

# WDD YOUTH PROVIDER HANDBOOK

## CHAPTER 8

### Youth Performance Measures

#### Overview

##### Introduction

Chapter 9 contains information on the Workforce Innovation and Opportunity Act (WIOA) for Youth Performance Measures.

To comply with WIOA, the Employment Development Department (EDD) is required to submit accurate participant reports and validated individual participant data to the Department of Labor (DOL) on a quarterly and annual basis. DOL utilizes this data to assess the effectiveness of the State and subrecipients in achieving positive outcomes for individuals served under the core and non-core programs.

##### References

This handbook chapter contains information regarding WIOA regulations, and directives received from the United States Department of Labor (DOL) and/or Employment Development Department (EDD).

DOL		EDD	
Training and Employment Guidance Letters (TEGL):		Workforce Services Directives (WSD):	
• 14-18	• 23-19	• 17-07	• 22-01

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# Youth Performance Measures

<b>Introduction</b>	<p>Workforce Innovation and Opportunity Act (WIOA) establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of states, local areas, and providers in achieving positive outcomes for individuals served by the Workforce Development Systems six (6) core programs.</p> <p>This section provides information related to the Workforce Innovation and Opportunity Act (WIOA) Youth performance measures.</p>
<b>Six core programs</b>	<p>The six (6) core programs in WIOA are as follows:</p> <ul style="list-style-type: none"><li>• WIOA Title I includes 3 programs:<ul style="list-style-type: none"><li>– Adult,</li><li>– Dislocated Worker, and</li><li>– Youth.</li></ul></li><li>• WIOA Title II – Adult Education and Family Literacy Act (AEFLA) program</li><li>• WIOA Title III – Employment Service program</li><li>• WIOA Title IV – Vocational Rehabilitation (VR) program</li></ul>
<b>Performance measures</b>	<p>WIOA requires San Bernardino County achieve certain performance outcomes for the WIOA funded Youth program. The six (6) common measures for Youth are:</p> <ul style="list-style-type: none"><li>• Placement in employment in the 2<sup>nd</sup> quarter or education</li><li>• Placement in employment in the 4<sup>th</sup> quarter or education</li><li>• Median Earnings – 2<sup>nd</sup> quarter after exit</li><li>• Credential attainment</li><li>• Measurable Skills Gains:<ul style="list-style-type: none"><li>– Educational Functioning Level (EFL)</li><li>– Secondary School Diploma</li><li>– Transcript/Report Card</li><li>– Progress towards established milestones</li><li>– Skills Progression (passage of an exam)</li></ul></li><li>• Effectiveness in Serving Employers<ul style="list-style-type: none"><li>– Retention with the same employer</li><li>– Repeat Business customers</li></ul></li></ul>
<b>Program performance</b>	<p>Youth Provider must operate its program to meet 100% of the WIOA Title I Youth Performance Measures. The Performance Rates will be negotiated between the State and the Local Workforce Development Board (LWDB). The Program Performance measures are as follows:</p> <ul style="list-style-type: none"><li>• Placement in employment, education, or training in 2<sup>nd</sup> quarter after program exit.</li><li>• Placement in employment, education, or training in 4<sup>th</sup> quarter after program exit.</li><li>• Median Earnings, 2<sup>nd</sup> quarter after exit – Participants who are in unsubsidized employment during the 2<sup>nd</sup> quarter after program exit.</li><li>• Credential rate – Percentage of participants who obtain recognized credential(s) or secondary diploma. Measured during participation or within one (1) year after program exit.</li></ul>

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## Youth Performance Measures, Continued

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### Program performance, continued

- Measurable skills gain – Measures progress of participants who are enrolled in education or training services leading to credential or employment during program year. Measured in real time.
- Effectiveness in Serving Employers – Retention with the same employer: The Retention with the Same Employer measure determines if WIOA core programs are serving employers effectively by improving the skills of their workforce and decreasing employee turnover.

