



RIVERSIDE COUNTY
ECONOMIC DEVELOPMENT AGENCY

POLICIES & PROCEDURES

Date: April 18, 2002

Number: 19-05

SUBJECT: TITLE IB WORKFORCE INVESTMENT ACT (WIA) YOUTH PERFORMANCE MEASUREMENTS

PURPOSE: To provide Riverside County Economic Development Agency (EDA) Workforce Development Division Program Providers with the policies and procedures for documenting WIA youth performance outcomes, exiting participants from the program and providing follow-up services.

REFERENCES: Dept. of Labor Training and Employment Guidance Letter (TEGL) No. 7-99, December 4, 2001, Attachments A and B.

WIA Bulletin WIAB99-15, Consultation Paper on WIA

LOCALLY IMPOSED REQUIREMENTS: Locally imposed requirements are indicated in ***bold, italic*** type.

EFFECTIVE DATE: March 29, 2002

BACKGROUND: The core performance measures for youth have been defined to reflect the comprehensive services, linkages between academic and occupational learning, and flexibility in program design that are called for under WIA. Great emphasis is placed on providing a continuum of services for youth to achieve multiple outcomes. Effective program implementation by Partnerships, at a minimum, will be measured by their ability to achieve the desired outcomes.

POLICIES:

Each partnership must demonstrate its ability to establish a system to obtain, document and report performance data for its youth as required by WIA. The performance levels established in each Partnership's contract are in accordance with the established State rates for the Riverside County Workforce Investment Area. The Riverside County Workforce Development Board and the Council for Youth

Development may establish additional measures to evaluate program effectiveness

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in the future.

OVERVIEW

There are nine core indicators of performance for youth. The performance measurements are divided into two age groups – Youth ages 14-18 and Youth ages 19-21. **Youth are included in the set of measures that applies based on their age at program registration, not at program exit.** The indicators according to age category are as follows:

Younger Youth Ages 14-18

- Attainment of basic skills, work readiness skills and/or occupational skills
- Attainment of a high school diploma or equivalent
- Retention in post-secondary training, advanced training, employment, military or qualified apprenticeship after program exit
- Customer satisfaction

Older Youth Ages 19-21

- ****Attainment of basic skills, work readiness skills and/or occupational skills***
- Entry into unsubsidized employment
- Retention in unsubsidized employment after program exit
- Average post-program earnings change
- Attainment of a recognized credential and placement in employment, post-secondary education or advanced training
- Customer satisfaction

****The older youth skill attainment rate is not a required performance measurement under the Workforce Investment Act regulations and does not count toward the county's performance. The performance measurement was established at the local level and will be monitored at the local level only.***

CALCULATING PERFORMANCE MEASURES

Performance measures are calculated and reported by quarters within the program year. The program year for WIA funds begins in July and ends in June. The quarters are as follows:

July – September October - December January – March April - June

Younger Youth Skill Attainment Rate

Of all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills:

◆ **The Total Number of Goals Achieved divided by the Total Number of Goals Set**

The skill attainment rate is intended to be an intermediate-type measure for youth who require more services to develop their academic, work readiness and/or occupational skills prior to attaining a diploma or equivalency, employment and post-secondary education.

All youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills must have at least one skill goal set per year. A maximum of three skill attainment goals may be established per year. There are a total of eight basic skill goals, eight work readiness goals and four occupational goals as reflected on the chart below and on the Individual Service Strategy (ISS).

Academic/Basic Skills	Work Readiness Skills	Occupational Skills
Reading Comprehension	Job Search Techniques	Performs Actual Tasks
Math Computation	Labor Market Knowledge	Familiarity with Procedures/Tools
Writing	World of Work Awareness	Information Skills
Listening	Resource Allocation	Technology Skills
Speaking	Team Work	
English as a Second Language (ESL)	Interpersonal Skills	
Problem Solving, Decision Making	Career Planning	
Life Skills	Leadership	

Any combination of basic skills, work readiness skills or occupational skills can be established (three skill goals in the same category, two skill goals in one category and one skill goal in another, or one skill goal in each category, etc.) **as long as the number does not exceed the maximum of three goals per year.** Youth, ages 14-18, who are deficient in basic literacy skills must have at least one basic literacy skill goal set. New goals may be set as initial goals are achieved.

