

# 資料編

## 1. パフォーマンスレポート

Statewide Performance Report						
PROGRAM	TITLE (select one):					
STATE: REPORTING PERIOD COVERED (Required for current and three preceding years.) From ( mm/dd/yyyy ) : To ( mm/dd/yyyy ) :	<input type="checkbox"/> Title I Adult <input type="checkbox"/> Title I Dislocated Worker <input type="checkbox"/> Title I Youth <input type="checkbox"/> Title I and Title III combined <input type="checkbox"/> Title II Adult Education <input type="checkbox"/> Title III Wagner-Peyser <input type="checkbox"/> Title IV Vocational Rehabilitation					
<b>SUMMARY INFORMATION</b>						
Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Participants Exited (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)					
1	2					
Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Funds Expended (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)					
5	3					
Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Cost Per Participant Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)					
6	4					
Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Percent Admin Expended:					
9	11					
Percent training-related employment <sup>1</sup> :	Percent enrolled in more than one core program:					
9	10					
<b>BY PARTICIPANT CHARACTERISTICS</b>						
Total Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Total Participants Exited (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Employment Rate (Q2) <sup>2</sup> (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Employment Rate (Q4) <sup>2</sup> (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Median Earnings (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Credential Rate <sup>3</sup> (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Measurable Skill Gains <sup>3</sup> (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)
12	13	Num	Rate	Earnings	Num	Rate
Total Statewide	12	14	16	26	27	32
Female	33	17	19			
Male	34					
< 16	35					
16 - 18	36					
19 - 24	37					
25 - 44	38					
45 - 54	39					
55 - 59	40					
60+	41					
American Indian / Alaska Native	42					
Asian	43					
Black / African American	44					
Hispanic / Latino	45					
Native Hawaiian / Pacific Islander	46					
White	47					
More Than One Race	48					

BY EMPLOYMENT BARRIER <sup>4</sup>													
	Total Participants Served	Total Participants Exited	Target	Employment Rate (Q2) <sup>2</sup>		Employment Rate (Q4) <sup>2</sup>		Median Earnings		Credentia Rate <sup>3</sup>		Measurable Skill Gains <sup>3</sup>	
				Num	Rate	Num	Rate	Earnings	Rate	Num	Rate	Num	Rate
<b>Total Statewide</b>	<a href="#">12</a>	<a href="#">13</a>	Actual	<a href="#">14</a>	<a href="#">16</a>	<a href="#">17</a>	<a href="#">19</a>	<a href="#">26</a>		<a href="#">27</a>	<a href="#">29</a>	<a href="#">30</a>	<a href="#">32</a>
Displaced Homemakers	<a href="#">49</a>												
English Language Learners, Low Levels of Literacy, Cultural Barriers	<a href="#">50</a>												
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	<a href="#">51</a>												
Ex-offenders	<a href="#">52</a>												
Homeless Individuals / runaway youth	<a href="#">53</a>												
Long-term Unemployed (27 or more consecutive weeks)	<a href="#">54</a>												
Low-Income Individuals	<a href="#">55</a>												
Migrant and Seasonal Farmworkers	<a href="#">56</a>												
Individuals with Disabilities (incl. youth)	<a href="#">57</a>												
Single Parents (Incl. single pregnant women)	<a href="#">58</a>												
Youth in foster care or aged out of system	<a href="#">59</a>												

<sup>1</sup>Applies to Title I only.

<sup>2</sup>This indicator also includes those who entered into a training or education program for the Youth program.

<sup>3</sup>Credentia Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.

<sup>4</sup>Barriers to Employment are determined at the point of entry into the program.

Numbers entered into cells in this template are the same as the corresponding "report item number" on the report specification document. Clicking on each hyperlink will take the user to the plain text language and technical specifications of each report item.

**Public Burden Statement (1205-ONEW)**

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondent's reply to these reporting requirements is mandatory (Workforce Innovation and Opportunity Act, Section 116). Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to the Office of Policy Development and Research ● U.S. Department of Labor ● Room N-5641 ● 200 Constitution Ave., NW, ● Washington, DC ● 20210. Do NOT send the completed application to this address.

2. 個人データ

OMB Control Number: 1205-0521 Expiration Date: 06-30-2019		ETA-9172																		
		プログラム参加者の必要条件																		
データ要素 番号	データ要素 名称	データタイプ/ フィールドの長 さ	データ要素の定義/説明	ユニーク ID	Reportable Individual <sup>1</sup>	Wagner-Peyser	WIOA Adults	WIOA Dislocated Workers	WIOA Youth	Dislocated Worker (DWS)	TAA	National Farworker Job Program (NFJP)	Indian and Native American Program (INA)	Reentry Employment Opportunities (REO) (Adult)	Reentry Employment Opportunities (REO) (Youth)	YouthBuild	Jobs for Veterans (JVS)	HIB	Job Corps	
<b>SECTION A - 個人情報</b>																				
<b>SECTION A.01 - 特定されたデータ</b>																				
N/A																				
100	特別応雇者の(WIOA) OBS番号	IN 9	Record a unique nine integer number for each record to support processing	00000000 (No hyphens)	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
101	特別応雇者の(WIOA) 住所の州コード (WIOA)	AN 12	Record the unique identification number assigned to the participant. At a minimum, this identifier for a person must be the same for each program entry and exit. Use "period of participation" that a participant has during a program year so that a unique count of participants may be calculated for the program year. NOTE: For Titles I, II, and III, unless specifically directed in program guidance, this field cannot contain a social security number.  Record the 2-letter FIPS alpha code of the state of the primary domicile of the participant. For example, the State of Alabama would be represented as "AL". Primary domicile is that location established or claimed as the permanent residence or "home" of the participant.  If primary domicile is outside the United States, use the following numeric codes: 77 = All Other Countries 88 = Mexico 99 = Canada  For persons on active military duty, states should record the two-letter Air/Army Service Component (APO or Fleet Post Office (FPO) as defined by the Military Postal Service Agency AE (ZFPs 68xx) for Armed Forces Europe which includes Canada, Middle East, and Africa AP (ZFPs 982xx - 986xx) for Armed Forces Pacific AA (ZFPs 340xx) for Armed Forces (Central and South) Americas	XXXXXXXXXXXX	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
102	住所の州コード	IN 3	Record the 3-digit FIPS Code of the County of the primary domicile of the participant. Primary domicile is that location established or claimed as the permanent residence or "home" of the participant.  If primary domicile is outside the United States, use the following codes: 777 = All Other Countries 888 = Mexico 999 = Canada	000	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
103	住所のZIPコード	IN 5	Record the 5-digit zip code of the primary domicile of the participant. Primary domicile is that location established or claimed as the permanent residence or "home" of the participant.  If primary domicile is outside the United States, use the following codes: 77777 = All Other Countries 88888 = Mexico 99999 = Canada  For persons on active military duty, states should record the zip code associated with the APO or FPO as defined by the Military Postal Service Agency.	00000	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R

104	経常労働市場、物理的な位置 のコード	IN 9	Record the code (maximum of 9-digits) of the economic/labor market area and physical location in which the participant received his/her first service, with significant staff involvement and is financially assisted by the program. Grantees have the flexibility to use the first 5-digits of this field for identifying services with region or labor market area in which the participant began receiving services with significant staff involvement. The next 4-digits of this field should be used to identify the physical location in which the participant began receiving services with significant staff involvement. Unless otherwise specified by ETA, codes contained within this field are determined by the grantee.  Record 99999999 to indicate "statewide/virtual office" if the participant only receives remote or virtual self-service or informational activities. Record 00000000 if not known.	000000000	R															
105	特定プロジェクトID - 1	AN 7	A physical location means a designated One-Stop Career Center, an affiliated One-Stop partner site, or other specialized centers and sites designed to address special customer needs, such as a company work site for disabled workers.  Record the 7-digit alpha-numeric ID assigned by DOL for Special Projects or populations served under this program. Refer to ETA guidance for instructions on its use.	XXXXXXX	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
106	特定プロジェクトID - 2	AN 7	Record the 7-digit alpha-numeric ID assigned by DOL for Special Projects or populations served under this program. Refer to ETA guidance for instructions on its use. Use this third Project ID in the event that a participant falls under more than one Special Project category.	XXXXXXX	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
107	特定プロジェクトID - 3	AN 7	Record the 7-digit alpha-numeric ID assigned by DOL for Special Projects or populations served under this program. Refer to ETA guidance for instructions on its use. Use this third Project ID in the event that a participant falls under more than the Special Project categories.  NOTE: If Data Element 930 (Pay-for-Performance) = 1, Record Pay-for-Performance Provider ID in this field.	XXXXXXX	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
108 - A	ETAで割り当てられた最初の 地方労働コード	IN 5	Record the 5-digit ETA assigned Local Board/Statewide code where the participant was determined eligible to participate in the program and received his/her first service financially assisted by the program. If the participant was served by the local area and also by other non-local funds (e.g., statewide funds or a Disabled Worker Grant), record the code for the Local Board. If participant record is a liable state record, record 99999.	00000	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
108 - B	ETAで割り当てられた2番目の 地方労働コード	IN 5	This is the primary ETA Assigned Local Workforce Board Code. It triggers inclusion in the reports for the identified Local Area only.  Record the 5-digit ETA assigned Local Board where the participant was determined eligible to participate in the program and received his/her first service financially assisted by the program. If the participant was served by the local area and also by other non-local funds (e.g., statewide funds or a Disabled Worker Grant), record the code for the Local Board. If participant record is a liable state record, record 99999.	00000																
108 - C	ETAで割り当てられた3番目の 地方労働コード	IN 5	This is the secondary ETA Assigned Local Workforce Board Code. It triggers inclusion in the reports for the identified Local Area only.  Record the 5-digit ETA assigned Local Board where the participant was determined eligible to participate in the program and received his/her first service financially assisted by the program. If the participant was served by the local area and also by other non-local funds (e.g., statewide funds or a Disabled Worker Grant), record the code for the Local Board. If participant record is a liable state record, record 99999.	00000																

SECTION A.02 - 機会均等に關する情報													
200	生年月日 (WIOA)	DT 8	Record the participant's date of birth.	YYYYMMDD	R	R	R	R	R	R	R	R	
201	性別 (WIOA)	IN 1	Record 1 if the participant indicates that he is male. Record 2 if the participant indicates that she is female. Record 9 if the participant did not self-identify their sex.	1 = Male 2 = Female 9 = Participant did not self-identify	R	R	R	R	R	R	R	R	
202	持っている障害 (WIOA)	IN 1	Record 1 if the participant indicates that he/she has any "disability," as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities. Record 0 if the participant indicates that he/she does not have a disability that meets the definition. Record 9 if the participant did not self-identify.	1 = Yes 0 = No 9 = Participant did not self-identify	R	R	R	R	R	R	R	R	
203	障害のカテゴリ	IN 9	For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the impairment is primarily physical, due to a chronic health condition. Record 2 if the impairment is primarily physical, including mobility. Record 3 if, because of a mental illness, psychiatric disability, or emotional condition, the participant has serious difficulty concentrating, remembering, or making decisions. Record 4 if the participant is blind or has serious difficulty seeing. Record 5 if the participant is deaf or has serious difficulty hearing. Record 6 if the participant has a learning or intellectual disability. Record 7 if the participant does not wish to disclose his/her category of disability. Record 8 if the participant has no disability. Record 0 if that apply, if the participant has more than one impairment. For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the participant has received services funded by the State Developmental Disabilities Agency (SDDA). Leave blank if this data element does not apply to this participant. Record 0 if the participant does not meet any of the conditions described above. Record 1 if the participant has received services funded by a local or state mental health agency (LSMHA). Record 2 if the participant has received services funded by a federal or state mental health agency (LSMHA). Record 0 if the participant does not meet any of the conditions described above. Leave blank if this data element does not apply to this participant. For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the participant has received services funded via a state Medicaid HCBS waiver. Record 0 if the participant does not meet any of the conditions described above. Leave blank if this data element does not apply to this participant.	1 = Physical/Chronic Health Condition 2 = Physical/Mobility Impairment 3 = Mental or Psychiatric Disability 4 = Vision-related disability 5 = Hearing-related disability 6 = Learning Disability 7 = Cognitive/Intellectual disability 8 = Participant did not disclose type of disability 9 = No disability	R	R	R	R	R	R	R	R	R
204	障害のある個人のSDDA サービス	IN 1	For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the participant has received services funded by the State Developmental Disabilities Agency (SDDA). Leave blank if this data element does not apply to this participant. Record 0 if the participant does not meet any of the conditions described above.	1 = SDDA 0 = No	R	R	R	R	R	R	R	R	
205	障害のある個人のLSMHAサービス	IN 1	For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the participant has received services funded by a local or state mental health agency (LSMHA). Record 2 if the participant has received services funded by a federal or state mental health agency (LSMHA). Record 0 if the participant does not meet any of the conditions described above. Leave blank if this data element does not apply to this participant.	1 = LSMHA 0 = No	R	R	R	R	R	R	R	R	
206	障害のある個人のマイグレイド Home & Community Based Services	IN 1	For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the participant has received services funded via a state Medicaid HCBS waiver. Record 0 if the participant does not meet any of the conditions described above. Leave blank if this data element does not apply to this participant.	1 = HCBS waiver 0 = No	R	R	R	R	R	R	R	R	
207	障害のある個人の労働環境	IN 1	For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the participant is working in competitive, integrated employment (CIE). Record 2 if the participant is working in supported employment (SE). Record 3 if the participant is working in group supported employment (i.e., work crews, enclaves, etc.). Record 4 if the participant is working in a sheltered workshop (i.e., center- or facility-based employment). Record 5 if the participant is working in two or more of the above listed settings. Record 0 if the participant is not currently employed. Leave blank if this data element does not apply to this participant.	1 = Competitive Integrated Employment 2 = Supported Employment 3 = Co-Su Employment 4 = Sheltered workshop 5 = Combination of two or more settings 0 = Not Employed	R	R	R	R	R	R	R	R	
208	マイグレイドサービスを受けている障害のある個人のタイプ	IN 1	For those participants where Individual With A Disability (WIOA) = 1: Record 1 if the participant received customized employment services (CES) to attain most relevant employment opportunities. Record 2 if the participant received discovery assessment services. Record 3 if the participant developed a customized employment search plan. Record 4 if the participant received employer negotiation services. Record 5 if the participant received secure employment as a result of receiving customized employment services and received extended support services. Record 0 if the participant does not meet the condition described above. Leave blank if this data element does not apply to this participant.	1 = Discovery assessment services 2 = Received a customized employment search plan 3 = Employer negotiation services 4 = Secured employment as a result of receiving customized employment services and received extended support services 5 = No CES services	R	R	R	R	R	R	R	R	







403	参加直前の雇用の職業コード	AN 8	Record the 8-digit occupational code that best describes the participant's employment using the ONet Version 4.0 (or later versions) classification system. This information is based on the most recent_job held before participating in the program. Leave blank if occupational code is not available or not known, or the data element does not apply.  Additional Notes: This information must be based on the most recent job held prior to participating in the program and only applies to adults, dislocated workers and out of school youth. If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the participant had multiple jobs, use the where the participant had the highest gross wage.	00000000															
404	参加の1四半期前の雇用の職業コード	IN 6	Record the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If the participant had multiple jobs, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if Wages 1st Quarter Prior to Participation Quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person.	000000															
405	参加の2四半期前の雇用の職業コード	IN 6	Record the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If the participant had multiple jobs, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if Wages 2nd Quarter Prior to Participation Quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person.	000000															
406	参加の3四半期前の雇用の職業コード	IN 6	Record the 4 to 6-digit industry code that best describes the participant's employment using the North American Industrial Classification System (NAICS). If the participant had multiple jobs, then the NAICS associated with the highest gross wage should be reported. Enter 999999 if Wages 3rd Quarter Prior to Participation Quarter exist and NAICS Code is not known. Leave blank if this data element does not apply to the person.	000000															
407	プログラムエントリー時の最終学歴 (WGA)	IN 2	Use the appropriate code to record the highest school grade completed by the participant at program entry. Record 1 if the participant completed one or more years of school grades completed. Record 0 if no school grades were completed.	1-12 = Number of school grades completed 0 = No school grades completed															
408	プログラムエントリー時の最も高い水準の学歴	IN 1	Use the appropriate code to record the highest educational level completed by the participant at program entry. Record 1 if the participant attained a secondary school diploma. Record 2 if the participant attained a secondary school equivalency. Record 3 if the participant has a disability and attained a certificate of attendance/completion as a result of successfully completing an Individualized Education Program (IEP). Record 4 if the participant completed one or more years of postsecondary education. Record 5 if the participant attained a postsecondary certification, license, or educational certificate (non-degree). Record 6 if the participant attained an Associate's degree. Record 7 if the participant attained a Bachelor's degree. Record 8 if the participant attained a degree beyond a Bachelor's degree. Record 0 if no educational level was completed.	1 = Attained secondary school diploma 2 = Attained a secondary school equivalency 3 = The participant with a disability receives a certificate of attendance/completion as a result of successfully completing an Individualized Education Program (IEP) 4 = Completed one or more years of postsecondary education 5 = Attained a postsecondary technical or vocational certificate (non-degree) 6 = Attained an Associate's degree 7 = Attained a Bachelor's degree 8 = Attained a degree beyond a Bachelor's degree 0 = No Educational Level Completed															

409	プログラマエンタープライズの地位 (W/OA)	IN 1	Record 1 If the participant, at program entry, has not received a secondary school diploma or its recognized equivalent and is attending any primary or secondary school (including elementary, intermediate, junior high school, whether full or part-time), or is between school terms and intends to return to school. Record 2 If the participant, at program entry, has not received a secondary school diploma or its recognized equivalent and is attending an alternative high school or an alternative course of study approved by the local educational agency whether full or part-time, or is between school terms and is enrolled to return to school. Record 3 If the participant, at program entry, has not received a secondary school diploma or its recognized equivalent and is attending a secondary school or program (whether full or part-time), or is between school terms and is enrolled to return to school. Record 4 If the participant, at program entry, is not within the age of compulsory school attendance, and is no longer attending any school and has not received a secondary school diploma or its recognized equivalent. Record 5 If the participant, at program entry, is not attending any school and has either graduated from secondary school or has attained a secondary school equivalency. Record 6 If the participant, at program entry, is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter and has not received a secondary school diploma or its recognized equivalent.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R
410	実際に失業した日付	DT 8	Record the participant's date of actual dislocation from employment. This date is the last day of employment at the dislocation job. Leave blank if there is no dislocation job (e.g., displaced homemaker) or this data element does not apply to the participant.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R
411	選考者と認められた最も新しい日付	DT 8	Record the participant's most recent date of separation from trade-impacted employment that qualifies the participant to receive benefits and/or services under the Trade Act. Leave blank if there is no qualifying separation date or the separation date is the same as the Date of Actual Dislocation or this data element does not apply to the participant.	YYYYMMDD														
412	認定された年の最初の在職期間	IN 3	Record the total number of months that the participant was employed with the employer of record as of the participant's most recent qualifying date of separation. Employment of at least one day but less than one month should be recorded as "1". <u>Leave blank if this data element does not apply to the participant.</u>	000	R	R	R	R	R	R	R	R	R	R	R	R	R	R
413	移民・季節労働者の指定 (Wagner-Peyser)	IN 1	Record 1 If the participant is a seasonal farmworker, meaning an individual who is employed, or was employed in the past 12 months, in farmwork (as described at 20 CFR 601.10) of a seasonal or other temporary nature and is not required to be employed for the entire year, and the participant's employment is performed on a seasonal basis where, ordinarily, the employment pertains to, or is of the kind exclusively performed at certain seasons, or periods of the year and which, from its nature, may not be continuous or carried on throughout the year. A worker, who moves from one seasonal activity to another, while employed in farm work, is employed on a seasonal basis even though he/she may continue to be employed during a major portion of the year. A worker is employed on other temporary basis where he/she is employed for a limited time only or his/her performance is contemplated for a particular piece of work, usually of short duration. Generally, employment which is contemplated to continue indefinitely is not temporary. Record 2 If the participant is a migrant farmworker, meaning a seasonal farmworker (as defined above) who travels to the job site so that the farmworker is not reasonably able to return to his/her permanent residence within the same day. Full-time students traveling in organized groups rather than with their families are excluded. Record 3 If the participant is both a migrant farmworker and a seasonal farmworker (as defined in 1 and 2 above). Record 4 If the participant is a migrant food processing worker (see migrant farmworker). Record 0 If the participant does not meet the condition described above. Leave blank if this data element does not apply to the individual.	1 = Seasonal Farmworker 2 = Migrant 3 = Migrant and Seasonal Farmworker 4 = Migrant food processing worker 0 = No	R	R	R	R	R	R	R	R	R	R	R	R	R	R

SECTION A.06 - 公的扶助に関する情報												
600	Temporary Assistance to Needy Families (TANF)	IN 1	Record 1 If the participant is listed on the welfare grant or has received cash assistance or other support services from the TANF agency in the last six months prior to participation in the program. Record 0 If the participant does not meet the condition described above. Leave blank if this data element does not apply to the participant.	1 = Yes 0 = No								
601	2年以内(TANFを 使い果たしたか (Part A Title IV of the Social Security Act) at Program Entry (WIOA)	IN 1	Record 1 If the participant, at program entry, is within 2 years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 USC 601 et seq.), regardless of whether receiving these benefits at program entry. Record 0 If the participant does not meet the condition described above. Record 9 If the data element does not apply to the participant (i.e., the participant has never received TANF, or if the participant has already exhausted lifetime TANF eligibility).	1 = Yes 0 = No 9 = Not Applicable								
602	Supplemental Security Income (SSI) / Supplemental Disability Insurance (SSDI)	IN 1	Record 1 If the participant is receiving or has received SSI under Title XVI of the Social Security Act in the last six months prior to participation in the program. Record 2 If the participant is receiving or has received SSDI benefit payments under Title XIX of the Social Security Act in the last six months prior to participation in the program. Record 3 If the participant is receiving or has received both SSI and SSDI in the last six months prior to participation in the program. Record 4 If the participant is receiving or has received SSI under Title XVI of the Social Security Act in the last six months prior to participation in the program and is a Ticket to Work Program Ticket Holder issued by the Social Security Administration. Record 5 If the participant is receiving or has received SSDI benefit payments under Title XIX of the Social Security Act in the last six months prior to participation in the program and is a Ticket to Work Program Ticket Holder issued by the Social Security Administration. Record 6 If the participant is receiving or has received both SSI and SSDI in the last six months prior to participation in the program and is a Ticket to Work Program Ticket holder issued by the Social Security Administration. Record 0 If the participant does not meet any of the conditions described above.	1 = SSI 2 = SSDI 3 = Both SSI and SSDI 4 = SSI and Ticket Holder 5 = SSDI and Ticket Holder 6 = Both SSI and SSDI and A Ticket Holder 0 = No								
603	Supplemental Nutrition Assistance Program (SNAP)	IN 1	Record 1 If the participant is receiving assistance through the Supplemental Nutrition Assistance Program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.) Record 0 If the participant does not meet the above criteria.	1 = Yes 0 = No								
604	その他の公的扶助受給者	IN 1	Record 1 If the participant is a person who is receiving or has received cash assistance or other support services from one of the following sources in the last six months prior to participation in the program: the General Assistance (GA) (State/local government), or Refugee Cash Assistance (RCA). Do not include foster child payments. Record 0 If the participant does not meet the above criteria. Leave blank if this data element does not apply to the participant.	1 = Yes 0 = No								
SECTION A.06 - 若年者に関する追加的信息												
701	妊娠中の、あるいは子供のいる若者	IN 1	Record 1 If the participant is a youth who is pregnant, or an individual (male or female) who is currently pregnant, or whose dependent is under age 18. Record 0 If the participant does not meet the conditions described above. Leave blank if the data is not available.	1 = Yes 0 = No								
702	追加的な援助が必要な若者	IN 1	Record 1 If the participant is an out-of-school youth who requires additional assistance to enter or complete an educational program, or to secure and hold employment or an in-school youth who requires additional assistance to complete an educational program or to secure or hold employment as defined by State or local policy. If the State Board defines a policy, the policy must be included in the State Plan. Record 0 If the participant does not meet the conditions described above. Leave blank if this data element does not apply to the participant.	1 = Yes 0 = No								
704	プログラムのエンタープライズに 雇われていないか	IN 1	Record 1 If the participant, at program entry, is a person who is currently in foster care or has aged out of the foster care system. Record 0 If the participant does not meet the conditions described above.	1 = Yes 0 = No								

SECTION A.07 追加的な報告すべき特性												
800	プログラムエントリー時にホームレスの参加者、子供、若者、あるいは家出中の若者	IN 1	Record 1 If the participant, at program entry: (a) Lacks a fixed, regular, and adequate nighttime residence; this includes a participant who: (i) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; (ii) is living in a motel, trailer park, or campground due to a lack of alternative adequate accommodations; (iii) is living in an emergency or transitional shelter; (iv) is abandoned in a hospital; or (v) is awaiting foster care placement; (b) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground; (c) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's employment, in agriculture, dairy, or fishing work, or in a seasonal or other type of migrant or itinerant occupation; or (d) Has another specific legal status that precludes the individual from having a legal residence without the permission of his or her family (i.e., runaway youth).  This definition does not include a participant imprisoned or detained under an Act of Congress or State law. A participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless. Record 0 If the participant does not meet the conditions described above.	1 = Yes 0 = No	R	R	R	R	R	R	R	R
801	プログラムエントリー時に 充てられなかった者 (WGA)	IN 1	Record 1 If the participant, at program entry, is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or (b) has been subject to any stage of the criminal justice process for a conviction resulting from record of arrest or conviction. Record 0 If the participant does not meet any one of the conditions described above. Record 9 If the participant did not disclose.	1 = Yes 0 = No 9 = Did not disclose	R	R	R	R	R	R	R	R
802	プログラムエントリー時に 低所得であった者	IN 1	Record 1 If the participant, at program entry, is a person who: (a) Receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving or in the past 6 months prior to application to the program has received: (i) Assistance through the supplemental nutrition assistance program (SNAP) (ii) The Food and Nutrition Act of 2008 (7 USC 1631, et seq.) (iii) Assistance through the supplemental security income program under part A of Title IV of the Social Security Act (42 USC 601 et seq.); (iv) Assistance through the supplemental security income program under Title XVI of the Social Security Act (42 USC 1381); or (v) State or local income-based public assistance. (b) Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level; (c) Is a youth who receives, or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751, et seq.); (d) Is a foster child on behalf of whom State or local government payments are made; (e) Is a participant with a disability, whose own income is the poverty line but who is a member of a family whose income does not meet this requirement; (f) Is a homeless participant or a homeless child or youth or runaway youth (see Data Element #700); or (g) Is a youth living in a high-poverty area. Record 0 If the participant does not meet the criteria presented above.	1 = Yes 0 = No	R	R	R	R	R	R	R	R
803	プログラムエントリー時に 英語学習中であった者	IN 1	Record 1 If the participant, at program entry, is a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community where the primary language spoken is not English. Record 0 If the participant does not meet the conditions described above.	1 = Yes 0 = No	R	R	R	R	R	R	R	R





910	成人教育 (WIOA)	IN 1	Record 1 if the participant received services under WIOA Title II defined as academic instruction of education services below the postsecondary level that increases an individual's ability to:-- (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment. Record 0 if the participant did not receive any services under the conditions described above. Record 9 if the grantee is unable to track enrollment in the program.	1 = Yes 0 = No 9 = Unknown	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
911	Job Corps (WIOA)	IN 1	Record 1 if the participant received services under title I, chapter 4, subtitle C of WIOA. Record 0 if the participant did not receive any services under the condition described above. Record 9 if the grantee is unable to track enrollment in the program.	1 = Yes 0 = No 9 = Unknown		R															
912	全国職業労働者プログラム	AN 14	Record the 14 character grant number if the participant received services under WIOA Title H-D, Section 187. The grant number should be entered in the following format without dashes: two alphabetic characters representing the fiscal year code, five numeric characters, two numeric characters representing the grant program number, and the last two characters of the alphanumeric grant number. If the grant awarded-one alphabetic character identifying the relevant agency at ETA-Two numeric characters identifying the state that received the grant was served under (AA-12345-12-55-A-20). If the grant number is unknown, please enter 9999999999999999.	XXXXXXXXXXXXXXXX	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
913	インディアンネイティブアメリカンのプログラム	AN 14	Leave blank if the participant did not receive services funded by this program. Record the 14 character grant number if the participant received services under WIOA Title H-D, Section 186. The grant number should be entered in the following format without dashes: two alphabetic characters representing the fiscal year code, five numeric characters, two numeric characters representing the grant program number, and the last two characters of the alphanumeric grant number. If the grant awarded-one alphabetic character identifying the relevant agency at ETA-Two numeric characters identifying the state that received the grant was served under (AA-12345-12-55-A-20). If the grant number is unknown, please enter 9999999999999999.	XXXXXXXXXXXXXXXX	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
914	退役軍人のプログラム	IN 1	Record 1 if the participant received services from a Disabled Veterans Outreach Program specialist (DVOP specialist). Record 0 if the participant did not receive services under any of the conditions described above. Record 9 if the grantee is unable to track enrollment in the program.	1 = Yes, DVOP specialist 0 = No 9 = Unknown	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
915	TAAの購置券	AN 9	Record the petition number (and full alphabetical suffix, if applicable) of the certification which applies to the participant's group. If there is more than one petition number, create multiple records in the PRL for each occurrence. Leave blank if this data element does not apply to the participant.	XXXXXXXXXX																	
916	職業訓練	IN 1	Record 1 if the participant received services under the Carl D Perkins Vocational and Applied Technology Education Act (20 USC 2301 et seq.). Record 0 if the participant did not receive any services under the condition described above. Record 9 if unknown.	1 = Yes 0 = No 9 = Unknown	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
917	職業的ハビリテーション (WIOA)	IN 1	Leave blank if this data element does not apply to the participant. Record the 14 character grant number if the participant received services under the Rehabilitation Act of 1973 (29 USC 720 et seq.), WIOA Title IV, and Sec. 411(B)(1) defined as transition services for students with disabilities that facilitate the transition from school to postsecondary life, such as achievement of an employment outcome in competitive integrated employment, or pre-employment transition services. Record 2 if the participant received services from the Vocational Rehabilitation and Employment (VR&E) Program authorized by 38 USC Chapter 31. Record 3 if the participant received services from both vocational rehabilitation programs. Record 0 if the participant did not receive any services under the conditions described above. Record 9 if unknown.	1 = Yes 2 = VR&E 3 = Both VR and VR&E 0 = No 9 = Unknown	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
918	Wagner-Peyser法による雇用サービス (WIOA)	IN 1	Record 1 if the participant received services under the Wagner-Peyser Act (29 USC 49 et seq.). Record 0 if the participant did not receive services under the Wagner-Peyser Act. Record 9 if the grantee is unable to track enrollment in the program.	1 = Yes 0 = No 9 = Unknown	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R







1002	直近のベンチマークキャリアサービスの日付 (セルフサービス)	DT 8	Record the most recent date a job seeker accessed self-services during the reporting period, either a physical location or remotely via the use of electronic technologies. Self-Service does not uniformly apply to all virtually accessed services. For example, virtual accessed services that provide a level of support above independent job or information seeking on the part of a reportable individual/participant would not qualify as self-service. Leave blank if the reportable individual/participant did not access a self-service basic career service.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
1003	直近のベンチマークキャリアサービスの日付 (スタッフの補助あり)	DT 8	Record the most recent date on which the participant accessed any basic career services (includes access to the WDA Section 184(c)(2)(A)(i)-(ii) that is not provided via self-service or information services and activities). Leave blank if the participant did not receive a basic career service with significant staff involvement.	YYYYMMDD		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
1004	直近のキャリアアドバイザーの日付 (WDA)	DT 8	Record the date on which career services (both basic and individualized) were last received (excluding self-services, information services or activities, or follow-up services). Leave blank if the participant did not receive career services.	YYYYMMDD		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
1005	直近のスタッフ補助サービスの日付(DVOP specialist)	DT 8	Record the most recent date on which the participant received any career service provided by a DVOP specialist. Leave blank if the participant did not receive a service with significant staff involvement or this data element does not apply to the participant.	YYYYMMDD		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
1006	退役軍人者による職業的リハビリテーションおよび雇用プログラムに参加した日付	DT 8	Record the most recent date on which the participant was referred to the Department of Veterans Affairs Vocational Rehabilitation and Employment Program.	YYYYMMDD		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
<b>SECTION 0.02 - ベンチマークキャリアサービス</b>																					
1100	直近のセルフサービス情報にアクセスした日付-本人のみ	DT 8	Record the most recent date on which the reportable individual/participant accessed information-only services or activities. Information-only services or activities provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives. Leave blank if the reportable individual/participant did not access self-service information-only activities.	YYYYMMDD		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
1101	直近のセルフサービス労働力情報サービスにアクセスした日付	DT 8	Record the most recent date that a reportable individual/participant accessed self-service workforce information services including information on state and local labor market conditions; industries, occupations and characteristics of the workforce; area business identified skills needs; employer wage and benefit trends; short and long term industry and occupational projections; worker supply and demand; and employment projections. Workforce information services also include employment dynamics information such as workforce availability; business turnover rates; job creation and job identification of high growth and high demand industries. Leave blank if the reportable individual/participant did not access self-service workforce information services.	YYYYMMDD		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
1102	直近のスタッフ補助するキャリアアドバイザーの日付	DT 8	Record the most recent date on which the participant received career guidance services with significant staff involvement. Career guidance services include the provision of information, materials, suggestions, or advice intended to assist the job seeker in making occupation or career decisions. Leave blank if the participant did not receive a career guidance service.	YYYYMMDD		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
1103	直近のスタッフが補助する労働力情報サービスを受けた日付	DT 8	Record the most recent date that the participant received workforce information services including information on state and local labor market conditions that includes significant staff involvement. Workforce information services include trends; short and long term industry and occupational projections; worker supply and demand; and job vacancies survey results. Workforce information also includes local employment dynamics information such as workforce availability; business turnover rates; job creation; and job identification of high growth and high demand industries. Leave blank if the participant did not receive a workforce information service with significant staff involvement.	YYYYMMDD		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R

1104	直近のスタッフの補助する 仕事検索活動を受けた日付	DT 8	Record the most recent date that the participant was provided job search activities with significant staff involvement, and which are designed to help the participant plan and carry out a successful job hunting strategy. The services include resume preparation assistance, job search workshops, job finding clubs, and development of a job search plan. "Resume Assistance" – Providing instructions on the content and format of resumes, cover letters and providing assistance in the development and production of the same. "Job Search Workshops" – An organized activity that provides instructions on resume writing, application preparation, interviewing skills, and/or job lead development. "Job Finding Clubs" – Have all the elements of a Job Search Workshop, plus a period of structured application where participants attempt to obtain jobs. "Job Search Planning" – Development of a plan (not necessarily a written plan) that includes the necessary steps and timetables to achieve employment in specific occupational, industry, or geographic area. Leave blank if the participant did not receive a job search activity with significant staff involvement.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1105	直近の雇用関係を受けた日付	DT 8	Additional Note: This definition excludes participants who receive workforce information services or attend a TAP employment workshop. Those services will indicate the most recent date that the participant received a referral to employment which included significant staff involvement. A referral to employment is (a) the act of bringing to the attention of an employer a job seeker or group of registered job seekers who are available for a job and (b) the record of such a referral. Leave blank if the participant did not receive a referral to employment.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1106	直近の連邦政府による 訓練を受けた日付	DT 8	Record the most recent date that the participant was referred to a training program supported by the Federal Government, such as WIOA-funded projects, TAA, Adult Education, Vocational Rehabilitation and Job Corps. Leave blank if the participant did not receive a referral to federal training.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1107	直近の連邦政府が設置した 訓練を受けた日付	DT 8	Record the most recent date on which the participant entered any training program supported by the Federal Government, such as WIOA-funded projects, TAA, Adult Education, Vocational Rehabilitation and Job Corps. Leave blank if the participant did not enter any training program supported by the Federal Government.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1108	直近の連邦政府の仕事に 就いた日付	DT 8	Record the most recent date that the participant was referred to a job opening filed with a placement office by a department or agency of the Federal Government or another U.S. Department of Labor, or the U.S. Office of Personnel Management. For example, a job posting with USAJOBS. Leave blank if the participant did not receive a referral to a Federal job.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1109	直近の連邦政府が行った 仕事に就いた日付	DT 8	Record the most recent date that the participant who is a disabled veteran, campaign veteran, or recently separated veteran was referred to a job opening listed by an employer identified as a Federal contractor. Leave blank if the participant did not receive a referral to a job opening listed by an employer identified as a Federal contractor.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1110	直近の連邦政府の仕事に入職 した日付	DT 8	Record the most recent date a job seeker entered into a job filed with a placement office by a department or agency or other entity under the jurisdiction of the U.S. Office of Personnel Management. Leave blank if the participant was not placed into a federal job.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1111	直近の連邦政府が行った 仕事に入職した日付	DT 8	Record the most recent date a job seeker who is either a special disabled veteran, campaign veteran, or recently separated veteran entered into a Federal Contractor job. Leave blank if the participant was not placed into a federal contractor job.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1112	直近の失業保険請求補助を 受けた日付	DT 8	Indicate the most recent date a job seeker was provided meaningful assistance in filing for UI benefits. Leave blank if the participant did not receive unemployment insurance claim assistance.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1113	直近のその他の連邦/州による 援助を受けた日付	DT 8	Record the most recent date a job seeker was referred to Other Federal/State Assistance. This may include Supplemental Nutrition Assistance Program (SNAP) benefits, Temporary Assistance for Needy Families (TANF), health insurance assistance, child support assistance, tax preparation support, and any other Federal or State assistance programs. Leave blank if the participant was not referred to Other Federal/State assistance.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R