**\*\*Other performance measures as identified by the State or Department of Labor (DOL)\*\***

**Note:** Workforce Development Department (WDD) will communicate Performance measures to the Youth Providers on an annual basis.

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### Contracted Performance review

To ensure effective utilization of WIOA funds, the Service Provider's performance shall be reviewed and evaluated by the County on a periodic basis to determine if the performance requirements are being met and whether budgeted funds are being expended according to the terms of the Contract. Contractual obligations include but not limited to:

- Budget progress
- 8% Admin cap
- 15% of Indirect cost and Admin cap
- 20% Work Experience minimum
- 35% direct to program services (Occupational Training, Work Experience, and Supportive Services; Line Items on Invoice)
- Enrollment progress
- Expenditure rates should be commensurate with the time lapse of the contract year
- Aggregate contract enables funds to be shifted between providers if expenditure activities warrant such action

The performance goals will be communicated annually to Youth Providers by WDD.

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### Performance tracking

WIOA performance tracking starts when an enrolled youth exits the WIOA program. The CalJOBS system automatically exits customers when no services are provided for ninety (90) consecutive days. WIOA performance tracking continues until the end of the fourth calendar quarter after the exit quarter for Youth.

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### Performance measures – inclusion

Other than the exceptions discussed in the **Performance measures – exclusions** block, any customer who is enrolled for WIOA services is included in one or more of the performance measures. This includes Youth who receive WIOA funded services from a WIOA contracted Youth provider.

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## Youth Performance Measures, Continued

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<b>Performance measures – exclusions</b>	<p>The WIOA performance measures exclusions apply to all participants in the Youth program who exit due to the following:</p> <ul style="list-style-type: none"><li>• Individual is incarcerated, institutionalized, or deceased,</li><li>• Is a member of the National Guard or other military reservist called to active duty for at least 90 days,</li><li>• A verified medical condition expected to last longer than 90 days and prevents him/her from participating in services, and</li><li>• Youth is in the foster care system and has moved from the local workforce area.</li></ul>
<b>Data collection</b>	<p>To comply with Section 116 of WIOA and Title 20 CFR 677.155, 677.160, and 677.205, the Workforce Development Department (WDD) collects data on:</p> <ul style="list-style-type: none"><li>• Race/ethnicity</li><li>• Sex</li><li>• Age</li><li>• Disability status</li></ul> <p>Demographic information is confidential and must be safe guarded in accordance with the confidentiality guidelines.</p>
<b>Reportable individual</b>	<p>A reportable individual is an individual who has taken action demonstrating an intent to use program services and who meets specific reporting criteria of the program, including individuals who:</p> <ul style="list-style-type: none"><li>• Providing identifying information,</li><li>• Using the self-service system, or</li><li>• Receiving information-only services or activities.</li></ul> <p>For the Youth program, a participant is a reportable individual who has satisfied all applicable program requirements for the provision of services, including:</p> <ul style="list-style-type: none"><li>• Eligibility determination,</li><li>• An objective assessment,</li><li>• Development of an individual service strategy, and</li><li>• Received one or more of the 14 WIOA Youth program elements.</li></ul>

