EMPLOYMENT AND TRAINING ADMINISTRATION

OMB Control Number 1205-0420

Expiration Date 8/31/2019

Workforce Investment Act Annual Report:

General Reporting Instructions and ETA Form 9091

Revised 2012

Prepared By
Office of Performance and Technology
Employment and Training Administration

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I. GENERAL INSTRUCTIONS

Each state that receives an allotment under WIA section 127 (youth activities) or Section 132 (adult and dislocated worker activities) of the WIA of 1998 must prepare and submit an Annual Report to the Secretary in accordance with WIA sections 136(d)(1) and 185(d).

The Department of Labor, in consultation with states and other partners, has developed a strategy for the Annual Report that is designed to meet these requirements and also provides states the flexibility to showcase their unique programs, strategies and accomplishments. The Annual Report will emulate the Private Sector's Report to Stockholders. Just as a Report to Stockholders presents a company portrait painted in a particular style of the corporate culture, states are encouraged to design their Annual Reports to stakeholders in a manner that makes use of graphics and other communication devices so that the report highlights the programs in the most advantageous manner to all stakeholders, including Congress, Governors, state legislators, workforce investment boards and the public. For example, states may want to include success stories that focus attention on successful programming for participants, employers and communities. States may also consider including messages from the Governor, information about State Workforce Investment Board members, market analysis, strategies for improvement, and analysis of programs' effects on major industries in the reports.

There is great flexibility in the contents of the annual report narrative, but there are three sets of information that are required elements for each states' annual report, as described in WIA section 136:

1) Performance data on the core and customer satisfaction measures, including progress of local areas in the state in achieving local performance measures;
2) Information on the status of state evaluation activities; and
3) Information on the cost of workforce investment activities relative to the effect of the activities on the performance of participants.

More information on these requirements is provided in Section III below. States should be aware that the Secretary utilizes the Annual Reports to fulfill the requirement to disseminate state-by-state comparisons of the information (WIA section 136(d)(3)(B)). Additionally, this information is used to determine states' eligibility for incentive grants (WIA section 503) or whether the Secretary will impose a sanction based on performance failure (WIA section 136(g)).

Performance data reported in the WIA Annual Report must be comprised of information provided by each state from their individual Workforce Investment Act Standardized Record Data (WIASRD) files through matching client information with the employment outcome information obtained from Unemployment Insurance (UI) and other administrative wage records or from other supplemental data sources. Therefore, ETA requires that performance information received from states on the WIA Annual Report be based upon the submission of WIASRD files (sec. 136(f) and 185).
The WIA Annual Report must be complete and accurate (WIA section 185 (29 USC 2935).

II. COVERED PROGRAMS

The WIA Annual Report will cover participants who receive services financially assisted by formula or statewide reserve funds under the following ETA programs:

- WIA Adult Program
- WIA Dislocated Worker Program (including dislocated workers participating in programs funded under WIA section 134(a)(2)(A)(ii) – rapid response additional assistance)
- WIA Youth Program

Performance information about participants who only receive services financially assisted by National Emergency Grants (NEGs) will not be included, since this information will be obtained through the WIA Quarterly Report (ETA 9090). However, performance information about participants who received services financially assisted by WIA Title IB and NEGs are included in the Annual Report. In addition, WIA statewide activities that are included in the Annual Report are those statewide activities that involve the enrollment of individuals eligible to receive WIA Title I-B services (e.g., adult, dislocated worker, or youth). Conversely, if state or local activities do not involve the enrollment of individuals to receive services, performance information is not included in the WIA Annual Report. Examples of such exceptions include activities where (a) the state is conducting a statewide activity that does not involve direct services (e.g., research or evaluation), or (b) the statewide activity is structured to provide services that are highly specialized, such as in a pilot or demonstration activity (e.g., incumbent worker training, project for chemically dependent TANF recipients).

III. ANNUAL REPORT SPECIFICATIONS

The Annual Report reflects performance outcome information that becomes available by the time the Annual Report for the program year is due to ETA. **Appendix A** explains the applicable time periods that states should use when preparing performance information for the WIA Annual Report. The reporting format for the WIA Annual Report can be found under **Appendix B**. Performance information received from the states on **Tables B through M and Tables P and Q** (excluding all program participant counts and exiter counts of self-service participants) of the WIA Annual Report must be based on the annual submission of individual WIASRD files.

At a minimum, the Annual Report must be submitted in accordance with the following guidelines:

- Indicate the name of your state and the date on which the Annual Report was submitted electronically to ETA.
- On the electronic version of the report, include the name and title of the authorized official of the governor responsible for certifying that the data submitted is complete and accurate.

I. NARRATIVE SECTION

A. This portion of the narrative is a discussion of the cost of workforce investment activities relative to the effect of the activities on the performance of the participants as required in WIA section 136(d)(2)(C). In addressing this item, states may want to include information from their strategic plans that highlight innovative service delivery strategies, including program activities that support high growth/high demand industries, the outcomes expected from these activities as well as the actual outcomes for their major customer segments. States may indicate actual federal outlays for these selected activities, if the information is available.

States must explain how the allocation of resources for adults, dislocated workers, and youth activities affected the outcomes. For adults and dislocated workers the activities that states may wish to address is core, intensive and training services. For youth, states should include information about front-end costs (e.g., intake, assessment and case management) and aggregated direct service costs for the ten youth program elements described in WIA section 129(c)(2).

B. This portion of the narrative is a description of state evaluations of workforce investment activities (if any) is required by WIA section 136(d)(1), including:

- The questions the evaluation will/did address;
- A description of the evaluation's methodology; and
- Information about the timing of feedback and deliverables.

The required state evaluations of workforce investment activities are described in WIA section 136(e) and include evaluation studies of workforce investment activities conducted under WIA title I-B to establish, implement, and use methods for continuous improvement in the efficiency and effectiveness of the statewide workforce investment system in improving employability for job seekers and competitiveness for employers.

II. TABLE SECTION

The reporting format and specifications for preparing performance calculations for tables A through O of the WIA Annual Report can be found under **Appendix B** and **Appendix C**. States do not need to separately report the performance information submitted online within the body of the Annual Report narratives.

IV. DUE DATE

The report is due no later than **October 1st** following the end of each Program Year (July – June). The following table shows the expected due dates for the WIA Annual Report for the next three Program Years.

Program Year	Due Dates
PY 2012	October 1st, 2013
PY 2013	October 1st, 2014
PY 2014	October 1st, 2015

Should the due date of the report fall on a Saturday or Sunday, the annual report is due the Friday before.

V. SUBMISSION PROCEDURES

Information contained on the WIA Annual Report must be submitted directly to ETA's Enterprise Business Support System (EBSS) (formerly called the Enterprise Information Management System (EIMS)) via technical instructions available through the appropriate Regional Office or the ETA performance website (www.doleta.gov/performance). ETA intends to provide Congress with a copy of the Annual Report submitted by each state and publish each state's report on its Web site (www.doleta.gov/performance). Therefore, states should also provide ETA with a computerized copy of the report in a format usable for inclusion on ETA's Web site. Acceptable formats include WordPerfect, Microsoft Word, Acrobat, and other commonly used formats.

States must complete the Report Validation report prior to submitting the WIA Annual Report (WIA Section 185, 29 USC 2935). Further information may be found on ETA's Performance and Results website, under Data Validation.

APPENDIX A
Time Periods for Reporting Performance Information
WIA Annual Report

	Time Periods to Be Reported		
Report Year	**PY 2012**	**PY 2013**	**PY 2014**
Report Due Date	**October 1, 2013**	**October 1, 2014**	**October 1, 2015**
Total Participants	7/1/12 to 6/30/13	7/1/13 to 6/30/14	7/1/14 to 6/30/15
Total Exiters	4/1/12 to 3/31/13	4/1/13 to 3/31/14	4/1/14 to 3/31/15
Employer Customer Satisfaction*	1/1/12 to 12/31/12	1/1/13 to 12/31/13	1/1/14 to 12/31/14
Participant Customer Satisfaction*	1/1/12 to 12/31/12	1/1/13 to 12/31/13	1/1/14 to 12/31/14
Adult and Dislocated Worker Performance Measures			
Entered Employment Rate	10/1/11 to 9/30/12	10/1/12 to 9/30/13	10/1/13 to 9/30/14
Employment Retention Rate	4/1/11 to 3/31/12	4/1/12 to 3/31/13	4/1/13 to 3/31/14
Six-Months Average Earnings	4/1/11 to 3/31/12	4/1/12 to 3/31/13	4/1/13 to 3/31/14
Employment and Credential Rate*	10/1/11 to 9/30/12	10/1/12 to 9/30/13	10/1/13 to 9/30/14
Youth (14-21) Performance Measures			
Placement in Employment or Education	10/1/11 to 9/30/12	10/1/12 to 9/30/13	10/1/13 to 9/30/14
Attainment of Degree or Certificate	10/1/11 to 9/30/12	10/1/12 to 9/30/13	10/1/13 to 9/30/14
Literacy and Numeracy Gains	7/1/12 to 6/30/13	7/1/13 to 6/30/14	7/1/14 to 6/30/15
Older Youth (19-21) Performance Measures			
Entered Employment Rate*	10/1/11 to 9/30/12	10/1/12 to 9/30/13	10/1/13 to 9/30/14
Employment Retention Rate*	4/1/11 to 3/31/12	4/1/12 to 3/31/13	4/1/13 to 3/31/14
Six Months Earnings Increase*[1]	4/1/11 to 3/31/12	4/1/12 to 3/31/13	4/1/13 to 3/31/14
Credential Rate*	10/1/11 to 9/30/12	10/1/12 to 9/30/13	10/1/13 to 9/30/14
Younger Youth (14-18) Performance Measures			
Skill Attainment Rate*	4/1/12 to 3/31/13	4/1/13 to 3/31/14	4/1/14 to 3/31/15
Youth Diploma or Equivalent Rate*	4/1/12 to 3/31/13	4/1/13 to 3/31/14	4/1/14 to 3/31/15
Retention Rate*	4/1/11 to 3/31/12	4/1/12 to 3/31/13	4/1/13 to 3/31/14
Additional Performance Measures (Adults, Dislocated Workers, Older Youth)			
12-Month Employment Retention Rate	1/1/11 to 12/31/11	1/1/12 to 12/31/12	1/1/13 to 12/31/13
12-Months Earnings Increase or Earnings Replacement	1/1/11 to 12/31/11	1/1/12 to 12/31/12	1/1/13 to 12/31/13
Non-Traditional Employment	10/1/11 to 9/30/12	10/1/12 to 9/30/13	10/1/13 to 9/30/14
Wages at Entry to Employment	10/1/11 to 9/30/12	10/1/12 to 9/30/13	10/1/13 to 9/30/14
Training-Related Employment	10/1/11 to 9/30/12	10/1/12 to 9/30/13	10/1/13 to 9/30/14

* Indicates measures that states that have been approved to report only the common measures do not have to report.
[1] This measure for Older Youth is the same as "Older Youth Earnings Change in Six Months" and "Average Earnings" for Older Youth.
Note: For Literacy and Numeracy Gains, the cohorts refer to the youth's anniversary date in the youth program.

APPENDIX B
WIA Annual Report Format (ETA Form 9091)

OMB No. 1205-0420
Expires: 8/31/2019

State Name---------- Date Submitted---------

WIA Title IB
Annual Report Form (ETA 9091)

I. Narrative Section

A. A discussion of the cost of workforce investment activities relative to the effect of the activities on the performance of participants.

B. A description of State evaluations of workforce investment activities, including:

1. The questions the evaluation will/did address;
2. A description of the evaluation's methology; and
3. Information about the timing of feedback and deliverables.

II. Table Section

Table A - Workforce Investment Act Customer Satisfaction Results

Customer Satisfaction	Negotiated Performance Level	Actual Performance Level - American Customer Satisfaction Index	Number of Surveys Completed	Number of Customers Eligible for the Survey	Number of Customers Included in the Sample	Response Rate
Participants						
Employers						

Table B - Adult Program Results

Reported Information	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate			Numerator / Denominator
Employment Retention Rate			Numerator / Denominator
Six-Month Average Earnings			Numerator / Denominator
Employment and Credential Rate			Numerator / Denominator

Table C - Outcomes for Adult Special Populations

Reported Information	Public Assistance Recipients Receiving Intensive or Training Services		Veterans		Individuals With Disabilities		Older Individuals	
Entered Employment Rate		Num / Den		Num / Den		Num / Den		Num / Den
Employment Retention Rate		Num / Den		Num / Den		Num / Den		Num / Den
Six-Month Average Earnings		Num / Den		Num / Den		Num / Den		Num / Den
Employment and Credential Rate		Num / Den		Num / Den		Num / Den		Num / Den

Table D-Other Outcome Information for the Adult Program

Reported Information	Individuals Who Only Received Core Services		Individuals Who Only Received Core *and* Intensive Services		**Individuals Who Received Training Services**	
Entered Employment Rate		Num		Num		Num
		Den		Den		Den
Employment Retention Rate		Num		Num		Num
		Den		Den		Den
Six-Months Average Earnings		Num		Num		Num
		Den		Den		Den

Table E - Dislocated Worker Program Results

Reported Information	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate			Numerator / Denominator
Employment Retention Rate			Numerator / Denominator
Six-Month Average Earnings			Numerator / Denominator
Employment and Credential Rate			Numerator / Denominator

Table F - Outcomes for Dislocated Worker Special Populations

Reported Information	Veterans		Individuals With Disabilities		Older Individuals		Displaced Homemakers	
Entered Employment Rate		Num / Den		Num / Den		Num / Den		Num / Den
Employment Retention Rate		Num / Den		Num / Den		Num / Den		Num / Den
Six-Month Average Earnings		Num / Den		Num / Den		Num / Den		Num / Den
Employment and Credential Rate		Num / Den		Num / Den		Num / Den		Num / Den

Table G - Other Outcome Information for the Dislocated Worker Program

Reported Information	Individuals Who Only Received Core Services		Individuals Who Only Received Core *and* Intensive Services		**Individuals Who Received Training Services**	
Entered Employment Rate		Num		Num		Num
		Den		Den		Den
Employment Retention Rate		Num		Num		Num
		Den		Den		Den
Six-Months Average Earnings		Num		Num		Num
		Den		Den		Den

Table H.1 - Youth (14 -21) Program Results

Reported Information	Negotiated Performance Level	Actual Performance Level	
Placement in Employment or Education			Numerator / Denominator
Attainment of Degree or Certificate			Numerator / Denominator
Literacy and Numeracy Gains			Numerator / Denominator

