

WIA Title 1B YOUTH COMMON MEASURES TECHNICAL ASSISTANCE GUIDE



State of Wisconsin
Division of Employment & Training
Bureau of Workforce Training

December 2012

Workforce Investment Act Youth Common Measures Technical Assistance Guide

Youth (Ages 14 – 21)

The Youth Common measures are:

1. Placement in Employment and Education;
2. Attainment of a Degree or Certificate; and
3. Literacy and Numeracy Gains.

NOTE: Common Measures do not distinguish between older and younger youth. They use In-School and Out-of-School youth.

Negotiated State Levels of Performance for Program Year (PY) 2012

Required by U.S. DOL TEGL 17 – 05	Wisconsin Performance Goals
	PY12
Placement in Employment or Education	60%
Attainment of a Degree or Certificate	69.3%
Literacy and Numeracy Gains	35%

Definitions for All Measures

ASSET: Automated Systems Support for Employment and Training (ASSET) is Wisconsin’s designated customer reporting and data collection system for WIA Title 1, WIA Title 3, Trade Assistance Adjustment (TAA), National Emergency Grants (NEG) and Special Response Grants (SRR).

Design Framework: A set of activities that give a local youth program structure and establish coordination among case managers and service providers charged with serving youth. Design framework includes three activities: (1) Registration/Intake, (2) Objective Assessment, and (3) Individual Service Strategy (ISS) development.

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 calendar days and is not scheduled for future services. The exit date is the date of last service.

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

First Quarter After Exit: This is the first full quarter after the quarter in which the participant exited from the program. For example, if a participant exits on August 1, 2012, the first quarter after exit begins on October 1, 2012.

Last Expected Service. Occurs when the participant completes the activities outlined in their Individual Service Strategy (ISS) or service plan and there are no additional services expected other than supportive or follow-up services. Last expected service may also occur in situations where the participant voluntarily or involuntarily discontinues their participation in services outlined in the ISS or service plan.

Participant: An individual who has been determined eligible to participate in the WIA Title 1 Youth Program and has received a program element funded by the WIA Title 1B Youth Program at a physical location (e.g., a Job Center, school, local youth club or affiliate site) or remotely through electronic technologies.

Program Elements: The services that are provided to youth participants following a determination of eligibility. Once the youth receives a program element they are included in Common/Performance Measures.

Registrant: An individual who is interested in being considered for the WIA Title 1B Youth Program.

Point of Participation for Common Measures Reporting

An individual who has been determined eligible to participate in the WIA Title 1B Youth Program and has received a WIA Youth-funded program element is a participant and will be counted in the WIA Title 1B Youth Common Measures.

An individual who only receives design framework activities, e.g. intake/registration, objective assessment, and ISS development will not be counted in the WIA Title 1B Youth Common Measures.

A youth age 18 or older who engages in self-service or informational activities will be identified as a WIA Title 3 participant and counted in Wagner Peyser performance measures. This individual will be reported to the U.S. DOL as a “self-service only participant” in WIA Title 1 quarterly and annual reports. This individual will not be counted in the WIA Title 1 Youth Common measures.

The terms “date of first youth service” and “participation date” may have different meanings.

If the individual is enrolled in the Youth Program only, then the dates are the same.

If a youth also receives services from the WIA Adult or Dislocated Worker program, then the “participation date” is the date the first performance-reportable service (i.e., staff-assisted or youth program element) is provided. This may be different from the “date of first youth service” which is used to establish the baseline for the All Youth Literacy/Numeracy measure.

Exclusions from Performance Measures

Effective July 1, 2005, participants who are institutionalized, deceased, reservists called to active duty, relocated to a mandated (residential or non-residential) program, have a health/medical or family care issue that prevents them from entering employment/continued participation in the program, or have an invalid or missing Social Security Number are excluded from all performance measures. The exclusion applies only if the condition or situation is expected to last more than 90 days. Case managers may report this exclusion at program exit or at any point in time during the three quarters after exit.

For example, Jimmie Jones exits the WIA youth program and is employed in the 1st quarter after exit. He will be counted in the Youth Placement in Employment and Education measure. Jimmie had not attained his high school diploma at exit, but was planning to take the HSED tests by the end of the 2nd quarter after exit. During 3rd quarter follow up, you learn that Jimmie was incarcerated in the 2nd quarter after exit and never took the tests. He will be excluded from the Youth Attainment of a Degree or Certificate and the Youth Placement in Employment and Education measures. In addition, he will be removed from all other applicable performance measures (i.e., youth, adult or dislocated worker) in which he may have been showing a positive outcome.

If the condition or situation is an exit reason, report this information as follows:

1. Manage Program Exits.
2. Create Planned Program Exit.
3. Select the appropriate item under "Title 1 – Exit Reasons other than completion."

If the condition or situation is discovered during follow-up, report this information as follows:

1. Manage Follow Up, Follow Up Status.
2. Select Entered Employment Overview.
3. Select the appropriate item under "Reason follow-up not possible at this time."

Note: *Military reservist called to active duty: If the exclusion is claimed, the participant is taken out of the performance measures. An individual who is in this situation has entered employment and will likely retain the job. There is a greater benefit to performance by counting the participant than by excluding him or her. This consideration may be applied on a case-by-case basis at the case manager's discretion. Case managers may consider placing the participant in a planned gap in service if the reservist is likely to return to the program within 360 days.*

Supplemental Employment Data Sources

Unemployment Insurance (UI) Wage Records are the primary source of post-program employment data. DWD uses the Wage Record Interchange System (WRIS) to check other states' UI records, as well as the Federal Employment Data Exchange System (FEDES). FEDES contains employment information from the U.S. Department of Defense, the U.S. Postal Service, and the U.S. Office of Personnel Management. DWD also contacts the Wisconsin Department of Military Affairs to verify youth who have joined the National Guard or Reserves, but have not been called to active duty.

On August 1, 2006 DET/BWT issued WIA Policy Update 06-05 – Supplemental Employment Data. This policy update provides guidance to Workforce Development Boards (WDBs), Job Service and Trade Adjustment Assistance (TAA) program directors regarding the use of supplemental employment data for the Workforce Investment Act (WIA) Title I, Title 3 and TAA performance measures.

A participant whose employment is determined by supplemental employment data is added to the Youth Placement in Employment and Education Numerator. Employment is not a factor in the other two Youth Common measures. The application of supplemental employment data to each performance measure is a complex process. A separate Technical Assistance Guide is available to provide further background on the application of supplemental employment data to performance measures.

Policy References

U.S. DOL TEGL 17-05: Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues.

