

# State Workforce Services Dashboards

PY22 Supplemental Guide



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# How to Use the Dashboards



# Use Cases

*How can we use the Workforce Services Dashboards?*

1. **Answer questions pertaining to equity.** Questions can be broad or specific. They might focus on specific programs or demographic groups.
2. **Identify successes.** The dashboards can identify areas of success for a state. This can merit follow-up exploration. What is the state doing? Is this something that can be scaled?
3. **Identify challenges.** The dashboards can identify potential areas of improvement. This can merit follow-up exploration. Are there extenuating factors that explain the disparity? Is this something that can be addressed?
4. **Inform WIOA State Plans.** States can use their reports to inform future policy and strategy for their workforce system.
5. **Evaluate policy.** States may be able to use the dashboards to assess whether policy is working.
6. **Strengthen grant applications.** States can use information from their dashboards to target funding opportunities and use data to highlight the utility of potential grants.
7. **And more?** The list of potential use cases here is not definitive.



# Disclaimers

*Things to keep in mind when using the dashboards:*

- 1. The dashboards are not a scorecard.** The reports do not grade states' performances or assign subjective values to the metrics shown in the reports.
- 2. The dashboards are not prescriptive.** Individuals using the reports will need to provide independent thought and follow-up consideration for anything seen in the dashboards.
- 3. The dashboards cannot be used to compare states.** To accurately compare states, more information (including external factors beyond states' control) is required for a fair comparison.
- 4. Data in the dashboards may not exactly match records elsewhere.** Further details on the data used in these reports are available in the Methods section of the reports.
- 5. Some states have small counts of demographic groups.** If a group has a very low count, less confidence should be placed in findings for that group. Counts can be found in data tables near each chart within the reports.
- 6. The dashboards' scope is not definitive.** When possible, future editions will broaden the scope of the dashboards to be more informative and inclusive.



# FAQ



# Demographics

## What groups are in the “Other” racial category?

- The Other group includes participants who indicated that they were American Indian / Native American, Hawaiian / Pacific Islander, or multiracial (i.e., they indicated more than one racial category).
- For more information on the breakdown of this category, navigate to the Methods section of a state’s dashboard and select the “Data Tables” subtab.

## How are multiracial participants handled in the dashboards?

- Every participant is placed in only one racial category. If a participant indicated that they identified with more than one race, they were labeled as Multiracial and grouped in Other.

## How is the Hispanic/Latino group defined?

- Whether or not a participant is labeled Hispanic/Latino is determined by an ethnicity data element that is separate from the determination of race. A participant can be included in the Hispanic/Latino group and one of the race groups.



# Model Estimates

**A few sections have “Model Estimates.” What variables are included in the model?**

- Data in the Model Estimates sections were derived from the Demographic and Barrier Models. These models estimate demographic group differences in services received and outcomes obtained when controlling for other available demographic and employment barrier elements. A full accounting of the different types of variables is included in the next slide.
- For more information on the purpose, structure, and application of the Demographic and Barrier Models, see the Methods section.
- For more information on how to understand the plots in the Model Estimates, see the explanations provided elsewhere in this document.





# Model Estimates

A few sections have “Model Estimates.” What variables are in the model? (cont’d)

- Age
- Disability status
- Veteran status
- Employment history and status at program entry
- Unemployment insurance status
- Education
- English and literacy proficiencies
- Cultural barriers
- Migrant or seasonal farmworker status
- Displaced homemaker status
- Single parent status
- Low-income status and/or receipt of public assistance
- Homelessness
- Offender status
- Pell Grant recipient
- Pregnant or parenting youth (Youth model)
- Youth who needs additional assistance (Youth model)
- Youth in foster care (Youth model)

The factors listed here are included in the barrier models along with demographic variables (sex and race/ethnicity).

The inclusion of these variables controls for known barriers and allows for the estimation of disparity across demographics after accounting for potential confounding factors.



# Dashboard Sections



# Contents

Section	Description
Overview	Introductory page that provides a brief overview of the dashboards
Data Quality	Response rates for key variables: race, sex, ethnicity, training occupation codes, and employment after exit occupation codes
System Reach	Analysis of populations served by programs
Services	Demographic differences in the enrollment rates of different services relevant to WIOA programs
Outcomes	Demographic differences in outcomes such as credential attainment, employment after exit, and earnings after exit
Relationship: Services & Outcomes	Demographic differences in outcomes when controlling for different services received
Methods	Additional information on the dashboards' methodology



# Overview

## Workforce Services Dashboards Ohio - Program Year 2022

Employment and Training Administration (ETA)

Office of Policy Development and Research (OPDR)

Division of Data Analytics and Strategic Planning (DASP)

March 01, 2024



[Overview](#) [Data Quality](#) [System Reach](#) [Services](#) [Outcomes](#) [Relationship: Services & Outcomes](#) [Methods](#)

### Analysis Methods

This section provides more details on analysis decisions and data treatments for these dashboards. **For more information on how to use and interpret the Workforce Services Dashboards, please refer to the [Supplemental Guide](#).** The information in these dashboards is not simply a reflection of the data as it is reported to ETA by states. Instead, the reported data has been transformed and modeled as needed to align to the objectives of these dashboards and improve the potential insights that can be drawn. We have divided this section into three broad categories:

- **Analysis and Data Decisions** - This section outlines the business rules we implemented in this analysis, including which participants were included, how the reported data was transformed, and other analysis decisions.
- **Data Imputation** - This section explains the imputation models that were used to account for missing data.
- **Demographic Barrier Models** - This section describes the models that were used to estimate demographic group differences for services and outcomes when controlling for other demographic and employment barriers.

### Analysis and Data Decisions

A variety of decisions regarding how to properly treat, transform, and analyze the program data were made in the process of developing this analysis. These decisions are described below.

The Overview page provides brief descriptions of the other sections.

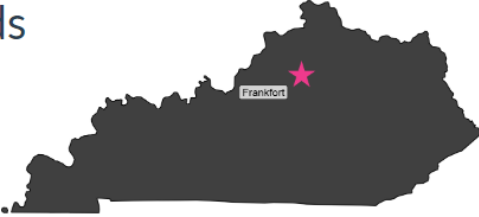
There is also a link to a feedback form at the bottom of the Overview page. You can use this to submit suggestions for future editions.



# Data Quality

## Workforce Services Dashboards Kentucky - Program Year 2022

Employment and Training Administration (ETA)  
Office of Policy Development and Research (OPDR)  
Division of Data Analytics and Strategic Planning (DASP)  
March 06, 2024



Overview Data Quality System Reach Services Outcomes Relationship: Services & Outcomes Methods

### Data Quality

This section examines the completeness of a select number of demographic and occupation code PIRL data elements (click to see more information on the [WIOA Participant Individual Record Layout](#)) from the data reported by Kentucky and how it compares to the National level data. The completeness of this type of data is important for any analysis of programmatic equity. Missing data can bias the measurement of differences in outcomes or access to services between demographic groups.

The completeness of the sex, race, and ethnicity PIRL data elements are shown by program below. In addition, the completeness of select PIRL data elements that collect occupation code information are also shown.

Adult Youth Dislocated Worker Wagner-Peyser

The following charts show the completeness of data for the **Adult** program. Please note that values may not sum to 100% due to rounding.

Completeness of Demographic Data Completeness of Occupation Data Data Table

The following charts show the completeness of sex, race, and ethnicity PIRL data elements.

### Sex

Completeness of Sex Data in the Adult Program

Category	Complete	Incomplete
Kentucky	52.9%	0.1%
National	47.4%	0.6%

The Data Quality section shows the completeness of reported demographic and occupation data.

A full accounting of this section's contents are available on the next slide.



# Data Quality

Program	Tabs
Adult	<ul style="list-style-type: none"><li>• Completeness of Demographic Data</li><li>• Completeness of Occupation Data</li><li>• Data Table</li></ul>
Youth	<ul style="list-style-type: none"><li>• Completeness of Demographic Data</li><li>• Completeness of Occupation Data</li><li>• Data Table</li></ul>
Dislocated Worker	<ul style="list-style-type: none"><li>• Completeness of Demographic Data</li><li>• Completeness of Occupation Data</li><li>• Data Table</li></ul>
Wagner-Peyser	<ul style="list-style-type: none"><li>• Completeness of Demographic Data</li><li>• Completeness of Occupation Data</li><li>• Data Table</li></ul>

For each program, **Completeness of Demographic Data** includes the reporting percentages of Sex, Ethnicity, Race, and Race & Ethnicity.

**Completeness of Occupation Data** includes the reporting percentages of Training SOC Codes and Employment after Exit SOC Codes.

Each program also has a **Data Table** tab. The data here are available in downloaded .csv format so that you have the option of further exploring the data used to generate the figures in this section.



# System Reach

## Workforce Services Dashboards New Jersey - Program Year 2022

Employment and Training Administration (ETA)  
Office of Policy Development and Research (OPDR)  
Division of Data Analytics and Strategic Planning (DASP)  
March 06, 2024



Overview Data Quality System Reach Services Outcomes Relationship: Services & Outcomes Methods

### Participants Served by WIOA Programs

This section highlights the degree to which New Jersey's WIOA Titles I & III programs reach target populations of the state. National data are shown alongside for comparison.

