COMPREHENSIVE REPORTING AND PERFORMANCE

WIOA and CCMEP
Fall 2017
OVERVIEW

- Overview of Program Reporting and Performance
- Program Participants
- Performance Measures and Accountability
- Key Concepts
- Performance Measures Evaluation Periods
- Which Participants get into Performance Measures?
- Performance Measures in Detail
- Review and Best Practices
OVERVIEW OF WORKFORCE PROGRAMS
OVERVIEW OF WORKFORCE PROGRAMS

• **Workforce Investment Act (WIA) of 1998**
  - Replaced by...

• **Workforce Innovation and Opportunity Act (WIOA) of 2014**
  - Adults
    - Ages 18+ years
  - Youth
    - Ages 14-24 years, low-income, facing barriers to employment
  - Dislocated workers
    - Ages 18+ years, laid-off workers (including veterans, individuals with disabilities, older workers, and displaced homemakers)
  - **Program Year 2015 = WIOA begins**
  - **Program Year 2016 = First year of WIOA performance**
OVERVIEW OF WORKFORCE PROGRAMS

• **Comprehensive Case Management and Employment Program (CCMEP)**
  - Ohio only, implemented July 1, 2016
  - Ages 16-24 years*, low-income
    - *Includes 14-15 year olds starting PY2017
  - Required for TANF OWF Work Eligible individuals

• **Wagner-Peyser Program**
  - Provides labor exchange services
  - For individuals: Job search support, placement assistance, etc.
  - For employers: Recruitment and selection support, training and talent development, etc.
WHAT IS PROGRAM REPORTING?
Ohio’s Workforce Case Management System (OWCMS) is the system of record for all WIOA and CCMEP reporting.

- Captures a wealth of programmatic data:
  - basic demographic data, eligibility data, barriers data, and educational and employment history
  - individual opportunity plan, associated goals, and activities
  - services and training provided
  - track progress and report outcome data

- Reporting data accurately and timely in OWCMS is a requirement for the CCMEP and WIOA programs.
WHAT IS PROGRAM PERFORMANCE?
WHAT IS PROGRAM PERFORMANCE?

Program performance is an **evaluation** of performance outcomes

- Did program involvement lead to...
  - New or continued employment?
    - ...If so, what are the earnings?
  - (for Youth), post secondary enrollment?

- Did a participant receive training?
  - ...If so, did they gain a skill or attain a credential?
Ohio’s Workforce Case Management System (OWCMS) is the system of record for all WIOA and CCMEP reporting outcome data.

- Employment
- Post-Secondary Enrollment
- Earnings
- Skill Gains
- Credential Attainment

Will be used for Program Evaluation

Performance reporting is not an additional concern, it is a way to keep track of what you are already doing and getting credit for the outcomes.
Successful documentation = in OWCMS as soon as possible

ALL PERFORMANCE DATA COMES FROM OWCMS

See OWCMS screenshots for how and where to enter information

Keep track of what you are doing and get credit for the outcomes!

And remember...

“If it’s not in OWCMS, it didn’t happen.”

- Bob Haas
Performance evaluation is an aggregate assessment not an individual one

- e.g., Out of all program participants, what percentage got a job?
- Out of all those who received training, what percentage attained a credential?
➤ **Standard** is defined as a level or target to meet

➤ **Baseline** is defined as the initial collection of data which serves as a basis for comparison with the subsequently acquired data

➤ For some measures, data were collected in in PY 2016 and PY 2017 in order to establish a baseline to use in establishing a standard for PY 2018 and beyond

➤ Therefore in PY 2016 and PY 2017, these measures will not count towards the performance success or failure calculation
Aggregated data is compared to a “standard” or target to reach

Statewide standards are negotiated with USDOL

Local area and lead agency standards are negotiated with the state
  e.g., What percentage of all program participants do we expect to get a job? What is our target? What things influence this outcome?
    State and local economies
    Successful documentation
    Service strategies
    Participant characteristics (and barriers)
    And more
Determining and recording barriers in OWCMS:

- **RECORD ALL BARRIERS!**
  - For qualifying barrier for program eligibility
    - Full documentation necessary to enroll in program
  - For other barriers to employment
    - Self attestation form
    - Case notes (at a minimum)
- Do **not** remove barriers (e.g., if transportation is gained)
- Can add a barrier later (e.g., if new issue with justice system)
- Do **not** record barriers you assume the participant has
<table>
<thead>
<tr>
<th>WIA</th>
<th>WIOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants' characteristics had <em>no influence</em> on performance targets, however they <em>could</em> influence performance outcomes.</td>
<td>Requires the use of a statistical adjustment model to establish and adjust performance targets based on elements found to influence performance (e.g., participant characteristics).</td>
</tr>
<tr>
<td></td>
<td>USDOL Statistical Adjustment Model (TEGL 26-15 Attachment III B)</td>
</tr>
</tbody>
</table>
## NON-EXHAUSTIVE LIST OF ELEMENTS USED IN ADJUSTMENT MODEL

### Barrier and Demographic Information

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Low income</td>
</tr>
<tr>
<td>Basic literary skills deficiency</td>
<td>Offender</td>
</tr>
<tr>
<td>Enrolled in education</td>
<td>Other public assistance recipient</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Pregnant or parenting youth</td>
</tr>
<tr>
<td>Foster care youth</td>
<td>Race</td>
</tr>
<tr>
<td>Highest grade completed</td>
<td>School status at participation</td>
</tr>
<tr>
<td>Homeless</td>
<td>Sex</td>
</tr>
<tr>
<td>Individual with a disability</td>
<td>TANF recipient</td>
</tr>
<tr>
<td>Limited English-language proficiency</td>
<td>Youth who needs additional assistance</td>
</tr>
<tr>
<td>Parameter</td>
<td>Coefficient</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Highest grade completed: Less than High School graduate</td>
<td>-0.08021</td>
</tr>
<tr>
<td>Highest grade completed: High school equivalency</td>
<td>0.11693</td>
</tr>
<tr>
<td>Highest grade completed: Some college</td>
<td>0.20809</td>
</tr>
<tr>
<td>Highest grade completed: Certificate or Other Post-Secondary Degree</td>
<td>-0.47132</td>
</tr>
<tr>
<td>Employed at participation</td>
<td>0.11281</td>
</tr>
<tr>
<td>Received services financially assisted under the Wagner-Peyser Act</td>
<td>0.01666</td>
</tr>
<tr>
<td>Limited English-language proficiency</td>
<td>0.14001</td>
</tr>
<tr>
<td>Low income</td>
<td>0.05764</td>
</tr>
<tr>
<td>TANF recipient</td>
<td>-0.10645</td>
</tr>
<tr>
<td>Other public assistance recipient</td>
<td>-0.04173</td>
</tr>
<tr>
<td>Homeless</td>
<td>-0.00506</td>
</tr>
<tr>
<td>Offender</td>
<td>-0.15673</td>
</tr>
<tr>
<td>UI claimant, non-exhaustee</td>
<td>0.08812</td>
</tr>
<tr>
<td>UI exhaustion</td>
<td>0.07676</td>
</tr>
<tr>
<td>Pregnant or parenting youth</td>
<td>-0.04027</td>
</tr>
<tr>
<td>Youth who needs additional assistance</td>
<td>0.00169</td>
</tr>
<tr>
<td>School status at participation</td>
<td>0.10271</td>
</tr>
<tr>
<td>School status at exit</td>
<td>-0.16061</td>
</tr>
<tr>
<td>Enrolled in education</td>
<td>0.07405</td>
</tr>
<tr>
<td>Basic literacy skills deficiency</td>
<td>0.03634</td>
</tr>
<tr>
<td>Foster care youth</td>
<td>-0.21833</td>
</tr>
</tbody>
</table>

For WIOA: USDOL Statistical Adjustment Model (TEGL 26-15 Attachment III B)
Barrier Data for Performance Reporting

WIA

- Reporting barrier data for Adult and Dislocated Worker populations was minimal because it was **not** an eligibility requirement
- Reporting barrier data for youth was typically done by listing **one (1) barrier**, as that is all it took for eligibility determination

WIOA

- **Case Managers are required to capture ALL PARTICIPANT BARRIER DATA** in OWCMS so you get credit for providing services for the hardest to serve populations
- This will influence your performance outcomes and therefore your performance targets
WIOA ADDITIONAL SCREEN

Current Claimant Status: NEITHER CLAIMANT NOR EXHAUSTEE
UL Status at Intake: NOT CURRENT CLAIMANT AND NOT AN EXHAUSTEE
Education Level: BACHELORS DEGREE
Migrant Seasonal/Farmworker: No
Education Status: NOT ATTENDING SCHOOL; H.S. GRADUATE
Have you served in US Military?: No
Are you a Spouse of Veteran?: No
Homeless Veteran?: No

Military Service

Valid Driver's License
State: CALIFORNIA
Class: NON-COMMERCIAL
Endorsement Code
Remember to mark all barriers as apply to the participant!
USDOL STATISTICAL ADJUSTMENT MODEL

- 1st use of the model:
  - Occurs during performance negotiations to determine state standards
  - e.g., what was the population percentage breakdown served last year? What do you expect it to be this year?

