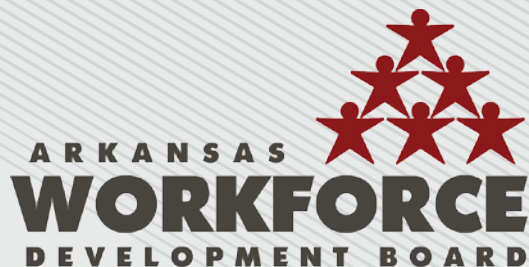




 **INNOVATE**
WORKFORCE DEVELOPMENT



WIOA Performance Accountability Guidance Overview

WIOA PARTNERS MEETING
MARCH 2-3, 2017

Today's Objectives

- **Overview of guidance and new terminology**
- **Discuss the credential attainment indicator for WIOA core programs**
- **Discuss the measurable skills gain indicator for WIOA core programs**
- **New Qs & As**

DOL TRAINING AND EMPLOYMENT GUIDANCE LETTER (TEGL) 10-16

- **TEGL 10-16 provides sub-regulatory guidance on the requirements set forth in WIOA Section 116.**
- **Developed jointly by U.S. Departments of Labor and Education.**
- **The Departments elaborate on the WIOA performance accountability requirements and performance reporting.**

DOE – OCTAE PROGRAM MEMORANDUM 17-12

- **Memorandum 17-12 provides the same sub-regulatory guidance as DOL's TEGL 10-16 on the requirements set forth in WIOA Section 116.**
- **Developed jointly by U.S. Departments of Labor and Education.**
- **The Departments elaborate on the WIOA performance accountability requirements and performance reporting.**

TEGL 10-16 and Memorandum 17-12

- **Specifically, these two pieces of guidance address the:**
 - 1. Methodology for calculating the six primary indicators of performance for the core programs.**
 - 2. Definitions of: reportable individual, participant, exit, and period of participation.**
 - 3. Guidance related to: career services vs. training services, core services, incumbent worker training, and indicator of performance score calculation.**
 - 4. References the WIOA Joint Participant Individual Record Layout (Joint PIRL) as well as the DOL-only PIRL that is applicable for the DOL-administered programs.**

WIOA PERFORMANCE CHANGES

SECTION 116 – PERFORMANCE ACCOUNTABILITY SYSTEM

- **PRIMARY INDICATORS OF PERFORMANCE APPLY ACROSS ALL SIX CORE PROGRAMS:**
 - Title I: Adult, DLW, Youth
 - Title II: Adult Education and Literacy
 - Title III: Wagner-Peyser
 - Title IV: Vocational Rehabilitation
- **New Measures:**
 - Credential Rate
 - In-Progress Skills Gain
 - Effectiveness in Services to Employers
- **Employment measures lagged to 2nd and 4th quarter after exit:**
 - WIA: 1st and 3rd
 - 4th quarter employment measure is not retention
- **Earnings measure changed from “average” to “median”**

WIOA PERFORMANCE CHANGES (cont.)

SECTION 116 – PERFORMANCE ACCOUNTABILITY SYSTEM

- **Performance reports for State, local areas and eligible training providers must be publicly available**
- **In addition to measures, States will be required to report:**
 - **Average cost-per-participant receiving career and training services**
 - **Average cost-per-participant who received training services disaggregated by type-of-entity providing the training**
 - **Number of participants who exited from career and training services**

WIOA PERFORMANCE CHANGES (cont.)

WIOA PARTICIPANT INDIVIDUAL RECORD LAYOUT (PIRL)

- **What is the PIRL?**
 - Provides a standardized set of data elements, definitions, and reporting instructions
 - Information will be used to describe the characteristics, activities, and outcomes of WIOA participants
- **Who will use the PIRL?**
 - All WIOA Title I and Title III programs will use this specific layout for reporting to DOL
 - States and local areas will be required to collect information that corresponds with data elements and descriptions in the PIRL
- **The Mechanics of the PIRL**
 - OCTAE will incorporate PIRL data elements and descriptions into the National Reporting System (NRS) for the Adult Education and Family Literacy Act (AEFLA)
 - Rehabilitative Services Administration (RSA) will incorporate PIRL data elements and descriptions into the RSA-911

WIOA Statewide Performance Report Template

- **The report meets WIOA-mandated statewide annual performance reporting requirements for core programs, including:**
 - Primary performance indicators
 - Participant counts and costs
 - Barriers to employment
- **The same template will be used for Title I Local Performance Reports, which are a subset of the Statewide Performance Reports.**

Guidance Overview: Indicators of Performance



- **Employment Rate – 2nd & 4th Quarters After Exit**
 - **Title I Youth Education and Employment Rate**
- **Median Earnings – 2nd Quarter After Exit**
- **Credential Attainment**
- **Measurable Skill Gains**
- **Effectiveness in Serving Employers**

Guidance Overview:

Categories of Enrollment & Other Terms

- **Reportable Individual**
- **Participant**
- **Date of Exit from the Program**
- **Self Service & Information-Only Activities**
- **Period of Participation**
- **Career Services & Training Services**
- **Incumbent Worker Training Under Title I**

Primary Indicators of Performance



- **The primary indicators of performance applies to all six core programs, except that the indicators for credential attainment and measurable skills gains do not apply to Title III Employment Service program.**
- **For the three (3) employment-related performance indicators (employment rate in 2nd and 4th quarter after exit and median earnings in 2nd quarter after exit), UI wage match, Federal and Military employment records, or supplemental wage information may be used to verify unsubsidized employment and quarterly earnings.**

Employment Performance Indicators



- ❑ ***Employment, the second quarter after exit:***
The percentage of participants who are in unsubsidized employment during the second quarter after exit.
- ❑ ***Employment, fourth quarter after exit:*** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit.
- ❑ ***Median Earnings, second quarter after exit:***
Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Important Notes on Employment Indicators



- There is no “entered employment” or “retained employment” cohorts under WIOA. It’s just “are they employed in quarters 2 and 4 after exit?”.
- All participants are in this measure, regardless of their employment status at program entry
 - Yes, this includes participants who are not in the labor force
 - Yes, this includes participants who do not have an SSN
 - The only exception are participants who are
 - Deceased
 - Incarcerated, institutionalized, hospitalized or recalled to active military duty for a period expected to last longer than 90 days
 - If a participant is released/returns prior to program exit, they go into the denominator

Credential Attainment Indicator

Credential Attainment Indicator

- **Percentage of participants enrolled in education or training program (excluding on the job training (OJT) and customized training) who attain a recognized postsecondary credential or secondary school diploma within 1 year after program exit**

Credential Attainment Rate

- Only includes those who received training or education (excluding OJT or Customized Training) in denominator
- Includes both secondary school diploma/equivalent and postsecondary credential
- Credential can be obtained during the program or within 1 year following exit
- If participant obtains secondary school diploma or equivalent, in order to count in the numerator, they must also be employed or in an education/training program leading to a postsecondary credential within 1 year after exit

Postsecondary Credential – Definition Highlights

- **Awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation**
- **Technical or industry/occupational skills based on standards developed or endorsed by employers or industry associations**

Postsecondary Credential – Definition Highlights (cont.)