The target date for accomplishing each skill goal must be set for no later than one year. The target date for accomplishment can only be extended if the participant has a planned gap in service where they are placed in a hold status in which the youth is not receiving services but plans to return to the program. The clock for the goal target date stops when youth are placed in a hold status and resumes again once the youth is no longer in a hold status.

Example: A youth has six months remaining of the one-year period to accomplish the goal when they were placed in a hold status. Once services resume, the youth will have six months from the date the youth re-enters the program to accomplish the goal.

Primary Goals vs. Secondary Goals

Goals can be established as primary goals or secondary goals. Primary goals count toward the skill attainment rate whereas secondary goals are not used in the calculation. Secondary goals also do not count toward the three goals per year maximum. A goal(s) that is established to address the most critical needs of the youth should be set as primary.

Secondary goals should be set to support the achievement of primary goals. Any combination of primary and secondary goals can be set as long as the requirements for setting and obtaining goals are followed. While it is not mandatory to set secondary goals, it is mandatory to establish at least one primary goal.

In addition, a secondary goal can be changed to a primary goal to obtain credit for that goal when it is evident that a youth will obtain the goal. Furthermore, a primary goal can be changed to a secondary goal, except the basic skill goal that has been established as a primary goal as a result of a youth being basic skills deficient.

Program Providers must receive approval from the Economic Development Agency (EDA) prior to changing any primary goals to secondary goals. Program Providers must prove they provided the necessary activities, services and support for goal attainment prior to receiving approval to change a primary goal to a secondary goal. EDA Program Liaisons will be responsible for approving primary goal changes. The Program Liaison will review the case file to determine if the necessary activities and support for goal attainment were provided. Upon approval, the Program Liaison will sign, date and make a notation of approval on the Goals-WIA EWIG (09/00) state form. (Attachment A)

Younger Youth High Diploma or Equivalency

Of those who register without a diploma or equivalent:

- ◆ **Number of Younger Youth who attained a Diploma or Equivalent by the First Quarter After Exit divided by the Number of Younger Youth who Exit during the Quarter (except those still in secondary school at exit)**

This measure is intended to motivate Program Providers to continue serving youth to attain a diploma or GED. Program Providers should be diligent in providing a continuum of services to youth whose goal is to complete secondary education within one year.

Younger Youth Retention Rate

- ◆ **The Number of Younger Youth in Post-Secondary Training, Advanced Training, Employment, Military or Qualified Apprenticeships in the Third Quarter after Exit divided by the Number of Younger Youth who Exit during the Quarter (except those still In Secondary Education at exit)**

The intent of this measure is to ensure Program Providers assist youth beyond secondary school completion.

Post-Secondary Education is a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). It does not include programs offered by degree-granting institutions that do not lead to an academic degree.

Advanced Training is an occupational skills employment/training program, not funded by WIA Title I funds.

A *Qualified Apprenticeship* is a program approved and recorded by the Employment and Training Administration (ETA) Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency. Approval is by certified registration or other appropriate written credential.

Entrance into the *Military Service* means reporting for active duty.

Program Providers **do not** receive credit for placing a youth in employment, post-secondary education, advanced training, military or qualified apprenticeship at the time of program exit. This measure focuses solely on retaining youth in a placement activity. Youth are counted as successfully retained if they are in one of the placement activities during the third quarter after exit. The activity does not have to remain the same for the entire retention period. Program Providers must ensure youth are in a placement activity at the time of program exit and retained in an activity by providing strong follow-up services.

Example: A youth is employed at the time of program exit but during the retention period decides to further his/her education. By the third quarter after exit, the youth is enrolled in post-secondary education. The youth is counted in the performance measure as successfully retained in a placement activity.

