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DEPARTMENT OF ECONOMIC SECURITY

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*Your Partner For A Stronger Arizona*

# Common Measures

August 2013

# Overview

- ❑ What are the Common Measures for Adults and Dislocated Workers
- ❑ What are the Common Measures for Youth
- ❑ Questions and Comments



# Youth Measures

(Dates Represent Denominator of Exiters)

## Statutory Measures (PY12)

- *Younger Youth*
  - Diploma Rate  
(Apr 1, 2012- Mar 31, 2013)
  - Skill Attainment  
(Apr 1, 2012- Mar 31, 2013)
  - Retention  
(Apr 1, 2011- Mar 31, 2012)
- *Older Youth*
  - Entered Employment  
(Oct 1, 2011 – Sept 30, 2012)
  - Employment and Credential  
(Oct 1, 2011 – Sept 30, 2012)
  - Employment Retention  
(Apr 1, 2011- Mar 31, 2012)
  - Earnings Change  
(Apr 1, 2011- Mar 31, 2012)

## Common Measures (PY13)

- Placement in Employment or Education  
(Oct 1, 2012 – Sept 30, 2013)
- Attainment of Degree or Certification  
(Oct 1, 2012 – Sept 30, 2013)
- Literacy and Numeracy Gains  
(Jul 1, 2013 – Jun 30, 2014)



# Three Youth Measures

Youth (14 – 21 years old);

- ✓ Placement in Employment or Education

PY13 10/1/12 – 9/30/13

- ✓ Attainment of Degree or certificate

PY13 10/1/12 – 9/30/13

- ✓ Literacy and Numeracy Gains

PY13 7/1/13 – 6/30/14



# Youth Measure Placement in Employment or Education

*Of those who are NOT in post-secondary education, employment or the military at the date of participation:*

The # of youth participants who are in **employment** or 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  
the # of participants who exit during the quarter.



# Youth Measure Placement in Employment or Education

*Positive Performance Outcome:*

Youth must be engaged in one of the following five activities during the 1<sup>st</sup> quarter after exit:

Employment

Military

Post-secondary education

Advanced training

Occupational skills training



# Youth Measure Placement in Employment or Education

## Key Factors Contributing to a Positive Outcome:

Retain youth through service/program completion.

Avoid exiting youth until you are sure they are ready and have the support to succeed in post-program activities.

Do not exit youth who were in secondary school at date of participation until they have been placed into:

Employment

Post-secondary school

Military

Advanced Training



Example

# Youth Measure Placement in Employment or Education

Jan	Feb	Mar	Apr	May	Exit	Jun	Jul	Aug	Sep	Job	Oct	Nov	Dec
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		



# Youth Measure Placement in Employment or Education

Calculation:

The # in qualifying outcome in 1<sup>st</sup> qtr after exit  
divided by  
Number of Exiters

Exclusion: Those in qualifying activity at  
date of participation.



# Youth Measure Placement in Employment or Education

Example:

142 exiters in qualifying outcomes in 1<sup>st</sup> qtr after exit= 77%

185 exiters

Excluded from this measure are those who were employed, in the military, or enrolled in post-secondary education at the date of participation.



# Youth Measure Placement in Employment or Education

## Data Collection and Reporting:

### Data Sources: Employment

Unemployment Insurance Wage Records

Wage Record Interchange System (WRIS)

Federal Employment Data Exchange System (FEDES)

US Office of Personnel Management

US Department of Defense

State or local government employee records can include:

judicial employment records,  
public school employment records, or the  
State New Hires Registry.

Supplemental data includes:

case management notes,  
surveys of participants and  
contacts with employers.



# Youth Measure Placement in Employment or Education

Data Collection and Reporting:

Data Sources: Education

Case management notes and surveys of participants to determine placement in post-secondary education or advanced training/occupational skills training

Record-sharing agreements with:

- State board governing community colleges

- State board governing universities

- State education associations

- Integrated post-secondary or higher ed. Reporting unit

- Training institutions/providers



# Youth Measure Placement in Employment or Education

## Quiz:

Amy entered the WIA Youth program in January of her junior year in high school. She exited from the program on April 10th of her senior year with a new job. On May 28th, she lost her job and remained unemployed through October. What is her performance outcome for Placement in Employment or Education?

Positive

Negative

Excluded

Amy's performance outcome for Placement in Employment or Education is negative because she was not employed during the 1st quarter after exit, July - September. She is included in this measure because she was not in post-secondary education, employment or the military at her date of participation. Despite the fact that she is in secondary school at exit, she is still included in the measure.



# Youth Measure Attainment of Degrees or Certificates

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

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



# Youth Measure Attainment of Degrees or Certificates

*Positive Performance Outcome:*

Youth participants in education who receive a diploma or certificate by the end of the third quarter after exit.

Does NOT include work readiness certificates or credentials awarded by local workforce investment areas.



# Youth Measure Attainment of Degrees or Certificates

Only youth who are “in education” at any time during WIA participation are included in the measure.

Includes youth in:

secondary school,

post-secondary school,

adult ed, and

any other organized program leading to a degree or a certificate

Youth who are not in an education program during WIA participation are excluded from this measure.



