



PERFORMANCE INDICATORS

Policy Number: 221, Revision 4

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I. BACKGROUND:

The Workforce Innovation and Opportunity Act (WIOA) Sec. 116(b)(2)(A) and Training and Employment Guidance Letter (TEGL) 10-16, Change 3, describe the Federal Performance Measures for WIOA Adult, Dislocated Worker and Youth programs.

The new WIOA performance measures will be negotiated each year for revised targets.

All applicable federal performance measures will be calculated for the appropriate performance period by the Washington State Training Coordinating board and provided to the Department of Labor as published in an annual report.

II. POLICY:

For eligible Adults, Dislocated Workers and Youth, the following Federal measures apply:

- Entered Employment Rate 2nd Quarter after exit (Youth to include education/training activities)
- Entered Employment Rate 4th Quarter after exit (Youth to include education/training activities)
- Median Earnings 2nd Quarter after exit
- Credential Attainment
- Measurable Skills Gain

- Effectiveness of Serving Employers

Exclusions:

Under TEGL 10-16, Change 3, Attachment II, Table A, it allows for 5 defined Adult and Dislocated Worker exclusions to the performance measures.

1. 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.
2. 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.
3. The participant is deceased.
4. 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.
5. The participant, who was determined to be eligible for program services, is later determined not to have met the program's eligibility criteria.

Under TEGL 10-16, Change 3, Attachment II, Table B, it allows for 5 defined Youth exclusions to the performance measures.

1. 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.
2. 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.
3. The participant is deceased.

4. 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.
5. 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.

Federal Performance Measures include the following:

Measure 1: Entered Employment Rate 2nd Quarter After Exit:

The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program (for Title I Youth, the measure is the percentage of participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program).

Measure 2: Entered Employment Rate 4th Quarter After Exit:

The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program (for Title I Youth, the measure is the percentage of participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program).

Measure 3: Median Earning 2nd Quarter After Exit:

The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program, as established through direct UI wage record match, Federal or military employment records, or supplemental wage information.

Measure 4: Credential Attainment:

The percentage of those participants enrolled in an education or training program (excluding those in OJT and Customized Training) who attained a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.

A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent *only if* the participant is employed or is enrolled in an education or training program leading to a recognized post-secondary credential within one year after exit from the program.

Definition of Credential: This indicator measures attainment of two types of credentials: either a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent.

A recognized post-secondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal government, or an associate or baccalaureate degree, as well as graduate degrees for purposes of the VR program as required by Sec. 103(a)(5) of the Rehabilitation Act. A recognized post-secondary credential is 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. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations. Certificates awarded by workforce development boards (WDBs) and work readiness certificates are not included in this definition because neither type of certificate is recognized industry-wide, and they do not document the measurable technical or industry/occupational skills necessary to gain employment or advance within an occupation. Likewise, such certificates must recognize technical or industry/occupational skills for the specific industry/occupation rather than general skills related to safety, hygiene, etc., even if such general skills certificates are broadly required to qualify for entry-level employment or advancement in employment.

Sections 766-769 of the Higher Education Act of 1965, as amended, authorize the Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities. U.S. Department of Education provides grants to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high-quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. These programs support students with intellectual disabilities in continuing academic, career, technical, and independent living instruction to prepare them for employment. Students may or may not earn a recognized postsecondary credential upon completing these programs. Therefore, WIOA core programs, particularly the Vocational Rehabilitation (VR) program, must review whether participants who complete these programs earn a credential that meets the definition of a recognized postsecondary credential.

A variety of different public and private entities issue recognized post-secondary credentials. Below is a list of the types of organizations and institutions that award recognized post-secondary credentials (not all credentials by these entities meet the definition of recognized post-secondary credentials).

- A State educational agency or a State agency responsible for administering vocational and technical education within a State;
- An institution of higher education described in Sec. 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs;
- An institution of higher education that is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes;
- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or product manufacturer or developer (e.g., recognized Microsoft Information Technology certificates, such as Microsoft Certified IT Professional (MCITP), Certified Novell Engineer, a Sun Certified Java

Programmer, etc.) using a valid and reliable assessment of an individual's knowledge, skills and abilities;

- ETA's Office of Apprenticeship or a recognized State Apprenticeship Agency;
- A public regulatory agency, which awards a credential upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., Federal Aviation Administration aviation mechanic license or a State-licensed asbestos inspector);
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons; or
- Employment and Training Administration's Job Corps program, which issues certificates for completing career training programs that are based on industry skills standards and certification requirements.

