SESSION 1: INTEGRATED MANAGEMENT INFORMATION SYSTEM

WHAT HAS BEEN THE PRIMARY FOCUS OF YOUR STATE'S WDQI GRANT FUNDS? HOW HAS YOUR STATE STARTED PLANNING TO INTEGRATE WIOA PROGRAM DATA INTO ITS DATA SYSTEM? (SLIDE 15)

Franki: **Kentucky**'s focus has been on adding training providers, vocational rehab, and office for the blind data into our SLDS.

Roy Mars, **Florida**: Our main focus has been to develop a timely and comprehensive Occupational Supply/Demand model and make it web enabled for use by WIOA administrators in targeting limited federal dollars as well as jobseekers, parents and students and economic developers.

Betty McGrath: **North Carolina** already has the vocational rehabilitation programs and Adult Basic Education in its WDQI system

Keith Ewald: **Ohio** has focused on broadening the base of research and policy analysis primarily in research areas of priority to state agencies. Yes, have both higher education and primary and secondary education involved.

Tori: **Maine**'s WDQI system links wage records with completers in Maine's BVR and also Maine's WIOA administrators. We have some Adult Education linkages as well

Clinton Flowers: **Missouri**'s primary focus of WDQI grant funds was the demonstration (proof of concept) of data matching for the purposes of resulting outcomes that add value to policy and program direction. It emerged into the Wage Explorer Tool which is a live product. We intend to enhance.

Alessia Leibert: **Minnesota** WDQI grant was focused on integrating workforce and education data. Workforce data was included from the very beginning. We have the capacity to link workforce program participants' data to wage records and post-secondary education. However, we realized that the ability to evaluate workforce program performance is limited by the lack of consistency in collecting CIP codes and education program start dates. We have started to address these issues.

Lisa Neilson: Here in **Ohio** we are conducting a lot of work related to employment outcomes of education and training programs, including WIA, ABLE, and other programs. Last year we introduced a dashboard to track these outcomes using measures that are compatible with WIOA measures.

Shelly Jones: In **Kansas**, we have many objectives that we are working towards, but the bulk of work is being done on identifying data elements being shared between Commerce (workforce agency KANSASWORKS), KBOR (post-secondary agency PABLO), and Education (K-12 education agency KHEDS)

to create linkages for measuring an individual's education to work-life outcomes. We have begun discussing match logic and technical discussions on how the data elements identified will be shared with and exchange between the agencies. Obstacles we have encountered include ensuring FERPA is complied with in regards to consent and governance.

John Glen, **Oregon**: We have partnerships with Voc. Rehab and CTE programs. We are working on establishment of partnerships with K-12 and Higher Ed. Our focus of the WDQI grant is the design and development of the system that will report the WIOA measures

Keith Ewald: **Ohio** has the exchange process in place for current programs - see little difference in process going forward.

Bill Mabe, Rutgers, **New Jersey**: Calculation of performance measures as alternatives to the common measures, based on participant enrollment dates; calculate employment outcomes of higher education programs; apply quasi-experimental research designs to evaluate the effect of workforce programs; conduct experiments to assess how job seekers use labor market outcomes decisions about which training programs to attend; use advanced machine earning methods to enhance the UI profiling model; eventually to connect with VR and adult education.

DCEO, **Illinois**: We are working on employment outcomes with education and training completers.

Scott Hunzeker: **Nebraska** has brought in unemployment insurance data and has started getting contracts with community colleges and the public university system. We have also gotten an agreement with the apprenticeship program to pull in graduates. Data from our employment services office is being finalized. Next goals are to work with the state department of education.

Allison Leeuw: **Indiana** has been working on data linkages with higher education, and the workforce training programs. Current focus for the WDQI is on analysis of job demand - working to supplement wage records with occupational detail (i.e., staffing patterns).

Shelly Jones: In **Kansas**, we have also begun to talk about what scorecard reporting might look like and are using WIAO performance indicators as a basis for this reporting this as well.

Clinton Flowers: **Missouri** has started planning to integrate WIOA program data into our system by discussions with AEL and Vocational Rehabilitation about a Data Sharing Agreement that would enable loading our data warehouse. We also have an IT vendor project out there as a Request for Proposal.

WDQI: **Hawaii**'s focus has been workforce programs into workforce; we have also been working with DHS to integrate foster care, and voc rehab into the system. On the education side we have been working with community colleges to integrate C3T participants into our system. Q2: We are in the initial stages of planning to integrate WIOA into the system. Although the biggest challenge we are facing is creating MOU's with the programs.

