Workforce Training and Education Coordinating Board

Common Intake and Workforce Services Integration Research

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Executive Summary

The Workforce Training and Education Coordinating Board (WTECB) is committed to advise the Governor and Legislature on workforce development policy; coordinate training programs; and improve workforce services in the State of Washington. To support service integration across the broad workforce system, WTECB commissioned this study, to address the following research objectives:

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.)

Common Intake and Data Elements

In order to understand the common data elements collected and used by 15 state and local programs, data dictionaries including all of the data elements about a customer as well as the intake questions asked to collect this data were requested. The data provided as well as interviews with each program's data experts were analyzed to understand the differences and similarities in data elements across programs.

Data elements common across at least ten programs include:

- Date of birth
- State
- Zip
- Address
- Employment status
- Sex
- Veteran
- Highest education level
- Phone
- Race
- City
- Disability
- Email
- Hispanic
- First name
- Last name

The analysis also revealed challenges in mapping intake questions to data elements in databases. These include:

- Databases missing basic customer information (name, social security number);
- A lack of maps between intake questions and database fields;
- No intake questions provided;
- Multiple fields for the same data point;
- Difficulty determining for which program an agency was collecting data; and
- For ESD and SBCTC, the data dictionaries received were for their data warehouses, not the actual intake database.

Several programs communicated that they are in various stages of developing new databases and/or intake systems, which when implemented will not be reflected in these findings.

Common Intake System Options

In creating a common intake process, the ideal situation for a common intake system would be a single platform accessed securely by all parties. The obvious challenges to this are getting all programs to agree to the data sharing agreements, moving onto and learning a new platform and migrating data into the new system. The migration of existing data would require a significant level of effort in standardization and cleaning.

If a single system is unattainable data transmission from a common intake portal into the different platforms could be built. Since there is such a wide variety of data storage formats across programs a system of standardization will need to be established. The most restrictive format of a particular element will need to be used across all others.

In combination with data standardization a system of data conversion between a common intake system and a program's database could be put in place. This might be required for elements that are stored in multiple fields in one program's database and in a single field in another. With data conversion an intake portal could collect data at the least restrictive data format and convert data into more restrictive formats.

In the event that it is not possible to standardize all data elements or convert the data to meet the needs of all programs a manual data manipulation process could be developed. This requires an intermediary step in the transmission of data to a program's database. While this is not an ideal work flow and raises security concerns it may be necessary to complete data conversion and transmission for some programs.

Common Intake Scenarios

The first common intake scenario focuses on the feasibility of integrating the most common data elements across programs. This scenario includes the fields most common across programs (at least ten programs include them in their database) and a few fields that are key to determining eligibility for many programs. Key eligibility fields include income, homeless and public assistance. This option includes a few data elements that are less important to case managers, but are widely available in program databases, such as race, Hispanic and sex. (**Exhibit 1**)

To identify the data elements and criteria categories common across programs, several analytical tools were used including: a review of program specific eligibility criteria tools; the Revised Code of Washington (RCW); and Washington Administrative Code (WAC).

The six most common eligibility categories are:

- Age;
- School/education requirements;
- Work requirements;
- Citizenship/residency;
- Income; and
- Veterans/active military.

Exhibit 1. Common Intake Scenario One

Field	# of Programs
First Name	10
Last Name	10
Address	13
City	11
State	15
Zip	15
Phone	12
Email	11
Sex	13
DoB	16
Race	12
Hispanic	11
Veteran	13
Employment Status	13
Highest Educational Level	12
Disability	11
Income	8
Homeless	7
Public Assistance	5

The second common intake scenario incorporates input from frontline staff with the data analysis to identify intake fields that are both common across databases and important to frontline staff. The fields highlighted in blue in **Exhibit 2** are contact information elements that participants agreed would be required in any common intake.

Exhibit 2. Common Intake Scenario Two

Field	# of Programs	# of Votes
First Name	10	--
Last Name	10	--
Address	13	12
City	11	--
State	15	--
Zip	15	3
Phone	12	12
Email	11	10
DoB	16	13
Income/Family Size	8	11
Veteran	13	10
Employment Status	13	17
Highest Educational Level	12	7
Disability	11	16
Citizenship	8	7
Homeless	7	10
Public Assistance	5	7
Ex-Offender	5	8

Contact information data elements that were not voted on in the final focus group, based on discussion and feedback that contact information are elements that are always required.

Staff participating in this study had questions about whether a common intake would indicate potential eligible programs to the customer/student. Many shared challenging experiences when customers/students completed a self-guided eligibility process that suggested that they may be eligible for a specific program, only to learn after a deeper conversation with a case manager that they were not eligible.

Data Workflow Patterns

Case managers across focus groups indicated that in their experience there is no substitute for the initial interview with customers/students. Participants shared that they use this process to conduct a mental "sorting" exercise when working with customers/students for the first time. They indicated that they have found that customers/students often do not accurately fill out forms, and that they are more likely to reveal barriers in a conversation than they are to put them on a form. For these reasons, they would use a common intake form to help initiate and guide a conversation with a customer.

There was some debate about whether the customer/student should fill out the application or the case manager/staff person should do it. Some participants liked the convenience of allowing the forms to be filled out by individuals. One survey respondent wrote, "WIOA intakes in Washington collect a lot of information and take a very long time. [It] would be easier to have the customer fill out all the info themselves and just have the Case Manager verify they have the proper documentation."

Others noted that some customers or students fill out forms inaccurately, requiring case managers to make corrections discovered through the interview. Another common argument against having customers/students fill out the intake is that some may be unable to because of a lack of English or technology literacy.

