



UNITED STATES DEPARTMENT OF LABOR

Employment & Training Administration - Region 2

Performance Measurement & Reporting

For Employment And Training Programs

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WIA Boot Camp

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Objective

- This morning's session:
 - Foundation for Performance
 - Revisions to existing reporting requirements
 - Data sources
 - Calculating outcomes on the performance measures





A Foundation for Performance Management





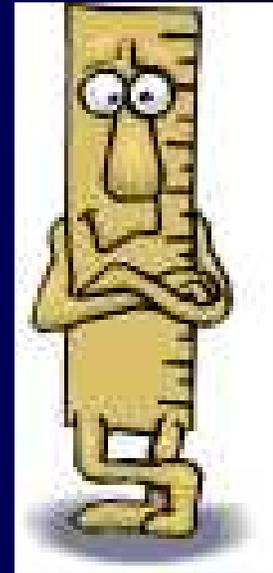
Improving Performance Results

- Reporting performance is a fundamental element of improving customer services and good public administration
- Performance information should be easily understood by all customers, stakeholders, and operators of the workforce investment system
- Establishing common measures and standardizing customer data collection improves the comparability and understanding of performance results
- Ensuring the accuracy and timeliness of performance results is necessary for demonstrating system integrity and value



The Common Measures

- Adult measures:
 - Entered employment
 - Employment retention
 - Earnings increase
- Youth and lifelong learning measures:
 - Placement in employment or education
 - Attainment of a degree or certificate
 - Literacy or numeracy gains
- Designations of adult or youth are spelled out in each program's eligibility requirements





Benefits of Common Measures

- Focus on the **core purposes** of the workforce system; employment for adults and skill gain for youth
- Break down barriers to **integration** resulting from different definitions, data and reports for each workforce program
- Resolve questions raised by GAO and other oversight agencies regarding the **consistency and reliability** of data
- Reduce confusion among our **customers and stakeholders** who want to know about results



The Intersection of Common Measures and Revised Reporting Requirements for Wagner-Peyser, VETS, TAA & WIA Programs





Revisions to Reporting Requirements

WIA Performance Reporting System

■ Quarterly Report

- Collects aggregate counts of self-service participants, the number of participants in training, and youth (by age and school status)
- Collects current WIA youth measures plus common measures
- Separate reporting of common measures for Adults, Dislocated Workers, and NEG participants
- Rolling four-quarter reporting methodology to align with W-P employment services Reporting System
- Eliminated customer satisfaction reporting on a quarterly basis

■ Annual Report

- Collects similar aggregate counts of participants and exiters as the Quarterly Report
- New report table to collect youth common measures

■ WIASRD

- Collects additional data on participant services and outcomes to calculate common measures
- States do not submit WIASRD files on participants who receive only self-services and informational activities
- States must report co-enrollment of individuals in Wagner-Peyser or TAA programs



Revisions to Reporting Requirements

Wagner-Peyser Reporting System (W-P & VETS)

- Aligns performance reporting cohorts with WIA reporting cohorts
- Eliminates all customer satisfaction reporting
- Collects aggregate counts on participants, exiters, and those receiving workforce information services
- Collects aggregate outcomes for the adult common measures
- Collects aggregate data on services to Homeless Veterans (VETS 200 C report only)
- Eliminates reporting on each category of veteran (e.g., campaign, disabled) by age grouping

Trade Act Participant Report (TAPR)

- Collects data elements to calculate common measures
- Collects information on participant services as authorized under the TAA Reform Act of 2002



Key Concepts





Program Participation



- A *participant* is a person who is determined eligible to participate in a program and receives a service funded by the program in a physical location
- The *date of participation* is the date of the first service after eligibility determination
- Individuals who receive services that are accessed by virtual means outside of the program's facility need not, but may, be treated as *participants*
 - *Exclusions to this rule may include but are not limited to:*
 - *In depth on-line registration*
 - *Accessing job orders and referrals*



Minimum Data Needed from Self-Service Participants

- At a minimum, data needed from self-service participants:
 - Individual Unique identifier
 - employment status at the point of participation.
- Upon request of a customer's SSN, the customer must also be offered the opportunity to provide Equal Employment/demographic information.