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# Performance Indicators

<b>Introduction</b>	<p>This section provides information for the five (5) common measures for Youth program:</p> <ul style="list-style-type: none"><li>• Placement in employment or education in the 2<sup>nd</sup> quarter</li><li>• Placement in employment or education in the 4<sup>th</sup> quarter</li><li>• Median Earnings – 2<sup>nd</sup> quarter after exit</li><li>• Credential attainment</li><li>• Measurable Skills Gains (MSG)</li><li>• Effectiveness in Serving Employers</li></ul>
<b>Placement in employment or education</b>	<p>The primary indicators of performance for placement in employment or education for Youth are the percentage of program participants who are:</p> <ul style="list-style-type: none"><li>• In education, or training activities or unsubsidized employment during the 2<sup>nd</sup> and 4<sup>th</sup> quarter after exit.</li><li>• Enrolled in an education or training program (excluding those in On-the-Job Training and Customized training) who attain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one (1) year after exit from the program.</li></ul>
<b>Median earnings</b>	<p>The median earnings of program participants who are in unsubsidized employment during the second quarter after program exit.</p> <p>The median earnings of participants who are found to be employed, either through direct Unemployment Insurance (UI) wage record match or supplemental wage information in the second quarter after exit. To find the median wages in the second quarter after exit, place the total quarterly earnings of each participant in numerical order from lowest to highest and find the middle wage.</p>
<b>Median earnings excluded</b>	<p>The following youth are excluded from the median earnings performance indicator, Youth who have exited:</p> <ul style="list-style-type: none"><li>• And are not employed in the second quarter after exit.</li><li>• A program and for whom earnings information is not yet available.</li><li>• From a program and who have \$0 income in the 2nd quarter after exit.</li><li>• And are in subsidized employment.</li></ul>
<b>Attainment of a degree or certificate</b>	<p>Credential Attainment is the percentage of those participants enrolled in an education or training program (excluding those in OJT and customized training) who attained a:</p> <ul style="list-style-type: none"><li>• Recognized postsecondary credential, or</li><li>• Secondary school diploma, or its recognized equivalent, during participation in or within one (1) year after exit from the program.</li></ul>

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## Performance Indicators, Continued

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### Credential Attainment

Credential Attainment is the percentage of customers enrolled in an education or training program (excluding those in On-the-Job Training (OJT) and customized training) who attain a:

- Recognized post-secondary credential, or
- Secondary school diploma, or
- Recognized equivalent, during participation in or within one year after exit from the program.

A customer who has attained a secondary school diploma or its recognized equivalent is included in the percentage only if the customer is:

- Employed, or
  - Enrolled in an education or training program leading to a recognized post-secondary credential within one year after exit from the program.
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### MSG indicator

The measurable skill gains indicator:

- Measures interim progress of participants enrolled in education or training services for a specified reporting period.
- Is not an exit-based measure.
- Is intended to capture important progressions through different services based on program purposes and participant needs, and
- Can help fulfill the vision for a workforce system serving a diverse set of individuals with a range of services tailored to individual needs and goals.

All In-School Youth (ISY) are included in the measurable skill gains indicator since he/she are attending secondary or postsecondary school. Only Out-of-School Youth (OSY) who are in one of the following are included in the indicator:

- Occupational skills training.
- Secondary education during participation.
- Postsecondary education during participation.
- Title II-funded adult education at or above the 9<sup>th</sup> grade level.
- The Youth Build program during participation.
- Job Corps during participation.

**Note:** Refer to the *Measurable Skills Gain* section in this chapter for additional information.

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# Measurable Skills Gain

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## Introduction

Measurable skills gain (MSG) indicator is the percentage of program participants who during a program year are in an education/training program leading to:

- Recognized postsecondary credential, or
  - Employment and who are achieving measurable skills gains defined as:
    - Documented academic,
    - Technical,
    - Occupational, or
    - Other forms of progress towards a credential or employment.
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## Types of MSG

There are five (5) types of MSG that are captured in CalJOBS:

1. Educational Functioning Level (EFL)
2. Secondary School Diploma or equivalent
  - Documented attainment of a secondary school diploma or its recognized equivalent
3. Transcript/Report Card
4. Progress towards established Milestone
5. Skills Progression (passage of an exam)

**Note:** MSG is not an exit-based measure it is captured in real-time during participation. If the period of participation spans over multiple program years (PY) a new MSG must be calculated for each PY the participant is enrolled in an education or training program.

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## MSG documentation

The five (5) MSG measures require documentation contingent upon the type of training or education for which the youth is enrolled. The youth may fall into one (1) or more of the measures. The type of skill gain for Youth participants must be based on the Youth's Individual Service Strategy (ISS).