- 2nd use of the model:
  - Occurs at year’s end to determine the population you actually served
  - e.g., you had planned on serving a higher percent of XX, but you served more or less than planned

- The model adjusts performance targets...
  - lower when serving the hardest to serve populations
  - higher when serving easier to serve populations
<table>
<thead>
<tr>
<th>WIA</th>
<th>WIOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Statewide standards were first negotiated with USDOL</td>
<td>➢ The statistical adjustment model will derive a negotiation <em>range for each local area</em> based on past populations served, service strategies, and local area economic conditions</td>
</tr>
<tr>
<td>➢ Then local areas were asked if they’d like to apply the statewide target to their local area or negotiate a different target</td>
<td>➢ Therefore some WDAs may have higher or lower standards than statewide targets based on model inputs/variables</td>
</tr>
</tbody>
</table>
Comparing state to state outcomes or rankings becomes more complicated and drawing conclusions without knowing the whole story is ill advised.

- E.g., ‘State A’ may be have a higher credential attainment rate than ‘State B’, but closer scrutiny may reveal that ‘State B’ is providing services to harder to serve populations than ‘State A’.

It is more useful to compare a state’s performance results relative to their adjusted performance target and their population and economic variables compared to the nation.

Comparing WDA to WDA outcomes or ranking poses similar problems.

- E.g., outcomes should be compared to the WDA’s adjusted performance target and compared to the state.

*Can’t directly compare states because they may be serving populations with dissimilar characteristics*
**EXAMPLE: CCMEP REPORT**

<table>
<thead>
<tr>
<th>Population Characteristics</th>
<th>Area Rate</th>
<th>Statewide Rate</th>
<th>Program Characteristics</th>
<th>Area Rate</th>
<th>Statewide Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants with a disability</td>
<td>3.2%</td>
<td>13.4%</td>
<td>Participants Receiving Intensive Services</td>
<td>4.8%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Participants who are pregnant or parenting</td>
<td>19.4%</td>
<td>25.4%</td>
<td>Participants Receiving Training</td>
<td>54.8%</td>
<td>72.1%</td>
</tr>
<tr>
<td>Participants who are single parents</td>
<td>37.1%</td>
<td>30.6%</td>
<td>Participants Receiving Supportive Services</td>
<td>37.1%</td>
<td>48.6%</td>
</tr>
<tr>
<td>Participants who are basic skills deficient</td>
<td>21.0%</td>
<td>43.8%</td>
<td>Participants Co-Funded with WIOA and TANF</td>
<td>8.1%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Participants who lack transportation</td>
<td>9.7%</td>
<td>30.0%</td>
<td>Participants Funded with WIOA Dollars only</td>
<td>45.2%</td>
<td>68.5%</td>
</tr>
<tr>
<td>Participants who are foster children</td>
<td>9.7%</td>
<td>5.0%</td>
<td>Participants Funded with TANF Dollars only</td>
<td>46.8%</td>
<td>24.8%</td>
</tr>
</tbody>
</table>

**Participants' Current Age**

- 24% 16
- 24% 17-18
- 27% 19-20
- 15% 21-22
- 5% 23-24
- 5% 25 and Older

**Education Level at Enrollment**

- 63% 9th Grade or Below
- 13% 10th Grade
- 11% 11th Grade
- 8% 12th Grade
- 3% HS Diploma
- 3% GED
- 2% Some College
- 2% Post 2nd Credential

**Education Status at Enrollment**

- 74% In School
- 26% Out of School
Q1. If Susan has three barriers, but only one will qualify her for the WIOA Youth program, how many should you record in OWCMS?  
Answer: All (three) barriers should be recorded in OWCMS.

Q2. True or False: The USDOL statistical adjustment model is used to adjust for harder or easier to serve populations with respect to state-level performance targets.  
Answer: True.

Q3. Where does the data come from for performance reporting?  
Answer: All data for performance reporting comes from OWCMS, this is why accurate and timely input is so important.
PROGRAM PARTICIPANTS
WIOA Adult and Dislocated Workers are enrolled as WIOA participants in OWCMS after receiving one of the individualized career and/or training services or basic career services triggering participation in WIOA (not self-service or information) funded by either the Adult or Dislocated Worker Program.

CCMEP Youth are enrolled as CCMEP participants once they sign an individual opportunity plan (IOP) and receive a service on or after July 1, 2016 and WIOA Youth transitioned to CCMEP.

WIOA Youth are enrolled as WIOA participants in OWCMS once they are funded by the WIOA Youth program and are in receipt of one or more of the 14 WIOA Youth program elements.
One Program Example:
When a participant is enrolled in the WIOA Dislocated Worker program, they are counted in WIOA Dislocated Worker Reporting and Performance

PROGRAM INVOLVEMENT
PROGRAM PARTICIPANTS

Name: HOUSTON, WHITNEY

Service Type: Training
Service/Activity: OCCUPATIONAL SKILLS TRAINING
CFIS Status: 
Provider: Ashland County West Ho
Program: Phlebotomy Technology
Two Programs Example:
When a participant is co-funded in both the WIOA Adult and Dislocated Worker programs, they are counted in both Adult and Dislocated Worker Reporting and Performance.
Three Programs Example:
When a program participant is co-enrolled in WIOA Adult, Dislocated Worker, and Wagner-Peyser, they are counted in WIOA Adult, Dislocated Worker, and Wagner-Peyser Reporting and Performance.
When a participant is enrolled in the WIOA Youth program, they are counted in WIOA Youth Reporting and Performance.
All youth are included in the CCMEP program and they are counted in CCMEP Reporting and Performance.
All youth are included in the CCMEP program and they are counted in CCMEP Reporting and Performance, whether they are co-funded/co-enrolled in CCMEP WIOA, CCMEP TANF, or both.
Q4. If a youth participant is enrolled in CCMEP, will they automatically be in WIOA reporting and performance?

Answer: No, if a youth participant is enrolled in CCMEP, they will not automatically be included in WIOA reporting and performance. The youth participant must be co-enrolled in WIOA to also be in WIOA reporting and performance.
PERFORMANCE MEASURES AND ACCOUNTABILITY
WIOA Measures:

- Evaluation and accountability applied at the Workforce Development Area (WDA) level

CCMEP Measures:

- Evaluation and accountability applied at the Lead Agency level
All WIOA CORE programs: Adult, Dislocated Workers, Youth, ASPIRE, Vocational Rehabilitation and Wagner-Peyser (Wagner-Peyser will be excluded from performance measures 4 and 5):

1. Employment – 2nd Quarter After Exit
   (For Youth: Education, Training, or Employment)

2. Employment – 4th Quarter After Exit
   (For Youth: Education, Training, or Employment)

3. Median Earnings – 2nd Quarter After Exit

4. Credential Attainment

5. Measurable Skill Gains

6. Effectiveness in Serving Employers
CCMEP Primary Performance Measures:

1. Education, Training, or Employment – At Exit
2. Education, Training, or Employment – 2nd Quarter After Exit
3. Education, Training, or Employment – 4th Quarter After Exit
4. Median Earnings – 2\textsuperscript{nd} Quarter After Exit
5. Credential Attainment
6. Measurable Skill Gains
7. Effectiveness in Serving Employers
## PERFORMANCE MEASURES WITH STANDARDS

<table>
<thead>
<tr>
<th>PY 2017 Performance Standards</th>
<th>Workforce Area</th>
<th>Lead Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide Standard</td>
<td>Adults</td>
<td>Dislocated Workers</td>
</tr>
<tr>
<td>Employment (2nd Qtr After Exit)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Employment, Education, or Training (2nd Qtr After Exit)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Median Earnings (2nd Qtr After Exit)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Employment (4th Qtr After Exit)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Employment, Education, or Training (4th Qtr After Exit)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Employment, Education, or Training (At Exit)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Credential Attainment Rate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Measurable Skill Gains</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Effectiveness in Serving Employers</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
PERFORMANCE EVALUATION AND STANDARDS
PERFORMANCE MEASUREMENT METHODOLOGY