Definition of a Secondary School Diploma: For purposes of the credential attainment performance measure, a secondary school diploma (or alternate diploma) (commonly referred to as a high school diploma) is one that is 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). A secondary school equivalency certification signifies that a student has completed the requirements for high school education. The types of recognized equivalents, for those not covered under ESEA, that would satisfy this performance measure are those recognized by a State.

Examples of secondary school diplomas, alternate diplomas, and recognized equivalents recognized by individual States include:

- Obtaining certification of attaining passing scores on a State-recognized high school equivalency test.
- Earning a secondary school diploma or State-recognized equivalent through a credit bearing secondary education program sanctioned by State law, code, or regulation.
- Obtaining certification of passing a State recognized competency-based assessment.

- Completion of a specified number of college credits.

Types of Acceptable Credentials:

The following are acceptable types of credentials that count toward the credential attainment measure:

- Secondary School diploma or recognized equivalent
- Associate degree
- Bachelor's degree
- Graduate degree for purposes of the VR program
- Occupational licensure
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
- Occupational certification
- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment.

Who is included in the Denominator of the Credential Attainment Indicator: Not all participants who exit will be included in the Credential Attainment denominator. Participants who are enrolled in a post-secondary education or training program (except for OJT and Customized Training) during participation, or who are enrolled in a secondary education program (at or above the 9th grade level) without a secondary school diploma or equivalent during participation, are included in the credential attainment denominator once they have reached one year after exit, subject to the "Special Rule" below.

All In-School Youth (ISY) are included in the credential attainment indicator since they are attending secondary or post-secondary school. Only Out-of-School Youth (OSY) who participates in one of the following are included in the credential attainment measure:

1. the program element occupational skills training
2. the program element education offered concurrently with workforce preparation

3. secondary education at or above the 9th grade level during participation in the Title I Youth program
4. post-secondary education during participation in the Title I Youth program
5. Title II-funded adult education at or above the 9th grade level during participation in the Title I Youth program
6. YouthBuild during participation in the Title I Youth program
7. Job Corps during participation in the Title I Youth program

Exclusions from the Measure:

See Exclusions on Pages 2 and 3. Also excluded are participants who exited a program and were enrolled only in an OJT or Customized Training.

Special Rule Relating to Secondary School Diplomas and Recognized Equivalents in the Calculation of the Credential Attainment Indicator: Participants who obtain a secondary school diploma or its recognized equivalent must also meet an additional condition before they are counted as a successful outcome and included in the numerator of the credential attainment indicator. These participants must be employed or enrolled in an education or training program leading to a recognized post-secondary credential within one year following exit.

All program participants who received training that was not OJT or Customized Training are included in the credential attainment measure.

See Attachment 1: Credential Attainment Decision Path.

Measure 5: Measurable Skills Gain:

The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving documented academic, technical, occupational, or other forms of progress, towards a credential or employment (see 20 CFR § 677.155(a)(1)(v)).

For Youth, the measurable skills gain should be based on the participant's IPP.

The measurable skill gains indicator is used to measure the interim progress of participants who are enrolled in education or training services for a specified reporting period. Therefore, it is not an exit-based measure. Instead, it is intended to capture important progressions through pathways that offer different services based on program purposes and participant needs and can help fulfill the vision for a workforce system that serves a diverse set of individuals with a range of services tailored to individual needs and goals.

Depending upon the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following:

1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the post-secondary education level;
2. Documented attainment of a secondary school diploma or its recognized equivalent;
3. Secondary or post-secondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
4. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
5. Successful passage of 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.

In order to claim a measurable skills gain the education or training touchpoint must be entered for the entire length of the training. That includes any pre-requisite training and ends when the last test is given. Thus the start date for the touchpoint is the date of the pre-requisite (i.e. CPR/First Aid) and the end date is the date of the last test (i.e. state NAC test). This ensures the capture of the measurable skills gain.