# Youth Measure Attainment of Degrees or Certificates

## Key Factors Contributing to a Positive Outcome:

Educational program completion.

Ensure that the diploma or certificate meets the required standards.

Ensure that participants have all the necessary supports to help them attain a diploma or certificate.

Prevent school drop-outs

Provide effective follow up services and tracking

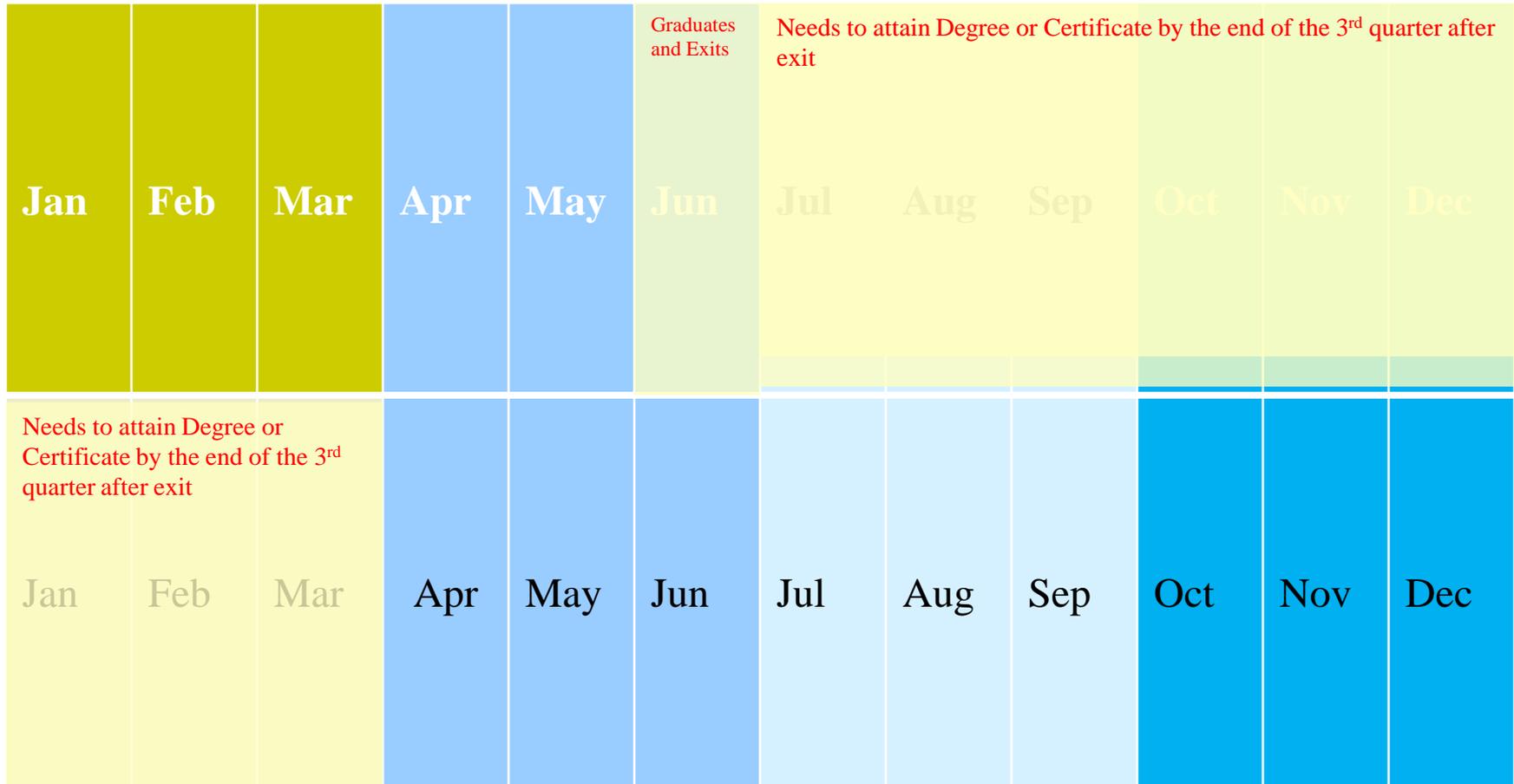
Serve some youth with shorter time horizons for achieving a diploma or equivalent.

Be sure to record degrees and certificates in the system.



Example

# Youth Measure Attainment of Degrees or Certificates



# Youth Measure Attainment of Degrees or Certificates

Calculation:

The # of participants in education who receive a  
diploma or certificate by the 3rd quarter after  
exit

**divided by**

number of participants in education who exit  
during the quarter.



# Youth Measure Attainment of Degrees or Certificates

Example:

156 exiters attained a diploma or certificate = 71%

220 exiters in education



# Youth Measure Attainment of Degrees or Certificates

Data Collection and Reporting:

Potential Data Sources:

Individuals: Case management notes and surveys of participants.

Institutions: Record-sharing agreements with:

community colleges,

universities,

state education associations,

licensing boards,

training institutions,

professional industry or employer organizations,

ABE/GED providers.

