

WIOA Young Adult Program

Chapter 10: WIOA Young Adult Program Performance Measures

Summary

The Department of Labor released TEGL 10-16, Change 3, performance accountability guidance for WIOA, based on the statutory requirements of WIOA, as well as its implementing Final Regulations. Six indicators of performance apply to the WIOA Young Adult program: 1) Youth Employment, Education and Training Rate-2nd Quarter after Exit; 2) Youth Employment, Education and Training Rate- 4th Quarter after Exit; 3) Credential Attainment, 4) Median Earnings-2nd Quarter after Exit, 5) Measurable Skills Gains, and 6) Effectiveness in Serving Employers. Data on the performance measures for participants enrolled in the WIOA Young Adult Program is collected through Workforce One and reported to DOL/ETA through quarterly reports and the WIOA Annual Report.

Relevant Laws, Rules, or Policies

[Workforce Innovation and Opportunity Act \(Public Law 113-128\)](#)

[WIOA Final Rule \(Dated 08-19-2016\)](#)

[WIOA Final Rule: Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions \(Dated 08-19-2016\)](#)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 23-14 \(Dated 3-26-15\)](#)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 19-14 \(Dated 2-19-15\)](#)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 08-15 \(Dated 11-17-15\)](#)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 21-16 \(Dated 3-2-17\)](#)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 14-18 \(Dated 3-25-19\)](#)

[U.S. Dept. of Labor Training and Employment Notice No. 22-19 \(Dated 4-3-20\)](#)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 21-16, Change 1 \(Dated 7-30-21\)](#)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 10-16, Change 3 \(Dated 6-11-24\)](#)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 07-18, Change 1 \(Dated 7-10-25\)](#)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 11-19, Change 2 \(Dated 1-6-25\)](#)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 23-19, Change 3 \(Dated 12-1-25\)](#)

[Employment and Training Programs Data Validation Policy \(last updated 4-24-26\)](#)

[Local Area Performance Negotiations and Determination of Performance Failure Policy \(last updated 4-10-26\)](#)

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Policy

Minnesota WDAs are responsible for the following performance measures under the WIOA Young Adult Program:

1. Education and Employment Rate: 2nd Quarter after Exit
2. Education and Employment Rate: 4th Quarter after Exit
3. Credential Attainment
4. Median Earnings: 2nd Quarter after Exit
5. Measurable Skill Gains

The sixth performance measure, “Effectiveness in Serving Employers” is managed at the state level.

For reporting purposes, Minnesota WDAs are responsible for collecting data on the five indicators of performance for participants enrolled in the WIOA Young Adult Program. For the three employment-related performance indicators (employment rate in the second and fourth quarters after exit and median earnings in the second quarter after exit), status in unsubsidized employment and quarterly earnings may be determined by direct Unemployment Insurance (UI) wage match, Federal employment records, military employment records, or supplemental wage information. Participants who are in the military or in a Registered Apprenticeship program are also considered as employed, and their quarterly earnings are calculated, for the purpose of these indicators.

Certain data elements associated with any and all WIOA Young Adult performance measures may be subject to data validation requirements. Data elements subject to data validation and documentation requirements per DOL can be found in [TEGL 7-18, Change 1](#) and [TEGL 23-](#)

[19, Change 3](#). Current policy for WIOA Young Adult service providers can be found in the Employment and Training Programs [Data Validation Policy](#).

Sanctions for Failing to Meet Adjusted Levels of Performance

Per [TEGL 11-19, Change 2](#), a performance failure occurs if:

- Any single Individual Indicator Score for any single core program (like WIOA Young Adult) falls below 50 percent of the adjusted level of performance;
- The Overall State Program Score falls below 90 percent for that single core program; or
- The Overall State Indicator Score falls below 90 percent for that single measure.

Any **State** (emphasis added) that fails to meet adjusted levels of performance for the primary indicators of performance for any year will receive technical assistance, including assistance in the development of a performance improvement plan. However, if the **state** (emphasis added) has the same performance failure occur in two consecutive program years, sanctions will be applied by DOL.

Details regarding the process for the State negotiating local area performance standards and the sanctions to be applied if local areas do not meet those standards is contained in the [Local Area Performance Negotiations and Determination of Performance Failure Policy](#).