U.S DOL TEGL 17-05, Change 2: Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues. **(Rescinds 17-05, Change 1)**

DWD Policy Update 05-08: Definition of Family, Family Care, and Health/Medical Conditions That Exclude Participants from Workforce Investment Act (WIA) Title 1, WIA Title 3, and Trade Adjustment Act (TAA) Performance Measures.
http://dwd.wisconsin.gov/dwdwia/PDF/policy_update0508.pdf

DWD Policy Update 06-05: Supplemental Employment Data.
http://dwd.wisconsin.gov/dwdwia/PDF/policy_update0605.pdf

DWD Supplemental Employment Data Technical Assistance Guide.
http://dwd.wisconsin.gov/dwdwia/PDF/supplemental_data_tag.pdf

1. Placement in Employment and Education (*Effective July 1, 2005*)

What is this Measure?

Methodology:

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

The number of youth participants who are in employment (including the military) or enrolled in post-secondary and/or advanced training/occupational skills training in the first quarter after the exit quarter divided by the number of youth participants who exit during the quarter.

Who is Included in this Measure?

- Youth who are not in post-secondary education, employment or the military at the date of participation/first service; and
- Youth who remain in secondary school at exit.

Who is Excluded from this Measure?

- Youth who are in post-secondary education, employment or the military at the date of participation/first service.
- Youth who have a documented exclusion at exit.
- Youth who have a documented exclusion in the first, second or third quarter after exit.

What Definitions Apply to this Measure?

Advanced Training/Occupational Skills Training – An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should:

- Be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy;
- Coincide with exit rather than short-term training that is part of services received while enrolled in U.S. DOL, ETA-funded youth programs; and
- Result in attainment of a certificate.

Employed at the Date of Participation/First Service – An individual employed at the date of participation/first service is one who:

- Did any work at all as a paid employee on the date of participation/first service occurs (except the individual is not considered employed if: a) they have 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 b) they are a transitioning service member.
- Did any work at all in their own business, profession, or farm;
- Worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family; or
- Was not working, but has a job or business from which they were 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 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 a paid employee (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 will be the primary data source for tracking employment in the quarter after exit.

When supplemental data sources are used, individuals should be counted as employed, if, in the 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.

Military Status at the Date of Participation/First Service – An individual is in the military at the date of participation if:

- They currently are serving on active military duty and have not been provided with a date of separation from military service, or
- They are a member of the National Guard or one of the Military Reserves and are currently serving in a mobilized (i.e., active military duty) status.

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

Not Employed at the Date of Participation – An individual is also considered not employed at the date of participation when they (a) did no work at all as a paid employee on the date participation occurs, (b) has received a notice of termination or 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.

Secondary School – High school or an alternative school from which the participant would expect to receive a High School Diploma, High School Equivalency Diploma or other recognized equivalent.

When is this Measured?

This is an EXIT measure. It is measured in the first quarter after exit.

Critical ASSET Fields:

1. Manage Programs, General Program Summary tab.
 - a. Report education status.
 - b. Report employment status (military service is employment).
2. Manage Exits.
 - a. Report exclusion reason, if applicable; and
 - b. Education status at exit.
3. Manage Follow-Ups, Follow-Up Status, Entered Employment Overview tab.
 - a. Report exclusion reason, if applicable.
4. Manage Follow-Ups, Follow-Up Status, First Quarter tab.
 - a. Report Youth Status: Youth Placement/Retention, if known.
 - b. Report supplemental employment status, if available and verified by case manager.

Note: Case managers sometimes lose contact with participants after exit and may be unable to determine the youth’s placement/retention status. If a youth has reported earnings in the UI wage record, or verified supplemental employment data, the youth will be added to the numerator.

Example:

A local WDB has 220 individuals in the older and younger youth programs.

Criteria:	Calculation:
Exit in the Performance Period:	195
Not employed, in PSE, employment or the military at date of participation:	190
Exclusion Reported:	14
In employment, PSE, Adv Training or Military in 1 st Quarter after Exit:	92
Placement in Employment or Education Rate:	$190 - 14 = 176 \text{ (denominator)}$ $\frac{92}{176} = 52.27\%$

2. Attainment of a Degree or Certificate

What is this Measure?

Methodology:

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

The number of youth participants who attain a diploma, GED, or certificate by the end of the third quarter after exit divided by the number of youth participants who exit during the quarter.

Who is Included in this Measure?

- Youth who are enrolled in education, either on the date of participation/first service or at any point during program participation; and
- Youth who remain in secondary school at exit.

Who is Excluded from this Measure?

- Youth who are not enrolled in education at the date of participation or at any point during the program.
- Youth who have a documented exclusion at exit.
- Youth who have a documented exclusion in the first, second or third quarters after exit.

What Definitions Apply to this Measure?

Certificate – A document awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. Further details are available in WIA Policy Update 06-07: Certificate Requirements and Policy.

http://dwd.wisconsin.gov/dwdwia/PDF/policy_update0607.pdf

Diploma – Any document that the Wisconsin Department of Public Instruction recognizes as equivalent to a high school diploma. This also includes post-secondary degrees including Associate (AA and AS) and Bachelor Degrees (BA and BS).

Enrolled in Education – The youth is attending secondary school, alternative school, college or is enrolled in a qualified apprenticeship program (including Youth Apprenticeship). If the youth is co-enrolled in the Adult or Dislocated Worker program, any reported training service funded by either the Adult or Dislocated Worker funding stream must also be reported as “enrolled in education” for this measure.

When is this Measured?

This is an EXIT measure. It is measured in the third quarter after exit. For example, if a participant exits any time from July 1, 2012 – September 30, 2012, the third quarter after exit is April 1, 2013 – June 30, 2013.

Critical ASSET Fields:

1. Manage Programs:
 - a. Youth Program Tab.
 - b. Report “Enrolled in Education”.

Note: Must be reported as “Yes” for participant to be counted in performance. If the youth enrolls in education after program participation begins, please remember to go back to the Youth Program Tab and change this field from “No” to “Yes”.

2. Manage Program Exits.
 - a. Report exit date.
 - b. Report exclusion reason, if applicable.
3. Manage Services.
 - a. Report Youth service.

Note: The youth must have at least one service other than Design Framework Case Management, Design Framework Individual Service Strategy and/or Design Framework Assessment to establish the participation date. That program element’s fund source must be identified as “WIA Title 1B Youth”.

4. Manage Follow-Ups, Follow-Up Credential
 - a. Report the credential or certificate attained.
5. Manage Follow-Ups, Follow-Up Status:
 - a. Select Entered Employment Overview tab:
 - b. Complete this screen if information is available or if an exclusion occurs in the first, second or third quarters after exit.