Table H.1.A - Outcomes for Youth Special Populations*

Reported Information	Public Assistance Recipients		Veterans		Individuals With Disabilities		Out-of-School Youth	
Placement in Employment or Education Rate		Num		Num		Num		Num
		Den		Den		Den		Den
Attainment of Degree or Certificate Rate		Num		Num		Num		Num
		Den		Den		Den		Den
Literacy and Numeracy Gains		Num		Num		Num		Num
		Den		Den		Den		Den

Table H.2 - Older Youth (19 - 21)
Results

Reported Information	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate			Numerator / Denominator
Employment Retention Rate			Numerator / Denominator
Six Months Earnings Increase			Numerator / Denominator
Credential Rate			Numerator / Denominator

Table I - Outcomes for Older Youth Special Populations

Reported Information	Public Assistance Recipients		Veterans		Individuals With Disabilities		Out-of-School Youth	
Entered Employment Rate		Num / Den		Num / Den		Num / Den		Num / Den
Employment Retention Rate		Num / Den		Num / Den		Num / Den		Num / Den
Six Months Earnings Increase		Num / Den		Num / Den		Num / Den		Num / Den
Credential Rate		Num / Den		Num / Den		Num / Den		Num / Den

Table J - Younger Youth (14 -18) Results

Reported Information	Negotiated Performance Level	Actual Performance Level	
Skill Attainment Rate			Numerator / Denominator
Youth Diploma or Equivalent Rate			Numerator / Denominator
Retention Rate			Numerator / Denominator

Table K - Outcomes for Younger Youth Special Populations

Reported Information	Public Assistance Recipients		Individuals With Disabilities		Out-of-School Youth	
Skill Attainment Rate		Num / Den		Num / Den		Num / Den
Youth Diploma or Equivalent Rate		Num / Den		Num / Den		Num / Den
Retention Rate		Num / Den		Num / Den		Num / Den

Table L - Other Reported information

Reported Information	12 Month Employment Retention Rate		12 Months Earnings Increase (Adults and Older Youth) or 12 Months Earnings Replacement (Dislocated Workers)		Placements in Non-traditional Employment		Wages At Entry Into Employment For Those Individuals Who Entered Unsubsidized Employment		Entry Into Unsubsidized Employment Related to the Training Received of Those Who Completed Training Services	
Adults		Num / Den		Num / Den		Num / Den		Num / Den		Num / Den
Dislocated Workers		Num / Den		Num / Den		Num / Den		Num / Den		Num / Den
Older Youth		Num / Den		Num / Den		Num / Den		Num / Den		

Table M - Participation Levels

Reported Information	Total Participants Served	Total Exiters
Total Adult Customers		
Total Adults (self-service only)		
WIA Adults		
WIA Dislocated Workers		
Total Youth (14 - 21)		
Younger Youth (14 - 18)		
Older Youth (19 - 21)		
Out-of-School Youth		
In-School Youth		

Table N - Cost of Program Activities

Program Activity		Total Federal Spending
Local Adults		
Local Dislocated Workers		
Local Youth		
Rapid Response (up to 25%) WIA Section 134(a)(2)(B)		
Statewide Required Activities (Up to 15%) WIA Section 134(a)(2)(B)		
Statewide Allowable Activities WIA Section 134(a)(3)	**Program Activity Description**	
Total of All Federal Spending Listed Above		

Table O- Local Performance (Include this chart for each local area in the state)

Local Area Name _____	Total Participants Served	Adults	
		Dislocated Workers	
		Older Youth (19 - 21)	
		Younger Youth (14 - 18)	
ETA Assigned # _____	Total Exiters	Adults	
		Dislocated Workers	
		Older Youth (19 - 21)	
		Younger Youth (14 - 18)	
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants		
	Employers		
Entered Employment Rates	Adults		
	Dislocated Workers		
	Older Youth		
Retention Rates	Adults		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Six-Months Average Earnings *(Adults/DWs)* Six Months Earnings Increase *(Older Youth)*	Adults		
	Dislocated Workers		
	Older Youth		
Credential/Diploma Rates	Adults		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	Younger Youth		
Placement in Employment or Education	Youth (14 - 21)		
Attainment of Degree or Certificate	Youth (14 - 21)		
Literacy or Numeracy Gains	Youth (14 - 21)		
Description of Other State Indicators of Performance (WIA Section 136(d) (1) - Inser1 additional rows if there are more than two other state indicators of 11erformance).			

Overall Status of Local Performance	Not Met	Met	Exceeded

Table P - Veteran Priority of Service

	Total	Percent Served
Covered Entrants Who Reached the End of the Entry Period		
Covered Entrants Who Received a Service During the Entry Period		
Covered Entrants Who Received a Staff-Assisted Service During the Entry Period		

Table Q - Veterans' Outcomes by Special Populations

Reported Information	Post 9/11 Era Veterans		Post 9/11 Era Veterans who Received at least Intensive Services		TAP Workshop Veterans	
Entered Employment Rate		Num		Num		Num
		Den		Den		Den
Employment Retention Rate		Num		Num		Num
		Den		Den		Den
Six-Months Average Earnings		Num		Num		Num
		Den		Den		Den

APPENDIX C
Reporting Specifications for Tables A through O

Table A: Workforce Investment Act Customer Satisfaction Results

Enter the following information separately for program participants and employers. Additional information about Customer Satisfaction Indicators is available on ETA's website at http://www.doleta.gov/performance. Customer satisfaction results are based on exiters from the calendar year.

Table A. CUSTOMER SATISFACTION (PARTICIPANTS AND EMPLOYERS)	
Negotiated Performance Level	Record the level of performance negotiated between the State and USDOL.
Actual Performance Level	Record the actual performance levels on the American Customer Satisfaction Index (ACSI).
Number of Surveys Completed	Record the number of surveys with answers to each of the three required questions.
Number of Customers Eligible for the Survey	Record the number of participants/employers in the group (sample frame) from which the customer sample was drawn. This information is needed to aggregate customer satisfaction across all States.
Number of Customers Included in the Sample	Record the representative subset of participants/employers eligible for the surveys that were selected for interviews. If no sampling is used by the state, the sample size equals the number eligible for the survey.
Response Rate	Record the response rate by dividing the number of completed surveys by the number included in the sample.

States using the ACSI methodology to measure Local Board performance are not required to conduct separate customer satisfaction surveys to obtain State level results. In situations where a single sampling rate is used throughout the State, the Local Board ACSI results on a customer satisfaction measure may simply be aggregated to obtain State level results.

In situations where different sampling rates exist for the Local Boards in a State, each Local Board's ACSI score will need to be weighted before aggregating the outcomes to obtain results that are representative of the State overall. The information needed to compute these weighted scores are the sample frames for each Local Board in the State and each Local Board's ACSI score.

To illustrate how these weights are derived, consider the following example:

Name	Participant Sampling Frame	ACSI	Employer Sampling Frame	ACSI
Local Board 1	1,824	67.2	597	65.2
Local Board 2	1,025	78.1	533	80.0
Local Board 3	1,151	68.6	487	67.0
State A	4,000	/////	1,617	/////

The weighted score would be calculated for each Local Board by multiplying the ACSI score by the number in the Local Board sample frame. These weighted Local Board scores would then be totaled and divided by the sum of the sampling frame sizes for all Local Boards in the State to obtain a State ACSI.

Using the figures provided in the above example, the ACSI scores for the State are calculated in the following manner:

	Participant	Employer
Local Board 1	(67.2*1,824)= 122,572.8	(65.2*597)=38924.4
Local Board 2	(78.1*1,025)= 80,052.5	(80.0*533)=42640.0
Local Board 3	(68.6*1,151)= 78,958.6	(67.0*487)=32629.0
	Total = 281,583.9	Total = 114,193.4

State A ACSI score for participants: (281,583.9/4,000)=70.4

State A ACSI score for employers: (114,193.4/1,617)=70.6

Tables B through M: Establishing Program Performance Groups

Use the following specifications to complete the performance calculations for Tables B through M. The chart below provides an explanation of how program participants are classified as adults, dislocated workers, and youth for the purposes of calculating program performance. These classifications are based upon one or more data elements contained within the WIASRD. In order for a participant to be included in a particular program performance group, at least one of the corresponding conditions in "Specifications" column needs to be true. For instance, as shown in the row labeled "Adult," if either Adult (Local Formula) (WIASRD Element 902) = 1 or Adult (Statewide 15% Activities) (WIASRD Element 908) = 1, the participant is included in the WIA Adult performance measures.

Important Note: These funding stream specifications apply to the statewide annual performance calculations. They do not apply to local level performance calculated for Table O of this annual report.

WIA Performance Group Specifications	
Program	**Specifications**
Self-Service Only	DATE OF FIRST SELF-SERVICE is not null and DATE OF FIRST STAFF-ASSISTED CORE SERVICE is null **and** DATE OF FIRST INTENSIVE SERVICE is null **and** DATE ENTERED TRAINING is null **and** (TYPE OF TRAINING SERVICE #1 = 0 or TYPE OF TRAINING SERVICE #1 is null).
More than Self-Service	(DATE OF FIRST STAFF-ASSISTED CORE SERVICE is not null **or** DATE OF FIRST INTENSIVE SERVICE is not null **or** (DATE ENTERED TRAINING is not null
Adult	(ADULT (LOCAL FORMULA) = 1 **or** ADULT (STATEWIDE 15% ACTIVITIES) = 1)
Dislocated Worker	(DISLOCATED WORKER (LOCAL FORMULA) = 1 **or** DISLOCATED WORKER (STATEWIDE 15% ACTIVITIES) = 1 **or** RAPID RESPONSE ADDITIONAL ASSISTANCE = 1)
Older Youth	DATE OF FIRST WIA YOUTH SERVICE is not null **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) >=19 **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) <= 21
Younger Youth	DATE OF FIRST WIA YOUTH SERVICE is not null **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) >=14 **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) <= 18
Youth	DATE OF FIRST WIA YOUTH SERVICE is not null **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) >=14 **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) <= 21
Veteran	(ADULT (LOCAL FORMULA) = 1 **or** ADULT (STATEWIDE 15% ACTIVITIES) = 1 **or** DISLOCATED WORKER (LOCAL FORMULA) = 1 **or** DISLOCATED WORKER(STATEWIDE 15% ACTIVITIES) = 1 **or** RAPID RESPONSE (ADDITIONAL ASSISTANCE) = **or** DATE OF FIRST YOUTH SERVICE is not null) **and** VETERAN = 1

It is important to note that participant records can be included in more than one WIA performance group. Participants who are co-enrolled in multiple funding streams are included in the calculation of the performance measures for all funding streams in which they are enrolled. For example, a participant record could have Date of First WIA Youth Service populated (WIASRD Element 904) and Adult (local) (WIASRD Element 902) = 1. In this case, the participant is included in the performance measure calculations both for youth and for adults.

Tables B through G: WIA Adult and Dislocated Worker Performance

The following specifications provide guidance for states to calculate performance for two sets of adults and dislocated workers who exited from WIA services during a specific reporting period:

1. All adult and dislocated worker exiters are subject to the entered employment, employment retention, and average earnings measures; and

2. Those adults and dislocated workers who received training services and exited are also subject to the employment and credential rate measure.

This section outlines the mathematical formulae and data element specifications for states to report on the following adult and dislocated worker performance measures:

Entered Employment Rate

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

$$\frac{\text{\# of participants who are employed in the first quarter (qtr) after the exit qtr}}{\text{\# of participants who exit during the qtr}}$$

Employment Retention Rate

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

$$\frac{\text{\# of participants who are employed in } \textit{both} \text{ the second and third qtrs after the exit qtr}}{\text{\# of participants who exit during the qtr}}$$

Employment and Credential Rate

Of those who receive training services:

$$\frac{\text{\# of participants who were employed in the first qtr after the exit qtr and received a credential by the end of the third qtr after the exit qtr}}{\text{\# of participants who exit during the qtr}}$$

Six-Month Average Earnings

Of those who are employed in the first, second, <u>and</u> third quarters after the exit quarter:

$$\frac{\text{[Total earnings in the second quarter } \underline{\text{plus}} \text{ total earnings in the third quarter after the exit quarter]}}{\text{\# of participants who exit during the qtr}}$$

TABLE B. ADULT PROGRAM RESULTS		
Negotiated Performance Level		Record the level of performance negotiated between the State and USDOL.
Actual Performance Level		Use the data element specifications below to record the actual performance levels (including numerators and denominators) achieved by the state in each of the performance measures. To derive the value of each performance measure, states should divide the numerator calculation by the denominator calculation.
Entered Employment Rate (EER)	Adult EER Numerator	Count of UNIQUE RECORDS where ADULT **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Adult EER Denominator	Count of UNIQUE RECORDS where ADULT **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
Employment Retention Rate (ERR)	Adult ERR Numerator	Count of UNIQUE RECORDS where ADULT **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ((EMPLOYED 2ND QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 2ND QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 2ND QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 2ND QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ((EMPLOYED 3RD QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 3RD QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 3RD QUARTER AFTER EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Adult ERR Denominator	Count of UNIQUE RECORDS where ADULT **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
Employment and Credential Rate (ECR)	Adult ECR Numerator	Count of Unique RECORDs where ADULT **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE ENTERED TRAINING is not null **and** TYPE OF TRAINING #1 > 0 **and** TYPE OF RECOGNIZED CREDENTIAL > 0 **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
	Adult ECR Denominator	Count of Unique RECORDs where ADULT **and** MORE THAN SELF-SERVICE **and** DATE ENTERED TRAINING is not null **and** TYPE OF TRAINING #1 > 0 **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

Six Months Earnings Increase	Adult Six-Month Average Earnings Numerator	Sum of (WAGES 2nd QUARTER AFTER THE EXIT QUARTER **and** WAGES 3rd QUARTER AFTER THE EXIT QUARTER) where ADULT **and** MORE THAN SELF-SERVICE **and** (WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 2nd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 2nd QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 3rd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 3rd QUARTER AFTER EXIT QUARTER < 999999.99) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Adult Six-Month Average Earnings Denominator	Count of unique RECORDS where ADULT **and** MORE THAN SELF-SERVICE **and** (WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 2nd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 2nd QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 3rd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 3rd QUARTER AFTER EXIT QUARTER < 999999.99) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