Youth also do not have to remain employed with the same business. A youth who is employed with Company X at the time of program exit and is employed with Company Z during the third quarter after exit is counted as being successfully retained in employment.

Older Youth Skill Attainment Rate

Of all youth, age 19-21, assessed to be in need of basic skills, work readiness skills, and/or occupational skills:

◆ Total Number of Goals Achieved divided by Total Number of Goals Set

The older youth skill attainment rate is not a required performance measurement under the Workforce Investment Act regulations and does not count toward the county's performance. The performance measurement was established at the local level and will be monitored at the local level only.

As with the younger youth, the skill attainment rate is intended to be an intermediate measure for older youth who require pre-requisite services to develop their academic, work

readiness and/or occupational skills to ensure their success in achieving the outcomes designated for older youth.

The same policies for the younger youth skill attainment apply to the older youth except for the mandate to set at least one basic skills goal for youth who are basic skills deficient.

Program Providers will not be required to set a basic skill goal for older youth who are basic skills deficient. Skill goals should be set based upon the individual needs and motivation of the older youth. However, Program Providers are encouraged to assist older youth in increasing their basic skills, particularly in the areas of math, reading and writing.

Older Youth Entered Employment Rate

Of those who are not employed at enrollment/registration and who are not enrolled in post-secondary education or advanced training in the first quarter after exit:

- ◆ **The Number of Older Youth Who Enter Employment by the End of the First Quarter after Exit divided by the Number of Older Youth who Exit during the Quarter**

Program Providers must ensure youth are employed at the time of program exit and retained in employment during the first quarter after exit.

Youth who are employed at enrollment/registration are excluded from this measure. *Employed at Registration* is an individual who, during the seven consecutive days prior to enrollment/registration, did any work at all as a paid employee, in his or her own business, profession or farm, worked 15 hours or more as an unpaid worker in a business operated by a family member, or is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons.

Employment at registration is based upon wage information collected during the eligibility process and is not based upon Unemployment Insurance (UI) wage records. Please refer to the “Documenting Performance Outcomes” section of this policies and procedures for more information on the use of UI wage records.

Youth who are in post-secondary education or advanced training in the first quarter after exit are also excluded from the measure. This is intended to reward Program Providers who are successful with entering youth in post-secondary education or advanced training. Youth who are excluded from this measure due to entry into post-secondary education or advanced training will be measured in the older youth credential rate.

Older Youth Employment Retention Rate

Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit:

◆ **The Number of Older Youth Employed in the Third Quarter after Exit divided by the Number of Older Youth who Exit during the Quarter**

As with the entered employment rate, this measure excludes youth who are enrolled in post-secondary education or advanced training in the third quarter after exit. Youth who are employed in the first quarter after exit and youth who are employed at the time of registration/enrollment are included in this measure, if they have not entered post-secondary education or advanced training in the third quarter after exit.

Program Providers will be responsible for providing strong follow-up activities to ensure youth are employed in the third quarter after exit. Employment in the first and third quarter after exit does not have to be with the same business.

Older Youth Average Earnings Change

Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit:

◆ **The Total Post Program Earnings Quarter Two and Three after Exit minus Pre-Program earnings Quarter 2 and 3 prior to Enrollment/Registration divided by the Number of Older Youth who Exit during the Quarter**

The same population of older youth counted in the employment retention measure is included in this measure, regardless of their employment status at registration. Youth who are not employed in the first quarter after exit are excluded from this measure.

Older Youth Credential Rate

◆ **The Number of Older Youth who Are in Employment, Post-Secondary Education or Advanced Training in the First Quarter after Exit and Receive a Credential By the End of the Third Quarter after Exit divided by the Number of Older Youth who Exit during the Quarter**

All Older Youth who exit during the quarter of measurement are included in the credential measurement. Credentials can be obtained prior to program exit or after program exit as long as it is achieved by the end of the third quarter after program exit. Program Providers should ensure youth obtain their credential prior to program exit.