Example:

A local WDB has 360 individuals in the older and younger youth programs.

Criteria:		Calculation:
Exit in the Program Year:	150	
Enrolled in Education either at date of participation or during program participation:	144	
Exclusion Reported:	14	$144 - 14 = 130$ (denominator)
Attained Degree or Certificate:	128	128 (numerator)
Attained Degree or Certificate Rate:		$\frac{128}{130} = 98.5\%$

3. Literacy and Numeracy Gain

What is this Measure?

Methodology:

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

The number of youth participants who increase one or more educational functioning levels divided by the number of participants who have completed a year in the program, (i.e., one year from the date of first youth program service) plus the number of participants who exit before completing a year in the youth program.

Who is Included in this Measure?

Out-of-school, basic skills deficient youth ages 14 – 21 who:

- Have a date of first youth service on or after July 1, 2005.
- Have taken one of the required assessment tools and have been found to be basic skills deficient.
- Exit the program before they have completed one full year in the program.
- Have completed a year (from the date of first youth service) in the program.
- Have completed a second or subsequent full year in the youth program.
- Continue to be basic skills deficient after post-tests have been administered.

What Are the Testing Requirements?

The TABE is cited above because all WDBs have reported that this is the preferred test for assessing basic skills deficiency for youth. The only tests that are used to determine basic skills deficiency are the TABE Reading test and the TABE Total Math (i.e., the average score for the Applied Math and Math Computation tests). You may administer other TABE tests to determine the full extent of the youth's deficiencies, but only the tests referenced above are to be recorded in the designated fields in ASSET. All other test results should be recorded in the section labeled "Test Scores – Occupational/Educational".

If another test is used, it must be one of the tests that are prescribed by State WIA Policy Update 10-03. Alternative tests may be used only if the youth cannot be properly assessed with the DOL-approved tools and needs an accommodation under the Americans with Disabilities Act.

If you pretest with the TABE 9, you must post test with the TABE 10. You should use the test form (Levels E – A) that is most likely to assess the extent of the youth's progress.

Please note that according to McGraw-Hill representatives, the TABE Survey test series have a 70% accuracy rate for determining a youth's reading and math skills. U.S. DOL and DWD strongly encourage local boards to use the TABE Complete Battery test series when assessing an out-of-school youth for basic skills proficiency.

Once a youth attains proficiency in reading and math, no further post testing is required during that program episode. The measure requires that the youth achieve proficiency. However, if a youth exits and then re-enrolls in the youth program, you must reassess the youth for basic skills proficiency. If the youth again tests at grade 8.9 or below in reading and/or math, the youth is basic skills deficient and will be counted in the performance measure again until proficiency in reading and math are regained.

Who is Excluded from this Measure?

- Youth who are in school on the date of first service (in-school youth);
- Youth in design framework activities only;
- Out-of-school youth who are not basic skills deficient;
- Youth who have a documented exclusion at exit;
- Youth who have a documented exclusion in the first, second or third quarters after exit;
- Youth who exit WIA prior to completing a second or subsequent full year of participation;
- Youth who remain in the program for more than three consecutive years; and
- Youth who achieve proficiency (reading and math at grade 9.0 and above) during program participation.

What Definitions Apply to this Measure?

Assessment Tool – Tests that can be used to assess basic skills deficiency are prescribed by State WIA Policy Update 10-03. No other tests are permitted, unless the youth has a disability and cannot be properly assessed using these tools (see discussion on youth with disabilities below). Pre- and post-tests must be administered using the same testing instrument.

Basic Skills Deficient – The individual computes or solves problems, reads, writes or speaks English at or below the 8th grade level (i.e., grade level 8.9 and below). Or, the individual 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.

Date of First Youth Service – The date the youth begins receiving the first WIA-funded program element.

Educational Gain – At post-test, the participant completes or advances one or more educational functioning levels from the starting level measured on entry into the program (pre-test). In this measure, a youth need only advance in one area of deficiency to be counted in the numerator, even though the youth may have multiple basic skills deficiencies as defined above.

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

Note: The out-of-school youth determination is made on the date of first WIA-funded youth service. Once reported as an out-of-school youth, the youth will be counted in this measure until he/she is no longer basic skills deficient or until the youth has completed three (3) consecutive years in the youth program without exiting. If the youth returns to school at any time during the program episode, this will not remove the participant from this measure.

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

Pre-test – A test administered to a participant no greater than 6 months prior to, or within 60 days after, the date of first youth service.

Testing Interval – Participants must be post-tested at least once by the end of each year following the individual’s date of first youth service until the youth is no longer basic skills deficient. There is no minimum test interval, but post-testing should only be done after instructional activity has occurred.

What Are the Educational Functioning Levels?

The U.S. Department of Education has established educational functioning levels for each approved assessment tool. The educational functioning levels can be found at the following website: <http://www.nrsweb.org/pubs/>

If you use the Test for Adult Basic Education (TABE) assessment tool, the following chart is an example of the Educational Functioning Level sequence.

Educational Functioning Level	TABE (9-10) Scale Scores	Grade Level
Beginning ABE Literacy	Reading: 367 and below; Total Math: 313 and below	0 – 1.9
Beginning Basic Education	Reading: 368-460 Total Math: 314-441	2 – 3.9
Low Intermediate Basic Education	Reading: 461-517 Total Math: 442-505	4– 5.9
High Intermediate Basic Education	Reading: 518-566 Total Math: 506-565	6 – 8.9
Low Adult Secondary Education	Reading: 567-595 Total Math: 566-594	9 – 10.9
High Adult Secondary Education	Reading: 596 and above Total Math: 595 and above	11 – 12

The youth needs to advance to the next educational functioning level to get into the measure’s numerator. So, if the youth has a pre-test score of 367 (grade level 1.9) for reading, they must achieve a post-test score between 368 and 460 in order to succeed in the measure. Likewise, if the youth’s pre-test total math score is 505 (grade level 5.9), they must achieve a post-test score between 506 and 565 to succeed in the measure. During each year in the program (up to a maximum of three years), the youth must achieve a test score within the next educational functioning level TABE test range to continue succeeding in the measure.

A gain in reading, math, or both during each year of continued youth program participation is sufficient to achieve a positive outcome for that particular program year. Once the youth reaches the Low Adult Secondary Education Level for both reading and math, they will no longer be considered basic skills deficient and you are not required to continue administering post-tests.

How Does this Measure Apply to Youth with Disabilities?

