

Workforce Integration Project Research Findings & Recommendations

Joint Committee Meeting

September 18, 2018

Agenda

1. Research Goals
2. Methodology
3. Key Findings & Recommendations
4. Q&A

Research Goals

Research Goals

1. Identify data needed for frontline staff to enhance performance in current roles, and identify data redundant across different programs, which will support full service integration for customer populations across programs.
2. Identify overlapping eligibility requirements, documentation and assessment tools, such as placement testing, used by the various programs.
3. Identify/determine data that would assist frontline staff to effectively provide support/services to customers.
4. Determine tools and resources used by case managers and other system “navigators” and identify new tools and resources staff seek to improve services to customers. (To be used to help develop a web-based “tool chest” for frontline staff.)

Methodology

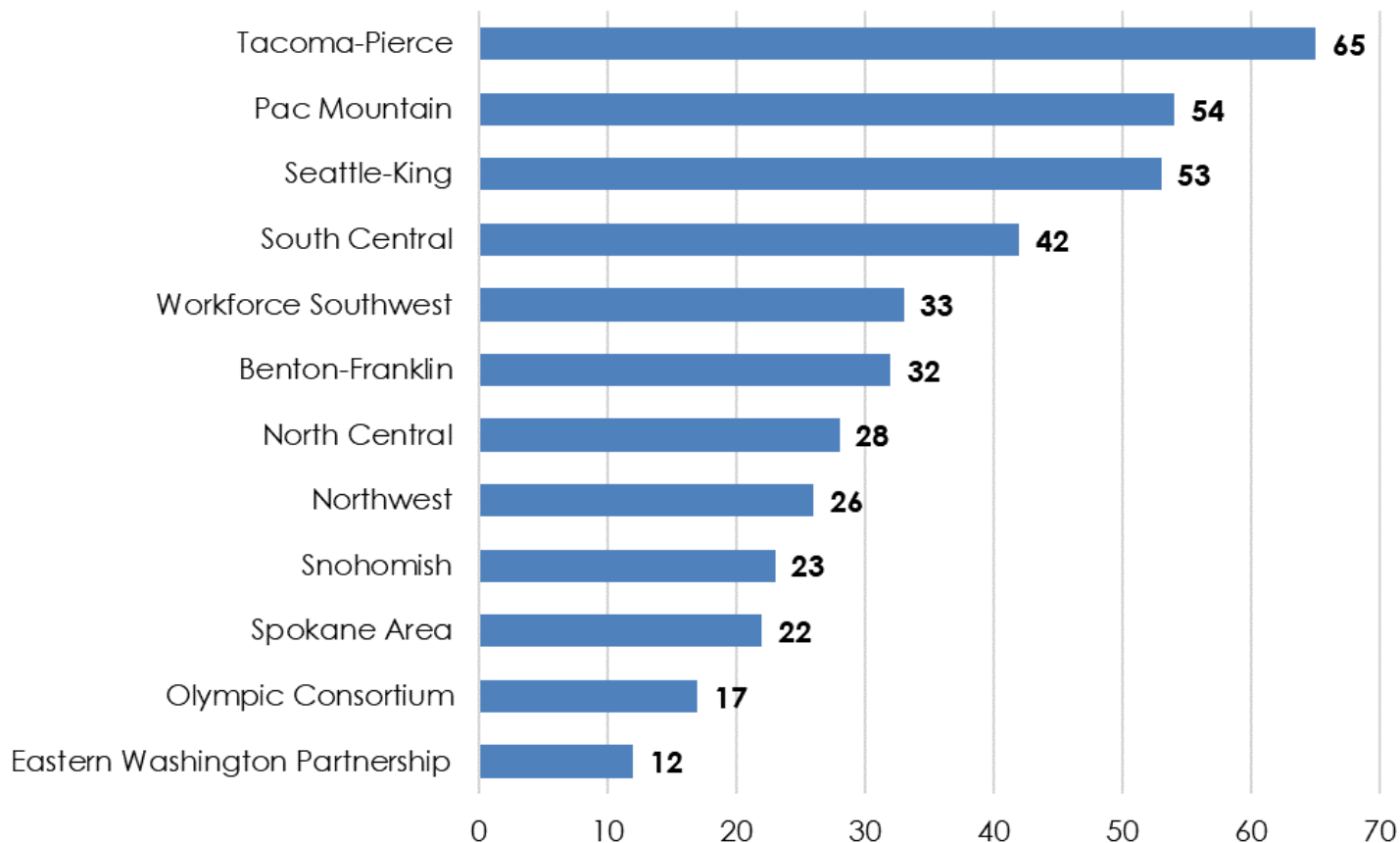
Survey Methodology

- Common Intake Data Analysis
 - coordinated with 11 state programs and 5 local programs
 - conducted interviews with 60 different individuals to collect data and understand intake processes and data collection
- Surveys – two surveys sent to frontline staff
 - received more than 400 responses in total
- Focus Groups – Spokane and Seattle
 - 14 informal navigators participated
- Common Intake Testing Groups – Seattle and Snohomish
 - 26 frontline staff participated

Survey Response

Responses by Workforce Development Area

407 Responses



Findings & Recommendations

Research Goal #1

Identify data needed for frontline staff to enhance performance in current roles, and identify data redundant across different programs, which will support full service integration for customer populations across programs.