Youth Providers can report on all MSG measures, but only the most recent MSG per Program Year will be factored into the performance measure. Youth Providers are required to document MSGs during the PY (July 1 – June 30) that a participant is enrolled in education or training, regardless if the participant exits in the same PY.

Participants must attain his/her skill goals by June 30th of each PY, but they can be documented and recorded as attained up until the state submits and certifies the annual report for the PY. An MSG can be added after exit, and if applicable, may be counted toward the previous PY. This requirement applies to each PY the participant is enrolled in an education or training program.

The five MSG measures, and corresponding documentation are as follows:

### **Educational Functioning Level**

Achievement of an increase of at least one educational functioning level for a participant receiving instruction below the postsecondary level:

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## Measurable Skills Gain, Continued

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MSG  
documentation,  
continued

### **Educational Functioning Level, continued**

- Compare educational functioning levels using a pre-test and post-test
  - Pre-tests may be provided up to six months prior to program entry.
  - The date of post-test must be within the PY and must be before the program exit date.
- Earned credits from an adult high school program that leads to a secondary school diploma or recognized equivalent.
- Exits program at the secondary level and enrolls in postsecondary education or training during the PY.

### **Secondary School Diploma**

Achievement of a secondary school diploma or its recognized equivalent.

### **Transcript/Report Card**

Secondary or postsecondary transcript or report card that documents the participant is meeting the State's academic standards outlined by the California Department of Education (CDE).

- Enrolled in secondary education: transcript or report card for one semester meeting the State's academic standards.
- Enrolled in postsecondary education: transcript or report card showing a completion of a minimum of 12 hours per semester, or for part-time students a total of at least 12 credit hours over two completed consecutive semesters during the PY and showing that the participant is meeting the State's academic standards.

### **Progress Towards Established Milestones**

A satisfactory or better progress report from the OJT employer or training provider documenting progress of meeting established benchmarks.

- Progress report showing the attainment of an established milestone from an employer or training provider within the reporting period.
- Documentation may vary as subrecipients should identify appropriate methodologies based up on the nature of services being provided, but the progress reports must document substantive skill development the participant has achieved. Examples include the following:
  - Training reports on milestones completed as the individual masters the required job skills, or steps to complete the training program.
  - Increase in pay resulting from newly acquired skills.
  - Increase in performance based on newly acquired skills.
  - Completion of a specific milestone of a registered apprenticeship program.

### **Skills Progression (Passage of an Exam)**

Successful passage of a knowledge-based exam that is required to document progression of trade or training-related benchmarks. Documentation may include the following:

- Passage of an exam in an occupational program.
  - Employer-required knowledge-based exam.
  - Passage of an occupational competency-based assessment.
  - Completion test necessary to obtain a credential.
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# Credential

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## Introduction

Postsecondary Credential – An industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal government, or an Associate or Bachelor's degree. A recognized postsecondary credential is based on the attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills are generally based on standards developed or endorsed by employers or industry associations.

Certificates awarded by Local Workforce Development Boards and work readiness certificates are not considered postsecondary credentials because neither type of certificate is recognized industry-wide, nor documents the measurable technical or industry/occupational skills necessary to gain employment or advancement within an occupation. Certificates/credentials that provide general skills related to safety, hygiene, etc., even if such general skills are broadly required to qualify for entry-level employment or advancement in employment, are not considered postsecondary certificates/credentials.

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## Credential attainment

Credential Attainment is the percentage of participants enrolled in an education or training program (excluding participants in On-the-Job Training and customized training) who attained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.

The successful completion of a training program does not mean a credential was attained. The participant must have completed the training, fulfilled all of the requirements to receive the credential (e.g., passage of credential exam), and provide credential verification.