The plots and data below show the demographic makeup of participants by program and compare that to the demographic makeup of the estimated eligible population of New Jersey and the nation. For further help interpreting these charts and others, please refer to the [Supplemental Guide](#).

Adult Youth Dislocated Worker Wagner-Peyser

Summary Enrollment by County

These charts show the percentage of participants in Dislocated Worker programs by race, ethnicity, and sex.

#### System Reach of the Dislocated Worker Program

The Percent of Participants by Demographic Group Compared to the Population Demographics



The System Reach section shows enrollment information by program.

The first tab (**Summary**) shows enrollments across demographic groups and demonstrates how these rates compare to the state's overall populations of these demographic groups.


The second tab (**Enrollment by County**) features an interactive county-level map that shows enrollments adjusted by population. Spatial patterns can be further explored by adding additional layers showing Metropolitan Statistical Areas ("Metros") and American Job Centers.



# Services

## Workforce Services Dashboards Massachusetts - Program Year 2022

Employment and Training Administration (ETA)  
Office of Policy Development and Research (OPDR)  
Division of Data Analytics and Strategic Planning (DASP)  
March 06, 2024



Overview Data Quality System Reach **Services** Outcomes Relationship: Services & Outcomes Methods

### Services Received by Participants

This section explores the differences in the services provided to WIOA program participants of different demographic groups in Massachusetts. National level data is also displayed for comparison. The section starts with a high-level summary chart showing the **demographic differences in service enrollment**, then looks at each type of service in greater detail. Basic Career Services are omitted from figures because every participant in the program received Basic Career Services. Next, we explore differences when controlling for other demographic characteristics and participant barriers to employment. Finally, we look into training occupation in more detail (this section is not included for Wagner-Peyser because that program does not offer training services).

The differences in services information is provided by WIOA program. [For further help interpreting these charts and others, please refer to the Supplemental Guide.](#)

Adult Youth Dislocated Worker **Wagner-Peyser**

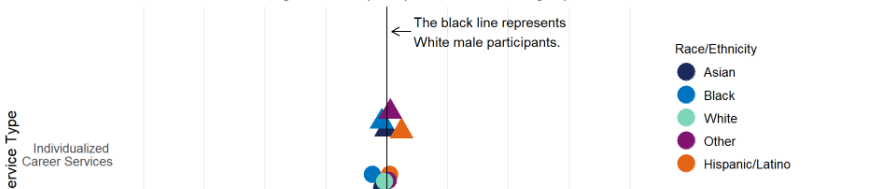
Click on the tabs below to navigate through the various service analysis topics for the Wagner-Peyser program.

Summary **Details by Type of Service** Model Estimates (Controlling for Participant Barriers)

The chart below serves as a high-level summary of differences in service enrollment. The points on the chart represent different demographic groups. The vertical line in the center represents the baseline group rate, and the position of the points indicates where each demographic group falls compared to the baseline. A more detailed breakdown of each service type can be found in the subsequent charts in this section.

#### Massachusetts Differences in Services by Demographic Groups: Wagner-Peyser

Differences calculated using White male participants as the baseline group.



The black line represents White male participants.

Race/Ethnicity

- Asian
- Black
- White
- Other
- Hispanic/Latino

Service Type

Individualized Career Services

This section breaks down the different services received across demographics. It includes information by types of service, models that control for barriers, details by training occupation, and supplemental data tables.

A full accounting of this section's contents are available on the next slide.



# Services

Program	Tabs
Adult	<ul style="list-style-type: none"><li>• Summary</li><li>• Details by Type of Service</li><li>• Model Estimates</li><li>• Training Occupation</li></ul>
Youth	<ul style="list-style-type: none"><li>• Summary</li><li>• Details by Type of Service</li><li>• Model Estimates</li><li>• Training Occupation</li></ul>
Dislocated Worker	<ul style="list-style-type: none"><li>• Summary</li><li>• Details by Type of Service</li><li>• Model Estimates</li><li>• Training Occupation</li></ul>
Wagner-Peyser	<ul style="list-style-type: none"><li>• Summary</li><li>• Details by Type of Service</li><li>• Model Estimates</li></ul>

The information to the left presents the main sections in Services.

**Summary** provides a breakdown of the types of services received across demographic groups and by program. For Adult and Dislocated Worker, these services include Training Services and Individualized Career Services. For Youth, services include Follow-up Services, Financial Literacy, Supportive Services, and Work Experience. For Wagner-Peyser, services are limited to Individualized Career services.

**Details by Type of Service** demonstrates the distribution of services received by program in the state and compares that to national statistics. There are subsections here, one for each type of service as identified in the paragraph above.

**Model Estimates (Controlling for Participant Barriers)** show differences in services participation when controlling for other demographic elements and barriers. For Adult and Dislocated Worker, these services include Training Services and Individualized Career Services. For Youth, services include Follow-up Services, Financial Literacy, Supportive Services, and Work Experience. For Wagner-Peyser, services are limited to Individualized Career services.

**Training Occupation** looks at what occupations WIOA participants were trained in and whether they were above median earnings jobs. These include subsections on Top Occupations - Participants Trained and Occupations Above Median Earnings. This is included for Adult, Youth, and Dislocated Worker programs.



# Outcomes

## Workforce Services Dashboards California - Program Year 2022

Employment and Training Administration (ETA)

Office of Policy Development and Research (OPDR)

Division of Data Analytics and Strategic Planning (DASP)

March 06, 2024



[Overview](#) [Data Quality](#) [System Reach](#) [Services](#) [Outcomes](#) [Relationship: Services & Outcomes](#) [Methods](#)

### Participant Outcomes

This section explores the differences in the outcomes of WIOA program participants from different demographic groups. The section starts with a high-level summary chart showing the **demographic differences in outcomes**, then looks at each outcome in greater detail. Lastly, there is a section that explores differences in outcomes when controlling for participant barriers to employment.

For further help interpreting these charts and others, please refer to the [Supplemental Guide](#).

[Adult](#) [Youth](#) [Dislocated Worker](#) [Wagner-Peyser](#)

Click on the tabs below to navigate through the various outcome analysis topics for the Youth program.

[Summary](#) [Details by Outcome](#) [Model Estimates \(Controlling for Participant Barriers\)](#)

The chart below serves as a high-level summary of differences in outcomes. The points on the chart represent different demographic groups. The vertical line in the center represents the baseline group rate, and the position of the points indicates where each demographic group falls compared to the baseline. A more detailed breakdown of each outcome can be found in the subsequent charts in this section.

[All Youth](#) [In-School Youth](#) [Out-of-School Youth](#)

California Differences in Services by Demographic Groups: WIOA Youth  
Differences calculated using White male participants as the baseline group.

The Outcomes section shows the differences in outcomes obtained by demographic groups. It includes information on WIOA outcomes, supplemental data tables, and model estimates that show differences when controlling for other demographic elements and barriers.

A full accounting of this section's contents are available on the next slide.



# Outcomes

Program	Tabs
Adult	<ul style="list-style-type: none"><li>• Summary</li><li>• Details by Outcome</li><li>• Model Estimates</li></ul>
Youth	<ul style="list-style-type: none"><li>• Summary</li><li>• Details by Outcome</li><li>• Model Estimates</li></ul>
Dislocated Worker	<ul style="list-style-type: none"><li>• Summary</li><li>• Details by Outcome</li><li>• Model Estimates</li></ul>
Wagner-Peyser	<ul style="list-style-type: none"><li>• Summary</li><li>• Details by Outcome</li><li>• Model Estimates</li></ul>

The information to the left presents the main tabs of the Outcomes section.

**Summary** provides a breakdown of outcomes across demographic groups and by program. For all programs, outcomes include Median Earnings 2<sup>nd</sup> Quarter after Exit, Employment Rate 2<sup>nd</sup> Quarter after Exit, and Employment Rate 4<sup>th</sup> Quarter after Exit. Outcomes for Adult, Youth and Dislocated Worker also include Credential Attainment and Measurable Skill Gains.

**Details by Outcome** demonstrates the distribution of outcomes and compares that to national statistics. There are also subsections here, one for each outcome as identified in Summary. Adult, Youth, and Dislocated Worker also include additional information on Employment in Training Occupation, 2<sup>nd</sup> Quarter after Exit.

**Model Estimates (Controlling for Participant Barriers)** shows differences in outcomes when controlling for other demographic elements and barriers. This section includes the outcomes pertaining to median earnings and employment after exit.