Recommendation: Develop a common intake form and database *(Long-term)*

- Database and systems findings
- Data sharing
- Data storage and transmission
- Data conversion
- Common data elements

Database and Systems Findings

- Incomplete data dictionaries
- Unclear intake question to database mapping
- Lack of verification of database mapping
- Lack of intake questions
- Multiple fields for apparently the same data point
- Agency vs program level data
- Data warehouses vs actual intake databases
- Coded values vs text values
- Data warehouses used for other purposes than intake
- Data collection processes in flux

Data Sharing & Transmission

- Data security challenges
 - HIPPA compliance is a good benchmark to start with
- Data storage and transmission
 - Single data storage and communications system is the gold standard
 - Requires all programs to agree to the necessary data sharing agreements
 - Requires moving to and learning a new platform
 - Requires migrating all data into a new system – which necessitates significant level of effort in data standardization and cleaning
 - Standardization of data across programs
 - Create a common intake data portal for data transmission
 - Requires that data be stored in the most restrictive format used by participating programs
 - Data is then transmitted to each program and converted to meet the storage needs for each participating program

Data Sharing Conversion

- Any common intake system will require data conversion to transmit data between programs or convert data for a new system
 - Data conversion system
 - Intake portal can collect data in the least restrictive format and convert it to meet more restrictive needs for programs
 - Manual data manipulation
 - It may not be possible to standardize all data elements to meet the needs of all programs
 - A program specialist could review the data and accept or change as needed before proceeding to input into their program database
 - This is not an ideal workflow
 - This situation also raises security concerns

Common Data Elements

Common Data Elements and Types Included in More than Five Databases

Fields	Data Types						# of Programs
DoB	19	17	8	?	?		16
State	2	text 8000	text 50	?			15
Zip	10	5	?	text 8000	?		15
Address	?	text 8000	text 80	text 50	text ?	?	13
Employment Status	8000	c2	c1	c1	?		13
Sex	8000	1	c1	c?	?	c1 ?	13
Veteran	8000	y/n	?	y/n	?		13
Highest Educational Level	25	?	c1	x	?		12
Phone	10	text 15	text 14	x	?		12
Race	25	?	text 8000	c1 (int)	x	?	12
City	40	text 8000	text 50	?			11
Disability	y/n	?	y/n	text 8000	?		11
Email	255	120	50	?			11
Hispanic	8000	?	y/n	x	?		11
First Name	50	30	?	?			10
Last Name	30	?					10
ELL	8000	y/n	y/n	y/n	?		8
Low Income	8000	y/n	y/n				8
Residency	8000	y/n	y/n	?			8
Citizenship	c2	text 8000	y/n	?			8
Marital Status	8000	c2	?	?			9
Homeless	y/n	text 8000	?				7
County	50	20	c2	c3	text 8000	?	6
Primary Language	?	text 8000	?				6
Basic Skills	8000	y/n	y/n				5
Ex-Offender	y/n	text 8000	?				5
Middle Initial	?						5
Pregnant or Young Parent	8000	?	y/n				5
Public Assistance	8000	y/n	y/n	?			5
Social Security Number	?	?					5

Data Type Legend	Data Type Notes
text	Might be of varying lengths.
integer	Might be tinyint, int or bigint.
datetime	Might be in different formats.
2+ fields with the same type	Multiple fields used to capture one data metric with the same type where all the fields together are comparable to one or multiple fields in other programs. Data type is noted.
2+ fields with diff types	Multiple fields where the methodology and/or the data type/length are different where all the fields together are comparable to one or multiple fields in other programs.
#	Number in the cell denotes length of field.
c#	"c" denotes a field that is a code for another value. The number next to the C denotes the length of the field.
y/n	"y/n" denotes a field that is a yes/no flag, usually of type int length of 1.
?	"?" in a color coded cell denotes the data type is known but the length is not. "?" in a cell that is not color coded denotes an element where the data type and the length are unknown.

Research Goal #2

Identify overlapping eligibility requirements, documentation and assessment tools, such as placement testing, used by the various programs.

- Identified six overlapping eligibility categories
 - Age
 - School/education requirements
 - Work requirements
 - Citizenship/residency
 - Income
 - Veterans/active military

Overlapping Eligibility & Documentation Requirements

	WIOA Title 2	Opportunity Grants	Worker Retraining	WIOA Title 1					Training Benefits Eligibility Program	WIOA Title 4	TANF	BFET	Veterans Employment and Training
				Adult Basic	Adult Training	Dislocated Worker	Youth Out of School	Youth In School					
Age	At least 16			At least 18			16-24	14-21		At least 16	At least 16		
School/Education Requirements	Not in school						Not in school	In school		Working or in school			
Work Requirements			Several categories of employment			See Detail in Appendix			Disability is an impediment to work	Working or in school	Must be able to work		
Residency		WA State Resident		US Citizen/eligible to work in US	US Citizen/eligible to work in US	US Citizen/eligible to work in US	US Citizen	US Citizen		US Citizen (check details) WA State Resident	US Citizen (check details) WA State Resident		
Income Veterans/Active Military		Yes		Yes			Yes	Yes		Yes	Yes		
			Yes	Yes					Yes			Yes	