To calculate the measures in tables C and D, apply the filters described below to the specification for the appropriate measure provided for table B, above.		
TABLE C. OUTCOMES FOR ADULT SPECIAL POPULATIONS		
A	Public Assistance Recipients Receiving Intensive or Training Services	TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF) = 1 **or** OTHER PUBLIC ASSISTANCE RECIPIENT = 1 **and** (DATE OF FIRST INTENSIVE SERVICE is not null **or** DATE ENTERED TRAINING # 1 and DATE ENTERED TRAINING # 2 and DATE ENTERED TRAINING # 3 are null) **and** (TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 and TYPE OF TRAINING SERVICE #2 = 0 **or** TYPE OF TRAINING SERVICE #2 and TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 are null)
B	Veterans	ELIGIBLE VETERAN STATUS > 0 **and** ELIGIBLE VETERAN STATUS < 4
C	Individuals with Disabilities	INDIVIDUAL WITH A DISABILITY = 1
D	Older Individual	DATE OF PARTICIPATION minus DATE OF BIRTH => 55 years
TABLE D. OTHER OUTCOME INFORMATION FOR ADULT PROGRAM		
A	Individuals Who Only Received Core Services	DATE OF FIRST INTENSIVE SERVICE is null and (DATE ENTERED TRAINING # 1 and DATE ENTERED TRAINING # 2 and DATE ENTERED TRAINING # 3 are null) **and** (TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 and TYPE OF TRAINING SERVICE #2 = 0 **or** TYPE OF TRAINING SERVICE #2 and TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 are null)
B	Individuals who Only Received Core and Intensive Services	(DATE ENTERED TRAINING # 1 and DATE ENTERED TRAINING # 2 and DATE ENTERED TRAINING # 3 are null) **and** (TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 and TYPE OF TRAINING SERVICE #2 = 0 **or** TYPE OF TRAINING SERVICE #2 and TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 are null)
C	Individuals who Received Training Services	(DATE ENTERED TRAINING # 1 and DATE ENTERED TRAINING # 2 and DATE ENTERED TRAINING # 3 are null) **and** (TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 and TYPE OF TRAINING SERVICE #2 = 0 **or** TYPE OF TRAINING SERVICE #2 and TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 are null)

TABLE E. DISLOCATED WORKER PROGRAM RESULTS		
Negotiated Performance Level		Record the level of performance negotiated between the State and USDOL.
Actual Performance Level		Use the data element specifications below to record the actual performance levels (including numerators and denominators) achieved by the state in each of the performance measures. To derive the value of each performance measure, states should divide the numerator calculation by the denominator calculation.
Entered Employment Rate (EER)	DW EER Numerator	Count of UNIQUE RECORDS where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	DW EER Denominator	Count of UNIQUE RECORDS where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
Employment Retention Rate (ERR)	DW ERR Numerator	Count of UNIQUE RECORDS where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ((EMPLOYED 2ND QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 2ND QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 2ND QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 2ND QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ((EMPLOYED 3RD QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 3RD QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 3RD QUARTER AFTER EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	DW ERR Denominator	Count of UNIQUE RECORDS where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
Employment and Credential Rate (ECR)	DW ECR Numerator	Count of Unique RECORDs where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE ENTERED TRAINING is not null **and** TYPE OF TRAINING #1 > 0 **and** TYPE OF RECOGNIZED CREDENTIAL > 0 **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

TABLE E. DISLOCATED WORKER PROGRAM RESULTS (continued)		
	DW ECR Denominator	Count of Unique RECORDs where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** DATE ENTERED TRAINING is not null **and** TYPE OF TRAINING #1 > 0 **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
Six Months Earnings Increase	DW Six-Months Average Earnings Numerator	Sum of (WAGES 2nd QUARTER AFTER THE EXIT QUARTER **and** WAGES 3rd QUARTER AFTER THE EXIT QUARTER) where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** (WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 2nd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 2nd QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 3rd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 3rd QUARTER AFTER EXIT QUARTER < 999999.99) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	DW Six-Months Average Earnings Denominator	Count of unique RECORDS where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** (WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 2nd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 2nd QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 3rd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 3rd QUARTER AFTER EXIT QUARTER < 999999.99) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98

To calculate the measures in tables F and G, apply the filters described below to the specification for the appropriate measure provided for table E, above.		
TABLE F. OUTCOMES FOR DISLOCATED WORKER SPECIAL POPULATIONS		
A	Veterans	ELIGIBLE VETERAN STATUS > 0 **and** ELIGIBLE VETERAN STATUS < 4
B	Individuals with Disabilities	INDIVIDUAL WITH A DISABILITY = 1
C	Older Individual	DATE OF PARTICIPATION minus DATE OF BIRTH => 55 years
D	Displaced Homemaker	DISPLACED HOMEMAKER = 1
TABLE G. OTHER OUTCOME INFORMATION FOR DISLOCATED WORKER PROGRAM		
A	Individuals Who Only Received Core Services	DATE OF FIRST INTENSIVE SERVICE is null and (DATE ENTERED TRAINING # 1 and DATE ENTERED TRAINING # 2 and DATE ENTERED TRAINING # 3 are null) **and** (TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 and TYPE OF TRAINING SERVICE #2 = 0 **or** TYPE OF TRAINING SERVICE #2 and TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 are null)
B	Individuals who Only Received Core and Intensive Services	(DATE ENTERED TRAINING # 1 and DATE ENTERED TRAINING # 2 and DATE ENTERED TRAINING # 3 are null) **and** (TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 and TYPE OF TRAINING SERVICE #2 = 0 **or** TYPE OF TRAINING SERVICE #2 and TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 are null)
C	Individuals who Received Training Services	(DATE ENTERED TRAINING # 1 and DATE ENTERED TRAINING # 2 and DATE ENTERED TRAINING # 3 are null) **and** (TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 and TYPE OF TRAINING SERVICE #2 = 0 **or** TYPE OF TRAINING SERVICE #2 and TYPE OF TRAINING SERVICE #1 = 0 **or** TYPE OF TRAINING SERVICE #1 are null)

Table H.1 and H.1.A: Youth (14 – 21) Common Performance Measures

The following specifications provide guidance for states to calculate youth who received services financially assisted by the WIA Title I-B program during a specific reporting period:

1. All youth exiters are subject to the placement in employment or education and attainment of degree or certificate measures;

2. Out-of-school youth participants and exiters who are basic skills deficient are subject to the Literacy and Numeracy Gains measure; and

3. Youth are those aged 14 through 21 on the date that they participate in WIA services.

This section outlines the mathematical formulae and data element specifications for states to report on the following youth performance measures:

Placement in Employment or Education

Of those who are not in post-secondary education or employment (including the military) at the date of participation:

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

---

# of participants who exit during the qtr

Attainment of a Degree or Certificate

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

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

---

# of participants who exit during the qtr

Literacy and Numeracy Gains

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

# of participants who increase one or more educational functioning levels

---

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

TABLE H.1. YOUTH (14 – 21) PROGRAM RESULTS		
Negotiated Performance Level		Record the level of performance negotiated between the State and USDOL.
Actual Performance Level		Use the data element specifications below to record the actual performance levels (including numerators and denominators) achieved by the state in each of the performance measures. To derive the value of each performance measure, states should divide the numerator calculation by the denominator calculation.
Placement in Employment or Education	Placement Numerator	Count of UNIQUE RECORDS where YOUTH **and** (EMPLOYMENT STATUS AT PARTICIPATION => 2 **and** (SCHOOL STATUS AT PARTICIPATION <> 3 **or** SCHOOL STATUS AT PARTICIPATION is null) **and** ((YOUTH PLACEMENT INFORMATION => 1 **and** YOUTH PLACEMENT INFORMATION <= 4) **or** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
	Placement Denominator	Count of UNIQUE RECORDS where YOUTH **and** (EMPLOYMENT STATUS AT PARTICIPATION => 2 **and** (SCHOOL STATUS AT PARTICIPATION <> 3 **or** SCHOOL STATUS AT PARTICIPATION is null)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
Attainment of Degree or Certificate (ADC)	ADC Numerator	Count of UNIQUE RECORDS where YOUTH **and** ENROLLED IN EDUCATION = 1 **and** ATTAINED DIPLOMA, GED, OR CERTIFICATE > 0 **and** ATTAINED DIPLOMA, GED, OR CERTIFICATE < 4 **and** DATE ATTAINED DEGREE OR CERTIFICATE <= end of quarter of DATE OF EXIT + 3 quarters **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
	ADC Denominator	Count of UNIQUE RECORDS where YOUTH **and** ENROLLED IN EDUCATION = 1 **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).

TABLE H.1. YOUTH (14 – 21) COMMON MEASURES RESULTS AT-A-GLANCE (continued)		
Literacy and Numeracy Gains	Literacy/ Numeracy Gains Youth (14 - 21)	**For Literacy and Numeracy specification and constructed variables please see Appendix D, Appendix E and Appendix F**

To calculate the measures in table H.1.A, apply the filters described below to the specification for the appropriate measure provided for table H.1, above.		
TABLE H.1.A. OUTCOMES FOR YOUTH SPECIAL POPULATIONS		
A.	Public Assistance Recipients	(TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF) = 1 **or** OTHER PUBLIC ASSISTANCE RECIPIENT = 1)
B.	Veterans	ELIGIBLE VETERAN STATUS > 0 **and** ELIGIBLE VETERAN STATUS < 4
C.	Individuals with Disabilities	INDIVIDUAL WITH A DISABILITY = 1
D.	Out-Of-School-Youth	(SCHOOL STATUS AT PARTICIPATION > 3 **or** (SCHOOL STATUS AT PARTICIPATION = 3 **and** BASIC LITERACY SKILLS DEFICIENCY = 1)).

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Tables H.2 and I: Older Youth (19 – 21) Performance

The following specifications provide guidance for states to calculate performance for older youth who exited from WIA services during a specific reporting period:

1. All older youth exiters except those who move into post-secondary education or advanced training and are not employed in the measurement quarter are subject to the entered employment, employment retention, six months earnings increase, and credential rate measures; and

2. Older youth are those aged 19 through 21 on the date that they participate in WIA services.

This section outlines the mathematical formula and data element specifications for states to report on the following older youth performance measures:

Entered Employment Rate

Of those who are not employed at the date of participation and who are either not enrolled in post-secondary education or advanced training in the first quarter (qtr) after the exit qtr or are employed in the first qtr after the exit qtr:

$$\frac{\text{\# of participants who are employed in the first qtr after the exit qtr}}{\text{\# of participants who exit during the qtr}}$$

Employment Retention Rate

Of those who are employed in the first qtr after the exit qtr and who are either not enrolled in post-secondary education or advanced training in the third qtr after the exit qtr or are employed in the third qtr after the exit qtr:

$$\frac{\text{\# of participants who are employed in the third qtr after the exit qtr}}{\text{\# of participants who exit during the qtr}}$$

Six Months Earnings Increase

Of those who are employed in the first qtr after the exit qtr and who are either not enrolled in post-secondary education or advanced training in the third qtr after the exit qtr or are employed in the third qtr after the exit qtr:

$$\frac{\text{[Earnings in the second + third qtrs after the exit qtr] } \textbf{minus} \text{ [Earnings in the second + third qtrs prior to the participation qtr]}}{\text{\# of participants who exit during the qtr}}$$

Credential Rate

$$\frac{\text{\# of participants who were either employed, in post-secondary education, or in advanced training in the first qtr after the exit qtr and received a credential by the end of the third qtr after the exit qtr}}{\text{\# of participants who exit during the qtr}}$$

TABLE H.2 OLDER YOUTH (19 - 21) RESULTS		
Negotiated Performance Level		Record the level of performance negotiated between the State and USDOL.
Actual Performance Level		Use the data element specifications below to record the actual performance levels (including numerators and denominators) achieved by the state in each of the performance measures. To derive the value of each performance measure, states should divide the numerator calculation by the denominator calculation.
Entered Employment Rate (EER)	Older Youth EER Numerator	Count of Unique RECORDs where OLDER YOUTH **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99) **or** (EMPLOYED IN 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5)) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
	Older Youth EER Denominator	Count of Unique RECORDs where OLDER YOUTH **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((YOUTH PLACEMENT INFORMATION = 0 **or** YOUTH PLACEMENT INFORMATION >= 3 **or** YOUTH PLACEMENT INFORMATION is null) **or** ((WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99) **or** (EMPLOYED IN 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5))) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
Employment Retention Rate (ERR)	Older Youth ERR Numerator	Count of Unique RECORDs where OLDER YOUTH **and** ((WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99) **or** (EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5)) **and** ((WAGES 3RD QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 3RD QUARTER AFTER THE EXIT QUARTER < 999999.99) **or** (EMPLOYED 3RD QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER = 5)) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).

