EMPLOYMENT AND TRAINING ADMINISTRATION

OMB Control Number 1205-0420

Expiration Date 8/31/2019

Workforce Investment Act Quarterly Report:

General Reporting Instructions and ETA Form 9090

Revised 2012

Prepared By
Office of Performance and Technology
Employment and Training Administration

This reporting requirement is approved under the Paperwork Reduction Act of 1995, OMB Control No. 1205-0420, expiring 8/31/2019. Persons are not required to respond to this collection of information unless it displays a currently valid OMB number. Public reporting burden for this collection of information is estimated to average 30 hours per quarterly report per state, including time for reviewing instructions, searching existing data sources, gathering and reviewing the collection of information. Respondent's obligation to reply is required to obtain or retain benefits (P.L. 105-220, Sec.136 and Sec. 185). The reason for the collection of information is general program oversight, evaluation and performance assessment. Send comments regarding this burden estimate or any other aspect of this collection, including suggestions for reducing this burden, to the U. S. Department of Labor, Employment and Training Administration, Office of Policy Development and Research, 200 Constitution Avenue, NW, Room N-5641, Washington, D.C. 20210 (Paperwork Reduction Project 1205-0420).

I. GENERAL INSTRUCTIONS

Each state must submit an ETA Form 9090 (WIA Quarterly Report) to provide DOL with the most recent performance information available. The aggregate performance data contained in this WIA Quarterly Report are used to determine the levels of participation and program accomplishments for the most recent quarter and four-quarter period. This *rolling four-quarter* data collection methodology provides ETA and the grantees with greater flexibility in discussing annual performance results according to any four-quarter reporting period (e.g., Calendar Year, Program Year, and Federal Fiscal Year). Reports must include a "snapshot" of the most recent performance data available for each performance item included on the WIA Quarterly Report for the current quarter, and then a cumulative total that includes the current quarter and the last three quarters prior to the current quarter.

To allow for the data collection delays inherent in many of the performance measures, particularly those that utilize UI wage records, the WIA Quarterly Report collects information on each performance item depending on when outcome data become available. For instance, because the total count of participants is available without any delay, grantees will be able to report this performance information through the end of the most recent reporting quarter. Alternatively, measures that make use of wage records, such as the adult entered employment rate or youth placement in employment or education, will use exit cohorts from the third complete quarter prior to the reporting quarter. This situation exists because relatively complete wage records for any quarter are not available for up to another two quarters afterward. In this case, the reporting schedule allows states six and one-half months to process wage record reports from employers, merge the wage data with participant files, and generate the WIA Quarterly Report.

II. COVERED PROGRAMS

The WIA Quarterly 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
- National Emergency Grants (except HCTC grants)

Except for Health Care Tax Credit (HCTC) grants, performance information about all participants who receive services financially assisted by National Emergency Grants (NEGs), whether co-enrolled in the WIA Title IB programs or served exclusively with NEG funds, will be included. In addition, WIA statewide activities that are included in the Quarterly 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 Quarterly 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. QUARTERLY REPORT SPECIFICATIONS

The Quarterly Report reflects performance outcome information that becomes available by the time the Quarterly Report is due to ETA. **Appendix A** outlines the applicable four quarter reporting periods that states should use when preparing performance information for the WIA Quarterly Report.

The reporting format for the WIA Quarterly Report can be found under **Appendix B**. In addition to the value of each performance item, the state must report both the numerator and denominator for the current quarter and cumulative totals for the four quarter reporting period. This detail is needed so that the information can be aggregated over states to provide national estimates. Reporting specifications for preparing all calculations of numerators and denominators that support the performance measurement values can be found under **Appendix C**.

IV. DUE DATE

The report is due no later than 45 days after the end of each report quarter. The table below shows the expected due dates for each reporting quarter.

Report Quarter	Due Dates
January – March	May 15th
April – June	August 14th
July – September	November 14th
October – December	February 14th

Should the due date of the report fall on a Saturday or Sunday, the quarterly report is due the Monday after.

V. SUBMISSION PROCEDURES

Information contained on the WIA Quarterly 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).

