.state.pa.us/>.

5. **Attachment.** WIA Performance Measures Desk Aide
6. **Expiration Date.** On-going

**WIA PERFORMANCE MEASURES
DESK AIDE**

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INTRODUCTION

The WIA Performance Measures Desk Aide was developed by the Bureau of Workforce Investment's (BWI) staff to provide general information and clarification regarding the Workforce Investment Act (WIA) 15 core performance measures. This document does not discuss the two customer satisfaction performance measures.

The following Training and Employment Guidance Letters (TEGL) were used in the development of the WIA Performance Measures Desk Aide.

- TEGL No. 7-99, dated March 3, 2000, provided technical guidance for States to implement the core and customer satisfaction performance measures, and to calculate performance levels required under the WIA.
- TEGL No. 14-00, Change 1 was issued on November 19, 2001 and it provided revisions to guidance previously released to states for reporting participant data under Title I-B of WIA in the annual and quarterly reports as well as the WIA Title I-B Standardized Record Data (WIASRD) report.

Questions regarding the WIA Performance Measures Desk Aide may be directed to the following Performance Coordination Services Staff.

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The Center for Workforce Information and Analysis (CWIA) has primary responsibility for the calculation of WIA Performance Measures and is ultimately responsible for the negotiation of Pennsylvania's performance measures with USDOL and the negotiation of LWIA performance measures with the State. Questions regarding performance measures and the negotiation process may be directed to Melody Porter at (717) 787-2448 or via e-mail at meporter@state.pa.us.

INTRODUCTION TO WIA PERFORMANCE MEASURES

Background. Section 136 of the WIA specifies core indicators of performance for workforce investment activities in adult, dislocated worker, and youth programs. Fifteen core measures apply to the adult, dislocated worker, and youth programs.

The core performance measures are the key measures of success in achieving the legislative goals of WIA. The measures are used to do the following:

- Set agreed upon performance goals on a State and local level;
- Ensure comparability of state performance results to maintain objectivity in measuring results for incentive and sanction determinations; and
- Provide information for system wide reporting and evaluation for program improvement.

Section 136 of the Act also calls for the use of quarterly Unemployment Insurance (UI) wage records to measure performance.

- There is a significant time delay in availability of the UI wage record for use as a data source.
- For most of the core measures, the performance levels reported will also lag behind.
- This means that outcomes for most participants will not be reported during the same year that individuals participate in services.

INTRODUCTION TO WIA PERFORMANCE MEASURES

15 CORE PERFORMANCE MEASURES

Adult (18 or Older) Program

1. Entry into unsubsidized employment;
2. Retention in unsubsidized employment six months after entry into the employment;
3. Earnings received in unsubsidized employment six months after entry into the employment; and
4. Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment.

Dislocated Worker Program

5. Entry into unsubsidized employment;
6. Retention in unsubsidized employment six months after entry into the employment;
7. Earnings received in unsubsidized employment six months after entry into the employment relative to earnings of job of dislocation; and
8. Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment.

Youth Program

- **Older Youth (19–21)**

9. Entry into unsubsidized employment;
10. Retention in unsubsidized employment six months after entry into the employment;
11. Earnings received in unsubsidized employment six months after entry into the employment; and
12. Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment or who enter postsecondary education, advanced training or unsubsidized employment.

- **Younger Youth (14–18)**

13. Attainment of basic skills and, as appropriate, work readiness or occupational skills;
14. Attainment of secondary school diplomas and their recognized equivalents; and
15. Placement and retention in postsecondary education, advanced training, military service, employment, or qualified apprenticeships.

INTRODUCTION TO WIA PERFORMANCE MEASURES

Applying Measures to Funding Streams and Population Groups. The WIA core measures, other than the customer satisfaction measures, are applied separately to the three funding streams: adult, dislocated worker, and youth. The youth funding stream is further divided into two categories: older youth (age 19–21) and younger youth (age 14–18). This means that 15 of the measures are divided among the four different population groups. The two customer satisfaction measures are applied across all population groups. Since the outcomes vary across the four population groups, the USDOL maintains that it is important to measure performance separately for each group. The following rules apply to determine how to count participants in the funding streams:

- If a participant is served by a specific funding stream, he/she will be counted in that funding stream's set of measures (e.g., a participant served by adult funds will be in the adult measures).
- If a participant is served by more than one funding stream, he/she will be counted in more than one set of measures (e.g., a participant served by youth funds and adult funds will be counted in both the youth measures and adult measures).
- Since there are two sets of measures within the youth funding stream, the following rule applies for those served by the youth funding stream: a youth must be included only in the set of youth measures that applies based on the person's age at registration (i.e., youth between the ages of 14 and 18 at registration will be included in the younger youth measures and youth between the ages of 19 and 21 at registration will be included in the older youth measures) regardless of how old the participant is at exit.
- All exit-based measures (which includes all the core measures except the younger youth (14–18) skill attainment rate and the employer customer satisfaction measure) will be effective when the participant has exited all WIA Title I and partner services (definition of exit is provided in Section D). In the case of a youth participant who becomes an adult participant, the individual will be counted in both the youth measures and adult measures. Neither set of exit-based measures will be applied until that participant has exited the adult program services (as well as all other WIA Title I or partner services). This is because exit-based measures assess a participant's outcome following their full range of services, even when those services are from different program areas.

INTRODUCTION TO WIA PERFORMANCE MEASURES

Point of Registration for Counting Customers in Measures. For accountability purposes, WIA established core measures of performance for customers who receive workforce investment activities beyond self-service and informational services. The WIA Final Regulations (20 CFR 666.140) stated that the point of registration determines who is counted in the measures and who is excluded from the measures. All youth who receive WIA Title I services will be registered for services and counted in the measures.

For performance measurement of the adult and dislocated worker programs, WIA distinguishes self-service and informational activities as separate from the other activities within the WIA service categories (core, intensive, and training). However, there are informational activities within the core services category described in the Act. There are two main factors to consider when determining which core services require adults and dislocated workers to be registered and counted in the measures:

- 1. Level of staff involvement with the customer.** When there is significant staff involvement in terms of resources or time, individuals receiving the staff-intensive core services are required to be registered for the adult and dislocated worker programs (all youth customers are required to register).
- 2. Purpose of the service.** The Act specifically excludes those individuals who participate in self-service activities only (such as browsing the Internet). For staff-assisted activities, the purpose of the service should be examined to determine if registration is required for the service. Services that are designed to inform and educate individuals about the labor market and their employment strengths, weaknesses, and the range of services appropriate to their situations should be considered informational in nature. Staff-assisted services that are designed to impart job seeking and/or occupational skills should require registration.

It is important to keep in mind that an individual must receive a WIA funded staff-assisted core, intensive, or training service to trigger registration and include the person in the core measures. For example, in a One-Stop environment, if an individual received only Wagner Peyser funded core services or TANF funded case management and did not receive any WIA funded staff-assisted core, intensive, or training service, that individual would not be registered for WIA and counted in the core measures. However, as long as an individual has received WIA funded staff-assisted core, intensive, or training services, and goes on to receive non-WIA funded partner services, that person would be registered for WIA and counted in the core measures.

INTRODUCTION TO WIA PERFORMANCE MEASURES

Point of Exit for Counting Outcomes. For all of the core measures (except the younger youth skill attainment rate and employer customer satisfaction measure), comparability across States is only possible if a single point in time is used to begin measurement. The term “exit” is being used to determine when to count an individual in a specified reporting period. Each individual becomes part of an exit cohort, a group who is determined to be “exiters” within a particular quarter and is looked at together for measurement purposes. There are two ways to determine exit during a quarter:

1. a participant who has a date of case closure, completion or known exit from WIA-funded or non-WIA funded partner service within the quarter (hard exit); or
2. a participant who does not receive any WIA-funded or non-WIA funded partner service for 90 days and is not scheduled for future services except follow-up services (soft exit).

Participants who have a planned gap in service of greater than 90 days should not be considered as exited if the gap in service is due to a delay before the beginning of training or a health/medical condition that prevents an individual from participating in services. Service providers should document any gap in service that occurs with a reason for such a gap in service. Participants, who exit from services because they are incarcerated, deceased, or have a health/medical condition that prevents the individual from participating in services, should be excluded from the measures. Once a participant has not received any WIA funded or partner services for 90 days, except follow-up services and there is no planned gap in service or the planned gap in service is for reasons other than those specified above, that participant has exited WIA for the purposes of measurement in 15 of the 17 core measures (the younger youth skill attainment rate and employer customer satisfaction measures are not based on exit).

The exit date is the last date of WIA funded or partner service received (except follow-up services). For a soft exit, the exit date cannot be determined until 90 days has elapsed from the last date of service. At that point, the exit date recorded is the last date of service. The exit quarter (referred to throughout the definitions of the measures) is the quarter in which the last date of service (except follow-up services) takes place. If a participant exits WIA and receives additional WIA services after exiting, that participant is treated as a new participant for purposes of the core measures and will be included in the appropriate measures. The definition of exit applies to all of the core measures except the younger youth skill attainment and employer customer satisfaction measures.

NOTE: Participants who become incarcerated, deceased or develop a health/medical condition after exit are included in the performance measures.

INTRODUCTION TO WIA PERFORMANCE MEASURES

Time Period to be Used for Measurement. As far as time periods for measurement are concerned, there are two groups of measures.

- ◆ The first group of measures is related to employment as the primary outcome or as a partial outcome, and requires the use of the UI wage records as a data source. These measures are the adult, dislocated worker and older youth entered employment, retention, earnings, and credential measures and the younger youth retention rate.
- ◆ The second group of measures is not employment based and is not tied to the UI wage records. These measures are the younger youth skill attainment rate and diploma or equivalency rate, and the two customer satisfaction measures.

A major consideration for the first group of employment-related measures is the time lag associated with using the UI wage records as a data source. For the most part, there is a time delay of at least two quarters after the quarter in which a person exits services and the time when all the UI wage record data for the quarter after exit are available for record matching. For measures that occur at six months after exit, such as the employment retention and earnings measures, the delay will be at least one year after the exit quarter.

1. The first time period is for all measures that utilize the UI wage record and will involve going back in time three quarters to account for the time-lag. These measures include the adult, dislocated worker, and older youth entered employment, retention, earnings, and credential measures and the younger youth retention rate.
2. The second time period is for the four measures that are not based on the UI wage records, and they are the younger youth skill attainment rate, the younger youth diploma or equivalency rate, and the two customer satisfaction measures.

This approach of having two time periods, with one going back three quarters prior and the first quarter of the current program year and the second for the group of “real-time” measures being for the actual program year, will continue for future years of WIA implementation.