Program Exit

- Exit occurs when . . .
 - Participant does not receive a service or partner service for 90 consecutive calendar days;
 - Participant has no planned acceptable gap in service; and
 - Participant is not scheduled for future services
- Date of exit is applied retroactively to the last day of service funded by the program or partner program
- Must have the capability to track partner services in order to extend the date of exit
- *No More Hard Exit*



Program Exit

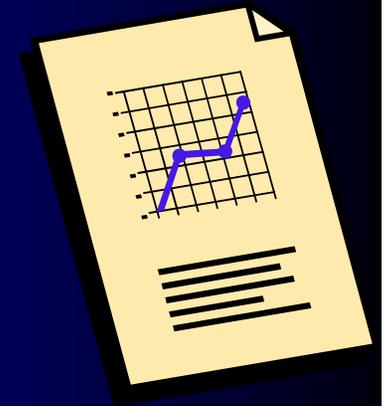
- Days included in any *planned gap in services* do not count when determining the exit date
 - Delay before the beginning of training
 - Health condition or providing care for a family member with a health condition
 - Temporary move from the area
 - All gaps in service must be documented





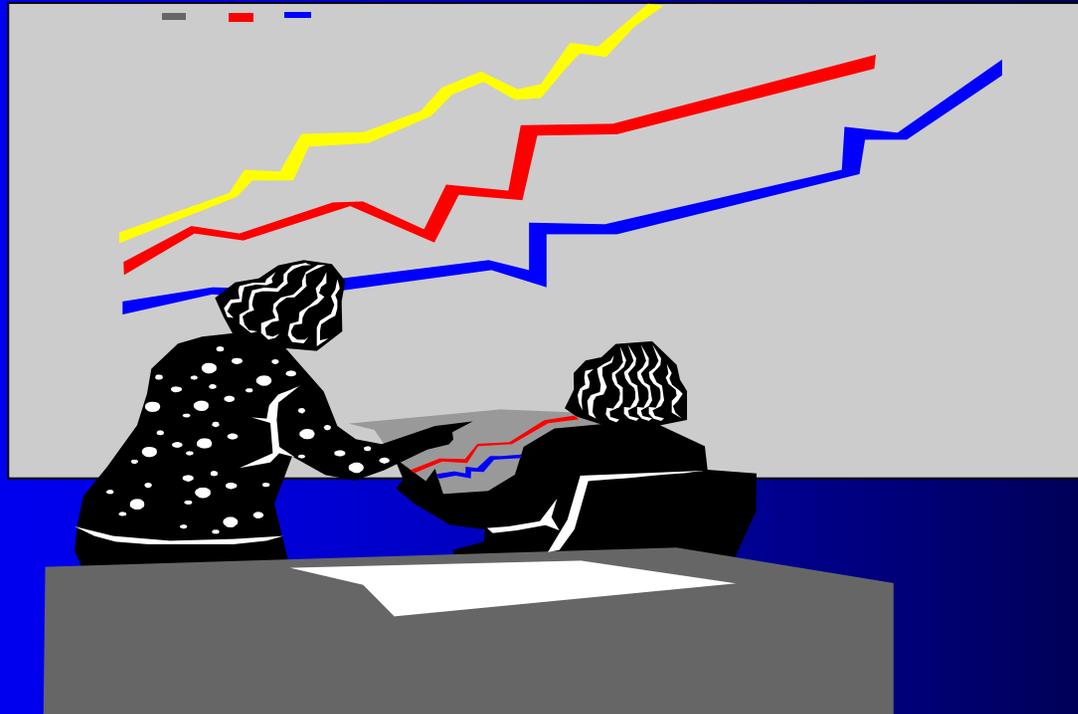
Global Exclusions

- Exclusions from all common measures:
 - Persons institutionalized (exceptions are detained Responsible Reintegration of Youthful Offenders and disabled individuals residing in institutions)
 - Persons unable to continue due to health/medical or family care reasons
 - Deceased
 - Reservists called to active duty
 - Relocated to a mandated residential program (youth only)
- To be excluded from performance calculations, the condition(s) must be expected to last 90 days or more





Data Sources





Outcome Data Collection

- Unemployment Insurance wage records
 - Includes state wage records and additional sources such as WRIS and FEDES
 - The first source for employment and retention measures
 - The only source for earnings increase
- Supplemental data may be used to determine employment and retention



Outcome Data Collection

- Administrative records are the source for outcomes that are not employment-based
- Administrative data may be obtained through automated data exchanges
- Administrative record data (except automated data exchanges) and data collection methods must be documented and subject to audit





Calculating Outcomes

Adult Measures





Adult

Entered Employment

Of those not employed at participation:

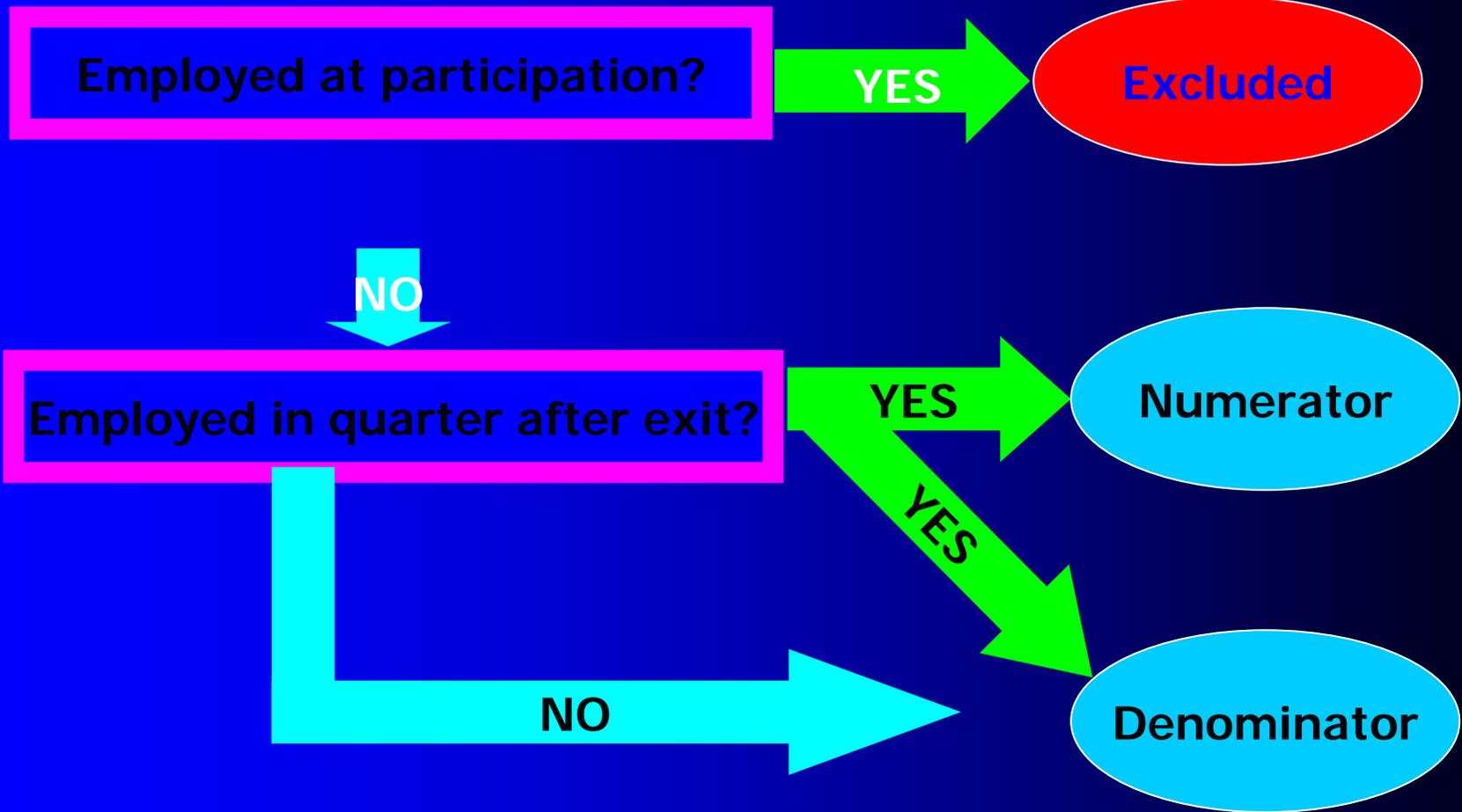
Number employed in quarter after exit

Total Number of exiters

- Exclude adults employed at the time of participation (including those individuals who have taken a job after being laid-off or dislocated)
- Include adults employed at the time of participation who are on layoff notice
- Wage records or supplemental data may be used to determine employment in the quarter after exit
 - Supplemental data must be documented
- Employment at participation is based on information from the individual – not wage records



Adult Entered Employment





Adult

Employment Retention

Of those employed in the quarter after exit:

