



PROGRAM

SUCCESS

WIA Adult Job Seekers

Return on Investment:
*Getting More Bang
for Your Buck*

Questions for Consideration

Think about one or your Workforce Investment Act (WIA) programs...

- What was your public investment in workforce development in the last three years?
- How many people participated in what services?
- What outcomes did these participants attain as a result of these services?
- How does our community as a whole benefit from what we do?
- Are we improving our services and outcomes, and if not what can we do?



Answers for Consideration

- Re-tool service delivery strategies
- Re-tool policies and processes to improve outcomes
- Evaluate the effectiveness of such activities; and
- Determine your return on investment!



Overview

- Why evaluate?
- Summative Versus Formative Evaluations
- Summative Evaluation
- Know What Program is Trying to Achieve
- Formative Evaluation
- Management Information
- Viewing WIA Adult Investments by Service



Overview

- Analyzing Service Outcomes Using the WIA Standardized Record Data
- Distribution of Services for WIA Adults by LWIA
- Average Weeks in Program Services for WIA Adults by LWIA
- Distribution of Outcomes for WIA Adults by Level of Service
- Distribution of Outcomes for WIA Adults by Type of Training



The Law Requires Evaluation

WIA Chapter 6, Section 136(e)(1) says:

*Using funds made available under [WIA], the State, in coordination with local boards, **shall** conduct ongoing evaluation ... of workforce investment activities ... in order to promote, establish, implement, and utilize methods for continuously improving the activities ... to achieve high-level performance ...*



Why Evaluate?

- If you don't know what is working and what isn't, your performance will be driven solely by happenstance and not by design
- Evaluation ensures you are getting the highest possible return on the investment of public funds
 - Provides information to stakeholders and sponsors such as the effects, potential limitations, or apparent strengths of the program
 - Indicates the program's impact on participants
 - Discovers problems or needs early to prevent more serious problems later
 - Reveals which program activities to continue and which ones to end
 - Informs staff about the program
 - Assists in prioritizing resources by identifying program components that are most effective or critical



Summative Versus Formative Evaluations

- Summative evaluations seek to determine whether the program is achieving its goals and objectives
 - To what extent is the program meeting its goals and objectives?
 - To what extent is the program meeting the needs of its target group(s)?
 - Tendency to focus more on summative evaluations when compared to formative evaluations
- Formative evaluations seek to determine how the program is operating and how it can be made better
 - Is the program is reaching target populations?
 - Is the service delivery consistent with the program design?
 - What resources are being expended?



Summative Evaluation

- Five basic summative evaluation designs for current programs
 - Before vs. after program comparisons
 - Time trend projection or pre-program data vs. actual and post-program data
 - Comparisons with similar programs
 - Controlled experimentation
 - Comparisons of expected levels of performance with actual levels
- The selection and use of one or more of the basic designs depends largely on the questions you want answered
 - Overall question: Did the program meet its goal(s) and objective(s)?



Know What the Program is Trying to Achieve

- The societal problem or need is converted into a set of goals and measurable objectives that, when reached, will resolve the problem
- Goals and objectives are determined by the values and preferences of the public
- Goals are generally broad and vague
- Objectives are operationalized goals
 - Specification of purpose
 - Concepts that are defined
 - Outlines exact time period
 - Identifies target populations
 - Measurable
- Output, outcome and impact measures are derived from objectives



Formative Evaluation

- Uses program logic model
 - Identifies major components of the program
 - Outlines relationships among components
 - Clarifies objectives of each component
 - Answers the question: Can the program achieve the desired results?
- Objectives are determined by the preferences of the program operator
- Criteria for objectives the same as for summative evaluation
- Input and process measures are derived from these objectives
- Conducted periodically by program staff with the intent to improve



Management Information

- Both summative and formative evaluation activities depend on:
 - An effective data collection strategy; and
 - A management information database which allows program staff access to well organized program information
- Data collection is at the core of performance measurement
- Data must be gathered in a reliable, valid manner and managed effectively



Viewing WIA Adult Investments by Service

- Services provided by the 3-tier service model:
 - Core
 - Intensive
 - Training Services
- Movement from core to intensive to training is based on demonstrated need for services
- Yet, most local areas develop budgets and allocate funds that are not aligned with individual service components
 - Budget developed to prepare and respond to reporting categories – Administration and Program Costs



Viewing WIA Adult Investments by Service

- Budgets should be determined through needs assessment
 - Collect and summarize assessment results for existing adult and dislocated worker customers
 - Analyze your local economy to determine growth industries and related occupations
- Both individual and business needs should drive type of occupational training services
- Assessment
 - Proper interpretation of results
 - Proper analysis
 - Development of sound, effective IEP should drive training recommendation and ITA
- If not, your investments are not providing you the best return