TABLE H.2 OLDER YOUTH (19 - 21) PROGRAM RESULTS AT-A-GLANCE (continued)		
	Older Youth ERR Denominator	Count of Unique RECORDs where OLDER YOUTH **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ((YOUTH RETENTION INFORMATION = 0 **or** YOUTH RETENTION INFORMATION >= 3 **or** YOUTH RETENTION INFORMATION is null) **or** ((WAGES 3RD QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 3RD QUARTER AFTER THE EXIT QUARTER < 999999.99) **or** (EMPLOYED 3RD QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER = 5))) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
Credential Rate (CR)	Older Youth CR Numerator	Count of Unique RECORDs where OLDER YOUTH **and** ((YOUTH PLACEMENT INFORMATION >= 1 **and** YOUTH PLACEMENT INFORMATION < 3) **or** ((WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99) **or** (EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5))) **and** TYPE OF RECOGNIZED CREDENTIAL > 0 **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
	Older Youth CR Denominator	Count of Unique RECORDs where OLDER YOUTH **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
Six-Months Earnings Increase	Six-Month Earnings Increase Numerator	Sum of (WAGES 3RD QUARTER AFTER THE EXIT QUARTER plus WAGES 2ND QUARTER AFTER THE EXIT QUARTER) **minus** sum of (WAGES 2ND QUARTER PRIOR TO PARTICIPATION QUARTER and WAGES 3RD QUARTER PRIOR TO PARTICIPATION QUARTER) **where** OLDER YOUTH **and** WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER => 1 and TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER <= 4 **and** ((YOUTH RETENTION INFORMATION = 0 **or** YOUTH RETENTION INFORMATION >= 3 **or** YOUTH RETENTION INFORMATION is null) **or** (WAGES 3RD QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 3RD QUARTER AFTER EXIT QUARTER < 999999.99)) **and** (TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER <> 5 **or** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER is null) **and** ((WAGES 2ND QUARTER PRIOR TO PARTICIPATION QUARTER < 999999.99 **or** WAGES 2ND QUARTER PRIOR TO PARTICIPATION QUARTER is null) **and** (WAGES 3RD QUARTER PRIOR TO PARTICIPATION QUARTER < 999999.99 **or** WAGES 3RD QUARTER PRIOR TO PARTICIPATION QUARTER is null)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

TABLE H.2 OLDER YOUTH (19 - 21) PROGRAM RESULTS AT-A-GLANCE (continued)		
	Six-Month Earnings Increase Denominator	Count of Unique RECORDs where OLDER YOUTH **and** WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER => 1 and TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER <= 4 **and** ((YOUTH RETENTION INFORMATION = 0 **or** YOUTH RETENTION INFORMATION >= 3 **or** YOUTH RETENTION INFORMATION is null) **or** (WAGES 3RD QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 3RD QUARTER AFTER EXIT QUARTER < 999999.99)) **and** (TYPE OF EMPLOYMENT MATCH 3rd QUARTER AFTER EXIT QUARTER <> 5 **or** TYPE OF EMPLOYMENT MATCH 3rd QUARTER AFTER EXIT QUARTER is null) **and** ((WAGES 2ND QUARTER PRIOR TO PARTICIPATION QUARTER < 999999.99 **or** WAGES 2ND QUARTER PRIOR TO PARTICIPATION QUARTER is null) **and** (WAGES 3RD QUARTER PRIOR TO PARTICIPATION QUARTER < 999999.99 **or** WAGES 3RD QUARTER PRIOR TO PARTICIPATION QUARTER is null)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

To calculate the measures in table I, apply the filters described below to the specification for the appropriate measure provided for table H.2, above.		
TABLE I. OUTCOMES FOR OLDER YOUTH SPECIAL POPULATIONS		
A.	Public Assistance Recipients	(TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF) = 1 **or** OTHER PUBLIC ASSISTANCE RECIPIENT = 1)
B.	Veterans	ELIGIBLE VETERAN STATUS > 0 **and** ELIGIBLE VETERAN STATUS < 4
C.	Individuals with Disabilities	INDIVIDUAL WITH A DISABILITY = 1
D.	Out-Of-School-Youth	(SCHOOL STATUS AT PARTICIPATION > 3 **or** (SCHOOL STATUS AT PARTICIPATION = 3 **and** BASIC LITERACY SKILLS DEFICIENCY = 1)).

Tables J and K: Younger Youth (14 – 18) Performance

The following specifications provide guidance for states to calculate performance for younger youth who received services financially assisted by WIA Title I-B programs during a specific reporting period:

1. All younger youth exiters except those who are still in secondary school at exit are subject to the diploma or equivalent attainment and retention rate measures; and

2. Younger youth are those aged 14 through 18 on the date that they participate in WIA services.

This section outlines the mathematical formula and data element specifications for states to report on the following younger youth performance measures:

Skill Attainment Rate

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:

$$\frac{\text{Total \# of basic skills goals attained + Total \# of work readiness skills goals attained + Total \# of occupational skills goals attained}}{\text{Total \# of basic skills goals + Total \# of work readiness skills goals + Total \# of occupational skills goals set}}$$

Diploma or Equivalent Attainment Rate

Of those who participate in the program without a diploma or equivalent:

$$\frac{\text{\# of participants who attained a secondary school diploma or equivalent by the end of the first quarter (qtr) after the exit qtr}}{\text{\# of participants who exit during the qtr (except those still in secondary school at exit)}}$$

Retention Rate

$$\frac{\text{\# of participants who were found in either post-secondary education, advanced training, employment, military service, or a qualified apprenticeship in the third qtr after the exit qtr}}{\text{\# of participants who exit during the qtr (except those still in secondary school at exit)}}$$

TABLE J. YOUNGER YOUTH (14 - 18) RESULTS		
Negotiated Performance Level		Record the level of performance negotiated between the State and USDOL.
Actual Performance Level		Use the data element specifications below to record the actual performance levels (including numerators and denominators) achieved by the state in each of the performance measures. To derive the value of each performance measure, states should divide the numerator calculation by the denominator calculation.
Skill Attainment Rate (SRR)	Younger Youth SRR Numerator	*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:* Total # of basic skills goals attained + Total # of work readiness skills goals attained + Total # of occupational skills goals attained **divided by** Total # of basic skills goals + Total # of work readiness skills goals + Total # of occupational skills goals set
	Younger Youth SRR Denominator	
Diploma or Equivalent Rate (DER)	Younger Youth DER Numerator	Count of Unique RECORDs where YOUNGER YOUTH **and** (SCHOOL STATUS AT PARTICIPATION = 1 **or** SCHOOL STATUS AT PARTICIPATION = 2 **or** SCHOOL STATUS AT PARTICIPATION = 4) **and** (ATTAINED DIPLOMA, GED, OR CERTIFICATE = 1 or ATTAINED DIPLOMA, GED, OR CERTIFICATE = 2) **and** DATE ATTAINED DEGREE OR CERTIFICATE <= end of quarter of DATE OF EXIT + 1 quarter **and (**SCHOOL STATUS AT EXIT is null **or** (SCHOOL STATUS AT EXIT <> 1 **and** SCHOOL STATUS AT EXIT <> 2)) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
	Younger Youth DER Denominator	Count of Unique RECORDs where YOUNGER YOUTH **and** (SCHOOL STATUS AT PARTICIPATION = 1 **or** SCHOOL STATUS AT PARTICIPATION = 2 **or** SCHOOL STATUS AT PARTICIPATION = 4) **and (**SCHOOL STATUS AT EXIT is null **or** (SCHOOL STATUS AT EXIT <> 1 **and** SCHOOL STATUS AT EXIT <> 2)) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
Retention Rate (RR)	Younger Youth RR Numerator	Count of Unique RECORDs where YOUNGER YOUTH **and ((**YOUTH RETENTION INFORMATION > 0 **and** YOUTH RETENTION INFORMATION <= 4) **or** ((WAGES 3RD QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 3RD QUARTER AFTER THE EXIT QUARTER < 999999.99) **or** (EMPLOYED 3RD QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER = 5))) **and (**SCHOOL STATUS AT EXIT is null **or** (SCHOOL STATUS AT EXIT <> 1 **and** SCHOOL STATUS AT EXIT <> 2)) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
	Younger Youth RR Denominator	Count of Unique RECORDs where YOUNGER YOUTH **and** (SCHOOL STATUS AT EXIT is null **or** (SCHOOL STATUS AT EXIT <> 1 **and** SCHOOL STATUS AT EXIT <> 2)) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).

To calculate the measures in table K, apply the filters described below to the specification for the appropriate measure provided for table J, above.		
TABLE K. OUTCOMES FOR YOUNGER YOUTH SPECIAL POPULATIONS		
A.	Public Assistance Recipients	TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF) = 1 **or** OTHER PUBLIC ASSISTANCE RECIPIENT = 1
B.	Individuals with Disabilities	INDIVIDUAL WITH A DISABILITY = 1
C.	Out-Of-School-Youth	(SCHOOL STATUS AT PARTICIPATION > 3 **or** (SCHOOL STATUS AT PARTICIPATION = 3 **and** BASIC LITERACY SKILLS DEFICIENCY = 1)).

Table L: Other Reported Information

The requirements for this table are prescribed in the Workforce Investment Act, including the requirements that States provide the following information:

- Section 136(d) (2)(B) for wages at entry into employment for participants in workforce investment activities who entered employment, including the rate of wage replacement for such participants who are dislocated workers;
- Section 136(d)(2)(D) for retention and earnings received in employment 12 months after entry into the employment;
- Section 136(d)(2)(E) for individuals who received training services compared with the performance of participants in workforce investment activities who received only services other than training services (excluding participants who received only self-service and informational activities); and
- Section 185(d)(1)(C) for information regarding programs and activities carried out under this title pertaining to placement for participants in nontraditional employment.

This section outlines the mathematical formula and data element specifications for states to report on the following performance measures:

Twelve-Month Employment Retention Information

For adults and dislocated workers, use the following mathematical formula:

Of those who are employed in the first qtr after the exit qtr:

$$\frac{\text{\# of participants who are employed in the fourth qtr after the exit qtr}}{\text{\# of participants who exit during the qtr}}$$

For older youth, use the following mathematical formula:

Of those who are employed in the first qtr after the exit qtr and who are either not enrolled in post-secondary education or advanced training in the third qtr after the exit qtr or are employed in the first qtr after the exit qtr:

$$\frac{\text{\# of participants who are employed in the fourth qtr after the exit qtr}}{\text{\# of participants who exit during the qtr}}$$

Twelve-Month Earnings Increase/Replacement Information

For adults, use the following mathematical formula:

Of those who are employed in the first qtr after the exit qtr:

$$\frac{\text{[Earnings in the third + fourth qtrs after the exit qtr] } \underline{\textbf{minus}} \text{ [Earnings in the second + third qtrs prior to the participation qtr]}}{\text{\# of participants who exit during the qtr}}$$

For dislocated workers, use the following mathematical formula:

Of those who are employed in the first qtr after the exit qtr:

$$\frac{\text{[Earnings in the third + fourth qtrs after the exit qtr]}}{\text{[Earnings in the second + third qtrs prior to the participation qtr]}}$$

For older youth, use the following mathematical formula:

Of those who are employed in the first qtr after the exit qtr and who are either not enrolled in post-secondary education or advanced training in the third qtr after the exit qtr or are employed in the first qtr after the exit qtr:

$$\frac{\text{[Earnings in the third + fourth qtrs after the exit qtr] } \underline{\textbf{minus}} \text{ [Earnings in the second + third qtrs prior to the participation qtr]}}{\text{\# of participants who exit during the qtr}}$$

Placements in Non-Traditional Employment

Non-traditional employment is employment in an occupation or field of work for which individuals of the participant's gender comprise less than 25% of the individuals employed in such occupation or field of work (WIA section 101(26)). This determination may be made using either state or national data. Both males and females can be in nontraditional employment. This information can be based on any job held after exit and only applies to adults, dislocated workers and older youth who entered employment in the quarter after the exit quarter.

Wages at Entered Employment

For adults, dislocated workers, and older youth, use the following mathematical formula:

Of those who are employed in the first qtr after the exit qtr

$$\frac{\text{Total Earnings in the first qtr after the exit qtr}}{\text{\# of participants who exit during the qtr}}$$

Additional Operational Parameters:

- Individuals who are employed at participation are excluded from this measure
- Older youth in both employment and post-secondary education or advanced training in the first quarter after exit are included in the measure.
- Older Youth who are not employed, but who are in post-secondary education or advanced training in the first quarter after exit is excluded from this measure.

Training-Related Employment

Training-related employment is employment in which the individual uses a substantial portion of the skills taught in the training received by the individual. This information can be based on **any** job held after exit and only applies to adults, dislocated workers and older youth who entered employment in the quarter after the exit quarter.

TABLE L. OTHER REPORTED INFORMATION		
12-MONTH EMPLOYMENT RETENTION INFORMATION		
WIA ADULTS	Adult 12-Month ERR Numerator	Count of UNIQUE RECORDS where ADULT **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ((EMPLOYED 4TH QUARTER AFTER EXIT QUARTER = 1 **And** TYPE OF EMPLOYMENT MATCH 4TH QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 4TH QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 4TH QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Adult 12-Month ERR Denominator	Count of UNIQUE RECORDS where ADULT **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

WIA DISLOCATED WORKERS	DW 12-Month ERR Numerator	Count of UNIQUE RECORDS where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ((EMPLOYED 4TH QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 4TH QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 4TH QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 4TH QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	DW 12-Month ERR Denominator	Count of UNIQUE RECORDS where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
WIA OLDER YOUTH	Older Youth 12-Month ERR Numerator	Count of UNIQUE RECORDS where OLDER YOUTH **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ((EMPLOYED 4TH QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 4TH QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 4THQUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 4TH QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
	Older Youth 12-Month ERR Denominator	Count of UNIQUE RECORDS where OLDER YOUTH **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ((YOUTH RETENTION INFORMATION = 0 **or** YOUTH RETENTION INFORMATION >= 3 **or** YOUTH RETENTION INFORMATION is null) **or** ((WAGES 3RD QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 3RD QUARTER AFTER THE EXIT QUARTER < 999999.99) **or** (EMPLOYED 3RD QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER = 5))) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).