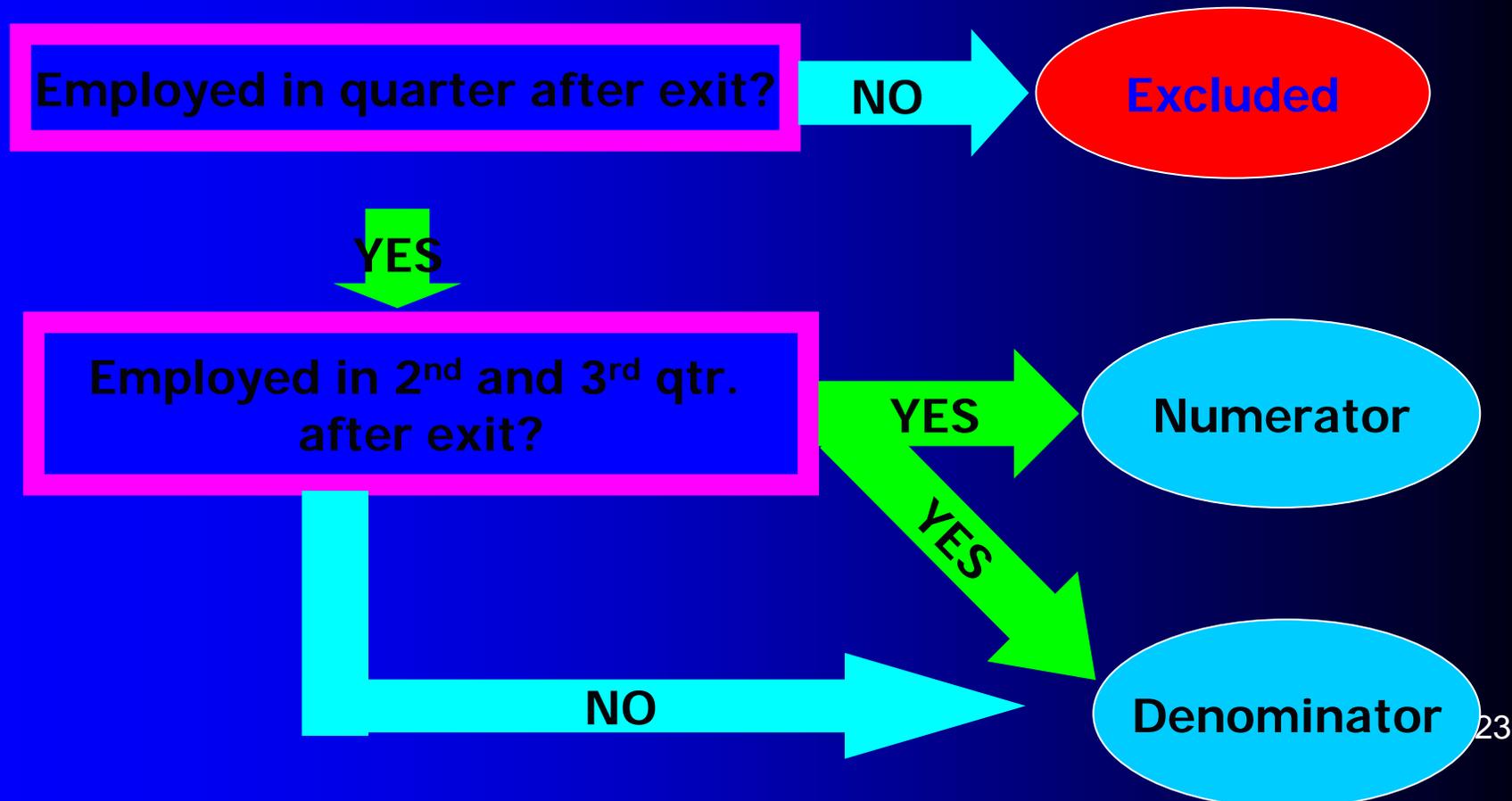
Number employed in both the 2nd and
3rd quarters after exit

Total Number of exiters

- Based on those employed in quarter after exit
- Wage records and supplemental data are acceptable data sources
 - Supplemental data must be documented
- Employment in the 1st, 2nd and 3rd quarters after exit does not have to be with the same employer
- Must be employed in both the 2nd and 3rd quarters after exit to be retained



Adult Employment Retention





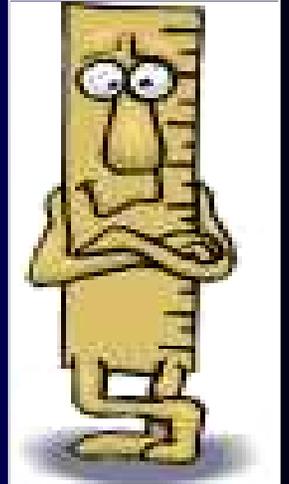
Adult Average Earnings

Of those employed in the 1st, 2nd and 3rd quarters after the exit:

Total Earnings in the 2nd and 3rd quarters after exit

Total Number of adult exiters who exit during the quarter

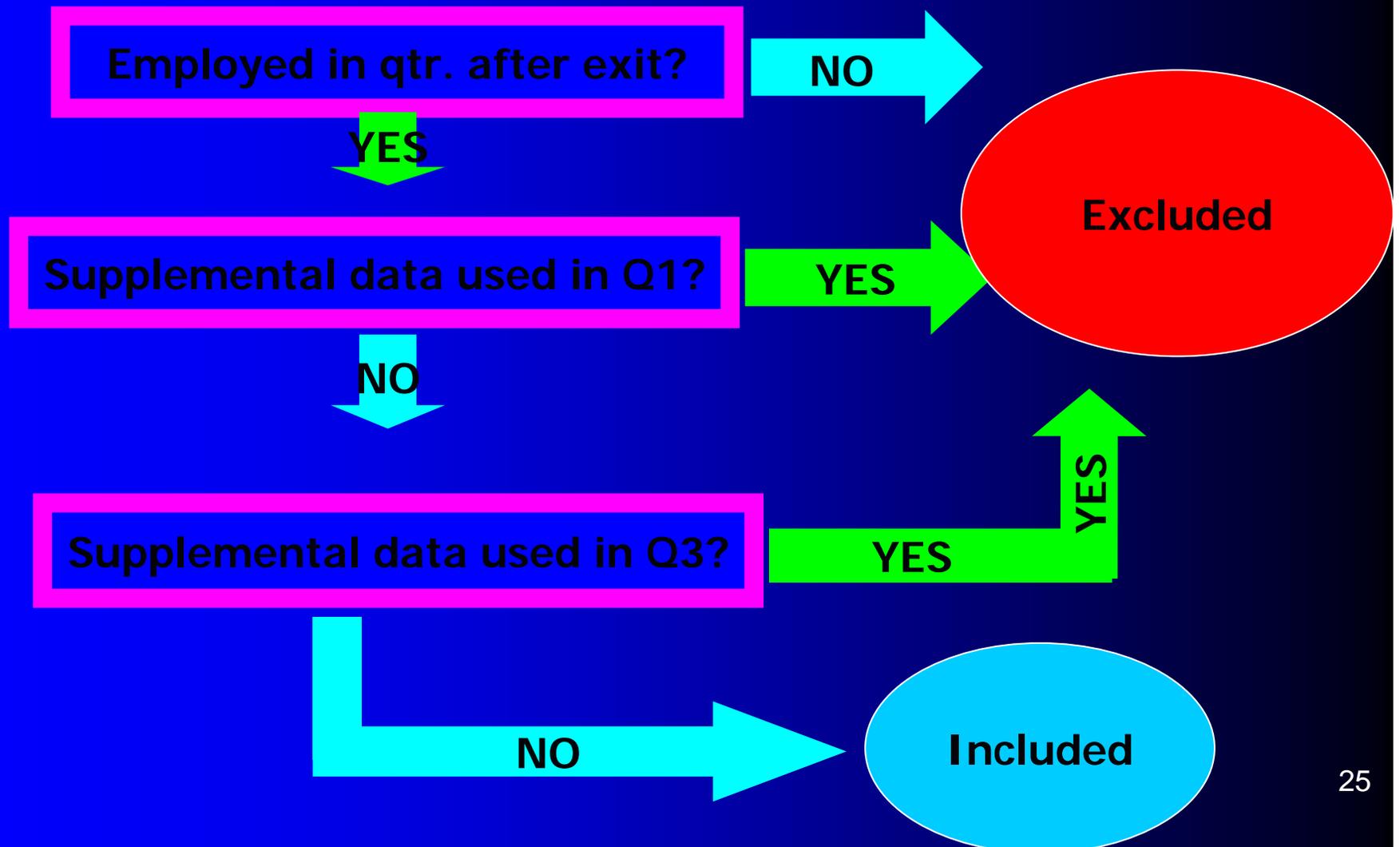
- Only wage records may be used for determining pre-program and post-program earnings
- Includes same population as the adult retention measure
- Likely to be negative for dislocated workers
- False, erroneous and misleading earnings data may be excluded by the grantee



Computing
Outcomes



Adult Average Earnings





Calculating Outcomes

Youth Measures





Common Measures

- Include all youth, no distinction between younger/older
 - 1) Placement in Employment, Education, or Training
 - 2) Attainment of a Degree/Certificate
 - 3) Literacy/Numeracy Gains



Summary of Major Policy Changes

Old Policy	New Policy
YOUTH MEASURES	
Placement in Employment or Education <ul style="list-style-type: none">● Excluded individuals in secondary school at exit from performance calculations	<ul style="list-style-type: none">● Individuals in secondary school at exit are now <u>included</u> in the measure● Permits grantees to use wage records <u>and</u> supplemental data
Attainment of Degree or Certificate <ul style="list-style-type: none">● Excluded individuals in secondary school at exit from performance calculations	<ul style="list-style-type: none">● Individuals in secondary school at exit are now <u>included</u> in the measure● Clarifies the definition of Diploma● Includes degrees/certificates awarded by tribally-controlled colleges and universities
Literacy and Numeracy Gains <ul style="list-style-type: none">● Included all in-school and out-of-school youth who were basic skills deficient	<ul style="list-style-type: none">● In-school youth are now <u>excluded</u> from the measure● Provides additional guidance on providing <i>reasonable accommodations</i> for testing youth with disabilities