If the participant was enrolled in postsecondary education at program entry, the date of registration (enrollment) 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.

Methodology:

Calculation includes all participants:

The number of program participants during the reporting period who are in an education or training program that leads to a recognized post-secondary credential or employment and are achieving measurable skill gains based on attainment of at least one type of gain DIVIDED by the number of program participants during the reporting period who are in an education or training program that leads to a recognized post-secondary credential or employment.

Participants who, during any point in the program year, are in an education or training program that leads to a recognized post-secondary credential or employment are included in the **denominator**. This includes participants who continue to receive services as well as those who have participated during the reporting period and have exited the program. Data for the denominator in this calculation is drawn from PIRL 1811: Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Post-secondary Credential or Employment and PIRL 1813: Date Completed During Program Participation an Education or Training Program Leading to a Recognized Credential or Employment. The denominator for this indicator includes all individuals where the range of dates between PIRL 1811 and PIRL 1813 (or the end of the report period if PIRL 1813 is null) overlaps with the program year being measured. For Title I and Title IV VR, participants who complete their education or training prior to the start of a program year but have not exited and are still receiving services are not included in the denominator for program years that occur after their completion date in PIRL 1813. If a participant starts a new education or training program after the date reported in PIRL 1813, grantees must

remove the date in PIRL 1813 and replace the date in PIRL 1811 with the new education or training start date.

The **numerator** is the number of program participants defined above who achieved at least one type of gain. A participant may have achieved more than one type of gain in a reporting period; however, only one gain per participant in a reporting period may be used to calculate success on the measurable skill gains indicator.

Who is included in the Calculation of the Measurable Skills Gain:

All participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment are counted in the calculations of this indicator. All participants who are in a title I Adult- or Dislocated Worker- funded training program are included in the measurable skills gains indicator. This includes all participants in work-based training.

All In-School Youth (ISY) are included in the measurable skills gain indicator since they are attending secondary or post-secondary school. Only Out-of-School Youth (OSY) who are in one of the following are included in the indicator:

1. the program element occupational skills training
2. the program element education offered concurrently with workforce preparation
3. secondary education during participation in the Title I Youth program
4. post-secondary education during participation in the Title I Youth program
5. Title II-funded adult education during participation in the Title I Youth program
6. YouthBuild during participation in the Title I Youth program
7. Job Corps during participation in the Title I Youth program

Exclusions from the Measure:

See Exclusions on Pages 2 and 3.

Additional Operational Parameters:

- Participants are only included in the denominator one time per reporting period (i.e., program year), regardless of how many skill gains they achieve in a given program year unless the individual has more than one period of participation in a given program year. Likewise, participants are only included in the numerator one time per reporting period (i.e., program year), regardless of how many skill gains they achieve in a given program year unless the individual has more than one period of participation in a given program year;
- A participant who exits the program and re-enrolls in the program during the same program year and is in an education or training program will be in the indicator two times for that particular program year;
- The measurable skill gains indicator is different from the other indicators because it is not exit-based, meaning that a participant can achieve a measurable skill gain while still participating in a program; and
- Programs should not delay enrollment or services to participants until a new program year even if programs believe there is insufficient time for the participant to make any type of measurable skill gain by the end of that program year.

For performance accountability purposes, the measurable skill gains indicator calculates the number of participants who attain at least one type of gain during each period of participation within a given program year. Since this measure is not exit-based, each unique period of participation in an education or training program triggers inclusion in the calculation. Participants will achieve a successful outcome in the measure as long as they attain one type of gain applicable to the core programs.

Measure 6: Effectiveness of Serving Employers:

WIOA Sec. 116(b)(2)(A)(i)(VI) requires the Department of Labor and Department of Education (Departments) to establish a primary indicator of performance for effectiveness in serving employers. As planned, the Departments will define this indicator through rulemaking.

The three approaches implemented by the Departments are designed to gauge three critical workforce needs of the business community:

1. Providing employers with skilled workers;
2. Providing quality engagement and services to employers and sectors and establishing productive relationships with employers and sectors over extended periods of time; and
3. Providing quality engagement and services to all employers and sectors within a State and local economy.

Three Approaches to Measuring Effectiveness in Serving Employers (Each State must select two and may also develop a third State-established measure(s).)