In the end, participants agreed that there is too much variability across One Stop Centers. Any common intake form developed should allow a wide variety of data collection methods.

Participants requested that a common intake system have three functionalities added to it:

- A secure document storage wallet that would allow consenting participants to store documents required in determining eligibility that providers could access when needed;
- An internal referral system to ensure that information gets to the right person, includes enough data for the receiving case manager to help the participant, and, most importantly, that allows case managers to communicate with each other; and
- A way to indicate how recently the information had been added to each field because customer/student circumstances often change, and sometimes change frequently.

Data Sharing Practices and Needs

One common refrain in interviews with data experts as well as in qualitative findings from frontline staff are challenges in data sharing across programs. Data security requirements across programs is a concern, and HIPAA compliance is a good benchmark for the security protocol for any system developed, though a complete review of all relevant regulations by experts will be necessary to assure broad compatibility.

Frontline staff also nearly unanimously identified data sharing as a challenge. Their responses included frustration with the data sharing rules that require multiple releases of information; data sharing being largely dependent on personal relationships between staff; and the lack of a standard practice regarding data sharing. In fact, nearly 60 percent of survey participants do not typically receive any information about a referral and 63 percent noted confidentiality rules as a reason that they do not typically exchange information.

Additionally, there were tools related to privacy/release of information that participants suggested as potentially helpful. These include one system-wide release of information, as well as a database or application that customers/students could use to input necessary information required by releases. Customers/students could then select the organizations with whom they wanted to share this information.

Participants were asked about information they would like to share. The most popular response was a list of all the enrolled services a customer/student was receiving. One survey participant stated, "Knowing not only where a customer is receiving services but what services they are receiving would make my limited time much more effective, as I wouldn't need to re-do work someone else had already done. I could also be more effective in assisting customers by identifying service gaps." (**Exhibit 3**)

Exhibit 3. Most Highly Desired Data by Practice Area

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

Participants also sought information pertaining to a customer/student's employment status and history. In focus groups, participants indicated that customers/students sometimes cannot accurately remember all the jobs they have had, so having this information up front can make the interview more efficient.

Data, Tools and Resources

A series of questions in the surveys and focus groups were designed to prompt frontline staff about the tools that improve services to customers and students. As mentioned above, survey respondents and focus group participants shared a strong belief in the importance of in-person interviews during the intake process. They often mentioned that customers/students tend to give better information during these interviews and that case managers are skilled at helping to surface underlying problems. Tools should be developed in a manner that supports case managers “working at the top of their scope” — enabling case managers to spend more time in one-on-one conversations with customers/students and less time searching for information.

For example, participants frequently mentioned wanting a tool that would quickly and efficiently help staff determine customer/student eligibility. As one manager stated, “…learning eligibility criteria is the least valuable thing my staff spend time on. I wish this was automated.”

Many responses to this question indicated a desire for a common data system that would allow them to perform a variety of functions such as planning and committing funding sources for college students by quarter or tracking outcomes/placements across programs.

Another popular response was a curated, up-to-date, searchable database of services (similar to 211, which was only mentioned twice throughout this research project).

Items that could be included in a web-based tool chest that meet these needs include:

- A tool or application that improves the cumbersome release of information tasks;
- An improved system for making and communicating about referrals;
- An online eligibility tool for staff;
- Systems that enable efficient ways to track client progress; and
- An eligibility document wallet.

Recommendations

The research conducted through an analysis of the databases, interviews, focus groups and surveys informed the recommendations that follow. These recommendations are organized by short, intermediate and long-term steps.

Immediate Steps

- **Develop online, modularized orientations.** Frontline staff indicated that there is varying consistency and knowledge about workforce programs and practices. A first step in building more consistency is to produce a series of online orientations geared to address specific topics or modules. Because staff do not have a lot of time to spend on professional development, these orientations should be considered "just in time" pieces that staff can access to improve their overall understanding of the system as they need them. To that end, they should be easy to access, easy to understand, and as brief as possible. Experienced case managers should be deeply involved in both identifying module topics and developing the modules. It will be important to prominently feature and advertise these modules, so they do not become another hidden asset of which only experienced case managers are aware. There are two categories of modules that would be useful:
  - What is? (e.g., agencies, programs)
  - How to? (e.g., make a referral, coordinate services for a shared customer, search for services in your community)

Intermediate Steps

- **Standardize referral practice and information exchange across agencies based on best practices and current state and federal regulations**. The lack of consistency around the practice of making referrals and sharing personal information was one of the most frustrating experiences frontline staff face. A poor referral can create additional work for a case manager as they have to repeat work already completed by another staff person and/or ask the customer/student to repeat information they have already provided. Standardizing expectations around referral practice and sharing information and holding staff accountable for following those expectations will improve system efficiency.
- **Develop one common release of information form that customers/students only need to sign once**. Staff shared that they spend significant amounts of time helping customers sign release of information forms and keeping track of the agencies with which they can share personal information based on the signed releases. Having one form that customers only have to sign once that could serve as a blanket release across the workforce system will help to improve customer service and efficiency.
- **Allow frontline staff access to work history and salary information from the Unemployment Insurance (UI) database.** Participants shared frustrations with not having access to the UI database because it contains much of the information they need to efficiently do their jobs. The information that could be the most helpful

in the UI database is work history and salary information. Work history is important because this is one of the first data points sought by case managers as they interview new customers. Having access to work history would not only improve the efficiency of a first interview, but also improve its quality. Some customers cannot remember their complete work history or gloss over gaps in employment. Salary information would help provide a quick insight around potential program eligibility.