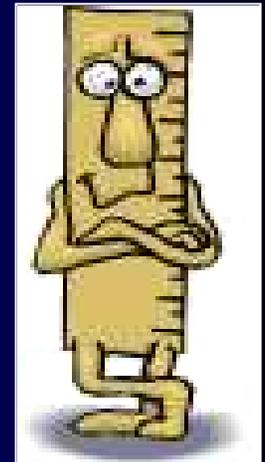
Youth And Lifelong Learning Placement In Employment Or Education

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

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

Number of exiters

- Excludes youth in employment, the military, or post-secondary education at participation
- Includes youth in secondary education at exit
- Employment, military and education status at participation are based on information from the individual



Computing
Outcomes

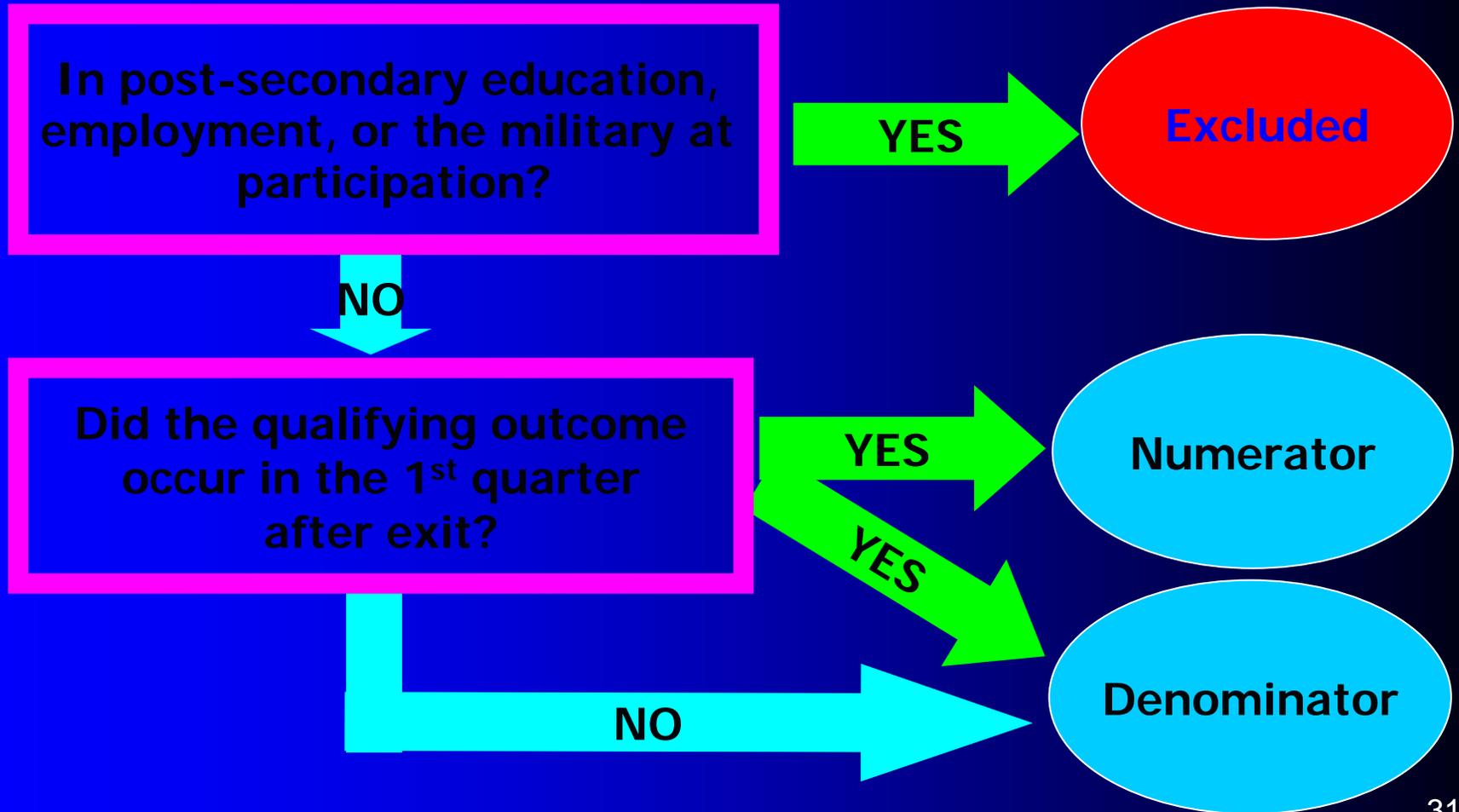


Youth And Lifelong Learning Placement In Employment Or Education

- Employment and military service in the 1st quarter after exit may be based on wage record data or supplemental data
 - Supplemental data must be documented
- Similar to current YY Retention measure in that it recognizes the same outcomes – improvement from OY Entered Employment
- However, it includes first quarter after exit only – no concept of retention or earnings change in common measures for youth programs