- **Neither certificates awarded by workforce development boards nor work readiness certificates are included because neither document the measurable technical or industry/occupational skills**
- **Must recognize technology or industry/occupational skills for specific industry/occupation rather than general skills related to safety, hygiene, etc., even if general skills certificates are broadly required to qualify for entry-level employment or advancement in employment**

Operational Parameters by Program

WHO IS INCLUDED IN THE INDICATOR

- **Who is Included in the Indicator – Title I**
 - **Title I Adult and DW – Only individuals in training count in the indicator (excludes OJT and customized training)**
 - **Title I Youth – All ISY are included, certain OSY are included**
 - **OSY in occupational skills training, secondary or postsecondary while in program**



Operational Parameters by Program

WHO IS INCLUDED IN THE INDICATOR

■ Who is Included in the Indicator – Title II

○ Title II

- For postsecondary credential:
Participants who were co-enrolled in a postsecondary education or training program

Operational Parameters by Program

WHO IS INCLUDED IN THE INDICATOR

- **Who is Included in the Indicator – Title III**
 - **Title III – All Title III-only participants are EXCLUDED**



Operational Parameters by Program

WHO IS INCLUDED IN THE INDICATOR

■ Who is Included in the Indicator – Title IV

○ Title IV

- Participants in education or training program leading to recognized postsecondary credential
- Participants enrolled in secondary education and who have attainment of a secondary school diploma or equivalent identified on their Individualized Plan for Employment (IPE)

Examples – Credentials that DO Count



- **Examples of Credentials that Meet the Definition:**
 - **Certified Nursing Assistant (CNA) License**
 - **Example of Occupational Licensure**
 - **Automotive Service Excellence (ASE) Certification**
 - **Example of Occupational Certification**
- **States must follow definition—not feasible to rule on each individual credential**

Examples – Credentials that DO NOT Count



- **Examples of common certificates that do not meet the credential definition:**
 - Occupational Safety and Health Administration (OSHA) 10 Hour Course that provides awareness of job-related common safety and health hazards
 - Work/Career Readiness Certificates
 - Completion of an Assistive Technology training program (e.g., screen reading software)
 - Completion of Orientation and Mobility training

Credential Qs & As



Q: Is Incumbent Worker Training excluded from the credential attainment rate?

A: Incumbent Workers are excluded from all WIOA Performance Indicators. States will report on characteristics, services and outcomes of these individuals; however, they will not be included in performance calculations.

Credential Qs & As



Q: How do we measure items that do not have certificates for the programs? For example, some technology trainings do not provide a credential but a certificate of completion. Would that count?

A: A certificate of completion would typically not meet the definition of credential. The certificate/credential must meet the definition provided in the Act and further clarified in guidance

Credential Qs & As



Q: Title I Adult and DW participants in customized training are excluded from the credential measure. What is customized training?

A: The definition can be found in Attachment 1 of the TEGL. Customized Training is training that:

- a. is designed to meet the specific requirements of an employer (including a group of employers);
- b. is conducted with a commitment by the employer to employ upon completion ; and
- c. for which the employer pays---(i) a significant portion of the cost of training;

Credential Qs & As



Q: How does an apprenticeship fit with the credential measure?

A: One of the acceptable types of credentials is an occupational certificate, which includes a certificate of completion of a Registered Apprenticeship

Credential Qs & As



Q: If a participant completes a postsecondary program and receives a certificate of completion but does not follow through to obtain a license, is it counted as a credential?

A: No. A certificate of completion is not counted as a credential unless it meets the credential definition provided in the guidance

Credential Qs & As



Q: If a participant enters the program below the 9th grade level of instruction and then advances to the 9th grade level over the course of the program, should the participant be counted in the credential indicator for secondary credential?

A: Yes. Participants who advance into the 9th grade level of instruction through the course of the program should be included in the secondary credential component of the credential indicator upon exit.

Credential Qs & As



Q: Are adult education participants, including ESL students, counted in the postsecondary education component of the credential Indicator?

A: Only adult education participants who are co-enrolled in a postsecondary education or training program should be included in the postsecondary credential component of the credential indicator. This applies to participants regardless of whether they are enrolled in ESL, ABE, or ASE.

Credential Qs & As



Q: A participant in the VR program is attending college, which is being paid for through VR (Title IV) funds. The participant is also co-enrolled in a Title I program. If the participant earns a credential by attaining a degree, would the Title I and Title IV programs both receive credit in the credential attainment rate indicator?

A: Yes. All performance indicators can be shared between programs, because other programs may have assisted the participant in attaining employment, a credential, or a measurable skill gain.

Credential Qs & As



Q: At what point is a participant who exits a core program, who is eligible for inclusion in the credential attainment rate calculation, included in the credential attainment rate calculation?

A: A participant is included in the credential attainment rate calculation one year after exit. For example, if a participant earned an associate's degree and exited the program in the first quarter of PY17, he would appear in the numerator and the denominator of the credential attainment rate calculation for PY18.