Performance on any is based on the actual outcome relative the performance standard using the following levels for **Exceeds, Meets, and Fails**:

- **Exceeds**: in excess of 105 percent of the performance standard for the measure
- **Meets**: falls in the range of 90 to 105 percent of the performance standard
- **Fails**: when the actual local area performance achieved against an individual performance measure is less than 90 percent of the performance standard

- E.g., if negotiated standard is 50% for 2nd quarter after exit:
  - If 53% = Exceeds (Above 52.5% (105% of 50%))
  - If 49% = Meets (Between 45% (90% of 50%) and 52.5% (105% of 50%))
  - If 40% = Fails (Below 45% (90% of 50%))

**NOTE**: Meet level will be set at 80 percent of standard for WIOA Youth and CCMEP Youth as an implementation consideration for PY 2017
## PERFORMANCE MEASURES AND STATEWIDE STANDARDS

<table>
<thead>
<tr>
<th>PY 2017 Performance Standards</th>
<th>Workforce Area</th>
<th>Lead Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statewide Standard</strong></td>
<td>Adults</td>
<td>Dislocated Workers</td>
</tr>
<tr>
<td>Employment (2nd Qtr After Exit)</td>
<td>79.0%</td>
<td>82.0%</td>
</tr>
<tr>
<td>Employment, Education, or Training (2nd Qtr After Exit)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Median Earnings (2nd Qtr After Exit)</td>
<td>$5,000</td>
<td>$6,600</td>
</tr>
<tr>
<td>Employment (4th Qtr After Exit)</td>
<td>73.0%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Employment, Education, or Training (4th Qtr After Exit)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Employment, Education, or Training (At Exit)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Credential Attainment Rate</td>
<td>50.0%</td>
<td>58.0%</td>
</tr>
<tr>
<td>Measurable Skill Gains</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Effectiveness in Serving Employers</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
</tbody>
</table>

PY 2016 No evaluation against performance standards.
PY 2017 Only Highlighted areas will be evaluated and counted towards performance.
PY 2018 All Measures will be evaluated - performance standards will be negotiated in late PY 2017.
* Meet level will be set at 80% of standard for WIOA Youth and CCMEP Youth as an implementation consideration for PY 2017.
Co-enrolling/co-funding CCMEP with WIOA Youth: Future implications

- If we do not co-enroll/co-fund then USDOL will **not** be able to account for these harder to serve populations in their statistical model and the low standard we have negotiated will be adjusted.

- This is the opportunity to establish an **honest baseline** and **realistic expectations** for continuous improvement in serving the hardest to serve youth populations.

- Without the data to back it up, USDOL is not going to continue to allow these low standards.

All CCMEP Youth

- **NOT ideal**

- **Ideal**

CCMEP (TANF) Youth co-enrolled in WIOA Youth

= More accurate USDOL statistical adjustment model

*(accounts for harder to serve populations)*
## OUTCOMES PRIOR TO CCMEP

<table>
<thead>
<tr>
<th>Employment 2\textsuperscript{nd} Quarter After Program Exit</th>
<th>Ohio TANF/OWF</th>
<th>Ohio WIA Youth participants receiving TANF benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>49.4%</td>
<td>55.8%</td>
</tr>
<tr>
<td>2013</td>
<td>52.2%</td>
<td>64.2%</td>
</tr>
<tr>
<td>2014</td>
<td>56.2%</td>
<td>71.3%</td>
</tr>
<tr>
<td>Average</td>
<td>52.6%</td>
<td>63.8%</td>
</tr>
<tr>
<td>Range</td>
<td>49.4% - 56.2%</td>
<td>55.8% - 71.3%</td>
</tr>
</tbody>
</table>
REPORT EXAMPLE: AREA COMPARISON

Adult Employment 2nd Qtr

- Local Area
- Standard
- 90% Level
# REPORT EXAMPLE: AREA OUTCOMES

<table>
<thead>
<tr>
<th>Group</th>
<th>Performance Measure</th>
<th>Area Numerator</th>
<th>Area Denominator</th>
<th>Area Rate</th>
<th>Statewide Rate</th>
<th>Area Standard</th>
<th>&quot;Meets&quot; Level</th>
<th>&quot;Exceeds&quot; Level</th>
<th>Area Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult</td>
<td>Employment 2nd Quarter after Exit</td>
<td>84</td>
<td>108</td>
<td>77.8%</td>
<td>76.9%</td>
<td>79.0%</td>
<td>71.1%</td>
<td>83.0%</td>
<td>Meets</td>
</tr>
<tr>
<td></td>
<td>Employment 4th Quarter after Exit</td>
<td>128</td>
<td>158</td>
<td>81.0%</td>
<td>75.8%</td>
<td>73.0%</td>
<td>65.7%</td>
<td>76.7%</td>
<td>Exceeds</td>
</tr>
<tr>
<td></td>
<td>Median Earnings 2nd Quarter after Exit</td>
<td>84</td>
<td></td>
<td>$6,605</td>
<td>$5,540</td>
<td>$5,000</td>
<td>$4,500</td>
<td>$5,250</td>
<td>Exceeds</td>
</tr>
<tr>
<td></td>
<td>Effectiveness in Serving Employers: Retention</td>
<td>74</td>
<td>116</td>
<td>63.8%</td>
<td>59.6%</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Exceeds *</td>
</tr>
<tr>
<td></td>
<td>Credential Attainment</td>
<td>94</td>
<td>124</td>
<td>75.8%</td>
<td>57.3%</td>
<td>50.0%</td>
<td>45.0%</td>
<td>52.5%</td>
<td>Exceeds</td>
</tr>
<tr>
<td></td>
<td>Measurable Skill Gains</td>
<td>80</td>
<td>139</td>
<td>57.6%</td>
<td>29.1%</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Exceeds *</td>
</tr>
<tr>
<td>Dislocated Worker</td>
<td>Employment 2nd Quarter after Exit</td>
<td>42</td>
<td>44</td>
<td>95.5%</td>
<td>80.6%</td>
<td>82.0%</td>
<td>73.8%</td>
<td>86.1%</td>
<td>Exceeds</td>
</tr>
<tr>
<td></td>
<td>Employment 4th Quarter after Exit</td>
<td>43</td>
<td>47</td>
<td>91.5%</td>
<td>79.8%</td>
<td>79.0%</td>
<td>71.1%</td>
<td>83.0%</td>
<td>Exceeds</td>
</tr>
<tr>
<td></td>
<td>Median Earnings 2nd Quarter after Exit</td>
<td>42</td>
<td></td>
<td>$7,828</td>
<td>$7,759</td>
<td>$6,600</td>
<td>$5,940</td>
<td>$6,930</td>
<td>Exceeds</td>
</tr>
<tr>
<td></td>
<td>Effectiveness in Serving Employers: Retention</td>
<td>23</td>
<td>35</td>
<td>65.7%</td>
<td>68.5%</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Meets *</td>
</tr>
<tr>
<td></td>
<td>Credential Attainment</td>
<td>34</td>
<td>41</td>
<td>82.9%</td>
<td>64.6%</td>
<td>58.0%</td>
<td>52.2%</td>
<td>60.9%</td>
<td>Exceeds</td>
</tr>
<tr>
<td></td>
<td>Measurable Skill Gains</td>
<td>12</td>
<td>20</td>
<td>60.0%</td>
<td>25.5%</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Exceeds *</td>
</tr>
</tbody>
</table>
## REPORT EXAMPLE: COUNTY OFFICE

### Adult

<table>
<thead>
<tr>
<th>Office</th>
<th>Num</th>
<th>Den</th>
<th>Rate</th>
<th>Num</th>
<th>Den</th>
<th>Rate</th>
<th>Num</th>
<th>Den</th>
<th>Rate</th>
<th>Num</th>
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<th>Rate</th>
<th>Num</th>
<th>Den</th>
<th>Rate</th>
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</thead>
<tbody>
<tr>
<td>XX-0-1 OhioMeansJobs Blutarsky County</td>
<td>25</td>
<td>30</td>
<td>83.3%</td>
<td>35</td>
<td>40</td>
<td>87.5%</td>
<td>32</td>
<td>40</td>
<td>80.0%</td>
<td>8</td>
<td>12</td>
<td>66.7%</td>
<td>6</td>
<td>53</td>
<td>11.3%</td>
</tr>
<tr>
<td>XX-0-2 OhioMeansJobs Custer County</td>
<td>21</td>
<td>25</td>
<td>84.0%</td>
<td>18</td>
<td>21</td>
<td>85.7%</td>
<td>11</td>
<td>15</td>
<td>73.3%</td>
<td>8</td>
<td>10</td>
<td>80.0%</td>
<td>2</td>
<td>5</td>
<td>40.0%</td>
</tr>
<tr>
<td>XX-0-3 OhioMeansJobs Somerville County</td>
<td>55</td>
<td>65</td>
<td>84.6%</td>
<td>65</td>
<td>78</td>
<td>83.3%</td>
<td>19</td>
<td>28</td>
<td>67.9%</td>
<td>11</td>
<td>15</td>
<td>73.3%</td>
<td>8</td>
<td>17</td>
<td>47.1%</td>
</tr>
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</table>