Data Tracking

Remember that younger and older youth are subject to this measure. Be sure to track younger youth attainment of certificates.



# Youth Measure Attainment of Degrees or Certificates

## Quiz:

Andy is an out-of-school youth who exited from the WIA program on January 13 with a job. He started a GED class while in WIA but did not complete all of the requirements until the July after he exited. What is Andy's performance outcome for Attainment of Degree or Certificate?

Positive

Negative

Excluded

Andy's performance outcome for Attainment of Degree or Certificate is positive because he earned his GED before the end of the third quarter after exit



# Youth Measure Literacy and Numeracy Gains

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

The # 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 (ie., one year from the date of first youth program service) plus the number of participants who exit before completing a year in the program.



# Youth Measure Literacy and Numeracy Gains

## *Basic Skill Deficient:*

A youth is basic skills deficient if the youth reads, writes, or speaks English, and computes or solves problems at or below the eighth grade level. In addition, the youth is unable to perform these functions at a level necessary to function on the job, in the youth's family, or in society.



# Youth Measure Literacy and Numeracy Gains

## *Assessment:*

All out-of school youth must be assessed even if they have a diploma or GED.

## *Exclusions:*

In-school youth and youth who are not basic skills deficient are not included in this measure.



# Youth Measure Literacy and Numeracy Gains

*Skills include:*

All out-of school youth must be assessed even if they have a diploma or GED.

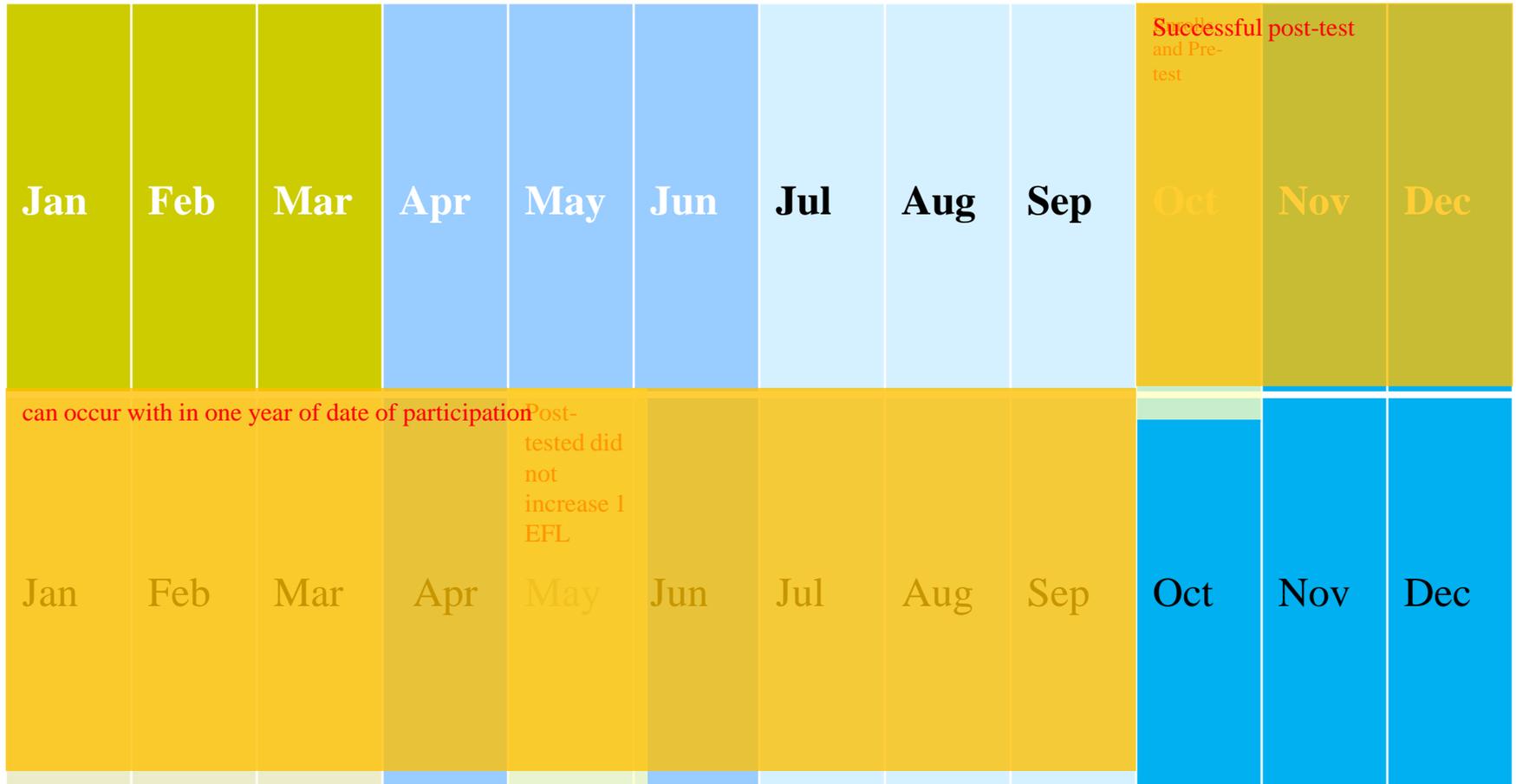
*Exclusions:*

In-school youth and youth who are not basic skills deficient are not included in this measure.



