Technical Assistance
TA-08-2016

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November 9, 2016

Oklahoma Office of Workforce Development

Performance Accountability

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WIOA Performance accountability began July 1, 2016

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.
- Individuals who provide identifying information;
- Individuals who only use the self-service system;
- Individuals who only receive information-only services or activities.
- <u>Not included in performance calculations</u>
- Just for tracking purposes

- An individual is a reportable individual when a staff member provides the individual with readily available information that does not require an assessment of the individual's skills, education, or career objectives, because the individual is a recipient of information-only services or activities.

Participant

- A reportable individual, who has

- Received services other than:
  - Individuals who only use the self-service system
  - Individuals who receive information-only services or activities, (provided by self-service or staff) which provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives.

- And, satisfying all applicable programmatic requirements for the provision of services.

Title I Youth:

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 youth program elements.

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Who is Included in Performance?

- All Participants without a valid exclusion:
  - Institutionalization (criminal or health)
  - Health/Medical condition expected to last at least 90 days that precludes continued participation in the program or employment
  - Death
  - Reserved forces called to Active Duty
  - Determination of Ineligibility (correcting an earlier mistake)

- Lack of valid SSN no longer excludes participants
  - Even though a SSN is not required for participation, it should be valued and retrieval attempted

Exit

The individual has not received any services for 90 days and no future services are planned. Services do not include:

- Self-service,

- Information-only services or activities,

- Or follow-up services.

If future services are planned and expect to exceed the 90-day window, a planned gap must be entered into the OSL system to prevent exit.

The departments will include in the performance calculations each time a participant exits from a program during a program year, even though this could result in such a person being counted as more than one participant. The Unique identifiers for each individual will be used to calculate the number of unique participants in each core program during a program year.

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Indicators of Performance

1. Employment Rate 2nd Quarter after Exit (Exit Based indicator)

   (Education/Employment for Youth)

2. Employment Rate 4th Quarter after Exit (Exit Based indicator)

   (Education/Employment for Youth)

3. Median Earnings during 2nd Quarter after Exit (Exit Based indicator)

4. Credential Rate (Exit Based indicator)

5. Measureable Skills Gain

6. Effectiveness is Serving Employers

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Employment Rate 2ⁿᵈ Quarter after Exit (Education/Employment for Youth)

For Title I Adult & DLW it is the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program

For Title I Youth it is the percent of participants who are in education or training activities or in unsubsidized employment during the second quarter after exit.

- All exiters without a valid exclusion
- Calculated for all participants who exit, regardless of employment status at time of application.
- Picks up employment in a 2ⁿᵈ job
- Counts as "successful" if no employment change is made from date of participation to post-exit

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Employment Rate 4th Quarter after Exit (Education/Employment for Youth)

For Title I Adult & DLW it is the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program

For Title I Youth it is the percent of participants who are in education or training activities or in unsubsidized employment during the fourth quarter after exit.

- All exiters without a valid exclusion
- Calculated for all participants who exit, regardless of employment status at time of application.
- Picks up employment in a 2nd job
- Counts as "successful" if no employment change is made from date of participation to post-exit
- Not a "Retention" Measure

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Median Earnings during 2nd Quarter after Exit

Median Earnings of participants who are in unsubsidized employment during the second quarter after exit from the program and verified through UI wage record match, federal military employment records, or supplemental wage information.

- Shorter lag than old average earnings
- "Median" reduces influence of outliers

- $5,000; $5,000; $5,050; $6,000; $6,000 – Median is $5,050 Average $5,410
- $4,900; $5,000; $6,000; $6,266 – Median is $5,500 Average $ 5,541
- $5,000; $5,000; $6,000; $6,500, $150K – Median $6,000 Average $34,500

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Credential Attainment Rate

The percentage of those participants who are enrolled in an education or training program, excluding OJT & customized training, who attain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.

- In terms of a secondary school diploma or its recognized equivalent – a participant who has actually attained a secondary school diploma or its equivalent is included in the percentage of participants who have attained a secondary school diploma or its equivalent only if that participant is also employed or is enrolled in an education or training program leading to a recognized post-secondary credential within one year after exit from the program.

- Everyone who has attained a secondary school diploma must be followed one year after exit to determine whether that individual is either employed or enrolled in a postsecondary program leading to a credential to be counted as a success under this indicator.

- For the secondary credential, only those enrolled in secondary education (at or above the ninth grade level), are to be included in the secondary credential portion. Only those are included that did not have a secondary credential when they entered the program.

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Types of Recognized Post-Secondary Credentials

DOL guidance will be available soon and will clarify the types of acceptable credentials and more specific information on what is considered an education and training program for each core program.

Measureable Skills Gain

The percentage of 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, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

- States have been collecting the educational functioning levels data under WIA and will continue to collect this data under WIOA as part of the measureable skill gains indicator.

