

**COMMONWEALTH OF VIRGINIA
WORKFORCE INVESTMENT ACT
VIRGINIA COMMUNITY COLLEGE SYSTEM**

VIRGINIA WORKFORCE LETTER # 10-02

TO: LOCAL WORKFORCE INVESTMENT BOARDS
FROM: WORKFORCE SERVICES DIVISION
SUBJECT: COMMON MEASURES
DATE: May 21, 2010
REVISION: September 17, 2012 (REVISED ATTACHMENT C – REPORTING TIME PERIODS)
References:

Public Law 105-220, Workforce Investment Act of 1998, Section 136: Performance Accountability System

Federal Register, August 11, 2000, Workforce Investment Act of 1998 – Final Rules, Sections 660.300, 660.420, Part 666, and 667.300

Training and Employment Guidance Letter No. 17-05; Subject: Common Measures Policy for the Employment and Training Administration's (ETA) Performance and Accountability System and Related Performance Issues; Dated: February 17, 2006;

Training and Employment Guidance Letter No. 17-05; Subject: Common Measures Policy for the Employment and Training Administration's (ETA) Performance and Accountability System and Related Performance Issues, Change 2; Dated: May 20, 2009;

Training and Employment Notice No. 8-10; Subject: Workforce Investment Act Self-Service Reporting-What, Where and How; Dated: August 26, 2010;

Training and Employment Guidance Letter No. 4-13; Workforce Investment Act (WIA) Performance Reporting System; Dated: August 28, 2013;

Code of Virginia Section 18-.2-186.6;

Virginia Workforce Letter No. 05-12; Subject: WIA Program Participation and Performance Measures;

Virginia Workforce Letter No. 05-13; Subject: Program Exit;

Virginia Workforce Letter No. 08-07; Subject: Timely Data Entry;

Virginia Workforce Letter No. 10-07; Subject: Common Measures;

Virginia Workforce Letter No. 11-02; Subject: WIA Service Code Definitions and Limitations;

Virginia Workforce Letter No. 11-05; Subject: Credentialing and CRC Attainment under Common Measures;

Virginia Workforce Letter No. 11-08; Subject: Local Monitoring Requirements for Workforce Investment Areas;

Virginia Workforce Letter No. 11-13; Subject: CRC Service Codes in VOS;

Virginia Workforce Letter No. 13-07; Subject: Case Notes in VAWC;

Virginia Workforce Letter No. 13-08; Standardized Participant File Format

Purpose:

The purpose of this document is to provide guidance to local workforce investment areas with the requirement under the Common Measures

Effective Date:

Reporting on performance of these measures to USDOL will begin with PY 2010.

Background:

In June of 2009, as part of its Workforce Investment Act (WIA) State Plan submission, Virginia voluntarily sought waiver approval to report WIA performance against the common measures, as opposed to the 17 WIA measures currently required by law. In November 2009, USDOL approved Virginia’s waiver to implement the measures beginning with the PY 2010 reporting year.

As of program year 2010, local Workforce Investment Areas will be held accountable for the common measures. Measurement under the core 17 measures will remain for program year 2009. In addition to the common measures, local areas will be required to report on non-federal measures adopted by the Virginia Workforce Council in November 2009, including business measures and credential attainment. Additional guidance on the effective date and methods of reporting non-federal measures will be provided in a separate guidance document.

Guidance:

Successful implementation of common measures involves all levels of the WIA programs from WIB directors, local service providers, one-stop operators, case managers, and other front-line staff and includes: (1) assurances that local providers are held accountable for performance on the measures; (2) an understanding of the definitions of the measures; (3) methods of entering data in the Virginia Workforce Connection (VaWC or VOS); and (4) ongoing monitoring of data. The following document provides guidance in the four areas mentioned above.

1. Accountability for Performance

The WIBs must require an optimal delivery of services to program participants from service providers. It is important that service providers are held accountable for aligning program delivery with program results, i.e. common measures. Data entry and tracking in VOS related to participant’s services and reports are crucial and must be timely, relevant, accurate and consistent. WIBs must provide language in their contracts with providers for services that include:

- a. Assurances that local service providers are accountable for performance on the measures;
- b. Assurances that local boards are actively monitoring service provider operations and requiring corrective action when deficiencies are identified;
- c. Assurance that service provider staffs are knowledgeable about the common measures and the impacts of these measures on services provided to program participants.
- d. Assurances that local service providers have data management processes in place, to provide quality control reviews.