### Dislocated Worker

<table>
<thead>
<tr>
<th>Office</th>
<th>Num</th>
<th>Den</th>
<th>Rate</th>
<th>Num</th>
<th>Den</th>
<th>Rate</th>
<th>Num</th>
<th>Den</th>
<th>Rate</th>
<th>Num</th>
<th>Den</th>
<th>Rate</th>
<th>Num</th>
<th>Den</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX-0-1 OhioMeansJobs Blutarsky County</td>
<td>7</td>
<td>8</td>
<td>87.5%</td>
<td>8</td>
<td>12</td>
<td>66.7%</td>
<td>10</td>
<td>12</td>
<td>83.3%</td>
<td>2</td>
<td>5</td>
<td>40.0%</td>
<td>3</td>
<td>10</td>
<td>30.0%</td>
</tr>
<tr>
<td>XX-0-2 OhioMeansJobs Custer County</td>
<td>10</td>
<td>12</td>
<td>83.3%</td>
<td>6</td>
<td>8</td>
<td>75.0%</td>
<td>12</td>
<td>17</td>
<td>70.6%</td>
<td>9</td>
<td>12</td>
<td>75.0%</td>
<td>1</td>
<td>4</td>
<td>25.0%</td>
</tr>
<tr>
<td>XX-0-3 OhioMeansJobs Somerville County</td>
<td>25</td>
<td>27</td>
<td>92.6%</td>
<td>15</td>
<td>16</td>
<td>93.8%</td>
<td>14</td>
<td>18</td>
<td>77.8%</td>
<td>5</td>
<td>9</td>
<td>55.6%</td>
<td>5</td>
<td>15</td>
<td>33.3%</td>
</tr>
</tbody>
</table>
PERFORMANCE STANDARDS

- PY 2018 and beyond...
  - Evaluation against performance standards for all measures
- PY 2018 and PY 2019 performance standards will be negotiated in the spring of 2018
PY 2016 and PY 2017 are baseline years; setting up expectations for future performance standards

Standards have been negotiated and established with USDOL to account for the new WIOA program measures and the new CCMEP program population in mind

All attempts were made to eliminate the need to be overly concerned with performance outcomes so local areas and lead agencies could concentrate on implementation

For example, many have been concerned about co-funding CCMEP youth with WIOA thinking that it would hurt their performance – however this is not the case and will actually hurt more than help in the future...
KEY CONCEPTS...
EXITING
CLOSING PROGRAMS
PERFORMANCE EXCLUSION
PROGRAM YEARS
QUARTERS
WAGE RECORD
PROGRAM EXIT

- Participant who ‘EXITED’ from WIOA or CCMEP:
  - Date of Exit – Last day staff-assisted service was provided
  - Date of Exit – 90 days without any services (excluding self-service, informational, or follow-up) AND
  - NO future services scheduled other than follow-up
    - Follow-up services may be utilized to ensure ‘exited’ participant remains employed/enrolled in education/training or to assist with further post-exit service

‘Exited’ = Finished with program (either successfully or unsuccessfully completed)
HOW TO EXIT A PARTICIPANT

- Exiting is an OWCMS function:
  - If all services have an end date and the most recent of those end dates is 90 days or further in the past
  - The case will automatically exit overnight
CLOSING A PARTICIPANT CASE

- Closing a case allows you to choose a reason for a participant’s exit from the program.
- It also gives you access to the “Post Exit and Wages” screens in OWCMS.
- **WHY IS THIS IMPORTANT?** It provides immediate access to the Post Exit and Wages screens allowing case managers to record whether the participant is employed after exit, what their wages were, if they obtained a credential, etc.
HOW TO CLOSE A PARTICIPANT

- Services & IOP → Exit Tab → Seeker Exit Reason

- For Adult and Dislocated Worker – choose any reason – *these are for local use*

- For CCMEP – must choose from one of the following closing (exit) reasons:

  1. Successfully entered post-secondary education, military, or employment
  2. Awarded SSI/SSDI and made application for services with OOD
  3. Not engaged in CCMEP services and activities *on at least five occasions*
  4. Not eligible for TANF or WIOA; or the lead agency lacks funding for which the program participant is eligible
For CCMEP, must choose 1 of these 4 reasons in OWCMS:

- Awarded SSI/SSDI and made application for services with OOD
- Failed to utilize CCMEP services
- Not eligible for TANF or WIGA; lead agency shall issue a notice of adverse action
- Successfully entered post-secondary education, military, or employment
CLOSING AND EXIT EXAMPLE

*To Exit:
- Last day of staff-assisted services
- No future staff-assisted services scheduled except follow-up

†After Closing Case:
- Gain immediate access to Post Exit & Wages screen

Exits Program on August 1*

Close case in OWCMS† on Sept 8

Follow up on Oct 4

After 90 days and no additional services

Official Exit Date is August 1

Continue Follow up (12 months total)
EXCLUSION FROM PERFORMANCE

- Under certain circumstances, a participant can be excluded from performance reporting

- In order to qualify, the circumstance must be expected to last for more than 90 days

- You are not required to exclude a participant
  - For example: a circumstance may last for more than 90 days, but the participant intends to return after the circumstance has ended. The case can be put on hold in the interim.
## EXCLUSION REASONS

**WIOA**
- Participant Deceased
- Participant Incarceration or Institutionalization (>90 days)
- Participant in Foster Care and required to move out of workforce area (Youth Only)*
- Participant Reservist Called to Active Duty
- Participant Health/Medical (treatment >90 days)

**CCMEP**
- Participant Deceased
- Participant Incarceration or Institutionalization (>90 days)
- Participant in Foster Care and required to move out of workforce area*
- Participant was exited from CCMEP “CCMEP – Awarded SSI/SSDI and made application for services with OOD”

*Can transfer participant in OWCMS to new location*
“EXCLUDING” a WIOA Program Participant

- Services & IOP → Services Menu → Exit Tab → Seeker Exit Reason
Program Years span a period of time from July through June and the program year is enumerated by the beginning year’s date.

- Program Year 2016 (PY 2016) begins July 2016 and ends June 2017;
- Program Year 2017 (PY 2017) begins July 2017 and ends June 2018, etc.
All performance measures will be evaluated quarterly
  - i.e., July-September; October-December; January-March; April-June

Quarterly Reports are informational and data can be corrected
  - Q1 Report = Q1 data
  - Q2 Report = Q1 and Q2 data
  - Q3 Report = Q1, Q2, and Q3 data
  - Q4 Report = Q1, Q2, Q3, and Q4 data = Annual Report

Annual Report is what counts towards performance accountability
Quarterly Reports for WIOA and CCMEP are released 45-60 days after the quarter ends

- Q1 ends September 30th → released approximately end of November
- Q2 ends December 31st → released approximately end of February
- Q3 ends March 31st → released approximately end of May
- Q4 ends June 30th → released approximately end of July (Preliminary)
- Annual Report → released approximately end of October
If participant exits on 3/1/2017

Exit Quarter: January–March 2017

✓ 1st Quarter after exit: April–June 2017
✓ 2nd Quarter after exit: July–September 2017
✓ 3rd Quarter after exit: October–December 2017
✓ 4th Quarter after exit: January–March 2018
WAGE RECORD

➢ Wage Record Sources Used to Verify Employment:

➢ Unemployment Insurance (UI)

➢ Wage Record Interchange System (WRIS)

➢ FEDES, U.S. Office of Personnel Management (OPM), U.S. Department of Defense (DOD)

➢ Supplemental Data: OWCMS Post Exit and Wages
Challenges with using UI wage data:

- Typically there is a two quarter delay before data can be accessed by the state for WIOA or CCMEP performance
  - This means wage records required for employment verification and subsequent performance reporting is typically not available for months after the exit quarter