APPENDIX A

Time Periods for Reporting Performance Information on the WIA Quarterly Report

	Program Year (PY) 2012 Time Periods To Be Reported			
Report Quarter	**July – Sept.**	**Oct. – Dec.**	**Jan. – Mar.**	**Apr. – June**
Report Due Date	*November 14, 2012*	*February 14, 2013*	*May 15, 2013*	*August 14, 2013*
Total Participants	10/1/11 to 9/30/12	1/01/12 to 12/31/12	4/1/12 to 3/31/13	7/1/12 to 6/30/13
Total Exiters	7/1/11 to 6/30/12	10/1/11 to 9/30/12	1/1/12 to 12/31/12	4/1/12 to 3/31/13
Placement in Employment or Education	1/1/11 to 12/31/11	4/1/11 to 3/31/12	7/1/11 to 6/30/12	10/1/11 to 9/30/12
Attainment of Degree or Certificate	1/1/11 to 12/31/11	4/1/11 to 3/31/12	7/1/11 to 6/30/12	10/1/11 to 9/30/12
Literacy and Numeracy Gains	10/1/11 to 9/30/12	1/01/12 to 12/31/12	4/1/12 to 3/31/13	7/1/12 to 6/30/13
Skill Attainment Rate	7/1/11 to 6/30/12	10/1/11 to 9/30/12	1/1/12 to 12/31/12	4/1/12 to 3/31/13
Youth Diploma or Equivalent Rate*	7/1/11 to 6/30/12	10/1/11 to 9/30/12	1/1/12 to 12/31/12	4/1/12 to 3/31/13
Entered Employment Rate	1/1/11 to 12/31/11	4/1/11 to 3/31/12	7/1/11 to 6/30/12	10/1/11 to 9/30/12
Employment and Credential Rate*	1/1/11 to 12/31/11	4/1/11 to 3/31/12	7/1/11 to 6/30/12	10/1/11 to 9/30/12
Employment Retention Rate	7/1/10 to 6/30/11	10/1/10 to 9/30/11	1/1/11 to 12/31/11	4/1/11 to 3/31/12
Six Months Earnings Increase	7/1/10 to 6/30/11	10/1/10 to 9/30/11	1/1/11 to 12/31/11	4/1/11 to 3/31/12
Credential Attainment Rate	1/1/11 to 12/31/11	4/1/11 to 3/31/12	7/1/11 to 6/30/12	10/1/11 to 9/30/12
Veterans' Priority of Service	10/1/11 to 9/30/12	1/01/12 to 12/31/12	4/1/12 to 3/31/13	7/1/12 to 6/30/13

'*' Indicates measures that states that have been approved to report only the common measures do not have to report.

Note: For Literacy and Numeracy Gains, the cohorts refer to the youth's anniversary date in the youth program.

APPENDIX A

Time Periods for Reporting Performance Information on the WIA Quarterly Report

	Program Year (PY) 2013 Time Periods To Be Reported			
Report Quarter	**July – Sept.**	**Oct. – Dec.**	**Jan. – Mar.**	**Apr. – June**
Report Due Date	*November 14, 2013*	*February 14, 2014*	*May 15, 2014*	*August 14, 2014*
Total Participants	10/1/12 to 9/30/13	1/01/13 to 12/31/13	4/1/13 to 3/31/14	7/1/13 to 6/30/14
Total Exiters	7/1/12 to 6/30/13	10/1/12 to 9/30/13	1/1/13 to 12/31/13	4/1/13 to 3/31/14
Placement in Employment or Education	1/1/12 to 12/31/12	4/1/12 to 3/31/13	7/1/12 to 6/30/13	10/1/12 to 9/30/13
Attainment of Degree or Certificate	1/1/12 to 12/31/12	4/1/12 to 3/31/13	7/1/12 to 6/30/13	10/1/12 to 9/30/13
Literacy and Numeracy Gains	10/1/12 to 9/30/13	1/01/13 to 12/31/13	4/1/13 to 3/31/14	7/1/13 to 6/30/14
Skill Attainment Rate	7/1/12 to 6/30/13	10/1/12 to 9/30/13	1/1/13 to 12/31/13	4/1/13 to 3/31/14
Youth Diploma or Equivalent Rate*	7/1/12 to 6/30/13	10/1/12 to 9/30/13	1/1/13 to 12/31/13	4/1/13 to 3/31/14
Entered Employment Rate	1/1/12 to 12/31/12	4/1/12 to 3/31/13	7/1/12 to 6/30/13	10/1/12 to 9/30/13
Employment and Credential Rate*	1/1/12 to 12/31/12	4/1/12 to 3/31/13	7/1/12 to 6/30/13	10/1/12 to 9/30/13
Employment Retention Rate	7/1/11 to 6/30/12	10/1/11 to 9/30/12	1/1/12 to 12/31/12	4/1/12 to 3/31/13
Six Months Earnings Increase	7/1/11 to 6/30/12	10/1/11 to 9/30/12	1/1/12 to 12/31/12	4/1/12 to 3/31/13
Credential Attainment Rate	1/1/12 to 12/31/12	4/1/12 to 3/31/13	7/1/12 to 6/30/13	10/1/12 to 9/30/13
Veterans' Priority of Service	10/1/12 to 9/30/13	1/01/13 to 12/31/13	4/1/13 to 3/31/14	7/1/13 to 6/30/14

'*' Indicates measures that states that have been approved to report only the common measures do not have to report.