Example

# Youth Measure Literacy and Numeracy Gains



# Youth Measure Literacy and Numeracy Gains

## Key Factors Contributing to a Positive Outcome:

Ensure that all out-of-school youth who are basic skills deficient are in a program that provides sufficient academic advancement.

Prevent drop-outs: Participants who exit before completing one year are included in the measure.

Provide supports to help participant remain engaged in educational services and advance one level.



# Youth Measure Literacy and Numeracy Gains

## Key Factors Contributing to a Positive Outcome:

Pre-test according to WIA Guidance Letter 20-06.

Ensure timely testing within one year of youth program participation.

May use scores from assessments within 6 months of youth program participation.

Youth with disabilities are provided with reasonable testing accommodations.



# Youth Measure Literacy and Numeracy Gains

Calculation:

The # of participants who increase one or more educational functioning levels

divided by

number of participants who have completed a year in the program + the number of participants who exit before completing a year in the program.



# Youth Measure Literacy and Numeracy Gains

Example:

Of out-of-school basic-skills-deficient youth:

68 youth who advance one educational level = 55.7%

100 youth completers + 22 program drop-outs = 122



# Youth Measure Literacy and Numeracy Gains

## Data Sources:

Must use standardized test or performance assessment with standardized scoring.

Must use same test for both pre- and post- testing.

Assessment tool must be able to correspond with Adult Basic Education and ESL educational functioning levels

If participant is co-enrolled, use date of first youth program service for measurement date.



# Youth Measure Literacy and Numeracy Gains

## Data Collection and Reporting Basics:

### Youth who remain basic skills deficient

If an individual remains basic skills deficient after taking the post-test and remains in the program they should continue to receive basic skills training.



Example

# Youth Measure Literacy and Numeracy Gains



# Youth Measure Literacy and Numeracy Gains

Data Collection and Reporting Basics:

Testing Out of the Measure

If a youth through the first year of program participation advances beyond the threshold for basic skills deficiency, then youth is no longer subject to the measure.



# Youth Measure Literacy and Numeracy Gains

## Quiz:

Charles is an in-school youth who read at the High Intermediate Basic Education educational functioning level when he first entered a local WIA program. Through reading classes at school as well as working with an after-school tutor, Charles was able to improve his reading skills to the Low Adult Secondary Education level in one year. What is his performance outcome for the Literacy and Numeracy measure?

Positive

Negative

Excluded

Charles is excluded because this measure does not include in-school youth.



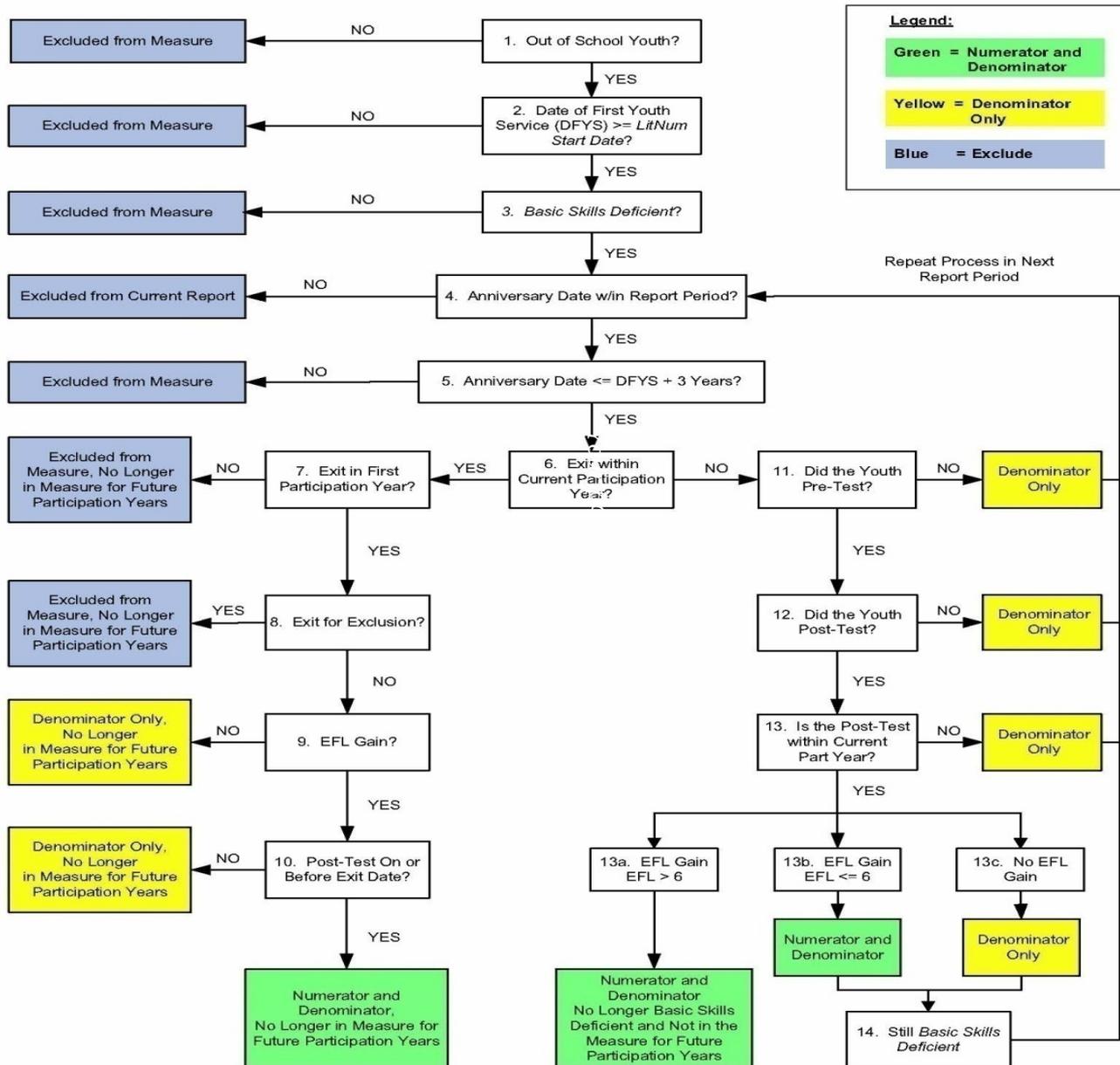
# Youth Measure Literacy and Numeracy Gains

