# WIOA Performance RSA-911 Data Webinar Transcripts June 11, 2018

>> Hello, I am Melinda Giancola, Chief of the Data Collection and Analysis unit within RSA. My colleague Rachel Anderson from WINTAC and I are going to provide information to you on the quality assurance tools that RSA and WINTAC have been developing to provide feedback to state agencies on the RSA-911 data. Under WIA, RSA collected information on closed service records annually using the RSA-911. Staff from RSA reviewed the data from each grantee and provided a list of questions regarding anomalies in the data. And asked the grantees to investigate and resolve any issues with the data. Under WIOA, RSA is now collecting quarterly information on all individuals in the VR system, regardless if their service record is open or closed. It is no longer feasible for RSA to review each line of data in the data file to look for anomalies. So, we've been looking for ways to develop a quality assurance program that will allow us to review the quarterly data file in an expeditious manner and provide meaningful feedback to the state agencies. During this webinar, Rachel and I will provide an overview of some data dashboards that we developed and provide you with some tips you could use to evaluate your data and your program. We've developed five dashboards that will provide you with information on data use to complete the WIOA annual report. And information on education and training services provided by the agency. Individuals who exited the VR program and individuals who received pre-employment transition services. Okay, on this dashboard titled Program Year 2017 VR Participant Characteristics for the Annual Report. This dashboard provided you with information that will be used to populate the WIOA annual report. Please note that this dashboard is computed at the state not agency level. So, in cases where the state has a general and a blind agency, the data are aggravated to mirror the annual report. Which is calculated at the state, not agency level. The data used to populate this dashboard describe characteristics of VR participants for the first three quarters of program year 2017. In future quarters this dashboard will include data from each quarter reported from the current program year. So, the dashboard released to you in December 2018 will include data from the first quarter of program year 2018 since that's the only data we will have for program year 2018 in December. The purpose of this dashboard is to provide you with information that will be reported on the WIOA annual report so that if there are noticeable errors in the data they can be corrected prior to the development of the WIOA annual report. In this case you will see a very noticeable error in the chart titled Barriers to Employment. Since all participants in the VR program must have a disability, the individual with the disability barriers should always be 100%. In this case, it's 98.5%. This state has reported to RSA that only 98.5% of participant in the first three quarters of the program year 2017 were individuals of disability. This corresponds to element 42, individual with a disability in the RSA-911. It's important to ensure that the barriers to employment are coded correctly, especially during this baseline period. Because this information will be used in RSA's statistical adjustment model. The model will be used to negotiate performance targets and also to adjust your performance targets after the completion of the program year. Information on barriers to employment are captured in element 62 to 73 in the RSA-911. So now let's look at some other data shown on this dashboard. The race and ethnicity elements 10 to 15. This chart will provide you with a percentage of participants who reported in each race or ethnicity category. Note that these numbers will not sum to 100% because individuals may have reported to be of one or more race or ethnicity. Or they may have decided to not provide this information at all. The WIOA annual report also requires us to report on the age of participants served at program entry. The highest percentage of participants served by this state are between 16 and 18 years old. With 32.9% of participants falling into this category. We calculate this information by using the date of birth element eight and the start date of initial VR service on or after IPE, which is element 127. The start date of initial VR service on or after IPE is a critical element to populate correctly, because this is the date that an individual becomes a participant in the VR program. If this date is not populated the individual will not be included in any of the information reported on the WIOA annual report. In the final demographic characteristic on the annual report is gender, which is populated through element nine. Again, this number may not total 100% if your agency has a high number of individuals who chose not to identify gender.