- **Create an online desk aid marketplace that is shareable across the state**. Desk aids were one of the most common tools staff reported using to help customers move across programs efficiently, and survey respondents seemed generally satisfied with them. Creating a sortable, searchable marketplace for sharing desk aids and providing functionality that allowed staff to rate shared desk aids could help reduce the time needed to create desk aids and help new staff get up to speed more quickly in their jobs.
- **Develop an online, sharable customer education or employment goal platform**. Ideally, staff want to know all the services a customer/student is receiving. An intermediate step might be to create a platform through which education and/or employment goals are shared across the system. Frontline staff indicated that it would increase their ability to identify gaps in service and otherwise coordinate more closely if the variety of staff engaged with a customer/student have access to their goals.
- **Develop an online, sharable education plan that includes a mechanism for providers to commit funding in advance and help make education plans more predictable**. College staff indicated that having funding committed in advance would improve college completions. Ideally this would also allow frontline staff to track outcomes and placements across programs.

Long-Term Steps

- **Develop a common intake form and database.** The majority of staff are interested in a common intake that pre-populates information on their intake screens. They shared that this information would be especially useful if each field indicated when the data was collected, as some customer/student information can change over time. They also shared that while this information would help speed up the first interviews, they would still spend a few minutes confirming the information that came from the common intake form. Rather than creating a new system, there may be more expedient and cost-effective solutions to this such as providing access to the UI database and/or partnering with Washington Connections to include workforce programs more broadly.
- **Create an eligibility indicator <u>for staff</u>**. To paraphrase one manager, learning eligibility rules is one of the least value-added ways staff spend their time. If there is a way to automate this process for

staff, it would allow them to spend more time working with customers/students. Ideally, this indicator would be developed in such a way that would allow local areas to set eligibility rules for locally/privately funded programs.

- **Develop an eligibility document wallet.** Participants indicated that the process of collecting eligibility documents is cumbersome for customers/students, and often repetitive if they are receiving services from multiple programs. For some customers/students, especially those who are homeless, keeping track of the necessary documents can be difficult. To improve this process, some participants requested a single, online repository that could be used to store necessary documents. This would need to have adequate security to protect the personal information, as well as rules that would describe the circumstances under which these stored documents could be used to determine eligibility.

Contents

INTRODUCTION

Background and Purpose

The Workforce Training and Education Coordinating Board (WTECB) is committed to advise the Governor and Legislature on workforce development policy; coordinate training programs; and improve workforce services in the State of Washington. To support service integration across the broad workforce system, WTECB contracted Community Attributes Inc (CAI) to conduct research that would achieve these aims.

With the goal of enhancing the ability of case managers to better fulfill their navigator role, CAI identified common data elements, eligibility requirements, assessments and other tools and information needed that would enhance the ability of frontline staff to more effectively and efficiently serve customers.

Research objectives specific to this effort include:

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.)

Organization of Report

The remainder of this report is organized as follows:

- **Methodology**. An outline of the methods used to conduct research on workforce program integration, capture the perspectives of frontline staff on best practices and recommendations for improvement.
- **Common Intake Data Elements**. An assessment of intake forms for state and local workforce programs, their commonalities and areas for improvement in collecting data.
- **Data Workflow Patterns**. A discussion of developing a common intake form for customers seeking workforce services and its qualities desired by frontline staff, as indicated in surveys, described in focus groups and used in scenarios.

- **Overlapping Eligibility Requirements and Assessments.** An analysis of common eligibility requirements and assessments.
- **Data Sharing Information**. A discussion of the challenges currently faced by frontline staff in sharing data and their desired procedures in the future.
- **Data, Tools and Resources and Web-Based Tool Chest Resources**. A discussion of resources currently used and desired by frontline staff that would allow them to efficiently serve customers, provide them with relevant services and refer them to other programs that could be included in a web-based tool chest.

METHODOLOGY

This analysis leverages both data and qualitative information from surveys and focus groups. Analytics include data dictionaries, mapping information, surveys, interviews and focus groups of frontline staff and managers and feedback on prototype testing. Findings detailed in this report were based on all data and perspectives collected.

Common Intake Data Analysis

With input from WTECB, CAI identified ten state programs and five local programs to include in the common intake research. One additional program was included, Opportunity Grants, because the data elements were the same as other Washington State Board for Community & Technical Colleges (SBCTC) programs. The final state programs include:

1. Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Dislocated Worker and Youth
2. WIOA Title II Wagner-Peyser
3. WIOA Title III Basic Education
4. WIOA Title IV Vocational Rehabilitation
5. Worker Retraining
6. Opportunity Grants
7. Trade Adjustment Assistance
8. Training Benefits Program
9. Temporary Assistance for Needy Families (TANF)/Workfirst
10. Basic Food Employment and Training (BFET)
11. Child Care Subsidy Program

The final local programs were:

1. Service Employees International Union (SEIU) Training Fund
2. Goodwill of the Olympics and Western Washington
3. Skill Source
4. The Seattle Jobs Initiative

5. Blue Mountain Action Council/The Successful Transition and Re-Entry (STAR) Project

To complete this project, CAI determined that it was important to identify both the field definitions and the formats of data included in each field. This would allow the Talent and Prosperity for All (TAP) committees to not only know what common fields exist, but in what ways information is stored so that a future common intake database would be able to accommodate multiple field formatting needs. To identify field definitions and formats, CAI asked each agency for a data dictionary and information mapping the data dictionary to the questions asked at intake (or application).