TABLE L. OTHER REPORTED INFORMATION (continued)		
12-MONTH EARNINGS CHANGE (EC) / REPLACEMENT (ER) INFORMATION		
WIA ADULTS	Adult 12-Month EC Numerator	Sum of (WAGES 4TH QUARTER AFTER EXIT QUARTER plus WAGES 3RD QUARTER AFTER EXIT QUARTER) minus sum of (WAGES 2ND QUARTER PRIOR TO PARTICIPATION and WAGES 3RD QUARTER PRIOR TO PARTICIPATION) where ADULT **and** MORE THAN SELF-SERVICE **and** WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER <> 5 **and** TYPE OF EMPLOYMENT MATCH 4TH QUARTER AFTER THE EXIT QUARTER <> 5 **and** (WAGES 2ND QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 2ND QUARTER PRIOR TO PARTICIPATION is null) **and** (WAGES 3RD QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 3RD QUARTER PRIOR TO PARTICIPATION is null) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Adult 12-Month EC Denominator	Count of unique RECORDs where ADULT **and** MORE THAN SELF-SERVICE **and** WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER <> 5 **and** TYPE OF EMPLOYMENT MATCH 4TH QUARTER AFTER THE EXIT QUARTER <> 5 **and** (WAGES 2ND QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 2ND QUARTER PRIOR TO PARTICIPATION is null) **and** (WAGES 3RD QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 3RD QUARTER PRIOR TO PARTICIPATION is null) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
WIA DISLOCATED WORKERS	DW 12-Month ER Numerator	Sum of (WAGES 4TH QUARTER AFTER EXIT QUARTER plus WAGES 3RD QUARTER AFTER EXIT QUARTER) where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER <> 5 **and** TYPE OF EMPLOYMENT MATCH 4TH QUARTER AFTER THE EXIT QUARTER <> 5 **and** (WAGES 2ND QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 2ND QUARTER PRIOR TO PARTICIPATION is null) **and** (WAGES 3RD QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 3RD QUARTER PRIOR TO PARTICIPATION is null) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	DW 12-Month ER Denominator	Sum of (WAGES 2ND QUARTER PRIOR TO PARTICIPATION and WAGES 3RD QUARTER PRIOR TO PARTICIPATION) where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER <> 5 **and** TYPE OF EMPLOYMENT MATCH 4TH QUARTER AFTER THE EXIT QUARTER <> 5 **and** (WAGES 2ND QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 2ND QUARTER PRIOR TO PARTICIPATION is null) **and (**WAGES 3RD QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 3RD QUARTER PRIOR TO PARTICIPATION is null) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

TABLE L. OTHER REPORTED INFORMATION (continued)		
12-MONTH EARNINGS CHANGE (EC) / REPLACEMENT (ER) INFORMATION		
WIA OLDER YOUTH	Older Youth 12-Month EC Numerator	Sum of (WAGES 4TH QUARTER AFTER EXIT QUARTER plus WAGES 3RD QUARTER AFTER EXIT QUARTER) minus sum of (WAGES 2ND QUARTER PRIOR TO PARTICIPATION and WAGES 3RD QUARTER PRIOR TO PARTICIPATION) where OLDER YOUTH **and** WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER <> 5 **and** TYPE OF EMPLOYMENT MATCH 4TH QUARTER AFTER THE EXIT QUARTER <> 5 **and** (WAGES 2ND QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 2ND QUARTER PRIOR TO PARTICIPATION is null) **and** (WAGES 3RD QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 3RD QUARTER PRIOR TO PARTICIPATION is null) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
	Older Youth 12-Month EC Denominator	Count of unique RECORDs where OLDER YOUTH **and** WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER <> 5 **and** ((YOUTH RETENTION INFORMATION = 0 **or** YOUTH RETENTION INFORMATION >= 3 **or** YOUTH RETENTION INFORMATION is null) **or** ((WAGES 3RD QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 3RD QUARTER AFTER THE EXIT QUARTER < 999999.99) **or** (EMPLOYED 3RD QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER = 5))) **and** TYPE OF EMPLOYMENT MATCH 4TH QUARTER AFTER THE EXIT QUARTER <> 5 **and** (WAGES 2ND QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 2ND QUARTER PRIOR TO PARTICIPATION is null) **and** (WAGES 3RD QUARTER PRIOR TO PARTICIPATION < 999999.99 **or** WAGES 3RD QUARTER PRIOR TO PARTICIPATION is null) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
PLACEMENTS IN NON-TRADITIONAL EMPLOYMENT		
WIA ADULTS	Adults in Non-Traditional Employment Numerator	Count of unique RECORDs where ADULT **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ENTERED NON-TRADITIONAL EMPLOYMENT = 1 **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Adults in Non-Traditional Employment Denominator	Count of unique RECORDs where ADULT **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

TABLE L. OTHER REPORTED INFORMATION (Continued)		
PLACEMENTS IN NON-TRADITIONAL EMPLOYMENT		
WIA DISLOCATED WORKERS	DWs in Non-Traditional Employment Numerator	Count of unique RECORDs where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ENTERED NON-TRADITIONAL EMPLOYMENT = 1 **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	DWs in Non-Traditional Employment Denominator	Count of unique RECORDs where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
WIA OLDER YOUTH	Older Youth in Non-Traditional Employment Numerator	Count of unique RECORDs where OLDER YOUTH **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ENTERED NON-TRADITIONAL EMPLOYMENT = 1 **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Older Youth in Non-Traditional Employment Denominator	Count of unique RECORDs where OLDER YOUTH **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
WAGES AT ENTERED EMPLOYMENT		
WIA ADULTS	Adult Wages At Entered Employment Numerator	Sum of WAGES 1ST QUARTER AFTER THE EXIT QUARTER where ADULT **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99 **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Adult Wages At Entered Employment Denominator	Count of unique RECORDs where ADULT **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99 **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

TABLE L. OTHER REPORTED INFORMATION (Continued)		
WAGES AT ENTERED EMPLOYMENT		
WIA DISLOCATED WORKERS	DW Wages At Entered Employment Numerator	Sum of WAGES 1ST QUARTER AFTER THE EXIT QUARTER where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99 **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	DW Wages At Entered Employment Denominator	Count of unique RECORDs where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99 **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
WIA OLDER YOUTH	Older Youth Wages At Entered Employment Numerator	Sum of WAGES 1ST QUARTER AFTER THE EXIT QUARTER where OLDER YOUTH **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99 **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
	Older Youth Wages At Entered Employment Denominator	Count of unique RECORDs where OLDER YOUTH **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99 **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98).
EMPLOYMENT RELATED TO TRAINING INFORMATION		
WIA ADULTS	Adult Employment Related to Training Numerator	Count of unique RECORDs where ADULT **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE ENTERED TRAINING is not null **and** TYPE OF TRAINING > 0 **and** DATE COMPLETED TRAINING is not null **and** ENTERED TRAINING RELATED EMPLOYMENT = 1 **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Adult Employment Related to Training Denominator	Count of unique RECORDs where ADULT **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE ENTERED TRAINING is not null **and** TYPE OF TRAINING > 0 **and** DATE COMPLETED TRAINING is not null **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

TABLE L. OTHER REPORTED INFORMATION (Continued)		
EMPLOYMENT RELATED TO TRAINING INFORMATION		
WIA DISLOCATED WORKERS	DW Employment Related to Training Numerator	Count of unique RECORDs where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 a**nd** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE ENTERED TRAINING is not null **and** TYPE OF TRAINING > 0 **and** DATE COMPLETED TRAINING is not null **and** ENTERED TRAINING RELATED EMPLOYMENT = 1 **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	DW Employment Related to Training Denominator	Count of unique RECORDs where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 a**nd** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE ENTERED TRAINING is not null **and** TYPE OF TRAINING > 0 **and** DATE COMPLETED TRAINING is not null **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

Table M: Participation Levels

Use the following specifications to complete Table M:

Total Participants. The total number of individuals served by WIA Title I-B funds during the program year. This should include individuals who received services with adult, dislocated worker, youth and 15% funds. This should not include individuals who only participated in National Emergency Grant services.

Total Exiters. The total number of WIA registrants who exited WIA in the program year.

TABLE M. PARTICIPATION LEVELS	
Total Adult Customers	Count of UNIQUE RECORDS where (ADULT **or** DISLOCATED WORKER) **and** DATE OF PARTICIPATION <= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
Total Adults self-service only Participants	Count of UNIQUE RECORDS where (ADULT **or** DISLOCATED WORKER) **and** SELF-SERVICE ONLY **and** DATE OF PARTICIPATION <= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
WIA Adult Participants	Count of UNIQUE RECORDS where ADULT **and** DATE OF PARTICIPATION <= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
WIA Dislocated Worker Participants	Count of UNIQUE RECORDS where DISLOCATED WORKER **and** DATE OF PARTICIPATION <= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
Total Youth Participants (14-21)	Count of UNIQUE RECORDS where YOUTH **and** DATE OF FIRST YOUTH SERVICE <= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
Younger Youth Participants (14-18)	Count of UNIQUE RECORDS where YOUNGER YOUTH **and** DATE OF FIRST YOUTH SERVICE <= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
Older Youth Participants (19-21)	Count of UNIQUE RECORDS where OLDER YOUTH **and** DATE OF FIRST YOUTH SERVICE <= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
Out-of-School Youth Participants	Count of UNIQUE RECORDS where YOUTH **and** DATE OF FIRST YOUTH SERVICE <= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null) **and** (SCHOOL STATUS AT PARTICIPATION > 3 **or** (SCHOOL STATUS AT PARTICIPATION = 3 **and** BASIC LITERACY SKILLS DEFICIENCY = 1))
In-School-Youth Participants	Count of UNIQUE RECORDS where YOUTH **and** DATE OF FIRST YOUTH SERVICE <= end of the report period **and** (DATE OF EXIT => beginning of the report period or DATE OF EXIT is null) **and** ((SCHOOL STATUS AT PARTICIPATION <= 2 **and** SCHOOL STATUS AT PARTICIPATION => 1) **or** (SCHOOL STATUS AT PARTICIPATION = 3 **and** (BASIC LITERACY SKILLS DEFICIENCY = 2 **or** BASIC LITERACY SKILLS DEFICIENCY is null)))

TABLE M. PARTICIPATION LEVELS (continued)	
Total Adult Exiters	Count of UNIQUE RECORDS where (ADULT or DISLOCATED WORKER) **and** DATE OF EXIT is within the report period
Total Adult self-service only Exiters	Count of UNIQUE RECORDS where (ADULT **or** DISLOCATED WORKER) **and** SELF-SERVICE ONLY **and** DATE OF EXIT is within the report period
WIA Adult Exiters	Count of UNIQUE RECORDS where ADULT **and** DATE OF EXIT is within the report period.
WIA Dislocated Worker Exiters	Count of UNIQUE RECORDS where DISLOCATED WORKER **and** DATE OF EXIT is within the report period
Total Youth Exiters (14-21)	Count of UNIQUE RECORDS where YOUTH **and** DATE OF EXIT is within the report period.
Younger Youth Exiters (14-18)	Count of UNIQUE RECORDS where YOUNGER YOUTH **and** DATE OF EXIT is within the report period
Older Youth Exiters (19-21)	Count of UNIQUE RECORDS where OLDER YOUTH **and** DATE OF EXIT is within the report period
Out-of-School Youth Exiters	Count of UNIQUE RECORDS where YOUTH **and** DATE OF EXIT is within the report period **and** SCHOOL STATUS AT PARTICIPATION > 3 **or** (SCHOOL STATUS AT PARTICIPATION = 3 **and** BASIC LITERACY SKILLS DEFICIENCY = 1)
In-School-Youth Exiters	Count of UNIQUE RECORDS where YOUTH **and** DATE OF EXIT is within the report period **and** ((SCHOOL STATUS AT PARTICIPATION <= 2 **and** SCHOOL STATUS AT PARTICIPATION => 1) **or** (SCHOOL STATUS AT PARTICIPATION = 3 **and** (BASIC LITERACY SKILLS DEFICIENCY = 2 **or** BASIC LITERACY SKILLS DEFICIENCY is null))

Table N: Cost of Program Activities

This data is required cumulatively on an accrual basis by program year.

Total Federal Spending for Adult, Dislocated Worker, and Youth Funding (Local) Activities. Enter the total accrued expenditures (federal outlays) which are the sum of actual cash disbursements for direct charges for goods and services, plus net increase or decrease in amounts owed by the recipient for goods and other property received; for services performed by employees, contractors, sub-grantees, and other payees and other amounts becoming owed for which no current services or performance is required.

These entries should be strictly program costs which are reported on the WIA Financial Status Report (FSR) (ETA 9076 D, E and F) (do not include administrative costs). This data should loosely match the data submitted on the June 30 FSR. Minor variances could occur based on the required due dates of August 15 for WIA FSR data and October 1 for the Annual Report.

Total Federal Spending for Rapid Response Activities. Of the up to 25% Dislocated Worker funds that a State may reserve for Statewide Rapid Response activities, enter total accrued expenditures for the program year. The entry should closely match the entry on the June 30 WIA FSR (ETA 9076-B) with variances that may occur due to the difference in report due dates.

Total Federal Spending for Statewide Required Activities. In the Federal Spending Column include only the sum of total federal outlays used for statewide required activities (up to 15%). This also includes all federal costs (program and administrative) used for operating the fiscal and management accountability system).

WIA section 134(a)(2)(B) describes the Statewide 15% Required Activities that are included in this item as follows: A State shall use funds reserved as described in sections 128(a) and 133(a)(1) (regardless of whether the funds were allotted to the State under section 127(b)(1) or paragraph (1) or (2) of section 132(b)) to carry out other statewide employment and training activities, which shall include--

(i) Disseminating the State list of eligible providers' training services, including eligible providers of nontraditional training services, information identifying eligible providers of on-the-job training and customized training, and performance information and program cost information, as described in subsections (e) and (h) of section 122;

(ii) Conducting evaluations, under section 136(e), of activities authorized in this section, in coordination with the activities carried out under section 172;

(iii) Providing incentive grants to local areas for regional cooperation among local boards (including local boards for a designated region as described in section 116(c)), for local coordination of activities carried out under this Act, and for exemplary performance by local areas on the local performance measures;

(iv) Providing technical assistance to local areas that fail to meet local performance measures;

(v) Assisting in the establishment and operation of one-stop delivery systems described in subsection (c); and
(vi) Operating a fiscal and management accountability information system under section 136(f).

Statewide Allowable Activities Program Activity Description. In the Program Activity Description Column, States **may** individually describe the activities for which the State used any of the total federal programmatic outlay for the up to 15% allowable activities (e.g., funds passed through to local programs for use with Summer Employment opportunities).

States **must** individually describe all of the activities for which 10 percent or more of these funds were spent. A miscellaneous description line must also be included for all activities that States are not required to identify individually (because the outlay for the activity accounted for less than 10 percent of these funds) or chose not to identify individually. Do not include administrative outlays in this response.

Statewide (up to15%) Allowable Activities (WIA section 134(a)(3) are described as follows:

(A) In general.--A State may use funds reserved as described in sections 128(a) and 133(a)(1) (regardless of whether the funds were allotted to the State under section 127(b)(1) or paragraph (1) or (2) of section 132(b)) to carry out additional statewide employment and training activities, which may include—

(i) Subject to subparagraph (B), administration by the State of the activities authorized under this section;
(ii) Provision of capacity building and technical assistance to local areas, one-stop operators, one-stop partners, and eligible providers, including the development and training of staff and the development of exemplary program activities;
(iii) Conduct of research and demonstrations;
(iv) (I) implementation of innovative incumbent worker training programs, which may include the establishment and implementation of an employer loan program to assist in skills upgrading; and (II) the establishment and implementation of programs targeted to empowerment zones and enterprise communities;
(v) Support for the identification of eligible providers of training services as required under section 122;
(vi) (I) implementation of innovative programs for displaced homemakers, which for purposes of this subclause may include an individual who is receiving public assistance and is within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); and (II) implementation of programs to increase the number of individuals training for and placed in nontraditional employment; and
(vii) Carrying out other activities authorized in this section that the State determines to be necessary to assist local areas in carrying out activities described in subsection (d) or (e) through the statewide workforce investment system.