1114	退役軍人のための州による 助成金を受けた者	IN 1	Record 1 if the participant was referred to JVSG services due to significant barrier to employment. Record 2 if the participant was referred to JVSG services due to TSM identified as in need of individualized career services. Record 3 if the participant was referred to JVSG services as wounded, ill, or injured located in a military treatment facility, or his or her caregiver. Record 4 if the participant was referred to JVSG services for reasons other than those listed above. Record 0 if the participant was not referred to JVSG services. Leave blank if this data element does not apply to the participant.																R
1115	退役軍人サービスの受けた者	IN 1	Record 1 if the participant was referred for Vocational Rehabilitation and Employment (VR&E) determinations. Record 2 if the participant was referred to Post-9/11 GI Bill benefits. Record 3 if the participant was referred to Montgomery GI Bill benefits. Record 4 if the participant was referred to both the Post-9/11 GI Bill and to the Montgomery GI Bill. Record 5 for all other referrals for services from the Department of Veterans' Affairs (VA). These include referrals for PTSD and TBI treatment and substance abuse services, identify by VA code. Leave blank if this data element does not apply to the participant.																R
1116	直近のスタッフが補助する ベンチャーキャリアサービスの 日付(その他)	DT 8	Record the most recent date on which the participant received basic career services requiring a significant expenditure of staff involvement. If said basic career service is not otherwise recorded in data elements 1102-1115. These additional basic career services may include, but are not limited to, (a) additional career counseling, (b) additional job search assistance, (c) contacts; (d) referrals to educational services; and (e) any credit eligibility determination. Leave blank if the participant did not receive any other basic career services.																R
<b>SECTION 0.08 - 個人キャリアサービス</b>																			
1200	個人キャリアサービスを受けた 日付	DT 8	Record the first date the participant received any individualized career service on or after the date of participation. Individualized Career Services include development of an Individual Employment Plan, Pre-Vocational Services, provision of comprehensive skills and career assessments, internships or work experiences, and job placement. Short-term, intensive career services are provided to other services that are not specifically listed in WIOA sec. 134(c)(2)(xi). Leave blank if the participant did not receive any individualized career service or this data element does not apply to the individual.																R
1201	最初の個人キャリアサービスを 受けた日付	DT 8	Record the most recent date on which the participant received individualized career services as described in WIOA sec. 134(c)(2)(xi).																R
1202	個人が雇用プランの 作成した日付	DT 8	Record the date on which the participant's Individual Employment Plan (IEP) was created or otherwise established to identify the participant's employment goals, their appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals. Leave blank if an employment plan was not created for the participant or if the individual is not a participant.																R
1203	直近のインターシップあるいは 職業体験の機会を受けた日付	DT 8	Record the most recent date on which the participant received an internship or work experience opportunity directly linked to a career. Leave blank if the participant did not receive an internship or work experience opportunity or this data element does not apply to the participant.																R







1310	教育訓練サービスのタイプ4 (WICA)	IN 2	If the participant received a second type of training, record the appropriate code to indicate the type of approved training being provided to the participant. NOTE: If OJT or Skill Upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. NOTE: Codes 06 (Other) should only be utilized in rare instances when other codes are clearly not appropriate.  Record 00 if the participant did not receive a second training service. Leave blank if this data element does not apply to the participant.	01 = On the Job Training 02 = Skill Upgrading 03 = Entrepreneurial Training 04 = ABE or ESL (contextualized or other) in conjunction with Training (non-TAA funded) 05 = Customized Training 06 = Other Occupational Skills Training 07 = Remedial Training (ABE/ESL - TAA funded) 08 = Prospective Training 09 = Registered Apprenticeship Training 10 = Youth Occupational Skills Training 11 = Other Non-Occupational-Skills Training. 00000000	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1311	職業的教育訓練コード42	IN 8	Enter the 8 digit ONet4.0 (or later versions) code that best describes the training occupation for which the participant received training services. Leave blank if occupational code is not available or not known.  Additional Notes: If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the participant receives multiple training services, use the occupational skills training code for the most recent training.		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1312	修了した教育訓練#2	IN 1	Record 1 if the participant completed approved training. Record 0 if the participant did not complete training (withdrew). Leave blank if the participant did not receive a second training service or this data element does not apply to the participant.	1 = Yes 0 = No (Withdrew)	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1313	修了した、あるいはとやめた教育訓練#2	DT 8	Record the date when the participant completed training or withdrew permanently from training. If multiple training services were received, record the most recent date on which the participant completed training. Leave blank if the participant did not receive a second training service or this data element does not apply to the participant.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1314	教育訓練を始めた日付#3	DT 8	Record the date on which the participant's third training service actually began. If the participant received more than 3 training services, record the date on which the participant actually began the last (or most recent) training service. Leave blank if the participant did not receive a third training service or this data element does not apply to the participant.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1315	教育訓練サービスのタイプ4 (WICA)	IN 2	If the participant received a third type of training, record the appropriate code to indicate the type of approved training being provided to the participant. NOTE: If OJT or Skill Upgrading is being provided as part of a Registered Apprenticeship program, choose Code 09. NOTE: Codes 06 (Other) should only be utilized in rare instances when other codes are clearly not appropriate.  Record 00 if the participant did not receive a third service. Leave blank if this data element does not apply to the participant. Additional Notes: If the participant receives more than three training services, record the last (or most recent) training services received by the participant in this field.	01 = On the Job Training 02 = Skill Upgrading 03 = Entrepreneurial Training 04 = ABE or ESL (contextualized or other) in conjunction with Training (non-TAA funded) 05 = Customized Training 06 = Other Occupational Skills Training 07 = Remedial Training (ABE/ESL - TAA funded) 08 = Prospective Training 09 = Registered Apprenticeship Training 10 = Youth Occupational Skills Training 11 = Other Non-Occupational-Skills Training. 00000000	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
1316	職業的スキルに関連する教育訓練コード#3	IN 8	Enter the 8 digit ONet4.0 (or later versions) code that best describes the training occupation for which the participant received training services. Leave blank if occupational code is not available or not known or if this data element does not apply to the participant.  Additional Notes: If all 8 digits of the occupational skills code are not collected, record as many digits as are available. If the participant receives multiple training services, use the occupational skills training code for the most recent training. If the participant received more than 3 training services, use the occupational skills training code for the last (or most recent) training service.		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1317	修了した教育訓練#3	IN 1	Record 1 if the participant completed approved training. Record 0 if the participant did not complete training (withdrew). Leave blank if the participant did not receive a third training service or this data element does not apply to the participant.	1 = Yes 0 = No (Withdrew)	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1318	教育訓練を終了した、あるいはとやめた日付#3	DT 8	Record the date when the participant completed training or withdrew permanently from training. If multiple training services were received, record the most recent date on which the participant completed training. Leave blank if the participant did not receive a third training service or this data element does not apply to the participant.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	







SECTION 0.08 - そのほか関連する補助やサポートサービス(成人向け)										
1500	支払いに關する必要な額を受けた者	IN 1	Record 1 if the participant received needs related payments (WIOA section 134(d)(3)) for being the participant to participate in approved training funded under WIOA Title IB. Record 0 if the participant did not receive any needs-related payments as described above. Leave blank if this data element does not apply to the participant.	1 = Yes 0 = No						
1501	直近の迅速な対応サービスを受けた日付	DT 8	Record the most recent date on which the participant received a rapid response service authorized under WIOA section 134(a)(2)(A). Rapid response encompasses the activities necessary to plan and deliver services to enable dislocated workers to transition to new employment as quickly as possible, following either a permanent closure or mass layoff, or a natural or other disaster resulting in a mass job dislocation. Leave blank if the participant did not receive rapid response services or this data element does not apply to the participant.	YYYYMMDD						
1503	直近のフォローアップサービスを受けた日付	DT 8	Record the most recent date on which the participant received follow-up services, which may include counseling in the workplace. Leave blank if the participant did not receive this service or if it does not apply to the participant. Note that follow-up services do not change the date of exit for performance purposes.	YYYYMMDD						
1504	教育訓練の質的な期間	IN 1	Record 1 if the participant received a subsistence allowance while in training. Record 0 if participant did not receive a subsistence allowance. Leave blank if this data element does not apply to the participant.	1 = Yes 0 = No						
1505	求職許可認定 (TAA)	IN 2	Record the total number of job search allowances paid to the participant in the current quarter.	00						
1506	直近四半期の求職許可コスト (TAA)	DE 72	Record if the participant did not receive a job search allowance in the quarter. Leave blank if the data element does not apply to the participant.	00000000.00						
1507	求職許可コスト総計 (TAA)	DE 72	Record the cumulative total dollar amount of job search costs paid for the participant. This field may be updated for each quarterly submission. Leave blank if this data element does not apply to the participant or if the individual is not a TAA participant.	00000000.00						
1508	再配置許可の認定の日付(TAA)	DT 8	Record the date that the TAA Relocation Allowance was approved. Leave blank if the participant did not have a TAA Relocation Allowance approved or this data element does not apply to the participant.	YYYYMMDD						
1509	直近四半期の再配置許可のコスト(TAA)	IN 1	Record 1 if the participant received a relocation allowance in the current report quarter. Record 0 if the participant did not receive a Relocation Allowance. Leave blank if the individual is not a participant.	1 = Yes 0 = No						
1510	再配置許可コスト総計(TAA)	DE 72	Record the total dollar amount of relocation costs paid to relocate the participant including the lump sum payment. Leave blank if this data element does not apply to the participant or if the individual is not a TAA participant.	00000000.00						
1511	最初の基本TRA支払いを受けた日付	DT 8	Record the date on which the participant received their first Basic TRA payment. Leave blank if the participant did not receive a Basic TRA Payment or if the individual is not a TAA participant.	YYYYMMDD						
1512	この四半期の連単位での支払い-基本TRA	IN 2	Record the total number of weeks of Basic TRA paid in the current quarter. Leave blank if the individual is not a TAA participant.	00						
1513	連単位での支払い累積の総計-基本TRA	IN 2	Record the total number of weeks of Basic TRA paid to the individual. Record 0 if this data element does not apply to the participant. Leave blank if the individual is not a TAA participant.	00						
1514	直近四半期の支払額-基本TRA	DE 72	Record the dollar amount of Basic TRA paid in the current report quarter. Leave blank if this data element does not apply to the participant.	00000000.00						
1515	支払総計-基本TRA	DE 72	Record the total dollar amount of Basic TRA paid to the individual. Record 0 if this data element does not apply to the participant. Leave blank if the individual is not a TAA participant.	00000000.00						



1533	TAAの通払いの権利放棄	IN 1	Record 1 if there was a TAA overpayment waiver to be recorded in the quarter; it is issued and to continue through last quarter of reporting. "0" if this data element does not apply to the participant. Leave blank if the individual is not a TAA participant.	1 = Yes 0 = No	R																
1534	最初のA/RTAA支払いを受けた日付	DT 8	Record the date on which the participant received their first Alternative/Reemployment Trade Adjustment Assistance (A/RTAA) payment. Leave blank if the individual is not a TAA participant.	YYYYMMDD	R																
1535	最近の四半期にA/RTAA支払いを受けた回数	IN 2	Record the number of A/RTAA payments paid to the participant in the current report quarter. "0" if this data element does not apply to the participant. Leave blank if the individual is not a TAA participant.	00	R																
1536	最近四半期のA/RTAA支払い	DE 72	Record the total dollar amount of A/RTAA paid to the participant in the report quarter. Leave blank if this data element does not apply to the participant or if the individual is not a TAA participant.	00000000.00	R																
1537	A/RTAA支払いの総件回数	IN 3	Record the number of A/RTAA payments made to the participant through the current quarter of participation. This field may be updated for each quarterly reporting period. Record 0 if there was no TAA overpayment. Leave blank if the individual is not a TAA participant.	000	R																
1538	支払総額-A/RTAA	DE 72	Record the total dollar amount of A/RTAA paid to the individual. Leave blank if the individual is not a TAA participant.	00000000.00	R																
1539	支払いの頻度	IN 1	Record 1 if weekly. Record 2 if every two weeks. Record 3 if monthly. Record 4 if other. Leave blank if the individual was not a TAA participant.	1 = Weekly 2 = Bi-Weekly 3 = Monthly 4 = Other	R																
1540	A/RTAA補助が届いた最高額	IN 1	Record 1 if the participant reached their maximum benefit amount prior to their benefit eligibility limitation. Record 0 if the participant did not reach their maximum benefit prior to their two year eligibility limitation. Leave blank if the individual was not a TAA participant.	1 = Yes 0 = No	R																
1541	最近四半期のA/RTAA支払い	IN 1	Record 1 if there was an overpayment established under A/RTAA in the current quarter. Record 0 if there was no A/RTAA overpayment. Leave blank if the individual was not a TAA participant.	1 = Yes 0 = No	R																
1542	A/RTAA通払いの額	DE 72	Record the amount of the A/RTAA overpayment. This amount may be updated on a cumulative basis. Record 0 if there was no A/RTAA overpayment for this participant. Leave blank if the individual was not a TAA participant.	00000000.00	R																
1543	A/RTAA通払いの権利放棄	IN 1	Record 1 if there was an A/RTAA overpayment waiver to be recorded in the quarter; it is issued and to continue through last quarter of reporting. Record 0 if there was not A/RTAA overpayment waiver. Leave blank if the individual was not a TAA participant.	1 = Yes 0 = No	R																
<b>SECTION D - プログラムの成果に関する情報</b>																					
<b>SECTION D.01 - 雇用と仕事の維持に関するデータ</b>																					
1600	終了後第四半期の雇用 (MOA)	IN 1	Record 1 if the participant is in unsubsidized employment (not including Registered Apprenticeship, or the military). Record 2 if the participant is in Registered Apprenticeship. Record 3 if the participant is in the military. Record 0 if the participant was not employed in the first quarter after the quarter of exit. Record 9 if the participant has exited but employment information is not yet available.	1 = Yes 2 = Yes, Registered Apprenticeship 3 = Yes, Military 0 = No 9 = Information not yet available	R																
1601	終了後第四半期の雇用割合 (MOA)	IN 1	Use the appropriate code to identify the method used in determining the participant's employment status in the first quarter following the quarter of exit. Wage records will be the primary data source for tracking employment in the first quarter after the exit quarter. If the participant is not in wage records, use other data sources to determine employment. If the participant is not in any data source for which the participant's earnings are greatest. Record 0 if the participant was not employed in the first quarter after the quarter of exit.	1 = UI Wage Data 2 = Federal Employment Records (OPM, USFS) 3 = State Employment Records (DOD) 4 = Non-UI verified 5 = Information not yet available 0 = Not employed	R																





SECTION D.02 - 賃金配賦の字一												
1700	参加期四半期の賃金	DE 82	Record total earnings from wage records for the third quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	0000000.00								R
1701	参加期2四半期の賃金	DE 82	Record total earnings from wage records for the second quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	0000000.00								R
1702	参加期四半期の賃金	DE 82	Record total earnings from wage records for the first quarter prior to the quarter of participation. Leave blank if data element does not apply to the participant.	0000000.00								R
1703	終了後第一四半期の賃金 (WICA)	DE 82	Record total earnings for the first quarter after the quarter of exit. Record 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	0000000.00								R
1704	終了後第二四半期の賃金 (WICA)	DE 82	Record total earnings for the second quarter after the quarter of exit. Record 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	0000000.00								R
1705	終了後第三四半期の賃金 (WICA)	DE 82	Record total earnings for the third quarter after the quarter of exit. Record 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	0000000.00								R
1706	終了後第四四半期の賃金 (WICA)	DE 82	Record total earnings for the fourth quarter after the quarter of exit. Record 999999.99 if data is not yet available for this item. Leave blank if data element does not apply to the participant.	0000000.00								R
SECTION D.03 - 教育と資格に関するデータ												
1800	認定された資格のタイプ (WICA)	IN 1	Use the appropriate code to record the type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the State involved or Federal Government, or an associate, baccalaureate or masters' degree attained by the participant, who received education or training services. Record 0 if the participant received education or training services, but did not attain a recognized diploma, degree, license or certificate. Leave blank if data element does not apply to the participant.  NOTE: Diplomas, degrees, licenses or certificates must be attained either during participation or within one year of exit. This data element applies to both the Credential Rate indicator and the Measurable Skills Gain indicator for all programs.  Record the date on which the participant attained a recognized credential, or if this data element does not apply.	1 = Secondary School Diploma /or equivalency 2 = AA or AS Diploma/Degree 3 = BA or BS Diploma/Degree 4 = Graduate/Post-Graduate Certificate 5 = Other Recognized Diploma, Degree, or Certificate 6 = Occupational Certificate 7 = Occupational License 8 = Other Recognized Diploma, Degree, or Certificate 9 = No recognized credential								R
1801	資格認定を達成した日付 (WICA)	DT 8	Record the date on which the participant attained a recognized credential. Leave blank if the participant did not attain a second recognized credential, or if this data element does not apply.	YYMMDD								R
1802	認定された資格のタイプ#2 (WICA)	IN 1	Use the appropriate code to record the type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the State involved or Federal Government, or an associate, baccalaureate or masters' degree attained by the participant, who received education or training services. Record 0 if the participant received education or training services, but did not attain a recognized diploma, degree, license or certificate. Leave blank if data element does not apply to the participant.  NOTE: Diplomas, degrees, licenses or certificates must be attained either during participation or within one year of exit. This data element applies to both the Credential Rate indicator and the Measurable Skills Gain indicator for all DOL programs.  Record the date on which the participant attained a second recognized credential, or if this data element does not apply.	1 = Secondary School Diploma /or equivalency 2 = AA or AS Diploma/Degree 3 = BA or BS Diploma/Degree 4 = Graduate/Post-Graduate Certificate 5 = Other Recognized Diploma, Degree, or Certificate 6 = Occupational Certificate 7 = Occupational License 8 = Other Recognized Diploma, Degree, or Certificate 9 = No recognized credential								R
1803	資格認定を達成した日付#2 (WICA)	DT 8	Record the date on which the participant attained a second recognized credential, or if this data element does not apply.	YYMMDD								R

1804	認定された資格のタイプ#3	IN 1	Use the appropriate code to record the type of recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, a license recognized by the State involved or Federal Government, or an associate, baccalaureate or masters' degree attained by the participant, who received education or training services. Record 0 if the participant received education or training services, but did not attain a recognized diploma, degree, license or certificate. Leave blank if this data element does not apply to the participant. NOTE: Diplomas, degrees, licenses or certificates must be attained either during participation or within one year of exit. This data element applies to both the Credential Rate indicator and the Measurable Skills Gain indicator for all DOL. Record the date on which the participant attained a third recognized credential. Leave blank if the participant did not attain a third recognized credential, or if this data element does not apply.	1 = Secondary School Diploma/ or equivalency 2 = AA or AS Diploma/Degree 3 = BA or BS Diploma/Degree 4 = Graduate/Post Graduate 5 = Occupational License 6 = Occupational Certificate 7 = Occupational Certification 8 = Other Recognized Diploma, Degree, or Certificate 9 = Not recognized credential	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1805	資格認定を達成した日付#3	DT 8		YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1806	最近の測定でできるスキル獲得の日付/教育機関レベル(EFL) 日付/教育機関レベル(WIDA)	DT 8	Record the most recent date the participant who received instruction below the postsecondary education level achieved at least one EFL. EFL gain may be documented in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer secondary school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year. Leave blank if this data element does not apply to the participant.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1807	最近の測定でできるスキル獲得の日付/中secondary教育の成績証明書/報告カード(WIDA)	DT 8	Record the most recent date of the participant's transcript or report card for postsecondary education who complete a minimum of 12 hours per semester, or for part-time students a total of at least 12 credit hours over the course of two completed consecutive semesters during the program year, that shows a participant is meeting the State unit's academic standards. Leave blank if this data element does not apply to the participant.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1808	最近の測定でできるスキル獲得の日付/中secondary教育の成績証明書/報告カード(WIDA)	DT 8	Record the most recent date of the participant's transcript or report card for secondary education for one semester showing that the participant is meeting the State unit's academic standards. Leave blank if this data element does not apply to the participant.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1809	最近の測定でできるスキル獲得の日付/教育訓練マイルストーン(WIDA)	DT 8	Record the most recent date that the participant had a satisfactory or better progress report towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of one year of a registered apprenticeship program, etc.). Leave blank if this data element does not apply to the participant.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1810	最近の測定でできるスキル獲得の日付/スキル向上(WIDA)	DT 8	Record the most recent date the participant successfully completed an exam that is required for a particular occupation, or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams. Leave blank if this data element does not apply to the participant.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
1811	プログラムの参加中に中secondary教育の認定あるいは習得のための教育訓練プログラムの入学した日付	DT 8	Record the date the participant was enrolled during program participation in an education or training program that leads to a recognized postsecondary credential, or employment as defined by the core program in which the participant participates. States may use this coding value if the participant was either already enrolled in education or training at the time of program entry, or became enrolled in education or training at any point while participating in the program. If the participant was enrolled in postsecondary education at program entry, the date in this field should be the date of Program Entry. This includes, but is not limited to, participation in Job Corps or YouthBuild or Adult Education or secondary education programs. Leave blank if the data element does not apply to the participant. NOTE: This data element applies to the Measurable Skill Gain indicator and specifically will be utilized to calculate the denominator. It encompasses all education and training program enrollment.	YYYYMMDD	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R



1905	プレテストの教育機能レベル	IN 1	Record the educational functioning level that is associated with the participant's raw scale score. Record 0 if the participant was not assessed in literacy or numeracy. Leave blank if the data element does not apply to the participant. NOTE: This field is only necessary if the program is capturing a measurable skill gain based on an increase in Educational Functioning Level within the Educational Achievement Type of measurable skill gain. 0 = Not Assessed 1 = Beginning ABE Literacy 2 = Beginning Basic Education 3 = Low Intermediate Basic Education 4 = High Intermediate Basic Education 5 = Low Adult Secondary Education 6 = High Adult Secondary Education 7 = Beginning ESL Literacy 8 = Beginning ESL 9 = High Beginner ESL 10 = Low Intermediate ESL 11 = High Intermediate ESL 12 = Advanced ESL	0 = Not Assessed 1 = Beginning ABE Literacy 2 = Beginning Basic Education 3 = Low Intermediate Basic Education 4 = High Intermediate Basic Education 5 = Low Adult Secondary Education 6 = High Adult Secondary Education 7 = Beginning ESL Literacy 8 = Beginning ESL 9 = High Beginner ESL 10 = Low Intermediate ESL 11 = High Intermediate ESL 12 = Advanced ESL																
1906	重訂のプレテストスコアの日付	DT 8	Record the date on which the post-test was administered to the participant during his/her first year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered. Leave blank if the participant did not receive a post-test during his/her first year of participation in the program or if the data element does not apply to the participant. NOTE: This field is only necessary if the program is capturing a measurable skill gain based on an increase in Educational Functioning Level within the Educational Achievement Type of measurable skill gain.	YYYYMMDD																
1907	事後テストのスコア	IN 3	Record the Educational Functioning Level of the participant. Leave blank if the participant did not receive a post-test during his/her first year of participation in the program or if the data element does not apply to the participant. NOTE: This field is only necessary if the program is capturing a measurable skill gain based on an increase in Educational Functioning Level within the Educational Achievement Type of measurable skill gain.	000																
1908	事後テストの教育機能レベル	IN 2	Record the educational functioning level that is associated with the participant's raw scale score. Record 0 if the participant was not assessed in literacy or numeracy. Leave blank if the data element does not apply to the participant. NOTE: This field is only necessary if the program is capturing a measurable skill gain based on an increase in Educational Functioning Level within the Educational Achievement Type of measurable skill gain.	0 = Not Assessed 1 = Beginning ABE Literacy 2 = Beginning Basic Education 3 = Low Intermediate Basic Education 4 = High Intermediate Basic Education 5 = Low Adult Secondary Education 6 = High Adult Secondary Education 7 = Beginning ESL Literacy 8 = Beginning ESL 9 = High Beginner ESL 10 = Low Intermediate ESL 11 = High Intermediate ESL 12 = Advanced ESL																
<b>SECTION E - 新しいデータ要素は下記の各プログラムに特化なもの</b>																				
<b>SECTION E.01 - 失業者への助成金</b>																				
2001	DWGサービス完了の日付	DT 8	Record the date the participant received their last service in the DWG program.	YYYYMMDD																
2002	Employed at Completion of DWGサービスの完了後について雇用されている者	IN 1	Record 1 if the participant is employed at completion of participation in services under a Dislocated Worker Grant (DWG). Employment is counted the quarter in which the participant stops receiving services funded through a DWG project. Record 0 if the participant does not meet the condition described above.	1 = Yes 0 = No																
2003	DWG助成金番号	AN 19	Record the Dislocated Worker Grant (DWG) Grant Number where the participant received services financially assisted under a DWG. Record 0 if the participant did not receive service under a DWG. NOTE: If the participant received services financially assisted under more than one DWG, report the additional grant numbers under Special Project ID (i.e. Data Elements Nos. 105, 106 and 107) using the two letter and five digits (XX-00000) of the grant number.	EM-XXXXXXXXXXXXXX																
2004	大災害復興期の失業補助金を受付している者	IN 1	Record 1 if the participant received disaster relief employment only under a Disaster Recovery DWG, and received no other services under a Disaster Recovery DWG. Record 2 if the participant received disaster relief employment and received Employment and Training services (Career and Training services) under a Disaster Recovery DWG. Record 3 if the participant received Employment and Training services (Career and Training services) only under a Disaster DWG, and did not receive disaster relief employment under a Disaster Recovery DWG. Record 0 if the participant did not receive any services under a Disaster Recovery DWG.	1 = Disaster Relief Employment Only 2 = Disaster Relief Employment and Employment and Training Services 3 = Employment and Training Services Only 0 = No																

SECTION E02 - H1B																			
2101	不完全雇用者の労働者	IN 1	Record 1 if the participant is a person who lost their job during or after the recent recession and has obtained only episodic, short-term, or part-time employment for 27 consecutive weeks, but has not reconnected with a full-time job commensurate with the participant's loss of permanent employment. Dislocated workers may be included in this data element, if they meet the above criteria. Record 0 if the participant does not meet any of the conditions described above. Leave blank if information is not available.	1 = Yes 0 = No															R
2102	前の四半期に受けたケースマネジメントサービス	IN 1	Record 1 if the participant received Case Management Services in the previous quarter. Record 0 if the participant did not receive Case Management Services in the previous quarter.	1 = Yes 0 = No															R
2103	最近に受けた評価サービスの日付	DT 8	Record the most recent date on which the participant received assessment services funded by the program. Leave blank if the participant did not receive Assessment Services.	YYYYMMDD															R
2104	前の四半期に受けた評価サービスの	IN 1	Record 1 if the participant received Assessment Services in the previous quarter. Record 0 if the participant did not receive Assessment Services in the previous quarter.	1 = Yes 0 = No															R
2105	前の四半期に受けた援助サービスの	IN 1	Record 1 if the participant received Supportive Services in the previous quarter. Record 0 if the participant did not receive Supportive Services in the previous quarter.	1 = Yes 0 = No															R
2106	最近の特別な参加型サービスを受けた日付	DT 8	Record the most recent date on which the participant received specialized participant services which include, but are not limited to, financial counseling, behavioral health counseling, mentoring, assistance with re-location, job coaching, networking, and job search assistance. Leave blank if the participant did not receive Specialized Participant Services.	YYYYMMDD															R
2107	前の四半期に受けた特別サービスの	IN 1	Record 1 if the participant received Specialized Services in the previous quarter. Record 0 if the participant did not receive Specialized Services in the previous quarter.	1 = Yes 0 = No															R
2108	前の四半期の職業体験への参加	IN 1	Record 1 if the participant participated in Work Experience in the previous quarter. Record 0 if the participant did not participate in Work Experience in the previous quarter.	1 = Yes 0 = No															R
2109	教育訓練活動のための教育訓練サービスの最優先のタイプ#1	IN 1	Use the appropriate code to indicate the primary type of training being provided to the participant. Leave blank if the participant did not enroll in training for Primary Type of Training Service for Training Activity #1.	1 = On-the-Job Training 2 = Classroom Occupational Training 3 = Contextualized Learning 4 = Distance Learning 5 = Customized Learning 6 = Incumbent Worker Training 7 = Other Occupational Skills Training 8 = Registered Apprenticeship 9 = No training															R
2110	教育訓練活動のための教育訓練サービスの第二のタイプ#1	IN 1	Use the appropriate code to indicate the secondary type of training being provided to the participant, if applicable. Leave blank if the participant is not enrolled in a Secondary Type of Training Service for Training Activity #1.	1 = On-the-Job Training 2 = Classroom Occupational Training 3 = Contextualized Learning 4 = Distance Learning 5 = Customized Learning 6 = Incumbent Worker Training 7 = Other Occupational Skills Training 8 = Registered Apprenticeship 9 = No training															R
2111	教育訓練活動のための教育訓練サービスの第三のタイプ#1	IN 1	Use the appropriate code to indicate the tertiary type of training being provided to the participant, if applicable. Leave blank if the participant is not enrolled in a Tertiary Type of Training Service for Training Activity #1.	1 = On-the-Job Training 2 = Classroom Occupational Training 3 = Contextualized Learning 4 = Distance Learning 5 = Customized Learning 6 = Incumbent Worker Training 7 = Other Occupational Skills Training 8 = Registered Apprenticeship 9 = No training															R







2209	関係する援助・移動	IN 1	Record 1 if the participant received transportation (public or private) assistance or cash paid to participants or members of their families for the purpose of transportation. Record 0 if the participant did not receive any transportation assistance. Record 1 if the participant received transportation assistance that is not limited to preventive and clinical medical treatment, voluntary family planning, and necessary psychiatric, psychological and prosthetic services. Record 0 if the participant did not receive any health care assistance.	1 = Yes 0 = No	R													
2210	関連する援助・医療	IN 1	Record 1 if the participant received related assistance services which help participants meet their family care needs during program participation. Family care ranges from adult to child care inside or outside the home to after-school programs (inside or outside the home). It usually includes supervision and shelter. Record 0 if the participant did not receive any family care assistance.	1 = Yes 0 = No	R													
2211	家族のケア(子供のケアを含む)	IN 1	Record 1 if the participant received related assistance services which help participants meet their family care needs during program participation. Family care ranges from adult to child care inside or outside the home to after-school programs (inside or outside the home). It usually includes supervision and shelter. Record 0 if the participant did not receive any family care assistance.	1 = Yes 0 = No	R													
2212	関連する援助・住居援助サービス	IN 1	Record 1 if the participant received temporary housing services as described in 20 CFR 685.300 Record 2 if the participant received permanent housing services as described in 20 CFR 685.300 Record 3 if the participant received both temporary housing services as described in 20 CFR 685.300 and permanent housing services as described in 20 CFR 685.300. Record 0 if the participant did not receive any housing related assistance.	1 = Temporary Housing Services 2= Permanent Housing Services 3- Both Temporary and Permanent Housing services 0 = No	R													
2213	関連する援助・食事の援助	IN 1	Record 1 if the participant received related assistance services that includes the provision of food and other nutritional assistance (other than counseling) to eligible program participants and their dependents. Record 0 if the participant did not receive any nutritional assistance.	1 = Yes 0 = No	R													
2214	関連する援助・通訳・朗読サービス	IN 1	Record 1 if the participant received related assistance services which involves a bi-lingual agent who hears or reads the language of one party and speaks or writes another language for another party. One of the two parties will be a program participant. Record 0 if the participant did not receive any other related assistance services with significant staff involvement.	1 = Yes 0 = No	R													
2215	関連する援助・スタッフによる援助	IN 1	Record 1 if the participant received related assistance services with significant staff involvement. Record 0 if the participant did not receive any other related assistance services with significant staff involvement.	1 = Yes 0 = No	R													
2216	労働者安全訓練を受けた者	IN 1	Record 1 if the participant received any training that consists of instruction in any of the following: (a) safety procedures, (b) handling and use of toxic chemicals, proper use of protective clothing and devices, first aid, or other topics related to worker safety on the job site. Record 0 if the participant did not receive worker safety training.	1 = Yes 0 = No	R													
2217	167助成金による職業体験	IN 3	Record the actual total hours the individual received work experience under the section 167 grant. Work experience includes short-term or part-time work activity that provides an individual with the opportunity to acquire appropriate work habits and behaviors.	000	R													
2218	167助成金によるOn-the-job Training (OJT)	IN 3	Record the actual total hours the participant received On-the-job Training (OJT) under the section 167 grant. OJT means that the participant is being paid by the employer to be a paid participant while engaged in productive work in a job that: (a) provides knowledge or skills essential to the full and adequate performance of the job; (b) provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and (c) is limited in duration appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant as appropriate.	000	R													
2219	167助成金による統合された基本/職業的スキル訓練	IN 3	Record the actual total hours the participant received integrated basic/occupational skills training under the section 167 grant. Integrated basic/occupational skills training includes the combined content of both Basic Skills Training and Occupational Skills Training (Non-OJT) as described immediately above.	000	R													
2220	167助成金による職業的スキル(On-the-job training)に関する教育訓練	IN 3	Record the actual total hours the participant received occupational skills training (excluding On-the-job training) under the section 167 grant. Occupational skills training includes vocational education and classroom training, designed to provide participants with the technical skills and information required to perform a specific job or group of jobs.	000	R													
2221	167助成金による基本スキルの教育訓練	IN 3	Record the actual total hours the participant received basic skills training under the section 167 grant. Basic skills training includes, but is not limited to, remedial reading, writing, communication, mathematics and/or English for non-English speakers.	000	R													

2222	移動手段の告知	IN 1	Record 1 If the participant is a person who lacks access to adequate/reasonable transportation services, resulting in a barrier to receiving training or accepting employment. Record 0 If the participant does not meet the conditions described above.	1 = Yes 0 = No	R													
2223	長期間の職業雇用	IN 1	Record 1 If the participant is a person who has engaged in agricultural work as the primary source of income for a minimum of four (4) years prior to intake/eligibility determination. Record 0 If the participant does not meet the conditions described above.	1 = Yes 0 = No	R													
2224	明確な職業履歴の告知	IN 1	Record 1 If the participant is a person who has not worked for any nonagricultural employer for longer than three (3) consecutive months in the 24 months prior to intake/eligibility determination. Record 0 If the participant does not meet the conditions described above.	1 = Yes 0 = No	R													
2225	申し込みの日の前6か月の間に6か月の事前プログラムからの収入	DE 62	Record pre-program earnings during the 6-months prior to date of application. Earnings include salaries or wages, and also include any bonuses, tips, gratuities, commissions or overtime pay.	000000.00	R													
2226	選給認定の時期から12か月の間の事前プログラムの収入	DE 62	Record pre-program earnings during 12-month eligibility determination period. Earnings include salaries or wages, and also include any bonuses, tips, gratuities, commissions or overtime pay.	000000.00	R													
2227	18歳未満の共働き者の数	IN 2	Record the number of dependents in the family under age 18.	00	R													
2230	住居・食事・開業者のほか、プログラムへの最近の参加	IN 1	Record 1 If the participant received employment and training services under US Dept. HUD. Record 0 If the participant does not meet the condition described above.	1 = Yes 0 = No	R													
2231	選給認定の日付	DT 8	Record the date upon which the participant was determined eligible to participate in the Section 107 program.	YYYYMMDD	R													
2232	家族の地位: NF-JP	IN 1	Record 1 If the participant physically resides with any of the participants described as a dependent in 20 CFR 685.110. Record 2 If the participant does not physically reside with any of the participants described as a dependent in 20 CFR 685.110. <input type="checkbox"/>	1 = Member of a family as defined in 20 CFR 685.110 2 = Not a member of a family as defined in 20 CFR 685.110	R													
2233	NF-JP増成金の開始	IN 1	Record 1 If the participant was enrolled through a NF-JP Employment and Training grant. Record 2 If the participant was enrolled through an NF-JP Housing grant.	1 = NF-JP Employment and Training enrollee 2 = NF-JP Housing Grant enrollee	R													
<b>SECTION E 04 - インディアン・ネイティブ・アメリカン・プログラムのプログラム (INA)</b>																		
2301	Beneficial Softwareの最近のバージョン	AN 26	Candidates will enter the appropriate number for the most current version of Beneficial's software.	XXXXXXXXXX														R
2302	家族への所属	IN 6	Record the participant's tribal affiliation. Leave blank if the tribal affiliation code is unknown.	000000														R
2303	公的扶助の支給	IN 9	Record 1 If the participant receives general assistance (GA) from their state or local government. Record 2 If the participant receives Temporary Assistance to Needy Families (TANF). Record 3 If the participant receives Supplemental Security Income (SSI-SSA Title XVI). Record 4 If the participant receives Social Security Disability Insurance (SSDI). Record 5 If the participant receives Food Stamps (Food Stamp Act of 1977). Record 6 If the participant receives Foster Child Payments. Record 7 If the participant receives benefits from Tribal Work Experience Programs (TWEPE). Record 8 If the participant receives benefits from the USDA Commodity Program. Record 0 If the participant does not meet the conditions described above. Record all that apply if the participant is receiving more than one type of public assistance.	1 = General Assistance (GA) 2 = TANF 3 = SSI-SSA Title XVI 4 = SSDI 5 = SNAP 6 = Foster Child Payments 7 = TWEPE 8 = USDA Commodity Program 0 = No													R	