Youth with disabilities are to be provided with reasonable accommodations. A reasonable accommodation involves "modifications or adjustments, made on a case-by-case basis, that enable a qualified individual with a disability...to receive aid, benefits, services or training equal to that provided to qualified individuals without disabilities." Please refer to DET/BWT WIA Policy Update 10-03 for further guidance on testing youth with disabilities.

When is this Measured?

This is measured DURING program participation at one-year intervals. Post-testing must occur within one year from the date of first youth service, not the pre-test date.

Critical ASSET Fields:

1. Manage Programs, General Program Summary tab:
 - a. Report Education Status

Note: Must be reported "Attending Post High School Not Attending, Dropout or Not Attending, High School Graduate".

2. Manage Programs, Title 1 Youth tab:
 - a. Report Basic Literacy Skills Deficient.

Note: Must be reported "Yes".

3. Manage Services:
 - a. Report Youth service.

Note: The youth must have at least one service other than Design Framework: Case Management, Design Framework: Individual Service Strategy and/or Design Framework: Assessment to establish the participation date. The fund source for the service must be WIA Title 1B Youth.

4. Manage Assessments, Test Scores - Youth Literacy/Numeracy:
 - a. Select "Add Test".
 - b. Identify Test Category and complete all required fields on the Pre-Test Overview tab.
 - c. If more than one Functional Area was tested, check the Functional Area #2 box and complete all required fields.

Note: For 3b you must enter the grade level and the numeric number for the reading and math results.

For example: Grade Level Reading Score 8.0 – Numeric Score for Reading 550 and Grade Level Math Score 7.5 – Numeric Score for Math - 545

5. Manage Assessments, Test Scores - Youth Literacy/Numeracy
 - a. Select Post-Test Year One tab.
 - b. Report post-test scores.

Example:

A local WDB has 250 youth in its older and younger youth programs.

Criteria:

Out-of-school youth: 80
Out-of-school youth that are basic skills deficient: 65
Pre-Test Date on or after beginning of report period: 64
Post-Test date on or before last day of the participation year (from the date of first youth service) 63
Exclusion reported: 5
Advanced at least one education functioning level: 45
Literacy and Numeracy Gain:

Calculation:

63 - 5 = 58 (denominator)
45 (numerator)
45
58 = 77.59%

Automated System Support for Employment and Training (ASSET) Screen Shots for WIA Youth Common 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 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 **divided by** # of youth participants who exit during the quarter

Why is someone not in the measure at all?

- Must have participation date
- Must be in program - Program area (Youth)
- Must not have disqualifying other reason for exit (including valid SSN).
- Must not have been deleted due to DOL or DRVS reject error.
- Exit date must be within date range

PY2011 Report Due Date	November 15, 2011	February 15, 2012	May 15, 2012	August 15, 2012
Placement in Employment or Education	1/1/10 to 12/31/10	4/1/10 to 3/31/11	7/1/10 to 6/30/11	10/1/10 to 9/30/11

PY2012 Report Due Date	November 15, 2012	February 15, 2013	May 15, 2013	August 15, 2013
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

PY2013 Report Due Date	November 15, 2013	February 15, 2014	May 15, 2014	August 15, 2014
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

PY2014 Report Due Date	November 15, 2014	February 15, 2015	May 15, 2015	August 15, 2015
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

- Must not have been in post-secondary education or employment at participation.
 - a. Employment status must be "Not Employed."
 - b. Education status must not be "Attending Post High School."

Why has someone failed?

1. Must be employed or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit.

Either of these must be true on the 1st quarter after exit tab:

- a. Youth Placement/Retention must have a value that is other than “none of the above.”
- b. The participant must be employed in first quarter after exit quarter.
If, on the first quarter after exit tab shows either that the supplemental data status is not necessary (because wages were found) or if the supplemental data verification status is Check or cancelled check, Employer record, or Income statement, then the participant would be considered employed and should be a success.

ASSET

Event History

Entered Employment Overview **First Quarter** Second Quarter Third Quarter Fourth Quarter

Employment Follow Up
 First Quarter After Exit Quarter: 04/01/2010 - 06/30/2010
 Exit Date: 02/01/2010
 Cancel: Add Quarter 1 Data

Youth Status:
 * Youth Placement/Retention: [dropdown]

Employment Status:
 Was this person employed at any time during this quarter? Yes No
 Supplemental Data Status: [dropdown: Not Necessary]

For Supplemental Federal Reporting:
 Total Wages Paid in Quarter from Supplemental Employment: \$ [input] [##### ##]
 Out of State Employment: Yes No
 Self Employment: Yes No
 Other Non-UI Covered Employment: Yes No
 Supplemental Data Verification Status: [dropdown]

For Local Management Reporting:
 Employer: [input]
 Hourly Wage: \$ [input] [##### ##]
 Average Hours per Week: [input]

Trusted sites 100%

Attainment of a 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 **divided by**
of youth participants who exit during the quarter

Why is someone not in the measure at all?

Must have participation date

Must be in program - Program area (Youth)

Must not have disqualifying other reason for exit (including valid SSN).

Must not have been deleted due to DOL or DRVS reject error.

Exit date must be within date range

PY2011 Report Due Date	November 15, 2011	February 15, 2012	May 15, 2012	August 15, 2012
Attainment of Degree or Certificate	1/1/10 to 12/31/10	4/1/10 to 3/31/11	7/1/10 to 6/30/11	10/1/10 to 9/30/11