Measurable Skills Gains

Five Types of Measurable Skill Gains



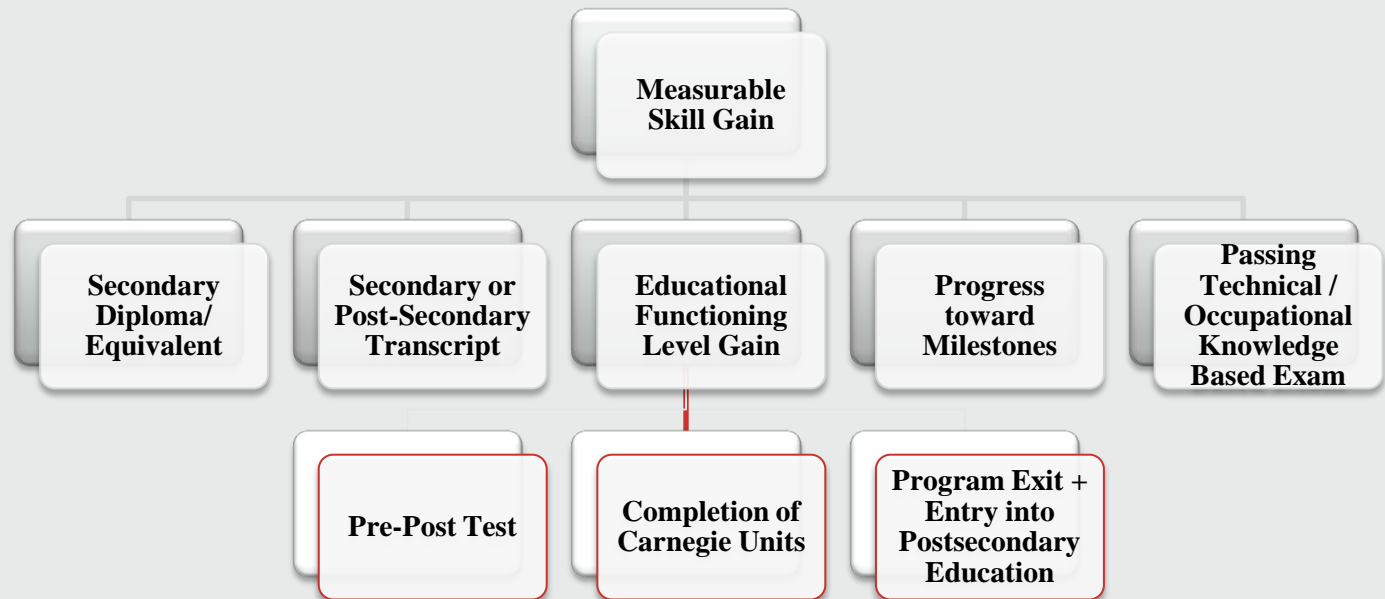
1. Achievement of at least one educational functioning level, if receiving instruction below postsecondary education level
2. Attainment of secondary school diploma or equivalent
3. Secondary or postsecondary transcript for sufficient number of credit hours
 - **Secondary**: transcript or report card for 1 semester
 - **Postsecondary**: at least 12 hours per semester or, for part-time students, a total of at least 12 hours over 2 completed consecutive semesters

Five Types of Measurable Skill Gains (cont.)



4. Satisfactory progress report toward an established milestone from an employer or training provider
5. Passage of an exam required for an occupation or progress attaining technical/occupational skills as evidenced by trade-related benchmarks

Five Types of Measurable Skills Gains (1gain/per person/per participation period)



Three Ways To Measure Educational Functioning Level Gain



- Programs may measure measurable skill gains type #1, educational functioning level gain by:
 - Comparing initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test;
 - Awarding of credits or Carnegie units for States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure; or
 - Enrolling in postsecondary education and training during the program year if the participant exits a program below the postsecondary level.

Operational Parameters

– Measurable Skill Gain



- All participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment are counted in the calculation of this indicator

Operational Parameters by Program



■ Who is Included in the Indicator – Title I

- Title I Adult and DW – Only individuals in training count in the indicator (includes OJT and customized training)
- Title I Youth – All ISY are included, certain OSY are included
 - OSY in occupational skills training, secondary or postsecondary while in program

Operational Parameters by Program



■ Who is Included in the Indicator:

- **Title II** – All adult education participants are included
- **Title III** – All Title III-only participants are **EXCLUDED**
- **Title IV** – All participants enrolled in an education or training program identified on their IPE are included

Operational Parameters – Types of MSG



Operational Parameters – Individual Core Programs	
Core Program	Type of Measurable Skill Gains
Title I – Adult and Dislocated Worker	<ul style="list-style-type: none"> Measured by achievement of any of the 5 types of measurable skill gains No specific measurable skill gain types required for specific Adult or Dislocated Worker participants
Title I – Youth	<ul style="list-style-type: none"> Measured by achievement of any of the 5 types of measurable skill gains No specific measurable skill gains types required for specific Youth participants Type of skill gain should be based on the youth's individual service strategy
Title II – AEFLA	<ul style="list-style-type: none"> Measured by: <ul style="list-style-type: none"> Achievement of at least one educational functioning level, OR Documented attainment of a secondary school diploma or its recognized equivalent.
Title IV – VR	<ul style="list-style-type: none"> May be measured by achievement of any of the 5 measurable skill gains.

Measurable Skill Gains Qs & As



Q: Am I understanding correctly that there will be a significant number of participants who although they are not subject to the credential attainment indicator are indeed subject to the skill gain indicator?

A: Yes. There may be participants who are excluded from the Credential Attainment indicator and are included in the Measurable Skill Gain indicator. For example, for title I Adult and DW those in OJT and customized training are not included in the credential indicator, but are included in the measurable skill gains indicator. For title I Youth, the participants included in the two indicators are the same with the exception that credential is an exit-based measure, whereas measurable skill gains is not exit-based.

Measurable Skill Gains Qs & As



Q: If a participant is carried over from PY 2015 but is still in occupational skills training or high school equivalency training, can we enter measurable skills gains if after 7/1/2016 they show academic progress through a report card/transcript or passage of an exam that is required for the occupation?

A: Yes. If the participant is still in education or training during PY 2016 and achieves one of the types of measurable skill gains during PY 2016, they would count as a success in the indicator in PY 2016.

Measurable Skill Gains Qs & As



Q: Can a customer have multiple positives in the measurable skill gains indicator?

A: If a participant achieves more than one type of gain during a period of participation, then only one gain per participant is counted towards the measurable skill gains indicator for that reporting period. If the participant participates in parts of two program years and makes measurable skill gains in both program years, one gain in each of those program years would count in the indicator.

Measurable Skill Gains Qs & As



Q: If a participant successfully completes a work experience, will they count in the measurable skills gains performance indicator?

A: No. The participant must be in an education or training to be included in the measurable skill gains indicator. Work experience is not considered education or training; therefore, participation in work experience alone would not put the participant in the denominator for the measurable skill gains indicator.

Measurable Skill Gains Qs & As



Q: Does enrollment in developmental education classes count for the “enter postsecondary education” component of the measurable skill gains indicator?

A: Yes. Entry into developmental education classes will count as entry into postsecondary education and can be counted towards an educational functioning level (EFL) achievement.