# Relationship: Services & Outcomes

## Workforce Services Dashboards Texas - Program Year 2022

Employment and Training Administration (ETA)  
Office of Policy Development and Research (OPDR)  
Division of Data Analytics and Strategic Planning (DASP)  
March 07, 2024



Overview Data Quality System Reach Services Outcomes Relationship: Services & Outcomes Methods

### Relationship between Services and Outcomes for Participants

This section explores the intersection of services provided and outcomes for WIOA program participants of different demographic groups. The disparity in outcomes between groups is displayed by the 'highest level of service' each participant received (participants may receive multiple), tiered from the lowest service being Basic, to then Individualized, to Training Services being the highest service. The section starts with high-level summary charts showing outcomes by each service type. Then, we look at the differences in demographic groups for each outcome and service type. Lastly, there is a section that explores differences in outcomes by service type when controlling for participant barriers to employment.

For further help interpreting these charts and others, please refer to the [Supplemental Guide](#).

Adult Dislocated Worker

Click on the tabs below to navigate through the various outcome analysis topics for the Dislocated Worker program.

Summary Details by Outcome Model Estimates (Controlling for Participant Barriers)



The Relationship: Services & Outcomes section explores the differences in outcomes while accounting for the highest level of services received.

This section includes information on the relationship between services and outcomes, supplemental data tables, and model estimates that show differences when controlling for other demographic elements and barriers.

A full accounting of this section's contents are available on the next slide.



# Relationship: Services & Outcomes

Program	Tabs
Adult	<ul style="list-style-type: none"><li>• Summary</li><li>• Details by Outcome</li><li>• Model Estimates</li></ul>
Dislocated Worker	<ul style="list-style-type: none"><li>• Summary</li><li>• Details by Outcome</li><li>• Model Estimates</li></ul>

The information to the left presents the main subsections of the Relationship: Services & Outcomes section.

**Summary** shows the relationship between highest level of services participants received and their subsequent outcomes. Highest services received include Basic Career Services, Individualized Career Services, and Training Services. Outcomes include Median Earnings 2<sup>nd</sup> Quarter after Exit, Employment Rate 2<sup>nd</sup> Quarter after Exit, and Employment Rate 4<sup>th</sup> Quarter after Exit. This tab does not provide details by demographics, but it does juxtapose state- and national-level information.

**Details by Outcome** provides demographic breakdowns of the initial information provided in the Summary subsection. There are subsections for each of the outcomes identified in Summary, and each subsection includes two data visualizations and a supplemental data table.

**Model Estimates (Controlling for Barriers)** shows differences in outcomes based on the highest level of services participants received while also controlling for demographic elements and barriers. This subsection includes the same service levels and outcomes as described in the Details by Outcomes subsection.



# Methods

## Workforce Services Dashboards Virginia - Program Year 2022

Employment and Training Administration (ETA)  
Office of Policy Development and Research (OPDR)  
Division of Data Analytics and Strategic Planning (DASP)  
March 07, 2024



Overview Data Quality System Reach Services Outcomes Relationship: Services & Outcomes **Methods**

### Analysis Methods

This section provides more details on analysis decisions and data treatments for these dashboards. For more information on how to use and interpret the Workforce Services Dashboards, please refer to the Supplemental Guide. The information in these dashboards is not simply a reflection of the data as it is reported to ETA by states. Instead, the reported data has been transformed and modeled as needed to align to the objectives of these dashboards and improve the potential insights that can be drawn. We have divided this section into three broad categories:

- **Analysis and Data Decisions** - This section outlines the business rules we implemented in this analysis, including which participants were included, how the reported data was transformed, and other analysis decisions.
- **Data Imputation** - This section explains the imputation models that were used to account for missing data.
- **Demographic Barrier Models** - This section describes the models that were used to estimate demographic group differences for services and outcomes when controlling for other demographic and employment barriers.

### Analysis and Data Decisions

A variety of decisions regarding how to properly treat, transform, and analyze the program data were made in the process of developing this analysis. These decisions are described below.

#### Scope of Participants

Throughout this analysis we filter for participants who have exited the program. We did this for two primary reasons. First, we wanted to get a complete picture of the services provided and outcomes of a participant. If we included all reported participants of a program year, the analysis would include participants that may not yet have had an opportunity to receive certain services or attain certain outcomes. Second, we wanted to use the same population of participants throughout the analysis. If we included participants who had not yet exited the program, then the population being analyzed would differ significantly depending on whether we were looking at services provided, outcomes, or other areas of analysis. As a result, reported statistics of participants for a program year that show things such as demographic and service percentages may not align with the statistics in this analysis that show those percentages for just the exiters of the same program year. However, the statistics for the outcomes should be relatively aligned to the reported program year outcomes.

#### Missing Data

For all analysis outside of the Data Quality section, we use imputed data for the race, ethnicity, and sex data elements. The data for these demographic elements was only imputed for those instances where it was missing. For more information on how missing demographic data was imputed see the Data Imputation section below.

#### Data Suppression

Following the precedent set by Census, we are choosing to suppress fields with fewer than four values, a practice employed to maintain data confidentiality and uphold privacy standards in line with established methodologies.

#### Classification of Demographic Groups

Description **Data Tables**

### Virginia Program Participant Counts by Race/Ethnicity & Sex

In these reports, Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, and Multirace participants are combined into a category labeled "Other."

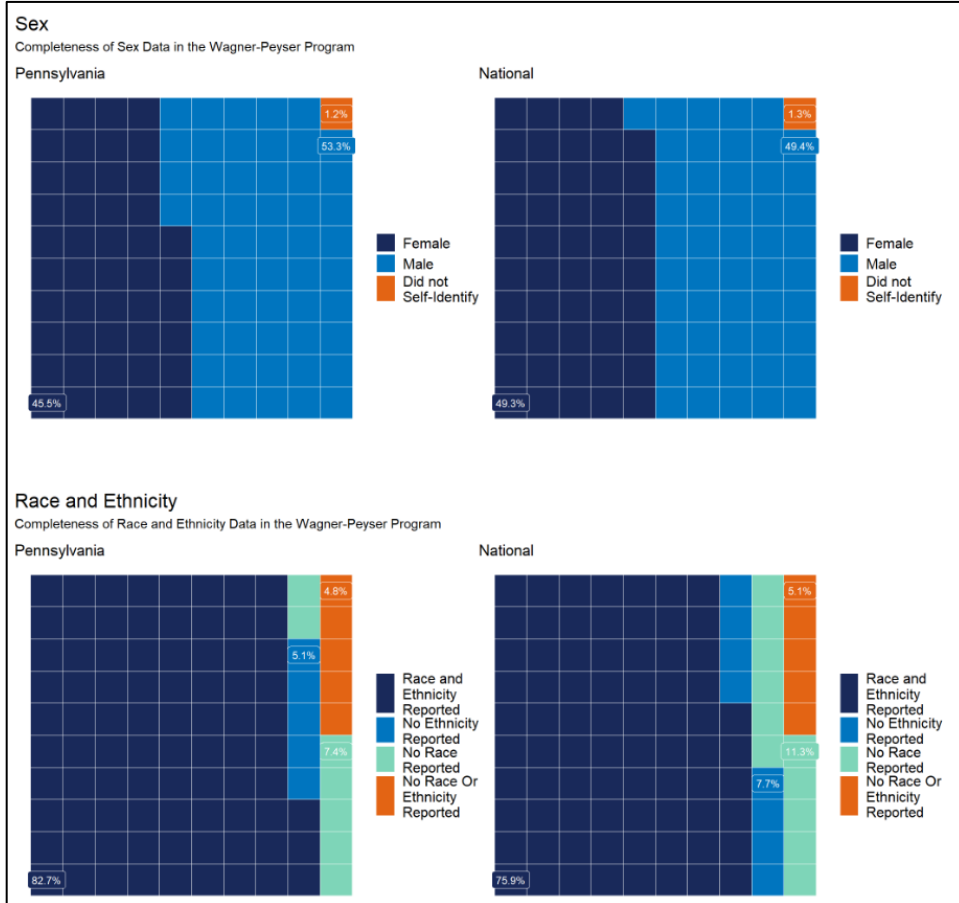
The Methods section includes technical details about the data and dashboards. It includes information on how the data were prepared for analysis, analytical approaches, and modeling methods. It also includes data tables with participant counts used elsewhere in the report.



# Interpreting Graphs



# Interpreting Graphs



This screenshot is an example of the graphs in **Data Quality**.