Common Assessments

Most Common Assessments Used by Frontline Staff

	# Responses	% Responses
CASAS	68	46%
Eligibility application and screening	33	22%
WOWI	30	20%
Accuplacer	24	16%
Psychological Evaluations	18	12%
Basic Skills and background information	16	11%
ONet Assessments	15	10%
Community Based Assessment	14	10%
Physical Evaluations	14	10%

- CASAS is the most popular assessment across programs
- Eligibility application and screening include responses indicating that the application itself is used as well as screening tools developed for the program
- WOWI was most often mentioned by DVR frontline staff

Research Goals #3 & 4

Identify/determine data that would assist frontline staff to effectively provide support/services to customers.

Determine tools and resources used by case managers and other system “navigators” and identify new tools and resources staff seek to improve services to customers. (To be used to help develop a web-based “tool chest” for frontline staff.)

- Current Practices
- Desired Practices
- Tools and Resources Used/Desired
- Recommendations

Current Practice

- Privacy rules inhibit information sharing and the method for information sharing, so little is shared
- Information exchange depends on personal relationships of individual case managers and staff
- There is no standardized practice or expectations regarding information exchange

Current Practice

Information Currently Exchanged to Coordinate Services for a Shared Customer/Student

	# Responses	% Responses
Other services or training the customer/student is currently receiving	106	47%
Eligibility/intake data	89	40%
Name and contact information of the staff member providing the referral	87	39%
School/education history	83	37%
Assessment test results	79	35%
Work history of the customer/student	69	31%
Service or training plan for the customer/student	68	30%
Other	49	22%
Name and contact information of all the staff members involved with customer/student	46	20%
I don't exchange info	25	11%
Total Responses	225	

Desired Practice

- The most commonly desired data was “enrolled services” or a list of all services a customer/student receives
- The second most popular data point participants sought was employment status/history
- The final data point to which participants largely agreed was a tool that would allow them to easily determine the services for which customers/students might be eligible

Desired Practice

Summary of Most Highly Desired Data

Shared information would: (Paraphrased)	Lead to faster service	Make it easier to assess eligibility	Desired data for a referred customer*	Make it easier to coordinate services	Make it easier to share customers
Enrolled services	34%	26%	4.10	41%	41%
Employment status	14%	43%	4.44	10%	
Eligible services	13%	28%	2.92		
All staff contact			5.53		10%
Program/training progress				13%	23%
Education status/history		14%	4.45		
Referring staff contact			5.12		
Assessment test results			4.51		
Shared enrollment data	24%				
Secure, common info exchange system					18%
Accessibility/disability information		21%			
Contact information					12%
Case notes	16%				
Medical records		17%			
Service/training plan			4.32		
Barriers to employment		11%			

*Scored based on ranked scale of 1 to 7, with one being most important

Tools and Resources Used

- Most respondents use a program-specific database to track customer/student progress on a career plan
- Participants reported primarily using these tools to:
 - Keep track of tasks they need to do, such as check in with participants
 - Track participant/student progress toward their goals and/or program
 - Planning and goal setting with participants
 - Reporting and documentation
- Most respondents use desk aids to help them efficiently support customers/students
- Participants also use standalone databases to help customers/students identify needed services
- Collaboration strategies such as staff meetings, orientations and one-on-one sessions are also a common strategy
- Respondents also were satisfied with improved referral systems

Tools and Resources Needed

- Frontline staff commonly mentioned wanting a database of services that is curated, up-to-date, searchable, provides contact information, eligibility criteria, location and first steps for the customer/student
- Staff also would like an eligibility tool
- Most respondents desired a common data system to use in the following ways:
 - Shareable funding map/tentative funding agreement across workforce programs
 - Knowing who other case managers are, what services the customer/student is receiving and what services they have received
 - The ability to see all the services for which a customer is eligible
 - A common, secured place to upload documents confirming eligibility to which other programs have access
 - The ability to track outcomes and placements across other programs

Recommendations

Immediate/Short-term Steps

- Develop online, modularized orientations

Recommendations

Intermediate Steps

- Standardize referral practice and information exchange across agencies based on best practices and current state and federal regulations regarding privacy
- Develop one common release of information form that customers/students only need to sign once
- Allow frontline staff access to work history and salary information from the Unemployment Insurance database
- Create an online desk aid marketplace that is shareable across the state
- Develop an online, shareable customer/student education or employment goal platform
- Develop an online, shareable education plan that includes a mechanism for providers to commit funding in advance and make education plans more predictable

Recommendations

Long-Term Steps

- Develop a common intake database
- Create an eligibility indicator for staff
- Develop an eligibility document wallet

Questions?

Thank You

Michaela Jellicoe
Community Attributes Inc
michaela@communityattributes.com
www.communityattributes.com

Ed Phippen
Phippen Consulting
ed@phippenconsulting.com