Measurable Skill Gains Qs & As



Q: Can ESL participants be credited for entry into postsecondary education under measurable skill gains if they are not enrolled in ASE?

A: Yes. Entry into postsecondary education is one way to measure educational functioning level gain as part of the measurable skill gains indicator. Any student who enters postsecondary education after exit is counted as achieving a measurable skill gain, regardless of whether they are enrolled ABE, ESL or ASE.

Measurable Skill Gains Qs & As



Q: If a participant is enrolled in one of the core programs during multiple program years, are they able to earn more than one measurable skill gains during their time in the program?

A: Yes. They are able to count one measurable skill gains per period of participation. For example, if VR is paying for a participant to attend college, the participant could receive a measurable skill gains each year that they are in college, if the participant earns a sufficient number of credit hours in consecutive semesters during the program year.

Period of Participation



Date of Program Entry (PIRL element 900), tracks the Date of Program Entry by requiring the initial service delivery date.

This data element must be collected for all participants.

Reportable Individual

- Provides identifying information;
- Only uses the self-service system;
- Only receives information-only services or activities;
- Not included in performance outcomes.

Participant

- Reportable individual;
- Received services OTHER than the services described in § 677.150(a)(3);
- Satisfies applicable programmatic requirements for the provision of services.

WIOA PERFORMANCE ACCOUNTABILITY REPORTING

WIOA Participant Individual Record Layout (PIRL)

- **What is the PIRL?**

- Provides a standardized set of data elements, definitions, and reporting instructions
- Information will be used to describe the characteristics, activities, and outcomes of WIOA participants

- **Who will use the PIRL?**

- All WIOA Title I and Title III programs will use this specific layout for reporting to DOL
- States and local areas will be required to collect information that **corresponds** with data elements and descriptions in the PIRL

- **The Mechanics of the PIRL**

- OCTAE will incorporate PIRL data elements and descriptions into the National Reporting System (NRS) for the Adult Education and Family Literacy Act (AEFLA)
- Rehabilitative Services Administration (RSA) will incorporate PIRL data elements and descriptions into the RSA-911

WIOA Statewide Performance Report Template

- The report meets WIOA-mandated statewide annual performance reporting requirements for core programs, including:
 - Primary performance indicators
 - Participant counts and costs
 - Barriers to employment
- The same template will be used for Title I Local Performance Reports, which are a subset of the Statewide Performance Reports.

Data Element Specifications

- Defines data elements used in constructing the performance outcomes.
- Provides common data elements, plain text, and technical specifications necessary for consistent calculation of report elements. These will be used differently by each agency as follows:
 - RSA will incorporate data elements and technical specifications, as appropriate, into RSA 911
 - OCTAE will incorporate data elements and technical specifications, as appropriate, into NRS Implementation Guidelines for aggregate reporting
 - ETA will incorporate these common data elements into a larger ICR, which encompasses several DOL-funded programs, to establish unified reporting requirements.

Performance System Transition

- ETA assessed each program's performance reporting practices to determine the best way to transition to the new system.
- The statutory provisions for WIOA performance accountability and reporting became effective July 1, 2016, for WIOA authorized and competitive grant programs.
- The following table outlines the basic timelines and reporting requirements for each program.

Performance Reporting Transition



1. WIOA Adult, Dislocated Worker, and Youth Programs

2. Wagner-Peyser Employment Service

3. National Dislocated Worker Grants

1. States are required to collect and report according to WIOA Sec. 116 as of July 1, 2016.

2. States are required to collect and report according to WIOA Sec. 116 as of July 1, 2016.

3. Grants awarded after July 1, 2016 adopt the WIOA Performance Indicators and submit participant record files according to specs for the new performance reporting system.

Performance Reporting Transition



4. National Farmworkers Jobs Program (NFJP)
4. Grants awarded after July 1, 2016 will utilize the new performance reporting system.
5. Trade Adjustment Assistance
5. States are required to report according to TAARA 2015 Sections 239(j) and 249(b), starting October 2016.
6. Monitor Advocate System (MSFW)
6. States will continue to use the Labor Exchange Agricultural Reporting System (LEARS) to report services to MSFWs in the Wagner-Peyser Program.
7. Jobs for Veterans
7. States are required to collect and report in accordance with Sec. 116(b) on July 1, 2016.



TEGL 10-17 Attachments

TEGL 10-17 – ATTACHMENT 1

DEFINITIONS OF TERMS RELATED TO PERFORMANCE ACCOUNTABILITY



Attachment 1 Definitions of Terms Related to the Performance Accountability System

- **Common Exit** – occurs when a participant, enrolled in multiple partner programs, has not received services from any DOL-administered program in which the participant is enrolled, to which the common exit policy applies, for at least 90 days, and no future services are planned.
- **Competitive Integrated Employment** – in general, for individuals with disabilities, work performed by an individual on a part-time or full-time basis, including self-employment within an integrated setting within the community. The individual must be compensated at minimum wage or higher, using the higher of the Federal, State, or local rate, and at a rate comparable to the wage paid to non-disabled workers performing the same tasks, including receiving the same benefits and opportunities for advancement.
- **Customized Training** – is training that:
 - a. is designed to meet the specific requirements of an employer (including a group of employers);
 - b. is conducted with a commitment by the employer to employ an individual upon successful completion of the training; and
 - c. for which the employer pays—(i) a significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and such other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees (at present and anticipated upon completion of the training), relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities; and (ii) in the case of customized training involving an employer located in multiple local areas in the State, a significant portion of the cost of the training, as determined by the Governor of the State, taking into account the size of the employer and such other factors as the Governor determines to be appropriate.
- **Employment** – Describes when an individual is working in a paid, unsubsidized job or, for participants in titles I, II, or III, working 15 hours or more a week in an unpaid job on a farm or business operated by a family member or participant. A participant enrolled in the title IV VR program must be employed in a job that meets the definition of competitive integrated employment, as defined in 34 CFR § 361.5(c)(9) (including customized employment, self-employment, telecommuting, or business ownership), or supported employment, as defined in 34 CFR 361.5(c)(53), in competitive integrated employment that is individualized and

TEGL 10-17 – ATTACHMENT 1 (cont.)

DEFINITIONS OF TERMS RELATED TO PERFORMANCE ACCOUNTABILITY



customized, consistent with the unique strengths, abilities, interests, and informed choice of the individual, and includes ongoing support services for individuals with the most significant disabilities.