- Is used as a measure of interim progress of participants who are enrolled in education or training services.

- Intended to capture important progressions through pathways that are based on different core program purposes and different participant needs.

- Can achieve while still participating in the program

- Dependent on the type of education or training program a participant is enrolled in.

- If a participant exits a program more than once in a program year and achieves a measurable skill gain prior to exiting each time, than that participant could achieve more than one measurable skill gain in a program year. A participant may achieve more than one measurable skill gain prior to each exit, but only one gain will be counted in the performance calculations.

- 5 types of gains used to measure skill gains

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5 Types of Measureable Skill Gains

1. Educational Functioning Level
   - Documented achievement of a participant who is receiving instruction below the postsecondary level.
     - Pre-post test
     - Completion of Carnegie units
     - Program exit & enrollment into postsecondary education and training program during the year
2. Attainment of secondary school diploma or its recognized equivalent
3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that meets states academic standards
4. Satisfactory or better progress on a report towards established milestones.
   - Completion of on-the-job-training
   - Completion of one year of an apprenticeship program

   ***must be verified by a report from an employer or training provider who is providing the training
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.

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Effectiveness in Serving Employers

Recognizing our business, our employer customer as part of the equation of helping people through our programs.

- 3 approaches – States must choose 2 of the three

- Shared indicator across all Core programs;

- One number will be averaged and reported by the state. The State must decide which agency will report the number or all programs must work together to determine the number and report the same number individually.

- Early coordination between Core programs is highly encouraged on which approach will be used, how to collect and calculate measure.

- Will be reported on the Joint Annual report

- DOL is planning an evaluation of this measure and then will go out to the States and work with them and the local areas to see which approach makes the most sense. After this they will determine a definition for this indicator.

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Effectiveness in Serving Employers – Approaches

1. Retention with same employer in the 2nd and 4th quarter after exit
   - Are we providing employers with skilled workers?

2. Employer retention rate
   - Looking at engagement with the employers in the State & local economy. How many of those employers have we reached? What is the number of employers that we have: within the local area, within a local labor market, how many of those employers has the One-Stop touched or the grant touched?
   - We only look at retention of WIOA funded employees of the company, Not all employees

3. Repeat business customer rate
   - How many of those businesses come back for services? How many repeat customers do we have and why? Look at this over a 3-year period.
   - Is it a small business? Did we provide trained & skilled employees that stayed? They may not need our services as often as a large business.

**We would like feedback regarding the three
approaches: Pros/Cons for each

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Self-Service

- Self-service occurs when individuals independently access any workforce development system program's information and activities with very little to no staff assistance. This can be done in either a physical location, such as a one-stop center resource room or partner agency, or remotely via the use of electronic technologies, with very little to no staff assistance.

- Self-service does not uniformly apply to all virtually accessed services. For example, virtually accessed services that provide a level of support beyond independent job or information seeking on the part of an individual would not qualify as self-service.

Information-Only Service

- Activities or services that provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives.

- May include both self-services basic career services and staff-assisted basic career services. These are designed to inform and educate an individual about the labor market.

- Occur when a staff member provides the individual with information and instructions on how to access the variety of other services available in the one-stop center, including tools in the resource room.

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Significant Staff involvement

Involvement that would result in an individual qualifying as a participant includes a staff member's assessment of an individual's skills, education, or career objectives in order to achieve any of the following:

- Assist individuals in deciding on appropriate next steps in the search for employment, training, and related services, including job referral;

- Assist individuals in assessing their personal barriers to employment; or

- Assist individuals in accessing other related services necessary to enhance their employability and individual employment related needs.

Career Services

There are three types of Career Services:

1. Basic Career services,
   - Must be made available to all individuals seeking services served
   - Can be information-only services
   - Basic career services that require significant staff involvement are not considered information-only services or activities.

2. Individualized career services, and
   - If determined that services are appropriate for an individual to obtain or retain employment, these services must be made available to the individual.
   - Recent previous assessments by partner programs to determine if individualized career services world be appropriate is acceptable.

3. Follow-up services.

Basic Career Services

- Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs;

- Outreach, intake, and orientation to information and other services available through the one-stop delivery system;

- Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive services needs;

- Labor exchange services, including –
  - Job search and placement assistance, and when needed by an individual, career counseling, including -
    - Provision of information on in-demand industry sectors and occupations
    - Provision of information on nontraditional employment

- Provision of referrals to and coordination of activities with other programs and services, including those within the one-stop delivery system and, when appropriate, other workforce development programs;

- Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including –
  - Job vacancy listings in labor market areas;
  - Information on job skills necessary to obtain the vacant jobs listed; and
  - Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs;

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Basic Career Services Continued…

- Provision of performance information and program cost information on eligible providers of training services by program and type of providers;