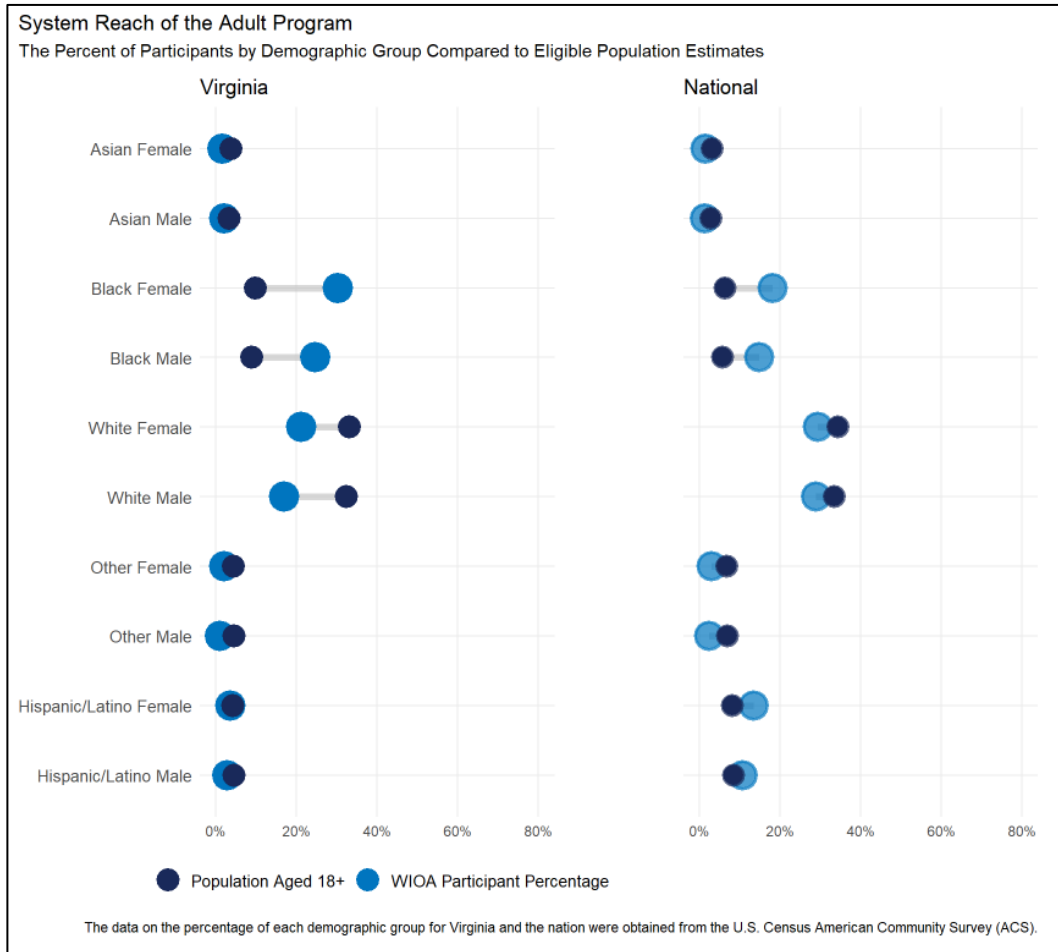
The interpretation for the “Sex” graphs is as follows:

*For Pennsylvania, 45.5% of participants in Wagner-Peyser were female, 53.3% were male, and 1.2% did not self-identify.*

*Nationally, 49.3% of participants in Wagner-Peyser were female, only 49.4% were male, and 1.3% did not self identify.*



# Interpreting Graphs

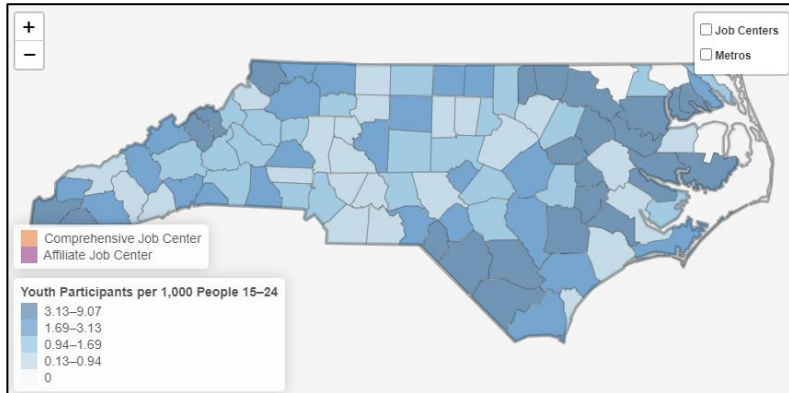


This screenshot is an example of the graphs in the Summary section of **System Reach**. These graphs show program enrollment (blue dots) and Census population estimates (dark blue dots).

An example interpretation for the System Reach graphs is as follows:

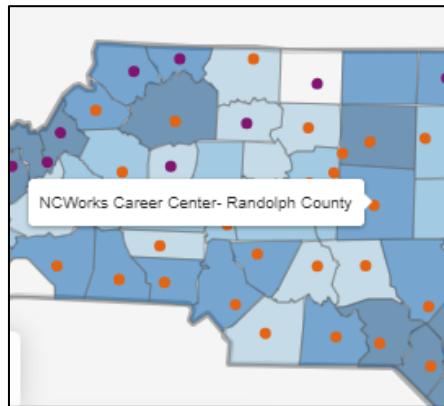
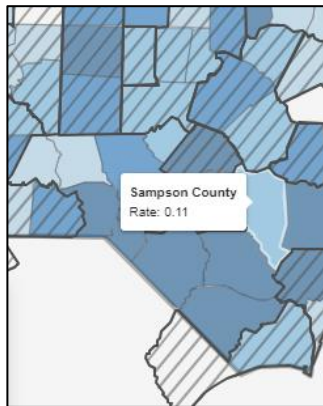
*WIOA Adult participation rates in Virginia follow a pattern similar to national trends. Asian, White, and those in the “Other” racial category all have lower participation rates relative to their respective populations. Black Females & Black Males have participation rates higher than their respective populations.*

# Interpreting Graphs

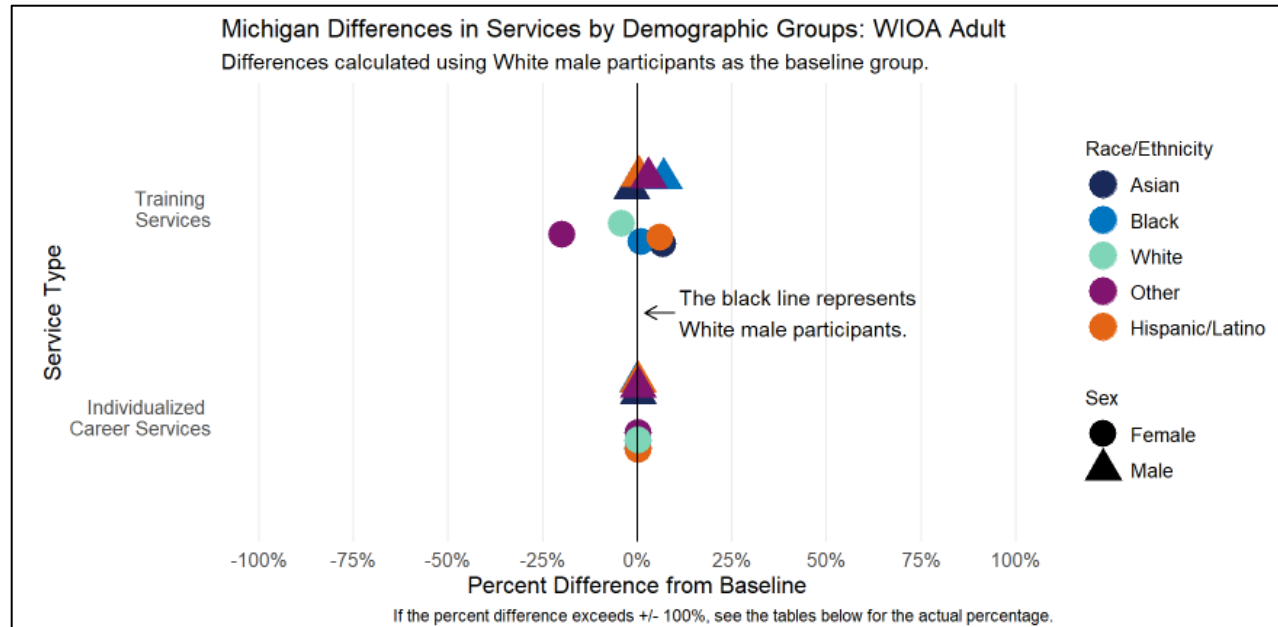


These screenshots illustrate the features in the Enrollment by County maps of **System Reach**. These interactive maps show program enrollment relative to county populations. They also include additional layers showing which counties do and do not belong to Metropolitan Statistical Areas (“Metros”) and where Job Centers are located.

Hover over a county to see its proportional enrollment rate (bottom left picture). Hover over a job center to see its name (bottom right picture).