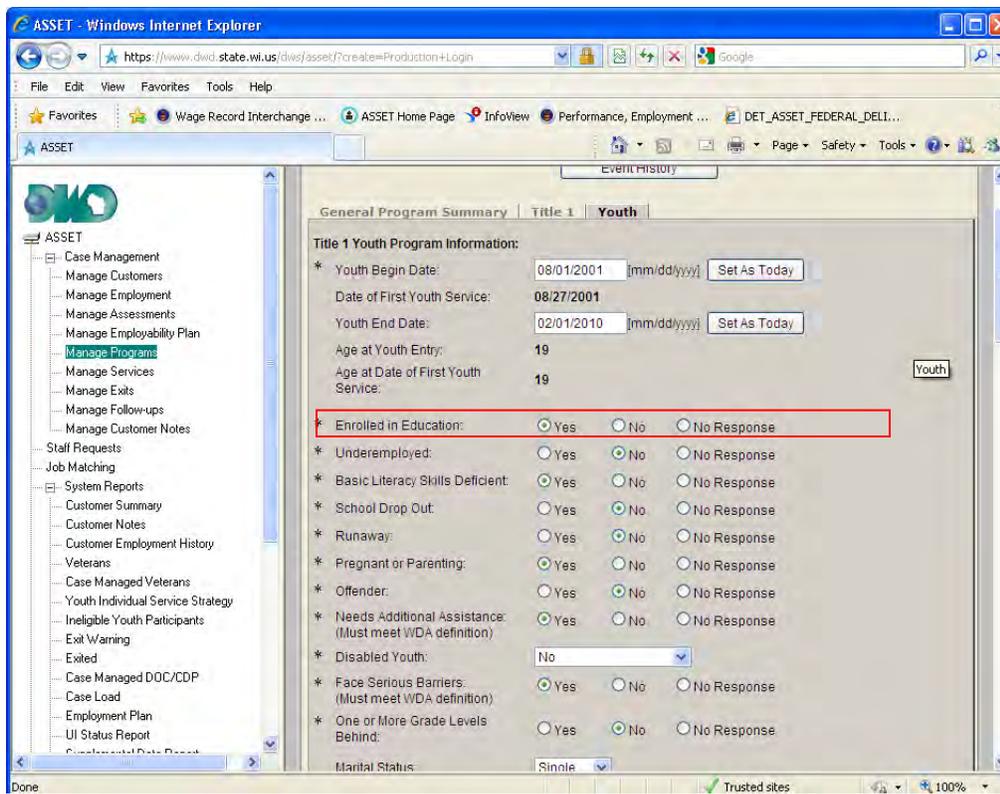
PY2012 Report Due Date	November 15, 2012	February 15, 2013	May 15, 2013	August 15, 2013
Attainment of Degree or Certificate	1/1/11 to 12/31/11	4/1/11 to 3/31/12	7/1/11 to 6/30/12	10/1/11 to 9/30/12

PY2013 Report Due Date	November 15, 2013	February 15, 2014	May 15, 2014	August 15, 2014
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

PY2014 Report Due Date	November 15, 2014	February 15, 2015	May 15, 2015	August 15, 2015
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

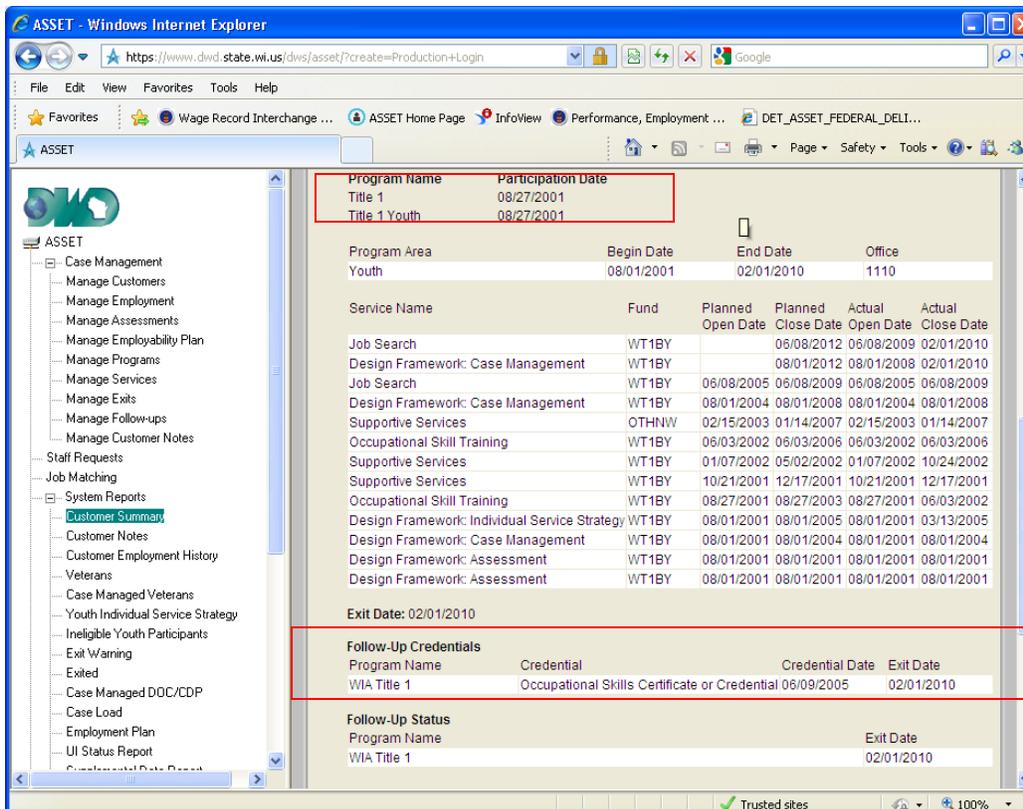
Must be enrolled in education (at the date of participation or at any point during the program):

- i. Enrolled at Education should be marked Yes.
- ii. This field should be update during the program period with any changes in status.

