



U.S. Department of Labor
Employment and Training Administration

Performance and Reporting Summit

Innovation Driving Integration

Common Measures and Reporting BINGO ANSWER KEY

1. TRUE or FALSE: Common measures and performance management are one and the same.

ANSWER: FALSE! Common measures focus on bottom-line results and not the “drivers” of performance. Performance Management implies timely results, measures that align with the mission and strategy of the organization (e.g., focusing on processes and outputs), support continuous improvement (e.g., test cause and effect relationships among the program’s activities), and many other qualities and characteristics that are either directly not associated with common measures (e.g., lack of timely information) or that clearly go beyond the common measures. The implication, of course, is that agencies and programs need their own framework for performance management that incorporates key business elements.

2. How many of the six federal common measures are based on all program exiters?

ANSWER: None or Zero. What this is really asking is how many of the common measures have all exiters (or the entire exit cohort) in their denominator. Every denominator or “universe for a specific measure” is specified as a portion of population. For example, the Youth Placement common measure is *based on* “those youth not in post-secondary education or employment at the date of participation.” This is our frame of reference for this measure, which is the same way of saying that *these are the individuals we’re looking at for a positive outcome*. None of the common measures have “all adults” or “all youth” as the denominator.

3. An individual is a participant in two federally funded employment and training programs that don’t communicate. What is the likely impact in terms of outcomes on Program A if the client exits the program in June 2007 around the same time Program B is enrolling this individual in a six-month training program?

ANSWER: Lower outcomes. Think about it this way: At the same time *Program A* is accountable for employment (in the first quarter after exit), *Program B* has this individual in a training program. Therefore, it's likely the individual *won't* be employed because they're attending training. In a system where many different programs/ contractors may be providing services to the same individual, the "cost" of not taking a holistic approach to service delivery is potentially lower outcomes.

4. TRUE or FALSE: In the case of WIA program reporting, all individuals included in participant counts are also included in performance calculations.

ANSWER: FALSE. USDOL's common measures guidance (TEGL 17-05) clarifies that all WIA participants who receive any service – even self-service or informational activities – should be reported in aggregate participant counts. However, the WIA statute prohibits those adults and dislocated workers who receive only self-service and informational activities from being part of performance calculations. Under WIA, only those individuals who receive services *beyond* self-service and informational activities are included in performance calculations. This does not apply to youth because all youth are expected to receive significant staff involvement, thereby including all youth in performance calculations.

5. For which *exit-based* common measure can the outcome be attained *during participation*?

ANSWER: Youth Attainment of Degree or Certificate. The key here is the qualifier, "exit-based." If the question simply asked for a common measure outcome that could be attained during participation, there would be two possible responses because we would include the Youth Literacy/Numeracy common measure. However, only the Youth Attainment of Degree or Certificate common measure is *both* exit-based and the outcome can be attained during participation. In actuality, a positive outcome can be attained anytime during participation through the end of the third quarter after exit.

6. Data validation results and documentation, including participant files, should be retained for what period of time after completion?

ANSWER: At least 3 years. This is stated in each of the user guides for data validation. Retention methods are at the state's discretion and may include an archived database, printed worksheets and reports, or other methods.

7. States with an approved common measures waiver are no longer accountable for reporting against the 17 WIA measures. Instead, these states are now accountable for reporting and performance against how many WIA measures in total: 3, 6, 9, 10, or 12?

ANSWER: 9. Although there are six common measures, WIA programs must report performance against each funding stream separately. Thus, in the case of common measures waiver states, they are accountable for the 3 youth common measures, the 3 adult common measures applied to adult programs, and the 3 adult common measures applied to dislocated worker programs for a total of 9 measures.

8. TRUE or FALSE: An individual can become a WIA adult and/or youth program participant by accessing the Internet, providing some basic personal information, and looking for a job if, for instance, the website was paid in all or in part with WIA funds.

ANSWER: FALSE. Although this is true for adults, it is *not* true for youth because federal policy clearly states that, for youth only, self-directed job search does not initiate program participation. (Reference TEGL 17-05, page 20; operational parameters for program participation.)

9. Sue is a 17 year-old out-of-school youth who was determined basic skills deficient at the time of participation. During year one, she was post-tested and moved up one EFL in reading but was still below 8th grade level. During year two, Sue again increased one EFL but left the program during the 20th month. What is the impact on the Literacy/Numeracy common measure for each year?
- A. Positive impact for year one and negative impact for year two
 - B. Positive impact for both year one and year two
 - C. Positive impact for year one and no impact for year two
 - D. No impact for year one or year two

ANSWER: C. According to the scenario, Sue did achieve one EFL prior to the completion of her first full year in the program, which clearly results in a positive impact for year one; therefore, Choice D cannot be correct. The point to remember here is that *youth will not be included in the Literacy/Numeracy common measure a second time unless they complete another full year in the program* and, in this case, Sue left four months prior to her second anniversary date. Thus, even though Sue increased another EFL in her second year, the program cannot take credit for this because she must have completed a second full year. It's not a negative impact – she's simply not included in the calculation.

