

TULARE COUNTY WORKFORCE INVESTMENT BOARD, INC. WORKFORCE INVESTMENT ACT TITLE I-B ACTIVITIES	DATE: February 28, 2008
	SUBJECT: Common Performance Measures

TCWIB DIRECTIVE

TCWIBD-07-2

TO: TCWIB Service Providers and TCWID Staff

SUBJECT: Approval of Common Performance Measures Waiver Request

EXECUTIVE SUMMARY

Purpose:

The purpose of this directive is to inform that the Department of Labor has approved California's waiver request to implement the Common Performance Measures. Common Measures are now in effect.

Scope:

This directive applies to all Workforce Investment Act (WIA) Title IB programs; adult, dislocated worker, and youth.

Effective Date:

This directive is effective upon date of issue. The waiver is approved through June 30, 2009, with an effective date of July 1, 2007.

References:

- Employment Development Department Information Notice, WSIN07-33, Dated February 5, 2008
- U.S. Department of Labor (DOL), Employment and Training Administration (ETA) Training and Employment Guidance Letter (TEGL) 17-05, Dated February 17, 2006
- DOL/ETA Training and Employment Guidance Letter (TEGL) 17-05, Change 1, Dated August 13, 2007
- Workforce Investment Act (WIA) Section 136(b)(2), Statutory Performance Measures

TULARE COUNTY WORKFORCE INVESTMENT BOARD, INC. (TCWIB) – IMPOSED REQUIREMENTS:

This bulletin contains TCWIB-imposed requirements. These requirements are in ***bold, italic print***.

ADDITIONAL INSTRUCTIONS:

Retain this bulletin until further notice.

BACKGROUND:

On December 11, 2007, the DOL, Employment and Training Administration (ETA) approved California's waiver request to replace the statutory performance measure specified in the WIA Section 136(b)(2) with the Common Performance Measures defined in ETA TEGL 17-05 (February 17, 2006) and TEGL 17-05, Change 1 (August 13, 2007). As proposed by the California Workforce Investment Board, the waiver is approved through June 30, 2009, with an effective date of July 1, 2007.

POLICY AND PROCEDURES:

In summary, the waiver makes the following changes to program accountability for the WIA Title IB Programs.

1. There are no longer separate accountability measures for Older Youth (19-21).
2. The Youth program is accountable for a single set of measures for all eligible Youth ages 14-21:
 - Literacy and Numeracy
 - Placement in Employment or Education
 - Attainment of a Degree or Certificate

The Youth program is no longer accountable for the Skill Attainment goals or Youth Retention performance measures. The Skill Goals Form has been retained on the Job Training Automation System as an optional form. ***Until further notice, TCWIB youth programs will continue to use the Skill Goals Form to ensure continuity of program services and assist in tracking interim goals for youth participants.***

3. ***Youth programs will begin using the Workforce Investment Act Youth Test Scores form to track and report the test scores which are required for the Youth Literacy Numeracy performance measure. The form is attached to this directive.***

"Literacy and Numeracy" measures the increase in skills of out-of-school youth who are basic skills deficient. A common assessment tool is administered at program entry and regular intervals thereafter. ***Programs must assess participants at intake to determine their initial educational functioning level.***

4. The WIA Title IB program is no longer required to complete the State level Employer and Job Seeker customer satisfaction survey. The DOL has requested that the State continue to monitor customer satisfaction. The State will, therefore, be working with local areas to establish a point-of-service customer satisfaction process.

ACTION:

Bring this bulletin to the attention of all appropriate staff.

INQUIRES:

Please direct questions about this bulletin to WID Administration (559) 713-5200.