A detailed chart of the timing of activities and the measurement time frame is included in TEGl No. 7-99, Attachment C, Exhibit II.1.

INTRODUCTION TO WIA PERFORMANCE MEASURES

Participants to be Excluded from the Measures. Participants who exit from the program under the following conditions should be excluded from the measures:

- Participants who exit from services because they are incarcerated, institutionalized, deceased, or have a health/medical condition that prevent them from participating in services, should be excluded from the measures.
NOTE: Participants who become incarcerated, deceased or develop a health/medical condition after exit are included in the performance measures.
- Participants served exclusively with National Emergency Grants.
- Reservists called to active duty who choose not to return to WIA.

Additional exclusions may apply to certain measures. These exclusions are identified in the specific definitions of applicable measures.

WIA PERFORMANCE MEASURES BY PERFORMANCE MEASURES GROUP CHART

The WIA Performance Measures Chart on the following page displays the 15 core WIA Performance Measures at-a-glance.

The left-hand side of the chart lists the eight Performance Indicators:

- Entered Employment Rate
- Employment Retention Rate at Six Months
- Average Earnings Change in Six Months
- Earnings Replacement Rate in Six Months
- Employment and Credential Rate
- Skill Attainment Rate
- Diploma or Equivalent Attainment
- Placement and Retention Rate

Across the top of the chart, a separate column is displayed for each performance measure group:

- Adult (18 or older)
- Dislocated Worker
- Older Youth (19–21)
- Younger Youth (14–18)

To determine whether or not a performance measure applies to a particular performance measure group:

- Find the specific Performance Measure in the left-hand column, and follow it across under a specific performance measure group column (e.g., Adult (18 or older), Dislocated Worker, Older Youth (19–21), or Younger Youth (14–18)).
- If there is an “X” in the performance measure group column (e.g., Adult (18 or older)), the Performance Measure applies to that performance measure group.
- If the column is shaded, the Performance Measure does not apply to that performance measure group.

**WIA PERFORMANCE MEASURES
BY
PERFORMANCE MEASURE GROUP CHART**

CORE PERFORMANCE MEASURES	PERFORMANCE MEASURE GROUPS			
	ADULT (18 OR OLDER)	DISLOCATED WORKER	OLDER YOUTH (19-21)	YOUNGER YOUTH (14-18)
ENTERED EMPLOYMENT RATE	X	X	X	
EMPLOYMENT RETENTION RATE AT SIX MONTHS	X	X	X	
AVERAGE EARNINGS CHANGE IN SIX MONTHS	X		X	
EARNINGS REPLACEMENT RATE IN SIX MONTHS		X		
EMPLOYMENT AND CREDENTIAL RATE	X	X	X	
SKILL ATTAINMENT RATE				X
DIPLOMA OR EQUIVALENT ATTAINMENT				X
PLACEMENT AND RETENTION RATE				X

WIA PROGRAMS (FUNDING STREAMS) ASSOCIATED WITH PERFORMANCE MEASURE GROUPS

The WIA Programs (Funding Streams) Associated with Performance Measure Groups chart displays the WIA Programs (Funding Streams) along with the performance measure group(s) they are associated with.

The left-hand side of the chart lists the WIA Program(s) (funding stream) that a WIA participant may be enrolled under:

- Adult (18 or older)
- Dislocated Worker
- Youth (14–21)
- Youth Statewide
- Other Statewide
- Displaced Homemaker
- Incumbent Worker
- Rapid Response Additional Assistance
- National Emergency Grants
- Rapid Response Only

Across the top of the chart, a separate column is displayed for each performance measure group:

- Adult (18 or older)
- Dislocated Worker
- Older Youth (19–21)
- Younger Youth (14–18)

To determine whether or not a WIA program (funding stream) is counted in a specific performance measure group when calculating performance measures:

- Find the specific WIA Program (Funding Stream) in the left-hand column, and follow it across under a specific performance measure group column (e.g., Adult (18 or older), Dislocated Worker, Older Youth (19–21), or Younger Youth (14–18)).
- If there is an “X” in the performance measure group column (e.g., Adult), the Performance Measure applies to that program (funding stream).
- If the column is shaded, the WIA Program (funding stream) would not be counted in that Performance Measure group.

In the case of participants who are served with “Other Statewide” funds, the participant would be counted either in the Adult or Dislocated Worker performance measures group. If the participant has a dislocation date or is also enrolled in a National Emergency Grant, the participant would be counted in Dislocated Worker performance measures group, otherwise the participant would be counted in the Adult performance measures group.

**WIA PROGRAMS (FUNDING STREAMS)
ASSOCIATED WITH
PERFORMANCE MEASURE GROUPS**

WIA PROGRAMS	PERFORMANCE MEASURE GROUPS			
	ADULT (18 OR OLDER)	DISLOCATED WORKER	OLDER YOUTH (19–21)	YOUNGER YOUTH (14–18)
ADULT (18 OR OLDER)	X			
DISLOCATED WORKER		X		
YOUTH (14-21)			X	X
YOUTH STATEWIDE			X	X
OTHER STATEWIDE	X ¹	X ²		
DISPLACED HOMEMAKER	X ³		X ⁴	
INCUMBENT WORKER				
RAPID RESPONSE ADDITIONAL ASSISTANCE		STATEWIDE ONLY		
NATIONAL EMERGENCY GRANTS				
RAPID RESPONSE ONLY				

¹Other Statewide and no valid Date of Dislocation

²Other Statewide and the individual has a valid Date of Dislocation

³Displaced Homemaker and age is 22 or older

⁴Displaced Homemaker and age is 18–21, and the individual is not receiving any youth services

WIA PERFORMANCE MEASURES/DEFINITIONS/ OPERATIONAL PARAMETERS/RATIONALE CHARTS

The WIA Performance Measures/Definitions/Operational Parameters/Rationale charts on the following pages were developed so that the WIA Performance Measure(s) along with the Definition, Operational Parameters, and the Rationale for each measure would be available at-a-glance.

The following column headers are displayed.

- Performance Measure – lists the specific performance measure.
- Definition – provides the definition of the performance measure.
- Operational Parameters – describes who will be counted in the performance measure and the time period used for counting individuals in the measure.
- Rationale – a brief explanation/clarification of who is being counted in the performance measure and why.

**WIA PERFORMANCE MEASURES/DEFINITIONS/OPERATIONAL PARAMETERS/RATIONALE
FOR
ADULT PERFORMANCE MEASURES**

PERFORMANCE MEASURE	DEFINITION	OPERATIONAL PARAMETERS	RATIONALE
Adult Entered Employment Rate	<p>Of those who are not employed at registration:</p> <p>Number of adults who have entered employment by the end of the first quarter after exit divided by the number of adults who exit during the quarter.</p>	<ul style="list-style-type: none"> • Individuals who are employed at registration <u>are excluded</u> from this measure (i.e., programs will not be held accountable for these individuals under this measure). • Employment at registration is based on information collected from the registrant, not on UI wage records. 	<p>While the Department recognizes concerns that have been raised about excluding incumbent and underemployed workers from this measure, the intent of the legislation clearly focuses on entering employment.</p> <p>It becomes very difficult to include individuals who are employed at registration without further complicating the measure and making it subject to misinterpretation.</p> <p>Individuals who are employed at registration can demonstrate positive outcomes in the retention, earnings gain/replacement, and combination employment and credential measure.</p>
Adult Employment Retention Rate at Six Months	<p>Of those who are employed in the first quarter after exit:</p> <p>Number of adults who are employed in the third quarter after exit divided by the number of adults who exit during the quarter</p>	<ul style="list-style-type: none"> • This measure includes only those who are employed in the first quarter following exit (regardless of their employment status at registration). • Individuals who are not found to be employed in the first quarter after exit <u>are excluded</u> from this measure (i.e., programs will not be held accountable for these individuals under this measure). • Employment in the first and third quarters following exit does not have to be with the same employer. 	<p>While the measure does not necessarily indicate continuous employment for six months, it does meet the intent of the Act by showing that the person is employed six months after entering employment.</p> <p>This measure requires verifying employment in the quarter after exit rather than relying on employment status at registration to be in aligned with the U.S. Department of Education, Vocational Rehabilitation services measure of employment retention.</p>

**WIA PERFORMANCE MEASURES/DEFINITIONS/OPERATIONAL PARAMETERS/RATIONALE
FOR
ADULT PERFORMANCE MEASURES**

PERFORMANCE MEASURE	DEFINITION	OPERATIONAL PARAMETERS	RATIONALE
<p>Adult Average Earnings Change in Six Months</p>	<p>Of those who are employed in the first quarter after exit:</p> <p>Total post-program earnings (earnings in quarter 2 + quarter 3 after exit) minus pre-program earnings (earnings in quarter 2 + quarter 3 prior to registration) divided by the number of adults who exit during the quarter.</p>	<ul style="list-style-type: none"> • This measure includes the same population as the adult employment retention measure, those who are employed in the first quarter following exit (regardless of their employment status at registration). • To ensure comparability of this measure on a national level, the UI wage records will be the only data source for this measure. Therefore, individuals whose employment in either the first or third quarter after exit was determined from supplementary sources and not from the UI wage records <u>are excluded</u> from the measure (i.e., programs will not be held accountable for these individuals under this measure). • Individuals who are not found to be employed in the first quarter after exit <u>are excluded</u> from this measure. • States should <u>exclude</u> from this measure any individuals whose entry (registration) date is so far back in time that accessing quarters 2 and 3 of pre-registration wage data is unfeasible or unreasonable. However, participants excluded from this measure for this reason should still be included in any other applicable measures. For example, the person should still be counted in the retention measure. • If supplementary sources are the data source for a participant's employment in the 2nd and/or 3rd quarter prior to registration, that participant <u>is excluded</u> from this measure. 	<p>This measure is designed as a pre- and post-program look at earnings change. Since the legislation specifies earnings at six months after employment, a six-month period was selected for the pre-program comparison.</p> <p>The 2nd and 3rd quarters prior to registration were selected as the pre-program reference period because trends have shown that many program participants experience intermittent or stop-gap employment immediately prior to participating in employment and training programs.</p>

