



# Relationship between WIOA Performance Measures and Alliance for Quality Career Pathway Metrics

## Introduction

WIOA includes common performance measures, or “primary indicators of performance,” for its six core programs (Title I Youth program, Title I Adult program, Title I Dislocated Worker program, Title II Adult Education and Family Literacy program, Title III Employment Service, and Title IV Rehabilitation Services program). While there are variations in the Title I Youth program and Title III Employment Service, most measures are consistent across all six programs. This is the broadest application to date of common measures across the workforce system; it signals Congressional intent to promote more integrated programming and accountability at the state and local levels.<sup>1</sup> In particular, the addition of a credential attainment rate and a skill gains rate will help align objectives across the core programs. WIOA also requires the development of one or more measures of effectiveness in serving employers.

**The table below** provides a side-by-side comparison between the new WIOA common measures and the Alliance for Quality Career Pathway (Alliance) participant metrics. It reflects the agreement by Alliance states to modify certain Alliance metrics (identified in the table) to bring them into alignment with WIOA measures. These modifications will simplify the process for implementing the Alliance metrics by leveraging WIOA implementation. In addition, many career pathway programs are funded in whole or in part with WIOA funds; as such, they must use the WIOA versions of these metrics for accountability purposes.

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<sup>1</sup> *New Opportunities to Improve Economic and Career Success for Low-Income Youth and Adults: Key Provisions of the Workforce Innovation and Opportunity Act (WIOA)*, September 2014, Kisha Bird, Marcie Foster, and Evelyn Ganzglass, CLASP.

WIOA Performance Measure	Related Alliance Metric(s)	Discussion
<b>Adult and Dislocated Worker programs in Title I, Adult Education Title II, Wagner Peyser Title III and Rehabilitation Services</b> <i>Title IV [Sec. 116(b)(2)(A)(i)]</i>		
1. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.	<b>C.1.</b> Initial employment. Percent of career <i>pathway leavers</i> who are employed in the second calendar quarter after leaving the career pathway (i.e., becoming a career pathway leaver).	<b>The C.1 metric has been modified</b> to use the second quarter after leaving the career pathway, to conform to the WIOA version of the initial employment metric.
2. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.	<b>C.3.</b> Subsequent employment retention. Percent of career <i>pathway leavers</i> employed in the fourth calendar quarter after leaving the career pathway.	<b>The C.3 metric has been modified</b> to conform to the WIOA subsequent employment metric: <ul style="list-style-type: none"> <li>• The measurement timeframe is now the fourth quarter (rather than the sixth or seventh quarters after leaving the career pathway).</li> <li>• The denominator is now all career pathway leavers, rather than those employed in the second or third quarter following exit.</li> </ul>
3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.	<b>C.4.</b> Initial earnings. The median quarterly earnings of <i>pathway leavers</i> who are employed in the second calendar quarter after leaving the pathway.	<b>The C.4 metric has been modified</b> to conform to the WIOA version of the median earnings metric by using the second quarter after leaving the pathway, rather than the <i>third</i> quarter, to compute the measure.
4. The indicators of effectiveness in serving employers established		There is no Alliance metric that specifically addresses

pursuant to clause (iv).		this.
<b>Adult and Dislocated Worker programs in Title I, Adult Education Title II, and Rehabilitation Services Title IV</b> <b>[Sec. 116(b)(2)(A)(i)]</b>		
<p>5. The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause 4 (iii)), during participation in or within 1 year after exit from the program.</p>	<p><b>A.2.</b> High school diploma or equivalency attainment.  <b>B.1.</b> Pathway license, industry certification, or apprenticeship certificate attainment.  <b>B.2.</b> Pathway certificate and diploma attainment.  <b>B.3.</b> Pathway Associate degree attainment.</p>	<p>Depending on how “recognized postsecondary credential” is defined, any of B.1, B.2, or B.3 would be encompassed in this measure.</p> <p>A.2 (High school diploma or equivalency attainment) might be included since it relates to the secondary school diploma or equivalent. However, WIOA restricts the use of this outcome to those participants who <i>are employed or in an education or training program leading to a recognized postsecondary credential within 1 year after exiting</i> [Sec. 116(b)(2)(A)(iii)]. If a participant could be considered to be enrolled in such a program by virtue of being in an adult education career pathway sequence— or a career pathway situated in a secondary school setting that encompasses subsequent postsecondary instruction— then participants in such pathways could receive immediate credit under this WIOA measure when they obtain a high school diploma or equivalent.</p> <p>Otherwise, they would be required to make the transition to the postsecondary setting within 1 year to obtain credit for the diploma or equivalent. We are assuming that a participant who enters a postsecondary program leading to a credential while still enrolled in WIOA would satisfy this requirement.</p> <p>Finally, this measure allows a one-year delay following exit for the outcome to be attained. This is similar to the Alliance definition of “career pathway leaver,” which allows up to one year before a participant is recognized as having left the pathway.</p>