Note: For Literacy and Numeracy Gains, the cohorts refer to the youth's anniversary date in the youth program.

APPENDIX A

Time Periods for Reporting Performance Information on the WIA Quarterly Report

	Program Year (PY) 2014 Time Periods To Be Reported			
Report Quarter	**July – Sept.**	**Oct. – Dec.**	**Jan. – Mar.**	**Apr. – June**
Report Due Date	*November 14, 2014*	*February 17, 2015*	*May 15, 2015*	*August 14, 2015*
Total Participants	10/1/13 to 9/30/14	1/01/14 to 12/31/14	4/1/14 to 3/31/15	7/1/14 to 6/30/15
Total Exiters	7/1/13 to 6/30/14	10/1/13 to 9/30/14	1/1/14 to 12/31/14	4/1/14 to 3/31/15
Placement in Employment or Education	1/1/13 to 12/31/13	4/1/13 to 3/31/14	7/1/13 to 6/30/14	10/1/13 to 9/30/14
Attainment of Degree or Certificate	1/1/13 to 12/31/13	4/1/13 to 3/31/14	7/1/13 to 6/30/14	10/1/13 to 9/30/14
Literacy and Numeracy Gains	10/1/13 to 9/30/14	1/01/14 to 12/31/14	4/1/14 to 3/31/15	7/1/14 to 6/30/15
Skill Attainment Rate	7/1/13 to 6/30/14	10/1/13 to 9/30/14	1/1/14 to 12/31/14	4/1/14 to 3/31/15
Youth Diploma or Equivalent Rate*	7/1/13 to 6/30/14	10/1/13 to 9/30/14	1/1/14 to 12/31/14	4/1/14 to 3/31/15
Entered Employment Rate	1/1/13 to 12/31/13	4/1/13 to 3/31/14	7/1/13 to 6/30/14	10/1/13 to 9/30/14
Employment and Credential Rate*	1/1/13 to 12/31/13	4/1/13 to 3/31/14	7/1/13 to 6/30/14	10/1/13 to 9/30/14
Employment Retention Rate	7/1/12 to 6/30/13	10/1/12 to 9/30/13	1/1/13 to 12/31/13	4/1/13 to 3/31/14
Six Months Earnings Increase	7/1/12 to 6/30/13	10/1/12 to 9/30/13	1/1/13 to 12/31/13	4/1/13 to 3/31/14
Credential Attainment Rate	1/1/13 to 12/31/13	4/1/13 to 3/31/14	7/1/13 to 6/30/14	10/1/13 to 9/30/14
Veterans' Priority of Service	10/1/13 to 9/30/14	1/01/14 to 12/31/14	4/1/14 to 3/31/15	7/1/14 to 6/30/15

'*' Indicates measures that states that have been approved to report only the common measures do not have to report.

Note: For Literacy and Numeracy Gains, the cohorts refer to the youth's anniversary date in the youth program.

APPENDIX B
WIA Quarterly Report Format
(ETA Form 9090)

Report Due Date: *mmldd/yyyy*
Report Quarter End Date: *mmldd/yyyy*

OMB No. 1205-0420
Expires: 1213112012

State_____

Quarterly Report Form- ETA 9090

Performance Items	Program Group	Current Quarter (most recent)		Cumulative 4-Quarter Reporting Period	
		Value	*Numerator* / *Denominator*	Value	*Numerator* / *Denominator*
Total Participants	**Total Adult Participants**				
	Total Adults (self-service only)				
	WIA Adults				
	WIA Dislocated Workers				
	Nat'l Emergency Grant				
	Total Veterans				
	Post 9/11 Era Veterans				
	Post 9/11 Era Veterans Receiving Intensive Svcs.				
	TAP Workshop Veteran				
	Received Training Services				
	WIA Adults				
	WIA Dislocated Workers				
	Total Youth (14 - 21) Participants				
	Younger Youth (14 - 18)				
	Older Youth (19 - 21)				
	Out-of-School Youth				
	In-School Youth				
Total Exiters	**Total Adult Exiters**				
	Total Adults (self-services only)				
	WIA Adults				
	WIA Dislocated Workers				
	Nat'l Emergency Grant				
	Total Youth (14 - 21) Exiters				
	Younger Youth (14 - 18)				
	Older Youth (19 - 21)				
	Out-of-School Youth				
	In-School Youth				