A *Credential* is a nationally recognized degree or certificate or State/locally recognized credential. Credentials include a high school diploma or recognized equivalent, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates, including Regional Occupational Program certificates.

Younger and Older Youth Customer Satisfaction

To meet the WIA customer satisfaction requirement, the state will conduct random customer satisfaction surveys with youth and businesses that employ youth. Youth will be

eligible for random selection after they exit the program. The survey approach that will be used will capture common customer satisfaction information that can be aggregated and compared at a state and national level. Local Workforce Investment Areas will receive a local customer satisfaction Index. Program Providers should inform youth and business partners of the potential for being selected to participate in the customer satisfaction survey.

Program Providers are not required to implement their own customer satisfaction evaluation. However, Program Providers are strongly encouraged to establish systems for evaluating customer satisfaction – both youth and business partners. The Riverside County Youth Council may establish a uniform evaluation process, in the future, to be used by all Program Providers.

PROCEDURES

DOCUMENTATION OF PERFORMANCE OUTCOMES

Younger and Older Youth Skill Attainment

Program Providers are required to conduct a pre-assessment and post-assessment of skill levels to determine the achievement of skill goals. All pre-assessment and post-assessment methods that are determined by the Program Provider must be approved by EDA prior to implementation. Please refer to the Enrollment Policies and Procedures (Number 19-02) for more information regarding pre-assessment. The post assessment requirements are as follows:

Academic Skill Goals

A standardized or performance-based test must be used during the post-assessment process to measure the increase in reading comprehension, math computation, writing skills, speaking skills, listening skills, English as a second language and, problem solving, reasoning and decision making. The Program Provider determines the type of test(s) administered with approval by EDA and process for administration. The pre-and post-test administered for basic skills, except for life skills, should be the same.

Life Skills and Work Readiness Skill Goals

The post-assessment process for Life Skills, Job Search Techniques, Labor Market Knowledge, Leadership and Career Planning requires youth to demonstrate their competency levels through successful completion of a set of activities related to the skill goal. Program Providers will be responsible for conducting the performance-based assessment and documenting the results as outlined in the Performance Policy and Procedures.

Youth must demonstrate their competency levels in an employment activity to achieve a World of Work, Allocates Resources, Team Work and/or Interpersonal Skills goal. An employment activity includes paid or unpaid work experience, entrepreneurship,

internships and unsubsidized employment. Employers will evaluate the youth's competency level by completing the Work Performance Evaluation and Feedback form (Youth 448-16). (Attachment B) To achieve the skill goal, the youth must receive at least a meets expectation for each competency area related to the skill goal. Program Providers will be responsible for ensuring the employer completes the Performance Evaluation.

Occupational Skill Goals

A standardized test or performance-based assessment can be used to measure and document occupational skills attainment. Program Providers will have the responsibility of choosing the post-assessment method. Youth can also demonstrate their occupational skill levels through participation in an employment activity, as described above

Program Providers will maintain all skill attainment documentation in a participant file. Program Providers will also be responsible for assisting youth with creating a personal portfolio documenting their achievements. At a minimum, the Youth's portfolio will contain the required documents for each skill attainment, as appropriate.

Attachments C, D and E of this Policy and Procedure are the skill attainment tables for academic, work readiness and occupational skills. The table lists each skill goal, the competency level required for skill achievement and the post-assessment documents to be included in the participant file.

Upon attainment of the skill goal or the one-year anniversary date of the goal being set, Program Providers will complete the Goals-WIA EWIG (09/00) state form to document whether the goal was attained or not. Program Providers must complete the Skills Attainment Checklist -Youth 448-17 (Attachment F) for goals that were achieved.

EDA Program Liaisons will review the participant's file and the Skills Attainment Checklist to ensure the required documentation for goal attainment is present. Upon completion of the review by EDA staff, Program Providers will submit the original Goals-WIA EWIG (09/00) (Attachment A) form and the original Skill Attainment Checklist to EDA. Program Providers will be responsible for maintaining all back-up documentation for skill attainments in the participant's file at their location.