Total Federal Spending by Statewide Activities (15%) Allowable Activities. In the Federal Spending Column include the sum of total federal programmatic outlays used for activities. States may report any of these costs and should report costs which equaled 10 percent or greater of the total federal outlay for the up to 15% Statewide or Statewide allowable activities. Miscellaneous outlays must also be included for all activities that States are not required to identify individually (because the outlay for the activity accounted for less than 10 percent of these funds) or chose not to identify individually. Exclude administrative outlays in this response.

Total of All Federal Spending Listed Above. Enter the sum of the Total Federal Outlays for Adult, Dislocated Worker, and Youth Funding Stream Activities, Rapid Response Activities, Statewide Required Activities (up to 15%), plus Statewide Allowable Activities included in Table N. (Please note: Since this response is the sum of the amounts listed on each of the lines in the Total Federal Spending column, it should not exceed the sum of the other lines.)

Table O: Local Performance

Use the following definitions as well as the definitions contained earlier in the instructions to complete this table for each local area in the state:

Local Area Name. Record the name of the local area on the blank provided.

ETA Assigned #. Record the 5-digit ETA-assigned code for the local workforce investment area.

Other State Indicators of Performance. Provide a short description of the indicators of any other state indicators of performance (WIA section 136(d)(1)). Insert N/A if there were not any other state indicators of performance. Insert the negotiated level of performance and the actual performance level achieved on the other state indicators of performance.

Overall Status of Local Performance. Put an X in the box indicating whether the negotiated performance levels resulted in the local level meeting, exceeding or not meeting the negotiated levels of performance for the Core Indicators of Performance, the two customer satisfaction measures and other state indicators of performance, if any.

Important Note: To calculate the performance for Table O, states should use the performance specifications contained in the earlier instructions with one exception. Local level funding stream specifications differ from statewide specifications. The specifications below apply to local level performance calculated for Table O of this annual report.

WIA Performance Group Specifications	
Program	**Specifications**
Adult	ADULT (LOCAL FORMULA) = 1
Dislocated Worker	DISLOCATED WORKER (LOCAL FORMULA) = 1
Older Youth	DATE OF FIRST WIA YOUTH SERVICE is not null and (YOUTH (STATEWIDE 15% ACTIVITIES) = 2 **or** (YOUTH (STATEWIDE 15% ACTIVITIES) = 3) **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) >=19 **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) <= 21
Younger Youth	DATE OF FIRST WIA YOUTH SERVICE is not null and (YOUTH (STATEWIDE 15% ACTIVITIES) = 2 **or** (YOUTH (STATEWIDE 15% ACTIVITIES) = 3) **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) >=14 **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) <= 18
Youth	DATE OF FIRST WIA YOUTH SERVICE is not null and (YOUTH (STATEWIDE 15% ACTIVITIES) = 2 **or** (YOUTH (STATEWIDE 15% ACTIVITIES) = 3) **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) >=14 **and** (DATE OF FIRST YOUTH SERVICE - DATE OF BIRTH) <= 21

Table P: Veterans' Priority of Service

The following specifications provide guidance for states to calculate performance for veterans' priority of service for covered entrants for WIA programs during a specific reporting period:

This section outlines the mathematical formulae and data element specifications for states to report on the following performance measures:

For adults, dislocated workers, veterans, and youth covered entrants, use the following mathematical formula:

Of those who are veterans at entry:

$$\frac{\text{\# of veterans that received a service within 45 days of entry}}{\text{\# of veterans who entered during the qrt}}$$

Of those who are veterans at entry:

$$\frac{\text{\# of veterans that received a staff assisted service within 45 days of entry}}{\text{\# of veterans who entered during the qrt}}$$

Table P. Veterans Priority of Service		
Veterans Priority of Service	Total Covered Entrants Who Reached the End of the Entry Period	Count of Unique RECORDs where VETERAN and DATE 45 DAYS FOLLOWING COVERED PERSON ENTRY DATE is within the reporting period
	Total Covered Entrants Who Received a Service During the Entry Period	Count of Unique RECORDs where VETERAN and DATE PARTICIPATION IS <= DATE 45 DAYS FOLLOWING COVERED PERSON ENTRY DATE
	Percent of Covered Entrants Who Received a Service During the Entry Period	Total Covered Entrants Who Received a Service During the Entry Period divided by Total Covered Entrants Who Reached the End of the Entry Period
	Total Covered Entrants Who Received a Staff Assisted Service During the Entry Period	Count of Unique RECORDs where VETERAN and MOST RECENT DATE RECEIVED STAFF ASSISTED SERVICES <= DATE 45 DAYS FOLLOWING COVERED PERSON ENTRY DATE
	Percent of Covered Entrants Who Received a Staff Assisted Service During the Entry Period	Total Covered Entrants Who Received a Staff Assisted Service During the Entry Period divided by Total Covered Entrants Who Reached the End of the Entry Period

Table Q: Veterans' Outcomes by Special Populations

The following specifications provide guidance for states to calculate performance for Veterans' outcomes by special populations groups for WIA programs during a specific reporting period:

To calculate the measures in table Q, apply the filters described below to the specification for entered employment rate, employment retention rate and six-months average earnings shown below.		
TABLE Q. Veterans' Outcomes by Special Populations		
A	Post 9/11 Era Veterans	POST 9/11 VETERAN = 1
B	Post 9/11 Era Veterans who Received at least Intensive Services	Veteran = 1 and Post 9/11 Veteran = 1 **and** (DATE OF FIRST INTENSIVE SERVICE IS NOT NULL **or** (DATE ENTERED TRAINING #1 **or** DATE ENTERED TRAINING #2 **or** DATE ENTERED TRAINING #3) is not null)
C	TAP Workshop Veterans	TAP WORKSHOP IN PRIOR 3 YEARS = 1

Entered Employment Rate

Veterans EER	Veterans EER Numerator	Count of UNIQUE RECORDS where VETERAN **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Veterans EER Denominator	Count of UNIQUE RECORDS where VETERAN **and** MORE THAN SELF-SERVICE **and** (EMPLOYMENT STATUS AT PARTICIPATION = 2 **or** EMPLOYMENT STATUS AT PARTICIPATION = 3) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

Employment Retention Rate

Veterans ERR	Veterans Retention Rate Numerator	Count of UNIQUE RECORDS where VETERAN **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ((EMPLOYED 2ND QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 2ND QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 2ND QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 2ND QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** ((EMPLOYED 3RD QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 3RD QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 3RD QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 3RD QUARTER AFTER EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Veterans Retention Rate Denominator	Count of UNIQUE RECORDS where VETERAN **and** MORE THAN SELF-SERVICE **and** ((EMPLOYED 1ST QUARTER AFTER EXIT QUARTER = 1 **and** TYPE OF EMPLOYMENT MATCH 1ST QUARTER AFTER EXIT QUARTER = 5) **or** (WAGES 1ST QUARTER AFTER THE EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER THE EXIT QUARTER < 999999.99)) **and** DATE OF EXIT is within the report period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

Six-Months Average Earnings

Veterans Six- Month Average Earnings	Veterans Six-Month Average Earnings Numerator	Sum of (WAGES 2nd QUARTER AFTER THE EXIT QUARTER **and** WAGES 3rd QUARTER AFTER THE EXIT QUARTER) where VETERAN **and** MORE THAN SELF-SERVICE **and** (WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 2nd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 2nd QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 3rd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 3rd QUARTER AFTER EXIT QUARTER < 999999.99) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)
	Veterans Six-Month Average Earnings Denominator	Count of unique RECORDS where VETERAN **and** MORE THAN SELF-SERVICE **and** (WAGES 1ST QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 1ST QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 2nd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 2nd QUARTER AFTER EXIT QUARTER < 999999.99) **and** (WAGES 3rd QUARTER AFTER EXIT QUARTER > 0 **and** WAGES 3rd QUARTER AFTER EXIT QUARTER < 999999.99) **and** DATE OF EXIT is within the reporting period **and** (OTHER REASONS FOR EXIT is null **or** OTHER REASONS FOR EXIT = 00 **or** OTHER REASONS FOR EXIT = 98)

APPENDIX D

LITERACY/NUMERACY SPECIFICATIONS

I. SPECIFICATION CONVENTIONS

The Literacy/Numeracy specification that follows includes two sections:

1. The flowchart illustrates the factors that determine whether a youth is a success, only in the denominator, or excluded from the literacy/numeracy measure.
2. Detailed programmatic specifications follow the flowchart. These specifications have the following structure:
    a. There are three columns for each specification. Column A identifies the component being specified (for example, the literacy/numeracy numerator). Column B provides the technical specification for each component. These components are written in pseudo-code to provide programmers and readers with precise, detailed instructions on how to program the measure. Column C describes the specifications in lay terms so that non-technical readers can understand the processes and decisions employed by programmers to calculate each component of the measure.
    b. The literacy/numeracy specifications are divided into three sections. The first section provides the specifications for the numerator and denominator. The second section provides the specifications for the constructed variables used in the numerator and denominator specifications. The third section provides the reporting cohort table for the literacy/numeracy measure.

To make the specifications easier to read, they incorporate several conventions that fall into two categories.

1. Conventions for data elements and constructed variables used in the calculations
    a. WIASRD data element names are capitalized.
    b. Constructed variables used in the specifications are capitalized and italicized.
    c. Constructed variable definitions follow the numerator and denominator specifications.

2. Conventions for logical conditions
    a. AND statements and OR statements are bolded for readability.
    b. Corresponding conditions in OR statements are indented equally to show their correspondence.
    c. AND statements are presented in separate boxes except for compound AND statements that involve a single variable, which are joined in a single box.
    d. Parentheses are used to establish grouping of logical conditions that do not follow the normal order of operations.

II. THE LITERACY/NUMERACY SPECIFICATION

The following update to the Literacy/Numeracy specification addresses the calculation of the measure for states that have been reporting on the measure for three years or more. The changes focus on policy issues and questions that states have raised over the last two years. More specifically, the specification incorporates the following issues:

- The determination of Basic Skills Deficiency has been updated to include all combinations of values in the Basic Literary Skills Deficient (WIASRD Element 803) and Pre-test Educational Functioning Level (WIASRD 1806, 1820, 1834) fields. As in the previous specifications, Post-test Educational Functioning Level fields (WIASRD 1809, 1812, 1815, 1823, 1826, 1829, 1837, 1840, 1843) are used to determine if the youth remains basic skills deficient.

- If an out-of-school, basic skills deficient youth do not have pre-test data by the end of the first participation year, then the youth will be included in the denominator only unless he or she had an exit-based exclusion during the year. If the youth still does not have pre-test data by the end of the second or third participation years, the youth will continue to be included in the denominator only unless he or she exited (with or without an exclusion) during the given participation year.

- If an out-of-school, basic skills deficient youth has a pre-test date after the end of the first participation year, the youth will be included in the denominator for the first year. If the youth has a pre-test date after the end of the second participation year, he or she will also be included in the denominator for second year. If the pre-test date is after the end of the third participation year, the youth will be included in the denominator for all three years.

- When creating the WIASRD and Data Reporting and Validation Software (DRVS) files, states should leave the post-test data fields blank for participation years in which the youth did not take a post-test. For example, if the youth's first post-test was in his or her second participation year, the Post-Test (Year 1) fields (WIASRD 1807-1809) should be left blank and the youth's results should be recorded in the Post-Test (Year 2) fields (WIASRD 1810-1812).

- If an out-of-school, basic skills deficient youth does not have a post-test date or has a post-test date after the end of a given participation year, then the youth will be included in that year's denominator only unless the youth has an exit-based exclusion during the participation year.

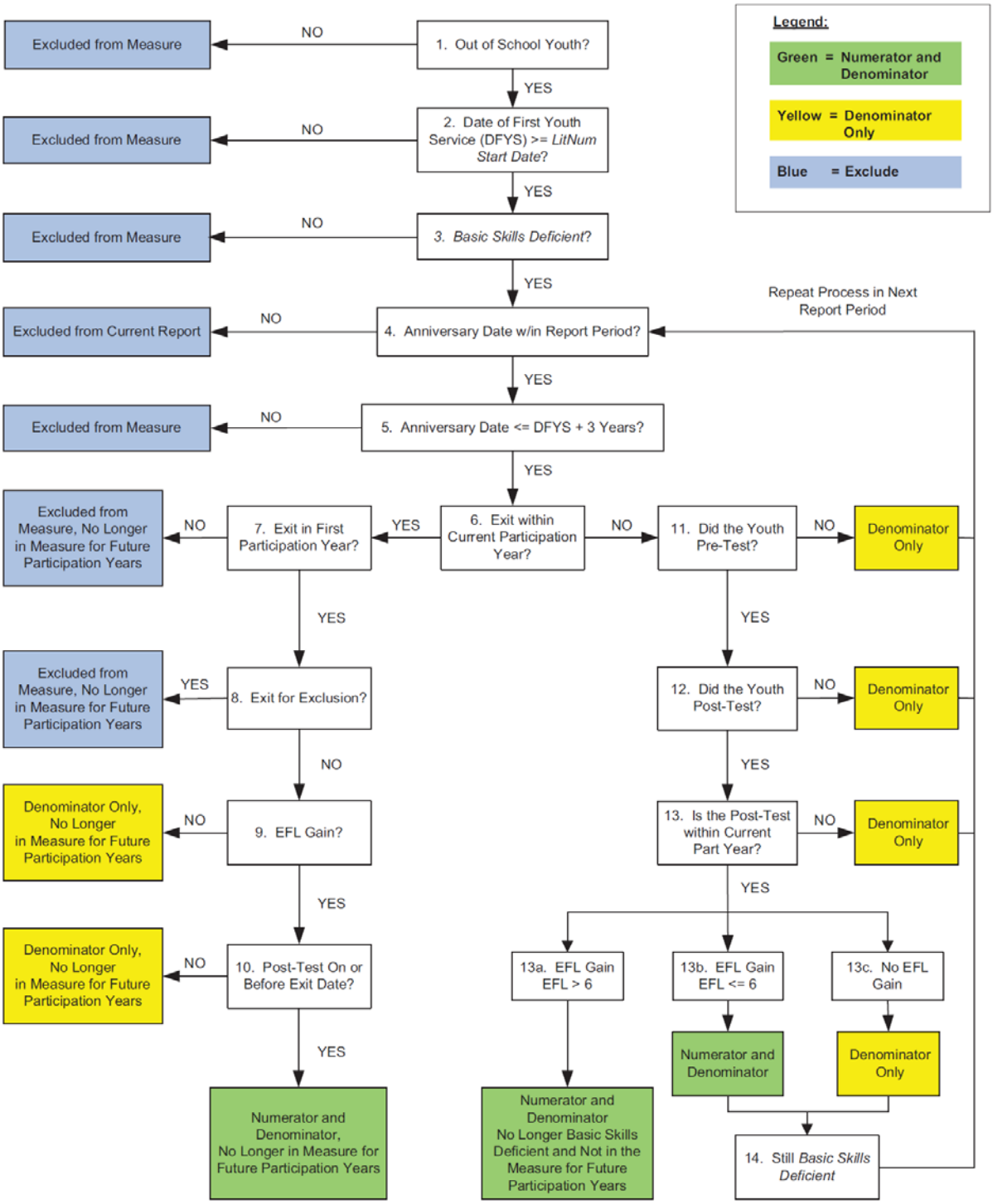
- The definition of Participation Year has been updated.