# Interpreting Graphs

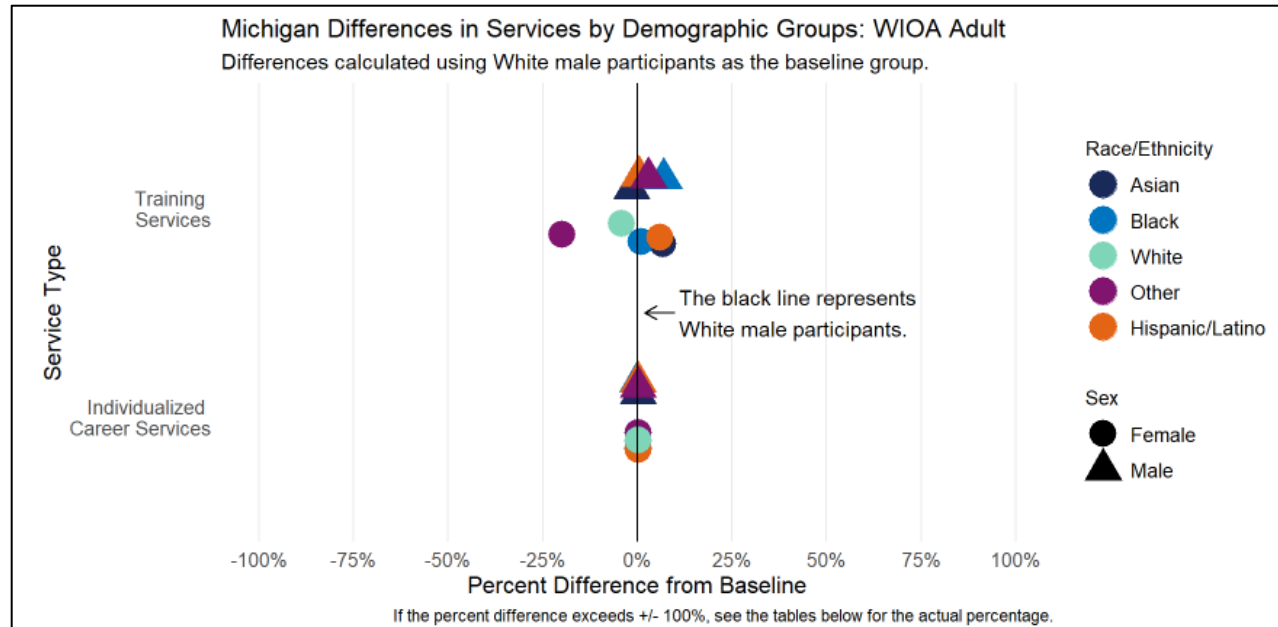


This screenshot is from the Summary tab of **Services**, but similar graphs are also found in the Summary tabs of **Outcomes**.

This data visualization compares the types of services received by different demographics using White Males as a baseline. Colors are used to indicate race/ethnicity and shapes are used to differentiate sex. Points below 0% indicate that that group received that service at a lower rate than White Males. Points about 0% indicate that that group received that service at a higher rate than White Males.

An example interpretation for this data visualization is on the next slide.

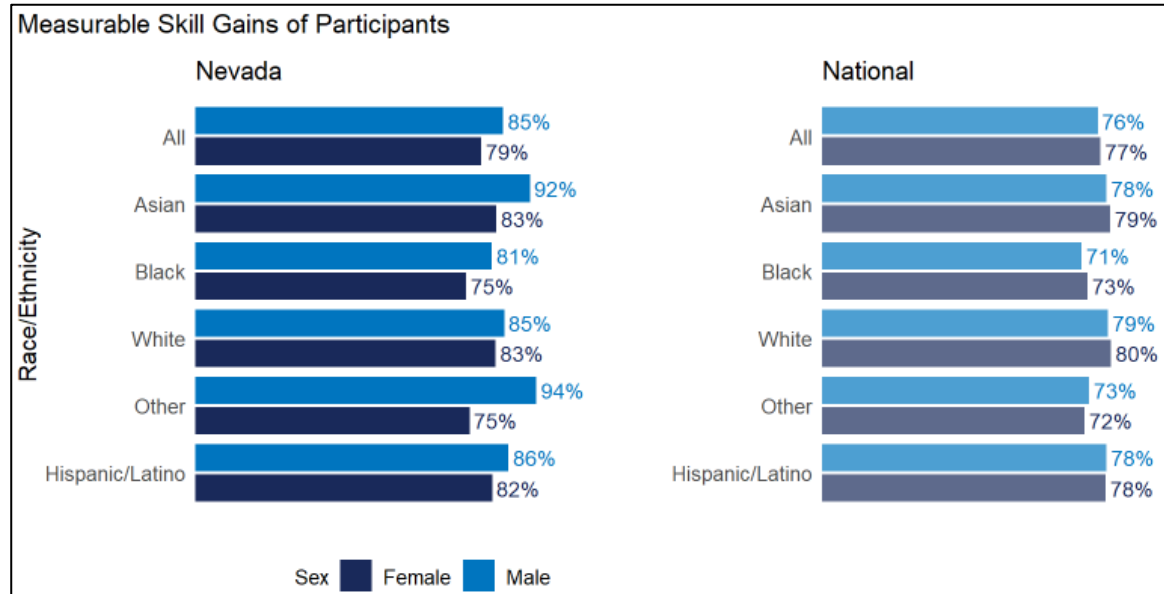
# Interpreting Graphs



An example interpretation for this graph is as follows:

*This graph shows the differences of services received across demographics in Michigan for the WIOA Adult program. White Males received Training Services at a higher rate than White Females, Other Females, and Black Males. All other demographic groups received Training Services at a rate higher than White Males. Rates of Individualized Career Services were at parity for all groups.*

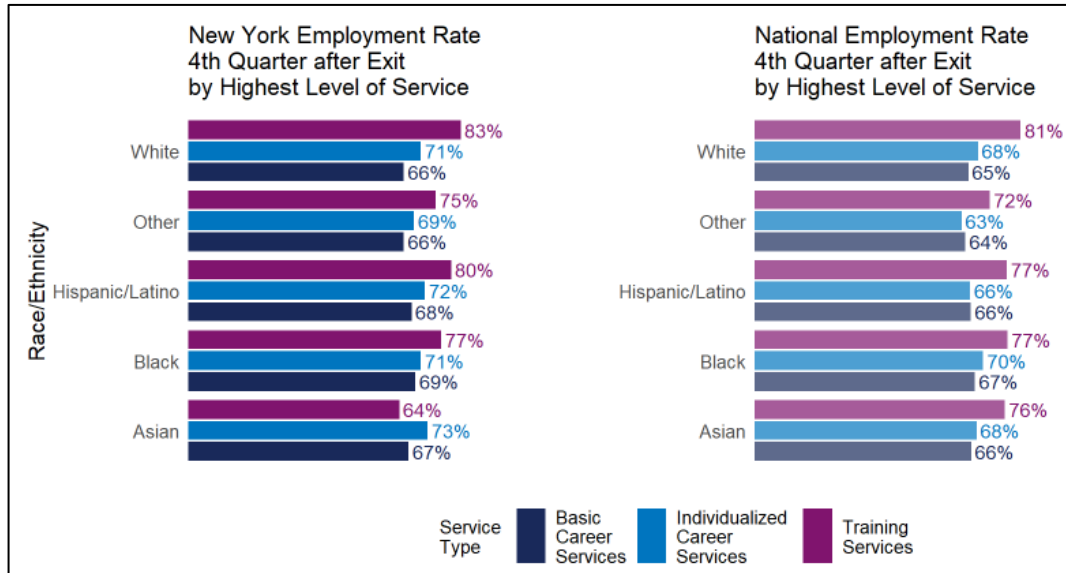
# Interpreting Graphs



This screenshot is from the Details by Outcome section of **Outcomes**, but similar graphs are also found in the Details by Type of Services section of **Services**.

This data visualization provides a breakdown of participants that received training services by demographics and compares state percentages to national percentages. Colors are used to differentiate sex, and each set of two bars represent a different race/ethnicity group. The length of each bar in this example represents the percentage of people in a program with education or training that leads to measurable skill gains.

# Interpreting Graphs

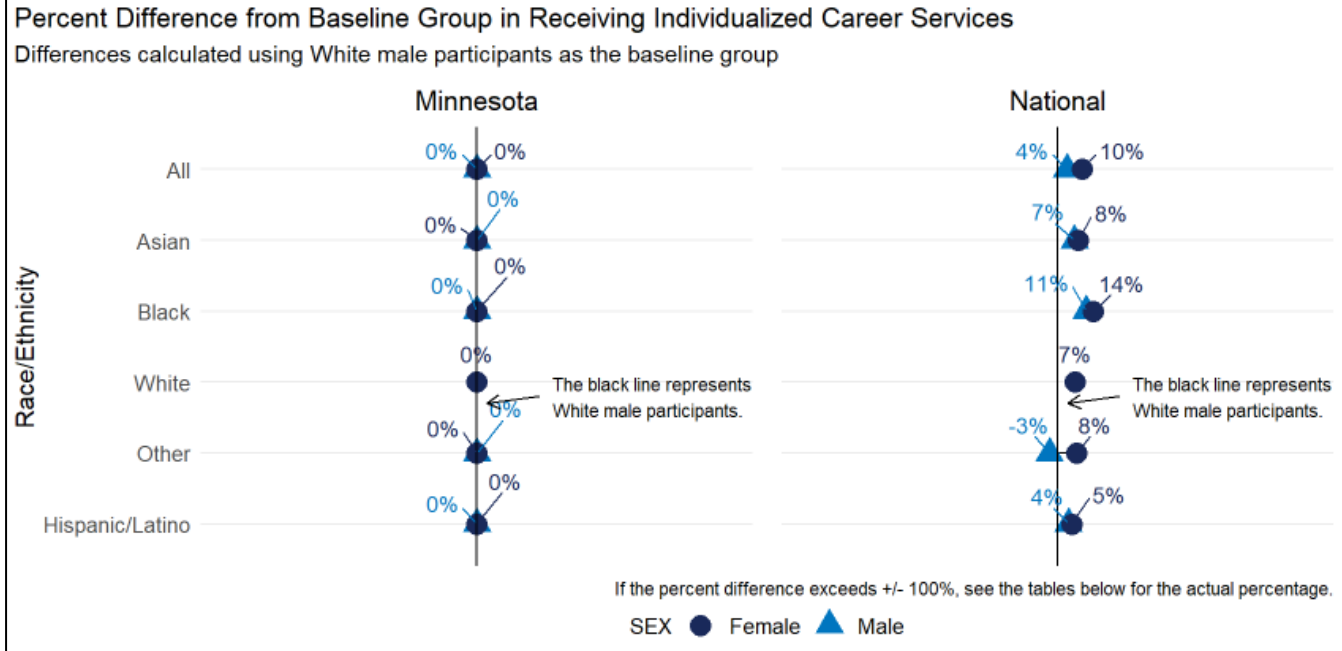


Grouped bar graphs such as this one appear in the Details by Outcome section of the **Relationship: Services & Outcomes**.