- **Exit** – As defined for the purpose of performance calculations, exit is the point after which a participant who has received services through any program meets the following criteria:

(1) For the adult, dislocated worker, and youth programs authorized under WIOA title I, the AEFLA program authorized under WIOA title II, and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III, exit date is the last date of service.

(i) The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; services do not include self-service, information-only services, activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.

(2)(i) For the VR program authorized under title I of the Rehabilitation Act of 1973, as amended by WIOA title IV (VR program):

(A) The participant's record of service is closed in accordance with 34 CFR 361.56 because the participant has achieved an employment outcome; or

(B) The participant's service record is closed because the individual has not achieved an employment outcome or the individual has been determined ineligible after receiving services in accordance with 34 CFR 361.43.

(ii) Notwithstanding any other provision of this section, a participant will not be considered as meeting the definition of exit from the VR program if the participant's service record is closed because the participant has achieved a supported employment outcome in an integrated setting but not in competitive integrated employment.

(3)(i) A State may implement a common exit policy for all or some of the core programs in WIOA title I and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III, and any additional required partner program(s) listed in sec. 121(b)(1)(B) of WIOA that is under the authority of the Department of Labor (DOL).

(ii) If a State chooses to implement a common exit policy, the policy must require that a participant is exited only when all of the criteria in paragraph (c)(1) of this section are met for the WIOA title I core programs and the Employment Service program authorized under

TEGL 10-17 – ATTACHMENT 1 (cont.)

DEFINITIONS OF TERMS RELATED TO PERFORMANCE ACCOUNTABILITY



the Wagner-Peyser Act, as amended by WIOA title III, as well as any additional required partner programs listed in sec. 121(b)(1)(B) of WIOA under the authority of the DOL to which the common exit policy applies in which the participant is enrolled.

- **Incumbent worker** – To qualify as an incumbent worker, the individual worker needs to be employed in a situation that meets the Fair Labor Standards Act requirements for an employer-employee relationship, and have an established employment history with the employer for 6 months or more, with the following exception: in the event that the incumbent worker training is being provided to a cohort of employees, not every employee in the cohort must have an established employment history with the employer for 6 months or more as long as a majority of those employees being trained do meet the employment history requirement. An incumbent worker does not have to meet the eligibility requirements for career and training services for Adults and Dislocated Workers under WIOA, unless they also are enrolled as a participant in the WIOA Adult or Dislocated Worker program.
- **Integrated Education and Training Program (IET)** – a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- **Participant** – For the WIOA title I Adult, title I Dislocated Worker, title II, and title III programs, a participant is a reportable individual who has received services other than the services described in 20 CFR § 677.150(a)(3) (or 34 CFR § 463.150(a)(3), as applicable), after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.

As set forth in more detail in section 677.150 (or 34 CFR § 463.150, as applicable), the following individuals are not participants:

- a. Individuals in an AEFLA program who have not completed at least 12 contact hours;
- b. Individuals who only use the self-service system; and
- c. Individuals who receive information-only services or activities, which provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives.

For the title I Youth program, a participant is a reportable individual who has satisfied all applicable program requirements for the provision of services, including eligibility determination, an objective assessment, and development of an individual service strategy, and received 1 of the 14 WIOA Youth program elements identified in sec. 129(c)(2) of WIOA.

TEGL 10-17 – ATTACHMENT 1 (cont.)

DEFINITIONS OF TERMS RELATED TO PERFORMANCE ACCOUNTABILITY



For the title IV VR programs, a participant is a reportable individual who has applied and been determined eligible for VR services, has an approved and signed IPE, and has begun to receive services under the IPE.

- **Participant Individual Record Layout (PIRL)** – the data layout that provides a standardized set of data elements, definitions, and reporting instructions that will be used to describe the characteristics, activities, and outcomes of WIOA participants.
- **Period of participation** – for all indicators, except Measurable Skill Gains, a period of participation refers to the period of time beginning when an individual becomes a participant and ending on the participant's date of exit from the program.
- **Reportable individual** – an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:
 - 1) Individuals who provide identifying information;
 - 2) Individuals who only use the self-service system;
 - 3) Individuals who only receive information-only services or activities; or
 - 4) For the purposes of the title IV VR program only, a student with a disability who solely receives pre-employment transition services, and who has not applied or been determined eligible for VR services and who does not have an approved and signed IPE.
- **Secondary school diploma** – a high school diploma recognized by a State and that is included for accountability purposes under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).
- **Unsubsidized employment** – employment in the private sector or public sector for which the employer does not receive a subsidy from public funds to offset all or a part of the wages and costs of employing an individual.

TEGL 10-17 – ATTACHMENT 2

EXCLUSIONS (PIRL DATA ELEMENT 923)



Attachment 2 – Table A
Exclusions (PIRL Data Element 923)

Attachment 2 – Table A	
Exclusions – Apply To All Participants In Title I Adult, Title I Dislocated Worker, Title II AEFLA, Title III Employment Service, and Title IV VR Programs	
<ul style="list-style-type: none">▪ The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.▪ The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.▪ The participant is deceased.▪ The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.▪ The participant, who was determined to be eligible for program services, is later determined not to have met the program's eligibility criteria. This exclusion applies only to the VR program, in which participant eligibility is routinely revisited during the participation period. For example, in the VR program, an individual may be presumptively eligible in accordance with program regulations and later the individual is found to be too severely disabled to benefit from VR services. As another example, a participant may decide, after receiving some services, to pursue sheltered employment. Because an individual must pursue an employment outcome, and sheltered employment does not meet the definition of an employment outcome for purposes of the VR program, this individual would be determined to be no longer eligible for the VR program. For titles I, II, and III, program eligibility is determined at the time an individual becomes a participant and such eligibility is not revisited during the individual's participation in the program.	

TEGL 10-17 – ATTACHMENT 2 (cont.)

EXCLUSIONS (PIRL DATA ELEMENT 923)



Attachment 2 – Table B
Exclusions (PIRL Data Element 923)

Attachment 2 – Table B	
Exclusions – Apply to Participants in Title I Youth Program	
■	The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.
	The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
	The participant is deceased.
	The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.
	The participant is in the foster care system as defined in 45 CFR 1355.20(a), and exits the program because the participant has moved from the local workforce area as part of such a program or system.