The Goals-WIA EWIG (09/00) state form and the Skills Attainment Checklist must be submitted by the 10th day of the month following the one-year anniversary date for the goal.

Credential Attainment

Program Providers will be responsible for collecting written documentation of credentials for the older youth credential rate and the younger youth diploma/equivalency rate. Written documentation includes a copy of the credential or written verification of the credential from the education institution. Written verification must be on the education institution's letterhead. Program Providers will maintain the documentation in the participant's file until the Program Provider is ready to exit the participant from the program. Program Providers

should make every effort to ensure youth obtain their credential and/or diploma/equivalency prior to program exit.

Program Providers will be responsible for collecting credential documentation for youth who obtain their credential and/or diploma/equivalency by the end of the reporting quarter after program exit. Younger youth must obtain their diploma/equivalency by the end of the first quarter after program exit. Older Youth must obtain a diploma/equivalency or credential by the end of the third quarter after program exit.

Employment Related Outcomes

Unemployment Insurance (UI) wage records are the primary data source for documenting the older youth entered employment, employment retention, earnings change outcomes and the younger youth employment retention rate. Certain types of employment are excluded from the Federal Unemployment Law standards or are not covered under the state's UI law. Excluded employment includes federal employment, postal service, military, railroad, out-of-state employment, self-employment, some agricultural employment and some employment where earnings are primarily based on commission. Also, businesses whose headquarters are located in another state may report wages to the state the headquarters is located. Supplemental documentation must be provided to the state for participants who do not show up on the UI Wage Record reports to verify employment and employment retention. However, UI wage records are the only documentation that can be used to document earnings change for older youth.

The UI wage record report for employment is received from the state six to nine months after the reporting quarter and employment retention information is received eleven months after the reporting quarter. Due to the length of time to receive employment outcome information, **Program Providers will be responsible for providing supplemental documentation to verify employment, employment retention and entrance into the military at the time of program exit and by the 10th of the month following the end of the reporting quarter.** Acceptable documentation for employment and employment retention include paycheck stubs or written verification signed by the employer. Supplemental documentation must be dated in the month of program exit and within the reporting quarter. Program Providers must provide documentation of military entrance for youth who enter the military.

Placement in Post-Secondary Education, Advanced Training or Apprenticeship

Program Providers will be responsible for collecting written documentation for older and younger youth who are placed in Post-Secondary Education or Advanced Training, and for younger youth who enter a qualified apprenticeship program. Written documentation includes a copy of school transcripts or written verification from the educational institution. **The written documentation must be dated within the reporting quarter.**

Program Providers will be responsible for submitting written documentation no later than the 10th day of the month following the end of the reporting quarter.

Youth Excluded from all Performance Measures

Youth who exit the program because they are incarcerated, institutionalized, deceased or have a health/medical condition that prevent them from program participation are excluded from all program measures.

PROGRAM EXIT

Program Providers will be responsible for exiting youth who have completed all planned services or who have not participated in any WIA-funded or non-WIA funded partner services for 90 days, except for those who have a planned gap in services. Participants who have completed services and exit the program are considered **hard exits**. Participants who have not completed their planned services and have not participated in any WIA-funded or non-WIA funded partner services for 90 days or more are considered **soft exits**.

Participants who have a **planned gap in service** of greater than 90 days should not be considered as a soft exit if the gap in service is due to a delay before the beginning of training or a health/medical condition that prevents an individual from participating in services. Program Providers must document any planned gap in services in the case notes specifying the reason for the gap and the date the youth will resume participation.

To exit youth who have successfully completed their planned services, Program Providers will complete and submit to EDA:

- The State Enrollment/Registration Form- WIA EWIE (09/00) to close out any open activities. (Attachment G)
- The State Goals Form – WIA EWIG (09/00), as appropriate, to document the outcome of any remaining goals. (Attachment A)
- The State Exit Form - WIA EWIT (09/00) to exit youth from the program.
- (Attachment H)
- Any required verification to document performance outcomes.