Performance Items	Program Group	Current Quarter (most recent)		Cumulative4-Quarter Reporting Period	
		Value	*Numerator* / *Denominator*	Value	*Numerator* / *Denominator*
Placement in Employment or Education	WIA Youth (14 - 21)				
Attainment of Degree or Certificate	WIA Youth (14 - 21)				
Literacy and Numeracy Gains	WIA Youth (14 - 21)				
Youth Diploma or Equivalent Rate	WIA Younger Youth (14-18)				
Skill Attainment Rate	WIA Younger Youth (14-18)				
Entered Employment Rates	Adults				
	Dislocated Workers				
	Older Youth (19-21)				
	Veterans				
	Nat'l Emergency Grant				
Employment and Credential Rates (Adults/Dislocated Workers/Older Youth)	Adults				
	Dislocated Workers				
	Older Youth (19-21)				
Retention Rates	Adults				
	Dislocated Workers				
	Veterans				
	Older Youth (19-21)				
	Younger Youth (14-18)				
	Nat'l Emergency Grant				
Six-Months Average Earnings	Adults				
	Dislocated Workers				
	Veterans				
	Older Youth (19-21) (Earnings Change)				
	Nat'l Emergency Grant				

Credential Attainment	Adults				
	Dislocated Workers				
	Youth (14-21)				
	Nat'l Emergency Grant				
Veteran Priority of Service	**Measure**	Percent Served	Total	Percent Served	Total
	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				

APPENDIX C
Reporting Specifications for WIA Quarterly Report

Use the following specifications to complete the performance calculations for each measure identified on the WIA Quarterly Report. 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.

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 **and** TYPE OF TRAINING SERVICE #1 > 0).
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)
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 = 1 **or** NEG PROJECT ID is not null **and** NEG PROJECT ID <> '0000') **or** (SECOND NEG PROJECT ID is not null and SECOND NEG PROJECT ID <> '0000') **or** (THIRD NEG PROJECT ID is not null **and** THIRD NEG PROJECT ID <> '0000') **or** DATE OF FIRST YOUTH SERVICE is not null) **and** VETERAN = 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
National Emergency Grant	(NEG PROJECT ID is not null **and** NEG PROJECT ID <> '0000') **or** (SECOND NEG PROJECT ID is not null and SECOND NEG PROJECT ID <> '0000') **or** (THIRD NEG PROJECT ID is not null **and** THIRD NEG PROJECT ID <> '0000').

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.

Report Due Date: Enter the month, day, and year (MM/DD/YYYY) on which the Quarterly Report is due to ETA.

Report Quarter End Date: Enter the last month, day, and year (MM/DD/YYYY) of the quarter on which the report is being prepared. For example, if the report is being prepared for submission on February 14th, 2013, the Report Quarter End Date format should be represented as 12/31/2012.

State: Record the name of your state.

Current Quarter (most recent): Represents the most recent quarter of outcomes data available for the applicable performance item in the four quarter reporting period. For example, the four quarter reporting period for Total Participant counts on the quarterly report due November 14th, 2013, covers the period 10/1/2012 through 09/30/2013. States will report the most recent quarter (07/1/2013 through 09/30/2013) of Total Participant counts in the Current Quarter (most recent) column.

> Important Note: States may, but are not required to, update the Current Quarter (most recent) column when the subsequent quarterly report is submitted, since any updates to the previous quarter will be captured in the Cumulative 4-Quarter Report Period totals.

Cumulative 4-Quarter Report Period: Represents the cumulative total of the most recent four quarters of outcome data available for the applicable performance item. This column includes performance information in the Current Quarter (most recent) column plus the last three quarters prior to the Current Quarter (most recent).

Total Participants: These performance items report the total number of participants (new plus carried-over participants) served by WIA Title I-B funds and/or NEGs during the applicable reporting period.

Total Exiters: These performance items report the total number of WIA Title I-B and/or NEG participants who exited the program during the applicable reporting period.