- Not all employed workers show up in UI wage records
  - e.g. self-employed individuals will not be included in UI wage records
  - Department of Labor allows for the use of Supplemental Data to verify employment for these workers (supplied in OWCMS)
WHEN WILL PERFORMANCE MEASURES BE EVALUATED?
<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment 2nd Quarter After Exit</td>
<td>4 Quarters After Exit</td>
</tr>
<tr>
<td>Employment 4th Quarter After Exit</td>
<td>6 Quarters After Exit</td>
</tr>
<tr>
<td>Education, Training or Employment At Exit</td>
<td>1 Quarter After Exit</td>
</tr>
<tr>
<td>Education, Training or Employment 2nd Quarter After Exit</td>
<td>4 Quarters After Exit</td>
</tr>
<tr>
<td>Education, Training or Employment 4th Quarter After Exit</td>
<td>6 Quarters After Exit</td>
</tr>
<tr>
<td>Credential Attainment Rate</td>
<td>6 Quarters After Exit</td>
</tr>
<tr>
<td>Median Earnings 2nd Quarter After Exit</td>
<td>4 Quarters After Exit</td>
</tr>
<tr>
<td>Measurable Skill Gains</td>
<td>During Enrollment or After Exit - At the End of Each Program Year</td>
</tr>
<tr>
<td>Effectiveness in Serving Employers</td>
<td>6 Quarters After Exit</td>
</tr>
<tr>
<td>Participant Counts, Participant and Program Characteristic Information</td>
<td>During Enrollment</td>
</tr>
<tr>
<td>Exit Measures: Exit Rate</td>
<td>1 Quarter After Exit</td>
</tr>
</tbody>
</table>
A Cohort is a group of participants who share similar programmatic experiences and events:

- they participated or exited during the same time period
- OR
- they are evaluated during the same time period
<table>
<thead>
<tr>
<th>Performance Measures are Evaluated and Reported by Quarter and by Program Year</th>
<th>Program Year 2016</th>
<th>Program Year 2017</th>
<th>Program Year 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Qtr PY 16</td>
<td>2nd Qtr PY 16</td>
<td>3rd Qtr PY 16</td>
</tr>
<tr>
<td>Education, Training or Employment 2nd Quarter After Exit</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Credential Attainment Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Earnings 2nd Quarter After Exit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness in Serving Employers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit Measures: Exit Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHICH PARTICIPANTS GET INTO WHICH PERFORMANCE MEASURES?
**WHO IS IN WHICH WIOA PERFORMANCE MEASURES?**

*All* WIOA Participants are eligible to be included in these measures:
- Employment 2nd Quarter After Exit
  (Youth: Education, Training, or Employment)
- Employment 4th Quarter After Exit
  (Youth: Education, Training, or Employment)
- Median Earnings 2nd Quarter After Exit
- Effectiveness in Serving Employers (Retention)

WIOA Participants who are enrolled in an education or training program leading to a credential:
- Credential Attainment Rate

WIOA Participants who are enrolled in an education or training program leading to a credential OR *employment*:
- Measurable Skill Gains
WHO IS IN WHICH CCMEP PERFORMANCE MEASURES?

All CCMEP Participants are eligible to be included in these measures:
- Education, Training, or Employment At Exit
- Education, Training, or Employment 2nd Quarter After Exit
- Education, Training, or Employment 4th Quarter After Exit
- Median Earnings 2nd Quarter After Exit
- Effectiveness in Serving Employers (Retention)

CCMEP Participants who are enrolled in an education or training program leading to a credential:
- Credential Attainment Rate

CCMEP Participants who are enrolled in an education or training program leading to a credential OR employment:
- Measurable Skill Gains
PERFORMANCE MEASURES IN DETAIL
**Numerator:** the top number in a fraction which shows how many parts we have

**Denominator:** the bottom number of a fraction which shows the total number that the numerator is divided by

**To calculate rates:** Divide numerator by denominator and multiply by 100 to get a percentage

\[(3/5) \times 100 = 60\%\]
To calculate performance rates:

- **Numerator**: the number successful for an individual measure
- **Denominator**: the total eligible population

E.g., What is the rate of adults with a high school diploma in the United States? **88.3%**

187,312,556 adults with high school diploma or more
212,132,000 total adult population (25 years and older)

To calculate rate: \( \frac{187,312,556}{212,132,000} \times 100 = 88.3\% \)
EMPLOYMENT MEASURES

- Employment 2nd Quarter After Exit
- Employment 4th Quarter After Exit

Performance will be measured in the 2nd quarter and 4th quarter after exit quarter provided WIOA participants meet the following criteria:

- **Numerator:** Verifiable employment (with earnings in measurement quarter)
- **Denominator:** All program participant exiters

\[
e.g., \quad \frac{88 \text{ verified employment}}{100 \text{ program participant exiters}} = 88\%
\]
EMPLOYMENT DATA SOURCES
**Employment Data Sources**

**Post Exit Wages**

- **Name:** TEST YOUTH

- **Q1 Post Exit**
  - **Employed In Q1 After Exit Quarter:** NO
  - **Occupational Code (ONET):**
  - **Entered Non-Traditional Employment:** NO
  - **Wages Exceed 200% of Poverty:** NO

- **Q2 Post Exit**
- **Q3 Post Exit**
- **Q4 Post Exit**

**Supplemental Source of Data**

Enter the information below for any source of wages received from employment during the quarter. Examples would be the primary job or secondary job; and either full time, part time, temporary or seasonal employer.

- **Add**

**No data**
EMPERLOYMENT DATA SOURCES

Or wages via UI data

YES
WIOA Youth and CCMEP Youth also get credit for post-secondary:

- Education, Training, or Employment 2nd Quarter After Exit
- Education, Training, or Employment 4th Quarter After Exit

Performance will be measured in the 2nd quarter and 4th quarter after exit quarter provided WIOA participants meet the following criteria:

\[
e.g., \frac{95 \text{ employment or enrollment in postsecondary or training}}{100 \text{ youth program participant exiters}} = 95% \]

- **Numerator**: Verifiable employment (wage record data or supplemental data) in measurement quarter (2nd and 4th post-exit quarter) or enrollment in post-secondary education or training program
- **Denominator**: All youth program participant exiters
ENROLLED IN EDUCATION DATA SOURCE

Post Exit Wages

Name: TEST, YOUTH

Record(s) saved.

Q1 Post Exit | Q2 Post Exit | Q3 Post Exit | Q4 Post Exit

Employed in Q1 After Exit Quarter? YES
Occupational Code (CNET)
Entered Non-Traditional Employment? No
Wages Exceed 200% of Poverty • Yes • No • Missing Data - Unable to determine
WIA Credential, Diploma, or Certificate
Placement Information
Trade Credential Received
Supplemental Source of Data
Enter the information below for any source of wages received from employment during the quarter. Examples would be the primary job or secondary job; and either full time, part time, temporary or seasonal employer.

Delete?
Self Employed? • Yes • No
Supplemental Earnings From Employer: $10,000.00
Employer Name: Drinks On Us
Employer City: Hapstown
Employer State: OH
ENROLLED IN EDUCATION
DATA SOURCE: PLACEMENT

- Employed In Q1 After Exit Quarter? NO
- Occupational Code (ONET)
- Entered Non-Traditional Employment? No
- Wages Exceed 200% of Poverty: Yes
- WIA Credential, Diploma, or Certificate
- Placement Information
- Trade Credential Received
- Suppemental Source of Data
- In Postsecondary Education
- In Advanced Training
- In Military Service
- In a Qualified Apprenticeship
- In Occupational Skills Training
- In Secondary (available soon)
EDUCATION, TRAINING OR EMPLOYMENT AT EXIT (CCMEP)

- How to capture employment/education at exit (CCMEP only)
- If the hire date for employment occurs during exit quarter, enter it in the OMJ Employment Opportunity section
  - OR
- Close the case and choose reason:
  - “Successfully entered post-secondary education, military, or employment”
EMPLEYMENT AT EXIT (CCMEP)

- Employment at Exit
- The percentage of program participants placed in unsubsidized employment *during program participation* (i.e., on or prior to the date of program exit)

- Enter into OWCMS – 2 ways:
  - OMJ Employment Opportunities → Change Status to “Hired”
  - Close the case → Choose “Successfully Entered Post-Secondary Education, Military, or Employment”
EMPLOYMENT AT EXIT (CCMEP)
Successfully entered post-secondary education, military, or employment
Median Earnings Second Quarter After Exit

- All Employed program participants with reported or supplemental wages in the second quarter after exit quarter

$800 $2,500 $4,900 $5,000 $5,500 $5,800 $7,000

1 2 3 4 5 6 7

Lowest wage ($)  Median Earnings ($)  Highest wage ($)

Average = $4,500 vs. Median = $5,000

- Median Earnings Calculation: Value of second quarter after exit wages that represent the mid-point between the value of the lowest wage reported and the value of the highest wage reported
Do not put zero dollars as an amount in the “Supplemental Earnings From Employer” field. Include the participant’s quarterly wage. The system does account for the amount that is populated in this field.
When entering supplemental wages in OWCMS, enter only quarterly earnings.