10. What is the *earliest* post-exit quarter in which Trade, VETS and WIA programs can determine the outcome for Employment Retention?

ANSWER: Third. In order to determine the outcome for Employment Retention, we need employment information for *both* the second and third quarters after exit. Since the third quarter after exit is part of the frame of reference, we must wait at least until the third quarter after exit. It wouldn't be the "fourth" quarter after exit because it's certainly possible to determine a positive outcome in the third quarter after exit (e.g., through the use of supplemental data).

11. In Data Element Validation (or DEV), there are two business rules that apply to source documentation. The documentation must either *match* the data in the participant file or the documentation must _____ the data in the participant file. Fill in the blank.

ANSWER: Support. Regardless of program, the user guides and handbooks related to Data Validation include the match and support business rules. Documentation must either exactly match the data in participant files/records or the documentation must *support* the data in the file; the latter is the business rule used those instances in which an interpretation of the data is necessary.

12. A 20-year old individual becomes a WIA Adult program participant in April 2007. Experience with this individual indicates the need for basic skills remediation, and the person is subsequently determined eligible and enrolled in a WIA Youth-funded remediation program in October 2007. The youth case manager is concerned about the likelihood this "youth" will attain a literacy/numeracy gain by April 2008. Why should this case manager *not* be concerned?

- A. This individual would not be part of Youth Literacy/Numeracy calculations
- B. There is an assumption that a literacy and numeracy gain are required, whereas only one type of gain is required
- C. Youth Literacy/Numeracy performance is based on the date of first youth program service
- D. The youth is not included in the measurement cohort for this indicator
- E. A and D

ANSWER: C. The common measures guidance (TEGL 17-05) is very clear in that the measure is based on the date of first youth program service rather than the date of participation. The reason is because it is possible for the participation date of a youth to be prior to the date of first WIA youth service if such a youth was served earlier by a different program, as in the case of the scenario given. With respect to the other choices presented, Choice A and Choice D are actually saying the same thing because being “part of a measure” means being “included in the measurement cohort.” And because this individual is an out-of-school youth who is basic skills deficient, he or she *must* be included in Literacy/Numeracy calculations. As for Choice B, there is nothing in the scenario stating that both a literacy and numeracy gain are required; only one type of gain is required.

13. Thinking in terms of the three adult common measures and the data necessary to demonstrate the outcomes, which post-exit quarter is the *most critical* – the first, second, third or fourth quarter after exit?

ANSWER: First. The “first quarter after exit” is the basis for employment in terms of the timing of a positive outcome for the Entered Employment measure. For the Retention measure, being employed in the first quarter after exit is required for inclusion in the measure because the measurement cohort consists of “those employed in the first quarter after exit.” And, for Average Earnings, the measurement cohort is “those employed in the first, second and third quarters after exit,” so first quarter employment is once again critical. When we look at it this way, it’s the *first* quarter after exit that gets the most mileage, so to speak, and is, therefore, the most critical across the three adult common measures.

14. TRUE or FALSE: Validators participating in the annual data element validation process may be local area staff who are trained on program reporting requirements and are involved in the data collection process.

ANSWER: False. Validators must be state staff who are independent of the data collection process. In other words, local staff cannot validate their own data. Also, state staff who do wage record matches and/or cross-matches with other databases cannot validate their own cross-matches.

15. TRUE or FALSE: In the case of Wagner-Peyser, all program participants will be part of performance calculations (with the exception of those cases in which a valid SSN has not been provided). In other words, if someone is reported as a Wagner-Peyser participant, they will generally end up in performance calculations.

ANSWER: True. This topic is treated extensively in TEGL 17-05, the Department’s final common measures guidance. As stated on page 30 of the guidance, for instance, “...if a

participant is served by a specific funding stream, he/she will be counted as a participant in that funding stream's reporting system and/or performance calculations. For example, Wagner-Peyser Act funds are often used to support and maintain One-Stop Career Center operations, electronic tools, job banks, and workforce information services. In these situations, it would be appropriate to include participants who accessed or received Wagner-Peyser Act-funded services in the Wagner-Peyser Act performance accountability system."

16. Which of the following statements about Employment Retention is FALSE?

- A. Labor force status at the point of participation has nothing to do with this measure
- B. Whether or not an individual is included in the Entered Employment Rate doesn't matter
- C. The same individuals are included in the Average Earnings measure
- D. It's possible to be included in Entered Employment *and* Employment Retention
- E. None of the above, i.e., all of the above statements are true

ANSWER: C. Choice C is incorrect because this is tantamount to saying that the measurement cohorts for Retention and Average Earnings are the same, which is not the case. Specifically, those included in the Retention measure are "all those employed in the first quarter after exit." However, those included in the Average Earnings measure are "all those employed in the first, second, and third quarters after exit." Choice A is actually correct because whether or not an individual is employed at the time of participation has no bearing on whether or not the individual will be included in Retention. Choice B is also true for the same reason because inclusion in the Entered Employment Rate is not a prerequisite to inclusion in the Retention Rate. Choice D is also true because it's quite possible for someone to be included in both the EER and ERR (e.g., not employed at participation and employed in the 1st quarter after exit).