Attachment 2 – Table C
Exclusions: Sec. 225 of WIOA

Attachment 2 – Table C	
Exclusions – Apply to Participants in Title II AEFLA Program	
■	A Title II AEFLA participant, who is a criminal offender in a correctional institution, receives services under sec.225 of WIOA. When these participants remain incarcerated after exit from the program, they are <u>excluded</u> from the calculation of the following WIOA indicators of performance:
	- Employment rate – 2nd quarter after exit;
	- Employment rate – 4th quarter after exit;
	- Median earnings – 2nd quarter after exit; and
	- Credential attainment.
■	All sec. 225 participants are <u>included</u> in the Measurable Skill Gains indicator.

TEGL 10-17 – ATTACHMENT 4

EFFECTIVENESS IN SERVING EMPLOYERS DATA ELEMENTS AND SPECIFICATIONS



Attachment 4 – Table A
Effectiveness in Serving Employers Data Elements and Specifications
(OMB Control: 1205-0526, Expires: 06-30-2019)

Attachment 4 – Table A				
WIOA Effectiveness in Serving Employers Data Elements: Employer Penetration Rate & Repeat Business Customers				
DATA ELEMENT NO.	DATA ELEMENT NAME	DATA TYPE/ FIELD LENGTH	DATA ELEMENT DEFINITIONS/INSTRUCTIONS	CODE VALUE
E1	Employer Penetration Rate (Numerator)	IN 8	Record the total number of establishments, as defined by the Bureau of Labor Statistics Quarterly Census of Earnings and Wages program, that received a service or, if it is an ongoing activity, are continuing to receive a service or other assistance during the reporting period.	XXXXXXXX
E2	Employer Penetration Rate (Denominator)	IN 8	Record the total number of establishments, as defined by the Bureau of Labor Statistics Quarterly Census of Earnings and Wages program, located within the State during the final month or quarter of the reporting period.	XXXXXXXX
E3	Repeat Business Customers (Numerator)	IN 8	Record the total number of establishments, as defined by the Bureau of Labor Statistics Quarterly Census of Earnings and Wages program, that received a service or, if it is an ongoing activity, are continuing to receive a service or other assistance during the reporting period (E1), AND who utilized a service anytime within the previous three years (E4).	XXXXXXXX
E4	Repeat Business Customers (Denominator)	IN 8	Record the number of unique business customers (establishments, as defined by the Bureau of Labor Statistics Quarterly Census of Earnings and Wages program) who have received a service previously in the last three years.	XXXXXXXX

Note: Employee retention rate specifications are not mentioned here as that information is collected by individual participant and is part of the PIRL.

TEGL 10-17 – ATTACHMENT 4 (cont.)

EFFECTIVENESS IN SERVING EMPLOYERS DATA ELEMENTS AND SPECIFICATIONS



Attachment 4 – Table B
Effectiveness in Serving Employers Specifications
(OMB Control: 1205-0526, Expires 06-30-2019)
Employer Repeat Business Customers and Penetration Rate

Attachment 4 – Table B	
B – Employer Services	Reporting Specifications/Instructions
Employer Information and Support Services	<p>Enter the total number of establishments that, during the reporting period, received staff-assisted services designed to educate them about and engage them in the local job market/economy and the range of services available through the local One-Stop delivery system. Establishment information services may be provided in a variety of service interventions including orientation sessions, workshops, or other business consultations (e.g., initial site visits). Information and support services that are delivered to establishments through mass mailings or communications, “cold” calling or other follow-up contacts, and regular establishment newsletters, brochures, or publications are not reportable services under this category.</p> <p>These services include, but are not limited to, providing information on:</p> <ul style="list-style-type: none">▪ State and Federal tax credits or workforce investment incentives (State and Federal tax credits (WOTC) or workforce investment incentives);▪ Customized workforce information on State, regional and local labor market conditions, industries, occupations, and the characteristics of the workforce, skills businesses need, local employment dynamics information such as workforce availability, worker supply and demand, business turnover rates, job creation, and job identification of high growth and high demand industries; and▪ Proactive linkage and referral of establishments to community resources that support their workforce needs.
Workforce Recruitment Assistance	<p>Enter the total number of establishments that, during the reporting period, received workforce recruitment assistance from staff or remotely through electronic technologies. Activities include, but are not limited to, assisting employers to meet their human capital and skilled workforce needs by:</p>

TEGL 10-17 – ATTACHMENT 4 (cont.)

EFFECTIVENESS IN SERVING EMPLOYERS DATA ELEMENTS AND SPECIFICATIONS



B – Employer Services	Reporting Specifications/Instructions
	<ul style="list-style-type: none"> ▪ Supporting employers' search for qualified candidates; ▪ Securing information on job requirements and providing employers with One-Stop staff support for candidate screening and pre-employment interviews at the One-Stop Career Center (or affiliate site) or on site at the place of business; ▪ Taking job order information and promoting the employment opportunities (e.g., advertising the opening to the workforce); ▪ Conducting special recruitment efforts including out-of-area or out-of-state recruitment for candidates with special skills; ▪ Organizing, conducting, and/or participating in job fairs; ▪ Providing employers with meeting/work space at the One-Stop Career Center (or an affiliate site) for screening or interviewing; ▪ Conducting pre-employment testing, background checks and assistance in completion of the I-9 paperwork; and ▪ Providing employers with job and task analysis services, and absenteeism analysis.
Engaged in Strategic Planning/Economic Development	Enter the total number of establishments that, during the reporting period, were engaged in either workforce investment strategic planning or business growth and economic development strategic planning. These activities could include, but are not limited to, participating in community based strategic planning, sponsoring employer forums, securing information on industry trends, providing information for the purpose of corporate economic development planning, and partnering in collaborative efforts to identify workforce challenges and developing strategies to address those challenges.
Accessing Untapped Labor Pools	Enter the total number of establishments that, during the reporting period, established pipeline activities in partnership with the public workforce system. Activities include, but are not limited to, outreach to youth, veterans, individuals with disabilities, older workers, ex-offenders, and other targeted demographic groups; industry awareness campaigns; joint partnerships with high schools, community colleges, or other education programs to improve skill levels; and programs to address limited English proficiency and vocational training.
Training Services	Enter the total number of establishments that, during the reporting period, received publicly funded training assistance, including customized training, OJT, and incumbent worker training.
Incumbent Worker Training Services	Enter the total number of establishments that, during the reporting period, received publicly funded incumbent worker training assistance.

TEGL 10-17 – ATTACHMENT 4 (cont.)