Betty McGrath: **North Carolina**'s focus has been on implementing new technology for an existing workforce longitudinal data system and implementing new output delivery system for performance, which we launched last summer at the NCTOWER.com.

Alessia Leibert: **Minnesota** has already developed a wide array of employment outcomes for post-secondary education programs. These metrics have been developed with broad consensus with our Education partners. The same metrics can easily be adapted to measure workforce training program performance.

Carrie Douglas: **Virginia**'s focus has been on on-boarding additional workforce programs into the VLDS, including Department of Social Services and Department of Aging and Rehab Services, as well as related research.

Keith Ewald: **Ohio** has issued performance measure dashboard that mirrors closely the WIOA requirements. Can see at www.workforce.ohio.gov.

Betty McGrath: Karen we discussed the eligible training provider list and approvals here in NC yesterday. Can you describe the plans?

Bill Mabe, Rutgers, **New Jersey**: We've been evaluating WIA Adult and WIA Dislocated Worker programs; we're using multiple different comparison groups for robustness purposes and different matching methods (PSM, Mahalanobis, Coarsened Exact Matching); also I mean machine learning, not machine earning. :)

HOW HAS YOUR STATE DEVELOPED DATA ACCESS/DATA SHARING PROCESSES AND PROCEDURES TO IMPROVE INTEGRATION? (SLIDE 16)

Keith Ewald, **Ohio**: MOU' with state agencies with university, research requests to university, agency approvals of each research request, data merged and de-identified for researcher use. Beyond just government sharing but broad based research availability.

Shelly Jones: As part of the WDQI effort, **Kansas** is reviewing all of the accreditation elements collected annually by the post-secondary agency and CTE units to potentially expand/enhance the ETP providers in the workforce system. This process will both reduce duplication of program approval by two agencies and will provide quicker approval to the providers for training.

John Glen: **Oregon** has data sharing agreements with the partners which includes the transfer and storage of confidential data. It includes types and kinds of data elements.

Clinton Flowers: **Missouri** developed computer system architecture that was highly secure and functional and a primary data sharing agreement around that process. Currently the DSA is being scrutinized by an interagency work group aimed at consensus building around the enhancements to the

DSA and a timeline for writing, reviewing adopting modifications. We will bring in AEL and VR into that process for WIOA.

Franki: **Kentucky** created our office, the Center for Workforce and Education Statistics for central collection of our partnering state agencies data. We collect and link data to evaluate education and workforce efforts in the Commonwealth. This includes developing reports and providing statistical data about these efforts so policy makers, agencies, and the general public can make better informed decisions.

Alessia Leibert: **Minnesota** has two systems. A SLEDS longitudinal system and a local database hosted at the Dept of Employment and Economic Development (DEED). Workforce program participant data are included in both systems, with the exception of Voc Rehab. The DEED database is built on SQL Server 2012 and has a staging area and reporting capabilities.

Mala Chinoy: **Pennsylvania** developed a data warehouse with a interagency data sharing agreement that allowed us to link workforce and human services in Pennsylvania.

 John Glen: **Oregon**'s information can be found at www.oregon.gov/prism.

Shelly Jones: **Kansas** has multiple sub-committee assigned to work on specific tasks such as technical work (linkages, match, etc), legal counsel (data sharing agreements, governance, compliance), financial (management of WDQI funding by sub-award), steering committee (oversight and direction to all groups).

Roy Mars: **Florida** has already had a very close relationship between labor and education, so it was mostly a matter of sitting down with the people at the DOE and hammering out agreements for data sharing that fit in with regulations in regard to proprietary data. Our workforce data comes from our own agency and was therefore easy to get. The biggest obstacle we faced in this area was getting all the lawyers to agree on the data sharing agreement language in the documentation.

WDQI: **Hawaii** is still struggling with developing processes. We have used sample agreements from other states and within our state to develop data sharing agreements. We have been working on informing policymakers about the importance of data sharing.

Alessia Leibert: **Minnesota** has data sharing agreements among DEED, the dept of Ed, and the Office of Higher Ed. We have a data governance body and policy manual for data access at a variety of levels.

Idaho Department of Labor: **Idaho**'s WDQI project established an agreement to obtain driver's license data with the state Department of Transportation to help triangulate data matching with education and labor data sets. By using a federated system, we're able to prevent any single entity from housing all of the data. MOUs are in place with all public education institutions.