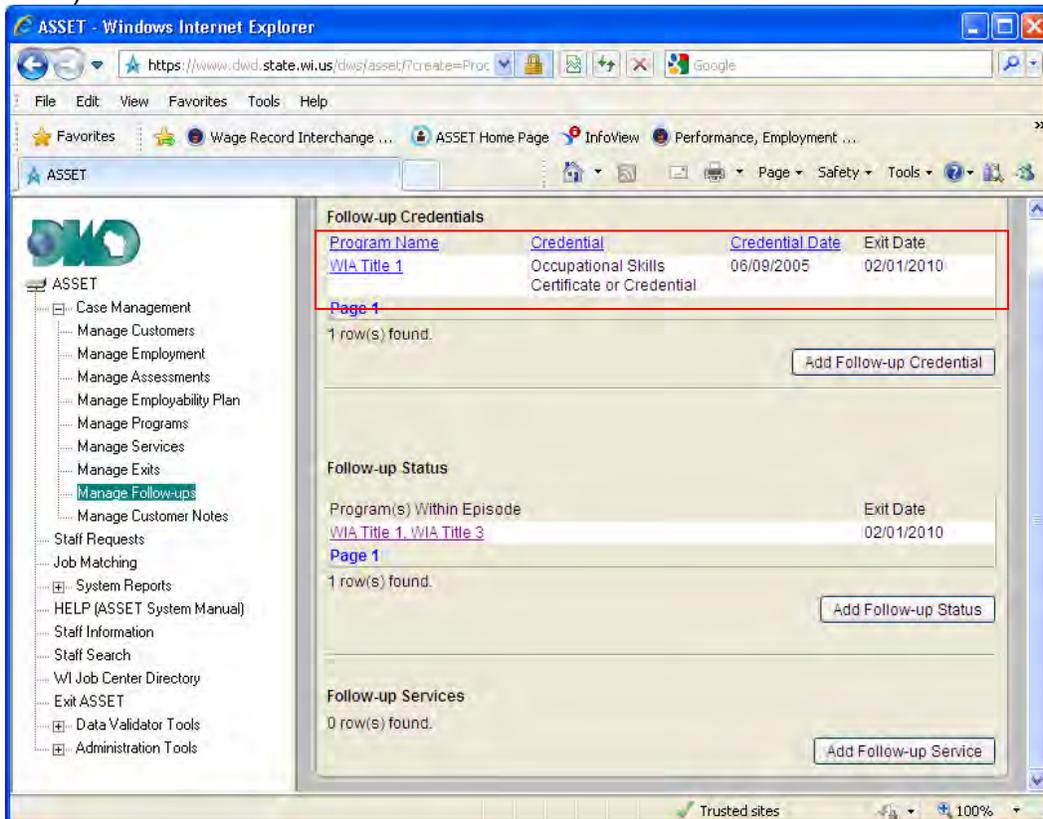


Why has someone failed?

1. Must have attained a diploma, GED, or Certificate between T1 participation date and 3 quarters after exit.
Any credential within the time frame counts.



You can also find the credential info on this page (but it does not also show participation date.)



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 **divided by**

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

Why is someone not in the measure at all?

Must have participation date

Must be in program - Program area (Youth)

Must not have disqualifying other reason for exit (including valid SSN).

Must not have been deleted due to DOL or DRVS reject error.

Did the youth exit more than one year after Youth Participation date?

If yes, exclude from measure

The screenshot shows the ASSET web application interface. The main content area displays the following information:

WIA Title 1
 Registration Date: 08/01/2001

Program Name	Participation Date
Title 1	08/27/2001
Title 1 Youth	08/27/2001

Program Area	Begin Date	End Date	Office
Youth	08/01/2001	02/01/2010	1110

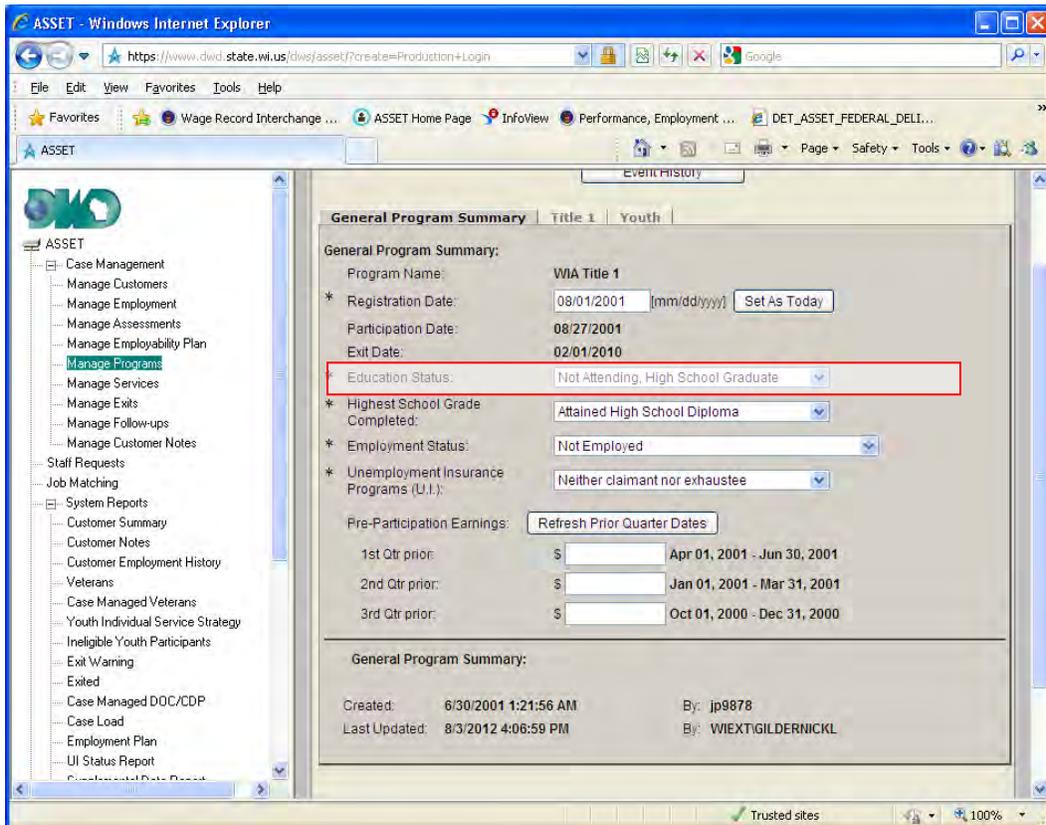
Service Name	Fund	Planned Open Date	Planned Close Date	Actual Open Date	Actual Close Date
Job Search	WT1BY		06/08/2012	06/08/2009	02/01/2010
Design Framework: Case Management	WT1BY		08/01/2012	08/01/2008	02/01/2010
Job Search	WT1BY	06/08/2005	06/08/2009	06/08/2005	06/08/2009
Design Framework: Case Management	WT1BY	08/01/2004	08/01/2008	08/01/2004	08/01/2008
Supportive Services	OTHNW	02/15/2003	01/14/2007	02/15/2003	01/14/2007
Occupational Skill Training	WT1BY	06/03/2002	06/03/2006	06/03/2002	06/03/2006
Supportive Services	WT1BY	01/07/2002	05/02/2002	01/07/2002	10/24/2002
Supportive Services	WT1BY	10/21/2001	12/17/2001	10/21/2001	12/17/2001
Occupational Skill Training	WT1BY	08/27/2001	08/27/2003	08/27/2001	06/03/2002
Design Framework: Individual Service Strategy	WT1BY	08/01/2001	08/01/2005	08/01/2001	03/13/2005
Design Framework: Case Management	WT1BY	08/01/2001	08/01/2004	08/01/2001	08/01/2004
Design Framework: Assessment	WT1BY	08/01/2001	08/01/2001	08/01/2001	08/01/2001
Design Framework: Assessment	WT1BY	08/01/2001	08/01/2001	08/01/2001	08/01/2001