Youth And Lifelong Learning Placement In Employment Or Education





Youth And Lifelong Learning Attainment Of Degree Or Certificate

Of those enrolled in education at participation or any time during the program:

Number attaining a diploma, GED or certificate by the end of the 3rd quarter after exit

Number of exiters

- Education refers to secondary school, post-secondary school, adult education, or any organized program of study
- Includes youth in secondary school at exit
- Outcome can be attained during participation
- Diploma is any credential the State Education Agency accepts as equivalent to a high school diploma

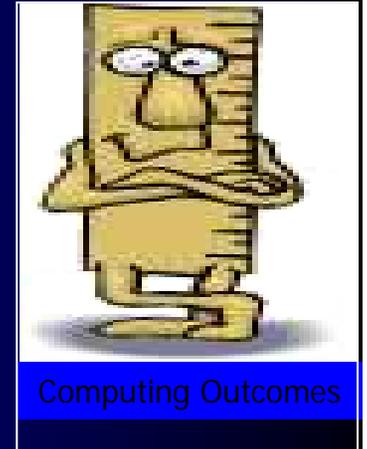




Attainment Of Degree Or Certificate

- Defining “certificate” ...

A certificate is awarded in recognition of an individual’s attainment of measurable **technical or occupational skills** (emphasis added) necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Recognition of generic pre-employment and/or work readiness skills are not considered certificates.



- Definition applies only to youth attainment of degree or certificate common measure



Definition of Certificate (cont.)

Awarding Institutions include:

- A State educational agency
- Institution of higher education
- Professional, industry or employer organization or a product manufacturer
- Registered apprenticeship program
- Public regulatory agency
- Department of Veterans Affairs
- Office of Job Corps
- Indian Tribe Higher Education Institution



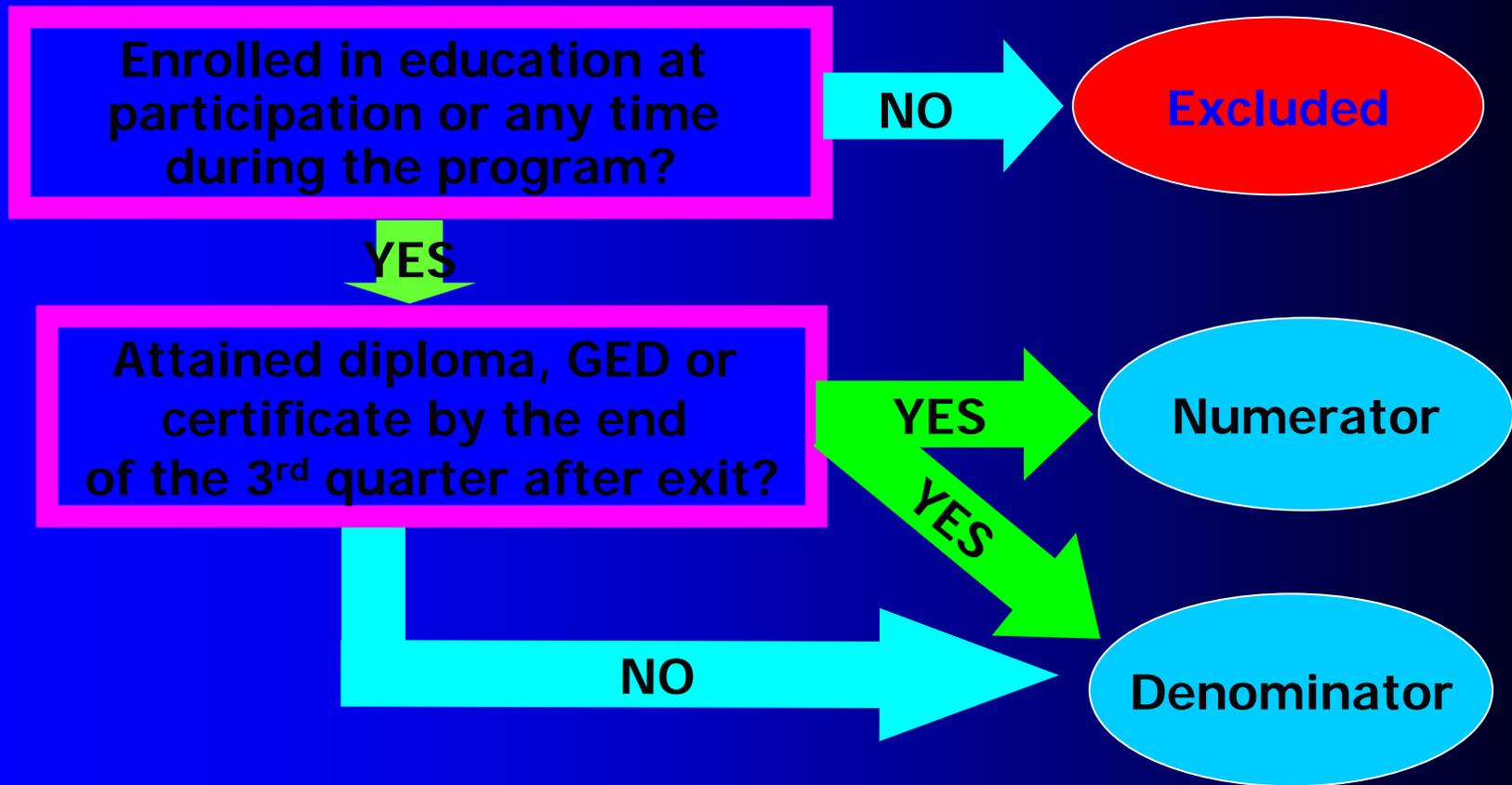
Definition of Certificate (cont.)