		<p><i>Alliance states may wish to encourage USDOL and USDOE to define this measure in such a way that participants enrolled in career pathways in adult education or secondary instruction could receive credit for A.2 immediately.</i></p>
<p>6. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.</p>	<p><b>A.1.</b> Educational level gains.  <b>A.2.</b> High school diploma or equivalency attainment.  <b>A.3.</b> Developmental/ remedial education completion.  <b>A.4.</b> College-level pathway course completion.  <b>A.5.</b> College-level math or English course completion.</p> <p><b>A.7.</b> Pathway credit accumulation 1 (12 semester college credits or 15 quarter credits in pathway).  <b>A.8.</b> Pathway credit accumulation 2 (24 semester college credits or 30 quarter credits in pathway).</p>	<p>Depending on how broadly “measurable gains” is defined, any of A.1., A.2., A.3, A.4, A.5, A.7, and A.8 could be encompassed in this measure (although A.2 would more likely be counted in the WIOA credential attainment measure).</p> <p>This WIOA measure is also written so that gains would be measured while participants are <i>still enrolled</i>—very similar to the design of Alliance A and B metrics.</p> <p>A <a href="#">policy paper from CLASP</a><sup>2</sup> recommends the Departments of Labor and Education work together to create one common menu of options for determining how skill gains would be measured. This paper suggests that the menu be based on each individual participant’s starting point, not their funding source.</p> <p><i>Alliance members may wish to review and discuss the CLASP paper on this measure, and comment to USDOL and USDOE on their approach to defining what constitutes a measureable skill gain.</i></p>

<sup>2</sup> Using *Measureable Skill Gains to Best Serve Low-income, Lower-skilled Individuals*, December, 2014, Anna Cielinski, CLASP.

Primary Indicators for Youth [Sec. 116(b)(2)(A)(ii)]		
1. Percentage of program participants who are in education or training services, or in unsubsidized employment during second quarter after exit.	None.	C.1 is similar to the employment aspect of this measure (see discussion above), but there is no Alliance metric that includes <i>both</i> employment and education or training.
2. Percentage of program participants who are in education or training services, or in unsubsidized employment during fourth quarter after exit.	None.	Nothing in the Alliance metrics corresponds to this measure.
3. Median earnings of participants in unsubsidized employment during the second quarter after exit	Same as Adult measure (3).	See discussion above. Same as Adult measure (3).
4. Percentage of participants who obtain a recognized postsecondary credential, secondary school diploma or equivalent during participation or within 1 year after program exit	Same as Adult measure (4).	See discussion above. Same as Adult measure (4).
5. Percentage of participants who during a program year are in education that leads to a recognized postsecondary credential or employment and who are achieving measurable gains toward those goals.	Same as Adult measure (5).	See discussion above.
6. The indicators of effectiveness in serving employers established pursuant to clause (iv).	None.	There is no Alliance metric that specifically addresses this.

Alliance for Quality Career Pathway participant metrics for which no corresponding WIOA metric exists:

**Interim Outcomes**

- A.6. Retention in pathway coursework in subsequent term
- A.9. Earnings progression

**Pathway Education and Training Outcomes**

- B.4. Pathway Associate degree attainment or transfer to a two- or four-year institution

**Labor Market Outcomes**

- C.2. Employment in targeted industry sector
- C.5. Initial earnings change
- C.6. Subsequent earnings

WIOA and the Alliance for Quality Career Pathways definitions also share much in common. Learn more at [Side by Side: Alliance for Quality Career Pathways Framework 1.0 & the Workforce Innovation and Opportunities Act.](#)