17. For which of the adult common measures would you be held accountable in the case of an individual who is employed at participation but has received a layoff notice, is not employed during the first quarter after exit, is employed in the second quarter after exit, and is employed in the third quarter after exit?

ANSWER: Entered Employment Rate. To be included in the Entered Employment Rate, an individual must be considered "not employed at participation." Although the individual in the scenario given *is* employed at participation, we are also told that the individual received a layoff notice. All individuals in receipt of a layoff notice *are treated as if they are not employed at participation*. Therefore, this individual would be part of the Entered Employment calculations. As for Employment Retention, the measurement cohort consists of "those employed in the first quarter after exit." Since the individual in the scenario given is *not* employed during Q1 post-exit, he/she is not included in the calculations for Retention. As for Average Earnings, the individual must be employed in the first, second *and third* quarters after exit in order to be included in the calculations; therefore, the individual in this scenario would not be included. The only measure in which this individual would be part of the denominator is the Entered Employment Rate.

18. Which of the following statements about Youth Literacy/Numeracy is FALSE?

- A. Out-of-school youth who are basic skills deficient are included in the measure even if they exit prior to the end of their first year
- B. For subsequent years, if the youth exits prior to their anniversary date, they are excluded from the measure whether or not they completed the necessary post-test
- C. A post-test can be given anytime within the first year but must be given prior to the youth's anniversary date
- D. If a youth exits due to an exclusion, they are excluded from this measure
- E. None of the above, i.e., all of the above statements are true

ANSWER: E. All of the statements are true. Please refer to TEGL 17-05 and the operational parameters for the Youth Literacy/Numeracy measure.

19. A validator conducting a data element validation for a specific participant record finds multiple documentation sources for the "Date of Dislocation" data element and the sources conflict. One source is a self-attestation form signed by the participant, whereas the other source is a layoff notice from the participant's former employer. What source documentation should the validator use?

ANSWER: Layoff notice from employer. The user guides and handbooks for data validation explicitly state that the most reliable source should be used to document the data element. In this case, a notice of layoff from an employer is a more reliable source than participant self-attestation.

20. One-Stop partner programs generally report program performance on a rolling four-quarter basis each quarter (e.g., Wagner-Peyser, VETS, Trade and WIA-funded programs). Of the following statements, which one *best* describes the rolling four-quarter methodology?

- A. Four quarters of data for the same calendar quarters are reported each quarter
- B. The most recent four quarters worth of data are reported each quarter
- C. Data from the previous quarter is annualized to generate a year's worth of data
- D. It cannot be described because no one really knows what it means
- E. None of the above

ANSWER: B. Choice B is the only true statement. As for Choice A, although four quarters of data are reported each quarter, it is not *the same* four quarters of data. Choice C was just made up and is meaningless (although it might sound good). Choice D is just silly, although it highlights in a tongue-in-cheek manner the fact that understanding this methodology can indeed be a challenge.

21. TRUE or FALSE: One-Stop partner programs such as Wagner-Peyser and WIA will be held accountable for *all* Transitioning Service Members (TSMs) for employment. In other words, every TSM will be part of the calculations for the Adult Entered Employment common measure for these programs.

ANSWER: True. Transitioning Service Members are those individuals in active duty status who participate in employment services and are within 24 months or retirement or 12 months or separation. Although TSMs are technically "employed," *they are*

considered not employed at participation and are included in Entered Employment calculations. They are treated the same way as those individuals who are employed at participation but who receive a layoff notice or WARN notice. (Please refer to TEGl 17-05.)

22. What is considered an allowable piece of supplemental data?

ANSWER: Pay stub or letter from employer. Although there are other allowable forms of supplemental data (such as a 1099), these are the two possible correct responses included on the BINGO cards that were distributed.

23. According to Data Element Validation instructions, "State MIS Information" is the source documentation for validating the date captured for the "Date of Program Participation" data element. A validator conducting a data element validation for a specific participant record finds that the participation date in the state's MIS matches the date recorded on the Data Element Validation worksheet but can find no other documentation in the state's MIS to substantiate this date. Does information in the state's MIS validate the reported "Date of Program Participation" element? YES or NO.

ANSWER: No. "State MIS" refers to specific, detailed information that is stored in the state's information system that supports an element. To be an acceptable source to validate "Date of Program Participation," in addition to the date of participation, the state MIS should have detailed information about the type of service initiating participation and the entity that provided the service. This detailed information makes valid source documentation.

24. How is the Youth Placement in Employment and Education common measure similar to the Adult Entered Employment Rate common measure?

- A. They both utilize the same exit cohort
- B. They both use the third quarter after exit as a frame of reference
- C. They're not similar in any way
- D. The timing of what's considered a positive outcome
- E. None of the above

ANSWER: D. Outcomes are achieved in the 1st quarter after exit for both measures. Choice A cannot be correct because we are talking about adult and youth cohorts; Choice B is incorrect because it is the first quarter after exit that is the frame of reference.