WTECB provided a list of contact information for high-level contacts at the Employment Security Department (ESD), the Department of Social and Human Services (DSHS), SBCTC and the Department of Vocational Rehabilitation (DVR). CAI contacted these people and asked for staff who could provide data dictionaries and mapping information.

The thoroughness of information available varied across programs. Not all agencies had data dictionaries, and few mapped their dictionary fields to questions asked at intake. Appendix F provides a detailed inventory of the data received from each organization.

Once the information was received, it was analyzed to organize and compare all data elements across programs. The most common data elements were then made into a matrix. A methodology to delineate data format was established based on data type, such as text vs. number, and length in the number of characters available for storage in the database.

The matrix was also designed to highlight several other aspects of data elements across programs. Some data elements are captured as a single database field while the same element is captured as multiple fields in other program's databases. Also, some programs were not able to provide formatting of how data is stored in the database.

When programs supplied intake questions and data dictionaries representing the data elements stored in their database, there were occasions when not all data elements present in the data dictionaries were represented with an intake question. Some programs indicated that their databases contained legacy fields from questions they no longer asked. Also, some staff did not understand the structure of their databases or their databases were used for other purposes. Therefore, data elements included in the matrix were only those that mapped to an intake question.

There were occasions where CAI received a data dictionary without a set of intake questions. In these instances, fields were aligned to elements in the matrix as best as possible, but unverifiable fields were not included. Some data dictionaries did not include definitions of fields and program contacts were unable to provide further understanding about what was received. The most common answer in these situations was that CAI would need to communicate with the software developers who built their systems. When that was not possible the elements were not included in the matrix.

As CAI collected data dictionaries for the various programs, the most common elements were refined, and the final list represents those that most programs collect in their intake process. An ordered list of the elements by their frequency of occurrence in programs was used to inform the development of the common intake prototype along with interviews, focus groups and surveys conducted throughout the project.

One agency of note, DSHS, was unable to supply a data dictionary for its programs. In this case, CAI included intake questions for each DSHS program in the matrix without any information regarding data format. These are noted as question marks on a white background in the full matrix supplemental to this report, indicating the data type and length are unknown.

Surveys

After consulting with WTECB, it was decided that surveys would be sent out using SurveyMonkey to workforce development council (WDC) directors and college workforce and basic education deans. These individuals were asked to forward the surveys to their staff and partners who work closely with customers and students.

The survey and outreach plan were reviewed and updated to incorporate feedback from WTECB, SBCTC and Spokane and Seattle WDC staff.

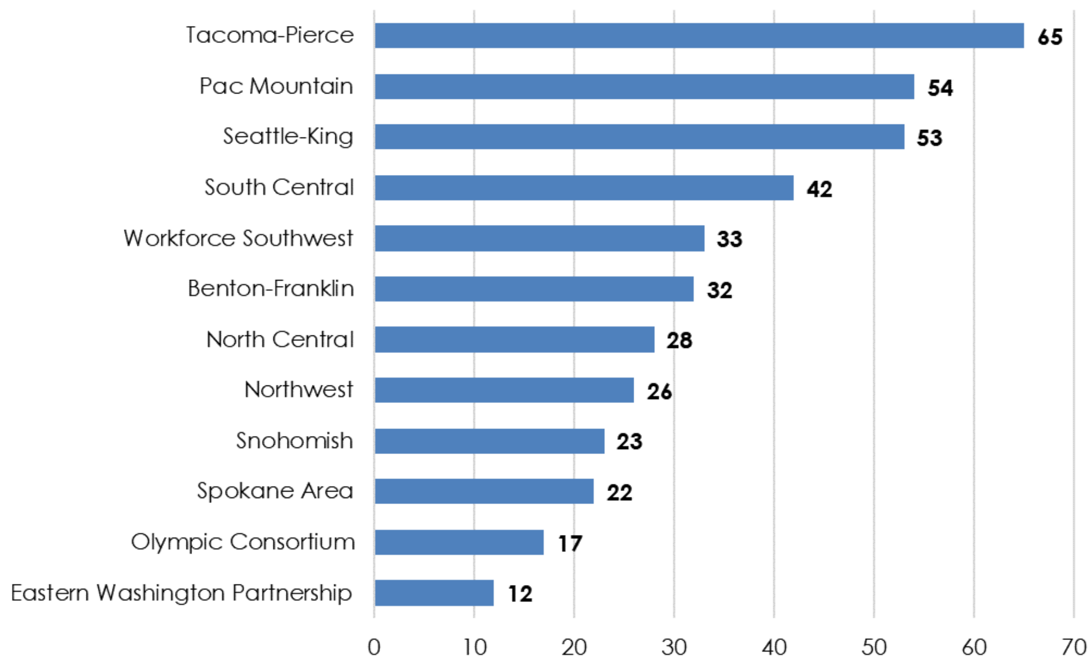
To send the survey to WDC directors, CAI worked with the Washington Workforce Association (WWA), whose members are WDC directors in Washington State. The WWA forwarded an introductory email and the survey link to its members asking them to distribute the survey broadly throughout their respective workforce systems. Similarly, CAI worked with SBCTC to forward an introductory email and link to deans of basic education and workforce throughout the state. Both college staff and WDC directors received three email reminders to respond to the survey. Introductory emails from the WWA and SBCTC were sent to increase the likelihood of further survey dissemination and increased responses.

After interim survey responses were collected and analyzed, a second survey with follow-up questions was developed to collect additional information requested by the combined TAP Integrated Services and Common Intake

Committees. Additionally, based on feedback from committee members, the original survey combined with the new questions was sent to DVR, DSHS and ESD leaders to forward to their staff.