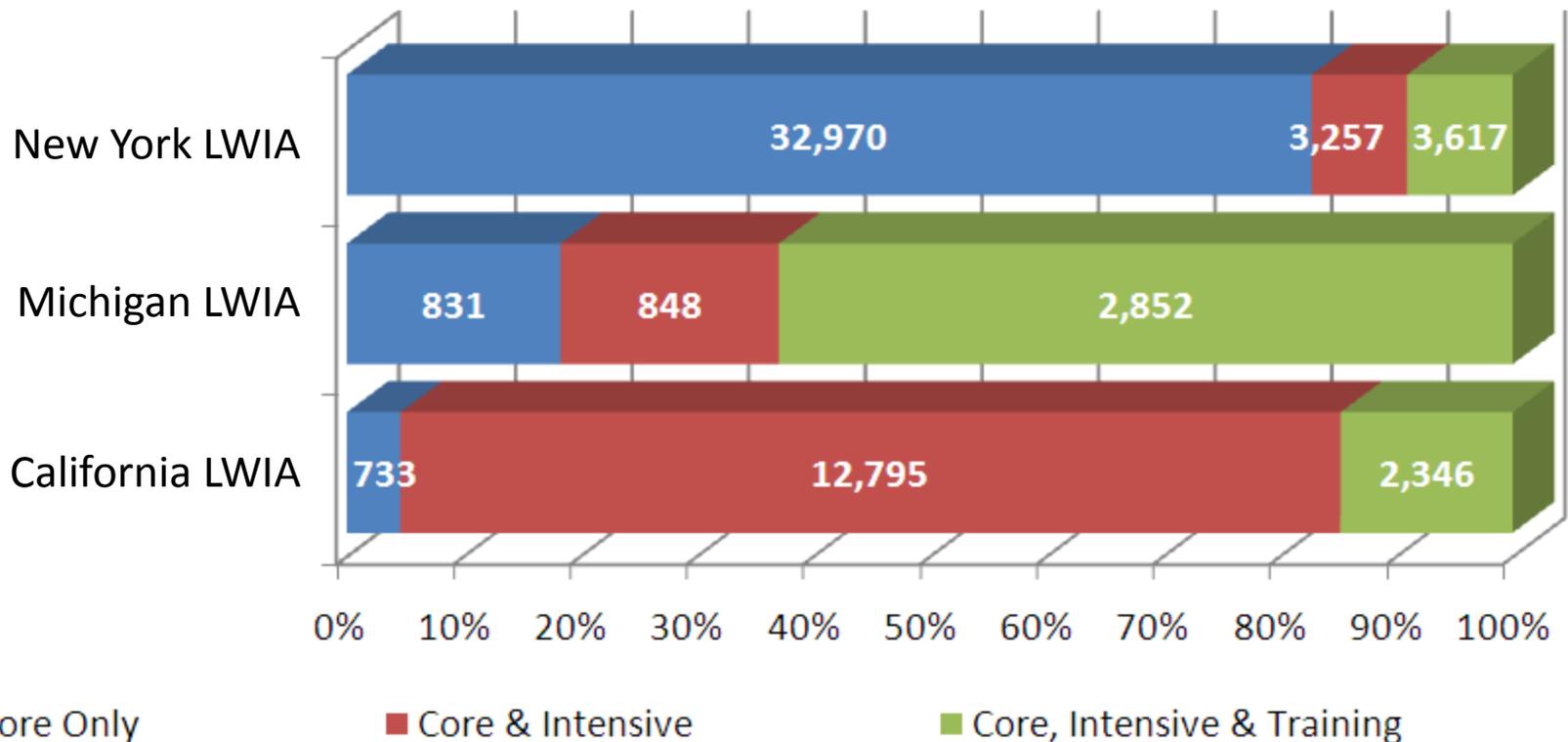
Analyzing Service Outcomes Using the WIA Standardized Record Data¹

What does the following data say about WIA Adult participation in three different approaches?

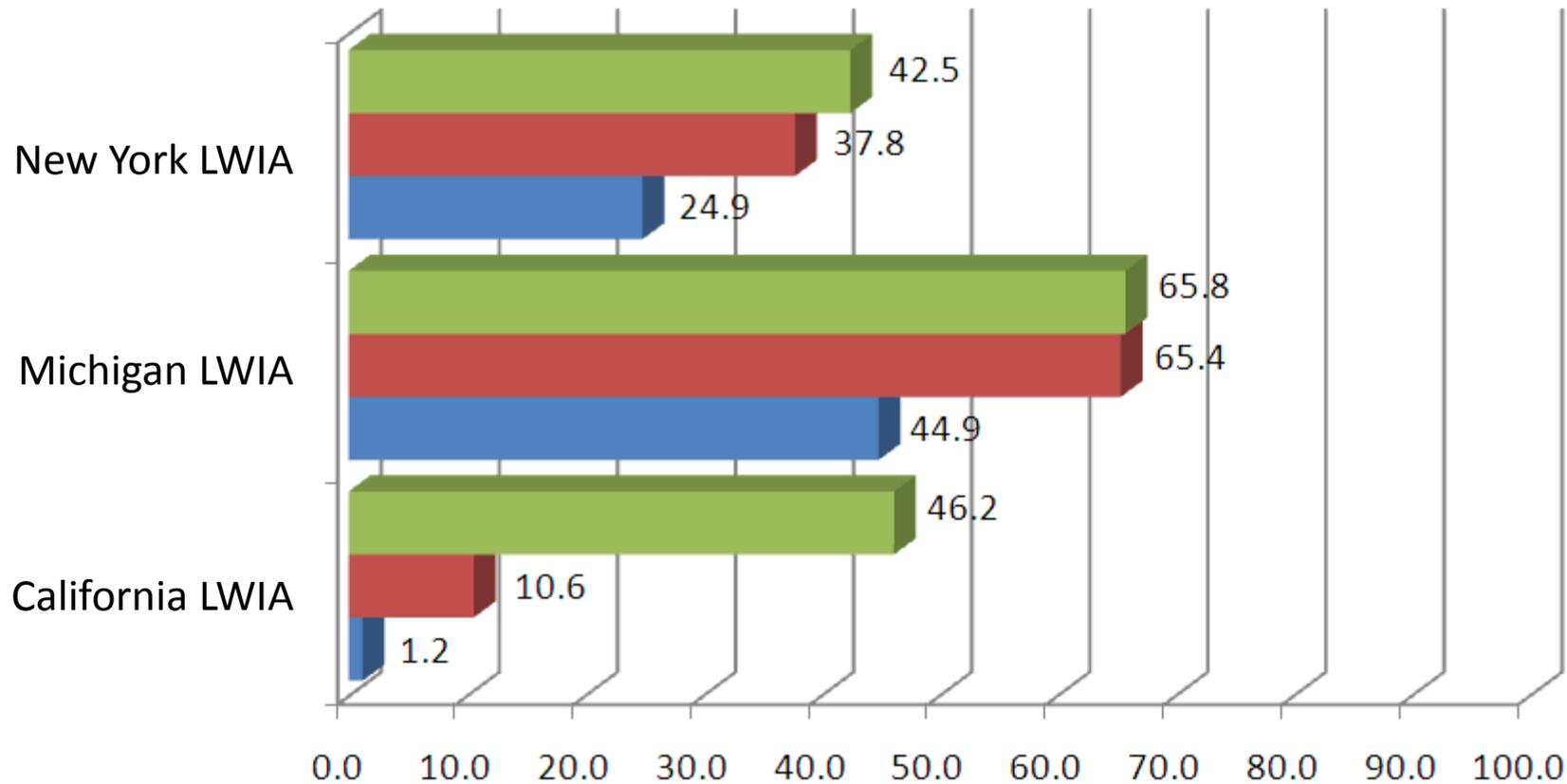
¹Program Year 2010 4th quarter data files submitted by state grantees.