SECTION E08 - 元受刑者の再統合(成人)										
2400	仕事の免除プログラム	IN 1	Record 1 if the participant was in a work-release program at the time of enrollment. Record 0 if the participant does not meet the condition described above.	1 = Yes 0 = No					R	
2401	収監の際の雇用形態	IN 1	Record 1 if the participant was working in unsubsidized employment upon incarceration (not including Registered Apprenticeship or the military). Record 2 if the participant was in a Registered Apprenticeship upon incarceration. Record 3 if the participant was in the military upon incarceration. Record 9 if employment participant prior to incarceration is unknown. Record 0 if the participant was not employed upon incarceration.	1 = Unsubsidized Employment 2 = Registered Apprenticeship 3 = Military 9 = Unknown 0 = Not employed					R	
2402	市長権の地位	IN 1	Record 1 if the participant is a U.S. citizen at the time of application. Record 2 if the participant is a U.S. non-citizen national at the time of application. Record 3 if the participant is U.S. permanent resident at the time of application. Record 4 if the participant is an alien registered to work in the U.S. at the time of application. Record 9 if citizen status is unknown.	1 = U.S. Citizen 2 = Non-Citizen National 3 = Permanent Resident 4 = Registered Alien 9 = Unknown					R	
2403	権利を与えられた仕事	IN 1	Record 1 if the participant is authorized to work the United States at the time of application. Record 0 if the participant is not authorized to work in the United States at the time of application. Record 9 if the authorization to work is unknown.	1 = Yes 0 = No 9 = Unknown					R	
2404	開始時のアルコール/ドラッグ乱用	IN 1	Record 1 if the participant abused alcohol and/or drugs at the time of enrollment. Record 0 if the participant did not meet either of the conditions described above at the time of enrollment. Record 9 if the alcohol/drug abuse status is unknown at the time of enrollment.	1 = Yes 0 = No 9 = Unknown					R	
2405	明らかでない健康問題	IN 1	Record 1 if the participant has significant health issues at the time of enrollment. Record 0 if the participant does not meet the condition described above at the time of enrollment. Record 9 if the significant health issues are unknown at the time of enrollment.	1 = Yes 0 = No 9 = Unknown					R	
2407	収監から解放された後の医療給付	IN 1	Record 1 if the participant had medical benefits since release from incarceration. Record 0 if the participant does not meet the condition described above. Record 9 if the information is unknown.	1 = Yes 0 = No 9 = Unknown					R	
2408	メンタルヘルスの取り組み	IN 1	Record 1 if the participant received mental health treatment. Record 0 if the participant does not meet the condition described above. Record 9 if the information is unknown.	1 = Yes 0 = No 9 = Unknown					R	
2408	開始時の子供の養育義務	IN 1	Record 1 if the participant had a Child Support Obligation at the time of enrollment. Record 0 if the participant did not meet the condition described above. Record 9 if the Child Support Obligation status is unknown.	1 = Yes 0 = No 9 = Unknown					R	
2410	開始時の子供の養育義務の量	DE 62	Record the amount of Child Support Obligation per month at enrollment. Leave blank if this information is unknown.	000000.00					R	
2411	収監前の医療給付のタイプ	IN 1	Record 1 if the participant had coverage under private health insurance prior to incarceration. Record 2 if the participant had coverage under Medicare prior to incarceration. Record 3 if the participant had coverage under Medicaid prior to incarceration. Record 4 if the participant had coverage under the ACA Health Exchange prior to incarceration. Record 9 if the participant does not meet the conditions described above. Record 0 if the information is unknown.	1 = Private health insurance 2 = Medicare 3 = Medicaid 4 = ACA Health Exchange 9 = Unknown 0 = Unknown					R	
2412	刑事司法制度の鑑定者	AN 1	Record the appropriate criminal justice system identifier as indicated in code values 1 through 6	1 = Federal ID 2 = State CJ Record ID 3 = State Prison ID 4 = Local Probation Agency ID 5 = Local Jail ID 6 = Other					R	
* 2413	プログラム開始時の収監(WIOA)	IN 1	Record 1 if the participant, at program entry, was a criminal offender in a correctional institution at program entry. Record 0 if this data element does not apply to the participant.	1 = Yes 0 = No					R	
*2414	釈放された日付(WIOA)	DT 8	Record the date the participant was released from a correctional institution. Leave blank if participant remains in a correctional institution at program exit.	YYYYMMDD					R	



2428	職業的・仕事上のスキルに 関する訓練の期待されるコスト	DE 82	Record the expected cost of the participant's vocational/occupational skills training. Leave blank if the above condition does not apply to the participant.	000000.00																R
2429	雇用に使いた際の時給	DE 82	Record the participant's hourly wage at employment placement. Leave blank if the above condition does not apply to the participant.	000000.00																R
2430	最初の週間の労働時間	IN 2	Record the number of hours that the participant worked during the first full week.	00																R
2431	中等後教育に入學した日付	DT 8	Record the date that the participant entered postsecondary education. Leave blank if the above condition does not apply to the participant.	YYYYMMDD																R
2432	釈放から1か月以内の新しい犯 罪による再逮捕	IN 1	Record 1 if the participant was re-arrested within 12 months of release for a new offense. Record 0 if the above condition does not apply to the participant.	1 = Yes 0 = No																R
2434	新しい罪による再逮捕	IN 1	Record 1 if the participant was re-arrested for a previous crime. Record 0 if the above condition does not apply to the participant.	1 = Yes 2 = No 9 = Unknown																R
2435	犯罪事件の発生に主要な役割 を演じたものは保釈命令 の取り消し	IN 1	Record 1 if the participant was re-incarcerated for revocation of parole. Record 2 if the participant was re-incarcerated for violation of probation order for violations of terms of parole. Record 3 if the participant was re-incarcerated for other violations of the terms and conditions of their sentence. Record 0 if the above conditions do not apply to the participant.	1 = Revocation of Parole 2 = Revocation of Probation 3 = Other Violations 0 = No																R
2436	再逮捕されていない旨	IN 1	Record 1 if the participant was not re-arrested. Record 0 if the above condition does not apply to the participant.	1 = Yes 0 = No																R
2437	新しい犯罪/前科による逮捕の 日付	DT 8	Record the date that the participant was arrested for a new or previous crime. Leave blank if the above condition does not apply to the participant.	YYYYMMDD																R
2438	新しい犯罪/前科による 有罪判決	IN 1	Record 1 if the participant was convicted of a new crime. Record 2 if the participant was convicted of a previous crime. Record 0 if the above condition does not apply to the participant.	1 = Yes 0 = No																R
2439	再逮捕の日付	DT 8	Record the date which the participant became re-incarcerated. Leave blank if the above condition does not apply to the participant.	YYYYMMDD																R
2440	起訴/検察官の日付	DT 8	Record the date which charges against the participant were dropped. Leave blank if the above condition does not apply to the participant.	YYYYMMDD																R
2441	フォローアップの日付	DT 8	Record the date which the participant was collected for follow-up. Leave blank if the above condition does not apply to the participant.	YYYYMMDD																R
2442	契約の形態	IN 1	Mode of follow-up contact: Record 1 if follow-up was done person-to-person. Record 2 if follow-up was done via telephone. Record 3 if follow-up was done via email. Record 4 if a different follow-up method was used. Record 0 if no follow-up was done for this participant.	1 = Person-to-Person 2 = Telephone 3 = Email 4 = Other 0 = No follow-up																R
2443	成功したフォローアップ	IN 1	Record 1 if the participant successfully completed follow-up interview. Record 0 if the participant did not successfully complete follow-up interview.	1 = Yes 0 = No																R
2445	フォローアップ時の時給	DE 82	Record the participant's hourly wage at follow-up. Leave blank if the above condition does not apply to the participant.	000000.00																R
<b>SECTION E 08 - 元受刑者の再就労(年)</b>																				
2500	選ばれる中等教育入学資格	IN 1	Record 1 if the participant was a secondary school student at the time of their arrest. Record 2 if the participant was a secondary school graduate at the time of their arrest. Record 3 if the participant was a secondary school dropout at the time of their enrollment. Record 0 if the participant was a secondary school dropout at the time of enrollment. Record 9 if the participant was a secondary school dropout at the time of their enrollment.	1 = Secondary school student 2 = Secondary school graduate 3 = Secondary School dropout 0 = No																R
2501	プログラム参加時の中等後教育 入学資格	IN 1	Record 1 if the participant was a secondary school student at the time of enrollment. Record 2 if the participant was a secondary school graduate at the time of enrollment. Record 3 if the participant was a secondary school dropout at the time of enrollment.	1 = Secondary school student 2 = Secondary school graduate 3 = Secondary School dropout 0 = No																R



2509	サービスの最初の日付	DT 8	Enter first date of service of the service selected. Onlines need to be able to enter the first date of service each quarter, with the data saved each quarter to keep a running count of services received. Leave blank if no services(s) was received. Record 1 if diversion was completed without out-of-home placement. Leave blank if participant did not meet this condition. Leave blank if participant did not receive diversion services.	YYYYMMDD	R
2510	終了した自宅以外の場所での 気晴らし	IN 1	Record 1 if the participant's record was entered. Record 0 if the participant does not meet this condition. Leave blank if participant did not receive expungement legal services.	1 = Yes 0 = No	R
2511	記録の抹消	IN 1	Record 1 if the participant's record was sealed. Record 0 if the participant does not meet this condition. Leave blank if participant did not receive sealing of records assistance.	1 = Yes 0 = No	R
2512	記録の封印	IN 1	Record 1 if the participant's record was sealed. Record 0 if the participant does not meet this condition. Leave blank if participant did not receive sealing of records assistance.	1 = Yes 0 = No	R
2513	職業訓練の期間当たりの 時間数	IN 1	Record 1 if participant received 5 or fewer hours per week of training. Record 2 if participant received 6 to 15 hours per week of training. Record 3 if participant received 16 to 25 hours per week of training. Record 4 if participant received 25 or more hours per week of training. Record 0 if the participant did not receive vocational training services.	1 = 5 or fewer hours per week 2 = 6 to 15 hours per week 3 = 16 to 25 hours per week 4 = 25 or more hours per week 0 = No	R
2514	6か月以上のメンタリングを受け たか	IN 1	Record 1 if mentoring continued for 6 or more months. Record 0 if the participant does not meet this condition.	1 = Yes 0 = No	R
2515	助成金の対象ではない仕事に 最初に就いた日付	DT 8	Record the date of participant's initial placement into unsubsidized job. Leave blank if the participant was not placed in an unsubsidized job.	YYYYMMDD	R
2516	中等教育機関あるいは訓練の終 了の日付	DT 8	Record the date of participant's placement into postsecondary education or training. Leave blank if the participant was not placed into postsecondary education or training.	YYYYMMDD	R
2517	フルタイムあるいはパートタイム で受けている教育	IN 1	For participants who have been placed in a postsecondary education or training program: Record 1 if participant is attending full-time. Record 2 if participant is attending part-time. Record 0 if the participant was not placed into postsecondary education or training.	1 = Full-time 2 = Part-time 0 = No	R
2518	教育を受けた最後の日付	DT 8	Record most recent date on which participant received postsecondary education or training. Leave blank if the participant was not placed into postsecondary education or training.	YYYYMMDD	R
2519	訓練期間の総数	DE 82	Record the participant's hourly training wage. Leave blank if the participant was not enrolled in training.	000000.00	R
2520	正規の中等教育機関、あるいは 代替的中等教育機関に就いた日付	DT 8	Record the date on which the participant returned to regular secondary school or alternative school. Leave blank if the participant did not return to regular secondary school or alternative school.	YYYYMMDD	R
2521	中等教育機関に戻ってから 12か月以内に中等教育機関に就いた プログラムの開始した時点	IN 1	For youth participants who entered the program while in secondary school or who returned to secondary school after enrolling in the program: Record 1 if participant returned to regular secondary school or alternative school within 12 months of entering the program. Record 0 if the participant does not meet this condition.	1 = Yes 0 = No	R
2522	正規の中等教育機関あるいは 代替的中等教育機関に12か月 在籍し続けたか	IN 1	For youth participants who entered the program while in secondary school and youth who returned to secondary school after enrolling in the program: Record 1 if the participant remained in regular secondary school or alternative school for 12 months. Record 0 if the participant does not meet this condition.	1 = Yes 0 = No	R
2523	学位あるいは資格取得 プログラムに入った日付	DT 8	Record the date on which the participant earned the degree or certificate program. Leave blank if the participant did not enter into a degree or certificate program.	YYYYMMDD	R
2525	登録後、新しい犯罪で 取調べられた日付	DT 8	Record date on which participant was arrested for new crime after enrollment. Leave blank if this data element does not apply to the participant.	YYYYMMDD	R
2526	登録後、服罪のある新しい犯罪 で有罪判決を受けたか	DT 8	Record date on which participant was convicted for new crime after enrollment. Leave blank if this data element does not apply to the participant.	YYYYMMDD	R
2527	犯罪のタイプ	IN 1	Record 1 if participant was arrested/convicted for a violent felony. Record 2 if participant was arrested/convicted for a non-violent felony. Record 3 if participant was arrested/convicted for a misdemeanor.	1 = Violent Felony 2 = Non-violent felony 3 = Misdemeanor	R

2528	更生施設あるいは保護観察が 終わってから12か月が経過した 時点	IN 1	Record 1 if participant has reached 12-month point since release from correctional facility or placement on probation. Record 0 if the participant does not meet this condition.	1 = Yes 0 = No																R	
2529	更生施設あるいは保護観察の 終了後12か月以内に関連のあ る新しい犯罪で有罪判決を 受けたか	IN 1	Record 1 if participant was convicted for new crime committed within 12 months of release from correctional facility or placement on probation. Record 0 if the participant does not meet this condition.	1 = Yes 0 = No																R	
2530	登録後、関連のある新しい犯罪 で投獄されたか	IN 1	Record 1 if the participant was incarcerated for a new crime committed after enrollment. Record 0 if the participant does not meet this condition.	1 = Yes 0 = No																R	
2531	プログラムを早期に終了した 理由	IN 1	Record 1 if the participant moved to a different geographic area. Record 2 if the participant is receiving medical treatment that precludes continued participation in the program. Record 3 if the participant was found to be deceased or no longer living. Record 4 if the participant is providing care for a family member with a disability that precludes continued participation in the program. Record 5 if the participant is serving in the National Guard or other reserve military unit of the armed forces and is called to active duty. Record 6 if the participant left for other reasons. Record 7 if the participant did not disclose reason for departure.	1 = Moved 2 = Health/Medical 3 = Deceased 4 = Family Care 5 = Reserivist Called to Active Duty 6 = Other 7 = No Reason Given																R	
2532	フォローアッププログラムにおける雇用・ 教育の状況	IN 1	Use the appropriate code to identify the employment and education status of the participant at follow-up months after the time of enrollment in which the participant did not receive any services other than follow-up services. Record 1 if the participant was employed full-time and not attending school at the time of follow-up. Record 2 if the participant was employed part-time and not attending school at the time of follow-up. Record 3 if the participant was employed full-time and attending secondary school at the time of follow-up. Record 4 if the participant was employed part-time and attending secondary school at the time of follow-up. Record 5 if the participant was employed part-time and attending secondary school at the time of follow-up. Record 6 if the participant was employed part-time and attending postsecondary school at the time of follow-up. Record 7 if the participant was not employed but attending secondary school at the time of follow-up. Record 8 if the participant was not employed but attending postsecondary school at the time of follow-up. Record 9 if the participant was neither working nor in school at the time of follow-up.	1 = Employed full-time and not attending school 2 = Employed part-time and not attending school 3 = Employed full-time and attending secondary school 4 = Employed full-time and attending postsecondary school 5 = Employed part-time and attending secondary school 6 = Employed part-time and attending postsecondary school 7 = Not employed but attending secondary school 8 = Not employed but attending postsecondary school 9 = Neither working nor in school																R	
2533	最初の1週間の労働時間	IN 2	Leave blank if not contacted during follow-up. Record number of hours worked by participant during their first full week of follow-up.	XX																	
2534	フォローアップ期の教育の状況	IN 1	Record 1 if participant is attending secondary school at the time of follow-up. Record 2 if participant is attending continuation or alternative school at the time of follow-up. Record 3 if participant is attending secondary school equivalency classes at the time of follow-up. Record 4 if participant is attending a two-year college at the time of follow-up. Record 5 if participant is attending a four-year college at the time of follow-up. Record 6 if participant is attending vocational training at the time of follow-up. Record 0 if participant is not attending school or training at the time of follow-up.	1 = Attending secondary school 2 = Attending Continuation or Alternative School 3 = Attending secondary school equivalency classes 4 = Attending two-year college 5 = Attending four-year college 6 = Attending vocational training 0 = Not attending school or training																R	
2535	延滞のあるいは代替的な教育 機関への入学	IN 1	Record 1 if participant is enrolled in continuation or alternative school. Record 0 if participant is not enrolled in continuation or alternative school.	1 = Yes 0 = No																R	
2536	中等教育と同様のコースへの 入学	IN 1	Record 1 if participant is enrolled in secondary school equivalency courses. Record 0 if participant is not enrolled in secondary school equivalency courses.	1 = Yes 0 = No																R	
2537	フルタイム、あるいは パートタイムでの中等後教育 への参加	IN 1	Record 1 if the participant is attending full-time. Record 2 if the participant is attending part-time. Record 0 if participant is not enrolled in postsecondary education.	1 = Full-time 2 = Part-time 0 = Not enrolled																R	
2538	職業訓練への登録	IN 1	Record 1 if participant is enrolled in vocational training. Record 0 if participant is not enrolled in vocational training.	1 = Yes 0 = No																R	
2539	最初の1週間の職業訓練への 参加時間	IN 2	If the participant is enrolled in vocational training, record the number of hours attending in the first full week.	XX																R	



2609	中等教育でコロナブレイクした者	IN 2	Record 1 if the participant is a youth and has dropped out of secondary school. Record 0 if the participant does not meet the condition described above.	1 = Yes 0 = No																R		
2610	有罪判決を受けた両親または法的養育者の子供	IN 2	Record 1 if either of the youth's parents or legal guardian is incarcerated at the time of the youth's enrollment into the YouthBuild program. Record 0 if the participant does not meet the condition described above.	1 = Yes 0 = No																R		
2611	健康上の問題	IN 2	Record 1 if the participant has any significant health issues that could impact the participant's ability to work. Examples of such health issues can include, but are not limited to, untreated high blood pressure, HIV/STDs, asthma, depression, and other mental/physical health issues. Record 0 if the participant does not meet the condition described above. Record 9 if the participant does not self-identify.	1 = Yes, significant health issues 9 = No significant health issues 0 = participant did not self-identify																R		
2612	登録時の職業	IN 2	Record the participant's occupation at enrollment as follows: Record 11 if the participant's occupation is classified as a Management, Operations, or Business occupation. Record 13 if the participant's occupation is classified as Business and Financial Operations. Record 17 if the participant's occupation is classified as Computer and Mathematical Sciences. Record 19 if the participant's occupation is classified as Architecture and Engineering. Record 21 if the participant's occupation is classified as Life, Physical, and Social Sciences. Record 23 if the participant's occupation is classified as Community and Social Services. Record 25 if the participant's occupation is classified as Education, Training, and Library. Record 27 if the participant's occupation is classified as Arts, Design, Entertainment, Sports, and Media. Record 29 if the participant's occupation is classified as Protective Service. Record 31 if the participant's occupation is classified as Healthcare Support. Record 33 if the participant's occupation is classified as Food Preparation and Serving Related. Record 37 if the participant's occupation is classified as Building and Grounds, Cleaning and Maintenance. Record 39 if the participant's occupation is classified as Personal Care and Service. Record 41 if the participant's occupation is classified as Sales and Related. Record 43 if the participant's occupation is classified as Office and Administrative Support. Record 45 if the participant's occupation is classified as Farming, Fishing, and Forestry. Record 47 if the participant's occupation is classified as Construction and Repair. Record 49 if the participant's occupation is classified as Production. Record 51 if the participant's occupation is classified as Transportation and Material Moving. Record 53 if the participant's occupation is classified as Sales and Related. Record 55 if the participant's occupation is classified as Military Specific Support. Record 99 if the participant's occupation is classified as Not Employed at Enrollment. Record 999 if the participant's occupation is classified as Not Employed at Enrollment.	11 = Management, 13 = Business and Financial Operations 15 = Computer and Mathematical 17 = Architecture and Engineering 19 = Life, Physical, and Social Science 21 = Community and Social Services 23 = Legal 25 = Education, Training, and Library 27 = Arts, Design, Entertainment, Sports, and Media 29 = Arts, Design, Entertainment, Sports, and Media 31 = Healthcare Support 33 = Protective Service 35 = Food Preparation and Serving Related  37 = Building and Grounds, Cleaning and Maintenance 39 = Personal Care and Service 41 = Sales and Related 43 = Office and Administrative Support 45 = Farming, Fishing, and Forestry 47 = Construction and Repair 49 = Production 51 = Transportation and Material Moving 53 = Military Specific 99 = Not employment at enrollment																	R	
2613	登録時の労働時間	IN 2	Record the average hours per week that the participant works at the above occupation. Leave blank if the participant is not employed at enrollment.	00																R		
2614	登録時の平均時給	DE 0.2	Record the participant's average hourly wage at the above occupation. Leave blank if the participant is not employed at enrollment.	000000.00																R		
2615	仕事を始めた日付	DT 8	Record the date on which the participant began to work at the above job. Leave blank if the participant was not employed at enrollment.	YYYYMMDD																R		



3. ミシガン州タレント投資エージェンシー Annual Report 2015

# Workforce Investment Act Annual Report Program Year 2015



**Michigan**  
**Talent Investment Agency**  
Department of Talent and Economic Development

## Executive Summary

This report is an assessment of performance outcomes for workforce investment activities involving the four core indicators relating to adults, dislocated workers, and youth ages 19-21 (placement, retention, earnings, and skill attainment), and the three core indicators relating to youth ages 14-18 (basic skills attainment and, as appropriate, occupational skills; high school diplomas; and placement and retention in postsecondary education, advanced training, or employment).

Included in the report is a cost per examination of programs offered by the state's local workforce investment areas. These programs are designed to increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, thereby improving the quality of the workforce, lessening welfare dependency, and enhancing the productivity and competitiveness of the State of Michigan.

## Program Descriptions

### WIA Adult and Dislocated Worker Programs

The Adult and Dislocated Worker programs, under Title I of the Workforce Investment Act (WIA) of 1998, are designed to provide quality employment and training services to assist eligible individuals in finding and qualifying for meaningful employment, and to help employers find the skilled workers they need to compete and succeed in the global economy.

## Goals

The goals of the Adult and Dislocated Worker programs are:

- To increase employment, as measured by entry into unsubsidized employment;
- To increase retention in unsubsidized employment six months after entry into employment;
- To increase earnings received in unsubsidized employment for dislocated workers; and
- To enhance customer satisfaction for participants and for employers.

The employment goals are measured using Unemployment Insurance Wage Records and the customer satisfaction goals are measured by sampling.

## Services

Program services are provided through the state's One-Stop Career Centers. There are three levels of service available under WIA for adults and dislocated workers:

- Core services - includes outreach, job search and placement assistance, and labor market information available to all job seekers;
- Intensive services - Includes more comprehensive assessments, development of individual employment plans, and counseling and career planning; and
- Training services - Customers are linked to job opportunities in their communities, requiring both occupational training and training in basic skills. Participants use an "individual training account" to select an appropriate training program from a qualified training provider.

## Target Populations

### Adult

All adults, 18 years of age and older, are eligible for core services. Further:

- Priority for intensive and training services must be given to recipients of public assistance and other low-income individuals where funds are limited.
- In addition to unemployed adults, employed adults can also receive services to obtain or retain employment that allows for self-sufficiency. States and local areas are responsible for establishing procedures for applying the priority and self-sufficiency requirements.

### Dislocated Workers

A dislocated worker is an individual who:

- Has been terminated or laid off, or has received a notice of termination or layoff from employment;
  - Is eligible for or has exhausted unemployment insurance; or
  - Has demonstrated an appropriate attachment to the workforce, but is not eligible for unemployment insurance; and
  - Is unlikely to return to a previous industry or occupation;
- Has been terminated or laid off, or has received notification of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at a plant, facility, or enterprise; or
  - Is employed at a facility where the employer has made a general announcement that the facility will close within 180 days;
- Was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community or because of a natural disaster;
- Is a displaced homemaker who is no longer supported by another family member.

### WIA Youth Program

Under Title I of the WIA, funds are provided to states and local workforce investment areas to deliver a comprehensive array of youth workforce investment services, including: tutoring; alternative secondary school offerings; summer employment opportunities directly linked to academic and occupational learning; paid and unpaid work experiences, including internships and job shadowing; occupational skills training; leadership development; supportive services; adult mentoring; counseling; and follow-up services.

Eligible youth must be low-income, in or out-of-school, aged 14-21, and have one or more of the following barriers to employment:

- Deficient in basic literacy skills;
- A school dropout;
- Homeless, a runaway, or in foster care;
- Pregnant, or parenting;
- An offender; or

- An individual, including a youth with a disability, who requires additional assistance to complete an educational program or to secure and hold employment.

Youth are eligible to receive services to prepare them for post-secondary educational and employment opportunities, attain educational and/or skills training credentials, and to secure employment.

### Methods of Analysis

Methods of analysis include trend, horizontal and vertical analyses, as well as ratios, such as cost per, as it relates to expenditures for participants, the four core indicators, and activity. Other calculations include rates of return on investment and ratios on cost per dollar spent.

### Findings

All calculations can be found in the section entitled *Program Year 2015 Cost Effectiveness Analysis*. Results of data analyzed show that all ratios and trends are positive and demonstrate cost effectiveness of the programs mentioned. In particular, comparative performance meets or exceeds the state negotiated level in the areas of entered employment, retained employment, earnings, and credential/education.

### Conclusions

Study of the performance outcomes finds that the overall success and performance outcomes of the Workforce Investment Act programs greatly contributed to the current economic standing in Michigan, which is positive and continues to surpass post-recession figures.

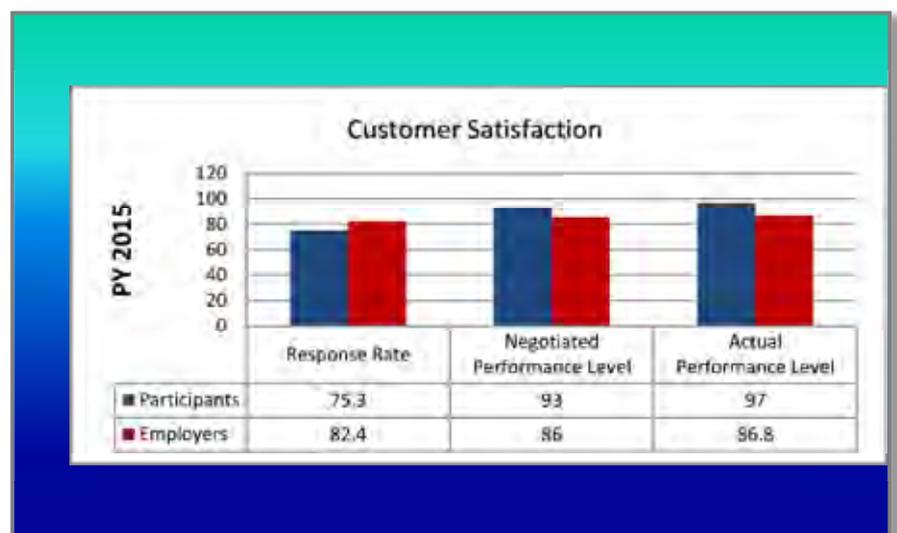
### Program Outcomes Summary

Michigan met or exceeded all 17 negotiated performance measures for Program Year (PY) 2015. The following charts show Michigan's Workforce Investment Act Title I actual performance results for PY 2015.

#### **Customer Satisfaction**

WIA Title I-B participants who exit services are eligible to be chosen for inclusion in the random sample. WIA Title I-B participants include individuals who are either adults, dislocated workers, older youth (ages 19-21), or younger youth (ages 14-18).

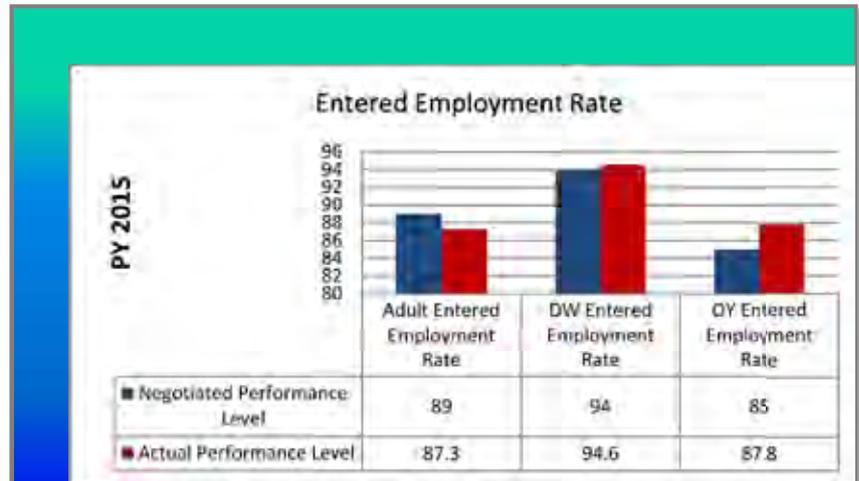
All individuals from all WIA formula funding streams in an exit cohort are eligible to be chosen. All employers who have received a substantial service involving personal contact with WIA staff are eligible to be chosen for inclusion in the random sample. Examples of substantial services



include staff facilitated job orders, customized job training, customized labor market information requests, and on-the-job training activities.

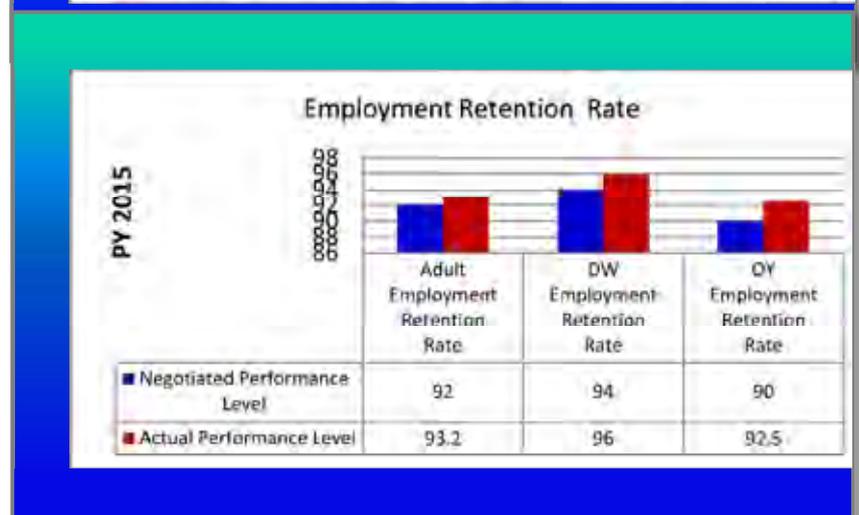
### **Entered Employment Rate**

This is determined by dividing the number of participants who obtained and retained employment one quarter after their initial placement or when they “exited” the program by the total number of participants who have exited the program. In order to determine the entered employment rate, the program must track the employment status of their enrollees after they leave the program by re-contacting them in some way.



### **Retention Rate**

This is determined by dividing the number of participants who entered employment (or those exiters who earned wages in the quarter after their placement) by those exiters who also earned wages in all three quarters after their placement. Grantees will not have a reported retention rate in the first, second, or third quarters because it requires three quarters after placement to determine employment retention.



### **Average Earnings Rate**

This measure calculates the total earnings in the second quarter plus total earnings in the third quarter after exit divided by the number of participants who are employed in the first, second, and third quarters after exit. The Youth measure compares this same wage to earnings in second and third quarter prior to enrollment.



### **Employment and Credential Rate**

The number of participants who receive training services, who are employed in the first quarter after exit, and receive a credential/certificate by the end of the third quarter after exit divided by the number of adults/dislocated workers who exit during the quarter. The youth measure allows educational services as an option.

### **Younger Youth Goal/Skill Attainment Rate**

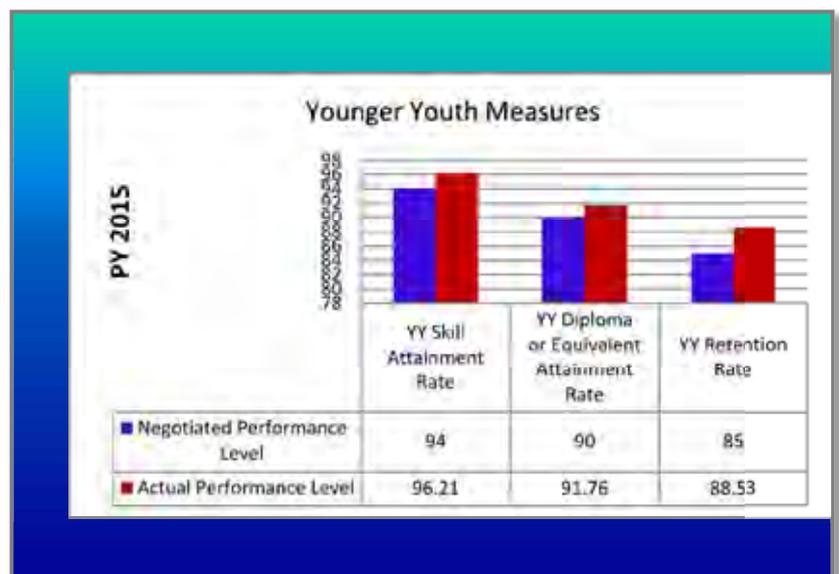
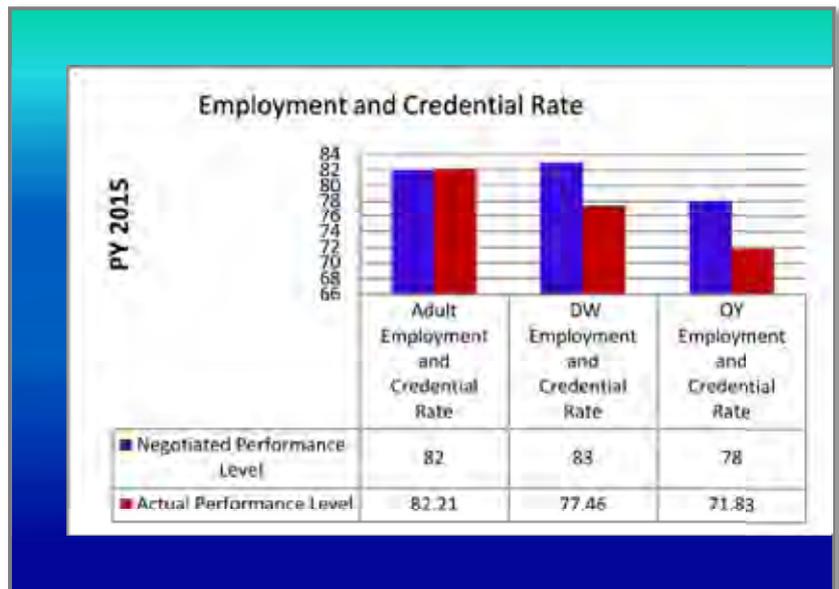
Total number of basic skills goals attained plus total number of work readiness skills goals attained plus total number of occupational skills goals attained divided by total number of basic skills goals plus total number of work readiness skills goals plus total number of occupational skills goals set. As the chart to the right shows, Michigan exceeded its negotiated performance level for this measure.

### **Younger Youth Diploma Rate**

Youth without a diploma at participation who attain a diploma by the end of first quarter after exit. As the chart to the right shows, Michigan exceeded its negotiated performance level for this measure.

### **Younger Youth Retention Rate**

Youth must attain one or more qualifying outcomes in the third quarter after exit, i.e. postsecondary education; advanced training; military service; qualified apprenticeship; or unsubsidized employment. As the chart above shows, Michigan exceeded its negotiated performance level for this measure.



## Consolidated Program Performance Dashboard

Michigan has developed a performance matrix that provides a monthly dashboard view of the progress of workforce programs in meeting certain annual targets set by the state. The chart below describes the programs included and is followed by a definition index.

Michigan Works! System Dashboard						
Statewide						
July 1, 2015 - June 30, 2016						
	Baseline	Current	Target	Percent of Annual Target Completed	Status	Trend
<b>Skilled Trades Training Fund (Jobs)</b>						
Number of Jobs Created		3,161	2,650	119.3%		↔
Number of Jobs Retained		9,838	6,000	164.0%		↔
<b>Funding</b>						
Amount of Funds Awarded		\$13,264,903	\$8,726,893	152.0%		↔
Amount of Leveraged Funds		\$123,265,920	112,716,258	109.4%		↔
Jobs Filled with Michigan Works Assistance*	81,578	71,898	80,699	89.1%		↑
Projected Annual Job Openings	<i>For Future Use</i>					
<b>Visitors to Service Centers</b>						
Individuals Served (unduplicated)	817,682	811,494	758,922	106.9%		↓
Total Visits	1,608,448	1,561,815	1,593,097	98.0%		↓
Employers Served (Unduplicated)	34,465	36,046	35,514	101.5%		↑
<b>Workforce Investment Act</b>						
17 Federal Performance Measures	100.0%	100.0%	100.0%	100.0%		↑
<b>Customer Satisfaction</b>						
Job Seekers	102.3%	103.7%	100.0%	103.7%		↑
Employers	100.3%	99.5%	100.0%	99.5%		↓
% Placements prepared for demand jobs	80.7%	83.1%	87.0%	95.5%		
TANF - federal work participation rate	69.4%	71.1%	50.0%	142.2%		
Unemployment Rate	5.5%	4.7%				
Legend						
	90% or greater of program YTD target		↑	Accelerating towards target relative to previous review		
	>75 to 90% of program YTD target		↔	Same proportional distance to target relative to previous review		
	<75% of program YTD target		↓	Decelerating from target relative to previous review		

## Dashboard Definitions

- **Jobs Filled with Michigan Works Assistance**

Number of all jobs filled via any assistance from the Michigan Works! Agency (MWA).

Note: Intended to include all job postings and jobs filled, not just those specific to WIA, TANF, or program-specific clients; includes hiring of people even if they only received core services.

View this from the employer side: Any job opening serviced by the MWA that is then filled.

Reported by each MWA monthly, and is cumulative for the year to date.

- **Visitors to Service Centers**

### **Total Visits**

The number of unique individuals who use the one-stop centers, plus the total number of visits made by those individuals (i.e. traffic count). Access Points are included in the count.

Reported by each MWA monthly, cumulative for the year to date.

### **Employers Served (Unduplicated)**

The number of unique employers served over the course of the year. When defining an employer, the following services are considered: a job order, emails, phone calls, text messages, applications delivered, job fairs, etc. Services are viewed as hard or soft services, both requiring a financial commitment from the system. Reported by each MWA monthly, cumulative for the year to date.

- **Workforce Investment Act**

### **Federal Performance Measures**

Indicates whether the state met or exceeded its 17 federal performance standards for WIA.