2. Common Measures Definitions

Definitions for the several of the common measures are similar to the 17 core performance measures with the exception of the youth measures. The following table provides a brief description of the definitions. A comprehensive a description for each measure is provided in Attachment A (Adult/Dislocated Worker Common Measures) and Attachment B (Youth Common Measures). In addition, online resources are available through the WIA Performance Enhancement project (http://www.spra.com/PEP/online_intro.shtml) and provide presentations on each of the measures. These tools can be used to help train staff on these measures.

Common Measures Definitions	
Program	Definition
Adult/Dislocated Worker*	
Entered Employment Rate	The number of adult/dislocated worker participants who are employed in the first quarter after the exit quarter <u>divided</u> by the number of adults who exit during the quarter. (Note: <u>excludes</u> those who are employed at the date of participation). **
Employment Retention Rate	The number of adult/dislocated worker participants who are employed in the first quarter after the exit quarter: the number of adult/dislocated worker participants who are employed in <u>both</u> the second and third quarters after exit <u>divided</u> by the number of adult/dislocated worker participants who exit during the quarter. (Note: <u>Includes</u> those who employed at date of participation. Based on those employed in 1st, 2nd and 3rd quarters after exit). **
Average Earnings	Of those employed in the 1 st , 2 nd and 3 rd quarters after exit: Total earnings in the second quarter <u>plus</u> total earnings in the third quarter <u>divided</u> by the number of adult/dislocated worker participants who exit during the quarter. (Note: Based on those employed in 1 st , 2 nd and 3 rd quarter after exit)**
Youth	
Placement in Employment or Education	The number of youth participants who are in employment (including the military) or enrolled in post-secondary education and/or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after exit quarter <u>divided</u> by the number of youth participants who exit during the quarter. (Note: Based on those who are not in post-secondary education or employment (including the military) at the date of participation)? **
Attainment of a Degree or Certificate	The number of youth participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter <u>divided</u> by the number of youth participants who exit during the quarter. (Note: Based on those enrolled in education at the date of participation or at any point during the program).
	The number of youth participants who increase one or more educational functioning levels <u>divided</u> by the number of youth

Literacy and Numeracy Gains	participants who have completed a year in the youth program (i.e., one year from the date of first youth service) plus the number of participants who exit before completing a year in the youth program. <i>(Note: based on out-of-school youth who are basic skills deficient).</i>
<p>*Measures for Adult and Dislocated Workers are the same. Performance for these programs will be reported separately. * Data may be reported through VOS on employment OR through wage record matches with the Virginia Employment Commission, WRIS (Wage Record Interchange System) and FEDES (Federal Employment Data Exchange System). However earnings data can only be provided through the wage matches cited above.</p> <p>Source: Definitions provided in TEGL 17-05 (http://wdr.doleta.gov/directives/attach/TEGL17-05.pdf)</p>	

3. Entering Data in Virginia Workforce Connection (VaWC):

VaWC is the system of record for WIA programs in Virginia. Reporting to USDOL is based on data entered into the system from selected fields or based upon wage record matches provided through the Virginia Employment Commission, WRIS (Wage Record Interchange System), and FEDES (Federal Employment Date Exchange System). Entering data on participants is critical to ensure that performance is reported accurately. In addition, data must be entered in a timely manner. Delays in data entry adversely affect quarterly and annual reports and may result in a positive outcome that is not reported because it was not reported in the time period required. Virginia Workforce Letter #08-07 explains that all transaction data must be entered into the system within 21 days of the completion of the process.

A complete presentation of the fields used in reporting common measures is provided through VaWC in the Resources Section labeled Staff Online Resources under Reporting and Regulations.

4. Ongoing Monitoring of Data

Improving performance requires (1) monitoring of data throughout the service process to identify intermediate actions that can be implemented and ensure that data are entered appropriately; and (2) analyzing outcome data to identify methods to improve program design and implementation for future participants. While VCCS staff will monitor common measures data quarterly and annually to identify WIBs that may need technical assistance, local staff should use the monitoring methods described below to help improve performance.