>> Career in training services with your matches it in RSA-911 [inaudible] 1701 attachment 7D includes both participants and reportable individuals as they include services that can be provided prior to IPE. For purposes of this chart we are only looking at participant data. Which means we have excluded anyone prior to the start date of the initial service under the IPE. We would expect to see career services as being a high number because most clients receive VR counseling and guidance services. Some state data show a low number of career services. In those cases, you may want to understand how and when you are tracking these services. It is important to code these services as they occur so they are accurately reflected on the annual report. If you wait until the end of a case to code these elements, your underreporting. For example, historically you may have only reported career services that were provided by the VR agency in-house at the time of closure. To [inaudible] pre-employment transition services and measurable skill gain, you should be reporting all services during the quarter they were received. Not predicted time frame or at closure. Training services can vary across states. Knowing what the data shows on this dashboard is only a piece of what you should be looking at. It's important to know that counselors are tracking and reporting these services correctly in the RSA-911 so that the state is reporting accurately on the annual report. Finally, we have measurable skill gain. You will notice that this is the only performance data on the annual report dashboard. This is simply because it is the only data available for program years 17 annual report. As we move further along in gathering baseline data, RSA will begin to populate the other performance data for this dashboard. Eligible for measurable skill gain. This is the denominator for the skill gain calculation. Element 85 in the RSA-911, participants who during a program year are in an education or training program that leads to a recognized post-secondary credential or employment. This number can give you a good indication of training and documentation progress within your agency. If you have a large number of participants in training programs, but this number doesn't seem to match up, you may want to make sure counselors understand element 85 and where it lives in your case management system. MSG indicator. This is the number of individuals eligible for measurable skill gains who have earned one or more skill gains in the first three quarters of program year 17. Something to keep in mind here is that we expect these numbers to increase depending on the quarter. For example, because this is only data through March 31 of 2018, you have not reported students who have earned one or more skill gains during May and June when spring semester and secondary education are ending for the year.

>> Okay, moving on to our second dashboard, Summary of Education and Training Data by Agency. This dashboard provides information on measurable skill gains, secondary education enrollment, and training services. The charts titled Percentage of Measurable Skill Gains by Type, and the breakdown of measurable skill gains earned, provide information on the type of measurable skill gains being earned by the agencies participants in the program year. The total number of measurable skill gains earned are listed in the title of the breakdown of measurable skill gains chart. In this case this agency has reported 825 measurable skill gains earned by participants. Again, this information and these two charts is aggregated across the program year. So, it includes data from the first three quarters of program year 2017. Information on measurable skill gains is captured in elements 343 to 347. And please note to be eligible for measurable skill gains a participant must be enrolled in an education or training program that leads to a recognized credential or employment. And this is captured in element 85 in the RSA-911. If element 85 is not populated, then any information reported in elements 343 to 347 will not be counted.

>> So, we want to give you a couple things to think about on this dashboard. You can see that in this chart if the agency is focusing mainly on secondary and postsecondary education skill gains. Almost 82% of the 825 skill gains are from secondary and postsecondary education. Remember that this data is only showing what is being reported. It does not show us whether or not data verification of the skill gain actually exists in the file. This is an example of where training on policies and procedures as well as internal controls to validate the integrity of the data being shown is critical. As we work with agencies across the country, many tell us that they have not finalized policies and procedures for skill gains or trained counselors where this information lives in the case management system. If you have not completed policies or training staff on the definitions of these skill gains as well as the data verification requirements of them, this data can give you an idea of where the focus of your agency needs to be. For example, if you've done extensive training with counselors, provided them with written policies, and incorporated checks and balances to ensure that the data is correct, this dashboard can tell you where you are at as well as showing you potential errors. On the other hand, if you have not done any of these things with staff, but you are showing earned some measurable skill gains on this dashboard, then you know that you cannot validate the integrity of the data.

>> Alright, thanks Rachel. Next, we'll look at the chart titled Participants Enrolled in Secondary Education. Again, this data represents the entirety of program year 2017 and are pulled from element 77, Enrolled in Secondary Education. On the annual report dashboard, we learned that almost 33% of the population served by this agency are between 16 and 18 years old. This chart is showing that less than 15% of the population is enrolled in secondary education. You'll also note that the data in this section should total 100%. However, this agency did not provide a code for this element for 13% of the participants on the file. This element is critical to capture correctly because it will be used in the credential attainment calculation. If an individual completed secondary education while on the VR program, they must have been enrolled in a secondary education program with a diploma goal on the IPE to count as a positive outcome in the credential obtainment indicator.