Use the following specifications to calculate the Current Quarter (most recent) and Cumulative 4-Quarter Reporting Period values for each performance item under "Total Participants" and "Total Exiters":

TOTAL PARTICIPANTS	
Performance Item	**Specification**
Total Adult Participants	Count of UNIQUE RECORDS where (ADULT **or** DISLOCATED WORKER **or** NATIONAL EMERGENCY GRANT) **and** DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE<= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
Total Adults (self-services only)	Count of UNIQUE RECORDS where SELF-SERVICE ONLY **and** (ADULT **or** DISLOCATED WORKER **or** NATIONAL EMERGENCY GRANT) **and** DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE <= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
WIA Adults	Count of UNIQUE RECORDS where ADULT **and** DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE<= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
WIA Dislocated Workers	Count of UNIQUE RECORDS where DISLOCATED WORKER **and** DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE <= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
National Emergency Grant	Count of UNIQUE RECORDS where NATIONAL EMERGENCY GRANT **and** DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE<= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)
Total Veterans	Count of UNIQUE RECORDS where VETERAN **and (**DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE<= end of the report period) **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null) **or** (where VETERAN **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)
Post 9/11 Era Veterans	Count of UNIQUE RECORDS where VETERAN **and (**DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE<= end of the report period) **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null) **or** (where VETERAN **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** (Post 9/11 Veteran = 1)
Post 9/11 Era Veterans Receiving Intensive Services	Count of UNIQUE RECORDS where VETERAN **and (**DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE<= end of the report period) **and (**DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null) **and** Post 9/11 Veteran = 1 **and** (DATE OF FIRST INTENSIVE SERVICE is within the reporting period or MOST RECENT DATE RECEIVED INTENSIVE SERVICE is within the reporting period)

TOTAL PARTICIPANTS (continued)	
Performance Item	**Specification**
TAP Workshop Veteran	Count of UNIQUE RECORDS where ((ADULT **or** DISLOCATED WORKER **or** NATIONAL EMERGENCY GRANT) **and (**DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE<= end of the report period) **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null)) **or** (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 TAP Workshop in 3 Prior Years = 1
Participants Who Received Training Services	Count of UNIQUE RECORDS where (ADULT or DISLOCATED WORKER) **and** DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE<= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null) **and and (**DATE ENTERED TRAINING #1 **or** DATE ENTERED TRAINING #2 **or** DATE ENTERED TRAINING #3 <= end of the report period) **and** (DATE COMPLETED TRAINING #1 **or** DATE COMPLETED TRAINING #2 **or** DATE COMPLETED TRAINING #3) >= the beginning of the report period **or and (**DATE ENTERED TRAINING #1 **or** DATE ENTERED TRAINING #2 **or** DATE ENTERED TRAINING #3 <= end of the report period) **and** (DATE COMPLETED TRAINING #1 **or** DATE COMPLETED TRAINING #2 **or** DATE COMPLETED TRAINING #3) is null)
WIA Adults Who Received Training Services	Count of UNIQUE RECORDS where ADULT **and** DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE<= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null) **and (**DATE ENTERED TRAINING #1 **or** DATE ENTERED TRAINING #2 **or** DATE ENTERED TRAINING #3 <= end of the report period) **and** (DATE COMPLETED TRAINING #1 **or** DATE COMPLETED TRAINING #2 **or** DATE COMPLETED TRAINING #3) >= the beginning of the report period **or and (**DATE ENTERED TRAINING #1 **or** DATE ENTERED TRAINING #2 **or** DATE ENTERED TRAINING #3 <= end of the report period) **and** (DATE COMPLETED TRAINING #1 **or** DATE COMPLETED TRAINING #2 **or** DATE COMPLETED TRAINING #3) is null)
WIA Dislocated Workers Who Received Training Services	Count of UNIQUE RECORDS where DISLOCATED WORKER **and** DATE OF PARTICIPATION/DATE OF FIRST CASE MANAGEMENT & REEMPLOYMENT SERVICE<= end of the report period **and** (DATE OF EXIT => beginning of the report period **or** DATE OF EXIT is null) **and (**DATE ENTERED TRAINING #1 **or** DATE ENTERED TRAINING #2 **or** DATE ENTERED TRAINING #3 <= end of the report period) **and** (DATE COMPLETED TRAINING #1 **or** DATE COMPLETED TRAINING #2 **or** DATE COMPLETED TRAINING #3) >= the beginning of the report period **or and (**DATE ENTERED TRAINING #1 **or** DATE ENTERED TRAINING #2 **or** DATE ENTERED TRAINING #3 <= end of the report period) **and** (DATE COMPLETED TRAINING #1 **or** DATE COMPLETED TRAINING #2 **or** DATE COMPLETED TRAINING #3) 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 (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 (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)

TOTAL PARTICIPANTS (continued)	
Performance Item	**Specification**
Out-of-School Youth	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	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 => 1 and SCHOOL STATUS AT PARTICIPATION <= 2) or (SCHOOL STATUS AT PARTICIPATION = 3 and (BASIC LITERACY SKILLS DEFICIENCY = 2 or BASIC LITERACY SKILLS DEFICIENCY is null)))