TEGL 17-05 Change 2 New EFL	ABE	ESL	Basic Skills Levels
1		Beginning ESL Literacy	
2		Low Beginning ESL Literacy	
3	Beginning ABE Literacy	High Beginning ESL Literacy	
4	Beginning Basic Education	Low Intermediate ESL	
5	Low Intermediate Basic Education	High Intermediate ESL	
6	High Intermediate Basic Education	Advanced ESL	
7	Low Adult Secondary Education	Exit ESL	Not Basic Skills Deficient
8	High Adult Secondary Education		



# Literacy/Numeracy Decision Path

(Third and Subsequent Years After State Implements the Measure)



# Adult and Dislocated Worker

(Dates Represent Denominator of Exiters)

## Statutory Measures (PY12)

- ❑ **Entered Employment Rate**  
*(Oct 1, 2011 – Sept 30, 2012)*
- ❑ **Employment Retention Rate**  
*(Apr 1, 2011 – Mar 31, 2012)*
- ❑ **Average Earnings**  
*(Apr 1, 2011 – Mar 31, 2012)*
- ❑ **Employment and Credential  
(including Older Youth)**  
*(Oct 1, 2011 – Sept 30, 2012)*

## Common Measures (PY13)

- ❑ **Entered Employment Rate**  
*(Oct 1, 2012 – Sept 30, 2013)*
- ❑ **Employment Retention Rate**  
*(Apr 1, 2012 – Mar 31, 2013)*
- ❑ **Average Earnings**  
*(Apr 1, 2012 – Mar 31, 2013)*



# Adult & Dislocated Worker

## Enter Employment Rate

*Of those not employed at the date of participation*

The # of Adults/Dislocated Workers who are employed in the first quarter after the exit quarter

**divided by**

The # of Adults/Dislocated Workers who exit during the quarter



# Adult and Dislocated Worker Entered Employment Rate

Positive Performance Outcome:

Adults or Dislocated Workers  
are employed in the 1<sup>st</sup> quarter  
after the exit quarter



# Adult and Dislocated Worker Entered Employment Rate

Where is supplemental data entered?

The screenshot shows a web browser window titled "AZ Job Connection - Windows Internet Explorer". The address bar contains the URL: [http://deswcmrapp02.azdes.gov/da/da/wcmr/fasetracking/jobseeker/fm\\_suppwage\\_dsp.cfm?security=on&security\\_sidid=1901228&security\\_grid=](http://deswcmrapp02.azdes.gov/da/da/wcmr/fasetracking/jobseeker/fm_suppwage_dsp.cfm?security=on&security_sidid=1901228&security_grid=). The browser's address bar also shows "Google". The page header includes the "State of Arizona AZJobConnection.gov" logo and a "LOG OUT" link. The main content area is titled "Supplemental Wage Information" and contains the following form fields:

- \* Indicates a required field
- \* Employed in quarter:
- \* Employer:
- \* Company City:
- \* Company state:
- Source of supplemental data(if wage records not found):
- \* Total Earnings for Quarter:

At the bottom of the form are three buttons: "Save", "Clear Changes", and "Cancel". The footer of the page includes links for "LANGUAGES", "SECTION 508 COMPLIANT", "EEO", "PRIVACY STATEMENT", "PROTECT YOURSELF", and "BROWSER HELP".



# Adult and Dislocated Worker Entered Employment Rate

Exclusions:

Adults employed at date of participation are **excluded** from this performance outcome.