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## Excluded as credential

Not counted as a credential for performance purposes are the following:

- Certificates awarded by the Workforce Development Board (WDB), and
  - Work Readiness certificates related to:
    - General hygiene (handwashing)
    - General safety
    - Cardiopulmonary resuscitation (CPR),
    - Work readiness, and
    - Food handling certificates even if such general skills certificates are broadly required to qualify for entry-level employment or advancement in employment.
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## Types of Credentials

As stated above, there are two (2) types of credential attainment, a:

- Recognized postsecondary credential, or
  - Secondary school diploma or its equivalent.
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## Credential, Continued

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### Recognized postsecondary credential

WIOA defines a recognized postsecondary credential as a credential consisting of a(n):

- Industry-recognized certificate or certification,
- Certificate of completion of an apprenticeship,
- License recognized by the State or Federal Government, or
- Associate or Baccalaureate degree.
- Occupational licensure (e.g., Certified Nursing Assistant license).
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates.
- Occupational certification (e.g. Automotive Service Excellence certification).
- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment.

Recognized postsecondary credentials are awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to gain employment or advance within an industry/occupation.

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### Not recognized postsecondary credentials

The following are examples of credentials/certificates that are not recognized postsecondary credentials:

- Occupational Safety and Health Administration 10-hour course on job-related common safety and health hazards (OSHA 10).
  - Microsoft Office, Customer Service, and/or General Office.
  - National Career Readiness Certification.
  - National Retail Federation Credentials.
  - ServSafe Food Handler's Certification.
  - Cardiopulmonary Resuscitation (CPR) Certification.
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### Secondary school diploma

A secondary school diploma or recognized equivalent is a high school diploma that is recognized by the State or completing all GED requirements.

Completion of a secondary school diploma only counts as attaining a credential if, the participant obtains his/her high school diploma or GED and are employed or enrolled in a postsecondary credential within one year following exit from the program.

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# Credential, Continued

Credential verification tool	<p>The Labor Market Information Division (LMID) Occupation credential tool can assist an individual research an industry and identify if a credential is required for employment. If a credential is required, then that credential will often qualify for the credential attainment indicator.</p> <p>Youth Provider staff are strongly encouraged to access EDD's <a href="#">Labor Market Information Occupational Guides</a> before determining if a credential and/or occupational certificate qualifies under the Credential Attainment indicator.</p> <p>The LMID credential verification tool is located at <a href="http://labormarketinfo.edd.ca.gov">labormarketinfo.edd.ca.gov</a>.</p> <p>The table below are the steps Youth Provider staff can complete to identify or confirm if a credential is required for employment using the LMDI credential tool.</p> <table><tr><th>Step</th><th>Action</th></tr><tr><td>1</td><td>Identify occupation of interest.</td></tr><tr><td>2</td><td>Research occupation profile in LMID.</td></tr><tr><td>3</td><td><ul style="list-style-type: none"><li>Determine if the occupation requires a license, and</li><li>Identify the title of the license and the necessary skills to obtain the license.</li></ul></td></tr></table>	Step	Action	1	Identify occupation of interest.	2	Research occupation profile in LMID.	3	<ul style="list-style-type: none"><li>Determine if the occupation requires a license, and</li><li>Identify the title of the license and the necessary skills to obtain the license.</li></ul>
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Characteristics of quality credential	<p>In alignment with the vision articulated in the State Plan, the ideal characteristics of a quality industry-recognized credential should be as follows:</p> <ul style="list-style-type: none"><li>• Accessible — Affordable and readily available at places and times convenient for working adults.</li><li>• Transparent — Clearly articulated costs and prerequisites; accurate picture of what skills, knowledge and abilities are benchmarked by a given credential, and the value it carries in the labor market.</li><li>• Stackable — One of multiple manageable chunks that add up to a more substantial credential and do not require starting over at each new step.</li><li>• Portable — Transferable between firms, regions and educational institutions.</li><li>• Meaningful — Has value in the labor market.</li><li>• Connected — Links to a job or an educational pathway.</li></ul> <p>For further information on if a training leads to an industry-recognized credential, refer to the <a href="#">Credential Attainment Decision Path</a>.</p>								