Clarification of definition:

- If a state educational system or employer organization granted certificate status to very specific standards for a work readiness program, this would be acceptable as a certificate under the measure
- For example, the U.S. Chamber of Commerce's recently announced work readiness credential would be allowable under the certificate measure



Youth Attainment Of Degree Or Certificate





Comparison to Current Measures

- This measure is similar to a combination of the YY Diploma Rate and OY Credential Rate, but with a tighter definition of certificate
- Narrower denominator than current credential measure: includes only those in education
- Does not have employment component as the current credential measure does



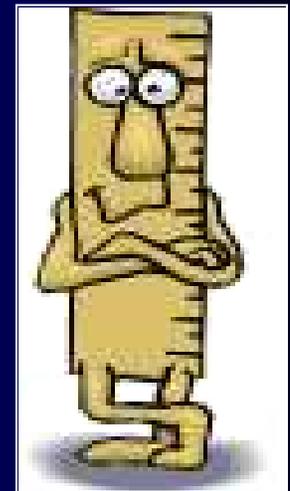
Youth Literacy Or Numeracy Gains

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

Number who increase one or more
educational functioning levels

Number who completed a year
of participation + Number who exit
before completing a
year of participation

- Excludes youth who are not basic skills deficient
- Excludes youth who are in-school
- Includes individuals with learning disabilities
- To be in the numerator, an individual must advance one or more Adult Basic Education (ABE) or English as a Second Language (ESL) functioning levels



Computing
Outcomes



Youth Literacy/Numeracy Gains

- Educational skill gain measurement is consistent with the National Reporting System for Adult Education
- Tests cross-walked with ABE and ESL levels include:
 - Comprehensive Adult Student Assessment Instrument (CASAS)
 - Test of Adult Basic Education (TABE)
 - Adult Basic Learning Examination (ABLE)
 - Student Performance Levels for ESL
 - Basic English Skills Test (BEST) for ESL
 - WorkKeys (for the top 3 ABE levels)



Youth Literacy Or Numeracy Gains

- Requires the use of the same standardized test for both pre and post assessments
- Individuals should be pre-tested within 60 days of the participation date
- Individuals with disabilities should be accommodated according to guidelines associated with the assessment tool and state law or policies
- Individuals should be post-tested by the end of one year of participation and compared to pre-test results obtained during the initial assessment



Youth Literacy Or Numeracy Gains

- If an individual continues to be basic skills deficient after the first 12 months of participation, then s/he should continue to receive training in literacy and/or numeracy skills
- Participants should be post-tested and included in the measure at the completion of the 2nd year
- Only included in measure a second time if they complete a full 2nd year in program



Literacy/Numeracy-- Comparison to Current Measures

- Creates specific focus on basic skills rather than broad focus on work readiness, occupational skills, and basic skills
 - Does not mean work readiness and occupational skills no longer important (impact of those skills will be seen in placement rate)
- Standard for success much higher than with less-defined skill attainment rate



For Further Information...

ETA's Performance And Results Website

<http://www.doleta.gov/performance>

ETA's Performance And Results E-MAIL ADDRESS

ETAperforms@dol.gov

National Reporting System for Adult Education Website

<http://www.nrsweb.org>



Questions???



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