Its setup is comparable to the other grouped bar graphs, except that these demonstrate outcomes across race/ethnicity groups by the highest level of services received (Basic Career Services, Individualized Career Services, Training Services) instead of breakdowns by sex (Male and Female).

The method for interpreting these grouped bar graphs is comparable to the other bar graphs in the dashboards.

# Interpreting Graphs

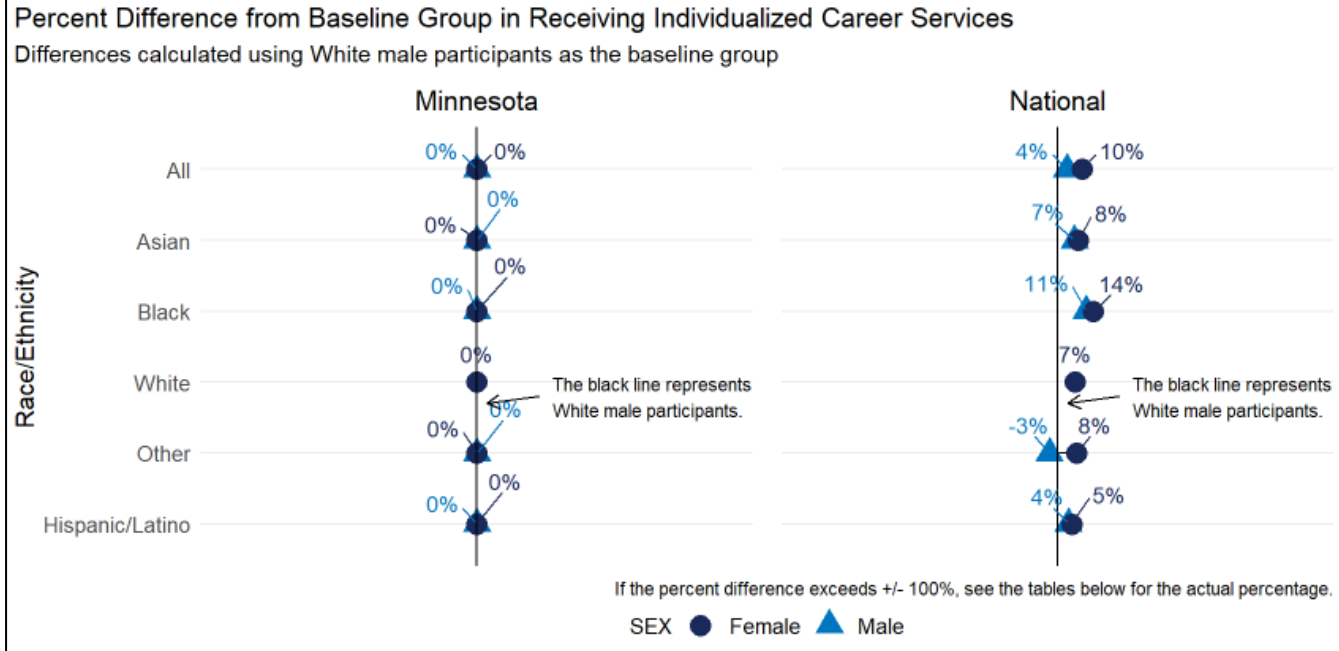


Data visualizations such as these are immediately below the grouped bar graphs in the Details subsections of **Services**, **Outcomes**, and **Relationship: Services & Outcomes** sections.

Colors and shapes are used to differentiate sex, and the black vertical line represents White Male participants, who are used as a reference case. In this example, points to the left of the black line indicate that the group received individualized career services at a lower rate than White Males. Points to the right of the black line indicate a higher rate.

An example interpretation for this data visualization is on the next slide.

# Interpreting Graphs

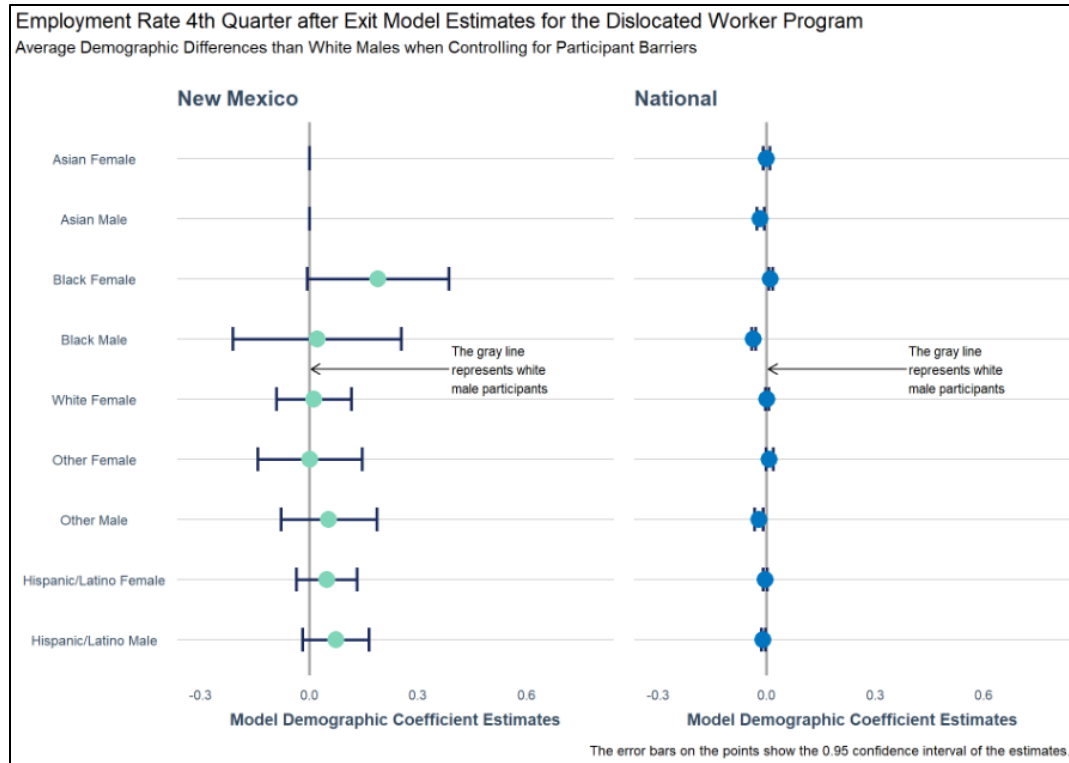


An example interpretation for this graph is as follows:

*The graph to the left demonstrates the differences demographic groups received Individualized Career Services relative to White Males. At the state-level, all participants received these services at the same rate. Nationally, most demographic groups tended to receive these services at rates higher than White Males. One exception is Other Males, who received these services 3% less often than White Males.*



# Interpreting Graphs



Data visualizations such as these appear in the Model Estimates sections of **Services, Outcomes, and Relationship: Services & Outcomes**.