TOTAL EXITERS	
Performance Item	**Specification**
Total Adult Exiters	Count of UNIQUE RECORDS where (ADULT **or** DISLOCATED WORKER **or** NATIONAL EMERGENCY GRANT) **and** DATE OF EXIT is within the report period
Total Adults (self-services only)	Count of UNIQUE RECORDS where SELF-SERVICE ONLY **and** (ADULT **or** DISLOCATED WORKER **or** NATIONAL EMERGENCY GRANT) **and** DATE OF EXIT is within the report period
WIA Adults	Count of UNIQUE RECORDS where ADULT **and** DATE OF EXIT is within the report period
WIA Dislocated Workers	Count of UNIQUE RECORDS where DISLOCATED WORKER **and** DATE OF EXIT is within the report period
National Emergency Grant	Count of UNIQUE RECORDS where NATIONAL EMERGENCY GRANT **and** DATE OF EXIT is within the report period
Total Youth (14-21) Exiters	Count of UNIQUE RECORDS where YOUTH **and** DATE OF EXIT is within the report period
Younger Youth (14-18)	Count of UNIQUE RECORDS where YOUNGER YOUTH **and** DATE OF EXIT is within the report period
Older Youth (19-21)	Count of UNIQUE RECORDS where OLDER YOUTH **and** DATE OF EXIT is within the report period
Out-of-School Youth	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	Count of UNIQUE RECORDS where YOUTH **and** DATE OF EXIT is within the report period **and** ((SCHOOL STATUS AT PARTICIPATION =>1 **and** SCHOOL STATUS AT PARTICIPATION <=2) **or** (SCHOOL STATUS AT PARTICIPATION = 3 **and** (BASIC LITERACY SKILLS DEFICIENCY = 2 **or** BASIC LITERACY SKILLS DEFICIENCY is null))

Youth (14 – 21) Common Performance Measures

The following specifications provide guidance to states on how to calculate youth (14 – 21) performance results for the Current Quarter (most recent) and Cumulative 4-Quarter reporting periods:

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

YOUTH (14 – 21) COMMON PERFORMANCE MEASURES		
Placement in Employment and 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 **or** OTHER REASONS FOR EXIT = 99).
	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 **or** OTHER REASONS FOR EXIT = 99).
Attainment of Degree and Certificate	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 **or** OTHER REASONS FOR EXIT = 99).
	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 **or** OTHER REASONS FOR EXIT = 99).

[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.

YOUTH (14 – 21) COMMON PERFORMANCE MEASURES (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**

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Younger Youth (14 – 18) Performance Measures

The following specifications provide guidance to states on how to calculate younger youth (14 - 18) performance results for the Current Quarter (most recent) and Cumulative 4-Quarter reporting periods:

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

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

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

Diploma or Equivalent Attainment Rate

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

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

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:

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

YOUNGER YOUTH (14 – 18) PERFORMANCE MEASURES		
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 **or** OTHER REASONS FOR EXIT = 99).
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	

Entered Employment Rate Performance Measures

The following specifications provide guidance to states on how to calculate entered employment rates on adults, dislocated workers, veterans, older youth, and NEG participants for the Current Quarter (most recent) and Cumulative 4-Quarter reporting periods.

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 NEG exiters, use the following mathematical formula:

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

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

For older youth, use the following mathematical formula:

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 quarter after the exit quarter:

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

ENTERED EMPLOYMENT RATE PERFORMANCE MEASURES		
WIA Adults	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)
WIA Dislocated Workers	Dislocated Worker 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)
	Dislocated Worker 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)
Veterans	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)

ENTERED EMPLOYMENT RATE PERFORMANCE MEASURES (continued)		
WIA Older Youth	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).
NEG Exiters	NEG EER Numerator	Count of UNIQUE RECORDS where NATIONAL EMERGENCY GRANT **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)
	NEG EER Denominator	Count of UNIQUE RECORDS where NATIONAL EMERGENCY GRANT **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 and Credential Rate Performance Measures

The following specifications provide guidance for states to calculate employment and credential rates on adults, dislocated workers, veterans, and older youth participants for the Current Quarter (most recent) and Cumulative 4-Quarter reporting periods.