Distribution of Services for WIA Adults by Local Workforce Investment Area

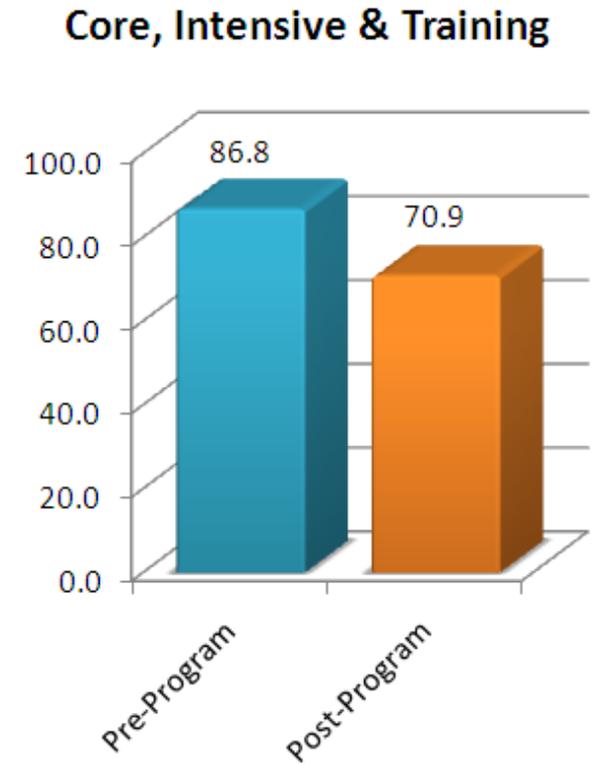
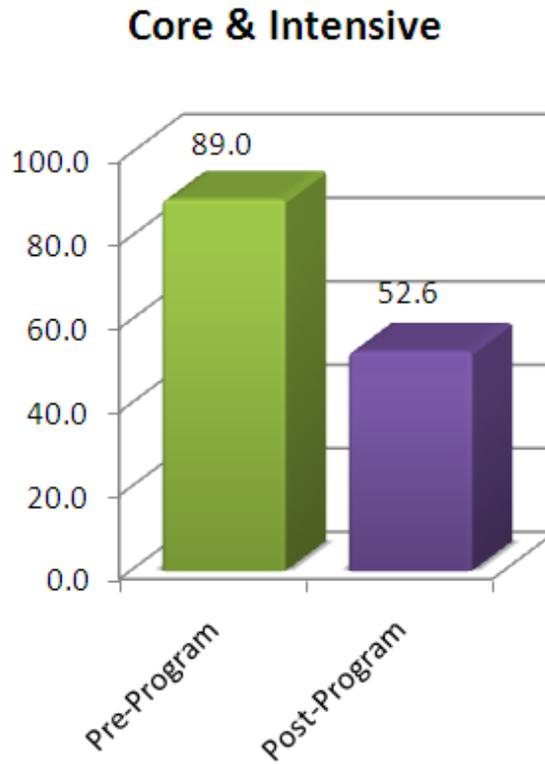
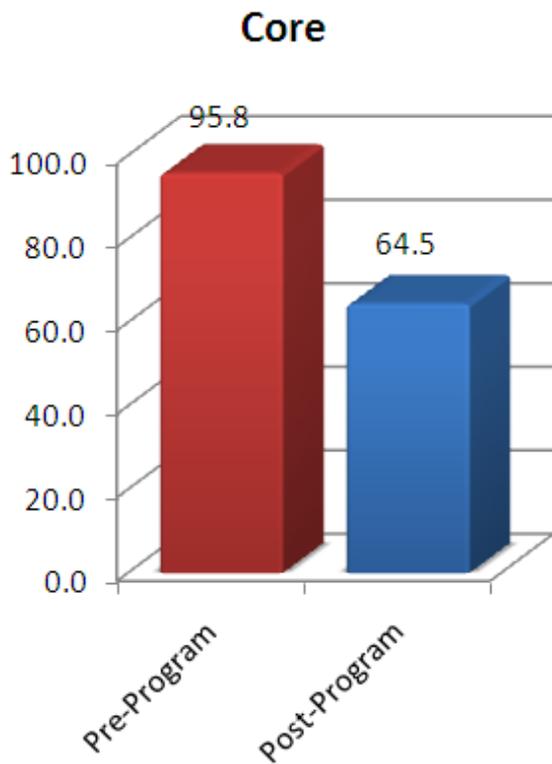


Average Weeks in Program Services for WIA Adults by Local Workforce Investment Area



Distribution of Outcomes for WIA Adults by Level of Service

New York LWIA Employment Outcomes



Pre-program employment = employed in the 2nd and/or 3rd quarters prior to participation

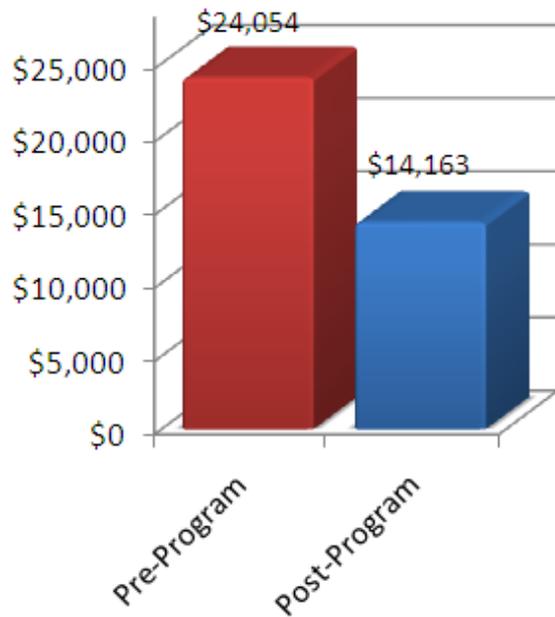
Post-program employment = employed in 2nd and/or 3rd quarters after exit