Monitoring of data during the service delivery process involves examining the activities of program participants to ensure they are receiving services that relate to outcomes. Case managers and staff working with participants should monitor data regularly using the reports available in VOS. From the View Reports menu, several sections provide common measures specific information. Under Case Management Reports, there are predictive reports specific to each of the common measures. These reports are:

- a. Total Participants – adults, dislocated workers, older youth and younger youth
- b. Total Exiters - adults, dislocated workers, older youth and younger youth
- c. Youth Placement in Education and Employment – older youth and younger youth
- d. Entered Employment Rate – adults and dislocated workers
- e. Six Month Retention Rate – adults and dislocated workers
- f. Literacy & Numeracy Gains – older youth and younger youth

- g. Six Month Earnings Increase – adults and dislocated workers
- h. Youth Attainment of Degree or Certificate – older youth and younger youth

In addition to the above listed reports, the following reports may useful to assist in managing customer flow:

- a. Exited Cases
- b. WIA Follow-up
- c. Case Closure Employment
- d. Soon to Exit Cases
- e. Projected End Dates
- f. Case Closure Reportable Performance

The combination of the reports in the Case Management section provides a basis to assist in the management of local performance.

Analyzing outcome data also provide a tool to help identify program strengths and weaknesses and develop strategies to improve program delivery. The WIA Performance Enhancement Project outlines four main contributing factors that affect program performance. These include the following:

- Documentation factors: lack of proper documentation in the system of record (VOS) to capture the successful outcome. For example, credentials or employment status that are not entered into VOS.
- Participant factors: Traits of participants such as low-education status, employment upon entry, and other family factors/obligations (child care, transportation, etc.)
- Program service factors: Factors that affect service flow and quality of service provided.
- Environmental factors: State and local education conditions, such as high unemployment rates, seasonal work, etc.

Identifying factors that affect performance can help WIBs and service providers identify appropriate actions to improve performance. Tools for identifying contributing factors and developing appropriate action plans are available at http://www.spra.com/PEP/ftf_intro.shtml.

WIA provides incentives for successful program performance and sanctions for unsuccessful performance. VCCS will follow the approved Virginia Workforce Council policies for incentive and sanctions to the common measures.

ATTACHMENTS:

A – Adult and Dislocated Worker Common Measures

B - Youth Common Measures and Data Elements

C – Reporting Time Periods

D- Definitions of Terms

ATTACHMENT A

Adult/Dislocated Worker Common Measures

(Note: The dislocated worker program has the same common measures as the adult program. Performance for the Adult and Dislocated Worker programs is reported separately).

Entered Employment Rate

Of those who are not employed at date of participation:

$$\frac{\text{\# of adult/dislocated worker participants who are employed in the first quarter after the exit quarter}}{\text{\# of adult/dislocated worker participants who exit during the quarter}}$$

Operational Parameters:

- Individuals who are employed at the date of participation are excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).
- Individuals who, although employed, have either received a notice of termination of employment, or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or are transitioning service members considered *not employed* and are included in this measure.
- Employment at the date of participation is based on information collected from the individual, not from wage records.

Employment Retention Rate at Six Months

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

$$\frac{\text{\# of adult/dislocated worker participants who are employer in both the second and third quarters after the exit quarter}}{\text{\# of adult/dislocated worker participants who exit during the quarter}}$$

Operational Parameters:

- This measure includes those who are employed in the first quarter after the exit quarter (regardless of their employment status at participation).
- Individuals who are not employed in the first quarter after the exit quarter are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment in the first second and third quarters after the exit quarter does not have to be with the same employer.

Average Earnings

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

Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter

of adults/dislocated worker participants who exit during the quarter

Operational Parameters:

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, federal employment wage records, military employment wage records, and other administrative wage records.
- Individuals whose employment in either the first, second, or third quarter after the exit quarter was determined from supplementary sources and not from wage records are excluded from the measure.

ATTACHMENT B

Youth Common Measures

For purposes of the common measures for youth, the following conditions are applied to all youth:

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

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

Youth are those aged 14 through 21 on the date of WIA participation.

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 youth 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 after the exit quarter

number of youth participants who exit during the quarter

Operational Parameters:

- Individuals who are in post-secondary education or employment at the date of participation are excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment and education status at the date of participation are based on information collected from the individual.
- Individuals in secondary in school at exit are **included** in this measure.

Data Elements:

Record must be a YOUTH.

Employment Status at Participation is EQUAL TO:

- Employed, but received a Notice of Termination of Employment or Military Separation or
- Not Employed

AND

School Status at Participation is NOT EQUAL TO In-school, Post H.S.