Definitions are included in the following attachments:

Attachment A- Exclusions that apply to ALL WIOA Young Adult measures

Attachment B- Youth Employment, Education and Training Rate- 2nd Quarter after Exit

Attachment C- Youth Employment, Education and Training Rate- 4th Quarter after Exit

Attachment D- Credential Attainment

Attachment E- Median Earnings- 2nd Quarter after Exit

Attachment F- Measurable Skills Gains

Attachment G- Effectiveness in Serving Employers

Attachment H- Definitions of Key Terms

Attachment A

Exclusions- Applies to ALL WIOA Young Adult measures

WIOA Young Adult participants who meet one of the following criteria will be excluded from all performance measures:

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

Attachment B

Youth Employment, Education and Training Rate- 2nd Quarter after Exit

Definition: The percentage of WIOA Young Adult program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.

Calculation: The number of participants who exited during the reporting period who are found to be employed OR found to be enrolled in secondary education, postsecondary education, or occupational skills training (including advanced training) in the second quarter after the exit quarter **DIVIDED** by the number of participants who exited the program during the reporting period.

Employment established through direct UI wage record match, Federal or military employment records, or supplemental wage information.

WIOA success in this indicator is only based on status in the 2nd quarter after exit regardless of status upon program entry. For example, if an ISY is in high school at program entry and still in high school in the 2nd quarter after exit, they are a success in the indicator even though they were already in high school at program entry.

Participants who are in the AmeriCorps program or Job Corps program in the second quarter after exit are counted as a success in the training portion of the indicator.

Attachment C

Youth Employment, Education and Training Rate - 4th Quarter after Exit

Definition: The percentage of WIOA Young Adult program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program.

Calculation: The number of participants who exited the program during the reporting period who are found to be employed OR found to be enrolled in secondary education, postsecondary education, or occupational skills training (including advanced training) in the fourth quarter after the exit quarter **DIVIDED** by the number of participants who exited the program during the reporting period.

Employment established through direct UI wage record match, Federal or military employment records, or supplemental wage information.

Success is based solely on status in the 4th quarter regardless of status in the 2nd quarter; it is not a retention measure.

Participants who are in the AmeriCorps program or Job Corps program in the fourth quarter after exit are counted as a success in the training portion of the indicator.

Attachment D

Credential Attainment

Definition: The percentage of participants enrolled in an education or training program (excluding those in OJT and customized training) who attained a recognized **postsecondary** credential or a **secondary** school diploma, or its recognized **equivalent**, during participation **in or within 365 days** 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 also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

Calculation: The number of participants who exited during the reporting period who obtained a recognized postsecondary credential during the program or within one year after exit **OR** those who were in a secondary education program and obtained a secondary school diploma or its recognized equivalent during the program or within one year after exit **and** were also employed, or in an education or training program leading to a recognized postsecondary credential within one year after exit **DIVIDED** by the number of participants enrolled in an education or training program (excluding those in OJT and customized training) who exited during the reporting period.

They are only included in the numerator and denominator of the credential indicator one time regardless of the number of credentials attained. For example, even if a participant obtained a secondary school diploma and another credential, they are only counted one time in the indicator.

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

A recognized postsecondary 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 of Minnesota or the Federal government, or an associate or baccalaureate degree. A recognized postsecondary 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. Neither certificates awarded by workforce development boards (WDBs), nor work readiness certificates, are included in this definition because neither type of certificate documents 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.

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

- A State educational agency or a State agency responsible for administering vocational and technical education within the State of Minnesota.
- An institution of higher education described in Section 102 of the Higher Education Act (20 USC I 002) 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 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.
- Job Corps, 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 indicator, a secondary school diploma (or alternate diploma) (commonly referred to as high school diploma) is one that is recognized by the State of Minnesota 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 a high school education. The types of recognized equivalents, for those not covered under ESEA, that would satisfy this performance indicator are those recognized by the State of Minnesota.

Examples of secondary school diplomas, alternate diplomas, and recognized equivalents recognized by the State of Minnesota 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 indicator:

- Secondary School diploma or recognized equivalent
- Associate's degree
- Bachelor 's degree
- 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.

Note: Graduate degrees are not included in the definition of a recognized postsecondary credential. Therefore, graduate degrees do not count towards credential attainment.

Examples of credentials that DO meet the credential definition:

- Certified Nursing Assistant (CNA) License, example of Occupational Licensure
- Automotive Service Excellence (ASE) Certification, example of Occupational Certification

Examples of common certificates that DO NOT meet the credential definition:

- Occupational Safety and Health Administration (OSHA) 10 Hour Course that provides awareness of job-related common safety and health hazards
- Work/Career Readiness Certificates
- Completion of an Assistive Technology Training program (e.g. screen reading software)
- Completion of Orientation and Mobility Training

Who is included in the Calculation of the Credential Attainment Indicator: Participants who exit and are in a postsecondary education or training program, or who are in a secondary education program (at or above the 9th grade level) without a secondary school diploma or equivalent, are included in the credential attainment indicator, subject to the "Special Rule" below. However, **participants enrolled in work-based OJT or customized training are excluded from this indicator** because such training does not typically lead to a credential.