# Adult and Dislocated Worker Entered Employment Rate

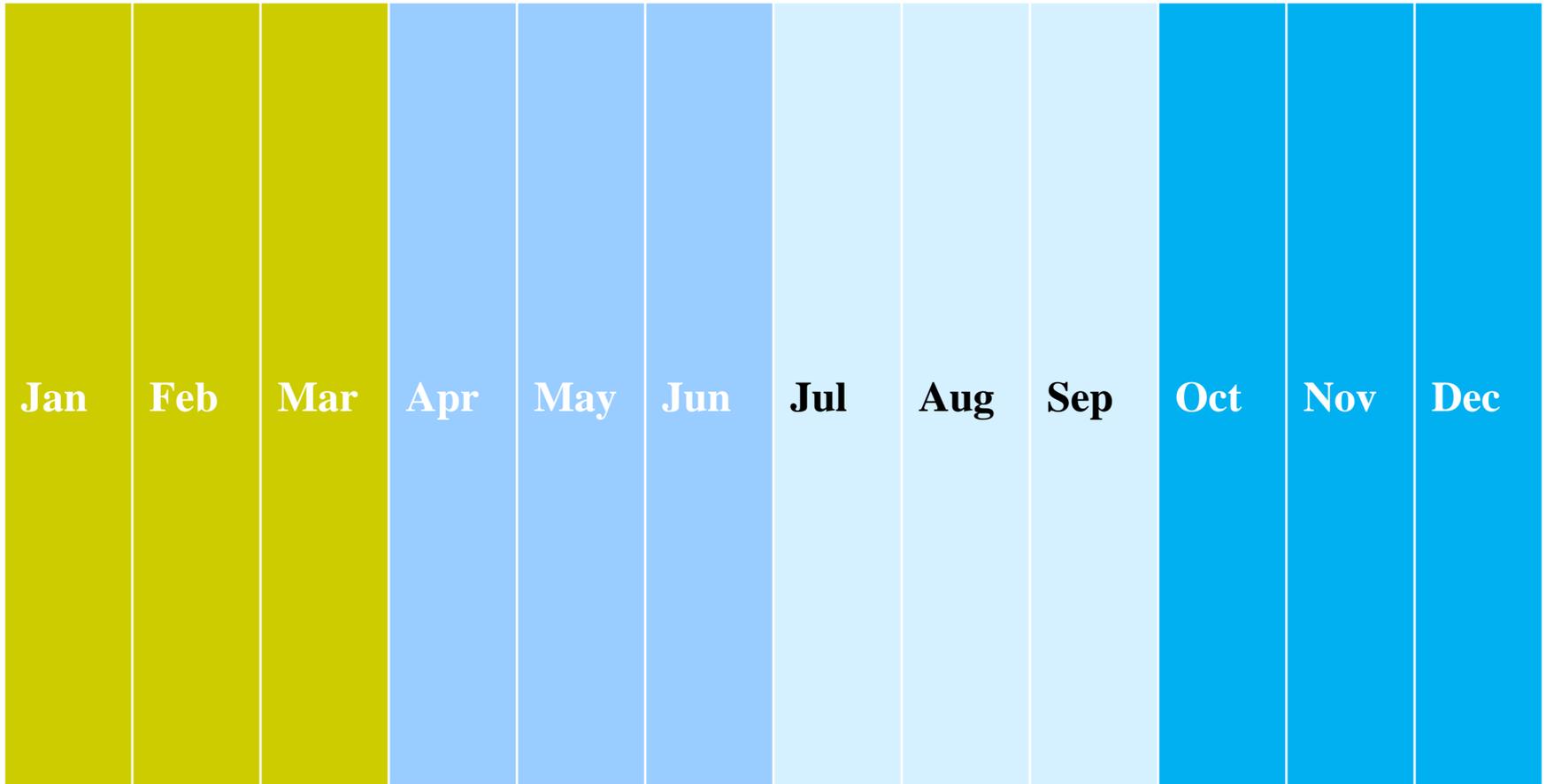
Inclusions:

Dislocated workers employed  
at date of participation are  
**included** in this performance  
outcome.



Example

# Adult and Dislocated Worker Entered Employment Rate



Example

# Adult and Dislocated Worker Entered Employment Rate



Example

# Adult and Dislocated Worker Entered Employment Rate



# Adult and Dislocated Worker Entered Employment Rate

Employment during the 1<sup>st</sup> quarter after exit is critical.



The First quarter after Exit is the  
**MAGIC QUARTER!!!**



# Adult and Dislocated Worker Entered Employment Rate

Key Factors Contributing to a Positive Outcome:

Service/program completion

Direct job placement



# Adult and Dislocated Worker Entered Employment Rate

Calculation:

Number Employed in Quarter after Exit  
divided by  
Number of Exitters



# Adult and Dislocated Worker Entered Employment Rate

Example:

180 adults employed 1<sup>st</sup> qtr after exit – 15\*\* = 165 = 73.3%

240 total exiters – 15 \*\* = 225

- \*\*These 15 adults were already employed at the date of participation and are excluded from the entire calculation.
- \*\* Dislocated Workers are not excluded if they are still employed with the lay-off employer at the date of participation.



# Adult and Dislocated Worker Entered Employment Rate

## Quiz:

Sally enrolls as a dislocated worker in September. She is still working at her date of participation, but has received a notice of layoff. She exits the following July and starts a new job in September. What is her performance outcome for Entered Employment?