**WIA PERFORMANCE MEASURES/DEFINITIONS/OPERATIONAL PARAMETERS/RATIONALE
FOR
ADULT PERFORMANCE MEASURES**

PERFORMANCE MEASURE	DEFINITION	OPERATIONAL PARAMETERS	RATIONALE
<p>Adult Employment and Credential Rate</p>	<p>Of adults who received training services:</p> <p>Number of adults who were employed in the first quarter after exit and received a credential by the end of the third quarter after exit divided by the number of adults who exited services during the quarter.</p>	<ul style="list-style-type: none"> • The numerator of this measure includes those who were employed in the first quarter after exit regardless of whether they were employed at registration. • Credentials can be obtained while a person is still participating in services and up to three quarters following exit. 	<p>This measure is limited to individuals who are in training because that is the only set of services that lead to attainment of a credential.</p> <p>To promote program integration and partner collaboration, this measure does recognize joint participation in WIA services and non-WIA funded training programs.</p> <p>While there will be variation in the ability of local providers or state agencies to track participants who are enrolled in non-WIA funded training services, it is considered a significant and necessary step toward building an integrated workforce investment accountability system. However, it should be noted that this also means that WIA funded programs will be able to get credit for non-WIA funded training in addition to WIA funded training.</p> <p>This measure includes all individuals who received training regardless of whether they had jobs at registration.</p> <p>It recognizes not only individuals who enter employment, but also incumbent workers, students and welfare-to-work participants, who have jobs or are placed in jobs, but continue receiving training services to attain more skills and better jobs.</p> <p>A time frame of three quarters after exit to obtain a credential is to allow time for individuals to take tests, which may occur after training is completed and may only be offered once a year.</p>

**WIA PERFORMANCE MEASURES/DEFINITIONS/OPERATIONAL PARAMETERS/RATIONALE
FOR
DISLOCATED WORKER PERFORMANCE MEASURES**

PERFORMANCE MEASURE	DEFINITION	OPERATIONAL PARAMETERS	RATIONALE
Dislocated Worker Entered Employment Rate	Number of dislocated workers who have entered employment by the end of the first quarter after exit divided by the number of dislocated workers who exit during the quarter	<ul style="list-style-type: none"> • All dislocated workers are included because dislocated workers are either not employed or scheduled to lose their primary job for which eligibility for the dislocated worker program was based. 	<p>This measure uses the same measurement quarters as the adult entered employment rate.</p> <p>The only distinction is that <u>all</u> dislocated workers are counted in this measure regardless of their employment status at registration.</p>
Dislocated Worker Employment Retention Rate at Six Months	<p>Of those who are employed in the first quarter after exit:</p> <p>Number of dislocated workers who are employed in the third quarter after exit divided by the number of dislocated workers who exit during the quarter.</p>	<ul style="list-style-type: none"> • Employment in the first and third quarters following exit does not have to be with the same employer. • Individuals who are not found to be employed in the first quarter after exit <u>are excluded</u> from this measure (i.e., programs will not be held accountable for these individuals under this measure). 	<p>While the measure does not necessarily indicate continuous employment for six months, it does meet the intent of the Act by showing that the person is employed six months after entering employment.</p> <p>This measure requires verifying employment in the quarter after exit rather than relying on employment status at registration to be in aligned with the U.S. Department of Education, Vocational Rehabilitation services measure of employment retention.</p>

**WIA PERFORMANCE MEASURES/DEFINITIONS/OPERATIONAL PARAMETERS/RATIONALE
FOR
DISLOCATED WORKER PERFORMANCE MEASURES**

PERFORMANCE MEASURE	DEFINITION	OPERATIONAL PARAMETERS	RATIONALE
<p>Dislocated Worker Employment and Credential Rate</p>	<p>Of dislocated workers who received training services:</p> <p>Number of dislocated workers who were employed in the first quarter after exit and received a credential by the end of the third quarter after exit divided by the number of dislocated workers who exited services during the quarter</p>	<ul style="list-style-type: none"> • The numerator of this measure includes those who were employed in the first quarter after exit regardless of whether they were employed at registration. • Credentials can be obtained while a person is still participating in services. • See employment and credential measure definitions for training services and credentials. 	<p>This measure is limited to individuals who are in training because that is the only set of services that lead to attainment of a credential.</p> <p>To promote program integration and partner collaboration, this measure does recognize joint participation in WIA services and non-WIA funded training programs.</p> <p>While there will be variation in the ability of local providers or state agencies to track participants who are enrolled in non-WIA funded training services, it is considered a significant and necessary step toward building an integrated workforce investment accountability system. However, it should be noted that this also means that WIA funded programs will be able to get credit for non-WIA funded training in addition to WIA funded training.</p> <p>This measure includes all individuals who received training regardless of whether they had jobs at registration.</p> <p>It recognizes not only individuals who enter employment, but also incumbent workers, students and welfare-to-work participants, who have jobs or are placed in jobs, but continue receiving training services to attain more skills and better jobs.</p> <p>A time frame of three quarters after exit to obtain a credential is to allow time for individuals to take tests, which may occur after training is completed and may only be offered once a year.</p>

**WIA PERFORMANCE MEASURES/DEFINITIONS/OPERATIONAL PARAMETERS/RATIONALE
FOR
DISLOCATED WORKER PERFORMANCE MEASURES**

PERFORMANCE MEASURE	DEFINITION	OPERATIONAL PARAMETERS	RATIONALE
<p>Dislocated Worker Earnings Replacement Rate in Six Months</p>	<p>Of those who are employed in the first quarter after exit:</p> <p>Total post-program earnings (earnings in quarter 2 + quarter 3 after exit) divided by the pre-dislocation earnings (earnings in quarters 2 + quarter 3 prior to dislocation)</p>	<ul style="list-style-type: none"> • To ensure comparability of this measure on a national level, the UI wage records will be the only data source for this measure. Individuals whose employment in either the first or third quarter after exit was determined from supplementary sources and not from the UI wage records <u>are excluded</u> from the measure (i.e., programs will not be held accountable for these individuals under this measure). • This measure includes the same population as the retention measure, those who are employed in the first quarter following exit. • Individuals who are not found to be employed in the first quarter after exit <u>are excluded</u> from this measure. • If there is no date of dislocation or if the date of dislocation is after registration, use the 2nd and 3rd quarters prior to registration. If a State is not systematically collecting the date of dislocation and uses the 2nd and 3rd quarters prior to registration date, it should be noted that the registration date may not closely simulate the results from the 2nd and 3rd quarters prior to the dislocation quarter. • States should <u>exclude</u> from the earnings replacement calculations any individuals whose entry (registration) date is so far back in time that accessing quarters 2 and 3 pre-dislocation/pre-registration wage data is unfeasible or unreasonable. However, participants excluded from this measure for this reason should still be included in any other applicable measures. For example, these participants should still be counted in the retention measure. • The calculation for this indicator will be done on an aggregate basis. The Department will continue to research the feasibility of calculating this measure on an individual basis using wage record data. 	<p>As opposed to the adult earnings measure that calculates post-program earnings increases as compared to pre-program earnings, the earnings replacement rate, which computes the percentage of pre-program earnings being earned post-program, is being used for dislocated workers. This is because it may be difficult to find dislocated workers (with formerly high paying jobs) a new job with equivalent or better wages; therefore measuring earnings increases would result in negative numbers and would be not be representative of a dislocated worker's true success. Because a major goal of the dislocated worker program is to ameliorate earnings loss as well as to replace or increase earnings, a better measure of the dislocated worker program's effectiveness is percentage of earnings of the new job in relation to the job of dislocation. It was further determined that the quarter prior to dislocation often includes severance pay or may reflect reduced hours. This is why quarters 2 and 3 prior to dislocation were chosen.</p>

**WIA PERFORMANCE MEASURES/DEFINITIONS/OPERATIONAL PARAMETERS/RATIONALE
FOR
OLDER YOUTH (AGE 19–21) PERFORMANCE MEASURES**

PERFORMANCE MEASURE	DEFINITION	OPERATIONAL PARAMETERS	RATIONALE
<p>Older Youth Entered Employment Rate</p>	<p>Of those who are not employed at registration and who are not enrolled in postsecondary education or advanced training in the first quarter after exit:</p> <p>Number of older youth who have entered employment by the end of the first quarter after exit divided by the number of older youth who exit during the quarter</p>	<ul style="list-style-type: none"> • Individuals who are employed at registration <u>are excluded</u> from this measure (i.e., programs will not be held accountable for these individuals under this measure). • Employment at registration is based on information collected from the registrant, not on UI wage records. • Individuals in both employment and post-secondary education or advanced training in the first quarter after exit will be included in the denominator. • Individuals who are not employed, but are in only postsecondary education or advanced training in the first quarter after exit <u>are excluded</u> from this measure (i.e., programs will not be held accountable for these individuals under this measure). 	<p>The exclusion of those individuals who move on to postsecondary education or advanced training and not employment avoids the disincentive of penalizing a program for placing an older youth in postsecondary education or advanced training. It better aligns the older youth measures with the younger youth measures which reward programs for moving youth into post-secondary education or advanced training. Those individuals who are excluded from this measure due to entry into postsecondary education or advanced training will be measured in the older youth credential rate.</p>
<p>Older Youth Employment Retention Rate at Six Months</p>	<p>Of those who are employed in the first quarter after exit and who are not enrolled in postsecondary education or advanced training in the third quarter after exit:</p> <p>Number of older youth who are employed in third quarter after exit divided by the number of older youth who exit during the quarter.</p>	<ul style="list-style-type: none"> • This measure includes all individuals who are employed in the first quarter following exit, <u>except</u> those individuals who are employed in the first quarter and <u>not employed</u> in the third quarter following exit, <u>but are</u> in postsecondary education or advanced training third quarter following exit. These individuals <u>are excluded</u> from this measure (i.e., programs will not be held accountable for these individuals under this measure). • Employment in the first and third quarters following exit does not have to be with the same employer. 	<p>As in the entered employment rate, it would be unfair to penalize a participant who was employed in the quarter after exit, but left employment to start postsecondary education in the third quarter after exit. Therefore, those not employed in the third quarter after exit who are in postsecondary education or advanced training in that third quarter following exit are excluded from the measure.</p>

**WIA PERFORMANCE MEASURES/DEFINITIONS/OPERATIONAL PARAMETERS/RATIONALE
FOR
OLDER YOUTH (AGE 19–21) PERFORMANCE MEASURES**

