BACKGROUND

The U.S. Department of Labor has established performance measures for recipients of WIA funds. The Phoenix Business and Workforce Development Board will require youth providers to exceed these same performance measures during the contract term. During the contract term, these performance requirements may be subject to change as a result of changes in Federal law and WIA reauthorization.

Starting July 2013, Arizona Department of Economic Security through the U.S. Department of Labor established Common Performance Measures. DES still requires the local areas to report on the statutory performance measures along with the new Common Measures. Common Measures seek to use a single set of measures for all Department of Labor programs.

The intent of common measures is to replace the existing WIA performance accountability system with a single, unified common measure system. Common measures are an integral part of the Employment and Training Administration’s (ETA) performance accountability system. The workforce investment system is transforming into a demand-driven system with strategic investments in workforce solutions that result in more individuals being trained for highly skilled jobs in high-growth, high-demand industries.

For the Program Year 2014, youth providers will be accountable for common measures and the regulatory youth-related measures.

POLICY

Youth Common Measures: The three youth-related performance measures are:

- Placement in Employment or Education
- Attainment of Degree or Certificate
- Literacy and Numeracy Gains

The following tables provide additional information that includes definitions and formulas to calculate the regulatory measures.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement in Employment or</td>
<td>Of those who are not in post-secondary education or employment (including</td>
<td># of youth participants who are in employment (including military) or enrolled in post-secondary education &amp;/or advanced training/occupational skills training in the first quarter after the exit quarter</td>
</tr>
<tr>
<td>Education</td>
<td>military) at the date of participation</td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Definition</td>
<td>Formula</td>
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<tr>
<td>Attainment of Degree or Certificate</td>
<td>Of those enrolled in education (at the date of participation or at any point during the program)</td>
<td># of youth participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter</td>
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<td></td>
<td></td>
<td># of youth participants who exit during the quarter</td>
</tr>
</tbody>
</table>

- Education refers to participation in 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 will be included in this measure.
- The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.
- 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 exit quarter.
- Work readiness certificates will not be accepted under this measure.

Individuals in secondary school at exit are included in this measure. The focus of the certificate measure is attainment of measurable technical or occupational skills, rather than work readiness skills.

<table>
<thead>
<tr>
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</thead>
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<tr>
<td>Literacy and Numeracy Gains</td>
<td>Of those out-of-school youth who are basic skills deficient (below 8th grade)</td>
<td># of youth participants who increase one or more educational functioning levels (EFL)</td>
</tr>
</tbody>
</table>
# of youth participants who have completed a year in the program (ie: one year from the date of the first youth program service) plus the # of youth participants who exit before completing a year in the youth program

- In-school youth are excluded from this measure.
- It is allowable to use pre-test that are administered up to six months prior to the date of first WIA youth services. If prior pre-tests are not available, administration of the pre-test must occur at or prior to the date of participation.
- The same assessment tool is administered to the participants for pre-testing and post-testing.
- The date of the first WIA youth service is used to ensure that this measure is based on a “youth participation date” rather than the application date.
- Individuals who are determined not to be basic skills deficient based on pre-test are excluded from this measure.
- Individuals with disabilities should be accommodated according to the Rehabilitation Act of 1972.
- All out-of-school youth must be assessed in basic reading/writing and math.

The literacy and numeracy gains indicator measures the increase in skills of participants through a common assessment tool administered at program entry and regular intervals thereafter. Youth participants for whom the goal of Literacy and /or Numeracy gains is most appropriate are those with basic skills deficiencies. Participants who are not basic skills deficient cannot achieve a positive outcome because they have attained basic literacy and numeracy. Exclusion of individuals who are not basic skills deficient focuses the measure on the participants with the greatest need for remediation, and minimizes the burden of testing individuals who, by virtue of their existing skill level, will not achieve a positive outcome under this measure.

**Statutory Youth-Related Measures:** The State of Arizona has requested that the local areas still report on the statutory measures. The seven youth-related performance measures are listed below:

**Younger Youth (Ages 14-18)**
- Skill Attainment
- Attainment of Degree or Certificate
- Retention

**Older Youth (Ages 19-21)**
- Entered Employment
- Retention
- Wage/Earning Increase
- Credentials

The following tables provide additional information that includes definitions and formulas to calculate the regulatory measures.
### Older Youth (19-21 years old) Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment Rate</td>
<td>Of those who are not employed at registration and who are not enrolled in post-secondary education or advanced training in the first quarter after exit</td>
<td># of older youth (OY) who have entered employment by the end of the first quarter after exit</td>
</tr>
<tr>
<td></td>
<td></td>
<td># of OY who exit during the quarter</td>
</tr>
<tr>
<td>Employment Retention Rate</td>
<td>Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit</td>
<td># of OY who are employed in third quarter after exit</td>
</tr>
<tr>
<td></td>
<td></td>
<td># of OY who exit during the quarter.</td>
</tr>
<tr>
<td>Earnings Change</td>
<td>Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit</td>
<td>[Total Post-Program Earnings (earnings in the second and third quarters after exit)] MINUS Pre-Program Earnings (earnings in the second and third quarters prior to registration)]</td>
</tr>
<tr>
<td></td>
<td></td>
<td># of OY who exit during the quarter</td>
</tr>
<tr>
<td>Credential Rate</td>
<td># of OY who were in employment, post-secondary education, or advanced training in the first quarter after exit and received a credential by the end of third quarter after exit</td>
<td># of OY who exit during the quarter</td>
</tr>
</tbody>
</table>
Phoenix Workforce Connection Youth Program

<table>
<thead>
<tr>
<th>Measure</th>
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</tr>
</thead>
</table>
| Skill Attainment Rate | Of all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills | Total # of youth who attained basic skills + # of youth who attained WR skills + # of youth who attained occupational skills  
Total # of basic skills goals + # of WR skills goals + # of occupational skills goals |

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</table>
| Diploma or Equivalent Attainment Rate | Of those who register without a diploma or equivalent | # of younger youth (YY) who attained a secondary school diploma or equivalent by the end of the first quarter after exit  
# of YY who exit during the quarter (except those still in secondary school at exit) |

<table>
<thead>
<tr>
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<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate</td>
<td># of younger youth found in post secondary education, advanced training, employment, qualified apprenticeships, or military service in the third quarter after exit:</td>
<td># of YY who exit during the quarter (except those still in secondary school at exit)</td>
</tr>
</tbody>
</table>

Exclusions from Performance Measures
Occasionally, circumstances arise that are beyond the control of both the participant and the program and are expected to last for an undetermined period beyond 90 days. A participant in the following categories, either at the time of exit or during the three-quarter measurement period following the exit quarter, will be excluded from the computation of the measures:

- **Institutionalized** — the participant is residing in an institution or facility providing 24-hour support, such as a prison or hospital, and is expected to remain in that institution for at least 90 days.
• *Health/Medical or Family Care* — the participant is receiving medical treatment or providing care for a family member that precludes entry into unsubsidized employment or continued participation in the program. This does not include temporary conditions or situations expected to last for less than 90 days.

• *Deceased* — Self-explanatory.

• *Reservists Called to Active Duty* — the participant is a reservist who is called to active duty for at least 90 days.

• *Relocated to a Mandated Residential Program* — for **youth participants only**, the participant is in the foster care system or any other mandated residential program and has moved from the area as part of such a program.

**Addendum**

Training and Employment Guidance Letter No. 17-05