ADAM PECK
Administrator

AP:EC:mb
Attachments

ATTACHMENT A: COMMON MEASURES AT-A-GLANCE

ADULT MEASURES

Entered Employment

*Of those who are not employed
at the date of participation:*

of participants who are employed
in the first quarter after the exit quarter

of participants who exit during the quarter

Employment Retention

*Of those who are employed in the
first quarter after the exit quarter:*

of participants who are employed in
both the second and third quarters
after the exit quarter

of participants who exit during the quarter

Six Months Earnings Increase

*Of those who are employed in the
first quarter after the exit quarter:*

[Total earnings in the second + third quarters after the
exit quarter] **minus**

[Total earnings in the second + third quarters prior to
the participation quarter]

of participants who exit during the quarter

YOUTH MEASURES

Placement in Employment or Education

*Of those who are not in post-secondary education,
employment, or the military
at the date of participation:*

of participants who are in employment or
the military or enrolled in post-secondary
education and/or advanced training/occupational
skills training in the first quarter after the exit
quarter

of participants who exit during the quarter

Attainment of a Degree or Certificate

*Of those enrolled in education (at the date of
participation or at any point during the program):*

of participants who attain a diploma, GED, or
certificate by the end of the third quarter
after the exit quarter

of participants who exit during the quarter

Literacy and Numeracy Gains

*Of those out-of-school youth who are basic skills
deficient:*

of participants who increase one
or more educational functioning levels

of participants who have completed a year in the
program (i.e., one year from the date of program
participation) plus the # of participants who exit
before completing a year in the program

ATTACHMENT B: DEFINITIONS OF KEY TERMS

Advanced Training/Occupational Skills Training – An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) coincide with exit rather than short-term training that is part of services received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate (as defined below under this attachment).

Basic Skills Deficient – The individual computes or solves problems, reads, writes, or speaks English at or below the eighth grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. In addition, states and grantees have the option of establishing their own definition, which must include the above language. In cases where states or grantees establish such a definition, that definition will be used for basic literacy skills determination.

Certificate – A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards or awarded in recognition of the attainment of only generic pre-employment or work readiness skills are not included in this definition. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

- 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 Section 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.
- 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 a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- A public regulatory agency, 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., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education and training to veterans and other eligible persons under provisions of the Montgomery GI Bill.
- Office of Job Corps.
- Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

Date of Participation – Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.

Date of Exit – Represents the last day on which the individual received a service funded by the program or a partner program.

Diploma – The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.

Educational Gain – At post-test, participant completes or advances one or more educational functioning levels from the starting level measured on entry into the program (pre-test).

Employed at the Date of Participation – An individual employed at the date of participation is one who:

- Did any work at all as a paid employee (except the individual is not considered employed if: a) he/she has received a notice of termination of employment or the employer has issued a WARN or other notice that the facility or enterprise will close, or b) he/she is currently on active military duty and has been provided with a date of separation from military service);
- Did any work at all in his/her own business, profession, or farm;
- Worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family; or
- Was not working, but has a job or business from which he/she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, regardless of whether paid by the employer for time off, and regardless of whether seeking another job.

Employed in Any Quarter After the Exit Quarter – The individual is considered employed in a quarter after the exit quarter if wage records for that quarter show earnings greater than zero. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter of measurement after the exit quarter, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.

Exit Quarter – Represents the calendar quarter in which the date of exit is recorded for the individual.

Military Status at the Date of Participation – An individual is considered to be in the military at the date of participation if: a) he/she currently is serving on active military duty and has not been provided with a date of separation from military service, or b) he/she is a member of the National Guard or one of the Military Reserves and is currently serving in a mobilized (i.e., active military duty) status.

Out-of-School Youth – An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed (WIA section 101(33)). For reporting purposes, this term includes all youth except those who are attending any school and have not received a secondary school diploma or its recognized equivalent, and except those who are attending post-secondary school and are not basic skills deficient.

Participant – The term participant means an individual who is determined eligible to participate in the program and receives a service funded by the program in a physical location (e.g., a One-Stop career center). States and grantees are encouraged to consider as participants those individuals who receive services that are available electronically and are not accessed through a physical location.

Participation Quarter – Represents the calendar quarter in which the date of participation is recorded for the individual.

Physical Location – A physical location means a designated One-Stop career center, an affiliated One-Stop partner site, including a technologically linked access point, where services and activities funded by the program are available, or other specialized centers and sites designed to address special customer needs, such as company work sites for dislocated workers.

Post-Secondary Education – A program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A., A.S., B.A., B.S.). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as a placement in post-secondary education, but may count as a placement in “advanced training/occupational skills training.”

Post-test – A test administered to a participant at regular intervals during the program.

Pre-test – A test administered to a participant within 60 days following the date of participation.