Mala Chinoy, **Pennsylvania**: FERPA proved to be a bigger initial hurdle for Pennsylvania. Hopefully WIOA can help move that forward for PA.

WHAT SHOULD THE DEPARTMENT CONSIDER FOR THE GUIDANCE AND TECHNICAL ASSISTANCE ISSUED TO STATES ON SYSTEM INTEGRATION? (SLIDE 17)

Betty McGrath, **North Carolina**: Assistance on the needed data elements that would be needed to meet the WIOA performance requirements... In addition, better guidance on which programs can use WRIS and WRIS2 information.

Cynthia Farrier, **Kansas**: A better definition of educational agency under FERPA would be helpful, especially in states where workforce is separate from educational agencies.

Keith Ewald, **Ohio**: That integration is legitimate and doable and encouraged - help us breakdown legal and policy barriers agency put in place. Encourage de-identification and replacement "ID" for linkages.

Clinton Flowers, **Missouri**: There is guidance about integration at the point of reporting which should entail direction on FERPA, Data Sharing Agreements, definitions and calculations, but also guidance about integration design--what should that look like locally, the customer interface I would think should include guidance.

Mala Chinoy, **Pennsylvania**: FERPA is interpreted very strictly here in PA and hence we were unable to partner with the Department of Education and we were unable to link individual data.

Shelly Jones: **Kansas** agrees with challenges in aligning with FERPA guidelines. For example, the workforce MIS allows for electronic consent with electronic credentials being the means of authentication. KBOR has interpreted the FERPA electronic signature guidelines to mean that all of the consent must be authenticated prior to sharing data. Some of the workforce clients are self serving meaning that they do not present to workforce center directly, so challenges exist on how to come into compliance with FERPA related to this.

Betty McGrath, **North Carolina**: Clear guidance on the elements of what fits into career and training services, and what will meet the definition of "measurable skill gains"

Alessia Leibert, **Minnesota**: Definitely simplifying WRIS rules would greatly help integration in our state.

RE: PARTNERSHIPS (WIA TITLE I, WP, VOC REHAB, ADULT ED, ETC.), ARE YOU SHARING DATA WITH EACH OTHER? BY WHAT MEANS? CHALLENGES? (SLIDE 18)

John Glen: **Oregon** receives individual confidential data quarterly from the partners via sFTP.

Franki: **Kentucky** has a secure server where our partner agencies can upload data for our SLDS via the web

Alessia Leibert: Since Vocational Rehabilitation programs are not part of DOL funding stream, the integration of their data into **Minnesota** SLEDS and WDQI systems has not occurred. Their data is siloed from other workforce training programs.

Keith Ewald, **Ohio**: Sensitivity to sharing child, TANF, and basic health program participation data.

Clinton Flowers: All parties in **Missouri** certainly are sharing information among the others. The distinction about outcome data is that only partial, incomplete matching exists for the AEL/VR clients. That is why the DSA is critical.

Idaho Department of Labor: As part of its WDQI project, Idaho has acquired America's Job Link Alliance (AJLA) products that allow it to consolidate some of its legacy MIS systems. All WIA (formula and discretionary) programs, along w/W-P, TAA and other USDOL grants will utilize this comprehensive system beginning late this spring.

WDQI **Hawaii's** DOL programs don't currently share data with voc rehab and adult education.

Shelly Jones: **Kansas** utilizes one MIS system to capture Adult, Dislocated Worker, Youth, and Wagner-Peyser program data. Currently, discussions are occurring to bring Vocational Rehabilitation and Adult Education data into the system either by a linkage or perhaps by offering adaption of KANSASWORKS to collect all data points needed for these programs. This will allow the common reporting to be done with greater integrity and ease.

Betty McGrath, **North Carolina**: There are typically differences between longitudinal data systems and management information systems. Therefore you may want to consider guidance on expectations regarding how they might interact.

HOW MIGHT TRAINING PROVIDERS BE INVOLVED IN AN INTEGRATED REPORTING SYSTEM? ARE THERE OPPORTUNITIES FOR DATA COLLECTED BY ETPS TO BE INCLUDED IN YOUR STATE'S LDS? (SLIDE 19)

Shelly Jones: **Kansas** has some information shared by Kansas Department of Labor and Kansas Department of Children and Family services in which we will be expanding upon for WIOA.

Keith Ewald, **Ohio**: Generally easy to handle public providers - need to work on private sector. If we have SS#s, can readily cross reference to other systems of performance measures.

Scott Hunzeker, **Nebraska**: Right now we need to have individual contracts with each individual training provider. We'd like to be able to link with Dept of Education's systems to avoid so many contracts. We will need to have a separate system for private providers or those not in the public education system. .