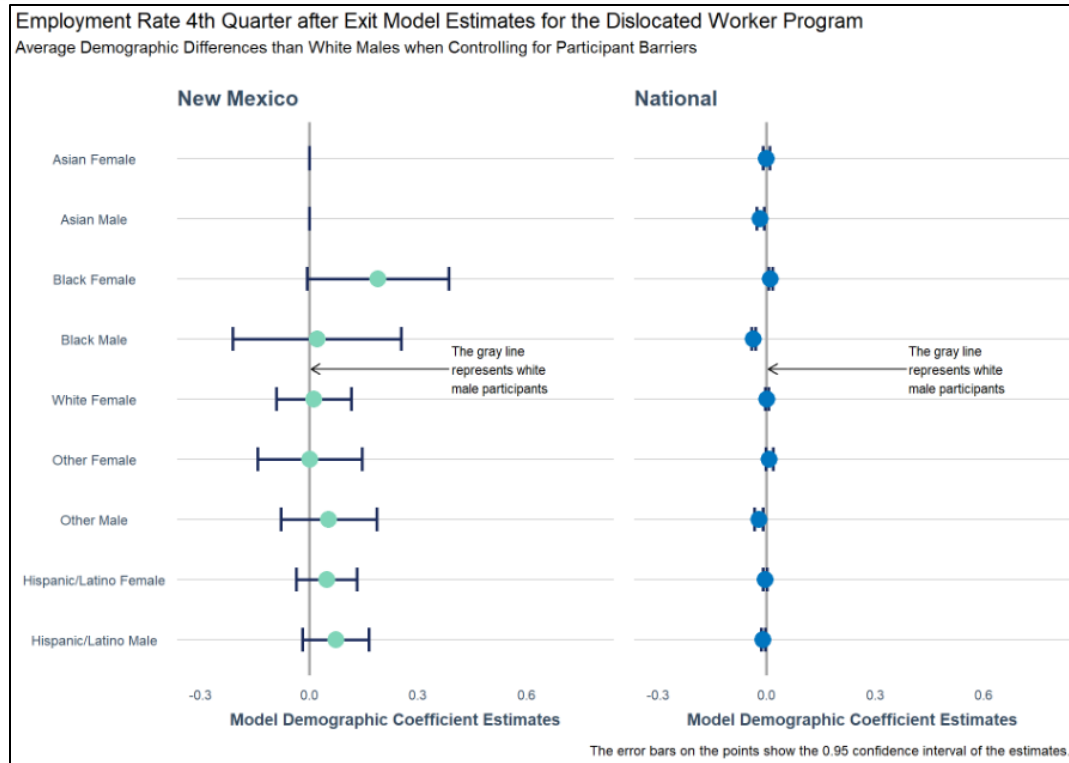
Each point represents the estimated statistical value for a demographic group after controlling for participant-specific information. Points to the left of the vertical line indicate that the variable was estimated as lower than White Males, who were used as the base case in the statistical models. Points to the right of the vertical line indicate that the demographic group's variable was estimated as higher than the base case. The farther away the point is from the line (in either direction), the greater the estimated disparity.

While the point represents the estimated statistical value using the best methods and data available, it is possible that the estimated values may not be accurate enough. The error bars that surround each estimated point communicate, with 95% confidence, the full range of possible values for each statistic. If an error bar crosses the vertical line, it indicates that one cannot confidently reject the possibility that no disparity is present.

Demographic groups with smaller sample sizes tend to have larger error bars because it is difficult to estimate precisely with small sample sizes. The national model, on the other hand, has very small error bars because of the high population counts for each demographic group. If a group's data is suppressed (low participant counts), its estimates are not displayed in the graph.

An example interpretation for this data visualization is on the next slide.

# Interpreting Graphs



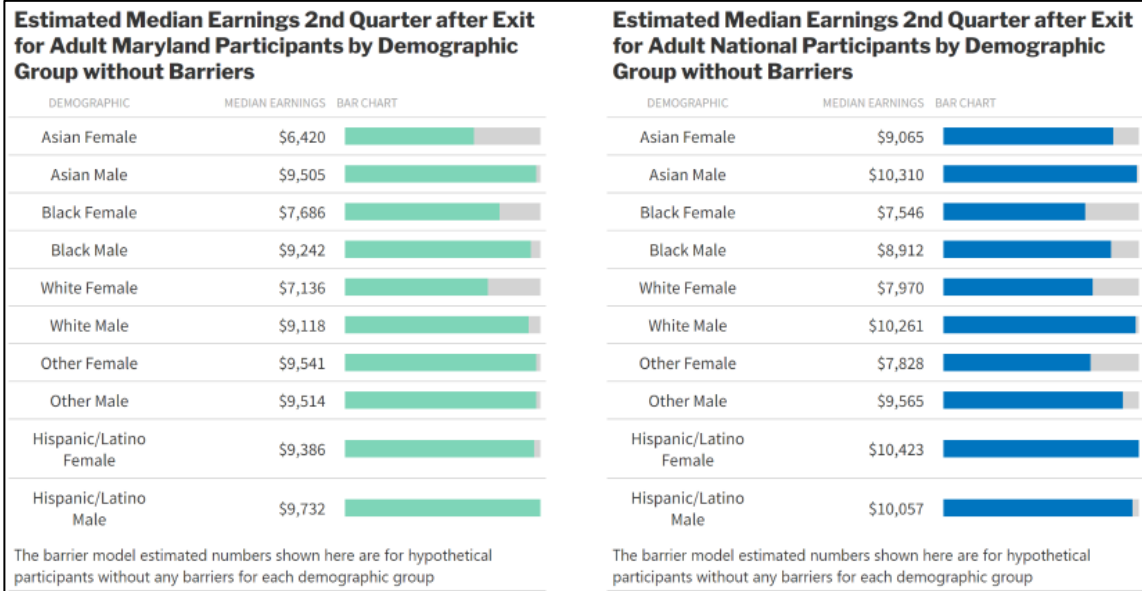
An example interpretation for this data visualization is as follows:

*After controlling for barriers to employment, the model initially estimates that employment rates (4<sup>th</sup> quarter after exit), as compared to those of White Males, are higher for all demographics. However, the model reports a low degree of confidence in each of these estimates. Thus, after accounting for confounding factors, we cannot reject the possibility that no disparity exists in employment rates after program exit.*

*Estimates at the national-level are more precise. After accounting for barriers to employment, the difference between most demographic groups and White Males appears statistically insignificant, though one notable exception is Black Males, who have the largest disparity employment after exit relative to the base case.*



# Interpreting Graphs



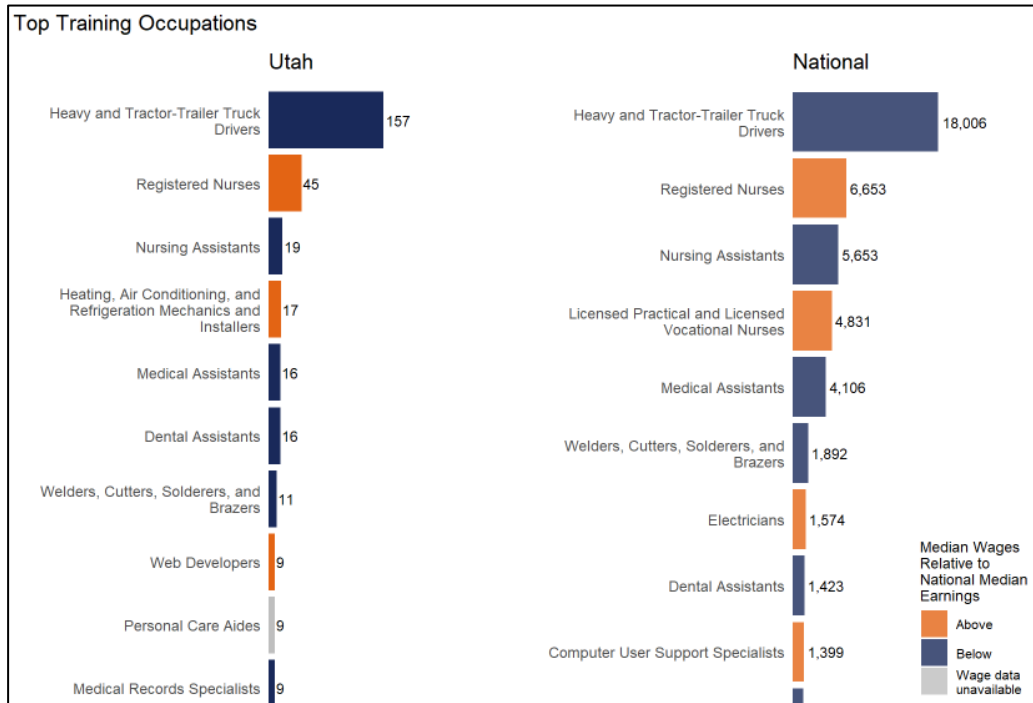
Data visualizations such as these appear in the Model Estimates sections of **Services, Outcomes, and Relationship: Services & Outcomes**. They accompany the graphs shown on the previous slide, which demonstrate estimates after controlling for barriers. These additional graphs demonstrate how services and outcomes would vary across demographic groups if barriers to employment were consistent across groups.