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

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

Of those who receive training services:

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

For older youth, use the following mathematical formula:

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

EMPLOYMENT AND CREDENTIAL RATE PERFORMANCE MEASURES		
WIA Adults	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 #1 or DATE ENTERED TRAINING #2 or DATE ENTERED TRAINING #3is not null **and** TYPE OF TRAINING #1 > 0 **and (**TYPE OF RECOGNIZED CREDENTIAL#1 > 0 **or** TYPE OF RECOGNIZED CREDENTIAL#2 > 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)
WIA Dislocated Workers	DW ERC 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 #1 or DATE ENTERED TRAINING #2 or DATE ENTERED TRAINING #3) is not null **and (**TYPE OF RECOGNIZED CREDENTIAL#1 > 0 **or** TYPE OF RECOGNIZED CREDENTIAL#2 > 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)
	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)
WIA Older Youth	Older Youth Credential Rate 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 < **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 Credential Rate 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)

Retention Rate Performance Measures

The following specifications provide guidance to states on how to calculate retention rates on adults, dislocated workers, veterans, older youth, younger youth, and NEG participants for the Current Quarter (most recent) and Cumulative 4-Quarter reporting periods.

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 NEG exiters, use the following mathematical formula:

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

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

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 third qtr after the exit qtr:

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

For younger youth, use the following mathematical formula:

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

RETENTION RATE PERFORMANCE MEASURES		
WIA Adults	Adult Retention Rate 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 Retention Rate 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 Retention Rate 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 Retention Rate 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)

RETENTION RATE PERFORMANCE MEASURES (continued)		
Veterans	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)
WIA Older Youth	Older Youth Retention Rate 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)
	Older Youth Retention 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)

RETENTION RATE PERFORMANCE MEASURES (continued)		
WIA Younger Youth	Younger Youth Retention Rate 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 Retention Rate Denominator	Count of Unique RECORDs where YOUNGER YOUTH **and** SCHOOL STATUS AT PROGRAM 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)
National Emergency Grant Exiters	NEG Retention Numerator	Count of UNIQUE RECORDS where NATIONAL EMERGENCY GRANT **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)
	NEG Retention Denominator	Count of UNIQUE RECORDS where NATIONAL EMERGENCY GRANT **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-Month Average Earnings Performance Measures

The following specifications provide guidance to states on how to calculate six month average earnings on adults, dislocated workers, and veterans and NEG participants and older youth earnings increase for the Current Quarter (most recent) and Cumulative 4-Quarter reporting periods.

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 NEG exiters, use the following mathematical formula:

> *Of those who are employed in the first, second, and third quarters after the exit quarter (as determined through wage records):*
>
> [Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter]
>
> ———————————————————
>
> # 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 third quarter after the exit quarter:*
>
> [Earnings in the second + third qtrs after the exit qtr] **minus** [Earnings in the second + third qtrs prior to the participation qtr]
>
> ———————————————————
>
> # of participants who exit during the qtr

Six- Month **AVERAGE EARNINGS PERFORMANCE MEASURES**		
WIA Adults	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)
WIA Dislocated Workers	DW Six-Month 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-Month 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)
Veterans	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)

SIX-MONTH AVERAGE EARNINGS PERFORMANCE MEASURES (continued)		
WIA Older Youth	Older Youth 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)
	Older Youth 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)
National Emergency Grant	NEG Six-Month Average Earnings Numerator	Sum of (WAGES 2nd QUARTER AFTER THE EXIT QUARTER **and** WAGES 3rd QUARTER AFTER THE EXIT QUARTER) where NATIONAL EMERGENCY GRANT **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)
	NEG Six-Month Average Earnings Denominator	Count of unique RECORDS where NATIONAL EMERGENCY GRANT **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)

Credential Attainment

The following specifications provide guidance to states on how to calculate credential attainment for adults, dislocated workers, veterans, youth, and NEG participants for the Current Quarter (most recent) and Cumulative 4-Quarter reporting periods.

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

For adults, dislocated workers, veterans, youth and NEG exiters, use the following mathematical formula:

Of those who receive more than self-service:

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

CREDENTIAL ATTAINMENT RATE PERFORMANCE MEASURES		
WIA Adults	Adult CAR Numerator	Count of Unique RECORDs where ADULT **and** MORE THAN SELF-SERVICE **and** **(**TYPE OF RECOGNIZED CREDENTIAL#1 > 0 **or** TYPE OF RECOGNIZED CREDENTIAL#2 > 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 CRR Denominator	Count of Unique RECORDs where ADULT **and** MORE THAN SELF-SERVICE **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 CAR Numerator	Count of Unique RECORDs where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** **(**TYPE OF RECOGNIZED CREDENTIAL#1 > 0 **or** TYPE OF RECOGNIZED CREDENTIAL#2 > 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)
	DW CAR Denominator	Count of Unique RECORDs where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **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)
Veteran	DW CAR Denominator	Count of Unique RECORDs where DISLOCATED WORKER **and** MORE THAN SELF-SERVICE **and** **(**TYPE OF RECOGNIZED CREDENTIAL#1 > 0 **or** TYPE OF RECOGNIZED CREDENTIAL#2 > 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)
	DW CAR Denominator	Count of Unique RECORDs where VETERAN **and** MORE THAN SELF-SERVICE **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 Youth	Youth CAR Numerator	Count of Unique RECORDs where YOUTH **and** **(**TYPE OF RECOGNIZED CREDENTIAL#1 > 0 **or** TYPE OF RECOGNIZED CREDENTIAL#2 > 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 =
	Youth CAR 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)

Veterans' Priority of Service

The following specifications provide guidance to states on how to calculate the veterans' priority of service for WIA programs for the Current Quarter (most recent) and Cumulative 4-Quarter reporting periods.