>> The final part on this dashboard is the percentage participating in VR agency provided or funded education or training programs, for program year 2017 quarter three. This chart shows data on training services provided by the agency or funded by the agency in the third quarter only. It does not include services provided through comparable benefits. You can use this data in a variety of ways too. For example, this agency has reported zero registered apprenticeships. This data is probably an accurate portrayal of training programs in the VR agency [inaudible] clients end. But many states know that they need to build capacity and training around registered apprenticeships as potential career pathways under WIOA for their clients. This data can be used over time to learn whether capacity building efforts around registered apprenticeships is working, if the data increases over time. Also remember that an OJP can count toward a measurable skill gains training milestone. But the counselors need to understand that element 85 must be completed. Otherwise, they will not be included in the denominator.

>> Alright, thanks Rachel. On this next dashboard we'll discuss exit data for program year 2017 by agency. The first one we'll look at is the employment outcome at exit, which is derived from element 356, employment outcome at exit. And shows the types of employment outcomes obtained by a participant who exit the VR program. In this agency about 86% of participants who exited in competitive integrated employment, 1% in self-employment, and 13% in supported employment.

>> Something to keep in mind with this chart is that we are only looking at data of those who exited in employment. This is captured and element 354, type of exit for those individuals who exited after an IPE in competitive integrated employment or supported employment, which Melinda will be describing here in a moment. Also, we are really excited to see self-employment reported and expect these numbers to go up over the next few years because of many strategies and initiatives we are seeing out in the state. For those of you that are reporting self-employment, or foresee it happening in the future, keep in mind that you will not be able to access UI employment data on these individuals. You will want to make sure that you have a supplemental wage policy and strategy for how you will follow up and report self-employment data as they will be included in the performance indicators.

>> All right, the next chart we'll look at is type of exit, which Rachel mentioned, is pulled from element 354, type of exit. And shows the point in the VR process in which the individual exits. In this agency, 4.2% exited as applicants, 1.4% exited from trial work experience, 18.6% exited after eligibility, but before an IPE, 38.7% exited after an IPE without an employment outcome, and 37% exited after an IPE in competitive integrated employment. We also use the type of exit data to calculate the employment rate, which is simply the total number of individuals who achieved competitive integrated employment, divided by the number of individuals who received services under an IPE. To calculate the denominator, will sum exit type four and six, and the numerator will be exit type six, which is competitive integrated employment.

>> So, I want to take you back up to this chart titled Type of Exit. This chart can be really helpful for VR agencies, depending on what it shows. This agency is losing almost 25% of individuals prior to developing the IPE. This can help agencies see whether or not rapid engagement or other types of strategies are needed to engage individuals throughout the VR program and ultimately increase the number of participants and successful outcomes. This agency also has not reported any exiter's for exit type eight, which is potentially eligible individuals who exited after receiving pre-employment transition services and have not applied for VR services. This tells us that either all potentially eligible individuals either still meet the definition of a student and are receiving or are expected to receive pre-employment transition services, or they've applied for VR services. If this agency had any students who no longer meet the definition of a student, for example not meeting the age requirement or in an education setting, or they stopped receiving pre-employment transition services for a length of time that's described in the agency's policy, then there would have been exiter's under this type reported during quarter three. The final chart on this dashboard shows the breakdown of reasons individuals have exited the VR program. This is found in element 355, reason for exit. Highest percentages for this state are; reason 14, competitive integrated employment; 17, unable to locate; 18, refused services; 19, other. Because there are 18 very descriptive reasons for exit, states should note that very few individuals should be coded reason 19, other. This data can also be used for training and amending of policies. We know that many agencies have questions about these reasons for exit, therefore WINTAC is creating a tool to ensure states have a clear understanding of these reasons. How they apply to the performance indicator, and to ensure VR counselors are documenting accurately.

>> Alright, the fourth dashboard we'll talk about is titled Other Participant Characteristics by Agency. And this dashboard shows a couple more charts that detail characteristics we think are important, but don't fit well on the other dashboards. So, they are WIOA program involvement at program entry, and primary disability type. Both charts use data from three quarters of program year 2017. WIOA program involvement is captured in data elements 54 to 61 in the RSA-911. And primary disability type is captured through element 43.