Positive

Negative

Exclude

Sally's performance outcome for Entered Employment is positive because she was employed during the first quarter after exit, July-September. Also, because she is a dislocated worker, and was still employed with her lay-off employer at the date of participation, she is included in the measure.



# Adult & Dislocated Worker

## Employment Retention Rate

Of those who are employed in the 1<sup>st</sup> quarter after the exit quarter, the number of Adults/Dislocated Workers who are employed in both the 2nd and 3rd quarters after the exit quarter

divided by

the number Adults/Dislocated Workers who exit during the quarter. Adults/Dislocated Workers who were **NOT** employed in 1st quarter after exit quarter are excluded:



# Adult & Dislocated Worker

## Employment Retention Rate

Positive Performance Outcome:

Adults/Dislocated Workers who are employed in both the 2nd and 3rd quarters after the exit quarter

Adults/Dislocated Workers who were **NOT** employed in 1st quarter after exit quarter are **excluded**:



Example

# Adult and Dislocated Worker Employment Retention Rate



Example

# Adult and Dislocated Worker Employment Retention Rate



Example

# Adult and Dislocated Worker Employment Retention Rate



# Adult & Dislocated Worker

## Employment Retention Rate

Key Factors Contributing to a Positive Outcome:

Good initial job placement

Effective post placement services and follow up



# Adult and Dislocated Worker Entered Employment Rate

Calculation:

Number Employed in the 2<sup>nd</sup> and 3<sup>rd</sup> Quarters  
after Exit

divided by

Number Employed in Quarter after Exit



# Adult and Dislocated Worker Entered Employment Rate

Example:

145 adults employed 2<sup>nd</sup> & 3<sup>rd</sup> qtr after exit = 80%

180 adults employed in 1<sup>st</sup> qtr after exit

\*\*These 15 adults employed at the date of participation and employed in 1<sup>st</sup> qtr. After exit are included in the denominator.



# Adult and Dislocated Worker Employment Retention Rate

## Quiz:

Julie is an adult. She exits in December and does not find work until April. She keeps the job through September. What is her performance outcome for Employment Retention?

Positive

Negative

Exclude

Julie's performance outcome for Employment Retention is excluded because she was not employed during the first quarter after exit, January-March.



# Adult & Dislocated Worker

## Average Earnings

Of those employed in the first, second, and third quarters after the exit quarter, total post-program earnings (in 2nd and 3rd qtrs. after exit)

divided by

The # who exit during the quarter. Exiters not employed in the 1st, 2nd, or 3rd quarters after exit are excluded.



# Adult & Dislocated Worker Average Earnings

Positive Performance Outcome:

Meeting or exceeding the local area earnings goal for post-program earnings (Quarters 2 & 3 after exit).

Adults/Dislocated Workers **NOT** employed in 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> quarters after exit are **excluded**:



# Adult & Dislocated Worker Average Earnings

## Positive Performance Outcome:

Adults/Dislocated Workers for whom supplemental data was used to determine employment are **excluded**:



Example

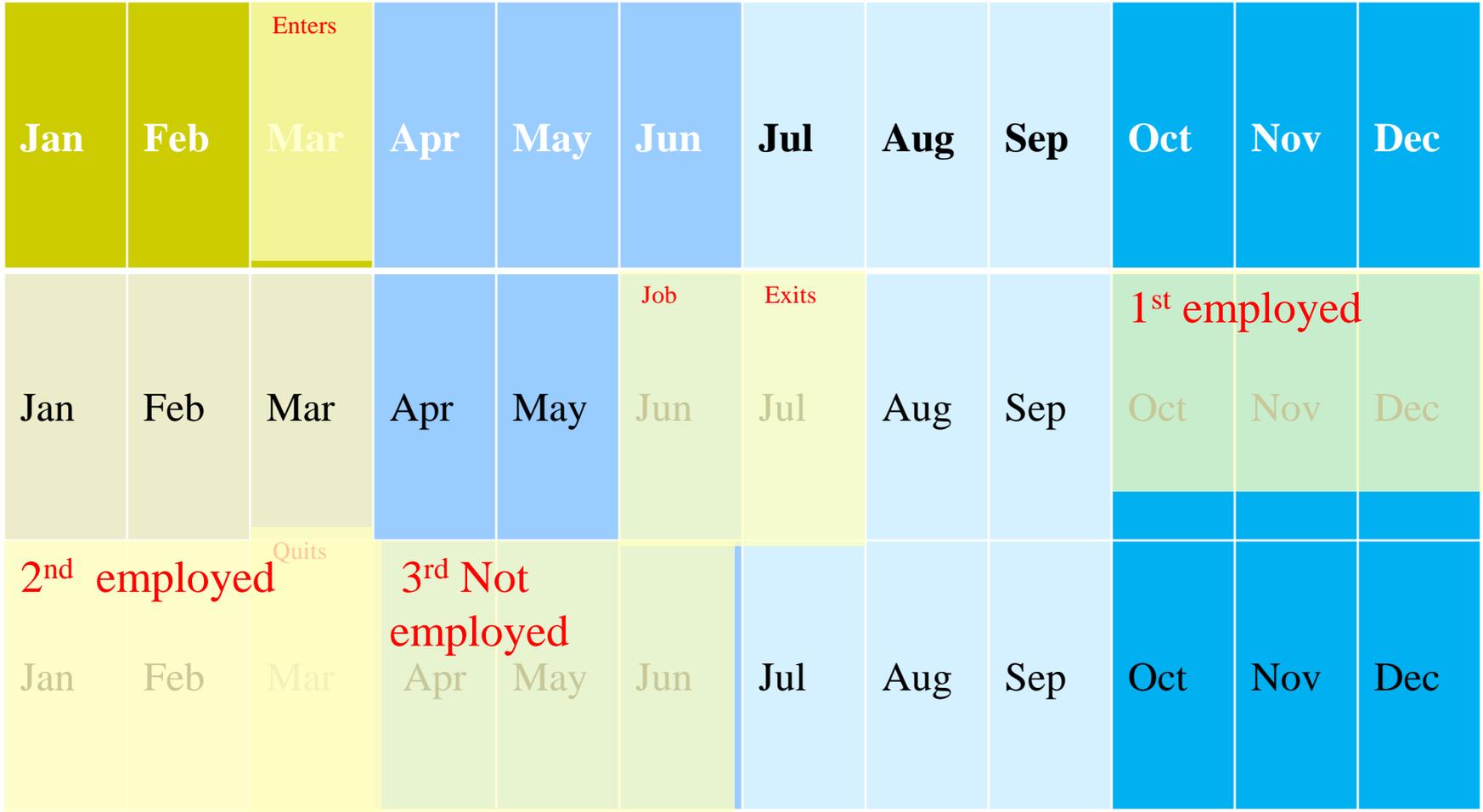
# Adult and Dislocated Worker Average Earnings