Distribution of Outcomes for WIA Adults by Level of Service

New York LWIA Earnings Outcomes

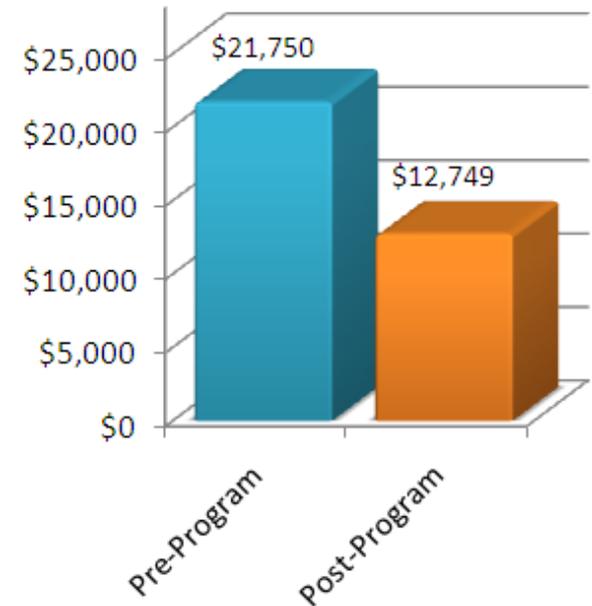
Core



Core & Intensive



Core, Intensive & Training



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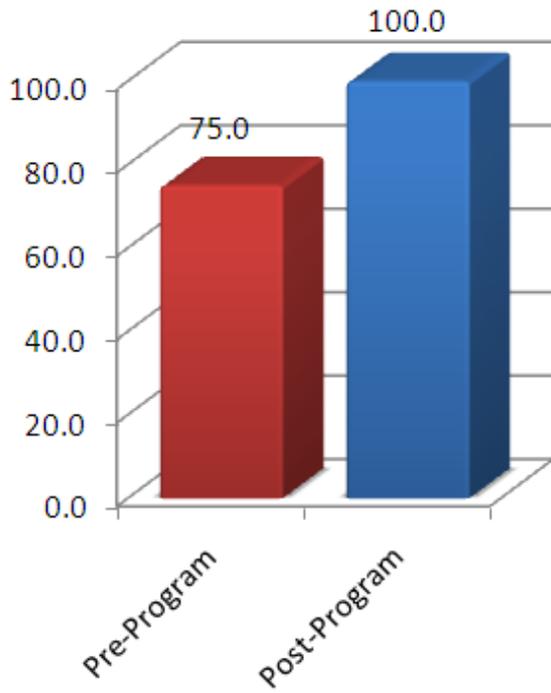
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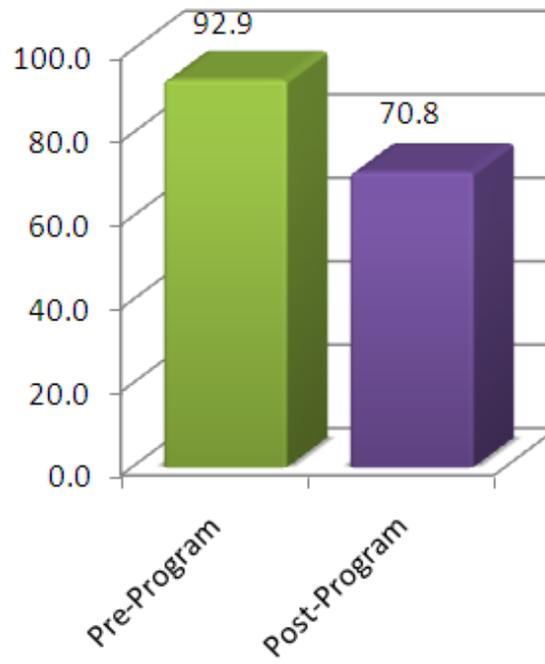
Distribution of Outcomes for WIA Adults by Type of Training

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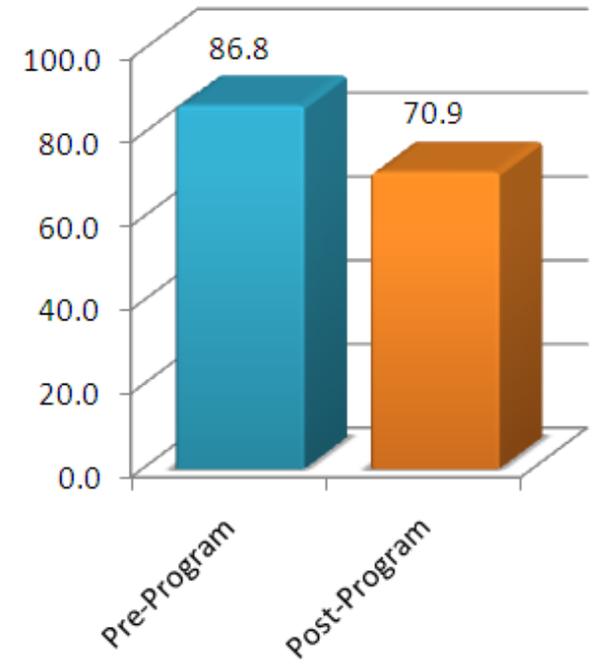
OJT