To calculate quarterly earnings:

- **Hourly Rate** \( \times \) **Hours Worked per Week** \( \times \) **13 Weeks**

  - *E.g.,* $10 per hour \( \times \) 40 hours per week \( \times \) 13 weeks in quarter

  \[
  = \$5,200 \text{ quarterly wages}
  \]

NOTE: Functionally to enter different earnings time periods should be available in PY 2017: you’ll be able to enter hourly wages and weekly hours worked. The system will then calculate quarterly earnings.
In OWCMS, you can add employment data in 5 places...

- **Before or on** the date of participant exit:
  - OMJ Employment Opportunities

- **After Exit**: Post Exit and Wages
  - Q1 Post Exit
  - Q2 Post Exit
  - Q3 Post Exit
  - Q4 Post Exit
REVIEW: DOCUMENTING EMPLOYMENT IN OWCMS

- **IMPORTANT:** Do not use the OMJ Employment Opportunities screen for documenting post exit employment!!

- This is for documenting employment before or on the date of participant exit

- Using this screen will add a service, which may delay exit

- For post-exit employment, use post exit and wages screen
PROGRAM INVOLVEMENT

Program Participant

Program Performance for All Participants

Credential Attainment and Skill Gain Performance
CREDENTIAL ATTAINMENT
 Credential Attainment Rate: Participants who are enrolled in an education or training program (excluding those in OJT and customized training) leading to a credential:

- **Numerator:** Number of program participants who obtain:
  - a recognized postsecondary credential
  - OR
  - a secondary school diploma (or its recognized equivalent)
- *during participation in or within 1 year after exit from the program*

- **Additional requirement:** If a participant obtains secondary school diploma or equivalent (e.g., GED), in order to count in the numerator, they must also be employed or in an education/training program leading to a postsecondary credential within 1 year after exit.
**WHO IS INCLUDED IN THE MEASURE?**

- **Denominator:** Participants enrolled in a recognized diploma, degree, or a credential consisting of an industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship, or a license recognized by the State involved or Federal Government (excluding those in OJT and customized training).

- **E.g.,** for participants who are enrolled in an education or training program leading to a credential:

  70 obtained a credential within 1 year of exit
  75 participants enrolled in a recognized diploma, degree, or a credential, etc.

  \[ \text{\textbf{= 93%}} \]
WHO IS INCLUDED IN THE MEASURE?

- Adult and Dislocated Workers
  - Individuals with a training service that leads to a credential
- Youth
  - All in-school youth are included
  - Out of school youth in occupational skills training, secondary or postsecondary while in program
WHO IS INCLUDED IN THE MEASURE?

When and where is education / training status checked?

- Anytime during program participation
  - At program entry
    - In school; HS or less
    - In school; Alternative school
    - In-school; Post-HS
  - During program enrollment
    - Received Specific Service(s)
  - At program exit
    - In Education or Training
PROGRAM ENTRY: ADDITIONAL SCREEN
**PROGRAM EXIT: YOUTH SCHOOL STATUS**

### Program Summary

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Status</th>
<th>Enrollment Date</th>
<th>Close Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCMEP WIOA YOUTH</td>
<td>ENROLLED</td>
<td>7/10/2011</td>
<td></td>
</tr>
</tbody>
</table>
DURING ENROLLMENT: SERVICES

- Adult and Dislocated Workers
- Training Services included in the Credential Attainment Measure:
  - Apprenticeship
  - Adult Education and Literacy Activities in Combination with Other Job Skills
  - Entrepreneurial Training
  - Occupational Skills Training/ITA
  - Occupational Skills Training
  - Skills Upgrading and Retraining
ADULT/DW TRAINING
DURING ENROLLMENT: SERVICES

☑ Youth
☑ Services included in the Credential Attainment Measure:

☑ Alternative Secondary School Offerings
☑ Tutoring and Study Skills Training
☑ Occupational Skills Training
☑ Occupational Skills Training/ITA
DURING ENROLLMENT:
YOUTH SERVICES

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth</td>
<td>TUTORING, STUDY SKILLS, DROP OUT PREVENTION</td>
</tr>
<tr>
<td>Youth</td>
<td>WORK EXPERIENCE/INTERNSHIPS</td>
</tr>
<tr>
<td>Youth</td>
<td>WORK EXPERIENCE/JOB SHADOWING</td>
</tr>
<tr>
<td>Youth</td>
<td>WORK EXPERIENCE/ON THE JOB TRAINING</td>
</tr>
<tr>
<td>Youth</td>
<td>WORK EXPERIENCE/PRE-APPRENTICESHIP</td>
</tr>
<tr>
<td>Youth</td>
<td>WORK EXPERIENCE/SUMMER EMPLOYMENT</td>
</tr>
</tbody>
</table>

Actual Start Date: 02/17/2016
Planned End Date: 10/31/2016
Actual Cost: $0.00
Service Outcome:
SECONDARY CREDENTIAL

- Secondary school diplomas, alternate diplomas, and recognized equivalents 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
POSTSECONDARY CREDENTIAL
(INCLUDED)

- 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

- Technical or industry/occupational skills based on standards developed or endorsed by employers or industry associations
POSTSECONDARY CREDENTIAL (EXCLUDED)

- Certificates awarded by workforce development boards (WDBs) and work readiness certificates are not included because neither type of certificate documents the measurable technical or industry/occupational skills necessary to gain employment or advance within an occupation.

- Certificates must recognize technology 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.
### WHICH CREDENTIALS COUNT?
### EXAMPLES:

**Examples of credentials that meet the definition:**
- Certified Nursing Assistant (CNA) License
  - Example of Occupational Licensure
- Automotive Service Excellence (ASE) Certification
  - Example of Occupational Certification
- Commercial Driver License

**Examples of common certificates that DO NOT MEET the 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 Orientation and Mobility training
Resources for eligible credentials:

Reporting a credential on OWCMS:

- Post Exit and Wages → Credential, Diploma, Certificate

- BA or BS Degree
- AA or AS Degree
- Occupational Skills Licensure
- Occupational Skills Certificate
- High School Diploma
- GED
- Other Recognized Credential, Diploma, or Certificate
- Post Graduate Degree (*does not count*)
CREDENTIAL ATTAINMENT
Q5. Alice is a WIOA in-school youth participant. However, after enrolling in WIOA, she is no longer attending school, is she now an out-of-school youth?
Answer: No. Once an individual is enrolled as an in-school or out-of-school youth, that status remains the same until the case is exited.

Q6. Maria received tutoring and obtained her GED, is she included in the numerator of the credential attainment rate?
Answer: No, if Maria only obtained her GED she is not included in the numerator of the credential attainment rate. To be included in the numerator, she needs to obtain her GED as well as be enrolled in postsecondary education or employment within 1 year after exiting the program.

Q7. At program completion, Maria was enrolled in post-secondary at exit. Will she need to attain that credential as well to be successful in the credential attainment measure?
Answer: No, only one credential is required to be successful in this measure. Maria already obtained her GED and enrolled in post-secondary within 1 year after exit so her GED will count as an earned credential and she will be a success in the credential attainment rate.
MEASURABLE SKILL GAINS
MEASURABLE SKILL GAINS

- **Measurable Skill Gains Rate:** for participants who are enrolled in an education or training program leading to a credential OR employment *(includes OJT and customized training)*

- Not an exit based-measure, intended to capture progress
  - A gain must be shown each program year *(by June 30th)*

- Percentage of program participants who, during a program year, are in an education or training program leading to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential.
MEASURABLE SKILL GAINS: TIME FRAME

- A gain must be attained and documented by the end of each Program Year (i.e., June 30th)
  - E.g., a participant enrolled in training in July, would have 12 months to show a gain while a participant enrolled in June would have only 1 month to show a gain

- Inclusion in this measure begins with the program year associated with the education or training program
  - E.g., a participant who enrolled in WIOA program in PY 2016 and first received training in PY 2017. This participant would be in the measure during PY 2017, but not PY 2016
MEASURABLE SKILL GAINS

- **Numerator:** Number of participants who achieved a Measurable Skill Gains in the program year, via one of the following:
  - Educational Functioning Level
  - Postsecondary Transcript/Report Card
  - Secondary Transcript/Report Card
  - Training Milestone
  - Skills Progression

- **Denominator:** All participants enrolled in an education or training program leading to a recognized postsecondary credential or employment
WHO IS INCLUDED IN THE MEASURE?