PERFORMANCE MEASURE	DEFINITION	OPERATIONAL PARAMETERS	RATIONALE
<p>Older Youth Average Earnings Change in Six Months</p>	<p>Of those who are employed in the first quarter after exit and who are not enrolled in postsecondary education or advanced training in the third quarter after exit:</p> <p>Total post-program earnings (earnings in quarter 2 + quarter 3 after exit) minus pre-program earnings (earnings in quarter 2 + quarter 3 prior to registration) divided by the number of older youth who exit during the quarter.</p>	<ul style="list-style-type: none"> • This measure includes the same population as the older youth employment retention measure (regardless of their employment status at registration). • To ensure comparability of this measure on a national level, the UI wage records will be the only data source for this measure. Therefore, individuals whose employment in either the first or third quarter after exit was determined from supplementary sources and not from UI wage records <u>are excluded</u> from this measure (i.e., programs will not be held accountable for these individuals under this measure). • Individuals who are not found to be employed in the first quarter after exit <u>are excluded</u> from this measure. • States should <u>exclude</u> from this measure any individuals whose entry (registration) date is so far back in time that accessing quarters 2 and 3 of pre-registration wage data is unfeasible or unreasonable. However, participants excluded from this measure for this reason should still be included in any other applicable measures. For example, the person should still be counted in the retention measure. • If supplementary sources are the data source for a participant's employment in the 2nd and/or 3rd quarter prior to registration, that participant is <u>excluded</u> from this measure. 	<p>This measure is designed as a pre- and post-program look at earnings change. Since the legislation specifies earnings at six months after employment, a six-month period was selected for the pre-program comparison.</p> <p>The 2nd and 3rd quarters prior to registration were selected as the pre-program reference period because trends have shown that many program participants experience intermittent or stop-gap employment immediately prior to participating in employment and training programs.</p>

**WIA PERFORMANCE MEASURES/DEFINITIONS/OPERATIONAL PARAMETERS/RATIONALE
FOR
OLDER YOUTH (AGE 19–21) PERFORMANCE MEASURES**

PERFORMANCE MEASURE	DEFINITION	OPERATIONAL PARAMETERS	RATIONALE
Older Youth Credential Rate	Number of older youth who are in employment, postsecondary education, or advanced training in the first quarter after exit and received a credential by the end of the third quarter after exit divided by the number of older youth who exit during the quarter	<ul style="list-style-type: none"> • As opposed to the adult and dislocated worker measures where a credential must be coupled with employment, for older youth, a credential can be coupled with employment, entry into post-secondary education, or entry into advanced training. • As opposed to the adult and dislocated worker measures where only those who received training services are included in the measure, all older youth exiters will be included in this measure. • Credentials can be obtained while a person is still participating in services. 	<p>This denominator is different from the adult and dislocated worker credential measure in that those two measures are a subset of participants enrolled in training, while this measure includes all older youth.</p> <p>The reason is that there is not a specific activity of “training” in the youth program as there is in the adult and dislocated worker programs through individual training accounts. Therefore, it is not possible to limit the measure to those enrolled in training.</p>

**WIA PERFORMANCE MEASURES/DEFINITIONS/OPERATIONAL PARAMETERS/RATIONALE
FOR
YOUNGER YOUTH (AGE 14–18) PERFORMANCE MEASURES**

PERFORMANCE MEASURE	DEFINITION	OPERATIONAL PARAMETERS	RATIONALE
<p>Younger Youth Skill Attainment Rate</p>	<p>Of all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills.</p> <p>Total number of basic skills goals attained by younger youth plus number of work readiness skills goals attained by younger youth plus number of occupational skills goals attained by younger youth divided by the total number of basic skills goals plus the number of work readiness skills plus the number of occupational skills goals set.</p>	<ul style="list-style-type: none"> • The measure should create an appropriate intermediate-type measure for youth who require more services, such as academic and soft skills development, prior to attaining a diploma or equivalency, employment, and postsecondary education. • If a participant is deficient in basic literacy skills, the individual must set, at a minimum, one basic skills goal (the participant may also set work readiness and/or occupational skills goals, if appropriate). • WIA participants counted in this measure will be all in-school; and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills. • All youth measured in this rate must have a minimum of one skill goal set per year and may have a maximum of three goals per year. • The target date for accomplishing each skill goal must be set for no later than one year. • The skill goal or the target date set can only be extended if the participant has a gap in service where they are placed in a hold status in which the participant is not receiving services but plans to return to the program. When they enter a hold status, the one-year clock for the goal target date stops. The clock begins again once the participant is no longer in a hold status. • Goals will fall into the category of basic skills, work readiness skills, or occupational skills. Participants may have any combination of the three types of skill goals (three skill goals in the same category, two skill goals in one category and one skill goal in another, or one skill goal in each category, etc.). • Success of skill attainment goals will be recorded in the quarter of goal achievement, while failure will be recorded in the quarter one year from the time the goal was set if not attained by such time. 	<p>There is concern about the potential lack of comparability among States and local areas on this measure. At the same time, local flexibility is important because of the individual service strategy philosophy. With these competing forces, it is important to set some guidelines to ensure comparability, while not being so proscriptive as to prevent participants from setting appropriate goals. Therefore, a maximum of three goals per person in each year is allowable in order to prevent the setting of multiple minimum-level skills goals, while still encouraging participants to set goals in any one of the skill categories.</p>

**WIA PERFORMANCE MEASURES/DEFINITIONS/OPERATIONAL PARAMETERS/RATIONALE
FOR
YOUNGER YOUTH (AGE 14–18) PERFORMANCE MEASURES**

PERFORMANCE MEASURE	DEFINITION	OPERATIONAL PARAMETERS	RATIONALE
Younger Youth Diploma or Equivalent Attainment	<p>Of those who register without a diploma or equivalent:</p> <p>Number of younger youth who attained secondary school diploma or equivalent by the end of the first quarter after exit divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit).</p>	<ul style="list-style-type: none"> • If a younger youth exits WIA while still enrolled in secondary education, the individual is <u>excluded</u> from the measure (i.e., programs will not be held accountable for these individuals under this measure). • All younger youth (<u>except</u> those still in secondary school at exit and those who have already attained their diploma or equivalent prior to registration) will be assessed in this measure in the quarter after exit. 	<p>Those participants who exit WIA while still enrolled in secondary education are excluded from the measure.</p> <p>This exclusion is because some participants may decide to leave the program before finishing high school. It would be impossible for those participants to have attained a diploma or equivalent at the time of exit if they are still enrolled in high school.</p> <p>This measure is intended to motivate program staff to continue services to participants until they attain a diploma or its equivalent.</p>
Younger Youth Retention Rate	<p>Number of younger youth found in one of the following categories in the third quarter following exit:</p> <ul style="list-style-type: none"> – Postsecondary education – Advanced training – Employment – Military service – Qualified apprenticeships <p>divided by the number of younger youth who exit during the quarter (except those still in secondary school at exit).</p>	<ul style="list-style-type: none"> • If the participant is in one of the placement activities listed above during the third quarter following exit, the individual is counted as successfully retained (the participant does not have to remain in the same activity for the entire retention period, as long as the participant is found in one of the activities during the third quarter). • If the participant exits WIA and does not enter into any of placement activities by the time retention is measured, the participant is counted in the denominator of the measure and it is reflected as a negative outcome. • If a younger youth exits WIA while still enrolled in secondary education, the individual is <u>excluded</u> from the measure (i.e., programs will not be held accountable for these individuals under this measure). 	<p>This measure assesses retention in the third quarter following exit from the program. This measurement time period is consistent with the adult and dislocated worker retention period, which also measure retention in the third quarter following exit. The WIA stipulated one measure for younger youth placement and retention. Because of the increasing emphasis on post-program measures, retention was chosen as the focus of this measure. To be consistent with the diploma/equivalency attainment rate and because it would be unfair to penalize those participants who exit while still in secondary school, the denominator of this measure does not include those who exit while still in secondary school.</p>

DEFINITIONS FOR TERMS RELATED TO PERFORMANCE MEASURES

TERMS RELATED TO PERFORMANCE MEASURES	DEFINITIONS
Employed at Registration	An individual employed at registration is one who, during the 7 consecutive days prior to registration, did any work at all as a paid employee, in his or 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 is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.
Not Employed at Registration	An individual who does not meet the definition of employed at registration.
Employed in Quarter After Exit Quarter	The individual is considered employed if UI wage records for the quarter after exit show earnings greater than zero. UI Wage records will be the primary data source for tracking employment in the quarter after exit. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter after exit, 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.
Training Services	Training Services include WIA-funded and non-WIA funded partner training services. These services include: occupational skills training, including training for nontraditional employment; on-the-job training; programs that combine workplace training with related instruction, which may include cooperative education programs; training programs operated by the private sector; skill upgrading and retraining; entrepreneurial training; job readiness training; adult education and literacy activities in combination with other training; and customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.
Credential	A credential is a nationally recognized degree or certificate or State/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all State Education Agency recognized credentials. In addition, States should work with local Workforce Investment Boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.
Date of Dislocation	The last day of employment at the dislocation job. If there is no date of dislocation, date of registration will be used instead.
Postsecondary Education	A program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Does not include programs offered by degree-granting institutions that do not lead to an academic degree.
Advanced Training	An occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. Includes only training outside of the One-Stop, WIA and partner, system (i.e., training following exit).

DEFINITIONS FOR TERMS RELATED TO PERFORMANCE MEASURES

TERMS RELATED TO PERFORMANCE MEASURES	DEFINITIONS
Basic Literacy Skills Deficient	The individual computes or solves problems, reads, writes, or speaks English at or below the 8 th 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 locals have the option of establishing their own definition, which must include the above language. In cases where States and/or locals establish such a definition, that definition will be used for basic literacy skills determination.
Basic Skills Goal	A measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.
Occupational Skills Goal	Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced 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.
Work Readiness Skills Goal	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 behaviors 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.
High School Diploma Equivalent	A GED or high school equivalency diploma recognized by the State.
Qualified Apprenticeship	A program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency (State Apprenticeship Council). Approval is by certified registration or other appropriate written credential.
Military Service	Reporting for active duty.

**WHO GETS MEASURED?
WHEN DO EXITERS GET MEASURED?
WHERE DOES THE DATA GET MEASURED FROM?
FOR
ADULT PERFORMANCE MEASURES CHART**

Who Gets Measured? When Do Exiters Get Measured? And Where Does the Data Get Measured From? The chart was developed to provide, at-a-glance, the:

- exiters who are being measured;
- time periods used for the counting of earnings and/or credentials for the performance measure; and
- source of the data being used for the calculation of the performance measure.

The following column headers are displayed:

- Performance Measure – lists the performance measure
- Exiters Who Get Measured – lists the qualifications for who gets measured in the performance measure
- 3rd Qtr Prior to Registration – time period being used for performance measures
- 2nd Qtr Prior to Registration – time period being used for performance measures
- During Participation – time period being used for performance measures
- 1st Qtr After Exit – time period being used for performance measures
- 2nd Qtr After Exit – time period being used for performance measures
- 3rd Qtr After Exit – time period being used for performance measures
- Data Source – provides information as to where the data is taken from for the calculation of the performance measure.