Skill Upgrading



Classroom Training



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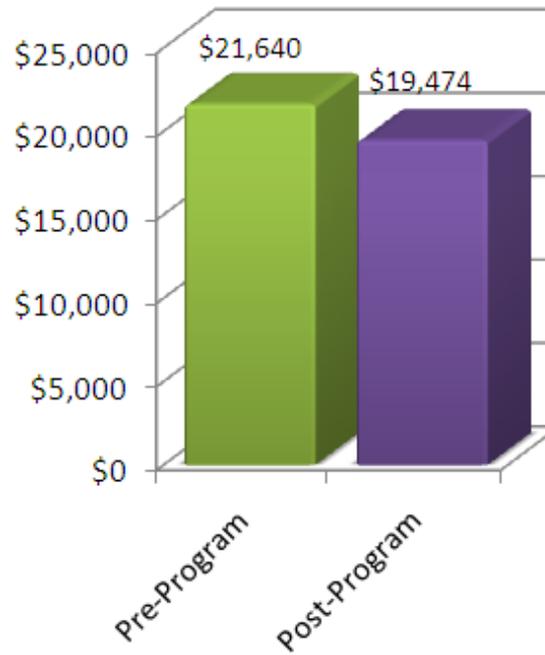
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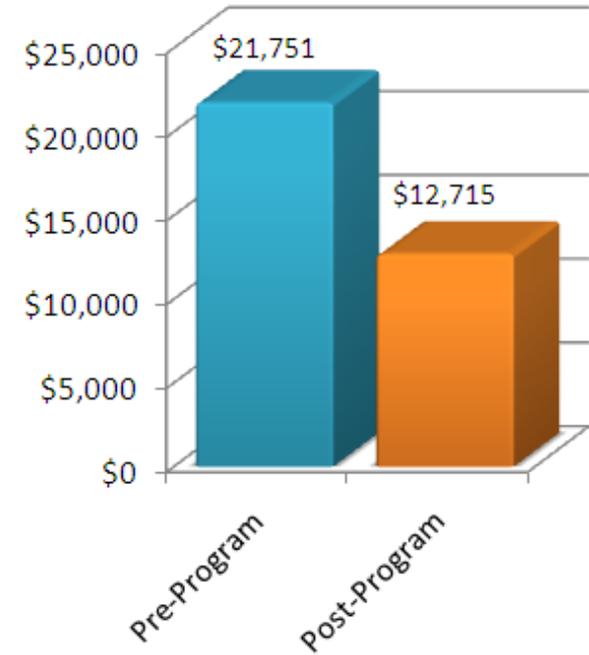
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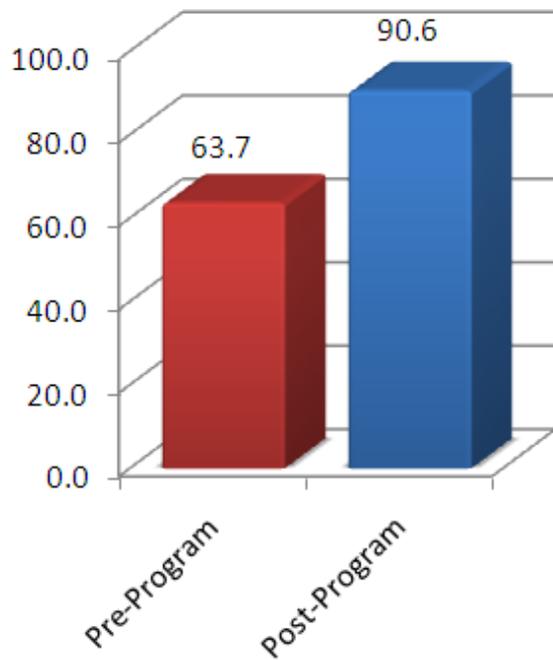
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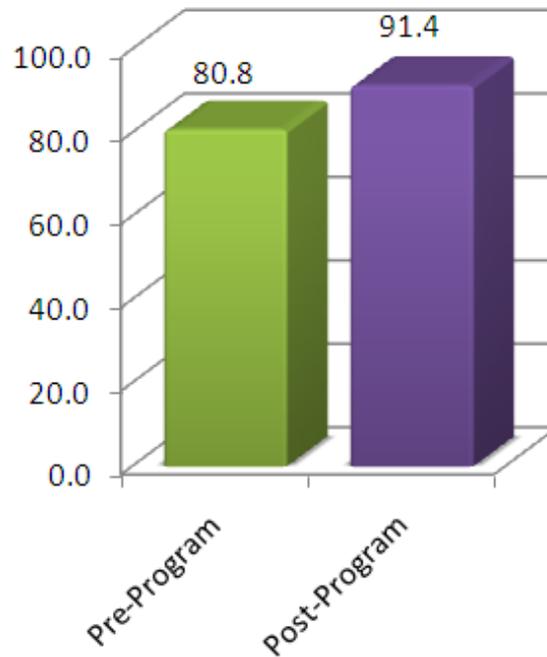
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Michigan LWIA Employment Outcomes

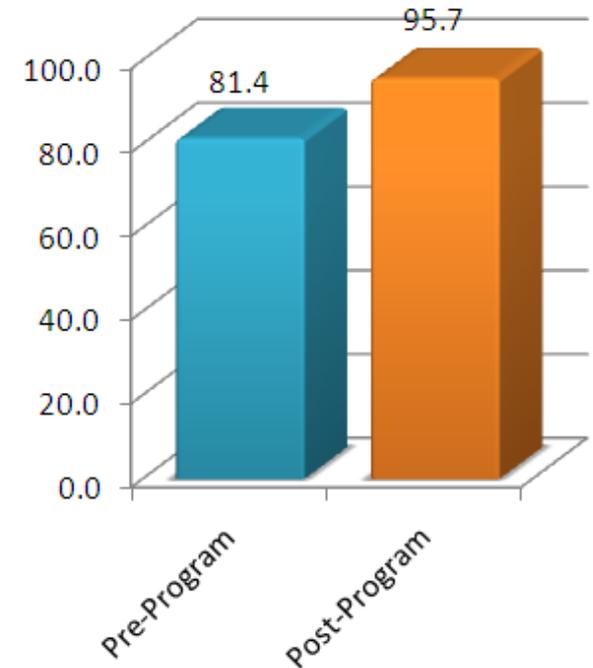
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Core, Intensive & Training