- Literacy/Numeracy eligible youth who are in the program for more than 3 years are excluded from the measure after their third participation year.

- Updates have been made to the valid values for the Type of Assessment Test (WIASRD 1802) field so that states can use the Wonderlic to measure educational functioning levels.

Literacy/Numeracy Decision Path

(Third and Subsequent Years After State Implements the Measure)



III. LITERACY/NUMERACY DECISION PATH

Outcomes for the Literacy/Numeracy measure are based on multiple criteria including technical definitions of terminology such as "out-of-school" and "basic skills deficient," pre- and post-test timing and results, reporting cohorts that are determined by the participant's first youth service anniversary dates, and various exit considerations. The Literacy/Numeracy Decision Path flowchart sequentially illustrates how these criteria are used to determine the Literacy/Numeracy outcome for each youth who is potentially eligible for this measure. The following list explains each decision node along the path.

1. Is the individual an out-of-school youth according to the following ETA reporting definition of "out-of-school"? Out-of-school youth: A youth who is not attending school (even if the youth has a H.S. diploma or its equivalent) ***or*** is attending post-secondary school and is basic skills deficient. If yes, see item 2 below. If no, the individual is not in the measure.

2. Is the youth's Date of First Youth Service on or after the date on which the state began reporting Literacy/Numeracy data? If yes, see item 3 below. If no, the youth is not in the measure. For most states, the Literacy/Numeracy start date is 7/1/2006. However, some states implemented the Literacy/Numeracy reporting requirements on 7/1/2005.

3. Is the youth Basic Skills Deficient (BSD)? Both WIASRD element 803 and the pre-test EFL scores determine whether a youth is BSD. If WIASRD 803 = 1 (yes), the youth is initially considered to be BSD. However, if when pre-tested, all pretest EFL scores are greater than 6, the youth is no longer considered to be BSD for Literacy/Numeracy purposes and is excluded from the measure. If yes, see item 4 below. If no, the youth is not in the measure.

4. Is there an anniversary of the youth's Date of First Youth Service within the report period? If yes, see item 5 below. If no, the youth is not in the measure.

   Literacy/Numeracy outcomes are measured on a yearly basis and are not determined until a full year has elapsed from the youth's Date of First Youth Service. From that point on, the youth's Literacy/Numeracy outcomes continue to appear in the quarterly and annual reports until the youth is excluded from or exits the measure based on the criteria described below.

5. Is the most recent anniversary of the Date of First Youth Service on or before the Date of First Youth Service plus 3 years? If yes, see item 6 below. If no, the youth is not in the measure.

   Youth are excluded from the measure after their third participation year, even if they are still BSD.

6. Did the youth exit within the current participation year (i.e., during the most recent full participation year that the youth has completed)? If yes, see item 7 below. If no, see item 11.

   Literacy/Numeracy outcomes for a particular participation year are not measured until the anniversary date for that participation year falls within the reporting period. At that point, a determination is made as to whether the youth completed the full year or exited before completing the full year.

7. If the youth exited during the current participation year, is the current participation year the youth's first participation year? If yes, see item 8 below? If no, the youth is excluded from the measure.

   Youth are included in the measure for their first participation year whether or not they complete the full participation year. For the second and third participation years, youth are excluded from the measure if they exit before completing the full participation year.

8. If the youth exited during the first participation year, did he/she exit for an exclusion? If yes, the youth is excluded from the measure. If no, see item 9 below.

9. If the youth exited during the first participation year without an exclusion, was the youth pre-tested and then later post-tested with an EFL gain over the pre-test? If yes, see item 10 below. If no, the result is a negative outcome and the youth will be counted in the denominator only. In either case, the youth will not be included in the measure for future participation years because the youth has exited the program.

10. If the youth exited without an exclusion during the first participation year but had a post-test EFL gain, was the post-test date on or before the date of exit? If yes, the result is a positive outcome and the youth will be counted in both the numerator and denominator. If no, the result is a negative outcome and the youth will be counted in the denominator only. In either case, the youth will no longer be included in the measure for future participation years.

11. If the youth did not exit during the current participation year, did the youth take a pre-test? If yes, see item 12 below. If no, the result is a negative outcome and the youth will be counted in the denominator only.

12. If the youth did not exit during the current participation year and took a pre-test, did the youth also take a post-test? If yes, see item 13 below. If no, the result is a negative outcome and the youth will be counted in the denominator only.

13. If the youth took both a pre-test and a post-test, was the post-test taken within the current participation year? If yes, see items 13a-c below. If no, the result is a negative outcome and the youth will be counted in the denominator only.

13a. If the youth took a post-test within the current participation year, did the youth have an EFL gain and were the EFLs for the most recent post-tests greater than 6 for all functional areas ? If yes, the result is a positive outcome and the youth will be counted in both the numerator and denominator. In addition, the youth will not be included in the Literacy/Numeracy calculations for future participation years. If no, see items 13b-c below. Please note that if the EFL scores for all functional areas are greater than 6, the youth is no longer BSD and will not be included in future participation years.

13b. If the youth took a post-test within the current participation year, did the youth have an EFL gain and was the EFL for the most recent post-test(s) less than or equal to 6 for at least one functional area? If yes, the result is a positive outcome and the youth will be counted in both the numerator and denominator. If no, see item 13c below.

13c. Did the youth post-test within the current participation year with no EFL gain? If yes, the result is a negative outcome and the youth will be counted in the denominator only.

14. If the youth is still BSD after post-testing, he/she will continue to be included in the measure for future participation years.

    Youth with post-test EFL scores less than or equal to 6 for the most recent post-test for at least one of the functional areas is still basic skills deficient and must be processed by the model for the next participation year by returning to item 4 above for the next report period.

    Youth with “No” for questions 11, 12, or 13 also remain basic skills deficient for the purposes of the Literacy/Numeracy measure and must be processed by the model for the next participation year by returning to item 4 above for the next report period.

V. LITERACY/NUMERACY NUMERATOR

A. Measure	B. Specification	C. Explanation of the Specification
Literacy/ Numeracy Gains Youth (14-21) Numerator	Count of unique RECORDS where YOUTH[1]	Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service)
	and SCHOOL STATUS AT PARTICIPATION >= 3 and BASIC LITERACY SKILLS DEFICIENCY (WIASRD Element 803) = 1)	And the youth is an out-of-school youth who is basic skills deficient as determined by WIASRD 803. Note: For reporting purposes an out-of-school youth is a youth who is either not attending school or attending post-secondary school and is basic skills deficient as determined by WIASRD Element 803. WIASRD 803 is required for eligibility purposes only.
	and DATE OF FIRST YOUTH SERVICE => LIT-NUM START DATE	The youth first received youth funded services on or after the date when the state first began to report on the literacy-numeracy measure.
	and BASIC SKILLS DEFICIENT	And basic skills deficient as determined by the appropriate pre- and post-tests. Note: Youth who meet the above criteria and have not received a pre-test are treated as if they are basic skills deficient for the purposes of the literacy/numeracy measure.
	and END OF CURRENT PARTICIPATION YEAR is within the reporting period	And the current participation year is within the reporting period.
	and END OF CURRENT PARTICIPATION YEAR =< END OF PARTICIPATION YEAR#3	And the youth has not been in the program for more than 3 years.

[1] Italicized text refers to constructed variables; these variables are not in the WIASRD. Definitions for these variables are provided at the end of the literacy/numeracy specification.

A. Measure	B. Specification	C. Explanation of the Specification
	and PRE-TEST EDUCATIONAL FUNCTIONING LEVEL is not null	There must be a recorded pre-test EFL score for the functional area.
	and a SUCCESSFUL POST-TEST COMPLETION DATE >= START OF CURRENT PARTICIPATION YEAR and SUCCESSFUL POST-TEST COMPLETION DATE <= END OF CURRENT PARTICIPATION YEAR	And there is a successful post-test completion date within the current participation year.
	and (DATE OF EXIT is null or DATE OF EXIT > END OF CURRENT PARTICIPATION YEAR or (DATE OF EXIT <= END OF PARTICIPATION YEAR#1 and END OF PARTICIPATION YEAR#1 is within the reporting period)) and (OTHER REASONS FOR EXIT is null or OTHER REASONS FOR EXIT = 00 or OTHER REASONS FOR EXIT = 98)))	And the participant did not exit, exited after the current participation year, or exited during the youth's first participation year without an exclusion.

VI. LITERACY/NUMERACY DENOMINATOR

A. Measure	B. Specification	C. Explanation of the Specification
Literacy/ Numeracy Gains Youth (14-21) Denominator	Count of unique RECORDS where YOUTH	Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service) who are basic skills deficient and out-of-school
	and SCHOOL STATUS AT PARTICIPATION >= 3 and BASIC LITERACY SKILLS DEFICIENCY (WIASRD Element 803) = 1)	And the youth is an out-of-school youth who is basic skills deficient as determined by WIASRD 803. Note: For reporting purposes and out-of-school youth is a youth who is either not attending school or attending post-secondary school and basic skills deficient as determined by WIASRD Element 803. WIASRD 803 is required for eligibility purposes only.
	and DATE OF FIRST YOUTH SERVICE => LIT-NUM START DATE	The youth first received youth funded services on or after the date when the state first began to report on the literacy-numeracy measure.
	and BASIC SKILLS DEFICIENT	And basic skills deficient as determined by the appropriate pre- and post-tests. Note: Youth who meet the above criteria and have not received a pre-test are treated as if they are basic skills deficient for the purposes of the literacy/numeracy measure.
	and END OF CURRENT PARTICIPATION YEAR is within the reporting period	And the end of the current participation year is in the report period. Note: Youth who meet the above criteria and do not pre-test will be in the denominator only on their anniversary date. Youth who do not take a post-test or take a post-test after the anniversary date of any participation year will also be in the denominator only for that participation year on their anniversary date.

A. Measure	B. Specification	C. Explanation of the Specification
	and END OF CURRENT PARTICIPATION YEAR =< END OF PARTICIPATION YEAR#3	And the youth has not been in the program for more than 3 years.
	and (DATE OF EXIT is null or DATE OF EXIT > END OF CURRENT PARTICIPATION YEAR or (DATE OF EXIT <= END OF PARTICIPATION YEAR#1 and END OF PARTICIPATION YEAR#1 is within the reporting period)) and (OTHER REASONS FOR EXIT is null or OTHER REASONS FOR EXIT = 00 or OTHER REASONS FOR EXIT = 98)))	And the participant did not exit, exited after the current participation year, or exited during the youth's first participation year without an exclusion. Note: States should include youth who exit without an exclusion during the first participation year in the literacy/numeracy measure. Those youth who exit during the second or third participation years, however, are excluded from the measure for the participation year in which they exit.

VII. CONSTRUCTED VARIABLE SPECIFICATIONS

The following tables provide specifications to calculate the constructed variables used for in literacy/numeracy specifications. These variables include:

1. YOUTH
2. BASIC SKILLS DEFICIENT
3. LIT-NUM START DATE
4. START OF PARTICIPATION YEAR, END OF PARTICIPATION YEAR, and CURRENT PARTICIPATION YEAR
5. SUCCESSFUL POST-TEST COMPLETION DATE

A. Constructed Variable	B. Specification	C. Explanation of the Specification
1. Youth	Unique RECORDS where DATE OF FIRST YOUTH SERVICE is not null and DATE OF FIRST YOUTH SERVICE – DATE OF BIRTH >= 14 Years and DATE OF FIRST YOUTH SERVICE – DATE OF BIRTH < 22 Years	Youth are WIA participants who receive youth funded services and are 14 years old or older and younger than 22 years old on the date of first youth service.
2. Basic Skills Deficient	((EDUCATIONAL FUNCTIONING LEVEL <= 6 or EDUCATIONAL FUNCTIONING LEVEL 2 <= 6 or EDUCATIONAL FUNCTIONING LEVEL 3 <= 6) or (EDUCATIONAL FUNCTIONING LEVEL is null and EDUCATIONAL FUNCTIONING LEVEL 2 is null and EDUCATIONAL FUNCTIONING LEVEL 3 is null))	Out-of-school youth participants who have not been pre-tested and are basic skills deficient as determined by WIASRD 803 or who have at least 1 pre-test score that is less than or equal to 6 (WIASRD elements 1806, 1820, and 1834) are initially basic skills deficient for the purposes of this measure.
	and ((DATE ADMINISTERED POST-TEST #1 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #1 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #1 <=6)	And if post-test #1 was administered prior to the start of the current participation year, the EFL must be 6 or less (participants with EFLs of 7 and 8 are no longer basic skills deficient).

A. Constructed Variable	B. Specification	C. Explanation of the Specification
2. Basic Skills Deficient (continued)	or (DATE ADMINISTERED POST-TEST #1 => START OF CURRENT PARTICIPATION YEAR) or (DATE ADMINISTERED POST-TEST #1 is null and (EDUCATIONAL FUNCTIONING LEVEL <= 6 or EDUCATIONAL FUNCTIONING LEVEL is null)))	Or post-test #1 was administered after the start of the current participation year or there has been no post-test.
	and ((DATE ADMINISTERED POST-TEST #2 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #2 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #2 <= 6) or (DATE ADMINISTERED POST-TEST #2 => START OF CURRENT PARTICIPATION YEAR) or (DATE ADMINISTERED POST-TEST #2 is null and (EDUCATIONAL FUNCTIONING LEVEL <= 6 or EDUCATIONAL FUNCTIONING LEVEL is null)))	Applies the same criteria to post-test 2 that were applied to post-test 1. Note: We do not test post-test #3 to determine basic skills deficiency because youths do not need to be post-tested after their third year in the program.