Shown as a percentage of the 17 total measures, not a weighted average. For example, 16 of the 17 met would equal 94 percent.

### **Customer Satisfaction**

Satisfaction rates for job seekers and employers are based on a state-delivered survey.

- **Percentage of Placements Prepared for Demand Jobs**

The percentage of all placements for which the employee was trained by the MWA for an occupation in-demand, including OJT, CRT, IWT, etc. Represents the number of WIA and TAA exiters who received training and were employed at exit.

- **TANF - Federal Work Participation Rate**

The percentage of cases needed to meet work participation requirements. This consists of a number of participants in a given month who are fully engaged in work or work-related activities (i.e. successfully meeting the required participation hours in approved activities).

Reported by WDA monthly for each MWA, cumulative for the year to date.

- **Unemployment Rate**

Data published by the Michigan Department of Technology, Management & Budget (DTMB).

Reported by WDA monthly for each MWA.

## Program Year 2015 Cost Effectiveness Analysis

Cost effectiveness analysis, in the simplest terms, calculates the ratio of the amount of “effect” a program achieves for a given amount of cost incurred, or conversely, the amount of cost required to achieve a given impact. For program evaluation, this means measuring the impact of a program in achieving a given outcome (i.e. in order to achieve the desired employment rate or level of earnings) against the cost of the program. This ratio, when calculated for a range of alternative programs addressing the same outcome, conveys the relative impacts and costs of these programs in an easy and intuitive way.

The value of cost effectiveness analysis is twofold: first, its ability to summarize a program in terms of an illustrative ratio of effects to costs, and second, the ability to use this common measure to compare multiple programs evaluated in different contexts and in different years. The first requires technical correctness with respect to the program’s actual costs and impacts as they were evaluated, while the second requires adherence to a common methodology for estimating costs and effects across various elements. Cost effectiveness analysis is useful and informative as it maximizes the comparability of elements within different programs without straying from a correct and complete representation of the costs and effects of each program as it was actually evaluated.

Michigan’s Adult program served 22,254 participants beyond self-service with expenditures totaling \$25.8 million for an average cost per participant of \$1,159. Total adult exits beyond self-service were 3,755 with 3,609 employed at the time of exit for an average cost per employment of \$10,122. Adult participants’ employment rate was 87.4%, and their average earnings were \$17,257 in six months.

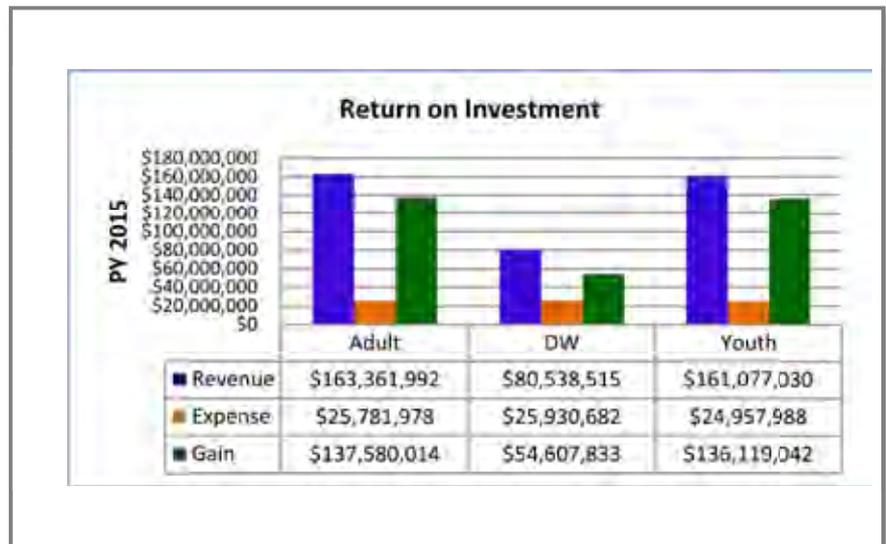
The Dislocated Worker program served 4,748 participants with expenditures totaling \$25.9 million for an average cost per participant of \$5,461. Total dislocated worker exits were 2,035 with 2,172 employed at the time of exit for an average cost per employment of \$11,939. Dislocated Worker participants’ employment rate was 94.6 %, and their average earnings were \$17,451 in six month.

The Youth program served 7,735 participants with expenditures totaling \$24.9 million for an average cost per participant of \$3,219. Total youth exits were 2,888 with younger youth (aged 14 to 18) representing a majority of the exits (2,450). Older youth exits totaled 438 with 376 employed at the time of exit. Older Youth participants’ employment rate was 87.9%, and their average earnings gain was \$5,736 in six months. Youth placed in employment or education was 70.7%.

The charts on the following page show the Return on Investment (ROI) and the Cost per Dollar Earned (CPDE) for Michigan’s WIA programs for PY 2015. ROI ranged from a high of \$5.45 earned for every dollar spent for the Youth program to \$2.11 earned for every dollar spent for the Dislocated Worker program. CPDE ranged from a high of 32 cents spent for each dollar earned for the Dislocated Worker program to 15 cents spent for every dollar earned for the Youth program.

**Return on Investment**

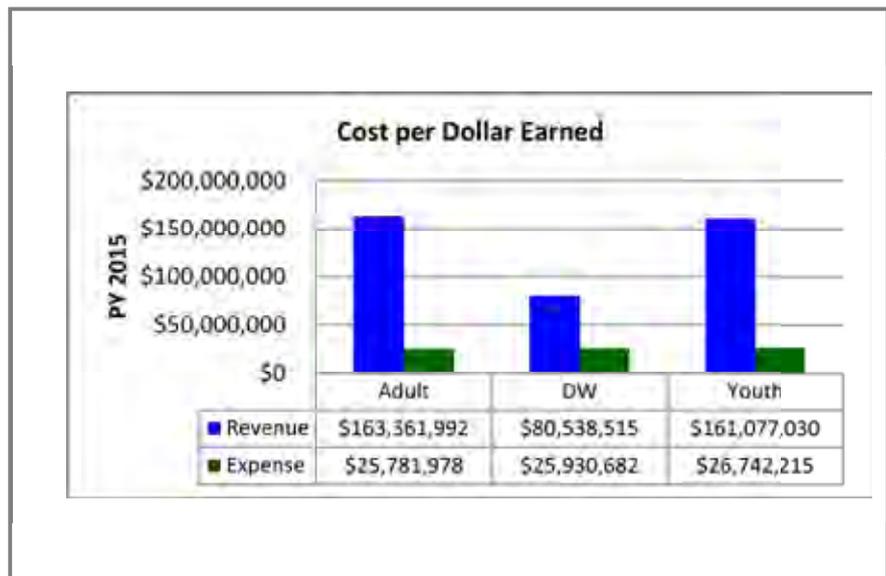
The return on investment is calculated by subtracting the expense from the revenue (total wages earned) resulting in the gain, then by dividing the gain into the expense, resulting in the return on investment. This ratio will tell the amount gained per dollar invested, thus revealing the efficiency of the investment. This ratio is most useful when comparing past performance to determine trends of increasing or decreasing efficiency.



ROI	\$5.34	\$2.11	\$5.45
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**Cost per Dollar Earned**

The cost per dollar earned is calculated by the expenses divided by revenue (the inverse of ROI.). The amount earned may be greater at the beginning of a program since the earnings are accumulative. Benchmarking between programs is not standard so costs per dollar raised can vary widely depending on interpretation and exclusion/inclusion of such things as training or educational costs.



CPDE	\$0.16	\$0.32	\$0.15
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Tables 1 – 3 on the following pages provide a more comprehensive analysis of each performance measure within the Adult, Dislocated Worker, and Youth programs. Please note that certain outcomes among the Younger Youth measure were combined due to the complexity of determining the true effectiveness. When those measures are combined, it presents a more practical analysis on its overall effect.

## PROGRAM RELATIVE COST EFFECTIVENESS ANALYSIS

Table 1: Adult Program Cost Analysis

Ratio	Calculation	PY 2015 Result
Cost per <b>Adult</b> Participant Served (CP)	$\frac{\text{Program Expenditures}}{\text{Participants Served by Counselor}}$	\$1,159
Cost per Exiter (CE)	$\frac{\text{Program Expenditures}}{\text{Total Program Exiters}}$	\$6,866
Cost per Entered Employment (CEE)	$\frac{\text{Program Expenditures}}{\text{First Quarter Exiters Entering Employment}}$	\$10,122
Cost per Retained Employment (CRE)	$\frac{\text{Program Expenditures}}{\text{Exiters Employed in Q2 and Q3 After Exit}}$	\$5,038
Cost per Individual Attaining a Recognized Degree or Certificate (CID)	$\frac{\text{Program expenditures}}{\text{Number of Participants Who Attained Certification or Degree}}$	\$9,221
Cost per \$1 in Post-Program Earnings (CPPE)	$\frac{\text{Program Expenditures}}{\text{Total Exiters Earnings in 2nd and 3rd Post-Program Quarters}}$	\$0.32

### Adult Program Outcome Definitions

#### “Adults”

1. **Entered Employment Rate** Those not employed at registration, but employed during the first quarter after program exit.
2. **Employment Retention Rate** Employed in the first quarter after program exit and still employed in the second and third quarter after program exit.
3. **Earnings Change** Earnings in the first, second, and third quarters after program exit.
4. **Credential Rate** Employed during the first quarter after the exit quarter and received a credential/certificate by the end of the third quarter after the exit quarter.

Table 2: Dislocated Worker Program Cost Analysis

Ratio	Calculation	PY 2015 Result
Cost per <b>Dislocated Worker</b> Participant Served (CP)	Program Expenditures ----- Participants Served by Counselor	\$5,461
Cost per Exiter (CE)	Program Expenditures ----- Total Program Exiters	\$12,742
Cost per Entered Employment (CEE)	Program Expenditures ----- First Quarter Exiters Entering Employment	\$11,939
Cost per Retained Employment (CRE)	Program Expenditures ----- Exiters Employed in Q2 and Q3 After Exit	\$10,274
Cost per Individual Attaining a Recognized Degree or Certificate (CID)	Program Expenditures ----- Number of Participants Who Attained Certification or Degree	\$22,069
Cost per \$1 in Post-Program Earnings (CPPE)	Program Expenditures ----- Total Exiters Earnings in 2nd and 3rd Post-Program Quarters	\$0.64

### Dislocated Worker Program Outcome Definitions

#### “Dislocated Workers”

1. **Entered Employment Rate** Those not employed at registration, but employed during the first quarter after program exit.
2. **Employment Retention Rate** Employed in the first quarter after program exit and still employed in the second and third quarter after program exit.
3. **Earnings Change** Earnings in the first, second, and third quarters after program exit.
4. **Credential Rate** Employed during the first quarter after the exit quarter and received a credential/certificate by the end of the third quarter after the exit quarter.

Table 3: Youth Program Cost Analysis

Ratio	Calculation	PY 2015 Result
Cost per <b>Youth</b> Participant Served (CP)	$\frac{\text{Program Expenditures}}{\text{Participants Served by Counselor}}$	\$3,227
Cost per Exiter (CE)	$\frac{\text{Program Expenditures}}{\text{Total Program Exiters}}$	\$8,642
Cost per Positive Employment (CPE)	$\frac{\text{Program Expenditures}}{\text{OY Employed + YY Skill Attainment}}$	\$3,855
Cost per Retained Employment (CRE)	$\frac{\text{Program Expenditures}}{\text{Exiters Employed in OY Retained + YY Attained}}$	\$3,749
Cost per Individual Attaining a Recognized Degree or Certificate (CID)	$\frac{\text{Program Expenditures}}{\text{Number of Participants Who Attained Diploma or Equivalent Certificate or Degree}}$	\$12,669

### Youth Program Outcome Definitions

#### “Older Youth” – Youth 19-21 at Entry

- 1. Entered Employment Rate** Those not employed at registration, but employed during the first quarter after program exit. Not enrolled in post-secondary education or advanced training in the first quarter after the exit quarter or are employed in the first quarter after program exit.
- 2. Employment Retention Rate** Employed in the first quarter after program exit and was still employed in the second and third quarter after program exit. Not enrolled in post-secondary education or advanced training in the third quarter after the exit quarter or are employed in the third quarter after program exit.
- 3. Earnings Change** Employed in the first quarter after program exit. Not enrolled in post-secondary education or advanced training in the third quarter after the exit quarter or are employed in the third quarter after program exit. Compares earnings youth had before services and six months after services.
- 4. Credential Rate** Employed, or in post-secondary education, or in advanced training during the 1<sup>st</sup> quarter after the exit quarter and received

a credential/certificate by the end of the 3<sup>rd</sup> quarter after the exit quarter.

### **“Younger Youth” – Youth 14 to 18 (At Entry)**

- |                                   |  |
|-----------------------------------|--|
| <b>5. Skill Attainment Rate</b>   | In-school youth or out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills.  |
| <b>6. Diploma/Equivalent Rate</b> | Not enrolled in secondary school at exit. Attain a secondary school diploma or equivalent by the end of the first quarter after program exit.  |
| <b>7. Retention Rate</b>          | Not enrolled in secondary school at exit. Employed, or in post-secondary education, advanced training, military service, or a qualified apprenticeship, during the third quarter after the exit quarter. |

### **Cost of Workforce Investment Activities**

The activities referenced in this analysis are core, intensive, and training services. For youth, the cost of youth services with an emphasis on direct service cost for summer youth employment opportunities. This analysis will show how the mix of services for adults, dislocated workers, and youth compare and/or affected the WIA performance outcome. Youth performance data is collected in a wide variety of formats that does not allow for easy comparison or analysis.

### **Mix of Services Definition**

The Adult and Dislocated Worker programs, under Title I of the WIA, are designed to provide quality employment and training services to assist eligible individuals in finding and qualifying for meaningful employment, and to help employers find the skilled workers they need to compete and succeed in the global economy.

The Youth program, under Title I of the WIA, is designed to deliver a comprehensive array of workforce investment services, including: tutoring; alternative secondary school offerings; summer employment opportunities directly linked to academic and occupational learning; paid and unpaid work experiences, including internships and job shadowing; occupational skills training; leadership development; supportive services; adult mentoring; counseling; and follow-up services.

### **Goals**

- To increase employment, as measured by entry into unsubsidized employment;
- To increase retention in unsubsidized employment six months after entry into employment;
- To increase earnings received in unsubsidized employment for dislocated workers;
- To increase the educational attainment of youth; and
- To enhance customer satisfaction for participants and for employers.

### **Services**

Services are provided through one-stop service centers. There are three levels of service:

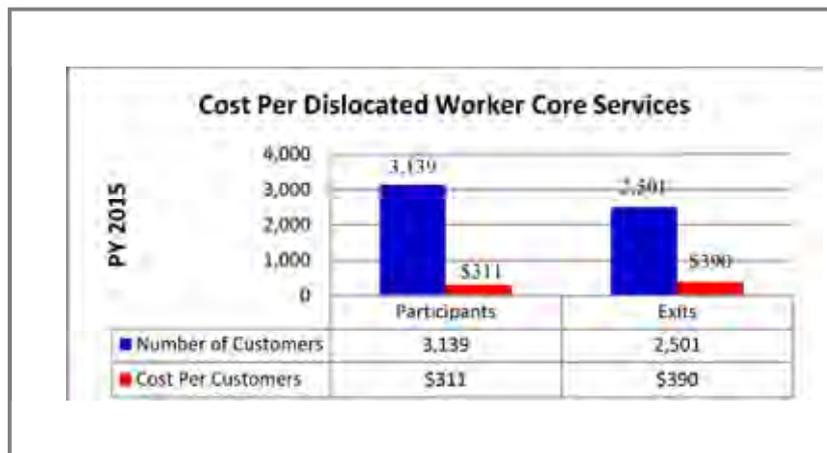
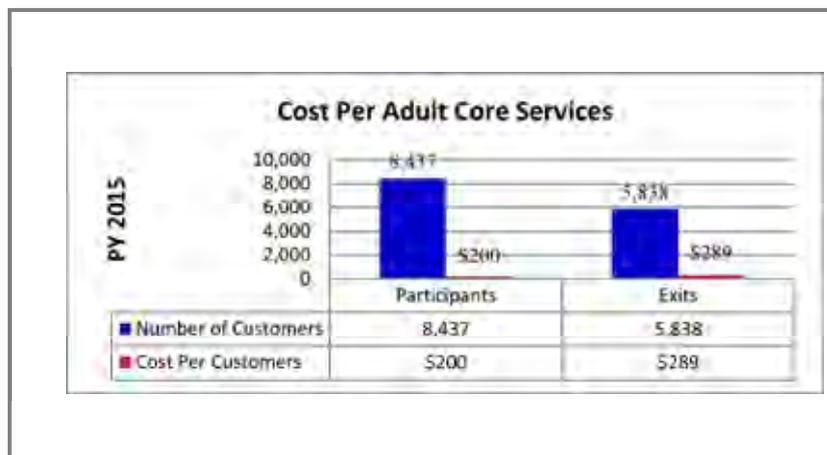
- Core, Intensive, and Training

The following charts provide cost per information for adult and dislocated worker participants and exiters.

**Core services** include job search and placement assistance (including career counseling); labor market information (which identifies job vacancies, skills needed for in-demand jobs, and local, regional and national employment trends); initial skill assessment; information about available services; and some follow-up services to help customers keep their jobs once they are placed.

**PY 2015 Adult Core Service Expenditures \$1,687,550.**

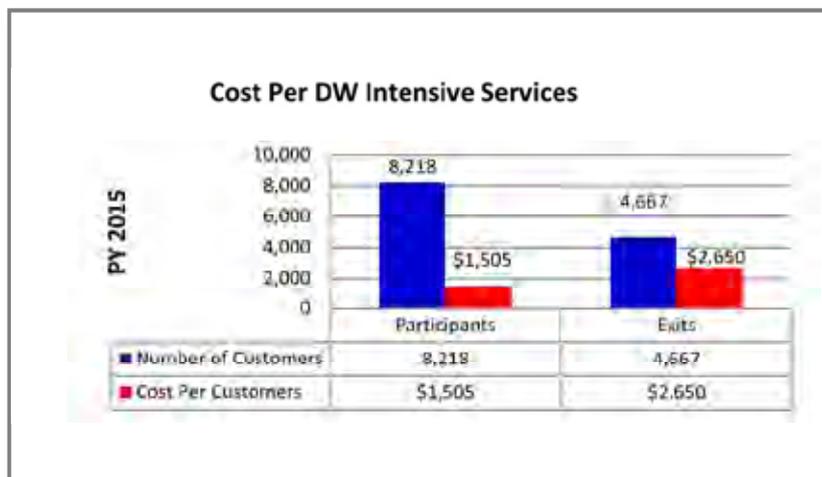
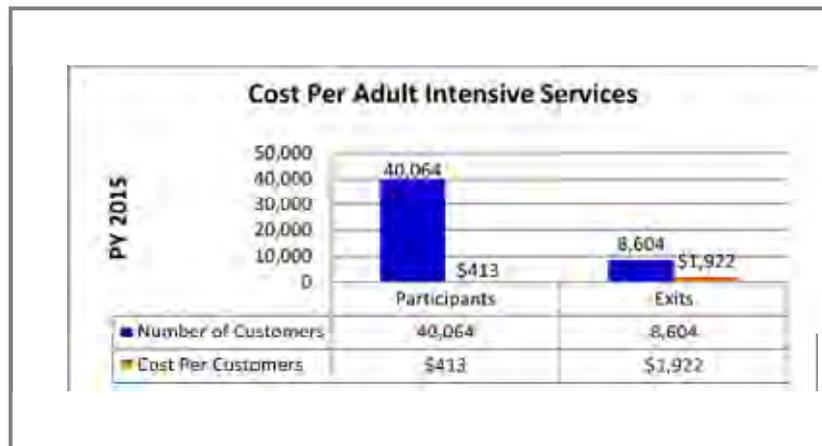
**PY 2015 Dislocated Worker Core Service Expenditures \$975,120.**



**Intensive services** include more comprehensive assessments, development of individual employment plans, group and individual counseling, case management, and short-term pre-vocational services.

**PY 2015 Adult Intensive Services Expenditures \$16,537,160.**

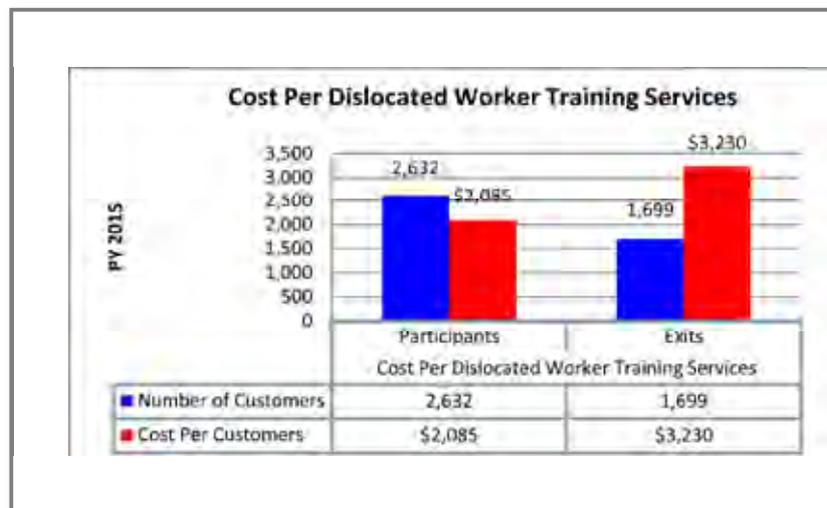
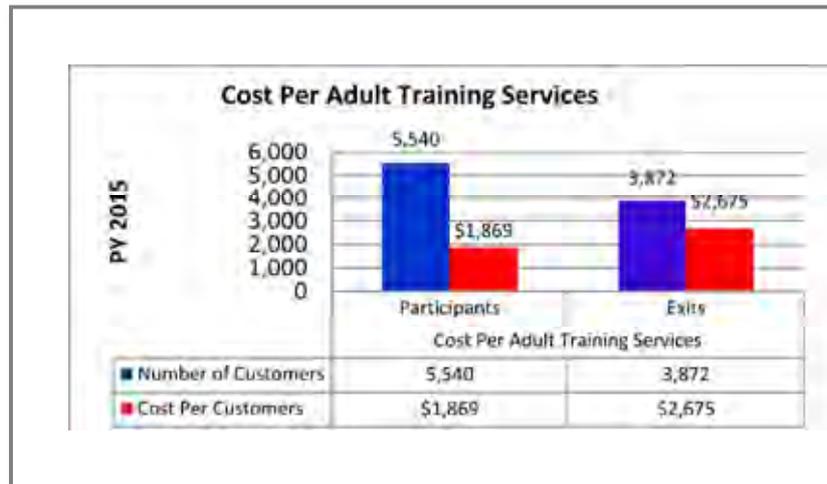
**PY 2015 Dislocated Worker Intensive Services Expenditures \$12,365,925.**



**Training** is available for those who meet intensive services eligibility but were unable to find employment through those services.

**PY 2015 Adult Training Service Expenditures \$10,336,021.**

**PY 2015 DW Training Service Expenditures \$5,488,570.**



## How Mix of Service Affected the Actual Outcome

### Adults

There are three levels of service:

**Core Services** - includes outreach, job search and placement assistance, and labor market information available to all job seekers.

**Intensive Services** - includes more comprehensive assessments, development of individual employment plans, and counseling and career planning.

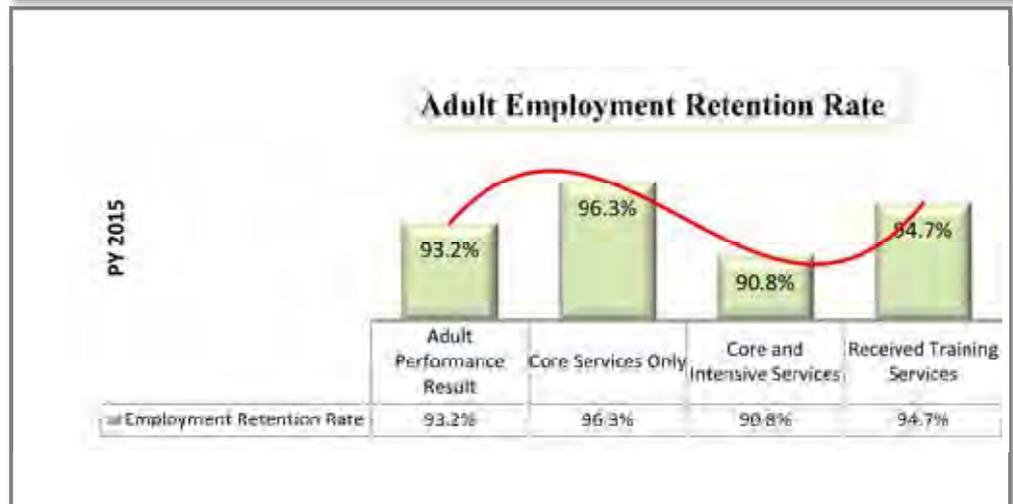
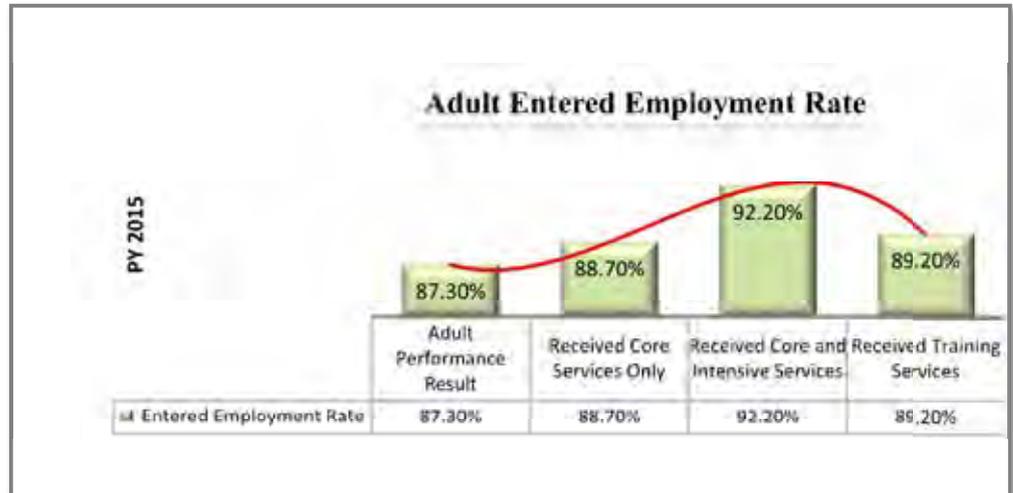
**Training Services** - Customers are linked to job opportunities in their communities, requiring both occupational training and training in basic skills. Participants use an "individual training account" to select an appropriate training program from a qualified training provider.

The charts show how each service affected the performance outcome for Adults, which is:

*To increase employment;*

*To increase job retention in six months;*

*To increase earnings received in unsubsidized employment.*



## How Mix of Service Affected the Actual Outcome

### Dislocated Workers

There are three levels of service:

**Core Services** - includes outreach, job search and placement assistance, and labor market information available to all job seekers.

**Intensive Services** - includes more comprehensive assessments, development of individual employment plans, and counseling and career planning.

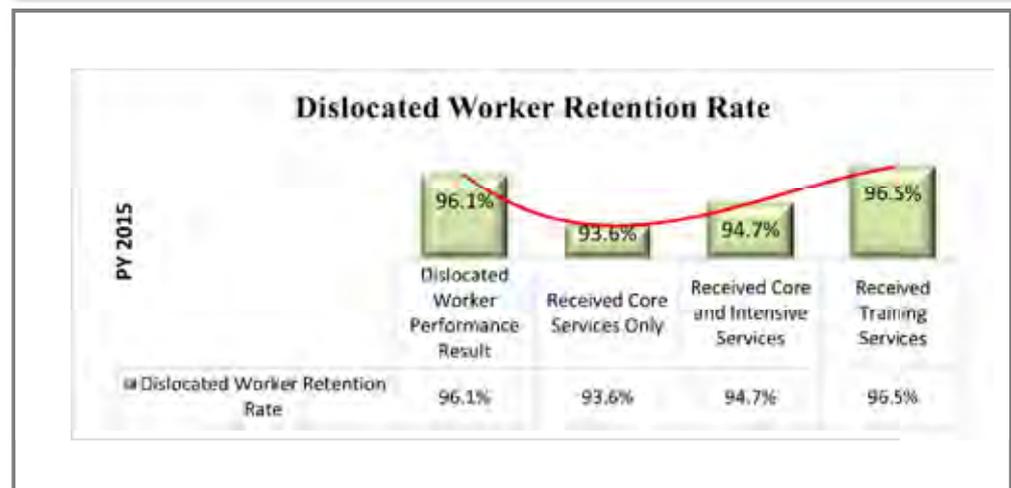
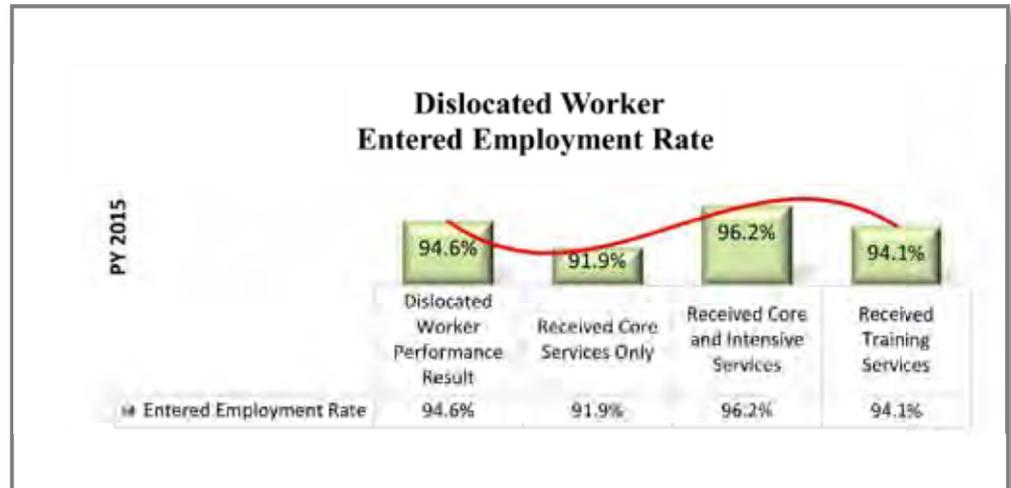
**Training services** - Customers are linked to job opportunities in their communities, requiring both occupational training and training in basic skills. Participants use an "individual training account" to select an appropriate training program from a qualified training provider.

The charts show how each service affected the Dislocated Worker performance outcome, which is:

*To increase employment;*

*To increase job retention in six months;*

*To increase earnings received in unsubsidized employment.*



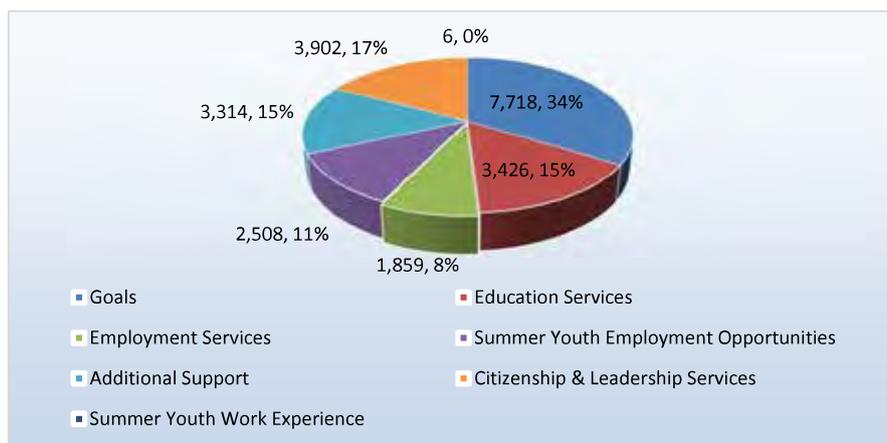
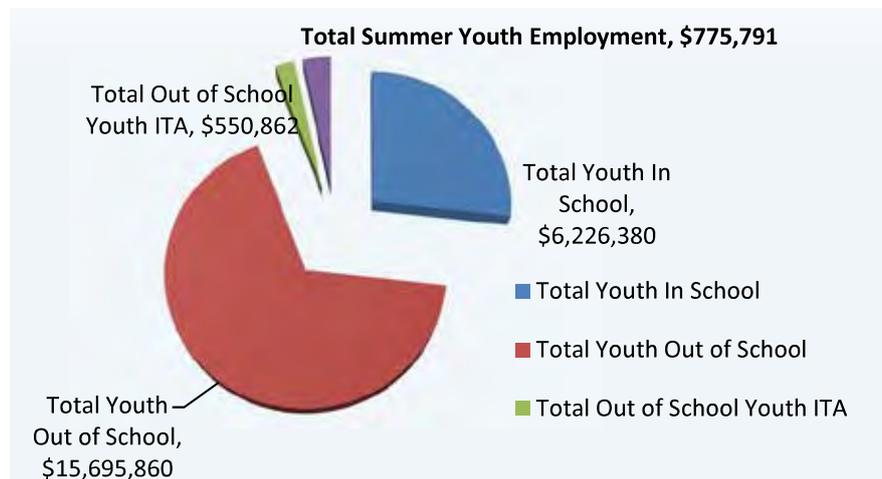
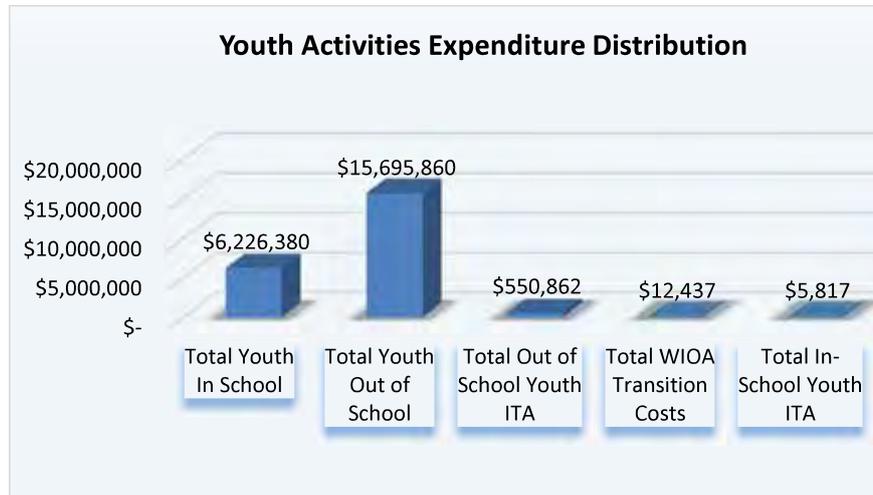
## Youth Service Activities and Expenditures

The ten program elements required under WIA Section 129(c)(2) and 20 CFR 664.410 are:

1. Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies;
2. Alternative secondary-school offerings;
3. Summer employment opportunities linked to academic and occupational learning;
4. Paid and unpaid work experiences;
5. Occupational skills training;
6. Leadership development opportunities;
7. Supportive services;
8. Mentoring;
9. Follow-up services; and
10. Comprehensive guidance and counseling.

Michigan Youth program expenditures for PY 2015 totaled \$2,248,892, 71.6% of which funded out-of-school youth. The expenditure and activities charts provide a detailed mix of service and activity breakdown, as well as the number of activities youth were enrolled in.

Goals made up 34% of all activities. These activities totaled 7,718.



## Michigan's PY 2015 Out-of-School Youth Performance

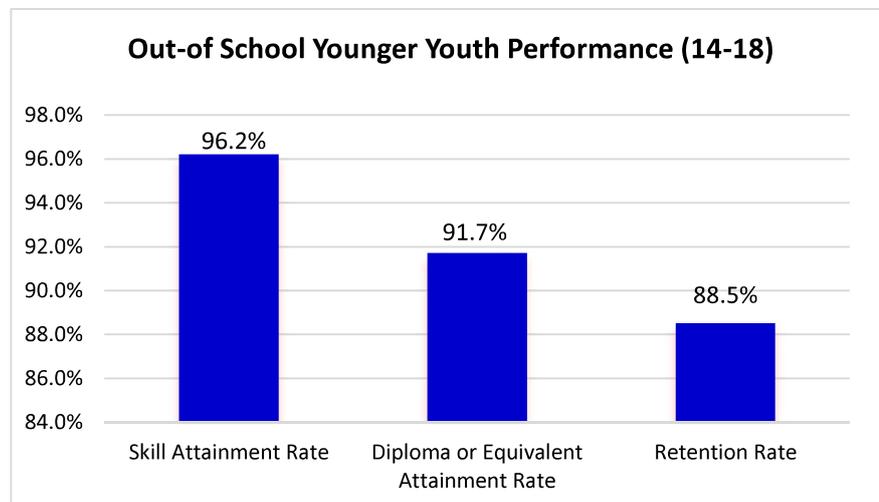
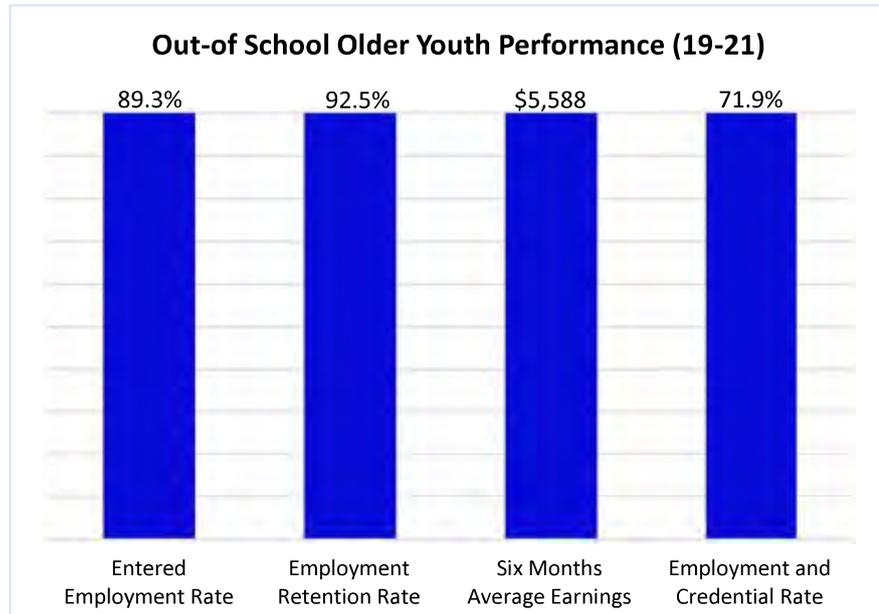
An eligible youth who is a school drop-out or a youth who has received a secondary school diploma or its equivalent but is basic skills deficient may be considered an Out-of-School Youth.