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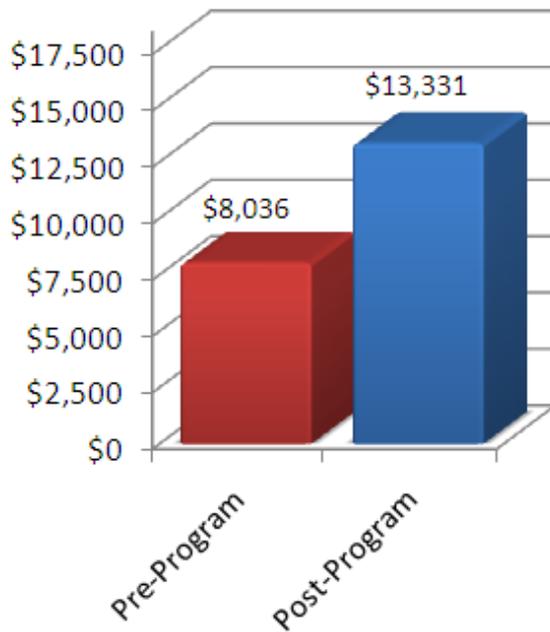
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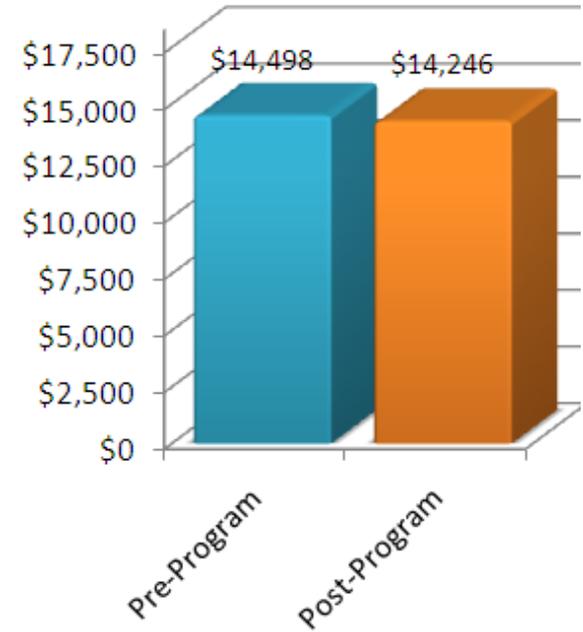
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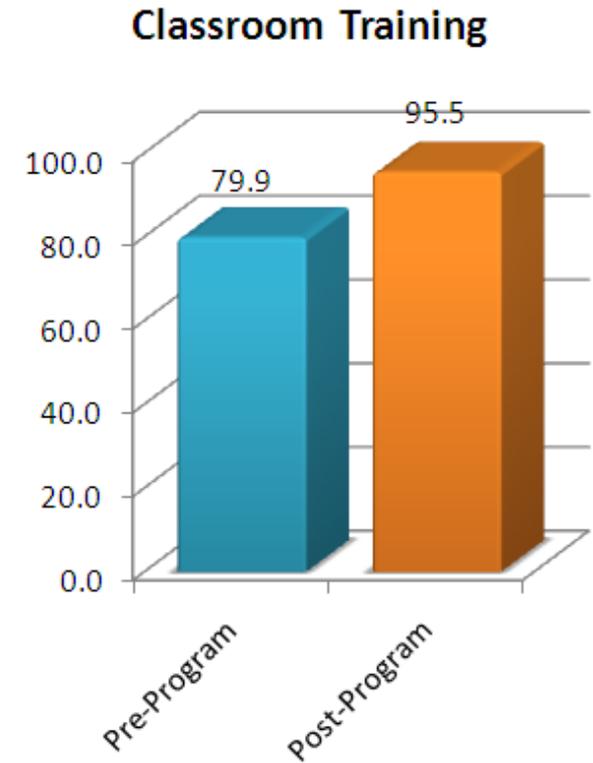
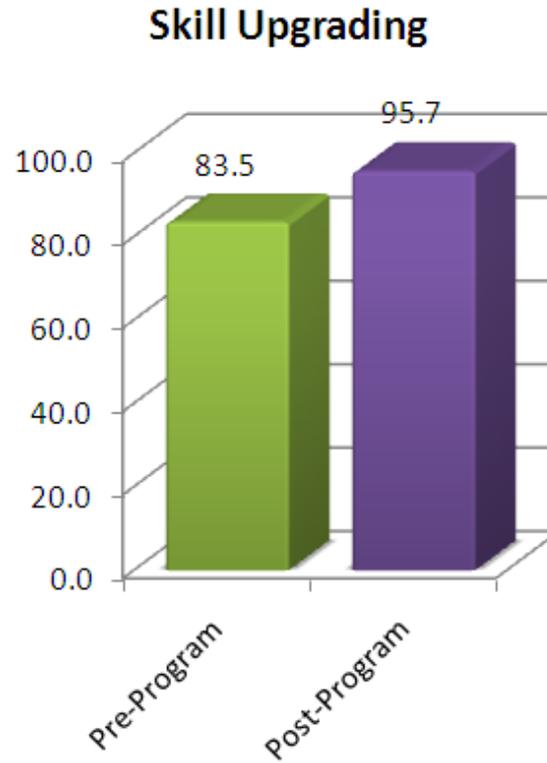
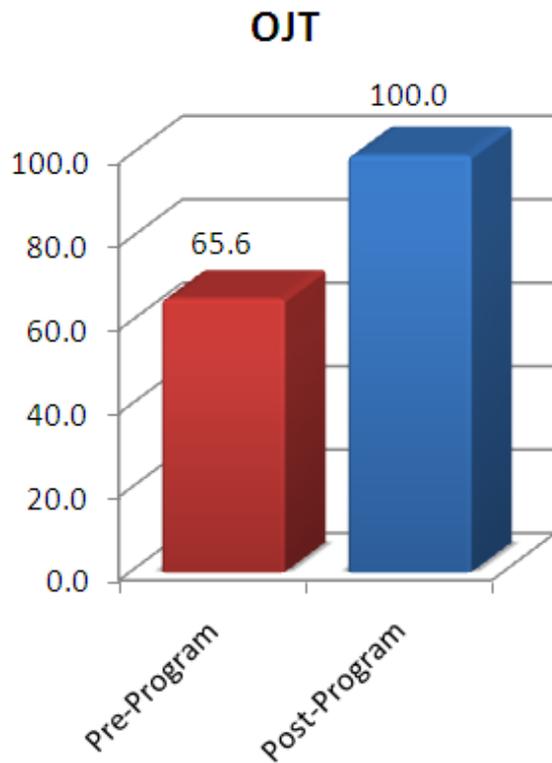
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Distribution of Outcomes for WIA Adults by Type of Training

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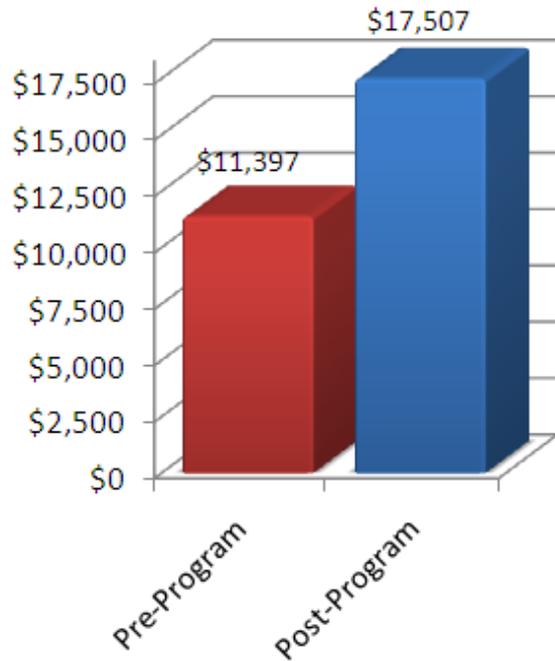
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Michigan LWIA Earnings Outcomes