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 postsecondary credential **within 365 days** following exit.

WIOA Young Adult Program- All ISY are included in the credential attainment indicator since they are attending secondary or postsecondary school. Only OSY who are in one of the following are included in this indicator:

- the program element occupational skills training
- secondary education at or above the 9th grade level during participation in the WIOA Young Adult program
- postsecondary education during participation in the WIOA Young Adult program
- Title II-funded adult education during participation in the WIOA Young Adult program
- co-enrolled in a federally-funded YouthBuild program during participation in the WIOA Young Adult program
- Job Corps during participation in the WIOA Young Adult program

Attachment E

Median Earnings- 2nd Quarter after Exit

Definition: The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.

Unsubsidized employment established through direct UI wage record match, Federal or military employment records, or supplemental wage information.

Calculation: Total quarterly earnings, for all participants employed in the second quarter after exit, are collected by either direct wage record match or supplemental wage information. The collected quarterly wage information values are listed in order, from the lowest to the highest value. The value in the middle of this list is the median earnings value.

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

Exclusions: The following participants and any associated earnings figures are excluded from the calculation for median earnings:

- Participants who have exited and are not employed in the second quarter after exit
- Participants who have exited a program and for whom earnings information is not yet available:

There is a two quarter lag built into the reporting times for the wage- and employment-based indicators to allow time for reporting participant exit and conducting direct wage record match. After two quarters, if the information is still not available, wages will be converted to \$0 permanently. Wages reported as \$0 will indicate that the participant was not employed in the second quarter after exit, thereby counting as a negative outcome in the Employment Rate 2nd Quarter after Exit indicator and excluding that participant from the Median Earnings 2nd Quarter After Exit indicator.

- Participants who have exited from a program and who have \$0 income.
- Participants who have exited a program and are in subsidized employment.
- Participants who have exited for any of the reasons listed in Attachment A.

Attachment F

Measurable Skills Gains

Definition: The **percentage** of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

It is not an exit-based measure. The measurable skill gains indicator is used to measure interim progress of participants who are enrolled in education or training services for a specified reporting period. 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. Type of skill gain should be based on the youth's individual service strategy. 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 postsecondary education level-** Programs may measure educational functioning level gain in one of **four** ways:
 - a. States may compare the participant's initial educational functioning level, as measured by a pre-test, with the participant 's educational functioning level, as measured by a post-test¹;
 - b. States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units; or
 - c. States may report an educational functioning level gain for participants who exit a program below the postsecondary level and enroll in postsecondary education and training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program.
 - d. **States may report an educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination.**

¹ The approved pre- and post-tests must be based on the list of tests the Secretary of Education determines to be suitable for use in the National Reporting System for Adult Education. The list of approved assessments is published annually in the Federal Register.

2. **Documented attainment of a secondary school diploma² or its recognized equivalent-** Programs may document attainment of secondary school diploma or its recognized equivalent if the participant obtains certification of attaining passing scores on all parts of a State-recognized high school equivalency test, or the participant obtains a diploma or State-recognized equivalent documenting satisfactory completion of a secondary studies or an alternate diploma³, including a high school or adult secondary school diploma.
3. **Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards-** For secondary education, this gain may be documented through receipt of a secondary transcript or report card for one semester showing that the participant is achieving the State unit's policies for academic standards. For postsecondary education, this gain must demonstrate a sufficient number of credit hours (at least 12 hours per semester or equivalent or, for part-time students, a total of at least 12 hours over the course of two completed semesters during a 12 month period) that shows a participant is achieving the State unit's academic standards (or the equivalent for other than credit hour programs). For example, if a postsecondary student completed 6 hours in the spring semester and 6 more hours in the fall semester and those semesters crossed two program years, they would not count as a skill gain in the first program year but they would count as a skill gain in the second program year.
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-** Documentation for this gain may vary, as programs should identify appropriate methodologies based upon the nature of services being provided, but progress reports must document substantive skill development that the participant has achieved. The gain may be documented by a satisfactory or better progress report from an employer or training provider. Progress reports may include training reports on milestones completed as the individual masters the required job skills, or steps to complete an OJT or apprenticeship program. Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress.