A breakout of responses to both surveys by Workforce Development Area is included in the following chart, **Exhibit 4**.

Exhibit 4. Survey Responses by Workforce Development Area



A copy of all surveys used and the results from those surveys can be found in Appendix C.

Focus Groups

In addition to the surveys, CAI conducted two focus groups and three interviews. Based on input from WTECB and the WWA, Spokane and Seattle were chosen as locations for the focus groups given these locations' past work on service integration and the willingness of WDC staff to help. Both focus groups were organized with the help of WDC staff in Spokane and Seattle. The focus group protocol had 13 questions and required 90 minutes. WDC staff were asked to recruit ten of the best frontline staff navigators from the WorkSource centers, colleges and partners. Each focus group had a facilitator and a note taker; additionally, the meetings were recorded and transcribed.

The Spokane group had nine participants representing ESD, WIOA Title I providers, one college and WIOA Title IV. The Seattle group had six participants representing ESD, WIOA Title I providers and a community-based organization.

A copy of the focus group protocol can be found in Appendix D and details on interview and focus participants are included in Appendix A.

Prototype Testing Groups

To conduct the prototype testing, WTECB recommended tests in Seattle and Snohomish. In both locations, the One Stop manager helped recruit participants. In both cases, the managers were given a list of all ten statewide programs included in the common intake data analysis and were asked to recruit as many frontline staff as possible from each of these programs. The Seattle session was held over two separate days so the maximum number of people could participate. In Seattle, 16 people participated representing WIOA Title I, WIOA Title III, BFET, Child Support, WIOA Title II, WIOA Title IV, WorkFirst and Worker Retraining. In Snohomish, 11 people participated representing ESD, Worker Retraining, WorkFirst, Trade Adjustment Assistance, WIOA Title I and the Snohomish WDC.

The protocol had eight questions and included time for participants to vote on the data fields that would make their work most efficient. In the voting session, participants were given ten stickers and were asked to use these to indicate their priorities. They could use all ten stickers on one item, spread ten stickers over ten items or some combination of the two. Blank pages were also provided for participants to write-in additional fields that were important to them; these were also eligible for voting. Results of this voting can be found in Appendix E.

Three items to note regarding the prototype testing groups are as follows. The prototype groups did not include youth case managers and so did not rank fields that would be important to them (e.g., drop out). Second, the groups were all in Western Washington, so some fields may be more important in Eastern Washington (e.g., migrant/seasonal farmworker). Finally, everyone participating self-identified as having affinity for computers. It will be important in any future user testing to make sure representatives who have low affinity for computers are included.

A copy of the prototype testing protocol, and an analysis of responses by question can be found in Appendix E. The analysis of the focus group is used throughout this report. Details on participants in each prototype testing group can be found in Appendix A.

Common Intake Data Elements

CAI conducted interviews with different program data stewards to request data dictionaries and intake questions each program uses during their customers' application process. Data dictionaries that included all the data elements about a customer the program collected, and the datatype of the data stored in the database were requested. Also, the exact question that was asked and how it was asked that related to each data element was requested. These were used to understand the differences and similarities in data elements across programs. A list of data dictionary and intake form files received are provided in Appendix F. Additionally, the original files are available as supplementary documents to this report.

The data dictionaries and intake questions were used to create a matrix of common data elements across programs. The different data types used for each element across programs as well as notes and descriptions for each element can be found in Appendix H. The full analysis and matrix is available as a supplementary document to this report.

Database and Systems Findings

Using the data dictionaries provided by state and local programs and data elements from intake forms, several barriers to integration were identified. While there are many data elements common across multiple programs, some basic customer information was missing, there were discrepancies between questions and data, programs and data could not be matched consistently and both coded and text values were present for common elements. These will pose challenges to the development of a common intake form, as well as illustrate the need for one.

Incomplete data dictionaries

The received data dictionaries frequently lacked basic information such as name, Social Security Number, address and phone numbers. There is likely another table that holds basic customer data that was not provided. This data is likely related to the data dictionary tables by a unique identifier that is a primary key in one table and a foreign key in the other.

Unclear intake question to database mapping

When both a data dictionary and intake questions were provided, each question was mapped to a specific field in the database. This was complicated by several factors.

- Some programs share databases with other programs, and it was sometimes unclear which question related to which database field.

- Some questions in the intake forms were not present in the data dictionaries. In these cases, the question was not included in the matrix as several programs reported that there are questions in their intake forms that are not entered in their database after the intake interview.
- Some assumptions made about mapping questions to database fields could not be verified.

Lack of verification of database mapping

In several cases, it was unverifiable whether the mapping of intake questions to database fields was correct. An effort to create a common intake system or database will require a full investigation of each application and the business logic involved in writing data from intake forms into the database for which this analysis is unverifiable.

Lack of intake questions

Some programs were unable to provide intake questions with their data dictionaries. Based on field names and any supplemental information provided, CAI delineated common fields with other programs, but there are likely other elements that have obscure field names or a lack of supporting documentation that are also common fields.

Multiple fields for apparently the same data point

Databases frequently contained multiple fields with various data types for the same element. Staff with one program noted that their database contained legacy fields from previous applications and processes. This is a reason for the duplication in fields. Another reason is multiple programs using the same database. One program's intake process is writing to one field for a specific data point while another program is writing to another field for the same data point.

For example, in the data dictionary received from ESD there are multiple fields related to a client's disability status. One field is called "DoYouHaveADisability_6653" and another is called "DisabilityStatus_10576." For this particular data dictionary, it is unclear which program is writing to which field; ESD contacts were unable to clarify and did not have this information.