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

For adults, dislocated workers, veterans, youth and NEG 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:

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

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

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.

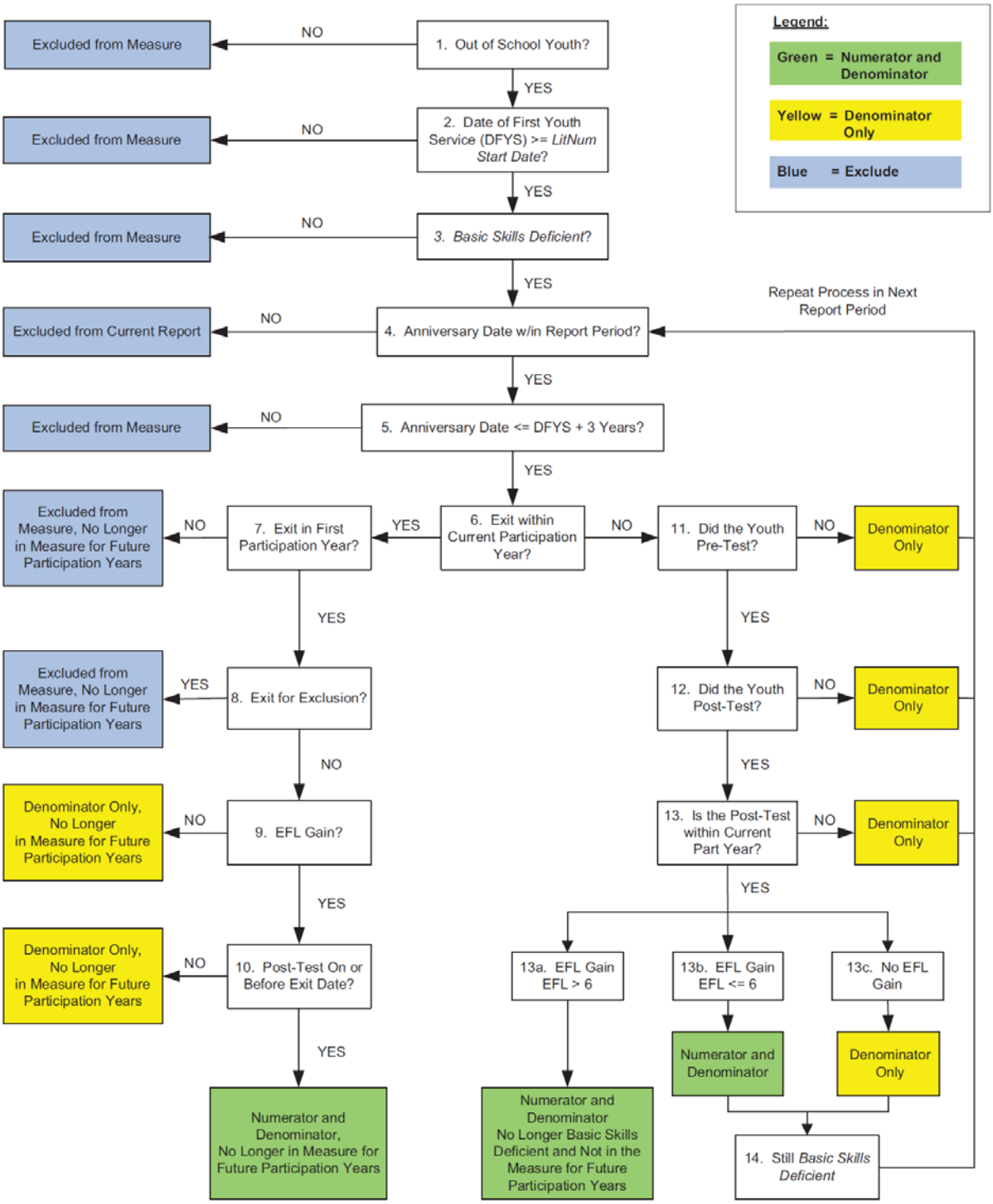
- The definition of Participation Year has been updated.

- 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.