Exit Date: 02/01/2010

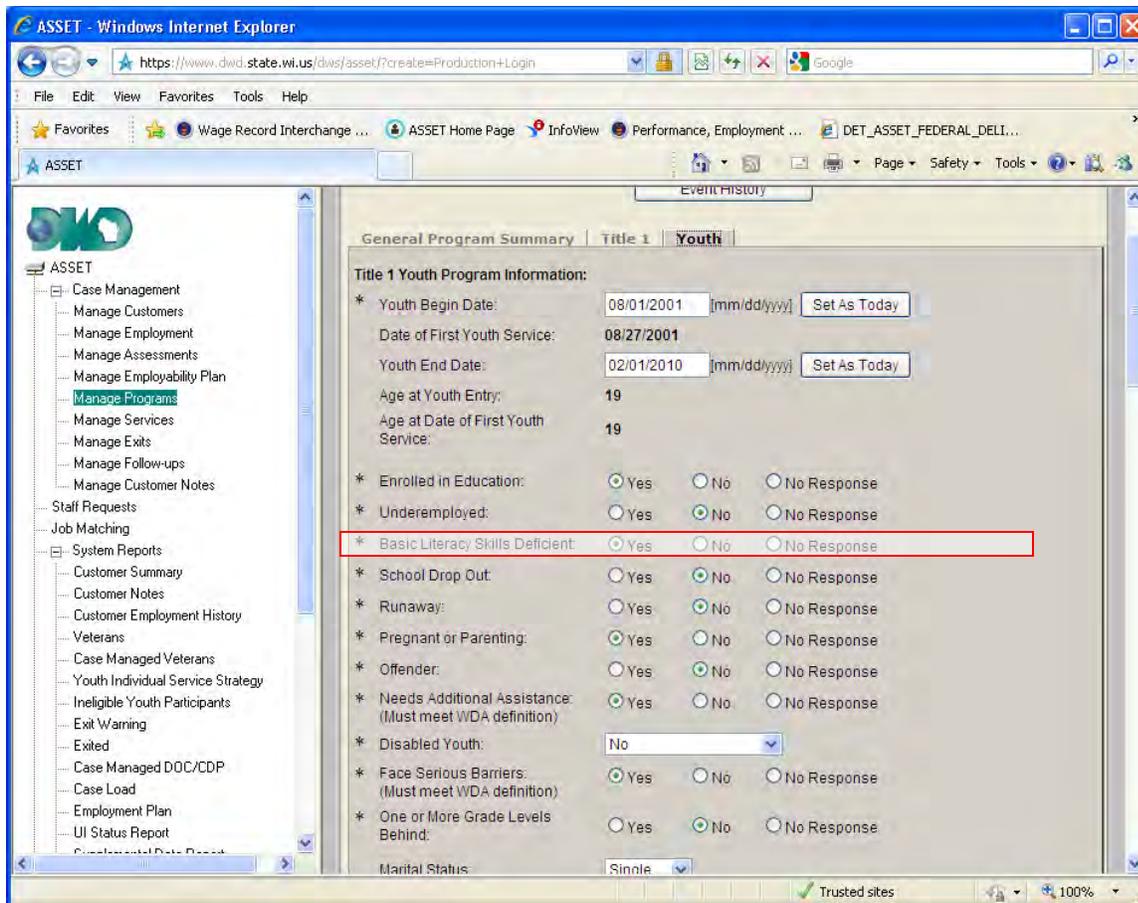
Follow-Up Credentials

Must be an out-of-school youth to be in measure
Education Status can include any of these:
Attending Post High School
Not Attending, Dropout
Not Attending, High School Graduate

Excluded from the measure
Education Status can include any of these:
1. Attending High School or Less
2. Attending Alternative School



Basic Literacy Skills Deficient must be marked yes to be in the measure.



To get to test scores:

ASSET - Windows Internet Explorer

https://www.dwd.state.wi.us/dwis/asset/?create=Production+Login

ASSET

Comprehensive Assessment 10/15/2008 WIEXTJHIESTER 02/07/2012 WIEXTSHERRI

1 row(s) found.

Historical - Assessments

0 row(s) found.

Test Scores - Occupational / Educational

Test Code	Test Name	Score	Test Date
M_Basic Math Skills	TABE 9 survey	6.1 GE	10/15/2008
R_Basic Reading Skills	TABE 9 M survey	9.9 GE	10/15/2008

2 row(s) found.

Test Scores - Youth Literacy / Numeracy

Test Category	Create Date	Created By	Updated Date	Updated By
ABE	05/11/2011	WIEXTGORDO243	08/22/2011	WIEXTSHERRI

1 row(s) found.

KeyTrain Tests

0 row(s) found.

WorkKeys Tests

0 row(s) found.

ASSET - Windows Internet Explorer

https://www.dwd.state.wi.us/dwis/asset/?create=Production+Login

ASSET

General Youth Test Score Information

* Test Category: ABE

Pre-Test Overview	Post-Test Year One	Post-Test Year Two	Post-Test Year Three	Post-Test Year Four	Post-Test Year Five
<input checked="" type="checkbox"/> Functional Area #1 * Assessment Tool: TABE 7-8, 9-10 * Functional Area: Reading * Score: 582 [###] * Date Administered: 10/06/2008 [mm/dd/yyyy] Set As Today * Grade Equivalent: 9.9 [###.#] Educational Functioning Level: Low Adult Secondary Education/Exit ESL					
<input checked="" type="checkbox"/> Functional Area #2 * Assessment Tool: TABE 7-8, 9-10 * Functional Area: Mathematics * Score: 510 [###] * Date Administered: 10/06/2008 [mm/dd/yyyy] Set As Today * Grade Equivalent: 6.1 [###.#] Educational Functioning Level: High Intermediate Basic Education/Advanced ESL					
<input type="checkbox"/> Functional Area #3					

* Office Code: 0810-Dane County Job Center

Is there an anniversary of the youth's Date of First Youth Service within the report period and no more than 3 years after Date of First Youth Service?

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.