Agency vs. program level data

Data were provided at varying degrees of scale. With WIOA data, it was clear which fields each program is capturing. Data types, and most likely coding values, for an individual metric are the same across programs.

With non-WIOA ESD and SBCTC program data, the documentation provided fields in the database used by an agency, but it was unclear which program is capturing which metric. Therefore, several fields in their database may capture the same data in various ways, for example, race. These fields might share the same or different datatypes and length.

Data warehouses vs. actual intake databases

The ESD and SBCTC databases are aggregations of various intake processes. The ESD database is a copy of a vendor's database that is updated weekly. Some data transformation appeared to occur in this process. Many of the fields are of a type and length that are atypical of database structures for the type of data stored.

SBCTC data is stored in a data warehouse used for reporting, but the data is collected from college admission systems, mostly in PeopleSoft. Each school has its own intake system that vary to a greater or lesser degree.

Coded values vs. text values

Some programs use coded values for fields, while others use what appear to be open text fields. For a common intake process to accommodate both data types within a single field, some data transformation will need to take place when the data are ported to individual program's systems. This would likely require standardization of accepted answers in the common intake system.

Data warehouses used for other purposes than intake

Some data dictionaries were provided for data warehouses that are separate from intake processes. These are used for reporting and analysis and may include data from various intake processes and post-intake supplemental sources. Also, one program's data dictionary is the output of a backup data warehouse of a larger set of applications. This program was unable to verify which fields in the data warehouse are actively used by intake processes for multiple programs.

Data collection processes in flux

Several programs communicated that they are in various stages of developing new intake systems that are not reflected here.

Data Element Analysis and Options

In creating a common intake process, there are certain considerations that will need to be addressed. Based on analysis of the data dictionaries and intake questions as well as interviews and prototyping, the following should be considered in the development of a common intake process for sharing and converting data.

Data sharing

Many programs stated that being allowed to share data and being able to do it securely was one of their greatest challenges. Some programs in this study collect Protected Health Information (PHI). The exchange of PHI and other confidential data is governed by HIPAA as well as Federal and state privacy laws. With that, data sharing across different programs' platforms might be very challenging.

HIPAA compliance is a good benchmark to use; any system developed must contain security protocol that meets or exceeds HIPAA. There are many data storage and management systems that offer a HIPAA business associate agreement (BAA) which define how data and communications are transmitted and stored in compliance with HIPAA regulations. Using a storage provider that offers a BAA, establishing and maintaining a compliance program for all parties and ensuring proper internal processes will provide the common intake system with the necessary security protocols to meet data sharing agreements between programs. While using HIPAA as a benchmark will help frame the effort, it will be important to have an expert analyze the regulatory requirements of all programs to ensure compliance across the board.

Data storage and transmission

In addition to the security challenges associated with data storage, a common intake system will also have to address the different ways that data is stored across programs and develop strategies to address these differences in storage when data is transmitted between programs.

Option 1: Single data storage and communication system
The ideal situation for a common intake system would be a single platform accessed securely by all parties. The common core set of intake elements as well as individual program specific elements could be stored in the same location. Data and communication security protocols could be managed in one platform.

The obvious challenges to the this are getting all programs to agree to the data sharing agreements, moving onto and learning a new platform and migrating data into the new system. The migration of existing data would require a significant level of effort in standardization and cleaning.

Option 2: Standardization of data across programs
If a single system is unattainable, data transmission from a common intake portal into the different platforms could be built. As there is such a wide variety of data storage formats across programs a system of standardization

will need to be established. The most restrictive format of a particular element will need to be used across all others.

For example, if one program captures a data element as a coded bit and another program has a text field that can hold 8,000 characters for the same data element the data that can go into each of these is vastly different. A bit field can either be a one or a zero; these might be codes for male and female. While the other program might let the person entering the data into their system write out “Male” and “Female”. They might also accept “M” and “F”, or even “Declined to Say” or “N/A”. If the common intake system allowed a response of “Declined to Say” the coded bit field would not be able to record that data.

Therefore, a standardized data element that would work for both programs in the example above would only allow responses that could go into both data types. “Male” and “Female” would be the only allowable choices in the intake portal. The answer would be converted to one or zero when the data is being transmitted into the first program’s database. The answer would remain the same when being transmitted into the second program’s database.

Data conversion

As noted above, data conversion between programs will also be a subject that a common intake system will have to address. Strategies for addressing data conversion depend on the degree to which standardization can be achieved across programs.

Option 1: Data conversion system
In combination with data standardization a system of data conversion between a common intake system and a program’s database could be put in place. This might be required for elements that are stored in multiple fields in one program’s database and a single field in another. With data conversion an intake portal could collect data at the least restrictive data format and convert data into more restrictive formats.

Consider the following situation. One program asks multiple questions regarding a customer’s race and ethnicity and another program only asks one. The first program asks two multiple-choice questions regarding a customer’s race and ethnicity. The options for the first question are:

- “White”
- “Black”
- “American Indian”
- “Asian”
- “Other”

The options for the second question are:

- “Mexican”
- “Puerto Rican”
- “Cuban”
- “Other Hispanic”
- “Not Hispanic”

The second program asks one question with these options:

- “White – Hispanic”
- “White – Not Hispanic”
- “Black – Hispanic”
- “Black – Not Hispanic”
- “Asian – Hispanic”
- “Asian – Not Hispanic”
- “Other Race – Hispanic”
- “Other Race – Not Hispanic”

With these different programs there could be a common intake process that asks the questions of the first program that converts the data during transmission to the second program. For instance, if a customer selected “Black” and “Cuban” the data would be converted to “Black – Hispanic” for the second program.