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Jan	Feb	Mar	Apr	May	Jun	Enters	Aug	Exits	Oct	Nov	Dec
Post-Program Earnings						Jul	Aug	Sep	Oct	Nov	Dec



Example

# Adult and Dislocated Worker Average Earnings



# Adult and Dislocated Worker Average Earnings

## Key Factors Contributing to a Positive Outcome:

Connect Adult/Dislocated Worker to “well-paying” jobs.

Connect Adult/Dislocated Worker to permanent and/or full time jobs; help them stay employed.

Provide effective post placement services and follow up:

- ✓ Job retention, including supports.
- ✓ Advancement services and supports.
- ✓ Re-employment services



# Adult and Dislocated Worker Entered Employment Rate

Calculation:

Post-program Earnings

divided by

Number of Exiters in Quarter



# Adult and Dislocated Worker Entered Employment Rate

Example:

$$\frac{\$1,730,400}{\$10,300}$$

$$240 \text{ exiters} - 60^{**} - 12^* = 168$$

- \*\* 60 not employed in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> qtrs. after exit, so they are excluded.
- \* Supplemental data was used to verify employment, so they are excluded.



# Adult and Dislocated Worker Average Earnings

## Quiz:

The local area average earnings goal is \$12,000. Marie made \$1500 per month in the 2nd and 3rd quarters after exit. What is her outcome for the average earnings measure?

Positive

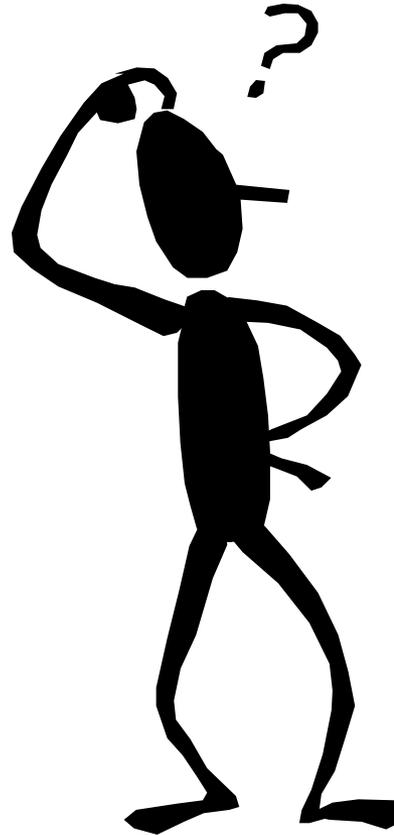
Negative

\$1500 per month for six months would total \$9000, \$3000 short of the goal. To earn a positive, Marie needed to earn \$200 per month. (Keep in mind that the Average Earnings measure is an aggregate measure, meaning that Marie's earnings would be included with all other participants included in the measure.)



# Wrap Up

- ❑ Questions?
- ❑ Comments?



# Important

[WIAQandA@azdes.gov](mailto:WIAQandA@azdes.gov) – send your policy and program questions.

[EA\\_WIA@azdes.gov](mailto:EA_WIA@azdes.gov) – send your WIA system maintenance questions and updates.

<https://www.azdes.gov/wia/>

- ❑ Frequently asked questions
- ❑ Resources
- ❑ Annual Reports
- ❑ Guidance letters