1. Retention (Retention with the same employer) – This approach captures the percentage of participants who exit and are employed with the same employer in the second and fourth quarters after exit. States must use wage records to identify whether a participant’s employer wage record indicates a match of the same establishment identifier (such as a Federal Employer Identification Number (FEIN) or State tax id) in the second and fourth quarters. *This approach is useful in determining whether the core programs are serving employers effectively by improving the skills of their workforce and decreasing employee turnover.*
2. Repeat Business Customers (Percentage of repeat employers using services within the previous three years) – This approach tracks the percentage of employers who receive services that use core program services more than once. *This approach is useful in determining whether employers who receive services from the core programs are satisfied with those services and become repeat customers. This approach also assesses the workforce system’s ability to develop and maintain strong relationships with employers over extended periods of time.*
3. Employer Penetration Rate (Percentage of employers using services out of all employers in the State) – This approach tracks the percentage of employers who are using the core program services out of all employers represented in an area or State served by the public workforce system (i.e., employers served). States are required to track data elements of the WIOA joint reporting requirements for employer penetration rate and repeat business customer measures. American Job Centers will keep track of the number of establishments served within a program year, and States will collect that data and compare it to the aggregate number of

employers in a given State and/or county. *This approach is useful in determining whether the core programs are serving a large portion of employers in an area and are adequately meeting the workforce needs of the area.*

In order to implement the effectiveness in serving employers measure as a shared indicator, the Departments recommend that States centralize the coordination of data collection and reporting into a single agency. Since the measure is dependent on the Bureau of Labor Statistics (BLS) Quarterly Census of Employment and Wages (QCEW) data, UI wage data, and an establishment identifier (such as an employer FEIN or State tax id), the Departments anticipate that the State Workforce Agency (SWA) may be best positioned to report this measure for the State.

States have flexibility in determining which agency is responsible for tracking these services, including the collection of the data and the setting of goals with the local workforce boards.

Note: All participants enrolled in training funded by the WIOA Title I programs are counted for performance accountability purposes. However, participants who receive OJT or Customized Training are not included in the credential attainment measure at 20 CFR 677.155(a)(1)(iv) for performance accountability purposes, but, must be included in the calculation of the other performance measures (TEGL 19-16).

III. ACTION REQUIRED:

Contractors shall insure that appropriate documentation is maintained in participant files to justify the types of outcomes taken for participants.

Contractors shall provide the South Central Workforce (SCW) a quarterly report at the end of each quarter on all follow-up participants. This report will be due the last day of the following month after the end of each quarter with permanent Unsubsidized Employment information to include employer, job title, earnings, and job retention data.

Federal WIOA Performance Measures for Adult Program:

	New Federal WIOA Performance Measures For:	Program Year 2022
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1.	2 nd Quarter Employment	72.2%
2.	4 th Quarter Retention	74.1%
3.	2 nd Quarter Median Earnings	\$6,814
4.	Credential Attainment	66.4%
5.	Measurable Skills Gain	50.0%

Federal WIOA Performance Measures for Dislocated Worker Program:

	New Federal WIOA Performance Measures For:	Program Year 2022
1.	2 nd Quarter Employment	75.2%
2.	4 th Quarter Retention	72.4%
3.	2 nd Quarter Median Earnings	\$7,775
4.	Credential Attainment	67.5%
5.	Measurable Skills Gain	50.0%

Federal WIOA Performance Measures for Youth Program:

	New Federal WIOA Performance Measures For:	Program Year 2022
1.	2 nd Quarter Employment	57.5%
2.	4 th Quarter Retention	55.8%
3.	2 nd Quarter Median Earnings	\$3,233
4.	Credential Attainment	66.3%
5.	Measurable Skills Gain	43.6%

Note: Performance measures are updated by the State of Washington and as they are released, this bulletin will be updated accordingly.

Attachment 1: Measurable Skill Gains

Attachment 1a: Measurable Skill Gains Decision Path

Attachment 2: Credential Attainment Decision Path

REFERENCES:

All Contractors will be monitored for compliance with the MIS procedures for timeliness, accuracy and completeness of all forms and documents.

- 20 CFR § 677.155
- TEGL 10-16, Change 3 – Performance Accountability Guidance for WIOA