If a cell within a column is:

- Shaded (no text) – the time period listed in the column does not apply to that specific performance measure
- Shaded (with text) – a pre-qualification of the performance measure for the time period listed in the column
- Text (no shading) – criteria needed for the performance measure

**WHO GETS MEASURED?
WHEN DO EXITERS GET MEASURED?
WHERE DOES THE DATA GET MEASURED FROM?
FOR
ADULT PERFORMANCE MEASURES**

PERFORMANCE MEASURES	EXITERS WHO GET MEASURED	3RD QTR PRIOR TO REGISTR.	2ND QTR PRIOR TO REGISTR.	DURING PARTICI-PATION	1ST QTR AFTER EXIT	2ND QTR AFTER EXIT	3RD QTR AFTER EXIT	DATA SOURCE
Adult Entered Employment Rate	Not Employed at Registration				Employed			Labor Force Status on WIA App = Not Employed Wage Records
Adult Employment Retention Rate at Six Months	Employed in 1 st Quarter after Exit				Employed		Employed	Wage Records
Adult Average Earnings Change in Six Months	Employed in 1 st Quarter after Exit	Earnings	Earnings		Employed	Earnings	Earnings	Wage Records
Adult Employment and Credential Rate	Received a Training Service(s) (TS01, TS02, TS03, TS04, TS05, TS06, TS07, TS08, TS09)			Received a Training Service(s) and Credential *Received Credential by the end of the 3 rd Quarter after Exit	Employed and Credential* *Received a Credential by the end of the 3 rd Quarter after Exit	Credential* *Received a Credential by the end of the 3 rd Quarter after Exit	Credential* *Received a Credential by the end of the 3 rd Quarter after Exit	Training Service Wage Records Credential Obtainment

**WHO GETS MEASURED?
WHEN DO EXITERS GET MEASURED?
WHERE DOES THE DATA GET MEASURED FROM?
FOR
DISLOCATED WORKERS PERFORMANCE MEASURES CHART**

Who Gets Measured? When Do Exiters Get Measured? And Where Does the Data Get Measured From? The chart was developed to provide, at-a-glance, the:

- exiters who are being measured;
- time periods used for the counting of earnings and/or credentials for the performance measure; and
- source of the data being used for the calculation of the performance measure.

The following column headers are displayed:

- Performance Measure – lists the performance measure
- Exiters Who Get Measured – lists the qualifications for who gets measured in the performance measure
- 3rd Qtr Prior to Registration – time period being used for performance measures
- 2nd Qtr Prior to Registration – time period being used for performance measures
- During Participation – time period being used for performance measures
- 1st Qtr After Exit – time period being used for performance measures
- 2nd Qtr After Exit – time period being used for performance measures
- 3rd Qtr After Exit – time period being used for performance measures
- Data Source – provides information as to where the data is taken from for the calculation of the performance measure.

If a cell within a column is:

- Shaded (no text) – the time period listed in the column does not apply to that specific performance measure
- Shaded (with text) – a pre-qualification of the performance measure for the time period listed in the column
- Text (no shading) – criteria needed for the performance measure

**WHO GETS MEASURED?
WHEN DO EXITERS GET MEASURED?
WHERE DOES THE DATA GET MEASURED FROM?
FOR
DISLOCATED WORKER PERFORMANCE MEASURES**

PERFORMANCE MEASURES	EXITERS WHO GET MEASURED	3 RD QTR PRIOR TO DISLO-CATION	2 ND QTR PRIOR TO DISLO-CATION	DURING PARTICI-PATION	1 ST QTR AFTER EXIT	2 ND QTR AFTER EXIT	3 RD QTR AFTER EXIT	DATA SOURCE
Dislocated Worker Entered Employment Rate	All Dislocated Workers (regardless of their Employment Status at time of Registration)				Employed			Wage Records
Dislocated Worker Employment Retention Rate at Six Months	Employed in the 1 st Quarter after Exit				Employed		Employed	Wage Records
Dislocated Worker Earnings Replacement Rate in Six Months	Employed in the 1 st Quarter after Exit	Earnings	Earnings		Employed	Earnings	Earnings	Wage Records
Dislocated Worker Employment and Credential Rate	Received a Training Service(s) (TS01, TS02, TS03, TS04, TS05, TS06, TS07, TS08, TS09)			Received a Training Service and Credential*	Employed and Credential*	Credential*	Credential*	Training Service Wage Records Credential Obtainment
				*Received Credential by the end of the 3 rd Quarter after Exit	*Received Credential by the end of the 3 rd Quarter after Exit	*Received Credential by the end of the 3 rd Quarter after Exit	*Received Credential by the end of the 3 rd Quarter after Exit	

**WHO GETS MEASURED?
WHEN DO EXITERS GET MEASURED?
WHERE DOES THE DATA GET MEASURED FROM?
FOR
OLDER YOUTH (19 – 21) PERFORMANCE MEASURES**

Who Gets Measured? When Do Exiters Get Measured? And Where Does the Data Get Measured From? The chart was developed to provide, at-a-glance, the:

- exiters who are being measured;
- time periods used for the counting of earnings and/or credentials for the performance measure; and
- source of the data being used for the calculation of the performance measure.

The following column headers are displayed:

- Performance Measure – lists the performance measure
- Exiters Who Get Measured – lists the qualifications for who gets measured in the performance measure
- 3rd Qtr Prior to Registration – time period being used for performance measures
- 2nd Qtr Prior to Registration – time period being used for performance measures
- During Participation – time period being used for performance measures
- 1st Qtr After Exit – time period being used for performance measures
- 2nd Qtr After Exit – time period being used for performance measures
- 3rd Qtr After Exit – time period being used for performance measures
- Data Source – provides information as to where the data is taken from for the calculation of the performance measure.

If a cell within a column is:

- Shaded (no text) – the time period listed in the column does not apply to that specific performance measure
- Shaded (with text) – a pre-qualification of the performance measure for the time period listed in the column
- Text (no shading) – criteria needed for the performance measure

**WHO GETS MEASURED?
WHEN DO EXITERS GET MEASURED?
WHERE DOES THE DATA GET MEASURED FROM?
FOR
OLDER YOUTH PERFORMANCE MEASURES**

PERFORMANCE MEASURES FOR OLDER YOUTH (19–21)	EXITERS WHO GET MEASURED	3 RD QTR PRIOR TO REGISTR.	2 ND QTR PRIOR TO REGISTR.	DURING PARTICI-PATION	1 ST QTR AFTER EXIT	2 ND QTR AFTER EXIT	3 RD QTR AFTER EXIT	DATA SOURCE
Older Youth Entered Employment Rate*	Not Employed at Registration and Not Enrolled in Postsecondary Education or Advanced Training in 1 st Quarter after Exit				Employed			Labor Force Status on WIA App = Not Employed Postsecondary Education Advanced Training Wage Records

* Older Youth Entered Employment Rate – Individuals in both employment and postsecondary education or advanced training in the first quarter after exit will be included in the denominator.

* Older Youth Entered Employment Rate – Individuals who are not employed, but are in only postsecondary education or advanced training in the first quarter after exit, are excluded.

**WHO GETS MEASURED?
WHEN DO EXITERS GET MEASURED?
WHERE DOES THE DATA GET MEASURED FROM?
FOR
OLDER YOUTH PERFORMANCE MEASURES**

PERFORMANCE MEASURES FOR OLDER YOUTH (19-21)	EXITERS WHO GET MEASURED	3 RD QTR PRIOR TO REGISTR.	2 ND QTR PRIOR TO REGISTR.	DURING PARTICI-PATION	1 ST QTR AFTER EXIT	2 ND QTR AFTER EXIT	3 RD QTR AFTER EXIT	DATA SOURCE
Older Youth Employment Retention Rate at 6 Months*	Employed in 1 st Quarter after Exit and Not Enrolled in Postsecondary Education or Advanced Training in 3 rd Quarter after Exit				Employed		Employed	Postsecondary Education Advanced Training Wage Records
Older Youth Average Earnings Change in 6 Months*	Employed in 1 st Quarter after Exit and Not Enrolled in Postsecondary Education or Advanced Training in 3 rd Quarter after Exit	Earnings	Earnings		Employed	Earnings	Earnings	Postsecondary Education Advanced Training Wage Records

* The "Older Youth Employment Retention Rate at 6 Months" and the "Older Youth Average Earnings Change in 6 Months" includes all individuals who are employed in the first quarter following exit, except those individuals who are employed in the first quarter and not employed in the third quarter following exit, but are in postsecondary education or advanced training in the third quarter following exit.

**WHO GETS MEASURED?
WHEN DO EXITERS GET MEASURED?
WHERE DOES THE DATA GET MEASURED FROM?
FOR
YOUNGER YOUTH (14 – 18) PERFORMANCE MEASURES**

Who Gets Measured? When Do Exiters Get Measured? And Where Does the Data Get Measured From? The chart was developed to provide, at-a-glance, the:

- exiters who are being measured;
- time periods used for the counting of earnings and/or credentials for the performance measure; and
- source of the data being used for the calculation of the performance measure.

The following column headers are displayed:

- Performance Measure – lists the performance measure
- Exiters Who Get Measured – lists the qualifications for who gets measured in the performance measure
- 3rd Qtr Prior to Registration – time period being used for performance measures
- 2nd Qtr Prior to Registration – time period being used for performance measures
- During Participation – time period being used for performance measures
- 1st Qtr After Exit – time period being used for performance measures
- 2nd Qtr After Exit – time period being used for performance measures
- 3rd Qtr After Exit – time period being used for performance measures
- Data Source – provides information as to where the data is taken from for the calculation of the performance measure.

If a cell within a column is:

- Shaded (no text) – the time period listed in the column does not apply to that specific performance measure
- Shaded (with text) – a pre-qualification of the performance measure for the time period listed in the column
- Text (no shading) – criteria needed for the performance measure

**WHO GETS MEASURED?
WHEN DO EXITERS GET MEASURED?
WHERE DOES THE DATA GET MEASURED FROM?
FOR
YOUNGER YOUTH PERFORMANCE MEASURES**

PERFORMANCE MEASURES FOR YOUNGER YOUTH (14–18)	EXITERS WHO GET MEASURED	DURING PARTICI PATION	AT TIME OF EXIT	1 ST QTR AFTER EXIT	2 ND QTR AFTER EXIT	3 RD QTR AFTER EXIT	DATA SOURCE
Younger Youth Skill Attainment Rate	All in-school youth and out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills	X	X				Youth Goals
Younger Youth Diploma or Equivalent Attainment Rate	Youth who register without a diploma or equivalent. Exclude those youth still in secondary school at exit.	X	X	X			Credential Obtainment Education Status on the WIA Application Education Status at Time of Exit
Younger Youth Retention Rate <ul style="list-style-type: none"> • Postsecondary Education • Advanced training • Employment • Military service • Qualified apprenticeship 	All Younger Youth <u>except</u> youth still in secondary school at exit.					X	Postsecondary Education Advanced Training Wage Record Exit a Program Exit a Program Education Status on the WIA Application

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

The **WIA Data Elements That Impact Performance Measures** chart was developed to identify the specific WIA data elements that have an impact on the WIA Performance Measures. The following columns are displayed.