The experiences of young people that drop out of school or soon after they leave school often play a critical part in their long-term future. It is a time when they develop occupational competence, learn to apply their academic capabilities, and gain the generic workplace skills required in most jobs. It is often a time of testing careers and of completing formal education. Starting out on the right foot also allows youth to demonstrate a track record necessary for a productive career.

WIA Youth programs are operated on a year-round basis by local Michigan Works! Agencies (MWAs). Available services include tutoring, study skills training, alternative secondary school offerings, dropout recovery services, paid and unpaid work experiences, including summer employment opportunities, occupational skills training, education offered concurrently with workforce preparation, leadership development opportunities, supportive services, adult mentoring, follow-up services, comprehensive guidance and counseling, financial literacy

education, entrepreneurial skills training, provision of labor market and employment information, and activities that help youth prepare for, and transition to, post-secondary education and training.

Michigan's WIA Out-of-School participating youth met or exceeded six of the seven negotiated plan levels. This is taking into account that they were basic skills deficient, low income, and possibly an offender, homeless, runaway, pregnant or parenting, disabled, or a current or prior foster child.



## CUSTOMER SATISFACTION METHODOLOGY AND PROCESS

Customer satisfaction is essential to the continuous improvement of services administered through the Workforce Investment Act (WIA). We find that the best way to find out whether our customers are satisfied is to ask them.

Michigan continues to utilize the American Customer Satisfaction Index (ACSI) to meet the customer satisfaction measurement needs of the WIA. The survey approach utilized allows the state flexibility and, at the same time, captures common customer satisfaction information for the state's local areas, resulting in an aggregate count for the state.

The sampling methodology used to select potential respondents for the surveys ensures the consistent random selection of a sample of customers eligible for the surveys. Participant samples are drawn on a monthly basis.

The minimum response rate is 70 percent. The response rate is calculated as the number of respondents with **complete** customer satisfaction information divided by the total number in the sampling. A survey is considered **complete** where valid answers are provided by respondents for each of the core questions outlined by the state:

What is your overall satisfaction with the services?

To what extent have the services met your expectations?

How well did the services you received compare with the ideal set of services?

Michigan recorded high levels of satisfaction from participants surveyed. From January 1, 2015 to December 31, 2015, participants across the state of Michigan reported an average score of 97 percent, exceeding the negotiated plan level of 93 percent. This resulted in 104 percent of the plan achieved and a response rate of 75.3 percent. Employers working with Michigan's workforce programs reported an average score of 86.8 percent, exceeding the negotiated plan level of 86 percent, with 101 percent of the negotiated plan level achieved and a response rate of 82.4 percent.

### When to Conduct a Customer Satisfaction Survey?

The best time to conduct a customer satisfaction survey is when the experience is fresh in their minds. If you wait to conduct a survey, the customer's response may be less accurate.

### Who are surveyed?

WIA Title I-B participants with a last expected service date are eligible to be chosen for inclusion in the random sample. WIA Title I-B participants include individuals who are either adults, dislocated workers, older youth (ages 19-21), or younger youth (ages 14-18).

### Sample of Interview Questions

Utilizing a scale of 1 to 10 where a 1 means “Very Dissatisfied” and 10 means “Very Satisfied” what is your overall satisfaction with the services provided?

Considering all of the expectations you may have had about the services, to what extent have the services met your expectations? A 1 now means “Falls Short of Your Expectations” and 10 means “Exceeds Your Expectations.”

Now think of the ideal program for people in your circumstances. How well do you think the services you received compare with the ideal set of services? A 1 now means “Not Very Close to the Ideal” and 10 means “Very Close to the Ideal.”

#### **WIA Participant Customer Satisfaction**

The weighted average of participant ratings on each of the three questions regarding overall satisfaction is reported on a 0-100 point scale. The score is a weighted average, not a percentage.

Participant customer satisfaction responses are collected by way of telephone interviews.

**A survey is considered *complete* where valid answers are provided by respondents for each of the core questions:**

What is your overall satisfaction with the services?

To what extent have the services met your expectations?

How well did the services you received compare with the ideal set of services?

**The average score is of the three survey questions completed by the respondent.**

Response Rate - The percentage of people in the sample who are contacted and responded to all three core questions on the survey.

#### **Measuring Employer Customer Satisfaction**

The weighted average of employer ratings on each of the three questions regarding overall satisfaction is reported on a 0 - 100 point scale. The score is a weighted average, not a percentage.

Employer customer satisfaction responses are collected by way of telephone interviews.

**A survey is considered *complete* where valid answers are provided by respondents for each of the core questions:**

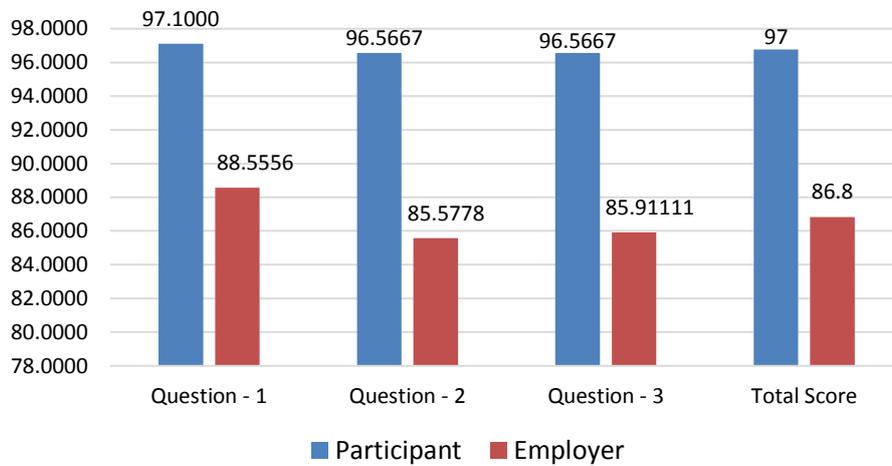
What is your overall satisfaction with the services?

To what extent have the services met your expectations?

How well did the services you received compare with the ideal set of services?

**The average weighted score of each of the survey questions completed by the respondent.**

### PY 2015 Customer Satisfaction Detailed Report



### Customer Service Feedback

Michigan's customer satisfaction survey format gives the service providers an understanding of customers' expectations and satisfaction levels. The customer satisfaction survey represents multiple questions that address different dimensions of the satisfaction concept. This comprises a measure of overall satisfaction and satisfaction with individual service and service attributes.

In order to capture the state of mind customers have about a service when their expectations have not been met or exceeded, Michigan collects transcripts on each survey taken. Those transcripts are available and utilized to frame a training outline that focuses on an improvement in service delivery.

**WIA ADULT, DISLOCATED WORKER, YOUTH PROGRAM AND EMPLOYER SUCCESS STORIES**

Name: Kimberly Sapp  
Employer: St. Mary's  
Program: Adult

Kimberly Sapp was attending Ferris State University to receive her AAS in Respiratory Care. During her last year of school, Kimberly came to Michigan Works! seeking tuition assistance. While she did have a full-time bartending job, the costs of tuition, fees, transportation, and lodging during clinicals was more than Kimberly could afford. She was worried she would have to drop out of school.

Since Kimberly was working towards a degree in an in-demand occupation, Michigan Works! was able to help her pay for her tuition, books, and fees needed to obtain her degree, as well as help pay for mileage, uniforms, hotel stays while at clinicals, and her Certified Respiratory Therapist exam fee.

With the financial aid Michigan Works! was able to provide, Kimberly was able to finish her degree. She passed her exams and gained employment at St. Mary's making \$17.10 per hour as a Respiratory Therapist.

"I was going to have to drop out of school because my clinical schedule was very demanding. I couldn't juggle work and school. Michigan Works! made it possible to manage both. With the financial support they provided me, I was able to work, do my clinical rotation and finally graduate. They have gone above and beyond to help me achieve my goal and now I am employed in my field of study. I am very grateful and I couldn't have done it without them," says Kimberly.

Name: Katherine Williams-Campbell  
Employer: Alliance Health  
Program: Dislocated Worker

Katherine had been in the banking business nearly all of her adult working life. When the industry started to decline, she found that her life in the financial industry came to a halt. She decided to change her career entirely.

As a single parent collecting unemployment insurance benefits, Katherine decided to visit Michigan Works! to research the possibilities. In the beginning, she considered training as a Radiological Technician. After completing the O\*NET Career Interest Survey, a self-directed career exploration/assessment tool that helps individuals discover and plan their career options, Katherine decided to train as a Medical Assistant.

Katherine enrolled in the Associate degree program at Macomb Community College in August 2013. A Pell Grant and WIA Dislocated Worker training funds were used to meet the costs of tuition, books, and supplies. She was on the Dean's list and excelled each and every semester. Less than two and a half years later, Katherine graduated from Macomb Community College and was hired by Alliance Health as a Medical Assistant.

Name: Aaron Ward  
Employer: Working Part-Time While Attending School  
Program: Youth

Aaron Ward struggled in math and didn't know what he wanted to do with his life. He lacked organizational skills and didn't have any work experience. Aaron began working with the Jobs for Michigan's Graduates Specialist to overcome these challenges. In addition to working through the Jobs for Michigan's Graduates curriculum, he began to meet weekly with the Jobs for Michigan's Graduates Specialist at Orchard View High School to monitor his academic progress and receive tutoring.

During Aaron's first year participating in a summer work experience, his employer decided to continue his employment after his subsidized work experience ended. With the help of his Jobs for Michigan's Graduates Specialist, Aaron participated in the Early College program with Orchard View High School and Muskegon Community College. He earned over 30 college credits as a high school student and graduated second in his class.

Aaron is currently participating in the Jobs for Michigan's Graduates summer work experience, working with Muskegon Charter Township's Department of Public Works in the morning, part-time at the Pita Place in the evening, and taking a summer class at Muskegon Community College. In the fall, Aaron will be a full-time student at Muskegon Community College. After earning his Associate's degree, Aaron will transfer to a four-year university where he will major in Environmental Science.

Employer: Harbor Freight Tools  
Program: Business Services

The corporate offices of Harbor Freight Tools in California contacted Michigan Works! and informed the staff that Harbor Freight Tools was opening a new store in Howell. The Grand Opening was scheduled for mid-October and the company would need assistance with staffing the location. The manager of the new store, Tracey Weber, would need to recruit for 45 positions that were available.

Beginning as early as July, staff assisted with recruiting. Tracey spent countless hours at the service center until all of the hiring needs were met in September. Orientation was scheduled to be held at the service center on September 10, 2015, with the goal to have the store staffed and running smoothly leading up to the Grand Opening.

The Grand Opening was a huge success and better than expected. "Merchandise was flying off the shelves," stated Tracey the Store Manager. According to Tracey, trucks continued to arrive with merchandise to restock the store in hopes of keeping up with the sales. Mark Callaghan, one of the first store customers, stated he had to return four times that day purchasing more items.

Due to the successful partnership with Harbor Freight Tools and the professional yet passionate way in which Tracey conducted business and recruitment for the store, both were nominated and selected to receive an "Outstanding Service Award" at the 2015 Livingston County Workforce Development Council's Annual Awards Ceremony in October 2015.

## WIA WAIVERS

The following waivers, as approved by the United States Department of Labor (USDOL), were in place during PY 2015 in alignment with USDOL Training and Employment Guidance Letter (TEGL) 1-15, issued July 1, 2015.

- Waiver allowing local Workforce Development Boards (WDBs) to use up to twenty percent of their WIA Dislocated Worker formula funds to support local Incumbent Worker Training (IWT) programs as part of a layoff aversion strategy under the WIA Section 134(a). All training under this waiver is restricted to skill attainment activities.
- Waiver allowing the transfer of up to fifty percent of local formula funds between the WIA Adult and Dislocated Worker programs under WIA Section 133(b)(4).
- Waiver allowing the use of a sliding scale based on employer size or length of unemployment for On-the-Job Training (OJT) employer reimbursement under the WIA Section 101(31)(B).
- Waiver allowing a sliding scale based on employer size for the Customized Training employer contribution requirement under WIA Section 101(8)(C).
- Waiver allowing the use of Individual Training Accounts (ITAs) for all Youth program participants at 20 Code of Federal Regulation (CFR) 664.510.
- Waiver of the WIA Regulations at Section 666.100 to exempt from inclusion in the credential performance measure calculations credential attainment outcomes for participants enrolled in OJT.
- Waiver of the requirement at the WIA Section 134(a)(2)(B)(ii) to conduct evaluations of WIA activities for adults, dislocated workers, and youth.

Michigan was previously granted a waiver from the requirement to conduct evaluations of workforce investment activities for adults, dislocated workers, and youth in order to promote, establish, and implement methods for continuous improvement in the efficiency and effectiveness of the statewide workforce investment system in improving the employability of jobseekers and the competitiveness of employers. As such, Michigan has no information to include in this report concerning evaluations that either concluded, or commenced, during PY 2015 for the WIA.

The above waivers previously assisted the State and local areas in further developing and operating an IWT program focused on layoff aversion and skill attainment activities, increased local areas' flexibility to meet fluctuating demand for services, and increased the capacity of local areas to respond to individual training needs. The waivers provided local areas with the flexibility necessary to respond efficiently and effectively to changing local conditions and demands. Use of the waivers during PY 2015 continued in alignment with USDOL TEGL 1-15 for already obligated funds. However, the Workforce Innovation and Opportunity Act (WIOA) negated the need to extensively use some of the waivers as the WIOA offers such flexibility, or even greater flexibility in some cases, without a waiver. As such, the most applicable waivers for PY 2015 were those that offered a more flexible sliding scale reimbursement than the WIOA and performance flexibility.

### **On-the-Job Training (OJT) and Customized Training Waivers**

Waivers were previously granted to local areas that allowed sliding scales based on employer size for Customized Training employer contribution requirements. In addition, waivers were previously granted to local areas that allowed sliding scales based on employer size and/or length of unemployment for OJT employer reimbursement.

OJT waivers to increase employer reimbursement for OJT through a sliding scale were based on the size of the business or the length of an individual's unemployment. Training delivered under the waiver allowed local areas to provide additional assistance to employers in creating jobs for WIA participants. The waivers provide assistance to employers in creating jobs sooner, rather than later, by reimbursing some of the cost of training new workers.

Waivers of the required employer contribution for Customized Training utilizing a sliding scale were also based on the size of the employer. Under the waiver, a sliding scale for the employer matching cost component created an incentive for small and mid-sized employers to participate in Customized Training, resulting in high-skill, high-demand, and/or high-wage attainment.

### **Waiver Impact**

The waivers previously granted to the State of Michigan provided the State and local areas with increased flexibility in the administration and operation of its workforce programs. The increased flexibility enabled local areas to tailor their programs to meet local participant and employer demands and to ensure specific needs were met.

Key waiver impacts were as follows:

- Local areas had greater control over program design and program management. The increased local flexibility to respond to ever-changing local and regional economic conditions provided the ability to more efficiently and effectively respond to changing demands.
- Employers were provided with access to training resources necessary to remain viable and competitive in today's global economy. Higher labor force quality is a key competitive factor affecting an area's attractiveness for location and growth of business. Higher labor force quality drives local creation of high-quality jobs, thereby increasing local earnings per capita.
- Increased the skills of local and regional workforces by learning new technologies, enabling Michigan's workers to be globally competitive and offering workers the chance to advance to higher paying positions or maintain their current jobs and avoid layoffs.
- Filled employment gaps in high-demand, high-growth occupational fields, such as agriculture, energy, healthcare, information technology, and manufacturing via in-demand training.
- Built and expanded positive relationships between employers, local areas, service providers, and community colleges and other training institutions by better aligning capacity with demand for services.

### **Challenges**

There were no challenges identified with respect to the utilization of the state's waivers during Program Year 2015.

## WIA Annual Report (PY 2015)

Table A - Workforce Investment Act Customer Satisfaction Results

Customer Satisfaction	Negotiated Performance Level	Actual Performance Level - American Customer Satisfaction Index	Number of Surveys Completed	Number of Customers Eligible for the Survey	Number of Customers Included in the Sample	Response Rate
Participants	93	97	4905	9675	6516	75.3
Employers	86	86.8	1140	1383	1383	82.4

Table B - Adult Program Results

Reported Information	Negotiated Performance Level	Actual Performance Level
Entered Employment Rate	89	87.38
		2,547.00
Employment Retention Rate	92	93.26
		5,118.00
Six Months Average Earnings	\$16,000.00	\$17,257.76
		\$81,680,996.18
Employment and Credential Rate	82	82.21
		2,796.00
		3,401.00

Table C - Outcomes for Adult Special Populations

Reported Information	Public Assistance Recipients Receiving Intensive or Training Services		Veterans		Individuals with Disabilities		Older Individuals	
Entered Employment Rate	85.74	908.00	91.46	150.00	78.90	86.00	85.57	172.00
		1,059.00		164.00		109.00		201.00
Employment Retention Rate	89.13	1,361.00	94.67	213.00	85.71	132.00	93.75	390.00
		1,527.00		225.00		154.00		416.00
Six Months Average Earnings	\$11,973.31	\$14,810,988.76	\$19,257.05	\$3,678,096.23	\$13,841.59	\$1,619,465.89	\$20,940.76	\$7,622,435.67
		1,237.00		191.00		117.00		364.00
Employment and Credential Rate	75.34	712.00	72.13	88.00	69.51	57.00	82.43	183.00
		945.00		122.00		82.00		\$222.00

**Table D - Outcome Information by Service Level for the Adult Program**

Reported Information	Individuals Who Only Received Core Services		Individuals Who Only Received Core and Intensive Services		Individuals Who Received Training Services	
Entered Employment Rate	88.78	182.00	92.29	706.00	89.24	1,385.00
		205.00		765.00		1,552.00
Employment Retention Rate	96.32	288.00	90.80	1,165.00	94.47	3,380.00
		299.00		1,283.00		3,578.00
Six-Months Average Earnings	\$17,371.14	\$4,829,178.25	\$12,994.74	\$13,007,738.15	\$19,040.82	\$60,530,760.14
		278.00		1,001.00		3,179.00

**Table E - Dislocated Worker Program Results**

Reported Information	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate	94	94.64	2,172.00
			2,295.00
Employment Retention Rate	94	96.01	2,524.00
			2,629.00
Six Months Average Earnings	\$17,300.00	\$17,451.82	\$40,296,257.75
			2,309.00
Employment and Credential Rate	83	77.46	1,175.00
			1,517.00

**Table F - Outcomes for Dislocated Worker Special Populations**

Reported Information	Veterans		Individuals with Disabilities		Older Individuals		Displaced Homemakers	
Entered Employment Rate	94.12	160.00	93.88	46.00	91.67	286.00	96.77	30.00
		170.00		49.00		312.00		31.00
Employment Retention Rate	94.76	181.00	92.31	48.00	94.85	313.00	84.85	28.00
		191.00		52.00		330.00		33.00
Six Months Average Earnings	\$18,712.27	\$3,087,523.99	\$14,762.12	\$590,484.76	\$16,456.49	\$4,591,361.87	\$15,007.75	\$390,201.56
		165.00		40.00		279.00		26.00
Employment and Credential	69.83	81.00	87.80	36.00	72.26	112.00	84.00	21.00
		116.00		41.00		155.00		25.00

**Table G - Outcome Information by Service Level for the Dislocated Worker Program**

Reported Information	Individuals Who Only Received Core Services		Individuals Who Only Received Core and Intensive Services		Individuals Who Received Training Services	
Entered Employment Rate	91.95	80.00	96.25	513.00	94.11	1,357.00
		87.00		533.00		1,442.00
Employment Retention Rate	93.65	118.00	94.72	556.00	96.52	1,636.00
		126.00		587.00		1,695.00
Six-Months Average Earnings	\$18,463.01	\$1,975,541.94	\$16,014.15	\$7,862,948.23	\$17,925.19	\$27,049,105.59
		107.00		491.00		1,509.00

**Table H.1 - Youth (14-21) Program Results**

Reported Information	Negotiated Performance Level	Actual Performance Level	
Placement in Employment or Education Rate	0	70.70	1,667.00
			2,358.00
Attainment of Degree or Certificate Rate	0	50.44	981.00
			1,945.00
Literacy and Numeracy Gains	\$0.00	3.58	42.00
			1172.00

**Table H.1.A - Outcomes for Youth Special Populations\***

Reported Information	Public Assistance Recipients		Veterans		Individuals with Disabilities		Out-of-School Youth	
Placement in Employment or Education Rate	70.96	782.00	0.00	0.00	68.85	305.00	84.19	538.00
		1102.00		0.00		443.00		639.00
Attainment of Degree or Certificate Rate	50.88	464.00	0.00	0.00	58.23	237.00	8.80	11.00
		912.00		0.00		407.00		125.00
Literacy and Numeracy Gains	2.79	14.00	0.00	0.00	12.35	20.00	3.58	42.00
		501.00		0.00		162.00		1172.00

Table H.2 - Older Youth Results (19-21)\*

Reported Information	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate	85	87.85	376.00
			428.00
Employment Retention Rate	90	92.54	558.00
			603.00
Six Months Average Earnings	\$4,900.00	\$5,736.86	\$2,920,059.48
			509.00
Employment and Credential Rate	78	71.83	385.00
			536.00

Table I - Outcomes for Older Youth Special Populations\*

Reported Information	Public Assistance Recipients		Veterans		Individuals With Disabilities		Out-of-School Youth	
Entered Employment Rate	85.29	145.00	0.00	0.00	86.96	40.00	89.33	318.00
		170.00		0.00		46.00		356.00
Employment Retention Rate	93.36	211.00	0.00	0.00	96.97	64.00	92.50	481.00
		226.00		0.00		66.00		520.00
Six Months Average Earnings	\$5,530.87	\$1,039,804.04	\$0.00	\$0.00	\$5,841.50	\$286,233.47	\$5,588.33	\$2,475,631.58
		188.00		0.00		49.00		443.00
Employment and Credential	75.24	155.00	0.00	0.00	66.67	36.00	71.91	320.00
		206.00		0.00		54.00		445.00

Table J - Younger Youth Results (14-18)\*

	Negotiated Performance Level	Actual Performance Level	
Skill Attainment Rate	94.00	96.21	6,099.00
			6,339.00
Diploma or Equivalent Attainment Rate	90.00	91.76	936.00
			1,020.00
Retention Rate	85.00	88.53	1,412.00
			1,595.00

Table K - Outcomes for Younger Youth Special Populations

Reported Information	Public Assistance Recipients		Individuals With Disabilities		Out-of-School Youth	
Skill Attainment Rate	95.71	2921.00	97.75	1087.00	91.91	1182.00
		3052.00		1112.00		1286.00
Diploma or Equivalent Attainment Rate	92.89	444.00	89.36	210.00	73.38	113.00
		478.00		235.00		154.00
Retention Rate	87.19	667.00	88.56	302.00	83.52	294.00
		765.00		341.00		352.00

Table L - Other Reported Information

	12 Month Employment Retention Rate		12 Mo. Earnings Change (Adults and Older Youth) or 12 Mo. Earnings Replacement (Dislocated Workers)		Placements for Participants in Nontraditional Employment		Wages At Entry Into Employment For Those Individuals Who Entered Unsubsidized Employment		Entry Into Unsubsidized Employment Related to the Training Received of Those Who Completed Training Services	
Adults	89.05	5122.00	\$6,274.18	\$32,506,514.03	3.73	95.00	\$6,478.18	\$15,282,035.82	\$73.00	1,011.00
		5752.00		5,181.00		2,547.00		\$2,359.00		1,385.00
Dislocated Workers	90.95	2642.00	\$141.68	\$43,549,692.22	2.95	64.00	\$8,023.23	\$16,351,339.38	\$73.40	996.00
		2905.00		\$30,739,030.13		2,172.00		\$2,038.00		1,357.00
Older Youth	86.11	595.00	\$5,523.16	\$3,242,096.39	0.80	3.00	\$3,794.24	\$1,187,597.21		
		691.00		\$587.00		376.00		\$313.00		

Table M - Participation Levels

	Total Participants Served	Total Exiters
Total Adults	317,497.00	292,848.00
Total Adults (self)	290,495.00	287,058.00
WIA Adults	312,749.00	290,813.00
WIA Dislocated Workers	4,748.00	2,035.00
Total Youth (14-21)	7,735.00	2,888.00
Younger Youth (14-18)	5,265.00	2,450.00
Older Youth (19-21)	2,470.00	438.00
Out-of-School Youth	3,734.00	707.00
In-School Youth	4,001.00	2,181.00

Table N - Cost of Program Activities

Program Activity		Total Federal Spending
Local Adults		\$25,781,978
Local Dislocated Workers		25,930,682
Local Youth		24,957,988
Rapid Response (up to 25%) WIA Section 134(a)(2)(B)		3,477,253
Statewide Required Activities (up to 15%) WIA Section 134 (a)(2)(B)		2,511,490
Statewide Allowable Activities WIA Section 134 (a)(3)	Program Activity Description	
	Capacity Building	600,000
	JAG Expansion	246,560
	LMI MOU	84,186
	Realignment	126,690
	Miscellaneous	3,240,425
Total of All Federal Spending Listed Above		\$86,957,252

**Table O - Local Performance**  
**Local Board (26110) - Berrien-Cass-Van Buren**

Local Area Name	Total Participants Served	Adults	8,132
		Dislocated Workers	84
		Older Youth (19-21)	13
		Younger Youth (14-18)	31
ETA Assigned Number	Total Exiters	Adults	8,160
		Dislocated Workers	43
		Older Youth (19-21)	4
		Younger Youth (14-18)	50
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	94
	Employers	86	87
Entered Employment Rates	Adults	83	99
	Dislocated Workers	93	97
	Older Youth	84	100
Retention Rates	Adults	87	95
	Dislocated Workers	93	97
	Older Youth	90	100
	Younger Youth	78	94
Six Months Average Earnings	Adults	15,200	16,195
	Dislocated Workers	16,200	17,560
Six Months Earnings Increase	Older Youth	4,300	8,694
Credential/Diploma Rates	Adults	79	93
	Dislocated Workers	81	79
	Older Youth	65	100
	Younger Youth	86	100
Skill Attainment Rate	Younger Youth	92	95
Placement in Employment or Education	Youth (14-21)	0	71
Attainment of Degree or Certificate	Youth (14-21)	0	49
Literacy or Numeracy Gains	Youth (14-21)	0	0
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met	Exceeded X

**Table O - Local Performance**  
**Local Board (26045) - Capital Area Michigan Works**

Local Area Name	Total Participants Served	Adults	9,646
		Dislocated Workers	247
		Older Youth (19-21)	62
		Younger Youth (14-18)	300
ETA Assigned Number	Total Exiters	Adults	9,549
		Dislocated Workers	98
		Older Youth (19-21)	11
		Younger Youth (14-18)	127
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	100
	Employers	86	88
Entered Employment Rates	Adults	90	98
	Dislocated Workers	94	97
	Older Youth	83	100
Retention Rates	Adults	92	97
	Dislocated Workers	95	99
	Older Youth	89	100
	Younger Youth	85	94
Six Months Average Earnings	Adults	15,000	16,128
	Dislocated Workers	16,000	17,434
Six Months Earnings Increase	Older Youth	4,200	6,945
Credential/Diploma Rates	Adults	83	95
	Dislocated Workers	84	97
	Older Youth	79	75
	Younger Youth	89	92
Skill Attainment Rate	Younger Youth	95	98
Placement in Employment or Education	Youth (14-21)	0	87
Attainment of Degree or Certificate	Youth (14-21)	0	68
Literacy or Numeracy Gains	Youth (14-21)	0	0
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met X	Exceeded

**Table O - Local Performance**  
**Local Board (26010) - Detroit Employment Solutions Corporation**

Local Area Name	Total Participants Served	Adults	26,705
		Dislocated Workers	607
		Older Youth (19-51)	529
		Younger Youth (14-18)	1,852
ETA Assigned Number	Total Exiters	Adults	11,568
		Dislocated Workers	9
		Older Youth (19-51)	9
		Younger Youth (14-18)	734
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	98
	Employers	86	84
Entered Employment Rates	Adults	83	90
	Dislocated Workers	95	85
	Older Youth	83	100
Retention Rates	Adults	89	91
	Dislocated Workers	91	100
	Older Youth	89	100
	Younger Youth	78	82
Six Months Average Earnings	Adults	11,400	13,144
	Dislocated Workers	15,800	16,515
Six Months Earnings Increase	Older Youth	4,500	9,358
Credential/Diploma Rates	Adults	82	83
	Dislocated Workers	84	89
	Older Youth	72	50
	Younger Youth	91	100
Skill Attainment Rate	Younger Youth	96	99
Placement in Employment or Education	Youth (14-51)	0	33
Attainment of Degree or Certificate	Youth (14-51)	0	9
Literacy or Numeracy Gains	Youth (14-51)	0	0
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met X	Met	Exceeded

**Table O - Local Performance**  
**Local Board (26120) - GST Michigan Works!**

Local Area Name	Total Participants Served	Adults	23,419
		Dislocated Workers	246
		Older Youth (19-21)	214
		Younger Youth (14-17)	211
ETA Assigned Number	Total Exiters	Adults	23,007
		Dislocated Workers	209
		Older Youth (19-21)	95
		Younger Youth (14-17)	123
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	95
	Employers	86	86
Entered Employment Rates	Adults	81	90
	Dislocated Workers	90	92
	Older Youth	82	78
Retention Rates	Adults	88	89
	Dislocated Workers	92	96
	Older Youth	85	88
	Younger Youth	80	75
Six Months Average Earnings	Adults	12,267	11,359
	Dislocated Workers	13,767	14,264
Six Months Earnings Increase	Older Youth	4,033	4,139
Credential/Diploma Rates	Adults	78	54
	Dislocated Workers	81	57
	Older Youth	67	64
	Younger Youth	91	93
Skill Attainment Rate	Younger Youth	92	99
Placement in Employment or Education	Youth (14-21)	0	59
Attainment of Degree or Certificate	Youth (14-21)	0	34
Literacy or Numeracy Gains	Youth (14-21)	0	0
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met X	Exceeded

**Table O - Local Performance**  
**Local Board (26020) -Great Lakes Bay**

Local Area Name	Total Participants Served	Adults	16,542
		Dislocated Workers	660
		Older Youth (19-21)	55
		Younger Youth (17-18)	202
ETA Assigned Number	Total Exiters	Adults	16,418
		Dislocated Workers	333
		Older Youth (19-21)	21
		Younger Youth (17-18)	134
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	95
	Employers	86	88
Entered Employment Rates	Adults	90	89
	Dislocated Workers	94	96
	Older Youth	83	84
Retention Rates	Adults	93	90
	Dislocated Workers	93	93
	Older Youth	88	87
	Younger Youth	81	78
Six Months Average Earnings	Adults	14,500	13,331
	Dislocated Workers	14,767	16,695
Six Months Earnings Increase	Older Youth	4,333	3,023
Credential/Diploma Rates	Adults	83	83
	Dislocated Workers	83	93
	Older Youth	67	56
	Younger Youth	89	83
Skill Attainment Rate	Younger Youth	94	97
Placement in Employment or Education	Youth (17-21)	0	80
Attainment of Degree or Certificate	Youth (17-21)	0	73
Literacy or Numeracy Gains	Youth (17-21)	9	28
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met X	Met	Exceeded

**Table O - Local Performance**  
**Local Board (26015) - Macomb-St. Clair Workforce Development Board**

Local Area Name	Total Participants Served	Adults	33,605
		Dislocated Workers	544
		Older Youth (19-21)	225
		Younger Youth (14-18)	535
ETA Assigned Number	Total Exiters	Adults	30,629
		Dislocated Workers	175
		Older Youth (19-21)	21
		Younger Youth (14-18)	344
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	97
	Employers	86	84
Entered Employment Rates	Adults	90	97
	Dislocated Workers	94	94
	Older Youth	83	94
Retention Rates	Adults	92	90
	Dislocated Workers	93	96
	Older Youth	87	97
	Younger Youth	85	95
Six Months Average Earnings	Adults	15,800	14,375
	Dislocated Workers	17,300	19,145
Six Months Earnings Increase	Older Youth	4,000	6,707
Credential/Diploma Rates	Adults	79	60
	Dislocated Workers	80	60
	Older Youth	72	75
	Younger Youth	89	100
Skill Attainment Rate	Younger Youth	92	86
Placement in Employment or Education	Youth (14-21)	0	92
Attainment of Degree or Certificate	Youth (14-21)	0	83
Literacy or Numeracy Gains	Youth (14-21)	0	0
Description of Other State Indicators of Performance (WIA Section 166(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met X	Exceeded

**Table O - Local Performance**  
**Local Board (26060) - Northeast Michigan Consortium**

Local Area Name	Total Participants Served	Adults	6,513
		Dislocated Workers	32
		Older Youth (19-21)	29
		Younger Youth (14-18)	89
ETA Assigned Number	Total Exiters	Adults	6,585
		Dislocated Workers	22
		Older Youth (19-21)	5
		Younger Youth (14-18)	56
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	94
	Employers	86	84
Entered Employment Rates	Adults	92	100
	Dislocated Workers	95	100
	Older Youth	83	100
Retention Rates	Adults	93	97
	Dislocated Workers	95	93
	Older Youth	90	100
	Younger Youth	86	90
Six Months Average Earnings	Adults	15,000	16,982
	Dislocated Workers	13,200	13,933
Six Months Earnings Increase	Older Youth	4,100	7,732
Credential/Diploma Rates	Adults	82	100
	Dislocated Workers	84	100
	Older Youth	80	100
	Younger Youth	91	93
Skill Attainment Rate	Younger Youth	96	98
Placement in Employment or Education	Youth (14-21)	0	67
Attainment of Degree or Certificate	Youth (14-21)	0	54
Literacy or Numeracy Gains	Youth (14-21)	0	0
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met X	Exceeded

**Table O - Local Performance**  
**Local Board (26105) - Northwest Michigan Council of Governments**

Local Area Name	Total Participants Served	Adults	10,732
		Dislocated Workers	115
		Older Youth (19-21)	27
		Younger Youth (14-18)	108
ETA Assigned Number	Total Exiters	Adults	10,902
		Dislocated Workers	62
		Older Youth (19-21)	6
		Younger Youth (14-18)	57
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	99
	Employers	86	88
Entered Employment Rates	Adults	90	100
	Dislocated Workers	95	99
	Older Youth	84	100
Retention Rates	Adults	92	90
	Dislocated Workers	92	96
	Older Youth	90	100
	Younger Youth	86	96
Six Months Average Earnings	Adults	15,200	13,359
	Dislocated Workers	14,000	16,656
Six Months Earnings Increase	Older Youth	4,800	0
Credential/Diploma Rates	Adults	81	90
	Dislocated Workers	83	95
	Older Youth	80	80
	Younger Youth	91	92
Skill Attainment Rate	Younger Youth	96	100
Placement in Employment or Education	Youth (14-21)	0	79
Attainment of Degree or Certificate	Youth (14-21)	0	44
Literacy or Numeracy Gains	Youth (14-21)	2	67
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met X	Exceeded

**Table O - Local Performance**  
**Local Board (26170) - Oakland County Michigan Works!**

Local Area Name	Total Participants Served	Adults	28,551
		Dislocated Workers	206
		Older Youth (19-21)	94
		Younger Youth (14-18)	101
ETA Assigned Number	Total Exiters	Adults	27,722
		Dislocated Workers	43
		Older Youth (19-21)	2
		Younger Youth (14-18)	41
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	98
	Employers	86	98
Entered Employment Rates	Adults	91	98
	Dislocated Workers	95	100
	Older Youth	84	100
Retention Rates	Adults	93	100
	Dislocated Workers	93	97
	Older Youth	90	100
	Younger Youth	86	99
Six Months Average Earnings	Adults	16,500	23,403
	Dislocated Workers	17,900	30,771
Six Months Earnings Increase	Older Youth	4,800	8,286
Credential/Diploma Rates	Adults	83	91
	Dislocated Workers	84	91
	Older Youth	79	100
	Younger Youth	91	95
Skill Attainment Rate	Younger Youth	96	100
Placement in Employment or Education	Youth (14-21)	0	81
Attainment of Degree or Certificate	Youth (14-21)	0	64
Literacy or Numeracy Gains	Youth (14-21)	0	0
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met	Exceeded X

**Table O - Local Performance**  
**Local Board (26095) - Michigan Works! Region 7B Employment & Training Consortium**

Local Area Name	Total Participants Served	Adults	6,094
		Dislocated Workers	55
		Older Youth (19-21)	34
		Younger Youth (14-18)	46
ETA Assigned Number	Total Exiters	Adults	6,084
		Dislocated Workers	31
		Older Youth (19-21)	2
		Younger Youth (14-18)	6
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	91
	Employers	86	93
Entered Employment Rates	Adults	90	90
	Dislocated Workers	92	100
	Older Youth	78	100
Retention Rates	Adults	92	93
	Dislocated Workers	93	88
	Older Youth	88	100
	Younger Youth	83	70
Six Months Average Earnings	Adults	13,900	15,918
	Dislocated Workers	13,500	15,113
Six Months Earnings Increase	Older Youth	4,100	11,249
Credential/Diploma Rates	Adults	81	87
	Dislocated Workers	81	93
	Older Youth	80	100
	Younger Youth	91	100
Skill Attainment Rate	Younger Youth	95	97
Placement in Employment or Education	Youth (14-21)	0	53
Attainment of Degree or Certificate	Youth (14-21)	0	33
Literacy or Numeracy Gains	Youth (14-21)	0	0
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met X	Exceeded