A. Constructed Variable	B. Specification	C. Explanation of the Specification
2. Basic Skills Deficient (continued)	or ((DATE ADMINISTERED POST-TEST #4 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #4 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST- TEST #4 <= 6) or (DATE ADMINISTERED POST-TEST #4 => START OF CURRENT PARTICIPATION YEAR or (DATE ADMINISTERED POST-TEST #4 is null and EDUCATIONAL FUNCTIONING LEVEL 2 <= 6 and EDUCATIONAL FUNCTIONING LEVEL 2 is not null))) and ((DATE ADMINISTERED POST-TEST #5 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #5 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST- TEST #5 <= 6) or (DATE ADMINISTERED POST-TEST #5 => START OF CURRENT PARTICIPATION YEAR or (DATE ADMINISTERED POST-TEST #5 is null and EDUCATIONAL FUNCTIONING LEVEL 2 <= 6 and EDUCATIONAL FUNCTIONING LEVEL 2 is not null))) or ((DATE ADMINISTERED POST-TEST #7 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #7 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST- TEST #7 <= 6) or (DATE ADMINISTERED POST-TEST #7 => START OF CURRENT PARTICIPATION YEAR or (DATE ADMINISTERED POST-TEST #7 is null and EDUCATIONAL FUNCTIONING LEVEL 3 <= 6 and EDUCATIONAL FUNCTIONING LEVEL 3 is not null))) and ((DATE ADMINISTERED POST-TEST #8 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #8 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST- TEST #8 <= 6) or (DATE ADMINISTERED POST-TEST #8 => START OF CURRENT PARTICIPATION YEAR or (DATE ADMINISTERED POST-TEST #8 is null and EDUCATIONAL FUNCTIONING LEVEL 3 <= 6 and EDUCATIONAL FUNCTIONING LEVEL 3 is not null)))	Applies the same criteria to the 2nd functional area (post-tests 4–5) and 3rd functional area (post-tests 7–8) that are applied to the 1st functional area (post-tests 1–2). Note: We do not test post-tests #6 and #9 to determine basic skills deficiency because youths do not need to be post- tested after their third year in the program.

A. Constructed Variable	B. Specification	C. Explanation of the Specification
3. Lit-Num Start Date	If a state implements the literacy/numeracy measure for PY2005, then the LIT-NUM START DATE = 7/1/2005. If a state implements the literacy/numeracy measure for PY2006, then the LIT-NUM START DATE = 7/1/2006.	For states implementing in PY2005, the LitNum Start Date is 7/1/2005. For states implementing in PY2006, the LitNum Start Date is 7/1/2006.

A. Constructed Variable	B. Specification	C. Explanation of the Specification
4. Current Participation Year	Year #1: Start of Participation Year#1 = Date of First Youth Service End of Participation Year#1 = Date of First Youth Service + 1 Year Year #2: Start of Participation Year#2 = Date of First Youth Service + 1 Year + 1 Day End of Participation Year#2 = Date of First Youth Service + 2 Years Year #3: Start of Participation Year#3 = Date of First Youth Service + 2 Years + 1 Day End of Participation Year#3 = Date of First Youth Service + 3 Years If END OF PARTICIPATION YEAR #1 >= start of the reporting period and END OF PARTICIPATION YEAR #1 =< end of the reporting period Then set START OF CURRENT PARTICIPATION YEAR = START OF PARTICIPATION YEAR #1 and END OF CURRENT PARTICIPATION YEAR = END OF PARTICIPATION YEAR #1 If END OF PARTICIPATION YEAR #2 >= start of the reporting period and END OF PARTICIPATION YEAR #2 =< end of the reporting period Then set START OF CURRENT PARTICIPATION YEAR = START OF PARTICIPATION YEAR #2 and END OF CURRENT PARTICIPATION YEAR = END OF PARTICIPATION YEAR #2 If END OF PARTICIPATION YEAR #3 >= start of the reporting period and END OF PARTICIPATION YEAR #3 =< end of the reporting period Then set START OF CURRENT PARTICIPATION YEAR = START OF PARTICIPATION YEAR #3 and END OF CURRENT PARTICIPATION YEAR = END OF PARTICIPATION YEAR #3	Literacy/Numeracy results for each participant are calculated based on the Date of First Youth Service and each subsequent anniversary of that date. The Current Participation Year establishes the one-year period for which results are currently being calculated for each participant based on the reporting periods specified in the participant cohort table. The Current Participation Year is the last full year based on the Date of First Youth Service and the anniversary of the Date of First Youth Service during which the youth was a participant. Note: Youth are included in the measure only through the end of their third participation year.

A. Constructed Variable	B. Specification	C. Explanation of the Specification
5. Successful Post-Test Completion Date	Set SUCCESSFUL POST-TEST COMPLETION DATE = DATE ADMINISTERED POST-TEST (YEAR #1)	Set successful post-test completion date equal to the date administered post-test (Year#1)
	where EDUCATIONAL FUNCTIONING LEVEL (YEAR #1) minus EDUCATIONAL FUNCTIONING LEVEL > 0	Where the Educational Functional Level (EFL) for the first post-test is greater than the pre-test
	and EDUCATIONAL FUNCTIONING LEVEL =< 6	And the youth was basic skills deficient in the first functional area.
	and (DATE OF EXIT is null or DATE OF EXIT => DATE ADMINISTERED POST-TEST (YEAR	And there is no exit date or the exit date is after the first post-test
	and DATE ADMINISTERED POST-TEST (YEAR #1) => DATE OF FIRST YOUTH SERVICE and DATE ADMINISTERED POST-TEST (YEAR #1) =< END OF PARTICIPATION YEAR#1	And the post-test is within the first year that the youth is in the program.
	and END OF PARTICIPATION YEAR #1 >= start of the report period And END OF PARTICIPATION YEAR #1 =< end of the report period	And the end of the first participation year is within the report period

A. Constructed Variable	B. Specification	C. Explanation of the Specification
	or Set SUCCESSFUL POST-TEST COMPLETION DATE = DATE ADMINISTERED POST-TEST (YEAR #2) where (EDUCATIONAL FUNCTIONING LEVEL (YEAR #2) minus EDUCATIONAL FUNCTIONING LEVEL (YEAR #1) > 0 and EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) is not null and EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) =< 6) or (EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) is null and EDUCATIONAL FUNCTIONING LEVEL is not null and EDUCATIONAL FUNCTIONING LEVEL (YEAR #2) minus EDUCATIONAL FUNCTIONING LEVEL > 0 and EDUCATIONAL FUNCTIONING LEVEL =< 6) and (DATE OF EXIT is null or DATE OF EXIT > END OF PARTICIPATION YEAR#2) and (DATE ADMINISTERED POST-TEST (YEAR #2) >= START OF PARTICIPATION YEAR#2 and (DATE ADMINISTERED POST-TEST (YEAR #2) =< END OF PARTICIPATION YEAR#2 and END OF PARTICIPATION YEAR#2 >= start of the report period and END OF PARTICIPATION YEAR#2 =< end of the report period	Or set successful post-test completion date equal to the date administered post-test (Year #2) if: a. the second post-test is greater than the first post- test b. or if there is no post-test (year #1), post-test (year #2) is greater than the pre-test c. and the youth has not exited or exited after the end of the second participation year d. and took the second post-test during the second participation year.

A. Constructed Variable	B. Specification	C. Explanation of the Specification
	or Set SUCCESSFUL POST-TEST COMPLETION DATE = DATE ADMINISTERED POST-TEST (YEAR #3) where ((EDUCATIONAL FUNCTIONING LEVEL (YEAR #3) minus EDUCATIONAL FUNCTIONING LEVEL(YEAR #2) > 0 and EDUCATIONAL FUNCTIONING LEVEL(YEAR #2) is not null and EDUCATIONAL FUNCTIONING LEVEL(YEAR #2) =< 6) or (EDUCATIONAL FUNCTIONING LEVEL(YEAR #2) is null and EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) is not null and EDUCATIONAL FUNCTIONING LEVEL (YEAR #3) minus EDUCATIONAL FUNCTIONING LEVEL (YEAR #1) > 0 and EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) =< 6) or (EDUCATIONAL FUNCTIONING LEVEL(YEAR #2) is null and EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) is null and EDUCATIONAL FUNCTIONING LEVEL is not null and EDUCATIONAL FUNCTIONING LEVEL (YEAR #3) minus EDUCATIONAL FUNCTIONING LEVEL > 0 and EDUCATIONAL FUNCTIONING LEVEL =< 6)) and (DATE OF EXIT is null or DATE OF EXIT => END OF PARTICIPATION YEARS#3 and (DATE ADMINISTERED POST-TEST (YEAR #3) >= START OF PARTICIPATION YEAR#3 and DATE ADMINISTERED POST-TEST (YEAR #3) =< END OF PARTICIPATION YEAR#3 (continued on next page)	Or set successful test completion date equal to the date administered post-test (Year #3) if: a. the third post-test is greater than the second post-test b. or if there is no post-test (year #2), post-test (year #3) is greater than the post-test (year #1) c. or if there are no post-tests (years #2 and #1), post-test (year #3) is greater than the pre-test d. and the youth has not exited or exited after the end of the third participation year e. and took the third post-test during the third participation year.

A. Constructed variable	B. Specification	C. Explanation of the Specification
	(continued) and END OF PARTICIPATION YEAR#3 >= start of the report period and END OF PARTICIPATION YEAR#3=< end of the report period	
	(If the SUCCESSFUL POST-TEST COMPLETION DATE is still null after reviewing the first functional area, repeat the procedure for functional areas 2 and 3 to determine if there are successes for the report period.)	Repeat the prior steps for the two other functional areas.

APPENDIX E

LITERACY/NUMERACY SPECIFICATIONS

EFL Crosswalk

New EFL	Old EFL	ABE	ESL	Basic Skills Deficient
1	1		Beginning ESL Literacy	Basic Skills Deficient
2			Low Beginning ESL Literacy	
3		Beginning ABE Literacy	High Beginning ESL Literacy	
4	2	Beginning Basic Education	Low Intermediate ESL	
5	3	Low Intermediate Basic Education	High Intermediate ESL	
6	4	High Intermediate Basic Education	Advanced ESL	
7	5	Low Adult Secondary Education	Exit ESL	Not Basic Skills Deficient
8	6	High Adult Secondary Education		

APPENDIX F

LITERACY/NUMERACY SPECIFICATIONS

Educational Functioning Level (EFL) Descriptors Levels

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Beginning ABE Literacy *Test Benchmark:* *TABE (7–8 and 9–10) scale scores (grade level 0–1.9)*: Reading: 367 and below Total Math: 313 and below Language: 392 and below *CASAS scale scores:* Reading: 200 and below Math: 200 and below Writing: 200 and below *ABLE scale scores (grade level 0–1.9):* Reading: 523 and below Math: 521 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education *Test Benchmark:* *TABE (7–8 and 9–10) scale scores (grade level 2–3.9):* Reading: 368–460 Total Math: 314–441 Language: 393–490 *CASAS scale scores:* Reading: 201–210 Math: 201–210 Writing: 201–225 *ABLE scale scores (grade level 2–3.9):* Reading: 525–612 Math: 530–591	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Intermediate Basic Education *Test Benchmark:* *TABE (7–8 and 9–10) scale scores (grade level 4–5.9):* Reading: 461–517 Total Math: 442–505 Language: 491–523 *CASAS scale scores:* Reading: 211–220 Math: 211–220 Writing: 226–242 *ABLE scale scores (grade level 4–5.9):* Reading: 613–644 Math: 593–641	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.
High Intermediate Basic Education *Test Benchmark:* *TABE (7–8 and 9–10) scale scores (grade level 6–8.9):* Reading: 518–566 Total Math: 506–565 Language: 524–559 *CASAS scale scores:* Reading: 221–235 Math: 221–235 Writing: 243–260 *ABLE scale score (grade level 6–8.9):* Reading: 646–680 Math: 643–693 *WorkKeys scale scores:* Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Adult Secondary Education *Test Benchmark:* *TABE (7–8 and 9–10): scale scores (grade level 9–10.9):* Reading: 567–595 Total Math: 566–594 Language: 560–585 *CASAS scale scores:* Reading: 236–245 Math: 236–245 Writing: 261–270 *ABLE scale scores (grade level 9–10.9):* Reading: 682–697 Math: 694–716 *WorkKeys scale scores:* Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.
High Adult Secondary Education *Test Benchmark:* *TABE (7–8 and 9–10): scale scores (grade level 11–12):* Reading: 596 and above Total Math: 595 and above Language: 586 and above *CASAS scale scores:* Reading: 246 and above Math: 246 and above Writing: 271 and above *ABLE scale scores (grade level 11–12):* Reading: 699 and above Math: 717 and above *WorkKeys scale scores:* Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
Beginning ESL Literacy *Test Benchmark:* *CASAS scale scores:* Reading: 180 and below Listening: 180 and below Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–7 (SPL 0–1)	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Low Beginning ESL *Test benchmark:* CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136–145 Oral BEST 16–28 (SPL 2) BEST Plus: 401–417 (SPL 2) BEST Literacy: 8–35 (SPL 2)	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
High Beginning ESL Test benchmark: CASAS scale scores Reading: 191–200 Listening: 191–200 Writing: 146–200 Oral BEST 29–41 (SPL 3) BEST Plus: 418–438 (SPL 3) BEST Literacy: 36–46 (SPL 3)	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
Low Intermediate ESL *Test Benchmark:* *CASAS scale scores:* Reading: 201–210 Listening: 201–210 Writing: 201–225 Oral BEST: 42–50 (SPL 4) BEST Plus: 439–472 (SPL 4) BEST Literacy: 47–53 (SPL 4)	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).
High Intermediate ESL *Test Benchmark:* *CASAS scale scores:* Reading: 211–220 Listening: 211–220 Writing: 226–242 Oral BEST: 51–57 (SPL 5) BEST Plus: 473–506 (SPL 5) BEST Literacy: 54–65 (SPL 5-6)	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
Advanced ESL *Test Benchmark:* *CASAS scale scores:* Reading: 221–235 Listening: 221–235 Writing: 243–260 Oral BEST 58–64 (SPL 6) BEST Plus: 507–540 (SPL 6) BEST Literacy: 66 and above (SPL 7) Exit Criteria: CASAS Reading and Listening: 236 and above CASAS Writing: 261 and above Oral BEST 65 and above (SPL 7) BEST Plus: 541 and above (SPL 7)	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.