² Secondary school diploma refers to a regular high school diploma, as defined in section 8101(43) of the ESEA, as amended by the ESSA.

³ Alternate diploma must meet the requirements of the ESEA, as amended by the ESSA, as defined in section 8101(25)(A)(ii)(I)(bb). It is only for students with the most significant cognitive disabilities who take the State's alternate assessment based on alternate academic achievement standards, which can be no more than one percent of all students in the State.

Note: In the description of this type of Measurable Skill Gains, "completion of one year of an apprenticeship" is just one example of a timeframe that may be established for achieving a satisfactory or better progress report toward a specific milestone, and the "one year" timeframe should not be construed as a required timeframe or the only way that a participant in an apprenticeship can achieve a Measurable Skill Gain.

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-** Documentation for this gain may include passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary to obtain a credential.

Calculation: The number of program participants during the reporting period who are in an education or training program that leads to a recognized postsecondary 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 postsecondary credential or employment.

Participants who, during any point in the program year, are in an education or training program that leads to a recognized postsecondary 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.

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.

Title 1 Adult and Dislocated Worker- All participants who are in a title I Adult- or Dislocated Worker-funded training program, or training from a DOL partner program that shares a common exit with title I Adult or Dislocated Worker, are included in the measurable skill gains indicator (which includes funding a training program for a secondary school program equivalent). This includes all participants in work-based training.

WIOA Young Adult Program- All ISY are included in the measurable skill gains indicator since they are attending secondary or postsecondary school. Only OSY who are in one of the following are included in the indicator:

- the program element occupational skills training

- the program element education offered concurrently with workforce preparation
- secondary education during participation in the WIOA Young Adult program
- postsecondary education during participation in the WIOA Young Adult program
- Title II-funded adult education during participation in the WIOA Young Adult program
- the YouthBuild program during participation in the WIOA Young Adult program
- Job Corps during participation in the WIOA Young Adult program

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.

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 indicator is not exit-based, each unique program entry date (not exit date) triggers inclusion in the calculation. Participants will achieve a successful outcome in the indicator as long as they attain one type of gain applicable to the core programs. Providers should record all measurable skill gains achieved by participants in a program year, although only one gain is required per participation period per program year to meet performance outcomes.

Note: Participants are included in the indicator regardless of how long they have participated in the program year. For example, even if an individual is enrolled in June, they are still included in this indicator, if the individual meets the parameters for inclusion in the indicator. 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.

Attachment G

Effectiveness in Serving Employers

Definition: The percentage of participants in unsubsidized employment during the second quarter after exit who were employed by the same employer in the second and fourth quarters after exit.

Calculation: The number of participants who exit during the reporting period and are found to be employed by the same employer during the second quarter after exit and the fourth quarter after exit, either through direct UI wage record match, Federal or military employment records, or supplemental wage information **DIVIDED** by the number of participants who exited during the reporting period and were employed during the second quarter after exit.

Unlike the other primary indicators of performance, which are reported separately for each core program, the effectiveness in serving employers indicator is reported as a shared indicator – one value that combines the results for all the core programs in the State.

Attachment H

Definitions Of Key Terms

Actual Level of Performance - the outcome reported by a State on the Statewide Performance Report (ETA-9169 OMB No. 1205-0526) for each primary indicator of performance for each core program. The Departments will compare actual levels of performance to the adjusted levels of performance at the close of the program year to determine the State's performance success or failure pursuant to section 116(b)(3)(A)(vii) of WIOA.

Adjusted Levels of Performance- levels of performance determined by adjusting the negotiated levels of performance at the end of the program year to reflect actual characteristics of participants served and the actual economic conditions experienced using the statistical adjustment model (see below).

Adjustment Factor – a positive or negative difference that will be added to the negotiated level of performance to determine the adjusted level of performance. The adjustment factor is the difference between the estimated levels of performance predicted by the statistical adjustment model based on pre-program year estimates of participant characteristics and economic conditions and the levels of performance re-estimated by the statistical adjustment model after the close of the program year based on the actual participant characteristics and economic conditions. This calculation will yield a positive or negative difference, which will be used as the adjustment factor for the program year.

Common Exit -occurs when a participant, enrolled in multiple partner programs, has not received services from *any* DOL-administered program in which the participant is enrolled, to which the common exit policy applies, for at least 90 days, and no future services are planned.

Competitive Integrated Employment -in general, for individuals with disabilities, work performed by an individual on a part-time or full-time basis, including self-employment within an integrated setting within the community. The individual must be compensated at minimum wage or higher using the higher of the Federal, State, or local rate, and at a rate comparable to the wage paid to non-disabled workers performing the same tasks, including receiving the same benefits and opportunities for advancement.