**Table O - Local Performance**  
**Local Board (26150) - SE Michigan Consortium**

Local Area Name	Total Participants Served	Adults	19,978
		Dislocated Workers	249
		Older Youth (19-21)	285
		Younger Youth (14-18)	397
ETA Assigned Number	Total Exiters +	Adults	19,107
		Dislocated Workers	76
		Older Youth (19-21)	26
		Younger Youth (14-18)	92
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	98
	Employers	86	86
Entered Employment Rates	Adults	90	95
	Dislocated Workers	94	97
	Older Youth	84	89
Retention Rates	Adults	93	97
	Dislocated Workers	94	99
	Older Youth	89	89
	Younger Youth	86	89
Six Months Average Earnings	Adults	16,500	17,149
	Dislocated Workers	17,300	19,055
Six Months Earnings Increase	Older Youth	4,180	7,050
Credential/Diploma Rates	Adults	82	81
	Dislocated Workers	84	83
	Older Youth	80	83
	Younger Youth	91	88
Skill Attainment Rate	Younger Youth	95	97
Placement in Employment or Education	Youth (14-21)	0	86
Attainment of Degree or Certificate	Youth (14-21)	0	88
Literacy or Numeracy Gains	Youth (14-21)	0	0
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met X	Exceeded

**Table O - Local Performance**  
**Local Board (26155) - Southeast Michigan Community Alliance**

Local Area Name	Total Participants Served	Adults	51,494
		Dislocated Workers	637
		Older Youth (19-21)	252
		Younger Youth (14-18)	281
ETA Assigned Number	Total Exiters	Adults	50,193
		Dislocated Workers	343
		Older Youth (19-21)	89
		Younger Youth (14-18)	85
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	97
	Employers	86	97
Entered Employment Rates	Adults	91	93
	Dislocated Workers	94	94
	Older Youth	83	100
Retention Rates	Adults	92	95
	Dislocated Workers	93	98
	Older Youth	89	99
	Younger Youth	85	95
Six Months Average Earnings	Adults	16,500	15,224
	Dislocated Workers	16,900	17,714
Six Months Earnings Increase	Older Youth	4,300	7,162
Credential/Diploma Rates	Adults	82	79
	Dislocated Workers	84	77
	Older Youth	75	100
	Younger Youth	90	97
Skill Attainment Rate	Younger Youth	95	95
Placement in Employment or Education	Youth (14-21)	0	99
Attainment of Degree or Certificate	Youth (14-21)	0	85
Literacy or Numeracy Gains	Youth (14-21)	1	0
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met X	Exceeded

**Table O - Local Performance  
Local Board (26040) - Southwest**

Local Area Name	Total Participants Served	Adults	17,324
		Dislocated Workers	349
		Older Youth (19-21)	175
		Younger Youth (14-18)	187
ETA Assigned Number	Total Exiters	Adults	16,133
		Dislocated Workers	217
		Older Youth (19-21)	18
		Younger Youth (14-18)	40
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	98
	Employers	86	86
Entered Employment Rates	Adults	91	97
	Dislocated Workers	95	99
	Older Youth	83	100
Retention Rates	Adults	92	91
	Dislocated Workers	93	93
	Older Youth	89	97
	Younger Youth	85	87
Six Months Average Earnings	Adults	13,500	14,226
	Dislocated Workers	16,300	18,115
Six Months Earnings Increase	Older Youth	4,300	6,030
Credential/Diploma Rates	Adults	80	93
	Dislocated Workers	84	95
	Older Youth	79	100
	Younger Youth	90	94
Skill Attainment Rate	Younger Youth	92	95
Placement in Employment or Education	Youth (14-21)	0	89
Attainment of Degree or Certificate	Youth (14-21)	0	64
Literacy or Numeracy Gains	Youth (14-21)	0	0
Description of Other State Indicators of Performance (WIA Section 138(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met X	Exceeded

**Table O - Local Performance**  
**Local Board (26125) - UPWARD Talent Council**

Local Area Name	Total Participants Served	Adults	8,226
		Dislocated Workers	363
		Older Youth (18-21)	46
		Younger Youth (14-18)	107
ETA Assigned Number	Total Exiters	Adults	7,948
		Dislocated Workers	204
		Older Youth (18-21)	14
		Younger Youth (14-18)	70
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	98
	Employers	86	87
Entered Employment Rates	Adults	89	90
	Dislocated Workers	94	97
	Older Youth	80	89
Retention Rates	Adults	91	96
	Dislocated Workers	93	98
	Older Youth	87	91
	Younger Youth	81	96
Six Months Average Earnings	Adults	14,000	16,246
	Dislocated Workers	13,810	15,260
Six Months Earnings Increase	Older Youth	4,470	8,376
Credential/Diploma Rates	Adults	80	97
	Dislocated Workers	84	86
	Older Youth	74	90
	Younger Youth	88	100
Skill Attainment Rate	Younger Youth	96	100
Placement in Employment or Education	Youth (14-21)	0	69
Attainment of Degree or Certificate	Youth (14-21)	0	43
Literacy or Numeracy Gains	Youth (14-21)	0	0
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met	Exceeded X

**Table O - Local Performance**  
**Local Board (26160) - West Michigan Works**

Local Area Name	Total Participants Served	Adults	38,844
		Dislocated Workers	292
		Older Youth (19-21)	377
		Younger Youth (14-18)	698
ETA Assigned Number	Total Exiters	Adults	39,090
		Dislocated Workers	142
		Older Youth (19-21)	106
		Younger Youth (14-18)	434
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	94
	Employers	86	89
Entered Employment Rates	Adults	89	82
	Dislocated Workers	94	88
	Older Youth	83	84
Retention Rates	Adults	93	95
	Dislocated Workers	93	96
	Older Youth	90	90
	Younger Youth	83	90
Six Months Average Earnings	Adults	13,340	20,568
	Dislocated Workers	14,900	16,621
Six Months Earnings Increase	Older Youth	4,360	5,115
Credential/Diploma Rates	Adults	82	91
	Dislocated Workers	83	76
	Older Youth	72	53
	Younger Youth	89	81
Skill Attainment Rate	Younger Youth	95	92
Placement in Employment or Education	Youth (14-21)	0	58
Attainment of Degree or Certificate	Youth (14-21)	0	32
Literacy or Numeracy Gains	Youth (14-21)	0	1
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met X	Met	Exceeded

**Table O - Local Performance**  
**Local Board (26100) - Michigan Works! West Central**

Local Area Name	Total Participants Served	Adults	6,461
		Dislocated Workers	31
		Older Youth (19-21)	42
		Younger Youth (14-18)	32
ETA Assigned Number	Total Exiters	Adults	7,107
		Dislocated Workers	13
		Older Youth (19-21)	4
		Younger Youth (14-18)	11
Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	Program Participants	93	87
	Employers	86	93
Entered Employment Rates	Adults	88	93
	Dislocated Workers	95	95
	Older Youth	84	100
Retention Rates	Adults	92	93
	Dislocated Workers	94	88
	Older Youth	90	100
	Younger Youth	86	82
Six Months Average Earnings	Adults	12,450	15,621
	Dislocated Workers	15,100	15,865
Six Months Earnings Increase	Older Youth	4,200	6,623
Credential/Diploma Rates	Adults	82	100
	Dislocated Workers	83	82
	Older Youth	75	89
	Younger Youth	90	100
Skill Attainment Rate	Younger Youth	95	89
Placement in Employment or Education	Youth (14-21)	0	68
Attainment of Degree or Certificate	Youth (14-21)	0	16
Literacy or Numeracy Gains	Youth (14-21)	0	0
Description of Other State Indicators of Performance (WIA Section 136(d)(1))		0	0
N/A		0	0
N/A		0	0
Overall Status of Local Performance	Not Met	Met X	Exceeded

**Table P - Veteran Priority of Service**

	Total	Percent Served
Covered Entrants Who Reached the End of the Entry Period	278.00	
Covered Entrants Who Received a Service During the Entry Period	220.00	79.14
Covered Entrants Who Received a Staff-Assisted Service During the Entry Period	212.00	76.26

**Table Q - Veterans' Outcomes by Special Populations**

Reported Information	Post 9/11 Era Veterans		Post 9/11 Era Veterans who Received at least Intensive Services		TAP Workshop Veterans	
Entered Employment Rate	98.89	89.00	98.80	82.00	100.00	19.00
		90.00		83.00		19.00
Employment Retention Rate	93.44	114.00	92.92	105.00	100.00	16.00
		122.00		113.00		16.00
Six Months Average Earnings	\$18,420.10	\$1,915,689.98	\$18,229.82	\$1,750,062.85	\$19,817.51	\$317,080.15
		104.00		96.00		16.00

4. 評価マニュアル



**Programmatic Monitoring Guide**  
**Workforce Investment Act Programs**

Spring 2014

Workforce Development Agency  
State of Michigan

# WDA MONITORING GUIDES

## PREFACE

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Ensuring compliance and driving performance excellence across the Michigan Works! system is the primary goal of the Workforce Development Agency's (WDA's) Trade Adjustment Assistance Act, Wagner-Peyser Act, and Workforce Investment Act units. The strategy to achieve this goal relies upon effective grant monitoring and oversight utilizing a comprehensive set of monitoring and oversight activities, including on-site monitoring, quarterly desk reviews, and ongoing technical assistance and training.

The WDA is moving forward in a coordinated effort to improve the quality and consistency of its monitoring and oversight activities, while relying on and providing opportunities for WDA Coordinators to bring their professional judgments and experience to the process. This effort began with the development of tools and training to assist WDA Coordinators with their monitoring and oversight activities.

One of the tools that has been developed is a set of consistently-designed, comprehensive monitoring guides to assist WDA Coordinators with completing required monitoring and oversight activities prior to going on-site, during an on-site monitoring review, post-review, and on an on-going basis. The WDA Monitoring Guides are based on the premise that there are essential core programmatic functions that must be in place in order for any grantee to operate a grant within the boundaries of acceptable practices established primarily by law, regulation, and/or policy. In addition, the WDA Monitoring Guides are designed to allow WDA Coordinators to gain a clearer understanding of the strategies and practices in place locally.

Use of the WDA Monitoring Guides by WDA Coordinators is required, although WDA staff is encouraged to modify and enhance guides as needed to meet the specific needs of each review. In addition, WDA Monitoring Guides are living documents that will be updated regularly to reflect changes in law, regulation, and/or policy, as well as to include any improvements which will make the guides easier and more effective to use. WDA Coordinators are encouraged to discuss and provide feedback and suggestions for such improvements to their unit managers.

# TABLE OF CONTENTS

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## General Instructions:

### Core Activity 1: Design & Governance

- Objective 1.1: Strategic Planning
- Objective 1.2: Service Design
- Objective 1.3: Service Integration
- Objective 1.4: Leadership

### Core Activity 2: Program & Grant Management Systems

- Objective 2.1: Administrative Controls
- Objective 2.2: Personnel
- Objective 2.3: Civil Rights
- Objective 2.4: WIA Waivers

### Core Activity 3: Service Delivery

- Objective 3.1: Operating Systems
- Objective 3.2: Service Delivery/Case Management
- Objective 3.3: High-Growth Jobs
- Objective 3.4: Business Relationships
- Objective 3.5: Workforce Information

### Core Activity 4: Performance Accountability

- Objective 4.1: Service Goals
- Objective 4.2: Performance Outcomes
- Objective 4.3: Sub-Recipient/Contractor Performance
- Objective 4.4: Performance Data

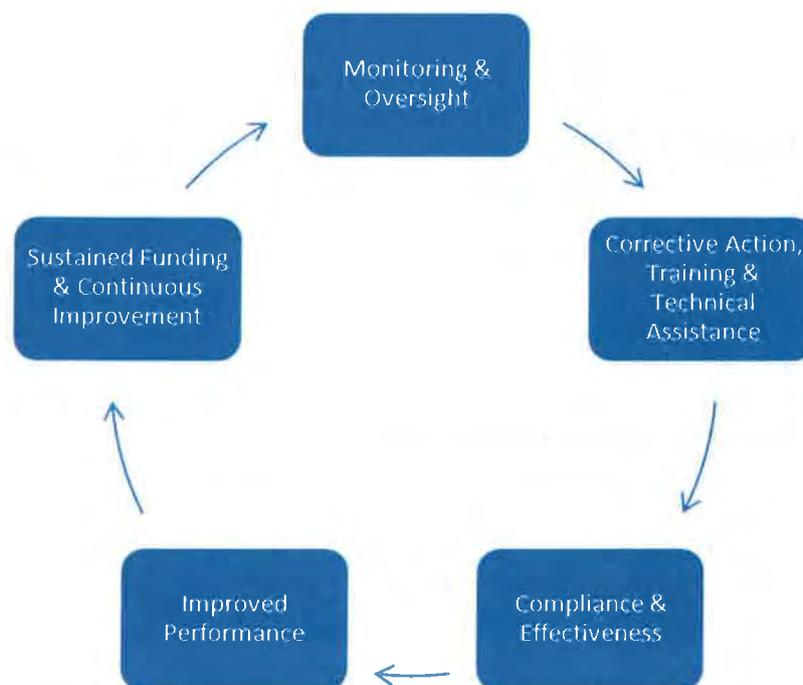
## Toolbox:

- Attachment A: Review Planning and Preparation Guide
- Attachment B: On-site Monitoring Step-by-Step Instructions
- Attachment C: Post-Review Guide
- Attachment D: Participant File Review Guide(s)

## General Instructions

### INTRODUCTION:

The primary goal of the Workforce Development Agency's (WDA's) Trade Adjustment Assistance Act, Wagner-Peyser Act, and Workforce Investment Act units is ensuring compliance and driving performance excellence across the Michigan Works! system. The strategy for achieving this goal relies upon effective grant monitoring and oversight utilizing a comprehensive set of monitoring and oversight activities. These activities may identify the need for corrective action as well as technical assistance and training. Such activities also provide the opportunity to learn about and share innovative strategies and practices. This vision aligns (although with fewer steps) with what the United States Department of Labor/Employment and Training Administration (USDOL/ETA) has referred to as "the grants management cycle". Visually, it can be depicted as:



### ON-SITE MONITORING:

The purpose of on-site monitoring is to verify and expand upon the knowledge of Michigan Works! Agency (MWA) governance, operations, and performance that has already been established through initial, quarterly, and on-demand monitoring and oversight activities. On-site monitoring provides a window to the structure, staffing, and service design and delivery that results in the numbers and narrative included in quarterly and annual reports. On-site monitoring is critical to ensuring compliance with required provisions, determining effectiveness of program implementation, and capturing innovation that can drive continuous improvement across the system.

On-site monitoring is also a key opportunity for WDA Coordinators to further strengthen the trust and respect critical to an effective grantor/sub-grantee relationship. By thoroughly preparing for and conducting a professional and objective review, WDA Coordinators demonstrate their regard for the sub-grantee and the monitoring process. While it is important to be as knowledgeable and prepared as possible for an on-site review, WDA Coordinators should always keep in mind that no one person has comprehensive knowledge regarding all aspects of a program. It is much better to admit uncertainty and commit to researching the answer than to state a finding or provide guidance that may be incorrect.

### **MONITORING COMPLIANCE & EFFECTIVENESS:**

High-quality monitoring goes beyond simply determining whether an MWA complies with policy, documentation, and service delivery requirements. High-quality monitoring also attempts to assess the effectiveness of MWA structure and operations, as well as its alignment with the overall vision for the state workforce system as defined by the Governor’s Talent Investment Board (GTIB) and the national vision as defined by the USDOL.

This guide was developed to support the reviewer’s assessment of effectiveness through “Effectiveness Indicators”, which will be discussed further in the section below called “How This Guide Is Organized”. In addition to using this guide, reviewers should keep the GTIB’s vision, as well as the USDOL’s national goals for the system in mind when evaluating how a sub-grantee structures its system and designs and delivers services in the local area.

#### *GTIB’s Vision:*

The GTIB’s **vision** is to promote a flexible, innovative, and effective workforce system within the State of Michigan, by:

- 1.) Supporting a demand-driven workforce system.
- 2.) Assisting the structurally unemployed with financial independence.
- 3.) Advocating for the integration of workforce development into the K-12 school system.
- 4.) Supporting the alignment of workforce development with economic development efforts.

#### *USDOL’s National Goals:*

- 1) Realize the benefits of integrated and flexible workforce systems as envisioned under WIA,
- 2) Promote regional business growth and economic development while recognizing the important role small businesses play in regional economies,
- 3) Improve services to target populations, including out-of-school youth and veterans,
- 4) Increase amounts available for and invested in training programs and opportunities to establish a workforce development system for an educated workforce,
- 5) Improve program administration and performance through better workforce information, common performance measures, simplified administration, and enhanced flexibility provided through the use of waivers,
- 6) Expand use of the post-secondary education system while assuring a seamless transfer across education systems, and
- 7) Strengthen partnerships with community-based organizations.

**HOW THIS GUIDE IS ORGANIZED:**

The structure of this guide follows closely the *Core Monitoring Guide* developed by the USDOL's ETA, with the exception that the Financial Management portion has been removed. (Note: Fiscal monitoring will continue to be provided by the WDA's Office of Audit and Financial Compliance.) Each of the four remaining core activities are organized around specific requirements or expectations derived from legislation, regulations, grant provisions, and/or policy that relate to that core activity. These requirements or expectations are called objectives. Each objective is accompanied by indicators. The indicators are the criteria that are used to determine whether or not the objective is being met. Indicators which are derived from a compliance requirement are labeled **(C)** which means they must be present. Indicators which relate to effectiveness are labeled **(E)**. The questions accompanying the indicators are designed to assist the reviewer with making a determination regarding whether or not the indicator is present. Each of the individual questions or guidance under a **(C)** indicator may not tie to a specific regulation, but represents information to help determine compliance with the indicator.

Portions of this guide can and should be completed prior to the on-site review. See the following section entitled "Preparing For On-Site Reviews" for further information regarding this process.

**PREPARING FOR ON-SITE REVIEWS:**

As noted above, portions of this guide can and should be completed prior to the on-site review. These sections or questions should be completed in accordance with the instructions and timeframes outlined in Attachment A: Review Planning and Preparation Guide. These sections involve the review and analysis of data available to WDA Coordinators in advance of the review, such as performance and expenditure reports, local plans, information from partner programs or financial monitoring reviews, Local Workforce Investment Board certification materials, etc. Using this information to complete these sections or questions will provide the reviewer with a baseline understanding of the local area's performance, structure, and operations as well as context for the more in-depth portion of the review to be completed on-site. The completion of pre-review activities in accordance with the instructions and timeframes outlined in Attachment A is required for all WDA staff.

**USE OF THE GUIDE ON-SITE:**

As outlined above, this guide is structured to assess MWA governance, operations, and performance using indicators for both compliance and effectiveness. Each indicator comes with guidance regarding sources of information WDA Coordinators may wish to consult. Additionally, there are questions listed below the guidance that WDA Coordinators may use to begin their assessment of whether or not the indicator is present. These questions are provided as a means for WDA Coordinators to begin their research. WDA Coordinators may use these questions, expand upon them, or employ other means of assessing the presence of a particular indicator.

If a particular indicator is determined to be present, check the box provided in the Summary of Indicators section to denote that determination. Use the space provided for each separate indicator to record the information or information source that was used to make the determination. Record notes and specific findings at the individual indicator level so that if questions arise later a means for recreating the determination exists.

**Objective Conclusions:** Based upon a review of the indicator(s), a determination whether or not the overall objective has been met will need to be made. If there are multiple indicators for an objective, the decision as to whether or not the objective has been met will need to be based on the relative importance of the indicators and if there is a compliance factor involved.

**Summary of Findings for Core Activity:** On the first page of each section of the guide is space for summarizing the findings for that core activity. Specifically, the summary is organized around:

- Promising Practices
- Findings or High-Risk Factors
- Other Observations

This summary section is designed to assist WDA Coordinators with the development of their written report. Each section is designed to provide for a short sentence or description of sub-grantee processes or program design elements that will be addressed in the written report. Promising Practices are those processes believed to be effective in operation and worth recommending to another grantee. WDA Coordinators should summarize or list compliance findings under Findings or High-Risk Factors. The Other Observations section may be used to document additional information about the sub-grantee organization or operations that will be included in the written report, including a discussion of effectiveness objectives and/or indicators that have not been met or are not present. There should be links between this summary and the notes and conclusions recorded for the objectives and indicators.

For a complete listing of required on-site monitoring activities, please see Attachment B: On-Site Monitoring Step-by-Step Instructions.

For step-by-step instructions regarding completion of participant file reviews, please see Attachment D: Participant File Review Guide(s).

#### **USE OF THE GUIDE POST-REVIEW:**

At the conclusion of the on-site monitoring visit, the guide should be completed in areas key to the scope of the review and should be used as the basis for both the Exit Conference and the WDA Monitoring Report.

For step-by-step instructions for completing post-review activities, WDA Coordinators should refer to Attachment C: Post-Review Guide. The completion of post-review activities in accordance with the instructions and timeframes outlined in Attachment C is required for all WDA staff.

**PROGRAMMATIC REVIEW ENTRANCE CONFERENCE**

MWA:	Date:
Location:	Time:

WDA Staff Present:	
MWA Staff Present:	
WDA Questions/Comments:	
MWA Questions/Comments:	

**STRUCTURE OF THE LOCAL AREA\***

MWA:	
Counties Covered:	
Grant Recipient:	
Fiscal Agent:	
Administrative Entity:	
Service Center Location(s):	
Satellite Office Location(s):	
Additional Comments:	

\*This information should be collected prior to the review and verified during the Entrance Conference.

# CORE ACTIVITY 1

## DESIGN AND GOVERNANCE

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*Core Activity 1 addresses design and governance principles that can guide and support the grantee's strategy for developing a demand-driven workforce system. A demand-driven workforce system is one which meets the needs of employers by developing a qualified and competitive workforce while preparing job seekers for the jobs and careers of the future.*

### CORE ACTIVITY 1 GENERAL INSTRUCTIONS

The purpose of Core Activity 1 is to evaluate the grantee's program design and governance to ensure compliance with requirements as well as effectiveness in the context of a demand-driven workforce system. The reviewer examines how the grantee designs its programs to provide the tools and products that support business growth and economic development, to provide services that prepare workers to take advantage of job opportunities in high-growth and high-demand occupations, and to provide services to the employer and job seeker within an integrated service delivery system. The reviewer looks at governance in the context of how leadership is identifying the workforce needs in high-growth and economically-critical industries and the preparation required of workers to succeed in those occupations, as well as understanding the workforce challenges that must be addressed to ensure a prepared and competitive workforce.

### Summary of Findings for Core Activity 1

#### Promising Practices

#### Findings or High-Risk Factors

#### Other Observations

**OBJECTIVE 1.1 Strategic Planning:** The MWA has developed a strategic approach to meeting business and industry's need for a prepared and competitive workforce and for becoming a demand-driven organization.

#### Summary of Indicators

- **1.1.1** The MWA has consulted with business and industry leadership from the state and local area in forming its strategy for creating a demand-driven workforce system. **E**
- **1.1.2** The MWA has developed a vision and strategy for becoming a demand-driven organization. **E**
- **1.1.3** The MWA functions as a partner with business and industry, economic development agencies, and education and training providers. **E**

#### Indicator 1.1.1 (E)

- The MWA has consulted with business and industry leadership from the state and local area in forming its strategy for creating a demand-driven workforce system.

**Reviewer Guidance:** *Review local plan; interview MWA leadership; ask the following questions:*

- How does the Local Workforce Investment Board (LWIB) consult with and involve the larger business and industry community (besides its own members) on an ongoing basis in crafting an effective strategy? (Ex. Skills Alliances, Industry Partnerships, etc.)
- How has the LWIB documented the incorporation of the input of business and industry leadership into their development of workforce development strategies for the local area?
- How have local economic development agencies, the continuum of education and training providers, and local business and industry groups collaborated in identifying priority areas of the local economy?
- Has the LWIB utilized sector-based strategies to engage and meet the needs of those priority industry employers? Have those efforts led to articulated strategies to place skilled workers in high-growth positions? (Ex. Career Pathways Models)

**Sources and Notes:**

**Indicator 1.1.2 (E)**

- The MWA has developed a vision and strategy for becoming a demand-driven organization.

**Reviewer Guidance:** *Review local plan; interview MWA leadership; ask the following questions:*

- What process, if any, did the MWA use to identify any gaps between needed workforce skills and the current levels of education and skills in the workforce? Who participated in the process? (Ex. local business and industry, economic development, education, government, etc.?) When was the process conducted? How were the results used?
- How is the local area's vision and strategy for its workforce system integrated into a broader regional vision?
- What written documents formalize the local area's vision and strategy?
- What criteria or measures does the local area use to gauge the effectiveness of its efforts to place individuals in high-growth jobs?
- What steps has the local area taken to align its workforce system in support of small businesses?

**Sources and Notes:****Indicator 1.1.3 (E)**

- The MWA functions as a partner with business and industry, economic development agencies, and education and training providers.

**Reviewer Guidance:** *Review local plan; interview MWA leadership; ask the following questions:*

- What strategic partnerships have formed locally and how do these partnerships function? Do they include local economic development agencies, education and training providers, and/or local business intermediaries such as Chambers of Commerce, etc.?
- What evidence is there that the local area is both perceived and functions as a system inclusive of all workforce development partner agencies and is not limited only to USDOL-funded programs?

**Sources and Notes:**

**OBJECTIVE 1.2 Service Design:** The MWA has designed a service delivery system to accomplish its vision and strategy for becoming demand-driven. [WIA §§ 129(c), 134(d) and 20 CFR Parts 663 and 664]

#### Summary of Indicators

- **1.2.1** The MWA has identified the products and services it can offer the employer customer. **E**
- **1.2.2** The MWA has a policy and practice of having its business services staff interact and coordinate with job seeker services staff to provide human resource solutions. **E**
- **1.2.3** The MWA determines the value and effectiveness of its services to employers. **E**
- **1.2.4** The MWA leverages the system's resources to broaden their impact. **E**
- **1.2.5** Services to adults and dislocated workers are designed to develop the skills and talents that job seekers will need to obtain high-paying jobs in growth industries. **C**
- **1.2.6** Services to youth are comprehensive and designed to accomplish USDOL and WDA priorities. **C**

#### Indicator 1.2.1 (E)

- The MWA has identified the products and services it can offer the employer customer.

**Reviewer Guidance:** *Review local plan and other documents relating to business services; interview MWA leadership; ask the following questions:*

- How does the MWA assess the needs of the employer customer? How are the results of this assessment used to shape the service strategy for the employer customer?
- Does the MWA or its service provider(s) have designated staff to service employers? If so, are they employed by the MWA or a contractor? Are they organized on an industry or sector basis?
- Has business services staff been trained in understanding employer needs, collaborating with economic development agencies and other partners, and in identifying appropriate services/resources for employers?
- How does the MWA identify the resources it has to address the needs of the employer customer? What resources were identified and how are they being allocated?

#### Sources and Notes:

**Indicator 1.2.2 (E)**

- The MWA has a policy and practice of having its business services staff interact and coordinate with job seeker services staff to provide human resource solutions.

**Reviewer Guidance:** *Review local plan and other documents relating to business services; identify and review any policies that promote interaction between business services and job seeker staff; interview MWA leadership; ask the following questions:*

- How often and in what forums do business services staff meet with WIA case managers or case managers from partner programs to:
  - Share information on employers' needs and expectations?
  - Share information regarding current participants' skills and status
- How is the information obtained during these meetings shared with other business services staff and partner programs?

**Sources and Notes:****Indicator 1.2.3 (E)**

- The MWA determines the value and effectiveness of its services to employers.

**Reviewer Guidance:** *Review local plan and other documents relating to business services; obtain information on the goals and outcomes of business services being provided in the local area; interview MWA leadership; ask the following questions:*

- What criteria or benchmarks does the MWA use to determine the value and effectiveness of its services to employers?
- What has been the MWA's actual performance against these criteria or benchmarks?
- As an indirect indicator of value to employers, has any business or industry leader voluntarily requested to serve on the LWIB or engage in one or more of its initiatives because of the value of the services provided to the business community?

**Sources and Notes:**

**Indicator 1.2.4 (E)**

- The MWA leverages the system's resources to broaden their impact.

**Reviewer Guidance:** *Review local Memorandums of Understanding (MOUs), resource sharing agreements, and budgets; ask the following questions:*

- In what ways is the local area successfully leveraging funds to maximize their effectiveness and to expand participation in the local workforce system by both employers and job seekers? Ask for examples.
- What project(s) has the employer community agreed to fund jointly or individually in the local area because employers see the project(s) as providing a valuable solution for business and industry?
- What resources and funding sources are typically mixed to develop solutions to specific employer customer needs? Do local areas have an acceptable rationale to support their decisions to exclude any funds or resources?
- What customized business solutions has the local area developed and offered to employers for which the business community is willing to pay a fee? (20 CFR 663.145(b)(1)(ii)).
- How is On-the-Job Training (OJT) used to leverage system and private sector resources to provide talent development solutions for area employers?

**Sources and Notes:****Indicator 1.2.5 (C)**

- Services to adults and dislocated workers are designed to develop the skills and talents that job seekers will need to obtain high-paying jobs in growth industries.

**Reviewer Guidance:** *Ask for a list of high-growth industries/occupations in the local area; ask for a list of training programs for which Adult and Dislocated Worker participants are currently enrolled; interview MWA staff; ask the following questions:*

- What assessments are used in the local area to determine Adult and Dislocated Worker participant service needs?
- How is the need for intensive services determined and documented in the local area?
- How is the need for training services determined and documented in the local area?
- Does the list of high-growth industries/occupations for the local area align with state and locally identified priority areas?

- Does the type of training provided to Adult and Dislocated Worker participants in the local area align with the local area's high-growth industries/occupations list? Is there a process in place to allow for exceptions to attend training programs for industries/occupations not on the list?

**Sources and Notes:**

**Indicator 1.2.6 (C)**

- Services to youth are comprehensive and designed to accomplish USDOL and WDA priorities. (CFR Secs. 664.110, 664.400 and 664.410)

**Reviewer Guidance:** *Review local plan, MOUs, service provider contracts and/or other documents relating to Youth services; interview MWA Youth and Youth Council staff; ask the following questions:*

- How are youth strategies incorporated into the local area's planning process and reflected in RFP criteria and in sub-recipient grant agreements/contracts?
- How do the LWIB and Youth Council collaborate to coordinate and align all workforce development resources for youth within the community? Ask for examples. Have the LWIB and Youth Council analyzed the range of youth resources that are available in the community, developed linkages with them, and insured that youth are provided information on the full array of services available?
- What kind of coordinated services are offered through the local youth program? Do they include opportunities for assistance with academic and occupational learning; development of leadership skills; and preparation for further education, training, and eventual employment?
- What strategies has the local area established to assure that youth are prepared to meet employer expectations and are guided towards high-growth occupations and industries? To serve youth who are most in need? To assure that youth programs are performance-driven and focused on outcomes such as placement in employment or education, improved numeracy and literacy, and attainment of a recognized certificate?
- How does the local area involve public and alternative schools in its youth program?
- Are both youth framework and program elements fully available to youth clients (Ex. mentoring, dropout prevention, leadership development, long-term follow-up, etc.)?
- Has the one-stop resource room or alternative youth area been designed to serve the unique needs of youth as well as adults?
- Is information on various youth services easily available in the one-stop? Including the list of eligible youth providers? Including Job Corps services or apprenticeship opportunities?

**Sources and Notes:**

**OBJECTIVE 1.3 Service Integration:** Integration is supported, codified in policy, measured, and evident at the leadership level of the workforce system in which the grantee operates. [WIA §112(b)]

#### Summary of Indicators

- **1.3.1** MWA supports service integration into the larger workforce investment system. **C**
- **1.3.2** Integration is used to define policies, systems, and service design that reduces duplication, maximizes the reach of resources, ensures appropriate customer service across funding streams, and reduces administrative overhead. **E**

#### Indicator 1.3.1 (C)

- MWA supports service integration into the larger workforce investment system.

**Reviewer Guidance:** *Review grantee policies to determine how they support integrated approaches to system design and service delivery and how the grantee links to the larger workforce investment system; interview MWA staff; ask the following questions:*

- Are representatives from the highest levels of required partner agencies active on the LWIB? (CFR Sec. 661.315)
- Has MWA leadership issued policies, memoranda, or directives that require and support integration of services with other partner programs? Policies might include:
  - Data and information sharing that facilitates integration
  - Common or shared service delivery processes such as intake and assessment
  - Co-enrollment
  - Certification standards or chartering requirements related to program integration
  - Initiatives designed to combine and leverage resources and multiple funding sources to address local service delivery priorities in an integrated way
  - Overarching performance measures that focus on performance and outcomes for the one-stop delivery system as a whole, rather than on formula grant performance standards or individual program measures
- Are all participating programs co-located at the Michigan Works! Service Center (MWSC)? If not, which ones are not co-located? Are they available via referral? (CFR Sec. 662.250)

#### Sources and Notes:

#### Indicator 1.3.2 (E)

- Integration is used to define policies, systems, and service design that reduces duplication, maximizes the reach of resources, ensures appropriate customer service across funding streams, and reduces administrative overhead.

**Reviewer Guidance:** Review MOUs and policies to determine how they support integrated approaches to system design and service delivery and how the grantee links to the larger workforce investment system; interview MWA staff; ask the following questions:

- Does the coordination reduce administrative duplication? This might include the consolidation of units or staff functions.
- Does the MWA track its progress toward integration and report to the LWIB periodically?
- Do MWA planning and work documents outline how integration with other programs will be accomplished and have measurable success indicators related to integration?
- Does the MWA have a strategy for integrating and aligning services to dislocated workers through WIA Rapid Response, WIA Dislocated Worker, WIA National Emergency Grant (NEG) and Trade Adjustment Assistance (TAA) programs, if applicable?
- Are youth, ages 18-21, allowed to be concurrently enrolled in the WIA Adult and/or Dislocated Worker Programs?

**Sources and Notes:**

**OBJECTIVE 1.4 Leadership:** The MWA exercises and promotes the leadership required to assure its vision and strategy successfully accomplish the goals of the formula grant. [WIA §§ 111, 112, 117; 20 CFR 661.205 and 661.305]

**Summary of Indicators**

- 1.4.1** The MWA provides the strategic leadership required to achieve grant goals. **C**

**Indicator 1.4.1 (C)**

- The MWA provides the strategic leadership required to achieve grant goals.

**Reviewer Guidance:** Review LWIB and Youth Council membership, meeting schedule, and meeting minutes; interview LWIB and Youth Council staff; ask the following questions:

- What are the roles and responsibilities of the LWIB and the Chief Elected Official(s)? Do they meet the minimum requirements of the statute (§117)? Is oversight of the fiscal agent, one-stop operator and/or sub-contractors a key responsibility of the LWIB? If so, how? Does the LWIB review performance, expenditure, and monitoring reports and/or other indicators of compliance and achievement of grant goals?

- In what ways do the LWIB and Chief Elected Official(s) provide strategic leadership locally?
- To what extent and in what ways does the LWIB collaborate at a regional level to promote and grow a regional economy?
- Has a Youth Council been established? Who are the members and what are their roles and responsibilities? Are all required members represented? In what areas has the Youth Council been given the authority to make decisions? 20 CFR 661.305(b)
- Has a youth collaborative team been established? How does it ensure the accomplishment of the following youth program goals?
  - Improving the quality of alternative education
  - Assuring that youth resource investments are in line with job opportunities in the local economy
  - Prioritizing resource investments to serve youth who are most in need
  - Assuring that youth programs are performance based and focused on outcomes

**Sources and Notes:**

## **CORE ACTIVITY 2**

### **PROGRAM AND GRANT MANAGEMENT SYSTEMS**

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*Program and grant management systems support grant functions or activities that are necessary for the operation of a project but are not related to the direct provision of services. These grant functions include administrative controls, personnel, and management information and reporting systems.*

#### **CORE ACTIVITY 2 GENERAL INSTRUCTIONS**

The purpose of Core Activity 2 is to evaluate the grantee's capacity to perform the broad management functions that are required when operating federally-funded workforce development grants.

## Summary of Findings for Core Activity 2

### Promising Practices

### Findings or High-Risk Factors

### Other Observations

**OBJECTIVE 2.1 Administrative Controls:** Administrative Controls are sufficient to ensure grant integrity [29 CFR 97.40; 29 CFR Part 95].

#### Summary of Indicators

- **2.1.1** The MWA maintains required policies and procedures for core management functions and program operations. **C**
- **2.1.2** The MWA has an established and implemented process for meeting data entry requirements into the One-Stop Management Information System (OSMIS). **C**
- **2.1.3** Written monitoring tools and procedures are used to monitor all elements of the local plan against performance objectives and compliance with requirements. Monitoring tools and procedures are appropriate for contractor or sub-recipient monitoring. **C**

- **2.1.4** The MWA has a written Nepotism/Code of Conduct policy in place that meets the requirements of WIA Section 667.200(g) and WDA PI 03-20. **C**
- **2.1.5** The MWA has a written grievance and complaint process that meets the requirements of applicable federal law and regulations and follows its process. **C** (20 CFR 667.600)

#### **Indicator 2.1.1 (C)**

- The MWA maintains required policies and procedures for core management functions and program operations.

**Reviewer Guidance:** *Collect and review local policies; interview the primary staff responsible for the development and issuance of policy; ask the following questions:*

- What is the process for developing and issuing MWA policies? Is it followed?
- What is the process for developing and disseminating MWA procedures? Is it followed?
- How are MWA staff and contractors informed of new policy and procedures or changes in current policy or procedures?
- Does the MWA have all required policies in place and up-to-date for the Workforce Investment Act programs under review (Refer to list of policies in Attachment A: Review Planning and Preparation Guide.)

#### **Sources and Notes:**

#### **Indicator 2.1.2 (C)**

- The MWA has an established and implemented process for meeting data entry requirements into the One-Stop Management Information System (OSMIS).