- Adult and Dislocated Workers
  - Individuals with a training service that leads to a credential or employment

- Youth
  - All in-school youth are included
  - Out of school youth in occupational skills training, secondary or postsecondary while in program

NOTE: Uses the same rules as the credential measure with a few additional training services
WHO IS INCLUDED IN THE MEASURE?

- **Adult and Dislocated Workers**
- **Training Services included in the Measurable Skill Gain Measure:**
  - **NOTE:** the difference from Credential Attainment list is italicized and **Bolded**
  - Apprenticeship
  - **Apprenticeship - OJT**
  - Adult Education and Literacy Activities in Combination with Other Job Skills
  - **Customized Training**
  - Entrepreneurial Training
  - Occupational Skills Training/ITA
  - Occupational Skills Training
  - **On-The-Job (OJT) Training**
  - Skills Upgrading and Retraining
WHO IS INCLUDED IN THE MEASURE?

- Youth
- Services included in the Measurable Skill Gains Measure:
  - NOTE: use the same list as the Credential Attainment Measure
  - Alternative Secondary School Offerings
  - Tutoring and Study Skills Training
  - Occupational Skills Training
  - Occupational Skills Training /ITA

- Note: OJT is considered a Career Service for Youth so no MSG
HOW DO YOU ACHIEVE A GAIN?

1. Achievement of at least one educational functioning level, if receiving instruction below postsecondary education level.
2. Attainment of secondary school diploma or equivalent.
3. Secondary or postsecondary transcript for sufficient number of credit hours.
4. Satisfactory progress report toward an established milestone from an employer or training provider.
5. Passage of an exam required for an occupation or progress attaining technical/occupational skills as evidenced by trade-related benchmarks.
MEASURABLE SKILL GAINS FOR BELOW POSTSECONDARY

Participant Below Postsecondary

Secondary School Diploma or Equivalent (#2)

Secondary School Transcript (#3)

Educational Functioning Level Gain (#1)

Pre- and Post-Skills Assessment Test

Program exit and entry into postsecondary education

Numbers correspond to list on slide 127
Participant In Postsecondary

Postsecondary School Transcript (#3)

Exam-based Benchmark or Credential (#5)

Numbers correspond to list on slide 127
MEASURABLE SKILL GAINS FOR ON THE JOB TRAINING

Participant in On-the-Job Training

Training Milestone (#4)

Successfully Complete OJT (#4)

Numbers correspond to list on slide 127
HOW DO I MEASURE: EDUCATIONAL FUNCTIONING LEVEL (EFL) GAIN?

1. Achievement of at least one educational functioning level, if receiving instruction below postsecondary education level
   - Comparing initial educational functioning level, as measured by a pre-test, with the participant’s educational functioning level, as measured by a post-test
   - Enrolling in postsecondary education and training during the program year if the participant exits a program below the postsecondary level
      - Gain because participant now at postsecondary level
## EFL: PRE- AND POST TEST

<table>
<thead>
<tr>
<th>NRS Educational Functioning Levels</th>
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<tbody>
<tr>
<td><strong>EFL</strong></td>
<td><strong>ABE</strong></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Beginning ABE Literacy</td>
</tr>
<tr>
<td>4</td>
<td>Beginning Basic Education</td>
</tr>
<tr>
<td>5</td>
<td>Low Intermediate Basic Education</td>
</tr>
<tr>
<td>6</td>
<td>High Intermediate Basic Education</td>
</tr>
<tr>
<td>7</td>
<td>Low Adult Secondary Education</td>
</tr>
<tr>
<td>8</td>
<td>High Adult Secondary Education</td>
</tr>
</tbody>
</table>
EFL: PRE- AND POST TEST

- Comparing initial educational functioning level, as measured by a pre-test, with the participant’s educational functioning level, as measured by a post-test

- Entered in OWCMS:
  - Assess Education ➔ Literacy and Numeracy Tab – Pretest EFL vs Posttest EFL
### EFL: PRE- AND POST TEST

#### Test Record

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Functional Area</th>
<th>Test Score</th>
<th>Educational Functioning Level</th>
<th>Grade Level</th>
<th>Test Date</th>
<th>Delete</th>
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</thead>
<tbody>
<tr>
<td>TABE 9 M Complete Batter</td>
<td>Total Math</td>
<td>581</td>
<td>Low Adult Secondary Education</td>
<td></td>
<td>13/2014</td>
<td></td>
</tr>
<tr>
<td>TABE 9 M Complete Batter</td>
<td>Total Math</td>
<td>455</td>
<td>Low Intermediate Basic Education</td>
<td>4.4</td>
<td>09/15/2014</td>
<td></td>
</tr>
</tbody>
</table>

#### Correlation

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Functional Area</th>
<th>Test Date</th>
<th>Test Score</th>
<th>Educational Functioning Level</th>
<th>Grade Level</th>
<th>Test Score</th>
<th>Educational Functioning Level</th>
<th>Grade Level</th>
<th>Test Date</th>
<th>Gains</th>
<th>Assessment Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABE M</td>
<td>Total Math</td>
<td>09/15/2014</td>
<td>455</td>
<td>Low Intermediate Basic Education</td>
<td>4.4</td>
<td>506</td>
<td>Low Adult Secondary Education</td>
<td>10</td>
<td>11/13/2014</td>
<td>Y</td>
<td>1</td>
</tr>
</tbody>
</table>
Enrolling in postsecondary education and training during the program year if the participant exits a training program below the postsecondary level

Entered in OWCMS – 2 ways: if ISY or receiving “Alternative Secondary School Offerings“ service

1. Gain occurs if then enrolled in “Occupational Skills Training”, “Occupational Skills Training/ITA”, or “Apprenticeship” on the “Services & IOP” screen; or

2. Enrolled in postsecondary, apprenticeship, or occupational skills training on the post exit and wages screen → “Placement Information”
EFL: ENTERING POSTSECONDARY
2. Attainment of secondary school diploma or equivalent

- Same as the credential measure definition:
  - 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
GAIN: DIPLOMA OR EQUIVALENT

- Attainment of secondary school diploma or equivalent

- Entered in OWCMS - 3 ways:

1. Services & IOP → “Credential, Diploma, or Certificate” = “High School Diploma” or “GED”; or
2. Post exit & wages → “Credential, Diploma, or Certificate” = “High School Diploma” or “GED”;
3. Assess Education → Education History = “High School Graduate” or “GED/High School Equivalent” with Date completed
GAIN: DIPLOMA OR EQUIVALENT: SERVICES & IOP SCREEN

- ONET Code
- ONET Title
- Actual Start Date: 09/04/2017
- Planned End Date
- Actual End Date
- School
- Age at Enrollment: 32
- Pay For Performance
- Leading to Credential: YES
- ITA
- Planned Cost: Details
- Actual Cost
- Waiver
- In-Demand
- Local Area Demand
- Instruction
- Credential, Diploma, or Certificate: High School Diploma
- Service/Activity Outcome
- Date Attained: 09/04/2017
- Create New Provider

Ohio Jobs
Department of Job and Family Services

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GAIN: DIPLOMA OR EQUIVALENT: EDUCATION HISTORY SCREEN
GAIN: DIPLOMA OR EQUIVALENT: POST EXIT SCREEN

- **Employed in Q1 After Exit Quarter?**
- **Occupational Code (ONET)**
- **Entered Non-Traditional Employment?**
- **Wages Exceed 200% of Poverty**
- **WIA Credential, Diploma, or Certificate**
- **Placement Information**
- **Trade Credential Received**
- **Supplemental Source of Data**
- **Total Q1 Suppemnental Wages**
- **Pre-Employment During Case Management**

**Options for WIA Credential, Diploma, or Certificate:**
- High School Diploma
- GED
- Youth Certificate
- AA or AS Degree
- BA or BS Degree
- Post Graduate Degree
- Occupational Skills Licensure
- Occupational Skills Certificate
- Other Recognized Credential, Diploma, or Certificate
3. Secondary or postsecondary transcript for sufficient number of credit hours

- **Secondary:** transcript or report card for 1 semester – passing 5 credit hours (or the number necessary to be on track to graduate for those in their senior year)

- **Postsecondary:** at least 12 credit hours per semester for full-time students, or for part-time students, a total of at least 12 credit hours over 2 completed consecutive semesters

- **Clock hours equivalent (e.g., for nursing)**
  - 450 hours = 12 semester credit
  - 37.5 hours = 1 semester credit
GAIN: SECONDARY / POSTSECONDARY TRANSCRIPT

- Secondary or postsecondary transcript for sufficient number of credit hours.
- Entered in OWCMS:
  - Assess Education ➔ Skills Gain Tab ➔
  - “Secondary/Postsecondary Transcript/Report Card”
HOW DO YOU ACHIEVE A GAIN?