- **WIASRD Item # and Item Name** – lists the WIASRD Item Number and the WIASRD Item Name taken from TEGL No. 14-00, Change 1, dated November 19, 2001, Attachment E.
- **WIA Data Element and Definition** – lists the WIA Data Element along with the definition.
- **DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE** – lists the data source from the WIA Services Module or Wage Record File. For the WIA Services Module, it could be the WIA Registration Desk Aide, the WIA Add A Service Desk Aide, or the WIA Services Update (Outcomes) Desk Aide.

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
101 – Individual Identifier	<p>Social Security Number (1A) – the identification number assigned to the individual by the Social Security Administration under the Social Security Act.</p> <p>The Social Security Number is brought over from the Team PA CareerLink Module.</p>	WIA Application
102 – Date of Birth	<p>Birth Date (2A) – the month, day and year of the individual’s birth date.</p> <p>Age (3B) – Age is system-generated. Initially, the age calculation is based on the difference between the date of application and the birth date. Once the application is retrieved from the pending list and the verification sources have been selected, the age will be recalculated and is based on the difference between the date of registration and the birth date.</p> <p>Note: A youth must be included only in the set of youth measures that applies based on the person’s age at registration (i.e., youth between the ages of 14 and 18 at registration will be included in the younger youth measures and youth between the ages of 19 and 21 at registration will be included in the older youth measures) regardless of how old the participant is at exit.</p>	<p>WIA Application</p> <p>WIA Application</p>
115 – Employment Status at Registration 1 = Employed 2 = Not Employed	<p>Labor Force Status (3E)</p> <ul style="list-style-type: none"> • Employed – an individual currently working as a paid employee or who works in his or her own businesses or profession or on his or her own farm, or works 15 hours or more per week as an unpaid worker on a farm or in an enterprise operated by a member of the family, or is one who is not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job. • Not Employed – an individual who does not meet the definition of employed or who, although employed, has received notice of termination of employment. 	WIA Application

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
125 – Date of Actual Qualifying Dislocation	Date of Qualifying Dislocation (8E) – the date of qualifying dislocation is the individual’s last day of employment at the dislocation job.	WIA Application
302 – Date of WIA Title I-B Registration	Date of First Service – the registration date should be the date of the first WIA Title I-B service (other than informational or self-service activities for adults and dislocated workers). Youth must be registered when they start to receive any youth services.	WIA Add A Service
303 – Date of WIA Exit	<p>Program Exit Date – the exit date is the last date on which WIA Title I funded or partner services (excluding follow-up services), were received by the individual. There are two ways to determine exit:</p> <ol style="list-style-type: none"> 1. a participant who has a date of case closure, completion or know exit from WIA-funded or non-WIA funded partner services within the quarter (hard exit); or 2. a participant who does not receive any WIA funded or non-WIA funded partner services for 90 days and is not scheduled for future services except follow-up services (soft exit). <p>Note: The program exit date establishes the exit quarter. The exit quarter is the quarter in which the last date of service (except follow-up services) takes place.</p>	Update WIA Services – Exit a Program
333 – Date of First Training Service	Date of First Training Service – the date the individual began receiving the first Training Service	WIA Add A Service
335 – Adult Education, Basic Skills and/or Literacy Activities 1 = Yes 2 = No	Adult Education, Basic Skills and/or Literacy Activities (TS08) – adult education and literacy services, including workplace literacy services, family literacy services, and English literacy programs.	WIA Add A Service

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
336 – On-the-Job Training 1 = Yes 2 = No	On-the-Job Training (TS02) – training by an employer that is provided to a paid participant while engaged in productive work in a job that <ul style="list-style-type: none"> a) provides knowledge or skills essential to the full and adequate performance of the job; b) provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and c) is limited in duration that is appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate. 	WIA Add A Service

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
<p>337 – Occupational Skills Training or Skills Upgrading/Retraining, and/or Workplace Training</p> <p>1 = Yes 2 = No</p>	<p>Occupational Skills Training (TS01) – primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced 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.</p> <p>Workplace Training (TS03) – programs that combine workplace training with related instruction, which may include cooperative education programs.</p> <p>Private Sector Training (TS04) – programs operated by the private sector, including those operated by labor organizations or by consortia of private sector employers, utilizing private sector facilities, equipment and personnel to train workers in occupations for which demand exceeds supply.</p> <p>Skills Upgrading and Retraining (TS05) – training given to an individual who needs such training to advance above any entry-level position or a position offering little or no opportunity for advancement.</p> <p>Entrepreneurial Training (TS06) – programs that provide individuals with skills necessary to open and operate their own firm. Individuals requiring this type of training generally have some expertise in a specific occupation, have been employees in that occupation, and desire to open their own small business.</p> <p>Job Readiness Training (TS07) – includes training that prepares individuals for the workplace by teaching interviewing techniques, preparation of resumes, employer expectations and self-employment assistance, which includes beginning or continuing a small business and entrepreneurial training.</p> <p>Customized Training (TS09) – training that is designed to meet the special requirements of an employer. It is also training that is conducted with a commitment by the employer to employ an individual on successful completion of the training. Also, the employer pays for not less than 50% of the cost of training.</p>	<p>WIA Add A Service</p>

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
625 – Goal #1 Type 1 = Basic Skills 2 = Occupational Skills 3 = Work Readiness Skills	Basic Skills Goal (YG01) – measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.	WIA Add A Service – Youth Goals
629 – Goal #2 Type 1 = Basic Skills 2 = Occupational Skills 3 = Work Readiness Skills	Occupational Skills Goal (YG02) – primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced 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.	WIA Add A Service – Youth Goals
633 – Goal #3 Type 1 = Basic Skills 2 = Occupational Skills 3 = Work Readiness Skills	Work Readiness Skills Goal (YG03) – 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 provide positive work habits, attitudes, and behaviors 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.	WIA Add A Service – Youth Goals
626 – Date Goal #1 was Set 630 – Date Goal #2 was Set 634 – Date Goal #3 was Set	Date Goal Set/ Start Date – the date the goal was set is the date a goal was identified for the youth, except that the date of the first goal set must be recorded as the registration date.	WIA Add A Service – Youth Goals

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
<p>627 – Attainment of Goal #1 1 = Attained 2 = Set, but Not Attained 3 = Set, but Attainment Pending</p> <p>631 – Attainment of Goal #2 1 = Attained 2 = Set, but Not Attained 3 = Set, but Attainment Pending</p> <p>635 – Attainment of Goal #3 1 = Attained 2 = Set, but Not Attained 3 = Set, but Attainment Pending</p>	<p>Status of Goal Attainment – Attained or Not Attained Indicate if the youth participant’s goal was attained or not attained. Attainment of a goal is based on individual assessments using widely accepted and recognized measurement/assessment techniques. Goals not attained include goals whose anniversary date has passed without the attainment of the goal.</p> <p>Status of Goal Attainment – Pending The system automatically sets the “Status of Goal Attainment” field to “Pending” upon verification of the goal being selected and the “Date Goal Set/Start Date is entered.</p>	<p>Update WIA Services – Youth Goals</p> <p>WIA Add A Service – Youth Goals</p>
<p>628 – Date Attained Goal #1 632 – Date Attained Goal #2 636 – Date Attained Goal #3</p>	<p>Date Goal Attained – the date goal attained is the day in which the younger youth (14–18) attained the goal, which should normally be on or before the one-year anniversary of the date the goal was set. However, it may be later if the participant had a gap in service where he/she was placed in a hold status during which services were not received, but the participant planned to return to the program.</p>	<p>Update WIA Services – Youth Goals</p>

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
<p>622 – Other Reasons for Exit</p> <p>1 = Institutionalized 2 = Health/Medical 3 = Deceased 4 = Reservists called to active duty who choose not to return to WIA</p>	<p>Other Reasons for Exit #2</p> <ul style="list-style-type: none"> • Institutionalized – the participant is residing in an institution or facility providing 24-hour support such as a prison or hospital and is expected to remain in that institution for at least 90 days. • Health/Medical – the participant is receiving medical treatment that precludes entry into unsubsidized employment or continued participation in WIA. Does not include temporary conditions expected to last for less than 90 days. • Deceased – the participant is deceased. • Reservists called to active duty who choose not to return to WIA – States have the flexibility in determining whether to exit a participant in a Reserve/National Guard status who has been called to active duty who experiences gaps in service for more than 90 days. <p>Note: When a participant exits the WIA program using one of the “Other Reasons for Exit #2”, the individual is <u>excluded</u> from performance measures.</p>	<p>Update WIA Services – Exit a Program, Reason for Exit</p>
<p>673 – Attained Secondary School Diploma</p> <p>1 = Attained A secondary school (high school) diploma 2 = Attained a GED or high school equivalency diploma 3 = Attending secondary school at exit 4 = Did not attain diploma or equivalent</p>	<p>Credential Obtainment</p> <ul style="list-style-type: none"> • High School Diploma - the youth attained a secondary (high school) diploma recognized by the State during enrollment or by the end of the first quarter after exit. Also include successful completion of an Individual Education Program (IEP) for youth with disabilities. • Equivalency/GED - the youth attained a GED or high school equivalency diploma recognized by the State during enrollment by the end of the first quarter after exit. <p>Education Status At Time of Exit</p> <ul style="list-style-type: none"> • Attending Secondary School – the youth exited WIA services but was still attending secondary school at exit. 	<p>Update WIA Services – Credential Obtainment transaction</p> <p>Update WIA Services – Exit a Program</p>
<p>674 – Date of High School Diploma or GED Attainment</p>	<p>Credential Obtained Date – the date on the diploma or equivalency certificate, if available. Otherwise, the date may be estimated.</p>	<p>Update WIA Services – Credential Obtainment transaction</p>