When feasible, Program Providers are strongly encouraged to exit youth in the last month of a quarter. This will shorten the period of time Program Providers must retain youth in an activity to obtain the performance outcomes.

Program Providers will complete and submit to EDA the forms listed above for youth who have not completed their planned activities and have not participated in any activities for 90 days. The submission of the state forms should not be done until 90 days have expired. However, the exit date is the date of the last activity.

FOLLOW-UP SERVICES

It is mandatory that all youth, regardless of the type of exit, receive follow-up services for a minimum of 12 months after program exit. The 12-month period begins the day after the program exit date.

Follow-up services include activities that keep youth actively engaged and support youth

with meeting the performance expectations. Follow-up activities need not be resource intensive. Program Providers are encouraged to take advantage of existing activities and community resources. Examples of follow-up activities include but are not limited to:

- Job Shadowing
- Career Exploration Activities
- Peer support Group meetings
- Individual Counseling Sessions
- Support Services
- Periodic Telephone Calls
- Job Fairs or other Career Related Activities
- Leadership Development Activities
- Adult Mentoring
- Retention services to retain youth in Employment, Post-Secondary Education or Advanced Training

Program Providers will develop a Post Program Follow-up Plan to document and track activities the youth will participate in during the follow-up period. The Follow-up Plan is a part of the Individual Service Strategy.

Follow-up plans are to be developed at the time the youth is exiting the program. Program Providers should involve youth in the development of the plan. However, Program Providers should not inform youth that they are exiting the program as this may cause the youth to disconnect from the program and not participate in the planned follow-up activities. Program Providers should maintain bi-weekly contact with the youth and make revisions to the follow-up plan, as appropriate.

Program Providers will not be required to develop a Follow-up Plan for youth they have lost contact with or who they know have moved out of the area. However, Program Providers will be responsible for continuing to make attempts to locate and/or communicate with those youth. Documentation of such efforts must be noted in the case file at 30 days, 60 days and quarterly thereafter for the duration of the 12-month period.

During the 12-month follow-up period, Program Providers will complete the WIA EWIF (09/00) state form (Attachment I) at 30 days, 60 days and quarterly thereafter. Program Providers must submit the WIA EWIF (09/00) state form to EDA and any relative performance outcome documentation by the 10th of the month after each (30, 60, quarterly) follow-up period.

TRACKING PERFORMANCE MEASUREMENTS

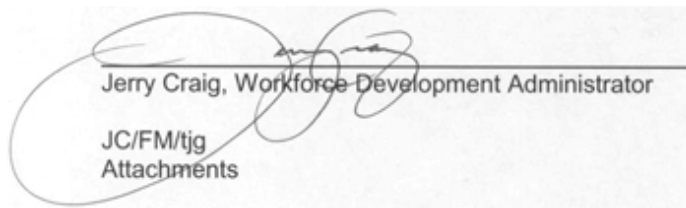
Tracking performance measurements can be challenging. To assist Program Providers, a Quarterly Performance Outcomes Tracking Worksheet has been developed as part of the ISS post program follow-up.

The quarterly tracking worksheet is divided into two categories – older youth and younger

youth. The outcomes for older youth and younger youth are listed in each quarterly box. The bolded outcome denotes the quarter the outcome is counted in the performance measurement. It is critical to track activities of youth throughout the follow-up period to ensure the outcome(s) is achieved in the reporting quarter.

Program Providers will be required to complete the quarterly tracking worksheet beginning with program exit through the 12-month follow-up period. The tracking sheet shall be maintained in the participant file and submitted to EDA Workforce Development staff periodically or as required by WIA Youth programs management staff. Program Providers must submit to EDA the required state WIA forms and any necessary performance outcome documentation as previously outlined in this Policy and Procedure.

Please refer any questions or concerns regarding this Policy and Procedures to the Workforce Development Division's WIA Youth Programs Management staff.



Jerry Craig, Workforce Development Administrator
JC/FM/tjg
Attachments