Betty McGrath: **North Carolina** currently has information on all 58 public community colleges and all 16 public 4 year colleges in its workforce longitudinal system. We had discussions yesterday how we might go about integrating the privates.

WDQI **Hawaii**: They could be very involved and at the moment we are working with community colleges to include TAACCCT grant participants in to our system.

Clinton Flowers: **Missouri** has included this integration strategy for Eligible Training Providers in a current research project. We are engaged now in a leadership effort for public relations and information for the providers.

Roy Mars: In **Florida**, a separate team is working on getting ETP List built and making it compatible with the SLDS.

Alessia Leibert: **Minnesota** State Colleges and Universities already share their data with SLEDS and WDQI and have a SSN identifier that enables the linkages to wage data. However, smaller training providers do not have the capacity to gather participant's data. CTE training, participants' data, for example, has been challenging to incorporate.

Shelly Jones: Training providers have a module within **Kansas**' workforce system in which data can be collected for performance, etc.

WDQI **Hawaii**: It would be more difficult to try to include private training providers due to policy restrictions.

Keith Ewald, **Ohio**: Private sector and large public sector might not see it advantageous to participate if they have to provide information on all participants and not just public program participants.

HOW CAN DATA COLLECTION IN YOUR STATE IMPROVE RELATIVE TO THE INDICATORS REQUIRED BY WIOA? WHAT ARE THE AREAS OF IMPROVEMENT THAT THE DEPARTMENT SHOULD CONSIDER AS WE IMPLEMENT WIOA? (SLIDE 20)

Betty McGrath, **North Carolina**: Emphasis on non academic credentials such as industry certifications etc.

Lisa Neilson, **Ohio**: Having out-of-state employment information and out-of-state/private higher education/skills gains data would be helpful.

Keith Ewald, **Ohio**: Right now we take data any structure or way we can get it. Much work to organize and archive appropriately. Some standardization would aid process.

Shelly Jones: Improvements can be made in **Kansas** surrounding the effectiveness of services to employers. We collect an array of information regarding job postings, occupational needs, etc, but will be interested in collecting further information to show true effectiveness to this group.

Idaho Department of Labor: We anticipate the same thing that Keith outlined earlier. Some ETP providers may choose not to participate because of the stringent data provision requirements.

Alessia Leibert, **Minnesota**: Data from most workforce training programs have a high degree of integration and highly accurate SSNs. However, case managers and counselors have to be trained and be motivated to collect more accurate and consistent information on the CIP code of the training program, the training program start data, and program exit date, otherwise it will not be possible to measure training completion and enrollment status 2 and 4 quarters after exit. It is not just an IT challenge but a matter of training and supporting counselors to keep paperwork that they view as a burden.

Clinton Flowers: **Missouri** is involved in a research project about the non-typical, non-credit certifications that are not now in the WDQI and some should be to meet sector planning needs.

WDQI **Hawaii**: Ditto from Hawaii on the ETP providers on not participating.

SESSION 2: EFFECTIVENESS IS SERVING EMPLOYEES

WHAT SERVICES TO EMPLOYERS SHOULD THE DEPARTMENT CONSIDER IN THE DEVELOPMENT OF THIS PERFORMANCE INDICATOR? (SLIDE 22)

Keith Ewald, **Ohio**: Retention and wage growth are the approach that we have taken so far.

WDQI **Hawaii**: Placement retention and wage growth.

Betty McGrath, **North Carolina**: We are going to try to integrate Rapid Response services to employers into our WDQI and build a link to determine if the rapid response services translate into participation in WIA, WP etc.

DCEO, **Illinois**: Ditto, Hawaii.

Clinton Flowers: **Missouri** is supportive of market penetration and the feasibility of mining data to look at what part of employment was attained by the workforce system. What extent of employer contact was successful? Various approaches.

Keith Ewald, **Ohio**: Not difficult, cross match to UI wage records.

Shelly Jones, **Kansas**: Qualifications in Job Postings in comparison to job referrals and the placement outcome.

Alessia Leibert, **Minnesota**: By tracking the number of quarters and individual has been employed in the same UI account.

Betty McGrath, **North Carolina**: We utilize the unemployment insurance id. However, there are issues related to how states assign and collect UI identification numbers and information on successor predecessor employers.

Roy Mars, **Florida**: In addition to job placement, were you able to use your system to provide information to employers who are looking for a place to locate/re-locate or expand that allows them to make informed decisions on how/where to do so to match their needs.