AND

YOUTH PLACEMENT INFORMATION IS:

- Entered post-secondary education or
- Entered advanced training or
- Entered military service or
- Entered qualified apprenticeship program or
- Employed in the 1st quarter after exit and supplemental data was used to determine the employment status or
- Employment in the 1st quarter after exit was determined by a wage record match.

Attainment of Degree or Certificate

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

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

number of youth participants who exit during the quarter

Operational Parameters:

- Education refers to participation secondary school, post-secondary school, adult education programs, or any other organized program of study leading to a degree or certificate.
- Individuals in secondary school at exit are included in this measure.
- The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma. The term diploma also includes post-secondary degrees including Associate's Degrees (AA and AS) and Bachelor's Degree (BA and BS).
- Diplomas, GEDs or certificates can be obtained while a person is still receiving services or at any point by the end of the third quarter after the exit quarter.
- Work readiness certificates are not accepted under this measure.

Data Elements:

Record must be a YOUTH

AND

Education status at participation is either:

- In-school, H.S. or less or
- In-school, alternative school or
- In-school, post H.S. or
- Not attending school, H.S. dropout

Enrolled in Education is YES and Attained diploma, GED or certificate is:

- Attained a secondary school diploma or
- Attained a GED or high school equivalency or
- Attained a certificate or other post-secondary degree/diploma.

Literacy and Numeracy Gains

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

of youth participants who increase one or more educational functioning levels

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

Operational Parameters:

- In-school youth are excluded from this measure. (Note: Determination of in-school or out-of-school status is only at the point of program participation).
- It is allowed to use pre-tests that are administered up to six months prior to the date of the first WIA youth service, if such pre-test scores are available. If prior pre-tests are not available, administration of the pre-test must occur within 60 days following the date of the first youth service.
- This measure is based on “date of first youth program service” rather than the date of participation because date of participation is defined as the earliest date of service from any program if a participant receives services from multiple programs. It is possible for the participation date of a youth to be prior to the date of first youth service if such a youth was served by a different program. Therefore, the date of first youth service is used to ensure this measure is based on a “youth participation date” rather than the initial participation date.
- When administering assessment tools, individuals with disabilities (as defined in 29 CFR Part 37.4), should be accommodated according to: (1) Section 188 of WIA; 29 CFR Part 37, Section 504 of the Rehabilitation Act of 1973, and Title H of the Americans with Disabilities Act, (2) guidelines associated with the assessment tool used to determine functioning levels, or (3) state law or policies.
- The measure includes individuals who are given assessments but, either: (1) do not post-test before exiting the program, or (2) exit before completing a year in the program (i.e., one year from the date of first youth program service).
- To be included in the numerator, a participant must demonstrate on a post-test that he/she has advanced one or more educational functioning levels beyond the level in which he/she was initially placed at pre-test within in one year from the date of first youth program service. (Note: the one year period is from the date of first youth program service, not the date of the pre-test).
- All out-of-school youth must be assessed in basic reading/writing and math.

Data Elements

Record must be a YOUTH

AND

Basic Skills Deficient equals YES

AND

Educational Status at Participation is either:

- In-school, post H.S. or
- Not attending, H.S. dropout or
- Not attending, H. S. graduate

**ATTACHMENT C
Reporting Time Periods**

PY 2012 Reporting Time Periods	
Performance Measure	Time Period
Total Participants	7/1/2012 to 6/30/2013
Total Exiters	4/1/2012 to 3/31/2013
Adults	
Entered Employment Rate	10/1/2011 to 9/30/2012
Employment Retention Rate	4/1/2011 to 3/31/2012
Average Earnings	4/1/2011 to 3/31/2012
Dislocated Workers	
Entered Employment Rate	10/1/2011 to 9/30/2012
Employment Retention Rate	4/1/2011 to 3/31/2012
Average Earnings	4/1/2011 to 3/31/2012
Youth	
Placement in Employment or Education	10/1/2011 to 9/30/2012
Attainment of Degree or Certificate	10/1/2011 to 9/30/2012
Literacy and Numeracy Gains	7/1/2012 to 6/30/2013
Virginia Workforce Council Measures	
Adult Employment and Credential Rate	10/1/2011 to 9/30/2012
Dislocated Worker Employment and Credential Rate	10/1/2011 to 9/30/2012
Career Readiness Certificate Attainment Rate	7/1/2012 to 6/30/2013
PY 2013 Reporting Time Periods	
Performance Measure	Time Period
Total Participants	7/1/2013 to 6/30/2014
Total Exiters	4/1/2013 to 3/31/2014
Adults	
Entered Employment Rate	10/1/2012 to 9/30/2013
Employment Retention Rate	4/1/2012 to 3/31/2013
Average Earnings	4/1/2012 to 3/31/2013
Dislocated Workers	
Entered Employment Rate	10/1/2012 to 9/30/2013
Employment Retention Rate	4/1/2012 to 3/31/2013
Average Earnings	4/1/2012 to 3/31/2013
Youth	
Placement in Employment or Education	10/1/2012 to 9/30/2013
Attainment of Degree or Certificate	10/1/2012 to 9/30/2013
Literacy and Numeracy Gains	7/1/2013 to 6/30/2014
Virginia Workforce Council Measures	
Employment and Credential Rate	10/1/2012 to 9/30/2013
Employment and Credential Rate	10/1/2012 to 9/30/2013
Career Readiness Certificate Attainment	7/1/2013 to 6/30/2014