An example interpretation for this data visualization is as follows:

*After controlling to known barriers to employment, disparities in estimated median earnings (2<sup>nd</sup> quarter after exit) were present for many demographic groups. Broadly, median earnings across all demographic groups tended to be higher for Males than Females. The only exceptions were between Other Female (\$9,541) and Other Male (\$9,514) at the state-level, as well as the national estimates for Hispanic/Latino Female (\$10,423) and Hispanic/Latino Male (\$10,057).*



# Interpreting Graphs



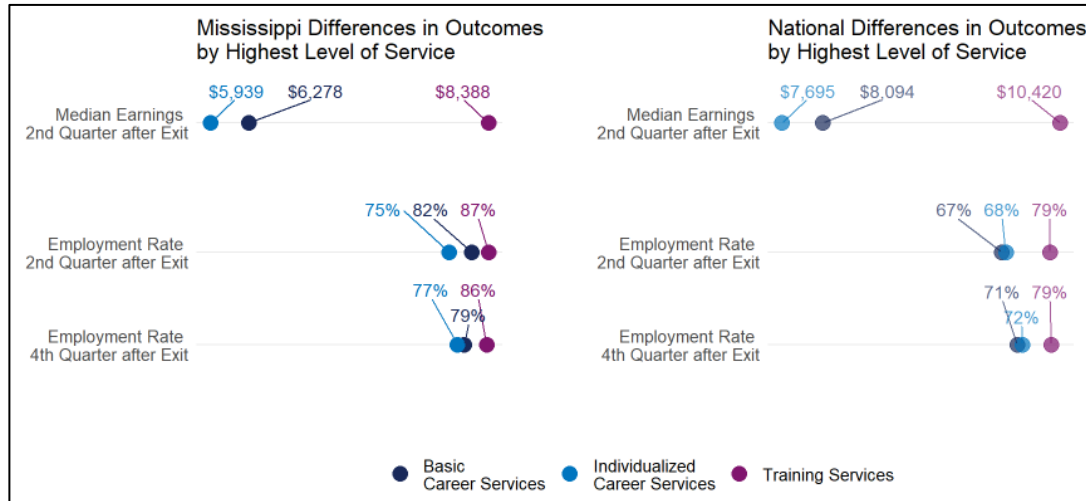
Data visualizations such as this one appear in the Training Occupation section of **Services**.

This data visualization displays the most common occupations that participants were trained in at the state- and national-level for the same program.

Bars for occupations are color-coded based on the occupation's median wages. If the average wages for the occupation are above the national median, the bar is orange. If the average wages are below, the bar is blue. The bar is gray if no wage data was available for the occupation.

These data visualizations do not provide breakdowns by demographics, but such information is available via the grouped bar graphs in the accompanying "Occupations Above Median Earnings" tab.

# Interpreting Graphs



Data visualizations appear in the Summary subsections of **Relationship: Services & Outcomes**.

Points are color-coded to show the highest level of service participants received. Differences across points demonstrate the difference in select outcomes (median earnings and employment rates) across service levels.

An example interpretation for this data visualization is as follows:

*Median earnings after program exit were highest for participants who received training services. Those who only received basic career services had higher median earnings than those who also received individualized career services, a trend seen at both the state- and national-level. Employment rates after program exit in Mississippi tended to be higher than the national statistics. Between 75% at 87% of Mississippi participants were employed in the 2<sup>nd</sup> quarter after exit, whereas national averages were between 67% and 79%. Differences between state and national averages for employment rates are also noticeable for the 4<sup>th</sup> quarter after program exit.*



# Glossary



# Glossary: General Terms

- **WIOA**: The Workforce Innovation and Opportunity Act (WIOA) is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.
- **WIPR**: The WIOA Individual Performance Record Data (WIPR) is data collected from states both quarterly and annually, that includes information on the WIOA Adult, Dislocated Worker, Youth, WIOA Wagner-Peyser Employment Service and the Veteran's Employment Services for performance accountability purposes.
- **PIRL**: Participant Individual Record Layout (PIRL) is the data layout that provides a standardized set of data elements, definitions, and reporting instructions that will be used to describe the characteristics, activities, and outcomes of WIOA participants.



# Glossary: General Terms

- **WIOA Youth**: The Youth program is a comprehensive employment program for serving eligible youth, ages 14-24, who face barriers to education, training, and employment. Funds for youth services are allocated to states and local areas based on a formula, and it focuses primarily on out-of-school youth, requiring local areas to expend a minimum of 75% of WIOA youth funds on them.
- **In-School Youth**: An individual who is: (a) Attending school (as defined by State law), including secondary and postsecondary school; (b) Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21 at time of enrollment; (c) A low-income individual; and (d) One or more of the following: (1) Basic skills deficient; (2) An English language learner.
- **Out-of-School Youth**: Must be each of the following: not attending school, not younger than 16 or older than age 24 at time of enrollment- age eligibility is based on time of enrollment; therefore participants may receive services beyond the age of 24 once they are enrolled in the program; and, have one or more of the following 9 barriers: (1) A school dropout; (2) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter; (3) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual who is either basic-skills deficient or an English language learner; (4) An offender; (5) A homeless individual, a homeless child or youth, or a runaway; (6) An individual in foster care or one who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement; (7) An individual who is pregnant or parenting; (8) An individual with a disability, or; (9) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.





# Glossary: General Terms

- **WIOA Adult**: The Adult program serves individuals and helps employers meet their workforce needs. It enables workers to obtain good jobs by providing them with job search assistance and training opportunities. When using WIOA Adult funds to provide individualized career services and training services, priority is given to veterans (they receive priority of service in all DOL-funded employment programs), recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.
- **WIOA Dislocated Worker**: This program is designed to help workers get back to work as quickly as possible and overcome barriers to employment. When individuals become dislocated workers as a result of job loss, mass layoffs, global trade dynamics, or transitions in economic sectors, the Dislocated Worker program provides services to assist them in re-entering the workforce.
- **Wagner-Peyser Program**: The Wagner-Peyser Act of 1933, amended by WIOA, establishes a nationwide system of public employment offices, known as the Employment Service (ES). ES is a required partner under the WIOA American Job Center (AJC) network, providing labor exchange services to all job seekers and helping businesses to meet their hiring needs by referring qualified workers.



# Glossary: Data Quality

- **Training SOC Codes**: The 2018 Standard Occupational Classification (SOC) system is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 867 detailed occupations according to their occupational definition.



# Glossary: Services

- **Basic Career Services**: Offer a range of assistance, including eligibility assessments, job search support, and information on in-demand industries. States must also provide access to TANF program applications (Temporary Assistance for Needy Families), workforce information, referrals to other programs, and help with filing unemployment claims. Additionally, support should be available for establishing eligibility for financial aid programs related to training and education.
- **Individualized Career Services**: These are offered to help individuals secure or maintain employment. These services include assessments of skill levels and service needs, development of individual employment plans, counseling (both group and individual), career planning, short-term pre-vocational services, internships linked to careers, workforce preparation activities, financial literacy services, out-of-area job search assistance, relocation support, and English language acquisition programs.
- **Training Services**: Various training services may be provided, and this list is not exhaustive. It includes occupational skills training, on-the-job training, incumbent worker training, programs combining workplace training with instruction, private sector-operated training programs, skills upgrading, entrepreneurial training, transitional jobs, job readiness training, adult education and literacy activities (including English language acquisition), and customized training where employers commit to hiring individuals upon successful completion.



# Glossary: Services (Youth)

- **(Youth) Follow-up Services**: One of the 14 program elements for the WIOA youth program, these are critical services provided following a youth's exit from the program. The goal of follow-up services is to help ensure that youth are successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.
- **(Youth) Financial Literacy**: One of the 14 program elements for the WIOA youth program, includes activities that provide youth with the knowledge and skills that they need to achieve long-term financial stability. Financial literacy education encompasses information and activities on a range of topics, such as creating budgets; setting up checking and saving accounts; managing spending, credit, and debt; understanding credit reports and credit scores; and protecting against identify theft.
- **(Youth) Supportive Services**: One of the 14 program elements for the WIOA youth program, these are services that enable an individual to participate in WIOA activities. These services enable an individual to participate in WIOA activities (such as, but not limited to, assistance with transportation, childcare, housing, health care, educational testing, and work-related tools).



# Glossary: Services (Our Definitions)

- **Highest Level of Service:** The ‘highest level of service’ each participant received (participants may receive multiple), is tiered from the lowest service being Basic, to Individualized, to then Training Services being the highest service. For example, if an individual received Basic Career Services as well as Individualized Career Services, then their ‘highest level of service’ would be Individualized Career Services.
- **Occupations Above/Below Median Earnings:** These are occupations with median earnings above or below national median earnings.



# Glossary: Outcomes

- **Credential Attainment**: The percentage of people in a training program who get a high school diploma or similar qualification during the program or within one year after finishing. If someone gets a diploma and also gets a job or joins another education program for a higher qualification within a year after finishing the program, they count in this percentage. This doesn't include those in on-the-job training or customized training.
- **Measurable Skill Gain**: The percentage of people in a program during the year who are in education or training that leads to a recognized postsecondary credential or employment and are making measurable skill gains. These gains include achieving an educational level, getting a high school diploma or equivalent, meeting academic standards, making satisfactory progress in milestones, or passing exams related to the occupation. The type of progress depends on the education or training program.



# Glossary: Outcomes

- **Median Earnings, 2nd Quarter after Exit**: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- **Employment Rate, 2nd Quarter after Exit**: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit).
- **Employment Rate, 4th Quarter after Exit**: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit).



# Glossary: Outcomes (Our Definition)

- **Employment in Training Occupation, 2nd Quarter after Exit:** The percentage of participants who are in unsubsidized employment that aligns with their PIRL training code during the second quarter after exit from the program. For Title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit.