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
<p>623 – In Postsecondary Education or Advanced Training in Quarter after Exit</p>	<p>Date of Postsecondary Education or Advanced Training – Check to see if the date for Postsecondary or Advanced Training is during the Quarter after Exit.</p> <p>Postsecondary Education – is a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Do not include programs offered by degree-granting institutions that do not lead to an academic degree as postsecondary education.</p> <p>Advanced Training – is an occupational skills employment/training program, not funded under WIA Title I, which does not duplicate training received under WIA Title I.</p> <p>Training that leads to an academic degree (e.g., AA, AS, BA, BS) should be categorized as postsecondary education and not reported as advanced training.</p> <p>Advanced training may be provided by a One-Stop partner following the exit of the registrant from WIA.</p> <p>Advanced training does not include training funded partially or wholly with WIA funds. An example of advanced training is a community college program that does not lead to an advanced degree.</p>	<p>Update WIA Services – Postsecondary Education/ Advanced Training transaction</p>

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
624 – In Postsecondary Education or Advanced Training in Third Quarter after Exit	<p>Date of Postsecondary Education or Advanced Training – Check to see if the date for Postsecondary or Advanced Training is during the third Quarter after Exit.</p> <p>Postsecondary Education – is a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Do not include programs offered by degree-granting institutions that do not lead to an academic degree as postsecondary education.</p> <p>Advanced Training – is an occupational skills employment/training program, not funded under WIA Title I, which does not duplicate training received under WIA Title I.</p> <p>Training that leads to an academic degree (e.g., AA, AS, BA, BS) should be categorized as postsecondary education and not reported as advanced training.</p> <p>Advanced training may be provided by a One-Stop partner following the exit of the registrant from WIA.</p> <p>Advanced training does not include training funded partially or wholly with WIA funds. An example of advanced training is a community college program that does not lead to an advanced degree.</p>	Update WIA Services – Postsecondary Education/ Advanced Training transaction

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
<p>675 – Youth Placement Information</p> <ul style="list-style-type: none"> • Entered Postsecondary Education • Entered Advanced Training • Entered Military Service • Entered Qualified Apprenticeship • Entered Unsubsidized Employment 	<p>Youth Placement Information – the activities the youth entered within one quarter of exit. Activities include:</p> <p>Postsecondary Education – a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). It does not include programs offered by degree-granting institutions that do not lead to an academic degree as postsecondary education.</p> <p>Advanced Training – an occupational skills employment/training program, not funded under WIA Title I, which does not duplicate training received under WIA Title I. Training that leads to an academic degree (e.g., AA, AS, BA, BS) should be categorized as postsecondary education and not reported as advanced training. Advanced training may be provided by a One-Stop partner following the exit of the registrant from WIA. Advanced training does not include training funded partially or wholly with WIA funds. An example of advanced training is a community college program that does not lead to an advanced degree.</p> <p>Military Services – is defined as reporting for active duty.</p> <p>Qualified Apprenticeship – a program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency. Approval is by certified registration or other appropriate written credential.</p> <p>Unsubsidized Employment – is any employment, including self-employment, not financed by either funds provided under the Act or by direct wage subsidies provided by any type of public funds.</p>	<p>Update WIA Services – Postsecondary Education/ Advanced Training transaction</p> <p>Update WIA Services – Postsecondary Education/ Advanced Training transaction</p> <p>Update WIA Services – Exit a Program – Reason for Exit</p> <p>Update WIA Services – Exit a Program – Reason for Exit</p> <p>Wage Records</p>

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
<p>676 – Youth Retention Information</p> <ul style="list-style-type: none"> • In Postsecondary Education • In Advanced Training • In Military Service • In Qualified Apprenticeship • In Unsubsidized Employment 	<p>Youth Retention Information – the primary activity that the youth was in at any time during the third quarter after exit.</p> <p>Postsecondary Education – a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). It does not include programs offered by degree-granting institutions that do not lead to an academic degree as postsecondary education.</p> <p>Advanced Training – an occupational skills employment/training program, not funded under WIA Title I, which does not duplicate training received under WIA Title I. Training that leads to an academic degree (e.g., AA, AS, BA, BS) should be categorized as postsecondary education and not reported as advanced training. Advanced training may be provided by a One-Stop partner following the exit of the registrant from WIA. Advanced training does not include training funded partially or wholly with WIA funds. An example of advanced training is a community college program that does not lead to an advanced degree.</p> <p>Military Services – is defined as reporting for active duty.</p> <p>Qualified Apprenticeship – a program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency. Approval is by certified registration or other appropriate written credential.</p> <p>Unsubsidized Employment – is any employment, including self-employment, not financed by either funds provided under the Act or by direct wage subsidies provided by any type of public funds.</p>	<p>Update WIA Services – Postsecondary Education/ Advanced Training transaction</p> <p>Update WIA Services – Postsecondary Education/ Advanced Training transaction</p> <p>Update WIA Services – Exit a Program – Reason for Exit</p> <p>Update WIA Services – Exit a Program – Reason for Exit</p> <p>Wage Records</p>

WIA DATA ELEMENTS THAT IMPACT PERFORMANCE MEASURES

WIASRD ITEM # and ITEM NAME	WIA DATA ELEMENT AND DEFINITION	DATA SOURCE FROM THE WIA SERVICES MODULE OR THE WAGE RECORD FILE
601 – Employed in Quarter after Exit Quarter	Employed in Quarter after Exit Quarter – the individual is considered employed if UI Wage Records for the first quarter after the exit show earnings greater than zero. UI Wage Records will be the primary data source for tracking employment in the quarter after exit. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter after exit, 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.	Wage Records
616 – First Quarter following the Exit Quarter (00000.00)	Earnings in the First Quarter following the Exit Quarter – the total earnings from wage records for the first quarter following the exit quarter.	Wage Records
608 – Employed in Third Quarter After Exit Quarter	Employed in Third Quarter After Exit Quarter – the individual is considered employed if UI Wage Records for the third quarter after the exit show earnings greater than zero. UI Wage Records will be the primary data source for tracking employment in the third quarter after exit. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter after exit, 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.	Wage Records
618 – Third Quarter following the Exit Quarter (00000.00)	Earnings in the Third Quarter following the Exit Quarter – the total earnings from wage records for the third quarter following the exit quarter.	Wage Records
617 – Second Quarter following the Exit Quarter (00000.00)	Earnings in the Second Quarter following the Exit Quarter – the total earnings from wage records for the second quarter following the exit quarter.	Wage Records
612 – Third Quarter Prior to Registration (00000.00)	Earnings in the Third Quarter prior to Registration – the total earnings from wage records for the third quarter prior to registration.	Wage Records
614 – Second Quarter Prior to Registration (00000.00)	Earnings in the Second Quarter prior to Registration – the total earnings from wage records for the second quarter prior to registration.	Wage Records
613 – Third Quarter Prior to Dislocation (00000.00)	Earnings in the Third Quarter prior to Dislocation – the total earnings from wage records for the third quarter prior to dislocation.	Wage Records
615 – Second Quarter Prior to Dislocation (00000.00)	Earnings in the Second Quarter prior to Dislocation – the total earnings from wage records for the second quarter prior to dislocation.	Wage Records

DATA SOURCES AND METHODS TO COLLECT DATA ON ADULT, DISLOCATED WORKER, AND YOUTH MEASURES

This section describes the data sources and methods used to collect data for each the 15 WIA Core measures. The performance measures are listed on the “Adult and Dislocated Performance Measures by Outcome Category and Data Sources” chart and the “Youth Performance Measures by Outcome Category and Data Sources” charts that can be found on the next two pages.

Since there are common outcomes across most of the adult, dislocated worker, and youth measures, the data sources are described by outcome (i.e., employment, credential, etc.).

The “Adult and Dislocated Performance Measures by Outcome Category and Data Sources” chart and the “Youth Performance Measures by Outcome Category and Data Sources” charts are designed to help easily reference the measures by the outcome category and data sources.

The Data Sources listed below are discussed in more detail following the “Performance Measures by Outcome Category and Data Sources” chart.

1. Employment
 - a. Unemployment Insurance Wage Records
 - b. Supplemental Data Sources
2. Credential Attainment
3. Placement in Postsecondary Education or Advanced Training
4. Skill Attainment
5. Younger Youth Retention

**DATA SOURCES AND METHODS TO COLLECT DATA
ON
ADULT, DISLOCATED WORKER, AND YOUTH MEASURES**

**ADULT AND DISLOCATED WORKER
PERFORMANCE MEASURES
BY
OUTCOME CATEGORY AND DATA SOURCES**

PERFORMANCE MEASURE	OUTCOME CATEGORY	DATA SOURCE(S)
Adult Entered Employment Rate	Employment	UI wage records and supplemental data sources
Adult Employment Retention Rate	Employment	UI wage records and supplemental data sources
Adult Earnings Change	Employment	UI wage records only
Adult Employment and Credential Rate	Employment and Credential Attainment	UI wage records, supplemental data sources, and credential data sources
Dislocated Worker Entered Employment Rate	Employment	UI wage records and supplemental data sources
Dislocated Worker Employment Retention Rate	Employment	UI wage records and supplemental data sources
Dislocated Worker Earnings Replacement Rate	Employment	UI wage records only
Dislocated Worker Employment and Credential	Employment and Credential Attainment	UI wage records, supplemental data sources, and credential data sources

**DATA SOURCES AND METHODS TO COLLECT DATA
ON
ADULT, DISLOCATED WORKER, AND YOUTH MEASURES**

**YOUTH PERFORMANCE MEASURES
BY
OUTCOME CATEGORY AND DATA SOURCES**

PERFORMANCE MEASURE	OUTCOME CATEGORY	DATA SOURCE (S)
Older Youth Entered Employment Rate	Employment and Placement in Postsecondary Education or Advanced Training	UI wage records, supplemental data sources, and postsecondary education or advanced training data sources
Older Youth Employment Retention Rate	Employment and Placement in Postsecondary Education or Advanced Training	UI wage records, supplemental data sources, postsecondary education or advanced training data sources
Older Youth Earnings Change	Employment and Placement in Postsecondary Education or Advanced Training	UI wage records and placement in postsecondary education or advanced training data sources
Older Youth Credential Rate	Employment, Credential Attainment, and Placement in Postsecondary Education or Advanced Training	UI wage records, supplemental data sources, credential data sources, and postsecondary education or advanced training data sources
Younger Youth Skill Attainment	Skill Attainment	Skill attainment data sources
Younger Youth H.S. Diploma or Equivalent	Credential Attainment	Credential data sources
Younger Youth Retention Rate	Younger Youth Retention	All identified in the younger youth retention discussion

The data sources and methods for collecting the data are discussed below.