PY 2014 Reporting Time Periods	
Performance Measure	Time Period
Total Participants	7/1/2014 to 6/30/2015
Total Exiters	4/1/2014 to 3/31/2015
Adults	
Entered Employment Rate	10/1/2013 to 9/30/2014
Employment Retention Rate	4/1/2013 to 3/31/2014
Average Earnings	4/1/2013 to 3/31/2014
Dislocated Workers	
Entered Employment Rate	10/1/2013 to 9/30/2014
Employment Retention Rate	4/1/2013 to 3/31/2014
Average Earnings	4/1/2013 to 3/31/2014
Youth	
Placement in Employment or Education	10/1/2013 to 9/30/2014
Attainment of Degree or Certificate	10/1/2013 to 9/30/2014
Literacy and Numeracy Gains	7/1/2014 to 6/30/2015
Virginia Workforce Council Measures	
Adult Employment and Credential Rate	10/1/2013 to 9/30/2014
Dislocated Worker Employment and Credential Rate	10/1/2013 to 9/30/2014
Career Readiness Certificate Attainment	7/1/2014 to 6/30/2015
PY 2015 Reporting Time Periods	
Performance Measure	Time Period
Total Participants	7/1/2015 to 6/30/2016
Total Exiters	4/1/2015 to 3/31/2016
Adults	
Entered Employment Rate	10/1/2014 to 9/30/2015
Employment Retention Rate	4/1/2014 to 3/31/2015
Average Earnings	4/1/2014 to 3/31/2015
Dislocated Workers	
Entered Employment Rate	10/1/2014 to 9/30/2015
Employment Retention Rate	4/1/2014 to 3/31/2015
Average Earnings	4/1/2014 to 3/31/2015
Youth	
Placement in Employment or Education	10/1/2014 to 9/30/2015
Attainment of Degree or Certificate	10/1/2014 to 9/30/2015
Literacy and Numeracy Gains	7/1/2015 to 6/30/2016
Virginia Workforce Council Measures	
Adult Employment and Credential Rate	10/1/2014 to 9/30/2015
Dislocated Worker Employment and Credential Rate	10/1/2014 to 9/30/2015
Career Readiness Certificate Attainment	7/1/2015 to 6/30/2016

PY 2016 Reporting Time Periods	
Performance Measure	Time Period
Total Participants	7/1/2016 to 6/30/2017
Total Exiters	4/1/2016 to 3/31/2017
Adults	
Entered Employment Rate	10/1/2015 to 9/30/2016
Employment Retention Rate	4/1/2015 to 3/31/2016
Average Earnings	4/1/2015 to 3/31/2016
Dislocated Workers	
Entered Employment Rate	10/1/2015 to 9/30/2016
Employment Retention Rate	4/1/2015 to 3/31/2016
Average Earnings	4/1/2015 to 3/31/2016
Youth	
Placement in Employment or Education	10/1/2015 to 9/30/2016
Attainment of Degree or Certificate	10/1/2015 to 9/30/2016
Literacy and Numeracy Gains	7/1/2015 to 6/30/2016
Virginia Workforce Council Measures	
Adult Employment and Credential Rate	10/1/2015 to 9/30/2016
Dislocated Worker Employment and Credential Rate	10/1/2015 to 9/30/2016
Career Readiness Certificate Attainment	7/1/2016 to 6/30/2017

ATTACHMENT D

Definition of Terms

Advanced Training/Occupational Skills Training – To count as a placement for the Youth Common Measures, advanced training constitutes an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should include: (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) be long-term in nature and commence upon program exit rather than being short-term training that is part of service received while in enrolled in ETA-funded youth programs, and (3) result in the attainment of a certificate. (See definition of Certificate)

Basic Skills Deficient – The individual computes or solves problems, reads, writes, or speaks English at or below the eighth grade level or is unable to compute or solve problems, read, write or speak English at a level necessary to function on the job, in the individual's family or in society. In addition, states and grantees have the option of establishing their own definition, which must include the above language. In cases where states or grantees establish such a definition, that definition will be used for basic skills determination.