**Reviewer Guidance:** *Collect and review policy(ies)and/or procedures related to data entry into the OSMIS; interview MWA management and case management staff; ask the following questions:*

- What is the MWA's process for timely and accurate entry of required data into the OSMIS for WIA? Does this process meet the requirements outlined in state policy?
- Is data entry done at the case management or MWA level?
- Does the MWA have a quality assurance process in place for ensuring accuracy of data input into the OSMIS?

#### **Sources and Notes:**

### Indicator 2.1.3 (C)

- Written monitoring tools and procedures are used to monitor all elements of the local plan against performance objectives and compliance with requirements. Monitoring tools and procedures are appropriate for contractor or sub-recipient monitoring.

**Reviewer Guidance:** *Collect and review MWA monitoring plan, contracts (if out-sourcing service provision), monitoring reports, and resolution of findings for the last Program Year; interview the primary staff responsible for monitoring; ask the following questions:*

- Are the monitoring tools and procedures comprehensive enough to ensure compliance with federal, state, and local requirements and policy?
- How does the MWA develop its sub-recipient monitoring schedule? Is it followed?
- Are all elements of every program monitored on at least a regular basis?
- How are findings/corrective action tracked and resolved? Are there currently any outstanding findings related to the local area? Are they on track to be resolved within a reasonable period of time?

#### Sources and Notes:

### Indicator 2.1.4 (C)

- The MWA has a written Nepotism/Code of Conduct policy in place that meets the requirements of WIA Section 667.200(g) and WDA PI 03-20.

**Reviewer Guidance:** *Collect and review local policy; ask the following questions:*

- Does the policy contain procedures for immediate disclosure and documentation of the relationship between the applicant and any family, friends, or stakeholders?
- Does the policy describe the internal process that will ensure that a transparent and arms-length assessment of the individual applicant's eligibility, and any corresponding development of the individual employment plan, has been conducted by staff with no personal relationship, bias, special interest, or prejudice?
- Does the policy describe the approval process for authorizing an individual subject to this policy to be served in a local WIA program, including how training and supportive service decisions are made?
- How does the LWIB track individuals subject to the policy?

- Has the LWIB provided training on this policy to persons directly involved in the assessments and eligibility determination of participants?

### Sources and Notes:

#### Indicator 2.1.5 (C)

- The MWA has a written grievance and complaint process that meets the requirements of applicable federal law and regulations and follows its process. (20 CFR 667.700)

**Reviewer Guidance:** *Obtain and review a copy of the policy/process; interview MWA staff responsible for the grievance and complaint process; ask the following questions:*

- Is there a written grievance and complaint policy and process in place as described at 20 CFR 667.600, which includes?
  - Resolution process
  - Hearing policy
  - Timely scheduling of hearings
  - Hearing officer
  - Notification process for all parties
  - Communication of results
- Have all interested parties been informed of the policy and process? (Note: Interested parties include, but are not limited to, participants, staff, one-stop partners, and service providers.)

### Sources and Notes:

**OBJECTIVE 2.2 Personnel:** The management structure and staffing of the MWA are designed to assure responsible general management of the organization [2 CFR Part 225 (Office of Management and Budget (OMB) Circular A-87) Attachment A.2.a; 2 CFR Part 230 (OMB Circular A-122) Attachment A.2.a, P.L. 109-234].

### Summary of Indicators

- **2.2.1** An organizational chart and job descriptions illustrate a staffing structure that is sufficient to perform grant management functions and implement the program(s). **E**

#### Indicator 2.2.1 (E)

- An organizational chart and job descriptions illustrate a staffing structure that is sufficient to perform grant management functions and implement the program(s).

**Reviewer Guidance:** *Review the MWA organizational chart; interview the executive staff person responsible for the direction and management of the MWA; ask the following questions:*

- Does the organizational chart present a staffing structure that provides capacity for the key functions, such as:
  - Executive
  - Fiscal
  - Management Information Systems
  - Program Operations
- Are there any gaps evident in the MWA organization management and staffing structure?

#### Sources and Notes:

**OBJECTIVE 2.3 Civil Rights:** Recipients of financial assistance from the USDOL must comply with applicable Federal Civil Rights laws [Title VI, Section 504 of the Rehabilitation Act of 1973; Title IX, Age Discrimination Act of 1975; WIA § 188; 29 CFR Part 31; 29 CFR Part 32; 49 CFR Part 25; 29 CFR Part 35; and 29 CFR Part 37, respectively].

### Summary of Indicators

- **2.3.1** Notices (in languages appropriate to populations served) are visibly posted to inform staff, participants, and service providers of the discrimination complaint process, EO, and Section 504 policies. **C**

**Indicator 2.3.1 (C)**

- Notices (in languages appropriate to populations served) are visibly posted to inform staff, participants, and service providers of the discrimination complaint process, EO, and Section 504 policies.

**Reviewer Guidance:** *Review signage while touring the MWSC(s); raise unanswered questions with MWA staff:*

- Does the “Equal Opportunity Is The Law” notice provide contact information for the MWA’s EO officer(s), an overview of the discrimination complaint process, and how complaints may be filed?
- Are notices prominently posted in a reasonable number of places to include administrative and service delivery areas, and are they available in appropriate formats to individuals with visual impairments?
- If a significant portion of the population eligible to be served speaks a language or languages other than English, has the MWA taken reasonable steps to provide the notice in the appropriate language(s)?
- Do employment notices, participant recruitment flyers, or other written materials published by the MWA contain a statement providing the required written EO notice?

**Sources and Notes:**

**OBJECTIVE 2.4 WIA Waivers:** The MWA has appropriately implemented WDA-approved waivers of WIA provisions as specified in §189(i)(4) or §192 of the Workforce Investment Act.

**Summary of Indicators**

- **2.4.1** The MWA has implemented the waiver provisions in a manner that is consistent with the terms and conditions described in the waiver request and as approved by the WDA. **C**

**Indicator 2.4.1 (C)**

- The MWA has implemented the waiver provisions in a manner that is consistent with the terms and conditions described in the waiver request and as approved by the WDA.

**Reviewer Guidance:** *Review the MWA's waiver request(s) and the WDA's approval(s) of the waiver(s). Note the specific steps that the MWA stated it would take to implement the waiver. Also note any special conditions or limitations attached to the MWA's request and/or WDA's approval of the waiver. Interview staff responsible for implementing the waiver and review documentation used to track the implementation of the waiver. Ask the following questions:*

- Did the MWA identify the specific action steps it would take to fully implement the waiver? If not, how does the MWA intend to determine what actions are needed?
- Have the specific actions been completed for each step in the implementation process? Has the waiver been fully implemented? Was it implemented in a timely manner?
- Are there any special conditions or limitations attached to the MWA's request and/or the WDA's approval of the waiver? If yes, have these special conditions or limitations been strictly adhered to or satisfied?
- Where applicable, has the waiver been targeted toward the individuals or groups identified in the waiver request?
- Has the MWA followed its described process for monitoring the progress in implementing the waiver?
- If the MWA is not on schedule to implement the waiver, what actions is it taking to achieve the planned result?
- Does the MWA have in place policies for local area implementation of approved waivers? Did it provide guidance to staff or service providers in a timely manner?
- Does the MWA have a specific plan for achieving the goals and outcomes specified in the waiver request?
- For each intended goal or outcome, has the intended goal or outcome been achieved, or is the grantee on target to meet the goal or outcome in the future in accordance with its plan?
- If the MWA is currently not achieving, or is not on course to achieve, the goals and outcomes as planned, what corrective action is it taking to achieve the goals/outcomes and/or revise the goals/outcomes as appropriate?

**Sources and Notes:**

## CORE ACTIVITY 3

### SERVICE DELIVERY

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*Core Activity 3 addresses the systems, procedures, and program operational elements that are essential to the effective delivery of participant and employer services or the development of a product.*

#### CORE ACTIVITY 3 GENERAL INSTRUCTIONS

The purpose of Core Activity 3 is to evaluate the grantee's capacity and effectiveness in delivering services to participants and employers, or to deliver indirect services or products, in accordance with grant requirements. In addition to reviewing documents and interviewing staff, this core activity will involve the review of participant files in accordance with the attached "Participant File Review Guides" (Attachment D).

#### Summary of Findings for Core Activity 3

##### Promising Practices

##### Findings or High-Risk Factors

##### Other Observations

**OBJECTIVE 3.1 Operating Systems:** The MWA has the operating systems in place to fully implement the grant [Local Plan, WIA Section 101(38), WIA Sec. 134(a)(2)(A), 20 CFR 665.300, PI 12-19].

#### Summary of Indicators

- **3.1.1** The MWA is providing Rapid Response services in accordance with WIA and WDA requirements, and as stipulated in the local plan. **C**

- **3.1.2** The MWA is providing the full range of other services stipulated in the local plan. **C**
- **3.1.3** Sub-recipients and contracts called for in the local plan are in place and fully operational. **E**
- **3.1.4** The MWA ensures priority of service/access to service for designated populations. **C**

#### **Indicator 3.1.1 (C)**

- The MWA is providing Rapid Response services in accordance with WIA and WDA requirements, and as stipulated in the local plan.

**Reviewer Guidance:** *Compare the MWA's actual provision of Rapid Response services with the description contained in the local plan; ask the following questions:*

- Has the MWA developed policies or procedures re: the implementation of Rapid Response services? If yes, obtain a copy.
- Who is on the Rapid Response team? Is membership in compliance with applicable requirements?
- Does the MWA have the following Rapid Response services available, as needed, for local employers and impacted workers?
  - Preliminary steps upon notification of potential event (notification, research, strategy meeting, approved plan)
  - Initial employer meeting
  - Rapid Response worker orientation sessions
  - Locally designed DW surveys
  - Workforce Transition Committees or Joint Adjustment Committees (JACs)
  - Peer-to-Peer Assistance, Transition Centers, Job/Career/Education Fairs
  - Workshops, including job-seeking skills, resume writing, interviewing, basic computer literacy classes, other computer classes, and remedial education
  - Transition to local One-Stop services
  - Post-Rapid Response follow-up with employer
- What information does the Rapid Response team gather and disseminate at the initial on-site contact with the employer?

#### **Sources and Notes:**

### Indicator 3.1.2 (C)

- The MWA is providing the full range of other services stipulated in the local plan.

**Reviewer Guidance:** *Compare the MWA's actual service provision with the service requirements contained in the local plan; interview Resource Room staff, as well as other program staff as needed; ask the following questions:*

- Does the organization of services and customer flow appear to promote access to the full array of services available through the MWSC(s)?
- If there are deficiencies, how is the local area addressing them?
- How does the MWA ensure that all required programs and services are available on a continuous basis in the comprehensive one-stop center, as well as at other service locations (Ex. monitoring, policy, etc.)?
- How does the MWA ensure that Resource Room staff are aware of all the various programs and services available at the MWSC? Do they receive the policy and/or procedure information available to case managers? Have they received training on the different programs/services available?
- Have a Resource Room staff person walk you through the process as if you were a new job seeker, including a demonstration of the job seeker database registration. *Ask the following:*
- Do job seekers receive brochures or materials outlining available services? (If so, collect a sample.) What questions do they ask a job seeker? How do they assess a job seeker's needs and how do they explain the available services?
- Does the organization of and requirements associated with the provision of core, intensive, and training services promote access to the full array of services as outlined in WIA §134?
- What is the MWA's referral policy for customers who are referred internally and externally to partner agencies? Does practice appear to conform to this policy?
- For the WIA Youth program, how does the MWA ensure access to the 10 youth program elements?
- For the WIA Youth program, how does the MWA ensure potentially eligible youth applicants that do not meet program requirements are referred for further assessment and to other appropriate programs/agencies for service? (20 CFR 664.405(e)(1) and (2))

#### Sources and Notes:

**Indicator 3.1.3 (E)**

- Sub-recipients and contracts called for in the local plan are in place and fully operational.

**Reviewer Guidance:** *Collect and review MWA contracts with local service providers; ask the following questions:*

- Are all sub-recipient contracts or agreements in place?
- Do the sub-recipient contracts or agreements conform to WIA and WDA requirements for service delivery?
- Do sub-recipient contracts or agreements contain performance requirements and/or goals?
- How does the MWA manage performance deficiencies or compliance issues with its subrecipients?

**Source and Notes:**

**Indicator 3.1.4 (C)**

- The MWA ensures priority of service/access to service for designated populations.

**Reviewer Guidance:** *Review information from the local plan and policies regarding priority of service; ask the following questions:*

- How do local policies and procedures embed service priorities into customer flow and decision making?
- What steps does the MWA take to provide services to individuals with disabilities? Does the MWA have a Disability Navigator and assistive technology? At what point in the service delivery process does staff typically refer people with disabilities to Michigan Rehabilitation Services?
- How does the MWA serve individuals with limited English proficiency?
- Are training funds considered limited? If so, how does the MWA ensure priority of service for public assistance recipients and other low-income individuals?

**Sources and Notes:**

**Objective 3.2 Service Delivery/Case Management:** Interviews with MWA staff and a review of participant files demonstrates that participants are receiving appropriate and effective services [Local Plan, 20 CFR 663 Subparts A, B, C, D, E, H; and 20 CFR Part 664].

#### Summary of Indicators

- 3.2.1** The MWA is serving the eligible population. **C**
- 3.2.2** The MWA develops and updates an individual service plan that identifies and meets the specific needs of each individual participant. **C/E**
- 3.2.3** Supportive services are being provided as needed to overcome client barriers to participation and completion of the individual service plan. **C/E**
- 3.2.4** Participants are receiving training as needed and progressing toward achieving their employment goals. **C/E**

#### Indicator 3.2.1 (C)

- The MWA is serving the eligible population.

**Reviewer Guidance:** *Interview staff to obtain a picture of service delivery from outreach/recruitment through program exit and follow-up; compare answers collected from interviews with service delivery as depicted in the participant files; ask the following questions:*

- Are there written eligibility/documentation requirements (Ex. eligibility checklists) that are used to make accurate eligibility determinations? Does it appear that staff follows the written procedures?
- Did the files contain sufficient documentation to fully support the eligibility determination?
- If applicable, were correct eligibility determinations made for the participants in the sample? If you find errors or omissions, note the specific exceptions and advise the MWA to re-verify the eligibility of any participant in question. If there appears to be a pattern of incorrect or incomplete eligibility determinations, advise the MWA to perform a complete review of its files to ensure that all participants are eligible.

#### Sources and Notes:

### Indicator 3.2.2 (C/E)

- The MWA develops and updates an individual service plan that identifies and meets the specific needs of each individual participant.

**Reviewer Guidance:** *Interview staff to obtain a picture of service delivery from outreach/recruitment through program exit and follow-up; compare answers collected from interviews with service delivery as depicted in the participant files; ask the following questions:*

- Is an individual service plan (Ex. employment development plan, individual employment plan, or individual service strategy) developed for each participant based on the assessment results? Does it include short and long-term goals? Does it include a strategy for overcoming the barriers identified in the assessment process?
- For WIA Youth, does local policy/procedure ensure that ISSs include the following elements:
  - Employment and/or age-appropriate career goal? (Required)
  - Appropriate achievement objectives? (Required)
  - Appropriate services, taking into account assessment results? (Required)
  - A recent service strategy developed for the participant under another education or training program, if appropriate? (Needs to include all information required by WIA 20 CFR Sec. 129(c)(1)(B), TEGL 9-00)
- What kind of assessment is conducted of youth? Is the assessment conducted on-site? CFR 664.405(a)(1)
- Does local policy/procedure require youth objective assessments to include a review of the following (if a recent assessment conducted within the last 12 months pursuant to another education or training program is not available): (20 CFR 664.405 (a)(1))
  - Basic Skills
  - Occupational Skills
  - Prior Work Experience
  - Employability
  - Interests
  - Aptitudes (including interests and aptitudes for non-traditional jobs)
  - Supportive Service Needs
  - Developmental Needs
- What happens if a youth tests as being basic skills deficient? Is he/she automatically provided basic skills training or other such services to address the deficiency? Is at least one basic skills goal set? (TEGL 18-00; 20 CFR 664.205)
- Is there evidence in the file that the case manager discussed the assessment results with the participant and that they jointly developed the individual service plan?
- Do the case notes document that there is ongoing contact between the case manager and the participant, that the participant's progress is being tracked, and that the service plan is updated when any change in circumstances, goals, or planned activities and services occurs?
- Do service plans for youth indicate that all ten program elements were made available? (20 CFR 664.410)

- How does the MWA ensure that Summer Employment Opportunities (SEO) are integrated into a year-round comprehensive WIA Youth program? Describe how SEOs are directly linked to academic and occupational learning. (20 CFR 664.600(a))
- How is the progress for youth participants tracked? Does this include pre and post-testing of skills attainment? (TEGL 17-05, Change 2)
- For all WIA programs, are there any extended lapses in service? If yes, ask the case manager to explain why.
- Overall, is the assessment process effective in matching participants with appropriate service options?

#### Sources and Notes:

#### Indicator 3.2.3 (C/E)

- Supportive services are being provided as needed to overcome client barriers to participation and completion of the individual service plan.

**Reviewer Guidance:** *Interview staff to obtain a picture of service delivery from outreach/recruitment through program exit and follow-up; compare answers collected from interviews with service delivery as depicted in the participant files; ask the following questions:*

- Has the MWA implemented a policy to provide supportive services? Do interviews/file reviews indicate that supportive services are provided in accordance with WIA regulations and the local policy?
- Do interviews/file reviews indicate that a supportive services strategy has been developed and followed for participants to overcome identified barriers? Is it adequate?
- Does the grantee provide follow-up services to participants after they have been placed in jobs in order to enhance job retention?
- What financial needs analysis is conducted in order to identify and document financial barriers to participation that can be overcome through supportive services?
- To what extent are referrals for supportive services, such as substance abuse counseling, documented with substantive follow-up entries regarding the results of referrals?
- What kind of follow-up services are provided to youth? See 20 CFR 664.450(b) and checklist below. How are follow-up services provided?
  - Leadership development services
  - Supportive services
  - Regular contact with employer

- Assistance in addressing work-related problems which may arise
  - Assistance in securing better jobs, career development, or furthering education
  - Work-related peer groups
  - Adult mentoring
  - Tracking the progress of youth in employment after training
  - Information and fliers on topics of job search, job-keeping tips, etc.
  - Assistance with personal issues
  - Help with updating resumes
  - Contact with school
  - Employment assistance
  - Life-skills assistance
  - Other, please describe:
- Has the MWA determined a strategy and budget to ensure follow-up services for exited youth continue for 12 months, even when service contracts expire prior to the end of the 12-month period?
  - To what extent is the MWA using resources other than formula grant resources to provide supportive services that address barriers to participation?
  - Are incentives offered to participants as a means to get them to respond to follow-up in order to improve performance? (WIA Section 129(a)(5))
    - Yes
    - No
  - If yes, please describe the types of incentives offered:
  - What follow-up services are intended to address post-exit barriers when Adult and Dislocated Worker participants are placed or otherwise exit the program?

#### Sources and Notes:

#### Indicator 3.2.4 (C/E)

- Participants are receiving training as needed and progressing toward achieving their employment goals.

**Reviewer Guidance:** Interview staff to obtain a picture of service delivery from outreach/recruitment through program exit and follow-up; compare answers collected from interviews with service delivery as depicted in the participant files; ask the following questions:

- What proportion of adults and dislocated workers are receiving training? To what extent is this proportion consistent with the local plan?
- If actual service levels substantially deviate from the local plan, why is this and what actions are being taken?

- For those participants in the file review sample who were receiving training, was it provided through an ITA and by a provider on the ETPL? If there are any cases where an ITA was not used, what is the basis for this? What is the MWA's justification and is it consistent with the requirements of WIA at 20 CFR 663.430?
- If participant training is provided via OJT is there a written contract with each employer in all instances and is the length of training and cost appropriate? ( 20 CFR 663.700 and 663.705)
- Do participant files reflect regular contact between case managers and participants to discuss the participant's progress toward employment goals?
- To what extent do participant files demonstrate that ITAs are being used for training in high-demand occupations in high-growth areas in accordance with the MICA? Identify cases where it appears that training is not in a high-demand/high-growth area and discuss these with local area representatives to determine if there is adequate justification for this training.
- Are youth receiving paid and unpaid work-related training to help them reach their goals? If so, what is the policy or procedure for unpaid work-related training? ( 20 CFR 664.460(a))
- Is OJT provided to youth over the age of 18? Does it appear that the provision of this service is based on the objective assessment for the youth? 20 CFR 664.460(10)(d)
- Is there a structured work-based learning plan for youth that outlines increased responsibility and skill levels?

#### Sources and Notes:

#### Indicator 3.3.1 (E)

- The MWA provides information on high-growth occupations and regional economic trends to job seekers and employers.

**WDA Monitor Guidance:** *Identify how the MWA promotes available information on high-growth occupations and regional economic trends (as identified through MICA). Identify any additional information the local area produces and makes available to employers and job seekers. Ask the following questions:*

- What information on high-growth occupations and regional economic trends is available in the Resource Room? How does the Resource Room staff assist job seekers and employers in accessing and interpreting this information? Are Resource Room staff able to explain to customers the workforce information, Career-One-Stop, and O\*NET products and services available and how to use them?

- How do local area case managers use information on high-growth, high-wage jobs, employment trends, and other career data as identified through the MICA to help participants make appropriate career decisions, and to determine participants' qualification to receive training services?
- What kind of training have case managers received in order to understand and make use of the MICA when developing a service strategy for their customers?

**Sources and Notes:**

**Indicator 3.3.3 (E)**

- The MWA provides effective job search and job placement services to place participants in high-growth occupational areas.

**WDA Monitor Guidance:** *Obtain and review information on local area job search and placement strategies and workshops; ask the following questions:*

- What types of job search assistance activities are offered by the MWSC? In what ways do these workshops emphasize high-growth occupational areas?
- How is workforce information used in job search workshops or otherwise to help job seekers and/or job developers make good decisions regarding job placement?
- How does the local area measure the effectiveness of its job search/job placement activities?
- How do local areas assure that job placements are accurately reported to the programs which provide funds for staff engaged in job search and placement activity?

**Sources and Notes:**

**OBJECTIVE 3.3 High-Growth Jobs:** The MWA provides employment and training services that target high-growth jobs within expanding economic sectors. [PI 12-21]

#### Summary of Indicators

- **3.3.1** The MWA provides information on high-growth occupations and regional economic trends to job seekers and employers. E
- **3.3.2** Training activities are concentrated in those occupational areas having high-demand jobs in high-growth sectors. E
- **3.3.3** The MWA provides effective job search and job placement services to place participants in high-growth occupational areas. E

#### Indicator 3.3.1 (E)

- The MWA provides information on high-growth occupations and regional economic trends to job seekers and employers.

**Reviewer Guidance:** *Identify how the MWA promotes available information on high-growth occupations and regional economic trends (as identified through MICA). Identify any additional information the local area produces and makes available to employers and job seekers. Ask the following questions:*

- What information on high-growth occupations and regional economic trends is available in the Resource Room? How does the Resource Room staff assist job seekers and employers in accessing and interpreting this information? Are Resource Room staff able to explain to customers the workforce information, Career One-Stop, and O\*NET products and services available and how to use them?
- How do local area case managers use information on high-growth, high-wage jobs, employment trends, and other career data as identified through the MICA to help participants make appropriate career decisions, and to determine participants' qualification to receive training services?
- What kind of training have case managers received in order to understand and make use of the MICA when developing a service strategy for their customers?

#### Sources and Notes:

### Indicator 3.3.2 (E)

- Training activities are concentrated in those occupational areas having high-demand jobs in high-growth sectors.

**Reviewer Guidance:** *Compare the list of occupations that the WDA and the MWA have identified as high-growth (as identified through the MICA) with the list of occupations in which training is actually occurring. Review participant files and interview staff responsible for assisting participants in making training choices and ask the following questions:*

- Has the MWA targeted its training strategy toward preparing participants for jobs in high-growth occupational areas as identified through the MICA?
- Has the MWA confirmed with targeted employers that its training plans are meeting their needs? (Ex. meeting industry recognized standards?)
- Does the MWA make use of apprenticeships in meeting the skill needs of employers?
- To what extent do the actual choices for training (classroom and OJT) coincide with the MICA in high-growth areas? If they do not coincide, why not?
- To what extent do participant files demonstrate that ITAs are being used for training in high-demand occupations in high-growth areas as identified through the MICA? Identify cases where it appears that training is not in an area with high-demand/high-growth occupations and discuss these with local area representatives to determine if there is adequate justification for this training.

#### Sources and Notes:

### Indicator 3.3.3 (E)

- The MWA provides effective job search and job placement services to place participants in high-growth occupational areas.

**Reviewer Guidance:** *Obtain and review information on local area job search and placement strategies and workshops; ask the following questions:*

- What types of job search assistance activities are offered by the MWSC? In what ways do these workshops emphasize high-growth occupational areas?
- How is workforce information used in job search workshops or otherwise to help job seekers and/or job developers make good decisions regarding job placement?
- How does the local area measure the effectiveness of its jobs search/job placement activities?
- How do local areas assure that job placements are accurately reported to the programs which provide funds for staff engaged in job search and placement activity?

#### Sources and Notes:

**OBJECTIVE 3.4 Business Relationships:** The MWA provides effective services to employers.

**Summary of Indicators**

- **3.4.1** The MWA provides services to employers. **E**
- **3.4.2** MWA tailors the delivery of its services and products to meet the needs of employers. **E**

**Indicator 3.4.1 (E)**

- The MWA provides services to employers.

**Reviewer Guidance:** *Obtain and review information on local area job search and placement strategies and workshops; interview MWA management and/or business services representatives; ask the following questions:*

- Has the MWA developed the staffing and resource capacity to effectively deliver services to employers?
- Is the MWA's facility and layout designed to appeal to the employer customer? Do they convey the image that the MWA looks and operates like a business?
- What is the MWA's strategy and process for serving employers? Are MWA business services structured to:
  - Quickly post available jobs and provide employers access to a comprehensive list of job seekers who may be qualified for immediate job openings?
  - Promote and/or conduct periodic events such as job fairs and other networking opportunities that directly connect employers to prospective job seekers as well as employers to employers?
  - Promote and/or provide information sessions, seminars, or forums on topics of interest to employers based on input from employers?
  - Provide the flexibility necessary to ensure that employers have access and can receive services more effectively?
  - Coordinate the activities of the MWA's business services staff with those of the local economic development agency?
- To what extent does the structure and operation of the MWA's business services staff appear to meet the needs of employer customers?

**Sources and Notes:**

**Indicator 3.4.2 (E)**

- MWA tailors the delivery of its services and products to meet the needs of employers.

**Reviewer Guidance:** *Obtain a menu of business services from the local area which identifies the service, the method of provision, and the partner(s) providing the service; ask the following questions:*

- To what extent has the MWA targeted employer groups to better identify priority business or industry-wide needs and provide customized solutions?
- Does the MWSC use WIA Title I discretionary funds to enhance customized screening and referral of qualified training applicants for particular employers?
- What other strategies does the MWA use to provide customized services to employers?
- To what extent does the grantee use WIA Title I or other formula grant funding sources to provide customized business services for a fee?

**Sources and Notes:**

**OBJECTIVE 3.5 Workforce Information:** The MWA uses workforce information to provide effective workforce solutions for both employers and job seekers. [WIA §112(b); 20 CFR 662.240]

**Summary of Indicators**

- 3.5.1** Timely and relevant workforce information is made available to employers and job seekers through the state's labor exchange system. C

**Indicator 3.5.1 (C)**

- Timely and relevant workforce information is made available to employers and job seekers through the state's labor exchange system.

**Reviewer Guidance:** *Review and assess workforce information materials and tools in the MWSC's Resource Room; ask the following questions:*

- How do Resource Room staff provide the most current Career-One-Stop and O\*NET information and services to job seekers?
- What workforce information, particularly in the area of high-growth industries/occupations, is used by MWSC staff to guide job seekers into appropriate training programs?
- In addition to Labor Market Information (LMI) data, how do MWSC staff use supplemental employment-related sources including Local Employment Dynamics (LED) data from the U.S.

Census Bureau to identify employer's problems such as turnover rate, recruitment needs, etc.? How is the information used to provide business and industry solutions including developing layoff aversion strategies for businesses in transition?

- Do the Resource Room staff feel they have the most up-to-date workforce information products and services? Do they feel that the products/services are available in sufficient formats for all customers to be able to access (including access by person with disabilities) and understand?
- What strategies does the MWA employ to develop its own timely and relevant workforce information?

### Sources and Notes:

## CORE ACTIVITY 4

### PERFORMANCE ACCOUNTABILITY

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*Core Activity 4 refers to the MWA's accountability for performance as reflected by assessment in four areas: meeting service level and expenditure goals, meeting performance outcome goals, managing sub-recipient and contractor performance, and using performance data for continuous performance improvement.*

#### CORE ACTIVITY 4 GENERAL INSTRUCTIONS

The purpose of Core Activity 4 is to determine whether the MWA is meeting its operating goals, such as planned service level and expenditure targets, and whether it is meeting its performance outcome goals, as well as to evaluate the MWA's system for managing performance.

To prepare for this section, review grant goals and objectives, review MWA reports on services provided and performance results achieved, and compare actual results against planned levels of performance.

## **Summary of Findings for Core Activity 4**

### **Promising Practices**

### **Findings or High-Risk Factors**

### **Other Observations**

### Pre-Review Performance Checklist

The pre-review performance checklist will be completed by the WIA State Coordinator prior to conducting an on-site review. This information will help to ensure accuracy and efficiency during the review. All data will be for the current Program Year (PY) through the most recent completed quarter.

MWA	
Date Reviewed:	
Program Year	

#### Performance

	Measure	Negotiated	Achieved	Status
Adult Program	Entered Employment Rate			
	Employment Retention Rate at Six Months			
	Average Earnings in Six Months			
	Employment and Credential Rate			
DW Program	Entered Employment Rate			
	Employment Retention Rate at Six Months			
	Average Earnings in Six Months			
	Employment and Credential Rate			
Older Youth	Entered Employment Rate			
	Employment Retention Rate at Six Months			
	Average Earnings Change in Six Months			
	Credential Rate			
Younger Youth	Skill Attainment Rate			
	Diploma or Equivalent Rate			
	Retention Rate			
Overall Activities	Participant Customer Satisfaction			
	Employer Customer Satisfaction			

Fiscal

<b>Program</b>	<b>PY Award</b>	<b>Percent Allocated to Administration</b>	<b>Percent Transferred to Adult/DW</b>	<b>Expenditures</b>	<b>Percent Expended</b>	<b>Percent Expended on Training</b>	<b>Percent Spent on Out-of-School Youth</b>
Adult							
DW							
Youth							

Notes:

List all WIA discretionary funding received by the Local Area. Are there any outstanding issues or questions related to any of these grants?

Participant Count

<b>WIA Program</b>	<b>Participants Served Locally (# and % of Statewide Total)</b>	<b>Total Participants Served Statewide</b>
Adult		
DW		
National Emergency Grant		
Younger Youth		
Older Youth		
<b>Total</b>		

**OBJECTIVE 4.1 Service Goals:** The MWA is on schedule to achieve its service level goals and fully utilize available funds. [29 CFR 95.21; 29 CFR 97.20; Local Plan]

#### Summary of Indicators

- 4.1.1** An implementation plan identifies project goals, activity levels, spending targets, and timeframes that are directly linked to achieving grant goals. **E**
- 4.1.2** MWA spending is occurring at a rate consistent with the amounts budgeted through the most recent quarter being reviewed. **C**
- 4.1.3** The MWA is currently meeting service level goals proposed in the grant agreement. **C**
- 4.1.4** The MWA is projected to meet all service level goals and fully utilize all grant funds by the end of the grant period. **C**

#### Indicator 4.1.1 (E)

- An implementation plan identifies project goals, activity levels, spending targets, and timeframes that are directly linked to achieving grant goals.

**Reviewer Guidance:** *Review a copy of the MWA's implementation plan and/or sub-contractor agreements; interview staff responsible for administering the program of services; ask the following questions:*

- What kind of an implementation plan does the MWA use to guide its work? Does the plan directly link project activities to project goals and include appropriate timeframes, staff assignments, and levels of effort for each major project activity? How is the implementation plan used as a tool to measure planned versus actual activity as a means of tracking the progress toward goal achievement?
- Has MWA staff received a written formal process (Ex. a flow chart or other method) that illustrates the movement of program participants through service components that are directly related to project goals? Is the sequence of services logical?

#### Sources and Notes:

**Indicator 4.1.2 (C)**

- MWA spending is occurring at a rate consistent with the amounts budgeted through the most recent quarter being reviewed.

**Reviewer Guidance:** *Compare actual expenditures at the end of the most recent quarter with the level of expenditures forecast in the budget for the same period; ask the following questions:*

- Compute the variance from plan as follows: actual expenditures divided by planned expenditures, convert to a percentage and deduct 100 percent. For example:  $\$120,000/\$160,000 = .75$  (75 percent) - 100 percent = -25 percent variance. Are actual expenditures within +/-15 percent of planned levels through the most recent quarter?
- If the grant does not have quarterly expenditure goals, compute the percentage of the grant period that has elapsed (Ex. 12 months of the 24-month grant period have elapsed, yielding a completion rate of 50 percent), and compare that percentage with the percentage of total planned expenditures achieved to date (Ex. 60 percent of total funds have been spent to date, divided by 50 percent of grant period that has elapsed:  $60\text{ percent}/50\text{ percent} = 1.2$  (120 percent) - 100 percent = +20 percent variance).
- If actual expenditures are significantly higher or lower than projected levels for this period, what are the causes for each variance from plan?
- Re: the WIA Youth program, how does the MWA ensure that, at a minimum, at least 30% of WIA Youth funds are used to provide services to out-of-school youth? (20 CFR 664.320)

**Sources and Notes:****Indicator 4.1.3 (C)**

- The MWA is currently meeting service level goals proposed in the grant agreement.

**Reviewer Guidance:** *Examine the most recently available enrollment reports and compare the number of participants currently being served to the number of enrollments planned for this period in the MWA's implementation plan. Perform the same analysis of other service goals that are identified in the grant. Ask the following questions:*

- Compute the variance from plan as follows: actual service level divided by planned service level, convert to a percentage and deduct 100 percent (Ex.  $120/160 = .75$  (75 percent) - 100 percent = -25 percent variance).
- Are actual enrollments within +/-15 percent of planned service levels through the most recent quarter?
- If the grant only has grant-ending goals, compute the percentage of the grant period that has elapsed (Ex. 12 months of the 24-month grant period have elapsed yielding a completion rate

of 50 percent), and compare that percentage with the percentage of total planned service levels achieved to date (Ex. 60 percent of total planned enrollments have been achieved to date, divided by 50 percent of grant period that has elapsed:  $60 \text{ percent} / 50 \text{ percent} = 1.2$  (120 percent) - 100 percent = +20 percent variance).

- If achievement of service goals varies significantly from projected levels, what are the causes for such variances?

#### Sources and Notes:

#### Indicator 4.1.4 (C)

- The MWA is projected to meet all service level goals and fully utilize all grant funds by the end of the grant period.

**Reviewer Guidance:** *Using the information already gathered on current enrollment, other service goals, and expenditure rates, make a projection of whether the MWA's service goals will be met and all available funds will be spent by the end of the grant period. If you determine that significant variances from the plan will remain by grant-end, determine what course of corrective action is needed to remedy the problems you have identified. Ask the following questions:*

- How close is the MWA to meeting its service level goals? If the MWA is not on course to meet its service goals, what are the causes and how does the MWA plan to address them?
- Has the MWA obligated at least 80 percent of the prior program year's allocation for WIA programs serving adults, dislocated workers, and youth, less any amounts reserved (up to 10 percent) for the costs of administration? If not, why?
- Is the MWA on course to spend their available funds by the end of each year in the grant period, using 70 percent as a target expenditure level? If not, why?

#### Sources and Notes:

**OBJECTIVE 4.2 Performance Outcomes:** The MWA is on schedule to meet or exceed the performance outcomes that are identified in the grant agreement. [WIA §136]

#### Summary of Indicators

- **4.2.1** The MWA is currently meeting or exceeding the performance outcomes that are identified in the grant agreement and is projected to meet all performance goals by the end of the Program Year. **E**

#### Indicator 4.2.1 (E)

- The MWA is currently meeting or exceeding the performance outcomes that are identified in the grant agreement and is projected to meet all performance goals by the end of the Program Year.

**Reviewer Guidance:** *Examine the MWA's most recently available performance reports and compare actual performance with planned performance from the beginning of the grant period through the most recent quarter for each type of performance outcome identified in the program; ask the following questions:*

- Do actual performance results meet or exceed planned outcomes through the most recent quarter?
- If actual performance is significantly higher or lower than planned levels for this period, what are the causes for each significant variance from plan?

#### Sources and Notes:

**OBJECTIVE 4.3 Sub-Recipient/Contractor Performance:** The MWA holds sub-recipients and contractors accountable for achieving their performance goals.

#### Summary of Indicators

- **4.3.1** Sub-recipient and contract agreements contain clear, specific, and measurable performance goals. **E**
- **4.3.2** The MWA holds sub-recipients accountable for actual versus planned accomplishments related to performance goals. **E**

**Indicator 4.3.1 (E)**

- Sub-recipient and contract agreements contain clear, specific, and measurable performance goals.

**Reviewer Guidance:** *If the grantee has entered into sub-recipient and/or contract agreements with outside organizations to provide services, determine whether those agreements contain clear, specific, and measurable performance goals that can be tracked and evaluated during the period of the agreements; ask the following questions:*

- Do these agreements contain specific and measurable performance goals that are quantified? If not, how does the grantee hold them accountable for their activities?
- Do local grant agreements contain any performance indicators other than those prescribed by WIA? (§136(c)(1))
- Are the performance goals broken out into shorter increments of time, such as quarterly? If not, how does the grantee measure performance during the course of the agreement?
- Do the agreements contain any provisions requiring corrective action when performance goals are not being met? If not, how does the MWA enforce the performance terms of the agreement?

**Sources and Notes:****Indicator 4.3.2 (E)**

- The MWA holds sub-recipients accountable for actual versus planned accomplishments related to performance goals.