John Glen: **Oregon** would use the UI wage data FEIN.

Betty McGrath, **North Carolina**: We have also looked at the total wages paid in the state in a quarter and then determine the total amount of wages paid to workforce system participants... and calculate a percentage by all, and by industry sectors.

HOW CAN THE DEPARMENT EFFECTIVELY MEASURE SERVICES TO EMPLOYERS FOR PROGRAM IMPROVEMENT PURPOSES? CUSTOMER SATISFACTION, EMPLOYEE RETENTION, NUMBER OF EMPLOYEES WHO USE ONE-STOP (PENETRATION RATE), NUMBER OF EMPLOYEES WORKING IN DEMAND OCCUPATIONS)? (SLIDE 23)

Lisa Neilson, **Ohio**: We measure employee retention by using UI wage records to determine if someone who is employed 2 quarters after program exit is still employed with the same employer 4 quarters after program exit.

Betty McGrath, **North Carolina**: Information on occupations is fairly difficult in most states to link because of lack of occupational information on UI wage records.

Keith Ewald, **Ohio**: Hard to do occupation or satisfaction without significant program costs. Could cross walk from UI wage record to QCEW (LMI) to get industry of employment.

Roy Mars, **Florida**: Having a survey for employers is one way. Also having an online portal where employers can go to voluntarily enter data on the own satisfaction and employee retention experience. Require one-stops to report their number of employees using their services on a daily basis.

John Glen: **Oregon** conducts a survey of employers to gauge employer satisfaction.

Alessia Leibert, **Minnesota**: We cannot track whether a workforce program participant is employed in an in-demand occupation, because UI wage records to not store that data. We only have information on industry of employment. For some types of training, we could measure whether post-exit employment is in an industry related to the training, but this would be meaningful only for training in healthcare, manufacturing, and a handful other training programs. It is a big challenge.

Idaho Department of Labor: The last three can utilize UI data and MIS records. The first is a bit more problematic and could end up with states reverting to customer satisfaction surveys to determine this. To be honest, we really didn't feel too comfortable with this as a means of determining customer satisfaction.

Roy Mars, **Florida**: Incentivize employer survey response or online portal use in some way.

Betty McGrath, **North Carolina**: We are going to look at the occupations that are being trained for under WIA and trade act programs and compare with our state occupational projections top jobs.

Shelly Jones, **Kansas**: Customer satisfaction surveys are difficult to capture and do not always impact change to improve effectiveness. Employee retention may show effectiveness as the client could be placed and based on the Labor collection of data can confirm retention for the employer. Penetration rate could be skewed in that some clients will job search and gain employment without presenting to the one-stop center.

HOW HAS HAVING A WDQI GRANT ENHANCED YOUR ABILITY TO COLLECT DATA ON EFFECTIVENESS IN SERVING EMPLOYER CUSTOMERS? (SLIDE 24)

Keith Ewald, **Ohio**: From the perspective of retention and industry of employment and cross referenced to education and training and program service, very helpful

Scott Hunzeker, **Nebraska**: The WDQI grant will definitely help track retention and can look at things like wage growth over time after program participation, but determining actual satisfaction (did the employee meet employer expectations) probably can't be done directly

Idaho Department of Labor: Without the grant, the state could not have made the headway it has achieved thus far. The relationships with various partners, especially education, have gone way beyond our expectations.

Betty McGrath, **North Carolina**: ETA might want to consider emphasizing the need to collect unemployment insurance employer IDS on job orders and other services provided to employers. This will help to link the employer information to WDQI resources.

Roy Mars, **Florida**: That has not been a focus of our project. We have focused more on the Supply/Demand aspect so far. That might be something for us to think about for future improvement to our system both on our effectiveness in serving employers and our effectiveness in serving our labor partners.

Alessia Leibert, **Minnesota**: Thanks to the grant, we have the ability to calculate and report to the public the instate employment rate for all post-secondary programs, industry of employment, full-time employment status, and other key employment outcomes. These metrics help gauge the extent to which the Minnesota education system is aligned with the needs of employers. High employability, high wages, and high full-time shares indicate alignment.

Mala Chinoy, **Pennsylvania**: We believe that it the interpretation of integrated data from various data systems that will help enhance ability.

Shelly Jones: **Kansas** is working towards improving data collection on these performance indicators. The linkages with WDQI will create better program, occupational, educational, workforce data, which gives employers the opportunity to utilize the services available to get qualified candidates.

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