4. Satisfactory progress report toward an established milestone from an employer or training provider

- 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
- May include training reports on milestones completed as the individual masters the required job skills, or steps to complete an OJT
- Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress
GAIN: MILESTONE

- Satisfactory progress report toward an established milestone from an employer or training provider

- Entered in OWCMS:
  - Assess Education → Skills Gain Tab → “Training Milestone”
**GAIN: MILESTONE**

- Satisfactory progress report toward an established milestone from an employer or training provider

- **Entered in OWCMS:**

- **For a completed OJT - entered in OWCMS:**
  - Services & IOP → Training Service of OJT with a populated "Actual End Date" and "Outcome" value of "Completed Successfully"
5. Passage of an exam required for an occupation or progress attaining technical/occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams

- 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
  - Other completion test necessary to obtain a credential (e.g., exam-based credential STNA, CDL, etc.)
GAIN: SKILLS PROGRESSION

- Passage of an exam required for an occupation or progress attaining technical/occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams

- Entered in OWCMS:
  - Assess Education → Skills Gain Tab → “Skills Progression”
MEASURABLE SKILL GAINS

- OWCMS: Assess Education → Skill Gains Tab

- At present, only one gain can be documented

- Functionality to document multiple gains should be available by PY 2017

- Now able to over-write gains for PY 2016
Q8. Steve enrolled in WIOA on May 5, 2017 and began training on September 15, 2017. In which program year will a skill gain be measured?

Answer: Steve’s gain would be measured in Program Year 2017 because training started in PY 2017 (after July 2017), even though he was enrolled in PY 2016 (before June 2017).
EFFECTIVENESS IN SERVING EMPLOYERS
EFFECTIVENESS IN SERVING EMPLOYERS

- Effectiveness in Serving Employers (i.e., job retention)

- The percentage of program participants employed by the same employer in the 2nd and the 4th quarter after exit

  e.g., 95 employed with *same* employer at 4\textsuperscript{th} quarter after exit
  
  100 employed 2\textsuperscript{nd} quarter after exit

  \[ \frac{95}{100} = 95\% \]

- **Numerator:** Verifiable employment with the *same* employer (wage record data only) in measurement the 4th post-exit quarter

- **Denominator:** All program participants employed at 2\textsuperscript{nd} quarter after exit (with wage record)
Repeat Business Customers

Numerator: total number of establishments that received a service in an area during the program year AND who utilized a service anytime within the previous three years

Denominator: all area businesses at the establishment level during the program year who have received a service previously in the last three years

e.g.,
45 businesses received service during PY AND utilized service within previous 3 years
50 businesses who received service within previous 3 years

= 90%
EFFECTIVENESS IN SERVING EMPLOYERS

- Examples of Services Provided to Employers:
  - Employer Information and Support Services
  - Workforce Recruitment Assistance
  - Strategic Planning/Economic Development Activities
  - Untapped Labor Pools Activities
  - Rapid Response/Business Downsizing Assistance/Planning Layoff Response
To enter employer services in OWCMS...

- Search for an employer using the following fields:
  - Employer Name
  - FEIN

- If an employer is entered in the system and matches your search criteria, the results will be displayed as you type. The list of employers are compiled from the Ohio Business Gateway and OhioMeansJobs. Once the desired employer is located, click on the employer record from the drop-down search results.

- If the desired employer cannot be initially located in search, you may need to contact OMJ Help Desk to enter a new employer.
ACCESSING EMPLOYER SERVICES SCREEN
ENTERING EMPLOYER SERVICES IN OWCMS

- Employer services are going to be tracked by employer location in order to distinguish the services provided to large corporations with multiple locations

- Therefore, you must select a location prior to adding an Employer Service

- If needed, add a new employer location
  - Click the Add Employer Location button on the Employer Search screen
ADD EMPLOYER LOCATION

Employer Search
Employer Name: COSMIC DAVES FRANCHISE CORPORATION
Street Address: 
City: 
Zip: 
Display Location Info: 

Employer Locations
Add Employer Location

Employer Location

No Employer Locations Found

Employer Location
Street Address: 4020 EAST 5TH AVE
City: COLUMBUS
County: FRANKLIN
State: OH
Zip: 43219

Save
Return
Entering a New Employer

If the desired employer cannot be located by utilizing the Employer Search screen, please contact the OMJ Help Desk at:

- OMJ-HELP-DESK@jfs.ohio.gov
- 1.888.296.7541, Option #4

Please include the following information in your email, or have it readily available if calling:

- FEIN
- Business Name
- NAICS Code and/or NAICS Description
- Employer Type
ADD EMPLOYER SERVICE

Employer Search

Employer Name: COSMIC DAVES FRANCHISE CORPORATION
FEIN: 201606016

Search Employers

Add Employer Location

Employer Location

4020 EAST 5TH AVE - COLUMBUS - OH - FRANKLIN - 43219

Employer Services

Add Employer Service

No Services Found
ADD EMPLOYER SERVICE

Enter the employer service by entering the information as follows:

1. Click the Calendar Icon in order to select the Service Date, or manually type the date in the Service Date field in the XX/XX/XXXX format
2. Click the Select Service Type arrow in order to select the service type from the Select Employer Service Type dialogue box
3. Enter any necessary comments in the Staff Comments field

Then Click “Save”
ADD EMPLOYER SERVICE
(FROM LIST)

Currently working to expand this list
ADD EMPLOYER SERVICE

The Select Employer screen displays with the service successfully added to the Employer Services section

1. **View/Edit**: The View/Edit button allows the user to view and edit (given permissions) the entered service for an employer location
2. **Delete**: The Delete button allows the user to delete (given permissions) the entered service for an employer location
REVIEW OF REPORTING AND PERFORMANCE PROCESS
EXAMPLE OF A YOUTH CASE: ENROLLMENT TO FOLLOW-UP

• 17 years old
• TANF recipient
• Limited English skills
• High school incomplete

Record all barriers in OWCMS!

Exits

Co-enrolled on August 1, 2017 (PY 2017)

Enrolled in Program
Training
Measurable Skill Gains
Credential
Job
Follow Up
**REPORTING PERFORMANCE MEASURES**

**CCMEP/WIOA Youth** Education, Training, or Employment At Exit

**WIOA Adult/DW** Employment*

**CCMEP/WIOA Youth** Education, Training, or Employment*

**WIOA and CCMEP** Median Earnings ($)

**WIOA & CCMEP** Credential Attainment (within 1 Year)

*Part of Effectiveness in Serving Employers*
BEST PRACTICES
KNOW YOUR PERFORMANCE

知悉您的绩效指标

- 知悉您的绩效指标
  - 哪些参与者进入哪些指标？
  - 每个指标何时评估？
  - 什么构成了绩效的成功和失败。
  - 利用季度报告确保您符合年度报告。
  - 保持积极主动—使用所有可用工具。
  - 询问问题。

- 设定期望和跟进
  - 保持与退出参与者联系，记录跟进服务。
  - 如果自上次服务后尚未超过90天且他们在需要额外协助时；重新评估并重新访问他们的IOP（青年）个人服务策略（成人/解离）。
  - 如果您有书面记录的就业和收入证据，请将其录入OWCMS退出后Wages。
Program Performance Information: http://jfs.ohio.gov/owd/WIOA/Performance/index.stm

USDOL Information: Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III and Title IV Core Programs (TEGL 10-16, Change I)

ODJFS/OWD/CCMEP Information: http://jfs.ohio.gov/owd/WorkforceProf/Index.stm
Contact The Ohio Department of Job and Family Services, Office of Workforce Development

- **WIOA**
  - Email [WIOAQNA@jfs.ohio.gov](mailto:WIOAQNA@jfs.ohio.gov)

- **CCMEP**
  - Email [CCMEPQNA@jfs.ohio.gov](mailto:CCMEPQNA@jfs.ohio.gov)

- **OWCMS**
  - Phone: 1-888-296-7541, Option # 2
  - E-Mail: [OMJ-HELP-DESK@jfs.ohio.gov](mailto:OMJ-HELP-DESK@jfs.ohio.gov)
  - Email with questions and to request trainings
PERFORMANCE AND REPORTING QUESTIONS

Dan Rizo-Patron

Performance Manager
Office of Workforce Development
614-466-9881
Daniel.Rizo-Patron@jfs.ohio.gov