**Reviewer Guidance:** *If the grantee has contracted with sub-recipients or contractors to deliver services, determine how the grantee reviews their reports, monitors their performance, and follows up on performance problems; ask the following questions:*

- Do the reports reflect the progress of sub-recipients toward fulfilling goals and objectives outlined by the grantee?
- Is a procedure in place for the MWA to evaluate the reports? If so, has the procedure been followed?
- Are procedures in place to address reports that indicate performance below requirements?

- Who initiates action when the reports suggest that corrective measures or technical assistance are required?

**Sources and Notes:**

**OBJECTIVE 4.4 Performance Data:** The MWA uses performance data to improve project implementation.

**Summary of Indicators**

- 4.4.1** The MWA uses relevant and objective data to assess the quality of service delivery. **E**
- 4.4.2** The MWA uses information from regular reviews to make adjustments to program operations. **E**

**Indicator 4.4.1 (E)**

- The MWA uses relevant and objective data to assess the quality of service delivery.

**Reviewer Guidance:** *If a formal analysis process is in place, request and review a written description of the steps followed in the process and copies of analyses for the period being examined. If no written process, summarize the standard operating procedure (SOP). Request and review copies of information used to create data for quality assessment; if no documentation is available, interview MWA management. Ask the following questions:*

- Does the process as described identify logical links between program activities and the measures of program performance?
- How are “high” and “low” performance defined?
- When high or low performance is identified, what actions are undertaken to discover the causes?
- Are project managers consulted about high or low performance and the causes that produced them?

**Sources and Notes:**

**Indicator 4.4.2 (E)**

- **4.4.2** The MWA uses information from regular reviews to make adjustments to program operations.

**Reviewer Guidance:** *Request and review copies of communication regarding low or high performance results to contractors, the Board, or other partners; interview staff responsible for taking action on low or high performance results; ask the following questions:*

- Do the communications indicate that goals, staffing patterns, allocations or other adjustments were made for the next reporting period?
- How do local boards and one-stop operators use performance data to identify trends or patterns in the data that should be addressed, and are they pro-active in addressing these trends or patterns? Have any reports been prepared? Ask for copy.
- What additional real-time performance measures have local boards developed for or negotiated with service providers?

**Sources and Notes:**

**PROGRAMMATIC REVIEW EXIT CONFERENCE**

<b>MWA:</b>	<b>Date:</b>
<b>Location:</b>	

<b>WDA Staff Present:</b>	
<b>MWA Staff Present:</b>	
<b>WDA Comments:</b>	
<b>MWA Comments:</b>	



## ATTACHMENT A

## Review Planning and Preparation Guide

Thorough planning and preparation for an on-site review is critical to both its completion and effectiveness. As experienced monitors know, there is always more to look at once on-site and often times, interviews and file reviews can raise red flags that require further exploration of issues. This is a critical component of on-site monitoring and it's important to pursue identified issues with additional questioning or document reviews to ensure a complete understanding of the situation. This additional activity; however, takes time and can throw the review off-schedule. For that reason, it is important to prepare thoroughly by reviewing relevant documents and to do as much of the actual work (that is conducive to off-site review) as possible in advance. This may also include following the "identification and verification" process in advance by identifying answers to appropriate review guide questions while still in the office and verifying the answers once on-site at the MWA.

### Pre-Review Process:

Below are the required activities and associated timeframes for the pre-review phase of on-site monitoring:

Activity	Steps	Responsible Party	Timetable
<b>Pre-Review:</b>			
Determine Scope	<ol style="list-style-type: none"> <li>1) Use "Review Planning and Preparation Guide" to determine scope of review, sites to visit, time on-site, etc.</li> <li>2) Submit suggested review plan to management</li> <li>3) Management approve/revise</li> </ol>	WDA Coordinator (Steps 1-2); WDA Management (Step 3)	45 - 60 days prior to review
Scheduling	<ol style="list-style-type: none"> <li>1) Call MWA contact to determine possible dates</li> <li>2) Verify dates w/MWA via email</li> <li>3) Make necessary travel arrangements</li> </ol>	WDA Coordinator	30-45 days prior to review
Formal Notification	<ol style="list-style-type: none"> <li>1) Draft letter to MWA confirming dates, scope and tentative agenda for review, as well as the WDA Programmatic Monitoring Guide and instructions re: file sample</li> <li>2) Submit letter to Management for review and approval</li> <li>3) Letter sent via centralized email to MWA</li> </ol>	WDA Coordinator (Steps 1-2); WDA Management (Steps 2-3)	30 days prior to review
Prepare Sample for Participant File Review	<ol style="list-style-type: none"> <li>1) Follow process in "Review Planning and Preparation Guide" to request sample from WDA OSMIS staff</li> <li>2) Follow process for notifying MWA of file sample</li> </ol>	WDA Coordinator	21 days prior to review



## ATTACHMENT A

Knowledge Gathering & Updating	<ol style="list-style-type: none"> <li>1) Review key sections of statute, regulations, TEGs and PIs (critical provisions or provisions pertaining to areas where MWA has previously-identified issues)</li> <li>2) Collect and review for MWA:           <ul style="list-style-type: none"> <li>• Local plans (Strategic, MWSP)</li> <li>• Board and Youth Council membership and meetings</li> <li>• MWSC Certification</li> <li>• MWA Waiver Plan</li> <li>• Expenditure Reports (last 4 quarters)</li> <li>• Performance Reports (last 4 quarters)</li> <li>• Risk Assessments</li> <li>• Partner program and Internal Audit monitoring reports</li> <li>• Data validation findings</li> </ul> </li> <li>3) Discuss any questions/concerns regarding MWA with Management or partner program staff</li> <li>4) Meet w/WDA staff assisting with review to coordinate roles and division of labor while on-site</li> </ol>	WDA Coordinator	30 - 1 day prior to review
Monitoring Guides & Tools	<ol style="list-style-type: none"> <li>1) Review on-site monitoring guides and tools to ensure familiarity prior to on-site review</li> <li>2) Complete "Pre-Review" portion of guide</li> <li>3) Tailor guide to review by highlighting key areas for MWA, adding in any MWA-specific info already gathered or references that may be useful on-site</li> </ol>	WDA Coordinator	30 - 1 day prior to review
Packing Resources to Have On-Hand	<ol style="list-style-type: none"> <li>1) Pack laptop, Internet card (encouraged for recording interviews; required for participant file review)</li> <li>2) Pack sign-in sheets for Entrance &amp; Exit Meetings</li> <li>3) Ensure the following info is available while on-site, preferably in an electronic format:           <ul style="list-style-type: none"> <li>• Review schedule and directions to various sites</li> <li>• MWA contact information</li> <li>• Statute, regulations and policy guidance for program under review</li> <li>• Monitoring Guide and tools</li> <li>• Local policies and any other information provided prior to review</li> <li>• Participant list for file sample</li> </ul> </li> </ol>	WDA Coordinator	7 - 1 day prior to review



## ATTACHMENT A

Below are additional resources to assist the reviewer with establishing the review schedule and requesting the participant file sample:

### Review Schedule:

As outlined above, the length of time required for an on-site review is dependent upon both known factors, such as the scope of the review (programs and provisions to be covered), the size of the MWA, and the number and complexity of already-identified issues as well as unknown factors, such as issues that crop up through the interview or file review process that were not previously known by the reviewer. The best approach is to use the known factors to structure and schedule the review as much as possible in advance, while allowing some extra time for the pursuit of red flags and issues that arise during the course of the review. Below is a guide to help reviewers develop a schedule and plan for the on-site review:

*Key Questions:* The reviewer should thoughtfully consider and answer the questions below when determining the length and schedule for the on-site monitoring review. Remember, the goal of the monitoring review is to thoroughly assess compliance and effectiveness across MWA operations. A standard rule of thumb is to allow a half-day for Administrative-level interviews per program, a half-day for Service Center Management/Case Management interviews per program, and at least one full day for the file review per program and two - four hours for the Entrance and Exit meetings. This generally allows time for follow-up questioning, a review of additional documents provided on-site and a walk-through of case file organization and management. Timing can be shortened or lengthened based on the answers to the questions below. (Note: For the purposes of this exercise, Wagner-Peyser should not be considered a separate program but, rather, an element of the WIA Adult or WIA Dislocated Worker review.)

### Scope:

- How many programs are being covered?
- How many WDA staff are participating in the on-site review?
- Are programs being covered in their entirety or only certain provisions?
- How many files will be reviewed for each program?

### MWA Size:

- Is the Administrative Office co-located with a Service Center?
- How many Service Centers are there and how many will be visited?

**ATTACHMENT A**

- How many case managers cover the program being reviewed?

**Previously –Identified Issues**

- Are there issues identified during previous programmatic monitoring or partner monitoring that require follow-up?

***Sample Review Schedule:***

Once the scope and time on-site has been determined, it is necessary to develop a review schedule to be shared with the review team, management and the MWA. This is included in the formal notification letter outlined in the table above or can be provided under separate cover at a later date if all details cannot be finalized at that time. The review schedule includes dates, times, locations and participating WDA/MWA staff and may follow the following format:



**ATTACHMENT A**

**Wagner-Peyser and WIA Adult On-Site Programmatic Monitoring Review**

**MWA X**

**June 1 – June 3<sup>rd</sup>**

Review Schedule

**Day 1: June 1<sup>st</sup>**

**9:00am – 10:30am: Entrance Meeting**

**Attendees: WDA Monitoring Team and MWA Administrative Staff**

**Location: Administrative Office**

**Purpose: To review the purpose, process and schedule for the review, including the post-review activities; discuss any questions or concerns regarding the process or schedule**

**10:30 – Noon: Interview MWA Administrative Staff**

**Attendees: MWA staff identified by Director but with purview over the program under review**

**Location: Administrative Office**

**Purpose: To discuss governance, policy, service design and delivery, and performance**

**Noon – 1:00pm: Lunch**

**1:00 – 1:30pm: Tour of Service Center #1**

**Attendees: WDA Monitoring Team and MWA Service Center Staff**

**Location: Service Center#1**

**Purpose: To gain a general understanding of service design and delivery, labor exchange and facilities**

**1:30 – 2:30pm: Interview Service Center Management**

**Attendees: WDA Monitoring Team and Service Center Management**



## ATTACHMENT A

Purpose: To discuss governance, policy, service design and delivery, and performance

2:30 – 3:00pm: Time to review additional documentation collected, notes from initial interviews, identify follow-up questions, etc.

3:00 – 5:00pm: Interview Case Management Staff and Walk-through of Case File Organization

Attendees: WDA Monitoring Team and MWA Case Managers

Location: Service Center #1

Purpose: To discuss case management procedures, service design and delivery, access to resources, etc.

Day 2: June 2<sup>nd</sup>:

8:30 – Noon: Participant Case File Review

Attendees: WDA Monitoring Staff and MWA Case Management staff readily available to answer questions

Location: Service Center #1

Purpose: To determine compliance and effectiveness of service design and delivery

Noon – 1:00pm: Lunch

1:00 – 1:30pm: Tour of Service Center #2

Attendees: WDA Monitoring Team and MWA Service Center Staff

Location: Service Center #2

Purpose: To gain a general understanding of service design and delivery, labor exchange and facilities

1:30 – 2:00pm: Interview Service Center #2 Management

Attendees: WDA Monitoring Team and Service Center Management



## ATTACHMENT A

Location: Service Center #2

Purpose: To discuss governance, policy, service design and delivery, and performance

2:00 – 3:00pm: Interview Case Management Staff

Attendees: WDA Monitoring Team and MWA Case Managers

Location: Service Center #2

Purpose: To discuss case management procedures, service design and delivery, access to resources, etc.

3:00 – 5:00pm: Participant Case File Review

Attendees: WDA Monitoring Staff and MWA Case Management staff readily available to answer questions

Location: Service Center #2

Purpose: To determine compliance and effectiveness of service design and delivery

Day 3: June 3<sup>rd</sup>:

8:30 – Noon: Finish Participant Case File Review

Attendees: WDA Monitoring Staff and MWA Case Management staff readily available to answer questions

Location: Service Center #2

Purpose: To determine compliance and effectiveness of service design and delivery

Noon – 1:00pm: Lunch

1:00 – 2:30pm: Follow-up Questions & Prepare for Exit Meeting

Attendees: WDA Monitoring Staff and MWA/Service Center staff available in person or via phone to answer questions

Location: Service Center #2 (or somewhere with a private meeting space)



## ATTACHMENT A

Purpose: To close the loop on any outstanding concerns and develop written outline based on completed review guide for use at Exit Meeting

2:30 – 3:00pm: Travel to Exit Meeting at Administrative Office

3:00 – 4:30pm: Exit Meeting

Attendees: WDA Monitoring Staff and MWA Administrative Staff as determined by the Director

Location: MWA Administrative Office

Purpose: To provide summary of review activities, findings, high-risk areas or other observations; explain process for issuing report

Note: This is simply one example of a potential review schedule. Structure and allotted times may vary depending on a variety of factors, including the number of locations to visit, travel times between sites, and the ability to distribute the work across the WDA Monitoring team to complete some activities simultaneously.

*Participant File Sample:*

The purpose of the participant file review is to assess MWA compliance with the documentation, case management, and service delivery requirements for the program under review, as well as to determine the effectiveness of their service design and delivery. To accomplish this, WDA staff must review a minimum of four participant files per program under review, with a goal of completing 8-10% of the MWA caseload as reviewers become more proficient. The participant file sample should include files from all of the service centers and case managers providing services as well as a mixture of services provided. **It is helpful to pull a sample larger than the number you intend to review to allow for some discretion while on-site to select files from among the sample.** This allows another opportunity to ensure as much coverage of service centers, case managers, differences in services provided, etc. as possible.

Below are the steps for requesting the participant file sample:

1. Request OSMIS information **3 weeks** prior to the visit:

E-mail Paula Eklund (cc: **Joe Billig**) to request the following:

- MWA participant listing (at least 4 files per program)
- If reviewing more than one program, specify the number of participants per fund source (at least 4)
- Specify number of participants active, exited, and receiving specific services, such as on-the-job training (OJT)



## ATTACHMENT A

*Example E-MAIL:*

*Subject: WIA Participant Listing for (MWA Name) Program Review*

*Can you please provide me with a listing of the following for (MWA Name):*

- *Four WIA Adult participants (3 active and 1 exited within the last 12 months). One of the active should be receiving OJT.*
- *Four WIA Dislocated Worker participants (3 active and 1 exited within the last 12 months). One of the active should be receiving OJT.*
- *Four WIA Older Youth participants (3 active and 1 exited within the last 12 months).*
- *Four WIA Younger Youth participants (3 active and 1 exited within the last 12 months).*

*For the participants selected, can you please provide the following information:*

- *Status (Active/Inactive)*
  - *MWA ID*
  - *Region Code*
  - *First Name*
  - *Last Name*
  - *Birth Date*
  - *Program Code*
  - *Registration Date*
  - *Service Code*
  - *Begin Date*
  - *End Date*
  - *Exit Date*
2. Once you receive the participant list from OSMIS staff, verify that the participants selected were not reviewed the previous program year.
  3. Provide the MWA with the list of participant files no later than 48 hours prior to the program review.

## ATTACHMENT B



## On-site Monitoring Step-by-Step Instructions

Effective on-site monitoring follows a multi-step identification and verification process. This process requires the review team to ask questions at the Administrative Agency level designed to identify if compliance and effectiveness provisions are in place. This step is followed by interviews at the sub-contractor/service delivery level as well as a file review to verify if those provisions are adhered to during program implementation. Experienced monitors know that while the Administrative level often perceives that policies are widely known and followed by middle management and front-line staff, communication breakdowns between the levels may mean that is not reality. The identification and verification process pinpoints these issues for resolution. This process also identifies weaknesses in the local area's internal monitoring procedures which may need to be strengthened through technical assistance.

Below is a visual description of the steps:

### *On-site Monitoring Identification & Verification Process*

MWA Administrative Agency: Interview MWA Director or designated staff regarding governance, service design, operations, performance, and expenditures; collect policies if needed

MWA Sub-Contractor Staff (or direct staff doing service delivery): Ask same or similar questions as above to verify accuracy; inquire about awareness of and adherence to policy

Participant File Review: Verify if service delivery aligns with the information provided in the previous levels; ensure that statute, regulations and WDA and/or local policies are followed

### On-site Monitoring Step-by-Step:

Following are the required activities and associated timeframes for the on-site phase of monitoring:

## ATTACHMENT B



Activities	Steps	Responsible Party	Est. Timeframe
Entrance Meeting	<ol style="list-style-type: none"> <li>1) Meet w/MWA Director and/or designated staff to review purpose, scope, and agenda for review</li> <li>2) Ask attendees to complete sign-in sheet</li> </ol>	Review Team (led by WDA Coordinator)	Review: Day 1
Admin-level Interviews	<ol style="list-style-type: none"> <li>1) Use on-site monitoring guide to interview Admin-level staff</li> <li>2) Record answers, either by hand in guide or electronically</li> <li>3) Collect policies or other info needed</li> </ol>	Review Team (led by WDA Coordinator)	Review: Day 1
Service Center Visit(s)	<ol style="list-style-type: none"> <li>1) Travel to service center (if not co-located w/Admin Office)</li> <li>2) Meet w/service center management to explain review schedule/process and identify logistical needs – conference room to work in, restrooms, nearby restaurants, etc.</li> <li>3) Use on-site monitoring guide to interview service center management (compare how answers align with responses from Admin-level staff)</li> <li>4) Take a guided tour of service center and ask clarifying questions during tour (this is an excellent opportunity to observe service design and delivery to match with the information provided by staff)</li> </ol>	Review Team (led by WDA Coordinator)	Review: Day 1
Sub-contractor/Service Delivery Staff/Participant Interviews	<ol style="list-style-type: none"> <li>1) Use on-site monitoring guide to interview one or more case managers for program being reviewed. Compare how answers align with Admin and service center management responses.</li> <li>2) If possible, use on-site monitoring guide to interview one or more participants regarding their experience and satisfaction with the program and service center overall</li> </ol>	Review Team (led by WDA Coordinator)	Review: Day 1 - 2
Participant File Review	<ol style="list-style-type: none"> <li>1) Ask case manager to “walk-through” a typical case file to help review team understand how files are organized and maintained</li> <li>2) Use OSMIS/hard copy files to complete participant file review section of on-site monitoring guide</li> <li>3) As questions arise, ask case manager(s) for assistance, use “Participant File Review Guides” section of on-site monitoring guide to note specific issues with individual files as well as any ongoing problems/themes overall</li> </ol>	Review Team (led by WDA Coordinator)	Review: Day 1-2 (and 3 if larger review)

## ATTACHMENT B



Prep for and Implementation of Exit Meeting	<ol style="list-style-type: none"> <li>1) Prior to exit meeting, ask Admin or service provider staff for clarification to any outstanding questions or issues (to ensure review team has full knowledge prior to identifying any findings/areas of concern)</li> <li>2) Hold a review team meeting in a private space (usually a conference room at Admin office or service center) to draft an agenda for Exit meeting that identifies findings, administrative recommendations, and positive practices</li> <li>3) If unsure of how issue should be categorized, contact Management via phone or email prior to Exit Meeting. If clarification is not obtained prior to Exit Meeting, inform MWA that more research will be done and the MWA will be notified of the classification prior to report issuance.</li> <li>4) Facilitate Exit Meeting with MWA Director and/or staff: ask attendees to complete sign-in sheet; thank MWA for their time and cooperation; outline findings, administrative recommendations, and positive practices; allow MWA staff to raise questions and offer additional information that may resolve or re-classify an issue; walk-through the report issuance process and process for resolving corrective action, if necessary.</li> </ol>	Review Team (led by WDA Coordinator)	Review: Day 2 or 3 (if larger review)
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### Entrance and Exit Meetings: Talking Points

The Entrance and Exit Meeting components of on-site monitoring are critical to setting a positive and professional tone for the review as well as relaying important information about the process both on-site and post-review. The Entrance Meeting is an opportunity for the review team to further define the scope, purpose, activities, and schedule for the on-site review. It is also an opportunity for the MWA to ask questions or raise concerns. Even though this information is provided to the MWA in writing in advance of the review, WDA monitors should cover the following with MWA staff at the Entrance Meeting:

- Introduction of the individual(s) conducting the review
- Purpose, scope, and goals of the review
- Review schedule, including a statement that the schedule is the tentative plan but the monitor(s) may have to diverge from the plan if unforeseen issues arise
- Designation of a representative(s) to serve as point(s) of contact for questions

## ATTACHMENT B



during the review

- Agreement regarding the time, location, and attendees for the Exit Meeting
- Questions, comments, or clarifications regarding the review

The Exit Meeting provides a summary of the monitors' identified findings, high-risk areas, and positive practices. WDA monitors also cover the process for the written report and responsibilities for resolving corrective action, if necessary. Monitors should not feel compelled to classify issues as either a finding or high-risk area during the Exit Meeting if they are not sure of the appropriate designation. It is perfectly acceptable to describe the concern and state that it requires further discussion and/or research before a final classification is made. WDA monitors should cover the following with MWA staff at the Exit Meeting:

- Locations visited, staff interviewed, and # of files reviewed
- The process and timeframe for completion and submission of the written monitoring report to the MWA (see additional information below)
- The process and timeframe for completion and submission of required written response to WDA, if applicable
- The identification of any findings, high-risk areas, and positive practices
- The identification of possible recommendations, if applicable
- Questions, comments, or clarifications regarding the review
- An opportunity for the MWA to respond to findings and/or observations with clarifying information, if applicable

*WDA Monitoring Report:* The WDA will issue the formal report within forty-five (45) days of the completion of the review. The report will include the following:

- Scope of the Review
- Summary of the Review
- Findings (issues of compliance with the Act, Regulations, or other applicable laws or regulations), if applicable
- Requested Corrective Action, if applicable
- High-Risk Areas (significant deficiencies which, though not compliance issues, materially affect the grant's performance, effectiveness, or efficiency of operations)
- Administrative Recommendations (suggestions or recommendations for improvement), if applicable
- Positive Practices

WDA Monitoring Reports will be provided to:

- Chief Elected Official(s)
- Workforce Development Board (WDB) Chair
- MWA Director

## ATTACHMENT B



- WDASOM Executive Leadership
- WDASOM Office of Audit and Financial Compliance

If corrective action is required, MWA officials must submit a corrective action plan addressing the finding(s) and the specific steps that will be taken to help ensure the finding(s) is resolved. The MWA may wish to address program design, goals, or service strategies that may inhibit programmatic operation and/or performance, including reporting issues, and appropriate technical assistance (if needed). A timeline outlining the steps to be taken must be included.

Once the WDA has received the corrective action plan, it will make a determination within 30 days regarding the effectiveness of the response. If the corrective action response is deemed acceptable and appropriate, the MWA will be notified to proceed with the indicated action. If the corrective action plan is not deemed acceptable, the WDA will require additional information.

If applicable, corrective action plans must be submitted to the WDA at the address listed below within forty-five (45) days from the date of the Summary Report to:

Ms. Stephanie Beckhorn, WIA Manager

Office of Talent Development Services

Victor Office Center, 5th Floor

201 N. Washington Square

Lansing, Michigan 48913

Or electronically at: [beckhorns@michigan.gov](mailto:beckhorns@michigan.gov)

If your corrective action plan does not effectively identify and address the finding(s) in a manner that ensures future success, or a response is not submitted within the required timeframe, MWA officials will be notified and further corrective action may be required.

**Programs and/or procedures included in corrective action will be reviewed during subsequent programmatic reviews.**



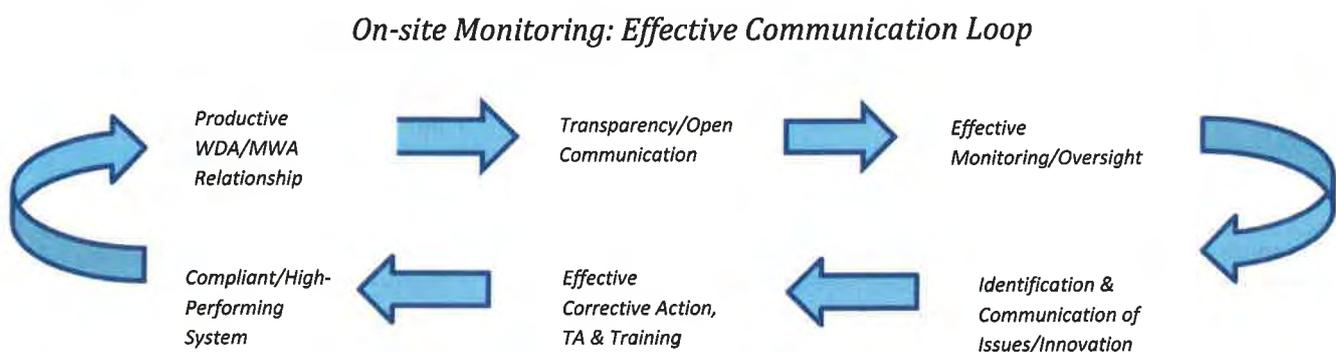
## Post-Review Guide

An on-site monitoring review is only effective if the information gathered and analyzed is used in the following ways:

1. To provide clear feedback to the MWA in the form of a monitoring report that identifies findings, high-risk areas, and positive practices;
2. To improve the monitor's understanding of the MWA's structure, operations, and performance to support the provision of targeted technical assistance to the grantee; and
3. To improve the WDA's understanding of the compliance and effectiveness of both that individual MWA as well as common issues that run across the system to drive the development of policy, procedure, technical assistance and training that will improve system efficiency and performance.

The common thread within each of the three activities above is *communication*. Conducting on-site monitoring that is not followed by clear, consistent, and comprehensive communication both back to the MWA and forward to WDA management and peers will drive neither compliance nor system improvement.

We can again use the "Effective Communication Loop" to depict the desired process for the specific activity of on-site monitoring:



The three processes used to achieve the goals outlined above are:

- 1) Development and submission of the WDA On-site Monitoring Report
- 2) Tracking of corrective action and resolution of issues
- 3) Completing the Technical Assistance and Training Loop



## ATTACHMENT C

These processes are discussed in detail in the Step-by-Step table below. Following the table are additional resources to support the report writing component of post-review activities.

### Post On-site Monitoring Step-by-Step:

Below are the required activities and associated timeframes for the Post On-site phase of monitoring:

Activities	Steps	Staff	Est. Timeframe
Management De-brief	1) Meet w/WDA Management to outline findings, administrative recommendations, and innovative practices; clarify any questions	WDA Coordinator	Within 5 working days of completion of on-site review
Report Writing	1) Use "On-site Monitoring Report" template to draft cover letter and written report of findings/corrective action, administrative recommendations, and innovative practices. 2) Submit to management for review, collaborative editing, and approval	WDA Coordinator (Step 1 – 2); WDA Management (Step 2)	Step 1 -within 21 days of completion of on-site review; Step 2-within 30 days of completion of on-site review
Issue Report	1) Management submits cover letter and report to Executive level for review and signature 2) Report cover letter signed and emailed to MWA Director	WDA Management (Step 1); WDA Executive Level (Step 2)	Within 45 days of completion of on-site review
Tracking of On-Site Reviews and Corrective Action	1) Update on-site review tracking tool located in shared drive (example also provided at the end of this document)	WDA Coordinator; WDA Lead Staffer (back-up)	Within 14 days of report issuance (Step 1); Ongoing until findings resolved (Step 2)
Complete TA/Training Feedback Loop	1) Follow established process to raise identified TA and training needs 2) Follow established process to share innovative practices	WDA Lead Staffer and Management	Within 14 days of report issuance

## ATTACHMENT C



## WDA Monitoring Reports

WDA monitoring reports, issued following an official monitoring event, are a primary tool for driving individual grantee and system compliance and effectiveness. These reports also provide a forum to highlight positive practices and share the WDA's current priorities and vision. To ensure that MWAs receive a consistent product in terms of format and approach, WDA staff should use the model outlined below when preparing monitoring reports.

### General Guidelines:

- Reports should be written with an exception-only approach, meaning that content should reflect the areas from the review that were exceptionally negative or positive. Narrative describing operations that are neither non-compliant nor particularly ineffective or effective should not be included.
- MWAs are only required to respond to the Findings included in the Report. Reports should not mandate a response to issues identified as "High-Risk".
- Timeframes for the submission of MWA responses should follow a 30-45 day window from the date of receipt of the Report or follow-up communication.
- The specific date that responses are due should appear in the cover letter.

Use the following standard labels within the body of the monitoring report:

- **Finding/Required Action:** A Finding identifies an area of non-compliance with the Act, regulations, ETA policy, WDA policy, or terms of the grant agreement. A Finding statement is followed by a Required Action statement describing what must be done to remedy the Finding.
- **High-Risk Areas/Administrative Recommendations:** These headings are used to address significant deficiencies which, though not compliance issues, materially affect the grant's performance, effectiveness, or efficiency of operations.
- **Positive Practice:** This heading is used when highlighting a grantee practice that is noteworthy as a positive model or "best practice."

MWAs are only required to respond to the Findings included in the Report. Reports invite, but do not mandate, a response to issues identified as "Administrative Recommendations." Timeframes for the submission of grantee responses should provide a 30-45 day window from the date of receipt of the WDA monitoring report or follow-up communication. The specific date that responses are due should appear in the cover letter. Monitoring reports should be signed by WDA Management.

## ATTACHMENT C

**WDA Monitoring Report Components:**

All monitoring reports should contain, in the following order:

Cover Letter

Title Page

Executive Summary

Review Scope

Findings/Required Actions (if any)

High-Risk Areas/Administrative Recommendations (if any)

Positive Practices (if any)

**Cover Letter**

The cover letter should be brief, to the point, and include the dates of the review and programs covered, a statement that the report is attached, and a required receipt date for the MWA's response, if applicable. The letter should also note, if applicable, that the report contains significant findings such as questioned costs and critical findings or risk areas identified by the WDA. (Sample language appears in the attached Example Report.)

**Title Page**

To ensure consistency of presentation and to give the report a professional appearance, a standard title page has been developed and appears in the attached Example Report. Reviewers should edit the page to include the relevant grant program, MWA name, and issue date.

**Executive Summary**

The Executive Summary is exactly what the name implies – a summary of the report for an Executive, and, as such, it needs to be clear, concise, and brief. The Executive Summary should be no longer than one or two pages and should include the key findings and required actions identified during the review, as well as any positive practices the reviewer wants to highlight. The Executive Summary is not the place to include background information or a description of the scope of the review.

**Review Scope**

The Review Scope is the who, what, when, how, why and where of the review. This section should include:

- Dates of review, including entrance and exit conferences
- Sites visited
- Names of staff members that conducted the review

## ATTACHMENT C



- Names & titles of those in attendance at entrance and exit conferences
- Purpose of the review
- Programs reviewed
- Areas reviewed (in most instances this should be a list of the content areas in the Programmatic Monitoring Guide that were covered during the review)
- Time periods for data covered in the review
- What was reviewed prior to traveling on-site

**Findings/Required Actions**

Findings are identified issues, policies, or practices that are non-compliant with program standards, other Federal regulations, USDOL/ETA or WDA policy, and/or the terms of the grant agreement. Findings must contain a clear statement of the identified problem and must cite the specific section of the statute, regulation, policy, or grant agreement that has been violated. The report should follow the 4 Cs approach: Condition, Cause, Criteria, and Conclusion/Corrective Action. (Further guidance re: the 4 Cs appears in the Report Writing Approach section below).

Each Finding must have a corresponding Required Action. Required Action should be a clear statement that identifies what the WDA must see as action taken or documentation provided in order for a Finding to be resolved. The Required Action should use direct language, such as “shall” or “must”. Recommendations on detailed steps to take to correct the problem may be included when the reviewer is confident in knowing the cause of the problem and the appropriate remedy to fix it.

**High-Risk Areas/Administrative Recommendations**

High-Risk Areas are issues, policies, or practices observed during the review that are negatively impacting the grantee’s ability to effectively manage the grant or provide services to participants. They may also be “red flags” or “risk areas” that, if not corrected, could lead to an area of non-compliance in future monitoring reviews.

Each High-Risk Area should have a corresponding recommendation for improving the issue/practice. Your grantee is encouraged, but not required, to implement the recommended action for improving the issue/practice.

**Positive Practices**

Positive Practices are MWA practices or outcomes observed during the review that are sufficiently effective and/or innovative to warrant “highlighting” in the report. While it is a good practice to identify some positive things to say about a MWA and its program, reviewers should be judicious with their use of compliments in the official monitoring report. Such comments may be inappropriately used or taken out of context by MWAs for use in other forums.

## ATTACHMENT C

**Report Writing Approach:**

The 4 C's are a good writing approach to ensure the clarity and completeness of each Finding. They are: condition, criteria, cause, and conclusion/corrective action.

**Findings**

For each Finding, the 4 C's lead us to ask:

- What condition did we find? Explain this condition.

Example: Two of the 15 participant files reviewed did not contain sufficient eligibility documentation.

- What is the criteria? In other words, what does the statute, regulation, federal policy, WDA policy, or grant agreement require? How did the condition we found compare to the criteria? Explain the criteria and give the specific citation.

Example: In accordance with the terms of the grant agreement, in order to be eligible to receive services under this grant, an individual's income must be within 150% of the poverty level.

- What was the cause? Why did this violation occur? Explain the causes that you observed (lack of training, inappropriate documentation, etc.). If the immediate cause is unknown, omit this part.

Example: The two files did not contain sufficient documentation to verify this eligibility requirement because the income of family members was not included in the eligibility determination.

- What is the conclusion? What corrective action is required? Describe the recommendation.

Example of Required Action: The grantee must verify the eligibility of the two questioned participants for whom it did not have adequate eligibility documentation. The results of this review, as well as copies of the eligibility documentation, must be provided to the reviewer in the official response to this report. If an individual is found to be ineligible for this grant program, the grantee must stop spending grant funds on him/her. Any costs already spent on an ineligible individual are disallowed and must be paid back to the grant.



## ATTACHMENT C

**High-Risk Areas**

Three of the four Cs may be applied when writing an Administrative Recommendation:

- Begin with the statement of condition.

Example: The case notes in all 15 of the participant files reviewed were incomplete. While it was clear from talking with the case managers that they are making contacts with the participants, this is not apparent from the case notes since they do not reflect the contacts made or activities that took place.

- Cause (when known)

Example: The case managers were not properly instructed on how to complete the case notes.

- Criteria may not necessarily be present. Include criteria if it applies.

Example: It is important that case notes accurately reflect interactions between the case manager and the participant so that the service record is complete and documented.

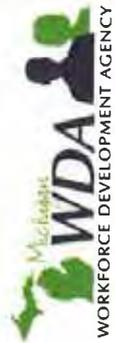
- Conclude with a suggestion.

Example: The reviewer recommends that the grantee provide training to the case managers on how to complete the case notes and conduct periodic file reviews to ensure that case managers are keeping thorough and accurate case notes that reflect all that is being done on behalf of any given participant.

**Positive Practices:**

Positive Practices should contain a succinct description of the highlighted practice, as well as a brief explanation of the benefit to the customer or system. A tightly-worded Positive Practice will minimize the possibility of WDA's language being inappropriately used or taken out of context by grantees for use in other forums.

## ATTACHMENT C



WIA On-Site Program Review Tracking Tool PY 20XX											
MWA	Date of Last Program Review	Coordinator	Review Date	Due Date of Report to MWA (45 days after review)	Date Report was Mailed to the MWA	If applicable, Date Corrective Action Plan is Due (45 days after the MWA received the Report)	If applicable, Date Corrective Action Plan was Received by the WDA	If applicable, Date Denial of Proposed Corrective Action is Mailed to the MWA (Due within 30 days of receiving Corrective Action)	If applicable, Date Further Response is Due from the MWA (15 days after MWA receives WDA letter)	If applicable, Date Further Response was Received by the WDA	If applicable, Date Acceptance or Denial of Further Response is Mailed to the MWA (Due within 15 days of receiving Further Response from MWA)
ACSET											
B/C/VB											
Calhoun											
Capital Area											
Career Alliance											
Central Area											
City of Detroit											
Eastern U.P.											
Great Lakes Bay											
Job Force Board											
Kalamazoo - St. Joseph											
Livingston											
Macomb - St. Clair											
Muskegon - Oceana											
Northeast											
Northwest											
Oakland											
Ottawa											
Region 7-B											
South Central											
SEMCA											
Thumb Area											
Washtenaw											
West Central											
Western U.P.											



## Participant File Review Guide(s)

The review of participant hard copy and electronic files is an essential and required component of all official on-site monitoring reviews. In terms of the “identification and verification” strategy outlined earlier in the Monitoring Guide, the participant file review allows monitors to “identify” issues not previously revealed through the document and interview process and “verify” if the information conveyed in written policy/procedure and through interviews with staff is actually implemented through the delivery of services to participants.

In Attachment A: *Review Planning and Preparation Guide*, monitors are provided step-by-step instructions for ensuring a robust sample of participant files is available for review. Below are instructions and tips for conducting the participant file review once on-site.

- Use the following spreadsheets to record information for each participant file.
- When non-compliance, high-risk or other issues are identified, note the issue in the appropriate column on the spreadsheet and highlight the column in yellow. You may also wish to make notes in the “Additional Comments” column to further explain the concern or as a reminder to request additional/clarifying information from MWA staff.
- You may wish to adjust the order that you identify information in the file (from the columns in the spreadsheet) to match the file organization system of the MWA.
- If time is limited and you will not get through all of the selected files, seek to review files from a cross-section of case managers. Identified issues are often a result of insufficient knowledge or errors on the part of an individual case manager. While it is critical to identify those issues, it is also important to determine if the problem is isolated or systemic to identify appropriate corrective action.
- When completing the “Eligibility” portion of the file review guide, please refer to any locally-developed and WDA-approved checklists that may be in effect to ensure compliance with federal, state, and local requirements.
- Once you’ve completed the file review, examine the spreadsheet to identify common issues or “themes”. In many cases, you will need additional information to determine if the concern is, in fact, a finding or if there is a reasonable explanation. Meet again with case managers/management and use your notes to raise questions that will pull out the information needed to make an assessment of the issue.

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