>> So, WIOA program involvement is generally self-reported by the client. Some agencies may have data sharing capabilities that can share program involvement data. But more often than not this is captured at IPE based on the client's knowledge. You can use this data in a variety of ways. For example, training needs, policy and procedures, etc. But I want to just focus on one aspect for now. VR program involvement should be at 100%. You'll see that this agency is at 94.3%. It may be confusing to have, to document that a client is receiving VR services when it's the VR program documenting it. But these elements exist because of the alignment with the Pearl. If your agency is not documenting 100% VR program involvement for VR clients in an IPE, this is an error and may be a training issue with staff. Primary disability types is another chart you can use for overall program information. Keep in mind this does not include secondary disability types, but does give you a starting place for the types of disability your program is serving.

>> Alright, the final dashboard we'll talk about today provides information on pre-employment transition services. In this first chart we see the total number of potentially eligible individuals provided with a pre-employment transition service and see implementation of WIOA, which occurred on July 22nd of 2014. Potentially eligible are those individuals who have either not applied for VR services or have applied but have not yet been determined eligible when they received their first pre-employment transition service as indicated in element 96, start date of pre-employment transition services. We also see information on the total number of individuals who received the pre-employment transition service. Since the implementation of WIOA on July 22nd of 2014. So, this is the total number of individuals, including eligible and potentially eligible who have received a pre-employment transition service as indicated in element 96, start date of pre-employment transition services. The final piece of information provided in the first chart is the total number of pre-employment transition services provided in the third quarter of program year 2017. You'll note that this number is significantly higher than the total individuals served. And this may be because individuals have received more than one service in the quarter.

>> So, this information is very helpful for states when determining if the reporting is matching up with the pre-employment transition services in programs being executed to meet the 15% reserve. For example, this state shows that 1611 students have received pre-employment transition services since July 22nd of 2014. Let's say that this state entered into six statewide contracts during program year 17 to serve up to 5000 students this year. This means that the data's not matching up. Maybe the contractors have not reported the necessary elements for potentially eligible. Or maybe the agency did not understand that these needed to be reported in the RSA-911 during the quarter in which the services were received. Also, multiple states have found coding errors in their system that were not releasing the necessary elements in their quarterly report submissions. This data can be very useful to states in verifying if there pre-employment transition services initiatives are being reported accurately. The two remaining charts on this dashboard highlight the count of services provided in the third quarter of program year 2017 and the percentage of services provided in program year 2017. These will give you a breakdown of the specific pre-employment transition service being provided in your state. This state shows that just over 20% of the pre-employment transition services being provided were work-based learning experiences. That is 484 work-based learning experiences which is really exciting to see. Another way this state can use this data is to see where they need to potentially enhance or expand services. For example, in this state, or this state is only 10.8% of pre-employment transition services were on counseling and enrollment for postsecondary education. It could mean a number of things. Is this because not very many students need the service? Or does it mean that the state needs to focus on opportunities and programs that increase the number of students receiving this service?

>> Alright, thanks for watching this webinar. We hope that you found the information presented to be helpful and informative in your quality assurance efforts. RSA is committed to continually assessing the need for data and information that could be useful to state agencies during the implementation of WIOA and these reporting requirements. If you have any questions related to this data or additional dashboards that would be helpful to you as you evaluate your quarterly and annual data please let us know. We're interested in any feedback that you have, so please send comments to RSAdata@ed.gov.

>> Thanks Melinda. And at WINTAC we continue to partner with RSA on guidance and training needs and the development of tools that will help states in assessing accuracy of both their understanding and reporting requirements of the data. Many states are starting to look at the quality of their data and how all of this information can impact the program improvement needs of their agencies. And some are still trying to understand the WIOA definition as it relates to reporting and building a case management system that can support the agencies in capturing and reporting accurate data. WINTAC can help you assess where you currently stand, what these data dashboards tell us, as well as strategies for moving forward.

>> Thanks again for attending today and we look forward to hearing from you.