EFFECTIVENESS IN SERVING EMPLOYERS DATA ELEMENTS AND SPECIFICATIONS



B – Employer Services	Reporting Specifications/Instructions
Rapid Response/Business Downsizing Assistance	Enter the total number of establishments that, during the reporting period, received an initial on-site visit or contact to either (a) discuss the range of rapid response services and other assistance available to workers and employers affected by layoff, plant closures, or natural disasters, or (b), as required by WIOA section 3(51) (A), plan a layoff response following notification of a current or projected permanent closure or mass layoff, including natural or other disasters.
Planning Layoff Response	Of the total number of establishments reported in Row C.6, enter the total number of establishments that received an initial on-site visit or contact, as required by WIOA section 3(51)(A), to plan a layoff response following notification of a current or projected permanent closure or mass layoff, including natural or other disasters.

C – Performance Results	
Employer Penetration Rate	Employer Penetration Rate (Numerator) ÷ Employer Penetration Rate (Denominator) X 100
Repeat Business Customers Rate	Repeat Business Customers (Numerator) ÷ Repeat Business Customers (Denominator) X 100

TEGL 10-17 – ATTACHMENT 10

CALCULATIONS – WIOA INDICATORS OF PERFORMANCE



Attachment 10 Calculations – WIOA Indicators of Performance

Figure 1: Calculation: Employment Rate – Second Quarter After Exit Quarter (All non-youth Participants)

The data for the numerator in this calculation is drawn from PIRL 1602 or RSA-911 Element 383: Employed in Second Quarter After Exit Quarter.

Numerator

Of all participants in the denominator:

Participants who were employed in the 2nd quarter after program exit (PIRL 1602; code value #1, 2, or 3) or (RSA-911 Element 383; code #1, 2, 3, or 4).

Denominator

Total # of Participants who exited during the reporting period from title I adult (PIRL 903; code value #1, 2, or 3), title I dislocated worker (PIRL 904; code value #1, 2, or 3), title II AEFLA (PIRL 910; code value #1), title III Employment Service (PIRL 918; code value #1), and title IV VR (PIRL 917; code value #1, 2, or 3) or (RSA-911 Element 355; code #13, 14, 16, 17, 18, or 19) programs, except those that exit for any of the reasons listed in (PIRL 923; code value #1, 2, 3, 4, 5, 6, or 7) or (RSA-911 Element 355; code #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, or 15).

Figure 2: Calculation: Title I Youth Education and Employment Rate – Second Quarter After Exit Quarter (Not applicable to title II AEFLA and title IV VR)

The data for the numerator in this calculation is the unique count of records showing participants employed, which is drawn from PIRL 1602: Employed in Second Quarter After Exit Quarter and from PIRL 1900: Youth 2nd Quarter Placement (Title I).

Numerator

Of all participants in the denominator:

Youth employed in the 2nd quarter after program exit (PIRL 1602; code value #1, 2, or 3) or youth in training or education in the 2nd quarter after program exit (PIRL 1900; code value #1, 2, or 3).

Denominator

Total # of participants who exited during the reporting period from title I youth program (PIRL 905; code value #1, 2, or 3), except those that exit for any of the reasons listed in (PIRL 923; code value #1, 2, 3, 4, 5, 6, or 7).

TEGL 10-17 – ATTACHMENT 10 (cont.)

CALCULATIONS – WIOA INDICATORS OF PERFORMANCE



Attachment 10 Calculations – WIOA Indicators of Performance

Figure 3: Calculation: Employment Rate – Fourth Quarter After Exit Quarter (All non-youth Participants)

The data for the numerator in this calculation is drawn from PIRL 1606 or RSA-911 Element 389 (Employed in 4th Quarter After Exit Quarter).

Numerator

Of all participants listed in the denominator:

Participants who were employed in the 4th quarter after program exit (PIRL 1606; code value #1, 2, or 3) or (RSA-911 Element 389; code #1, 2, 3, or 4).

Denominator

Total # of participants who exited during the reporting period from title I adult (PIRL 903; code value #1, 2, or 3), title I dislocated worker (PIRL 904; code value #1, 2, or 3), title II AEFLA (PIRL 910; code value #1), title III Employment Service (PIRL 918; code value #1), and title IV VR (PIRL 917; code value #1, 2, or 3) or (RSA-911 Element 355; code #13, 14, 16, 17, 18, or 19) programs, except those that exit for any of the reasons listed in (PIRL 923; code value #1, 2, 3, 4, 5, 6, or 7) or (RSA-911 Element 355; code #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, or 15).

Figure 4: Calculation: Title I Youth Education and Employment Rate – Fourth Quarter After Exit Quarter (Not applicable to title II AEFLA and title IV VR)

The data for the numerator in this calculation is the unique count of records showing participants employed drawn from PIRL 1606: Employed in 4th Quarter After Exit Quarter and from PIRL 1901: Youth 4th Quarter Placement (Title I).

Numerator

Of all participants in the denominator:

Youth employed in the 4th quarter after program exit (PIRL 1606; code value #1, 2, or 3) or youth in training or education in the 4th quarter after program exit (PIRL 1900; code value #1, 2, or 3).

Denominator

Total # of participants who exited during the reporting period from title I youth program (PIRL 905; code value #1, 2, or 3), except those that exit for any of the reasons listed in (PIRL 923; code value #1, 2, 3, 4, 5, 6, or 7).

TEGL 10-17 – ATTACHMENT 10 (cont.)

CALCULATIONS – WIOA INDICATORS OF PERFORMANCE



Attachment 10 Calculations – WIOA Indicators of Performance

Figure 5: Calculation: Median Earnings Indicator

The median is the number that is in the middle of the series of numbers, so that there is the same quantity of numbers above the median as there are below the median.

The data for this calculation is drawn from *PIRL 1704* or *RSA-911 385: Wages 2nd Quarter After Exit Quarter*.

$\{(n + 1) \div 2\}$ value, where n is the number of earnings for all participants who exited during the reporting period employed in unsubsidized employment in the 2nd quarter after exit (PIRL 1704) or (RSA-911 Element 385), except those that exit for specified reasons listed in (PIRL 923; code value #1, 2, 3, 4, 5, 6, or 7) or (RSA-911 Element 355; code #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, or 15).

1. To calculate the median, wages must first be ranked (sorted in ascending order).
2. The median earnings value is the wage in the middle of the rank order list.
3. Median = the middle value of a set of ordered data.