1. Employment

Unemployment Insurance Wage Records

To the extent it is consistent with State law, the Unemployment Insurance (UI) wage records will be the primary data source for tracking entered employment, employment retention, earnings change/replacement, the employment portion of the credential rate for adults, dislocated workers, and older youth, and the employment portion of the younger youth retention rate. In addition to UI wage records within a State, the Wage Record Interchange System (WRIS) and other State Employment Security Offices (to track UI wage records across States) are considered acceptable wage record sources. If individuals are not found in the UI wage record sources, States may use supplemental data sources for the entered employment, retention, credential, and younger youth retention measures. However, the only data source that can be used for the earnings change/replacement measures is the UI wage records.

Supplemental Data Sources

While the majority of employment in a State's workforce is "covered" and will be in the UI wage records, certain types of employers and employees are excluded by Federal unemployment law standards or are not covered under a State's UI law. "Uncovered" employment typically includes Federal employment, postal service, military, railroad, out-of-state employment, self-employment, some agricultural employment, and some employment where earnings are primarily based on commission. **States have flexibility in methods used to obtain information on participants in "uncovered" employment.** Examples include:

- 1) Case management, follow-up services, and surveys of participant to determine that the participant is employed and written documentation of that employment; or
- 2) Record sharing and/or automated record matching with other employment and administrative databases to determine and document employment. These databases may include:
 - Office of Personnel Management (Federal Career Service);
 - United States Postal Service;
 - Railroad Retirement System;
 - U.S. Department of Defense;
 - State Department of Revenue or Tax (State income tax for self-reported occupations); and
 - Government Employment Records (State government, local government, judicial employment, public school employment, etc.)

Most States will likely utilize case management, follow-up services, and surveys of participants with written documentation for supplemental data.

A telephone response from the participant must be accompanied by a written document such as:

- W2 form
- Pay stub
- 1099 form or other written documentation
- Telephone verification of employment with employers is acceptable, but must also be documented.
- Documented phone call to Employer
- Signed and dated employment confirmation/offer letter
- Military Enlistment contract
- Self-Certification Form
- Other

For self-employed individuals

- Telephone verification with major clients/contracting entities is also acceptable, but must be documented.
- Quarterly Tax Report
- Signed and dated employment confirmation/offer letter
- Statement from major clients/contracting entities
- Keogh or Simplified Employee Pension Plan (SEP)
- Letter of Incorporation
- Business License
- Business Insurance Policy
- Business Bank Account

All data and methods to supplement wage record data must be documented and are subject to audit. Computer records from automated record matching are considered a valid written record.

Supplemental data must be recorded within 30 days after the individual was found missing in the wage record.

2. Credential Attainment

States and localities have flexibility in methods used to collect data on credentials for the adult, dislocated worker, older youth credential rate, and younger youth diploma/equivalent attainment rate. Examples include:

- 1) Case management, follow-up services, and surveys of participant to determine that the participant has received a credential and written documentation of that credential; or
- 2) Record sharing agreements and/or automated record matching with administrative/other databases to determine and document that the participant has received a credential. These databases may include:
 - State Board of Education;
 - State Board Governing Community Colleges;

- State Board Governing Universities;
- State Licensing Boards for Private Schools;
- State Education Associations, Integrated Postsecondary Education Reporting Unit;
- Higher Education Planning Unit;
- State Department of Professional or Occupational Regulation (possibly other units such as health care administration or specific boards like the “Board of Nursing”);
- Employers;
- Training Institutions/Providers; and
- Adult Basic Education Providers (GED/Equivalent testing agencies)

Most States will likely utilize case management, follow-up services, and surveys of participants with written documentation of credentials. Some States already have record sharing and/or automated matching systems in place that they will be able to use to track credentials.

All data and methods to determine achievement of credentials must be documented and are subject to audit.

- Computer records from automated record matching are considered a valid written record.
- A telephone response from the participant must be accompanied by written document such as a certificate, degree, or other written documentation.
- Telephone verification with the certification institution/entity that a person has attained the credential is also acceptable, but must also be documented.

3. Placement in Postsecondary Education or Advanced Training

The older youth credential rate and the younger youth retention rate have multiple potential outcomes. In both cases, one of the potential outcomes is placement in postsecondary education or advanced training. The younger youth retention rate also has other possible outcomes. Therefore, the data sources and methods for data collection are described later in the “Younger Youth Retention” section.

In addition to the older youth credential rate, the other three older youth employment-related measures also allow for individuals to be excluded from those measures if the youth is found in postsecondary education or advanced training outside of the WIA funded and partner system. The following data sources can be used to determine whether youth are placed in post-secondary education or advanced training.

- 1) Case management, follow-up services, and surveys of the participant to determine if the youth has been placed in postsecondary education or advanced training and written documentation of that placement; or
- 2) Record sharing agreements and/or automated record matching with administrative/other databases to determine and document that the participant has been placed in postsecondary education or advanced training. These databases may include:

- State Board Governing Community Colleges;
- State Board Governing Universities;
- State Education Associations;
- Integrated Postsecondary Education Reporting Unit;
- Higher Education Planning Unit; and
- Training Institutions/Providers

Most States will likely utilize case management, follow-up services, and surveys of participants with written documentation. Some States already have record sharing and/or automated matching systems in place that they will be able to use to track outcomes. **All data and methods must be documented and are subject to audit.**

- Computer records from automated record matching are considered a valid written record.
- A telephone response from the participant must be accompanied by written documentation.
- Telephone verification with the appropriate institution/entity is also valid, but must be documented.

4. Skill Attainment

To measure skill attainment for the younger youth skill attainment measure, local programs must assess youth at intake to determine whether they are in need of basic skills, work readiness skills, and/or occupational skills. This assessment will include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, and supporting service needs. From this assessment, skill attainment goals will be established. **To determine whether youth meet the skill attainment goals will require a pre-assessment and post-assessment of skill level.** The use of a standardized assessment procedure such as a standardized test or a performance-based assessment with a standardized scoring method is encouraged. These tests may include:

- Test of Adult Basic Education (TABE);
- DOL Workplace Literacy Test (DOL-WLT);
- Adult Measure of Educational Skills (AMES);
- Adult Basic Learning Examination (ABLE);
- Adult Literacy Test (ALT), Simon & Schuster;
- Armed Forces Qualifying Test (AFQT);
- Basic Occupational Literacy Test (BOLT);
- California Achievement Test (CAT);
- Career Ability Placement Survey (CAPS);
- Comprehensive Adult Student Assessment System (CASAS);
- General Aptitude Test Battery (GATB);
- Iowa Test of Basic Skills (ITBS);
- Metropolitan Achievement Test (MAT);
- Reading Job Corps Screening Test (RJCST); or
- Wide Range Achievement Test (WRAT)

In cases where a standardized test or a performance-based assessment is not available (such as for work-readiness skills), assessment techniques must be

objective, unbiased and conform to widely accepted, clearly defined criteria, be field tested for utility, consistency, and accuracy, and provide for the training/preparation of all raters/scorers. Information on achievement of skill attainment goals should be derived from case management or follow-up services. All data and methods to determine achievement of skill attainment goals must be documented and are subject to audit.

5. Younger Youth Retention

Since the younger youth retention rate has five possible positive outcomes, multiple data sources are needed to track participants. The data sources to determine whether a youth has been placed in employment or military service are addressed in the previous discussion on data sources for employment. The data sources to determine whether a youth has been placed in post-secondary education or advanced training are addressed in the section on placement in post-secondary education or advanced training. To determine whether a youth has been placed in a qualified apprenticeship, the following methods can be used:

- 1) Case management, follow-up services, and surveys of the participant and written documentation; or
- 2) Record sharing agreements and/or automated record matching with the U.S. Department of Labor, Bureau of Apprenticeship and Training, or recognized State Apprenticeship Agency.

Most States will likely utilize case management, follow-up services, and surveys of participants with written documentation. Some States already have record sharing and/or automated matching systems in place that they will be able to use to track outcomes. **All data and methods to determine achievement of one of the five outcomes must be documented and are subject to audit.**

- Computer records from automated record matching are considered a valid written record.
- A telephone response from the participant must be accompanied by written documentation.
- Telephone verification with the appropriate institution/entity is valid, but must also be documented.

USDOL GUIDANCE ON PERFORMANCE MEASURES

The following lists the Training and Employment Guidance Letters (TEGL) that provide guidance on WIA performance measures. Each description below describes the purpose of each TEGL and where it may be accessed on the Internet.

- **TEGL No. 7-99** was issued on March 3, 2000, and provides technical guidance for States to implement the core and customer satisfaction performance measures and calculated performance levels required under the Workforce Investment Act (WIA). TEGL No. 7-99 may be accessed at http://wdr.doleta.gov/directives/corr_doc.asp?DOCN=1201.
- **TEGL No. 8-99** was issued on March 3, 2000, and its purpose was to inform States of ETA's implementation guidelines for the negotiation and goal setting process as well as for the incentive and sanction process. TEGL No. 8-99 may be accessed at http://wdr.doleta.gov/directives/corr_doc.asp?DOCN=1200.
- **TEGL No. 6-00** was issued on September 21, 2000, and provides guidance on obtaining customer satisfaction results for participants and employers receiving services under Title I of the Workforce Investment Act (WIA). TEGL No. 6-00 may be accessed at http://wdr.doleta.gov/directives/corr_doc.asp?DOCN=1244.
- **TEGL No. 6-00, Change 1** was issued on October 31, 2001, and it provides changes to guidance on capturing customer satisfaction results for participants and employers receiving services under Title I of the Workforce Investment Act. TEGL No. 6-00, Change 1 may be accessed at http://www.icesa.org/articles/template.cfm?results_art_filename=tegl600ch1.htm.
- **TEGL No. 11-01** was issued on February 12, 2002 and it provides guidance on revising Workforce Investment Act (WIA) State-Negotiated Levels of Performance. TEGL No. 11-01 may be accessed at http://www.icesa.org/articles/template.cfm?results_art_filename=tegl1101.htm.

USDOL GUIDANCE ON THE WORKFORCE INVESTMENT ACT (WIA) MANAGEMENT INFORMATION AND REPORTING SYSTEM

The following TEGL provides guidance on the WIA management information and reporting system. The description below describes the purpose of the TEGL and where it may be accessed on the Internet.

- **TEGL No. 14-00, Change 1** was issued on November 19, 2001, and it provides revisions previously released to sites for reporting participant data under Title I-B of WIA in the annual and quarterly reports, as well as the WIASRD. TEGL No. 14-00, Change 1 may be accessed at http://wdr.doleta.gov/directives/corr_doc.asp?DOCN=1343.