OJT



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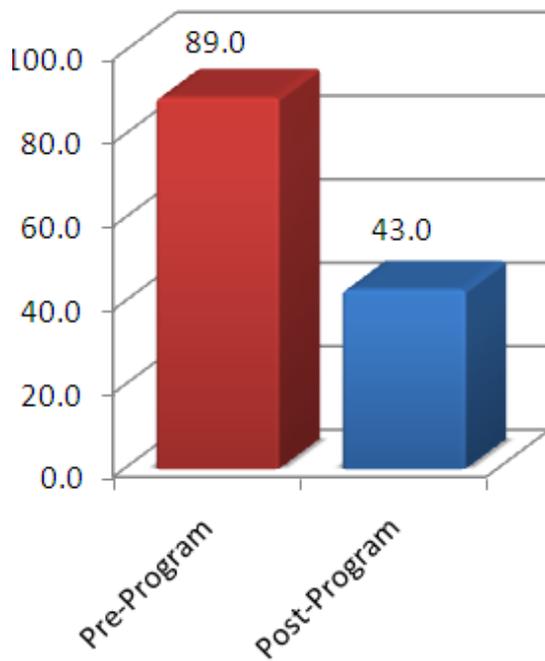
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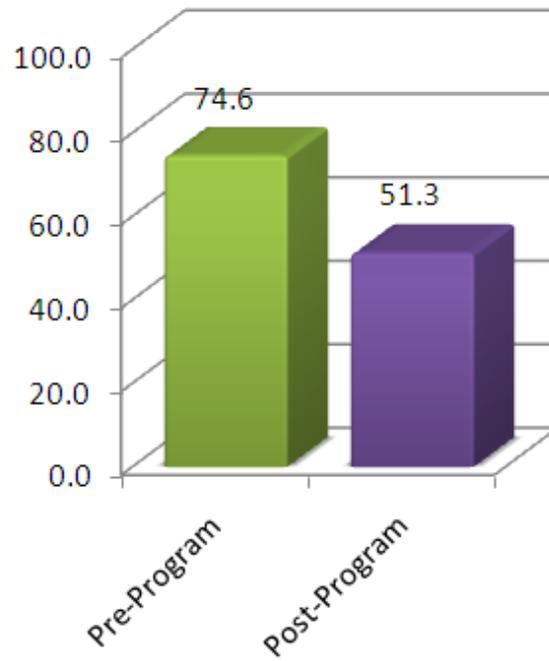
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California LWIA Employment Outcomes