If the list rank order of earnings contains an even number of values, sum the two middle values and divide by two. Whether there is an odd or even number of entries in the list of earnings values, there will be an equal number of records above and below the median value.

Example of Calculation of Median Earnings

If the series of values is 1, 2, 12, 22, 33, 43, 195, the median value is the number that is in the middle of the series of numbers, so that there is the same quantity of numbers above the median as there is below the median. In this example, the median value would be 22.

If there is an even number of values, such as 1, 2, 12, 22, 27, 33, 43, 195 the median value is the sum of the two middle values divided by two. In this case the median value would be $(22 + 27) / 2 = 24.5$

TEGL 10-17 – ATTACHMENT 10 (cont.)

CALCULATIONS – WIOA INDICATORS OF PERFORMANCE



Attachment 10 Calculations – WIOA Indicators of Performance

Figure 6: Calculation: Credential Attainment Rate Indicator

$$\text{Credential Attainment Indicator} = \frac{A+C}{B+D}$$

Postsecondary Credential

Numerator A

Of all Participants included in the denominator:

The date on which a participant attains a credential (PIRL 1801) or (RSA-911 Elements 87, 88, 89, 90, 93, 94, 95, or 377) occurs during participation in, or within 1 year after Program Exit (PIRL 901) or (RSA-911, Element 353) **AND**

The type of credential attained (PIRL 1800; code value #2, 3, 4, 5, 6, 7, or 8) or (RSA-911 Elements 87, 88, 89, 90, 93, 94, 95, or 378) is recognized as a postsecondary credential.

Denominator B

Date of Program Exit (PIRL 901) or RSA-911 Element 353) is within the timeframe being reported (i.e., Jan 1, 2017 – Dec 31, 2017) **AND**

At least one type of training service (PIRL 1303, PIRL 1310, or PIRL1315; code value #2, 3, 4, 6, 7, 8, 9, or 10) or (RSA-911 Elements 150, 151, 164, 170, 171, 177, 178, 184, 185, 191, 192, 198, 199) in which the participant was enrolled is considered "Postsecondary" **OR**

The participant participated in postsecondary education (PIRL 1332; code value #1) or (RSA-911 Element 84; code #1), except those that exit for specified reasons listed in (PIRL 923; code value #1, 2, 3, 4, 5, 6, or 7) or (RSA-911 Element 355, code # 1, 2, 3 ,4, 5, 6, 7, 8, 9, 10, 11, 12, or 15).

TEGL 10-17 – ATTACHMENT 10 (cont.)

CALCULATIONS – WIOA INDICATORS OF PERFORMANCE



Attachment 10 Calculations – WIOA Indicators of Performance

Figure 6 (cont.): Calculation: Credential Attainment Rate Indicator

$$\text{Credential Attainment Indicator} = \frac{A+C}{B+D}$$

Secondary Credential

Numerator

C

Of all participants included in the denominator:

The date on which a participant attains a credential (PIRL 1801) or (RSA-911 Element 81 or 82) occurs during participation in, or within 1 year after Program Exit (PIRL 901) or (RSA-911 Element 353) **AND**

The type of credential attained (PIRL 1800, code value #1) is recognized as a Secondary School Diploma/or Equivalency **AND**

The participant enrolls in a post exit education or training program leading to a recognized postsecondary credential (PIRL 1406) or (RSA-911 Element 376) within 1 year after program exit (PIRL 901) or (RSA-911 Element 353) **OR**

The participant is employed in the 1st Quarter (PIRL 1600; code value #1, 2, or 3) or (RSA-911 Element 379; code #1, 2, 3, or 4), 2nd Quarter (PIRL 1602; code value #1, 2, or 3) or (RSA-911 Element 383; code #1, 2, 3, or 4), 3rd Quarter (PIRL 1604; code value #1, 2, or 3) or (RSA-911 Element 386; code #1, 2, 3, or 4), or 4th Quarter (PIRL 1606; code value #1, 2, or 3) or (RSA-911 Element 389; code #1, 2, 3, or 4) after program exit.

Denominator

D

Date of Program Exit (PIRL 901) or (RSA-911 Element 353) is within the timeframe being reported (i.e., Jan 1, 2017 – Dec 31, 2017) **AND**

At least one type of training service in which the participant was enrolled (PIRL 1303, PIRL 1310, or PIRL 1315) is considered "Secondary" [code value #4 for "ABE or ESL (contextualized or other) in conjunction with Training (non-TAA funded)"] or (RSA-911 Elements 170 and 171) **OR**

The participant was "Enrolled in Secondary Education Program at Program Entry" (PIRL 1401, code value #1) or (RSA-911 Element 78; code #1), except those that exit for specified reasons listed in (PIRL 923, code value #1, 2, 3, 4, 5, 6, or 7) or (RSA-911 Element 355; Code #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, or 15).

TEGL 10-17 – ATTACHMENT 10 (cont.)

CALCULATIONS – WIOA INDICATORS OF PERFORMANCE



Attachment 10 Calculations – WIOA Indicators of Performance

Figure 7: Calculation: Measurable Skill Gains Indicator

Numerator

Of all the participants in the denominator:

[The unique count of the most recent date which on participants achieved a Measurable Skill Gains is in the reporting period, via one of the following:

Educational Functioning Level (PIRL 1806) or (RSA-911 Element 343)

OR Postsecondary Transcript/Report Card (PIRL 1807) or (RSA-911 Element 345)

OR Secondary Transcript/Report Card (PIRL 1808) or (RSA-911 Element 344)

OR Training Milestone (PIRL 1809) or (RSA-911 Element 346)

OR Skills Progression (PIRL 1810) or (RSA-911 Element 347)]

Denominator

All participants enrolled in an education or training program leading to a recognized postsecondary credential or employment (PIRL 1811) or (RSA-911 Element 85) except those that exit for specified reasons listed in (PIRL 923; code value #1, 2, 3, 4, 5 or 6) or (RSA-911 Element 355; Codes #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, or 15).

WIOA Performance Accountability – What's Next?



- **Technical Assistance**

- Performance Accountability Webcast Modules – Multiple release dates beginning February 2017
- Next convening – April 2017 in Dallas, TX

- **Guidance** (To be published jointly with ETA, OCTAE, RSA)

- Supplemental Wage Information Guidance
- ETP Reporting Guidance
- Data Validation Guidance
- WIOA Annual Report Guidance
- Sanctions Policy Guidance
- Customer Satisfaction Guidance
- Fiscal and MIS/Integration Data Systems Guidance



??QUESTIONS??