- Provision of information about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system;

- Provision of information relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including; child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under the SNAP; assistance through the earned income tax credit; housing counseling and assistance services sponsored through the U.S. HUD; and assistance under a State program for TANF; and other supportive services and transportation provided through that program;

- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA; and

- Provision of information and assistance regarding filing claims under UI programs, including meaningful assistance to individuals seeking assistance in filing a claim –
    - Meaningful assistance means providing assistance:
        - On-site using staff who are properly trained in UI claims, filing, and/or the acceptance of information necessary to file a claim, or
        - By phone or via other technology, as long as the assistance is provided by trained and available staff and within a reasonable time;
    - The costs associated in providing meaningful assistance may be paid for by the State's UI program, the WIOA Adult or Dislocated Worker programs, the Wagner-Peyser Employment Service, or some combination thereof these funding sources.

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Individualized Career Services

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include –
    - Diagnostic testing and use of other assessment tools; and
    - In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;

- Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, eligible training providers;

- Group and/or individual counseling and mentoring;

- Career planning (e.g. case management);

- Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training, in some instances pre-apprenticeship programs may be considered as short-term pre-vocational services;

- Internships and work experiences that are linked to careers;

- Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, or training, or employment;

- Financial literacy services;

- Out-of-area job search assistance and relocation assistance; and

- English language acquisition and integrated education and training programs

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Follow-up Services

- Must be provided as appropriate for participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment.

- Does not extend the date of exit in performance reporting

- Follow-up services are provided to youth following exit and as a result, Title I youth funds may be spent on participants once they exit in order to provide such follow-up services. Title I youth program requires follow-up services to last not less than 12 months after completion of participation.

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Quarterly Report Requirements
Program Year 2016 (PY16)

Report Quarter	July - Sept.	Oct.- Dec.	Jan. – Mar.	April - June
Number Served (Reportable individuals)	7/1/16 to 9/30/16	7/1/16 to 12/31/16	7/1/16 to 3/31/17	7/1/16 to 6/30/17
Number Exited (Reportable Individual)	Data Not Available	7/1/16 to 9/30/16	7/1/16 to 12/31/16	7/1/16 to 3/31/17
Funds Expended	7/1/16 to 9/30/16	7/1/16 to 12/31/16	7/1/16 to 3/31/17	7/1/16 to 6/30/17
Number Served (Participant)	7/1/16 to 9/30/16	7/1/16 to 12/31/16	7/1/16 to 3/31/17	7/1/16 to 6/30/17
Number Exited (Participant)	Data Not Available	7/1/16 to 9/30/16	7/1/16 to 12/31/16	7/1/16 to 3/31/17
Employment Rate Second Quarter After Exit	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Employment Rate Fourth Quarter After Exit	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Median Earning Second Quarter After Exit	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Credential Attainment Rate	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Measurable Skill Gains	7/1/16 to 9/30/16	7/1/16 to 12/31/16	7/1/16 to 3/31/17	7/1/16 to 6/30/17
Effectiveness in Serving Employers	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Veterans' Priority of Service	7/1/16 to 9/30/16	7/1/16 to 12/31/16	7/1/16 to 3/31/17	7/1/16 to 6/30/17

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DATA

Participant Individual Record Layout - PIRL

The DOL-PIRL contains the Elements that are required to be reported on **<u>every</u>** Participant per program

4 Main Sections of the PIRL

- Participant Information

- Barriers to Employment

- Employment/Earnings Outcome Information

- Education Outcome Information

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Participant Information

- SSN
- Date of Birth
- Sex
- Race
- Ethnicity
- Eligible Veteran Status
- Individual with a Disability
- Incumbent Worker
- Unemployed individuals
- Employment & Educational Status at Participation
- Date of Participation
- Date of Exit
- Exclusion Reason (if any)
- Service Types
- Eligible Training Provider & Program of Study (if in training)

Barriers to Employment

- Displaced Homemakers
- Low-income individuals
- Older individuals
- Ex-offenders
- Homeless individuals
- Current or former foster care youth
- English language learners, low levels of literacy, or facing substantial cultural barriers
- Eligible migrant and seasonal farmworkers
- Exhausting TANF within 2 years
- Single parents (including single pregnant women)
- Long-term unemployed individuals

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Employment/Earnings Outcome Information

- Employment & Earnings by Quarter for 4 Quarters Post Exit
  - Included identifying source of information
  - Achievement of Diploma/Equivalent requires information

Education Outcome Information

- Type/Date of each Measurable Skill Gain
- Type/Date of each Credential Achieved
- Whether Employment in 2nd Quarter post-exit was related to Training provided
- Post-Exit enrollment in Post-secondary Education/Training
- Sources of Data
  - Primarily administrative records manually recorded

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References

TEGL 3-15

TEGL 22-15

TEN 8-16