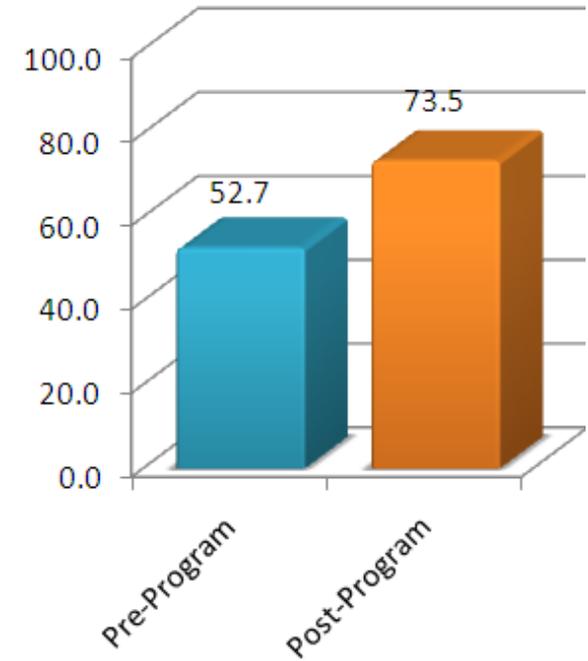
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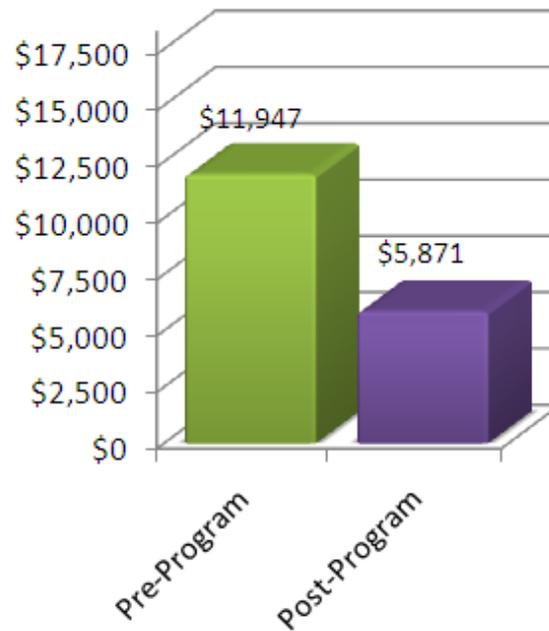
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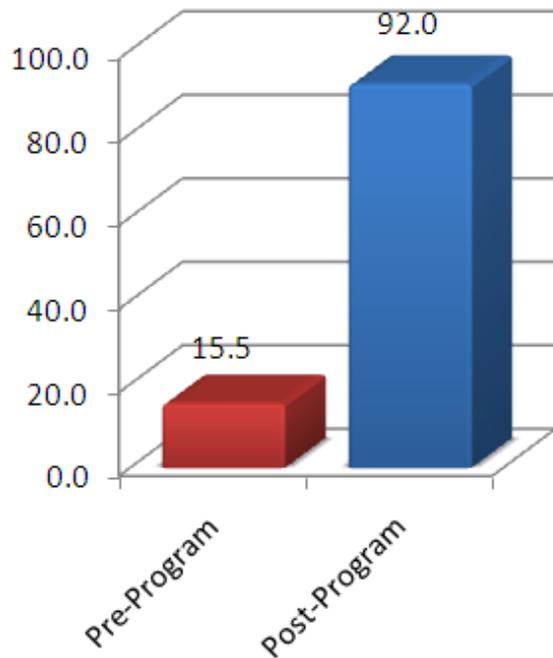
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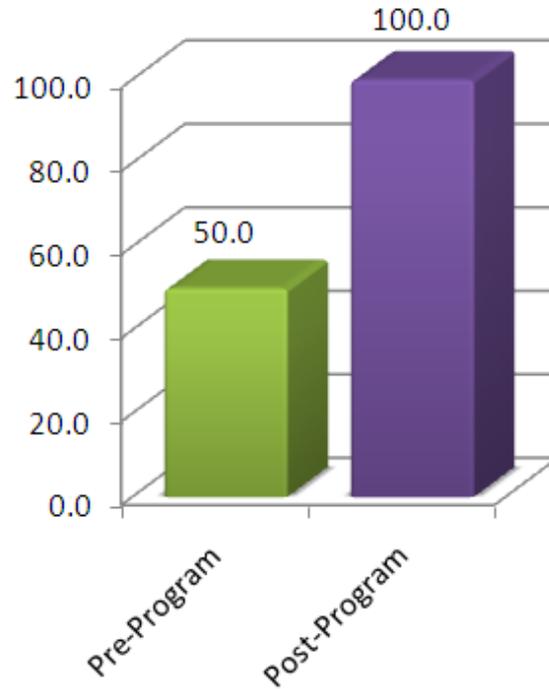
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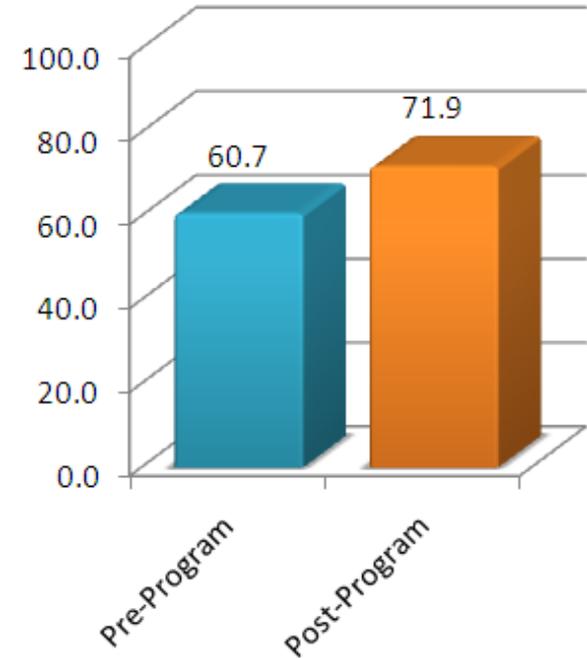
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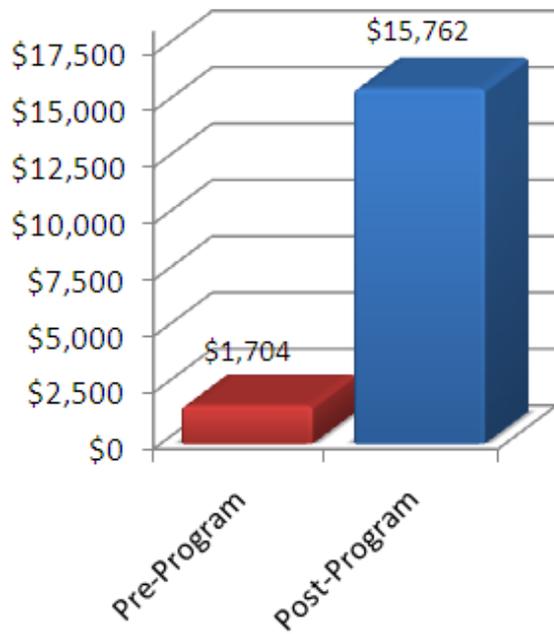
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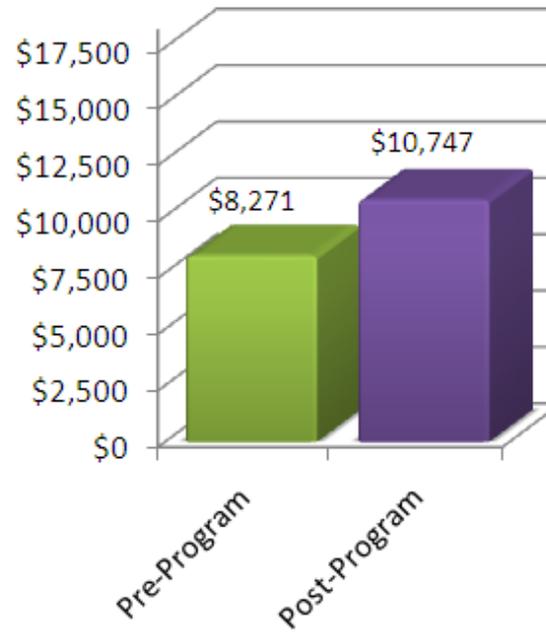
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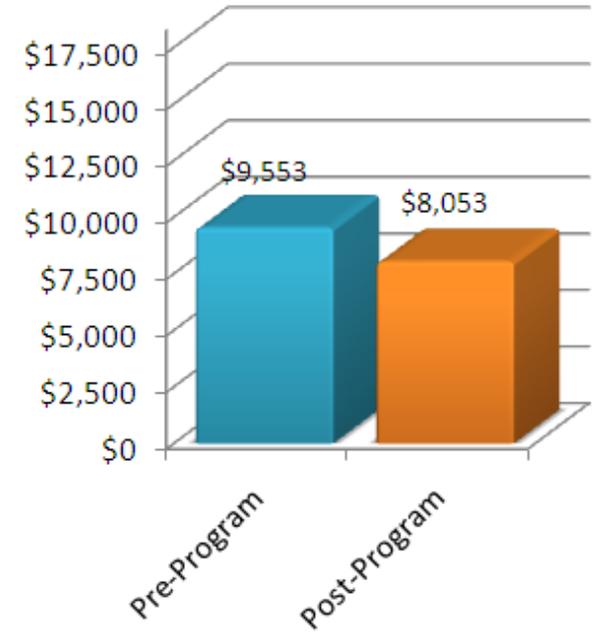
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Exercise

What does the data say
about the program
design for each local
area?