Customized Training: is training that:

- is designed to meet the specific requirements of an employer (including a group of employers);
- is conducted with a commitment by the employer to employ an individual upon successful completion of the training; and

- for which the employer pays---(i) a significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and such other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees (at present and anticipated upon completion of the training), relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities; and (ii) in the case of customized training involving an employer located in multiple local areas in the State, a significant portion of the cost of the training, as determined by the Governor of the State, taking into account the size of the employer and such other factors as the Governor determines to be appropriate.

Employment -Describes when an individual is working in a paid, unsubsidized job or, for participants in titles I, II, or III, working 15 hours or more a week in an unpaid job on a farm or business operated by a family member or participant. A participant enrolled in the title IV VR program must be employed in a job that meets the definition of competitive integrated employment, as defined in 34 CFR § 361.5(c)(9) (including customized employment, self-employment, telecommuting, or business ownership), or supported employment, as defined in 34 CFR 361.5(c)(53), in competitive integrated employment that is individualized and customized, consistent with the unique strengths, abilities, interests, and informed choice of the individual, and includes ongoing support services for individuals with the most significant disabilities.

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

1. For the adult, dislocated worker, and young adult programs authorized under WIOA title I, the AEFLA program authorized under WIOA title II, and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III, exit date is the last date of service.
 - a. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; services do not include self-service, information-only services, activities, or follow-up services. This also requires that there are no plans to provide the participant with future services. At that point the date of program exit is applied retroactively to the last date of service.

Expected Levels of Performance- the levels of performance proposed by the state in the initial submission of the Unified or Combined State Plan and in the required two-year modification of the Unified or Combined State Plan prior to negotiations (section

116(b)(3)(A)(iii) of WIOA) for each primary indicator of performance for each core program.

Incumbent worker -To qualify as an incumbent worker, the individual worker needs to be employed in a situation that meets the Fair Labor Standards Act requirements for an employer-employee relationship, and have an established employment history with the employer for 6 months or more, with the following exception: in the event that the incumbent worker training is being provided to a cohort of employees, not every employee in the cohort must have an established employment history with the employer for 6 months or more as long as a majority of those employees being trained do meet the employment history requirement. An incumbent worker does not have to meet the eligibility requirements for career and training services for Adults and Dislocated Workers under WIOA, unless they also are enrolled as a participant in the WIOA Adult or Dislocated Worker program.

Integrated Education and Training Program (IET) - a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Negotiated Levels of Performance-the levels of performance mutually agreed to by the State and the Departments for each respective program. These negotiated levels of performance must be incorporated into the approved Unified or Combined State Plan and the approved two-year modification of that Plan (section 116(b)(3)(A)(vii) of WIOA) for each primary indicator of performance for each core program.

Participant - For the WIOA title I Adult, title I Dislocated Worker, title II, and title III programs, a participant is a reportable individual who has received services other than the services described in 20 CFR § 677.150(a)(3) (or 34 CFR § 463.150(a)(3), as applicable), after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.

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

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

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

Participant Individual Record Layout (PIRL) -the data layout that provides a standardized set of data elements, definitions, and reporting instructions used to describe the characteristics, activities, and outcomes of WIOA participants.

Period of participation -for all indicators, except Measurable Skill Gains, a period of participation refers to the period of time beginning when an individual becomes a participant and ending on the participant's date of exit from the program.

Reportable individual -an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:

- 1) Individuals who provide identifying information;
- 2) Individuals who only use the self-service system;
- 3) Individuals who only receive information-only services or activities

Secondary school diploma -a regular high school diploma recognized by a State and that is included for accountability purposes under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Statistical Adjustment Model – an objective regression model, developed pursuant to section 116(b)(3)(A)(viii) of WIOA, used to estimate levels of performance and derive the adjusted levels of performance based on participant characteristics and economic conditions. Economic conditions include differences in unemployment rates and job losses or gains in particular industries. Characteristics of participants include but are not limited to: indicators of poor work history, lack of work experience, lack of educational or occupational skills attainment, dislocation from high-wage and high-benefit employment, low levels of literacy or English proficiency, disability status, homelessness, ex-offender status, and welfare dependency.

Unsubsidized employment -employment in the private sector or public sector for which the employer does not receive a subsidy from public funds to offset all or a part of the wages and costs of employing an individual.

Related Links

[DEED Young Adult Website](#)