Exhibit 5 provides an analysis of the most common data elements. The complete list of elements identified across programs is available in Appendix H.

Option 2: Manual data manipulation

It is possible that not all data elements can be standardized or have their data converted in such a way that would meet the needs of all programs. A manual data manipulation process could be developed that requires an intermediary step in the transmission of data into a program’s database. This would be an opportunity for a program specialist to review the data and accept or change the data before proceeding with the input into their database or perhaps follow up with the customer to get more information.

This is not an ideal work flow and raises data security concerns. Adding another point of data transmission to the process will increase the complexity of the data security compliance necessary. Additionally, the lack of standardization in the process might be a concern to many programs, while for other programs there might not be another option.

Exhibit 5. Common Data Elements and Types Included in More than Five Databases by Program

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 feilds 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.

Common Intake Scenarios

Information from the data element analysis and the prototype testing was used to develop two scenarios for a common intake. These are limited to what fields should be included in the common intake, however participants of the prototype sessions and the focus groups had two broad questions that could be considered before designing an actual intake process.

Respondents to the survey, as well as prototype and focus group participants had questions about whether the common intake would indicate the programs for which customers/students could be eligible. Many shared challenging experiences of customers/students completing a self-guided process that indicated they may be eligible for a specific program, only to learn after deeper conversation with a case manager that they were ineligible. Case managers discussed the additional time it took to explain the reasons the customer/student was ineligible, the palpable dissatisfaction on behalf of the customer/student and the extra time needed to re-build the trust necessary to continue serving them. Most agreed with this statement shared in the Spokane focus group: “I don’t want someone to show up and say, ‘I’m eligible for Title I.’ I want them to say, ‘I’m ready to take the next step in my career.’ Then I can package the resources for them.” A broader paraphrase of this statement, more generally applicable to any program included in this study would be, “I need help with _____.”

The second framing issue for the common intake was “what is the purpose of the common intake?” In this case, participants were reacting to a few specific fields that they identified as more important for reporting and were not necessary to determine eligibility. These specific fields mentioned were race and sex, but a thorough analysis of each field was not conducted. They indicated a preference for an intake process designed to help determine eligibility and that had a lower priority of collecting data needed for reporting.

Scenario 1: Common data elements

As shown in **Exhibit 6,** scenario one focuses on the feasibility of integrating data based on the commonality of the data point across programs. This scenario includes the fields which are most common (at least ten programs include them in their database). This option would include fields that may be less important to case managers, including race, Hispanic and sex. It also includes a few fields that are key to determining eligibility for many programs, even if fewer than ten programs include them in their database. These include income, homelessness and public assistance.

Exhibit 6. Common Intake Scenario One

Field	# of Programs
First Name	10
Last Name	10
Address	13
City	11
State	15
Zip	15
Phone	12
Email	11
Sex	13
DoB	16
Race	12
Hispanic	11
Veteran	13
Employment Status	13
Highest Educational Level	12
Disability	11
Income	8
Homeless	7
Public Assistance	5

Scenario 2: Priority data elements

In scenario two, input from the prototyping sessions is incorporated into the database analysis to identify intake fields that are both prevalent across other databases and important to frontline staff.

As described above, during the prototyping sessions, participants were asked to vote on the fields that, if included in an intake form, would be most valuable to their work. The results of these voting sessions are portrayed in **Exhibit 7**.

Exhibit 7. Common Intake Data Element Focus Group Testing Analysis

Data Element	College	DSHS	DVR	ESD	WIOA Title I contractors	Total
Employment status	5	5	2	3	2	**17**
Disability	2	5	3	4	2	**16**
Date of birth	2	5	1	4	1	**13**
Address	2	5	0	3	2	**12**
Phone	3	3	0	4	2	**12**
Unemployment Status	5	2	2	2	1	**12**
Low income/family size	7	1	0	3	0	**11**
Email	4	0	1	3	2	**10**
Homeless	1	4	1	4	0	**10**
Veteran	3	1	0	4	2	**10**
Ex-offender	1	1	0	6	0	**8**
Citizenship	1	4	1	0	1	**7**
Highest education level	1	1	2	2	1	**7**
Public assistance	1	3	1	1	1	**7**
Marital status	1	5	0	0	0	**6**
Basic skills	1	0	2	2	0	**5**
Displaced homemaker	4	0	0	1	0	**5**
Require translation	1	2	1	1	0	**5**
School Status	2	3	0	0	0	**5**
Worker retraining	4	0	0	1	0	**5**
Disability Type	1	1	2	0	0	**4**
Pregnant or young parent	0	3	0	1	0	**4**
Primary langauge	0	4	0	0	0	**4**
Residency	0	4	0	0	0	**4**
Active duty	1	1	0	1	0	**3**
SNAP	2	0	0	1	0	**3**
Zip	1	0	0	2	0	**3**
Number of Participants	6	7	2	6	2	**23**

Contact information data elements that were not voted on in the final focus group, based on discussion and feedback that contact information are elements that are always required.

In **Exhibits 7** and **8**, the fields highlighted in blue, as described above, were not voted on in the final session as participants agreed they would be included in any common intake.

Exhibit 8. Common Intake Scenario Two

Field	# of Programs	# of Votes
First Name	10	--
Last Name	10	--
Address	13	12
City	11	--
State	15	--
Zip	15	3
Phone	12	12
Email	11	10
DoB	16	13
Income/Family Size	8	11
Veteran	13	10
Employment Status	13	17
Highest Educational Level	12	7
Disability	11	16
Citizenship	8	7
Homeless	7	10
Public Assistance	5	7
Ex-Offender	5	8

Contact information data elements that were not voted on in the final focus group, based on discussion and feedback that contact information are elements that are always required.