Certificate – A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards are excluded from in this definition. Work readiness certificates are also excluded from this definition. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

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

Date of Exit – Represents the last day on which the individual receives a service funded by the program or a partner program (see definition of “exit”).

Date of Participation – Represents the first day, following a determination of eligibility (if required), that the individual begins receiving a service funded by the program (see definition of participant).

Date of First Youth Service – Represents the first day, following a determination of eligibility, that the individual begins receiving a youth service funded by the program. (youth programs only).

Diploma – The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma. The term diploma also includes post-secondary degrees including Associate (AA and AS) and Bachelor Degrees (BA and BS).

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

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

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

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

Employed in the Second or Third Quarter after the Exit Quarter – The individual is considered employed if wage records for the second and third quarter after exit show earnings greater than zero. Wage records are the primary data source for tracking employment in the quarters after exit. When supplemental data sources are used, individuals should be counted as employed if, in the second or third calendar quarter after exit, they did any work at all as paid employees, worked in their own business, profession, or worked on their own farm.

Exit – The term “program exit” means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive days and is not scheduled for future services.

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

Last Expected Service – Occurs when the participant completes the activities outlined in his/her service strategy or service plan and there are no additional services expected other than supportive services or follow-up services. Last expected service may also occur in situations where the participant voluntarily or involuntarily discontinues his or her participation in service outlined in the service plan.

Last Expected Service Date – This date is used to determine when a customer becomes a part of the sampling frame for the customer satisfaction survey. In many instances, this date will be same as the exit date. In situations where a case was ended, reopened within 90 days of the original closure date, and then ended again, the date used to determine inclusion in the sampling frame is the initial last expected service date. This date is also the date that triggers follow-up services as long as no additional services are provided (other than supportive or follow-up services).

Not Employed at Date of Participation – An individual is also considered *not employed at date of participation* when he/she (a) did not work at all as a paid employee on the date participation occurs, (b) has received a notice of termination of employment or the employer has issued a WARN or other notice that the facility or enterprise will close, or (c) is a transitioning service member.

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

Participant – A participant is an individual who is determined eligible to participate in the program and receives a service funded by the program in either a physical location (One-Stop Career Center or affiliate site) or remotely through electronic technology.

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

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

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

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

Pre-test – A test used to assess a participant’s basic literacy skills, which is administered to a participant up to six months prior to the date of participation, if such pre-test scores are available, or within 60 days following the date of participation.

Qualified Apprenticeship – A program approved and recorded by the ETA Bureau of Apprenticeship and Training or by a recognized state apprenticeship agency or council. Approval is by certified registration or other appropriate written credential.

School Status at Participation:

- In-school, H.S. or less – the individual has not received a secondary school diploma or its recognized equivalent and is attending any secondary school (including elementary, intermediate, junior high school, whether full or part-time), or is between school terms and intends to return to school.
- In-school, alternative school – the individual has not received a secondary school diploma or its recognized equivalent and is attending an alternative high school or an alternative course of study approved by the local education agency whether full or part-time.
- In-school, Post H.S. – the individual has received a secondary school diploma or its recognized equivalent and is attending post-secondary school or program (whether full- or part-time), or is between terms and intends to return to school.
- Not attending school, H.S. Dropout – the individual is no longer attending any school and has not received a secondary school diploma or its recognized equivalent.
- Not attending school, H.S. graduate – the individual is not attending school and has either graduated from high school or holds a GED.

Training Services – These services include WIA-funded and non-WIA funded partner-training services. These services include: occupational skills training, including training for non-traditional employment; on-the-job training; programs that combine workplace training with related instruction, which may include cooperative education programs; training programs operated by the private sector; skill upgrading and retraining; entrepreneurial training; job readiness training; adult education and literacy

activities in combination with other training; and customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Transitioning Service Member – A service member in active duty status (including separation leave) who participates in employment services and is within 24 months of retirement or 12 months of separation.