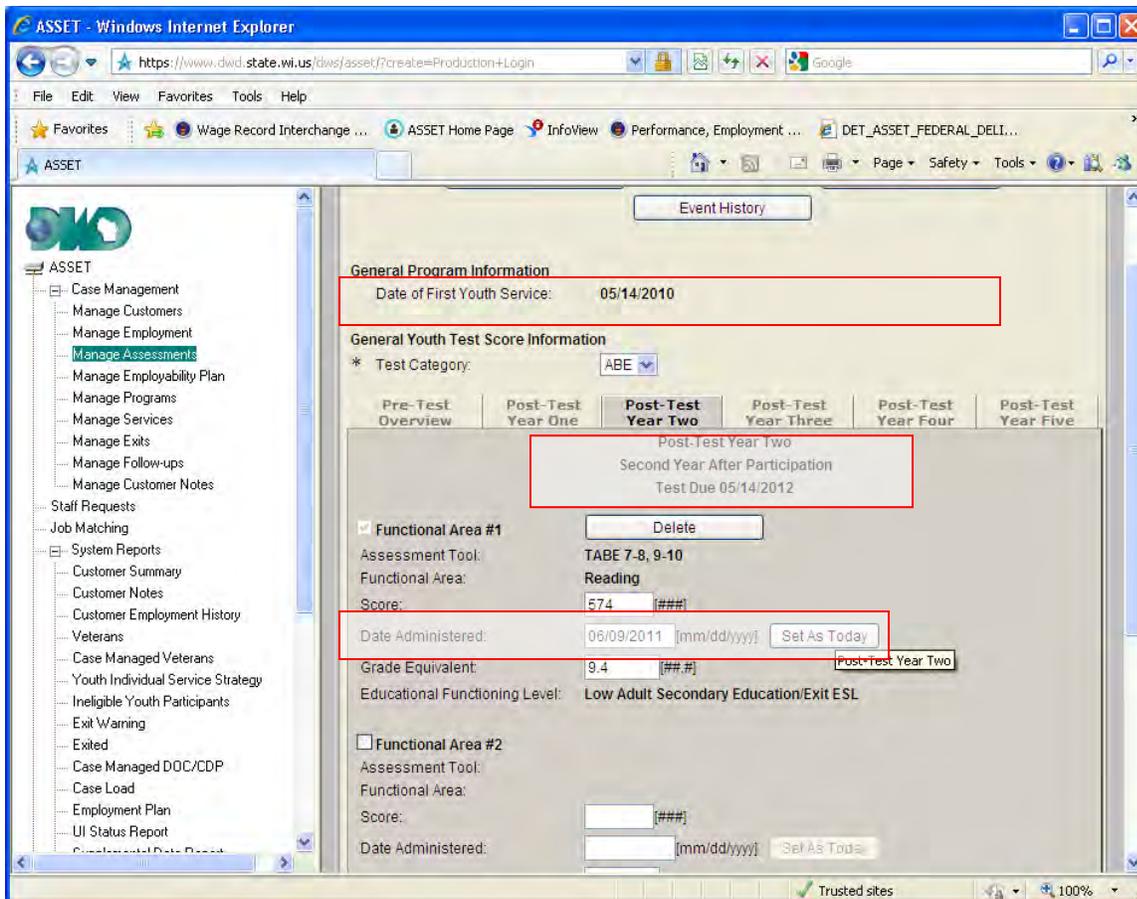
Report period:

PY2011 Report Due Date	November 15, 2011	February 15, 2012	May 15, 2012	August 15, 2012
Literacy and Numeracy Gains	10/1/10 to 9/30/11	1/01/11 to 12/31/11	4/1/11 to 3/31/12	7/1/11 to 6/30/12

PY2012 Report Due Date	November 15, 2012	February 15, 2013	May 15, 2013	August 15, 2013
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

PY2013 Report Due Date	November 15, 2013	February 15, 2014	May 15, 2014	August 15, 2014
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

PY2014 Report Due Date	November 15, 2014	February 15, 2015	May 15, 2015	August 15, 2015
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



Why has someone failed?

Determine which post-test year is being measured.

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.

For PY2011 Fourth Quarter Reports and PY11 Annual Report, we are reporting literacy Numeracy Data from 7/1/2011 to 6/30/2012.

For anyone with a first youth service date of 7/1/2010 to 6/30/2011, check only year 1 post tests.

For anyone with a first youth service date of 7/1/2009 to 6/30/2010, check only year 1 post test and year 2 post test.

For anyone with a first youth service of 7/1/2008 to 6/30/2009, check all post tests for these individuals, year 1, year 2 and year 3 post tests.

PY2011 Report Due Date	November 15, 2011	February 15, 2012	May 15, 2012	August 15, 2012
Literacy and Numeracy Gains	10/1/10 to 9/30/11	1/01/11 to 12/31/11	4/1/11 to 3/31/12	7/1/11 to 6/30/12

PY2012 Report Due Date	November 15, 2012	February 15, 2013	May 15, 2013	August 15, 2013
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

PY2013 Report Due Date	November 15, 2013	February 15, 2014	May 15, 2014	August 15, 2014
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

PY2014 Report Due Date	November 15, 2014	February 15, 2015	May 15, 2015	August 15, 2015
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

Was there an EFL Gain?

- If there was no EFL gain between pretest and the post-test year in question, it's a failure.
 - An EFL gain is a higher Educational Functioning level in the post test year from the pre-test.
- If there was an EFL gain,
 - If the post test date is not in the appropriate year, it's a delete
 - If the post-test date was after the exit date, it's a failure.
- Otherwise, it should be a success.

ASSET

General Youth Test Score Information

* Test Category: ABE

Pre-Test Overview	Post-Test Year One	Post-Test Year Two	Post-Test Year Three	Post-Test Year Four	Post-Test Year Five
<input checked="" type="checkbox"/> Functional Area #1 * Assessment Tool: TABE 7-8, 9-10 * Functional Area: Reading * Score: 582 [###] * Date Administered: 10/06/2008 [mm/dd/yyyy] Set As Today * Grade Equivalent: 9.9 [##.#] Educational Functioning Level: Low Adult Secondary Education/Exit ESL					
<input checked="" type="checkbox"/> Functional Area #2 * Assessment Tool: TABE 7-8, 9-10 * Functional Area: Mathematics * Score: 510 [###] * Date Administered: 10/06/2008 [mm/dd/yyyy] Set As Today * Grade Equivalent: 6.1 [##.#] Educational Functioning Level: High Intermediate Basic Education/Advanced ESL					
<input type="checkbox"/> Functional Area #3					

ASSET

Event History

General Program Information

Date of First Youth Service: 05/14/2010

General Youth Test Score Information

* Test Category: ABE

Pre-Test Overview	Post-Test Year One	Post-Test Year Two	Post-Test Year Three	Post-Test Year Four	Post-Test Year Five
<div style="border: 1px solid red; padding: 5px; text-align: center;"> Post-Test Year Two Second Year After Participation Test Due 05/14/2012 </div>					
<input checked="" type="checkbox"/> Functional Area #1 Delete Assessment Tool: TABE 7-8, 9-10 Functional Area: Reading Score: 574 [###] Date Administered: 06/09/2011 [mm/dd/yyyy] Set As Today Grade Equivalent: 9.4 [##.#] Post-Test Year Two Educational Functioning Level: Low Adult Secondary Education/Exit ESL					
<input type="checkbox"/> Functional Area #2 Assessment Tool: Functional Area: Score: [###] Date Administered: [mm/dd/yyyy] Set As Today					