Participants in the prototype sessions requested that family size be collected in addition to income, since income is often determined by family size.

Common Intake Questions

Questions from the 13 different intake forms received through the data element analysis were analyzed and matched to the 21 different data elements identified in common intake scenarios one and two. Based on the analysis of these questions the following list of recommended questions were developed. The questions by intake form and the full list of intake forms can be found in Appendix J.

Additionally, notes and considerations for the common intake related to each specific question are included in the table below. Questions that are recommended to be optional due either to the length of the form or because the data is collected by fewer programs are noted with an *.

First, Middle and Last Name

First Name: ____

Middle Initial*: ____________________________________

Last Name: ____

Notes:

To aid in the development of a common intake database it is best if the common intake form, whether a paper form or an online form, have three fields, one each for first name, middle initial and last name. This structure would allow the data to be entered in a manner that is easiest to share among the formats of different databases.

Address, City, State and Zip

Address 1: ____

Address 2 *: ____

City: ______________________________________ State: __ Zip: _____

Address Type: (drop down or selection of preferred types)

Notes:

From the perspective of database design, it is recommended to provide an address 1 and address 2 field, allowing for the collection of unit numbers and other address information. Additionally, it is recommended to include a field for address type, which allows for the user of the common intake to specify the type of address entered, such as primary address, physical address, mailing address, etc. The database can specify the types of addresses allowed. Additionally, specifying address type allows for the creation of multiple addresses for each individual included in the database, for example, an individual may have different physical and mailing addresses and some programs will require/prefer one address type over another.

Phone

Phone: __________

Ext.: ______

Phone Type: (drop down menu or selection of preferred types)

Are you willing to receive text messages: ☐ Yes ☐ No

Notes:

Best practices in database design indicate that the phone field should be limited to the number of digits needed for a phone number. If only U.S. phone numbers allowed, the field should be limited to ten digits, if international phone numbers are collected, then the field should be limited to the maximum number of digits needed for any phone number included.

The inclusion of an extension field allows for the collection of additional phone information. Additionally, the phone type field allows for the database to handle the variety of phone options that may be collected during the intake process. Phone types allowed could include primary, alternate, cell, work, home, day, evening and others.

Including a question asking about text messages is a field that is increasingly common. This allows the individual to specify if text messages are a preferred method of communication if the phone number provided receives them. While this is not a field that is currently collected in intake forms, it is an option that staff indicated would aid communication with customers/students.

Email

Email: _______________________________

Sex

Gender:

☐ Male

☐ Female

☐ Transgender

☐ Other

☐ Prefer not to disclose

Notes:

In order to accommodate the variation in how different programs collect this information, it is recommended to provide the widest variety of options in a common intake form. Some programs specify that this question is voluntary. However, if some databases are designed to require gender as a field, but limit the responses to male and female, it will be important to resolve how the data is transferred for individuals that prefer not to disclose that information or select options other than male and female. Database fields that are required will result in an error when required fields are left blank.

Date of Birth

Date of Birth: __/__/____

Notes:

Date of birth should be a date field in the database, allowing for a two-digit numeric month and date and four-digit year.

Race

Race:

☐ African American ☐ Alaska Native ☐ American Indian ☐ Chinese

☐ Filipino ☐ Japanese ☐ Korean ☐ Native Hawaiian ☐ Vietnamese

☐ White ☐ Other Asian ☐ Other Pacific Islander

☐ Other Race (specify)___________ ☐ Prefer not to disclose

Notes:

The selections for race above include the most specific options included throughout the intake questions examined. This method will allow for the collection of the most specific information required, which can be converted to meet the less specific information used by other databases. Many intake forms indicate that the disclosure of race is a voluntary question, however, *this may not be the case for all databases, similar to the challenges noted under sex.*

Hispanic

Are you Hispanic or Latino? *(Check one):*

☐ No

☐ Yes, Mexican, Mexican American, Chicano

☐ Yes, Puerto Rican

☐ Yes, Cuban

☐ Yes, other Spanish/Hispanic/Latino (Please specify) ____________________

☐ Prefer not to disclose

Notes:

Similar to the question for race above, the recommended selections are the most specific selections included in the available intake form questions. Using the most specific options will allow for the collection of data needed for all databases and can be converted when transferred to databases that require a simple yes or no, or another less specific data point. Some databases allow for the selection of "unspecified," the option "prefer not to disclose" can be interpreted as unspecified.

Similar to race above, many common intake forms indicate that providing an answer to the question is voluntary. This may not be the case for all databases, and if the question is required but unanswered an error may occur in the database.

Veteran

Are you a Veteran of the U.S. Armed Forces? ☐ Yes ☐ No

Notes:

This format is recommended due to the additional detail included in the format of the question. Other forms simply provide the word Veteran with a yes/no selection.

Employment Status

Employment Status *(check one):*

☐ Employed ((a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession , or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.)

☐ Not Employed (not employed but seeking employment, making specific effort to find a job, and is available for work)

☐ Not in the labor force (not employed and is not actively looking for work)

☐ Employed, but received notice of termination of employment or military separation is pending

Notes:

The above question follows the employment status questions asked by SBCTC at program application. Among the questions analyzed this format has the most detail and the most options for different types of employment and/or unemployment status. Responses to the above question can be converted to meet the data requirements of other databases. Additional information needed by programs related to employment status can be asked as supplementary questions to the common intake by individual programs as needed.

Highest Education Level

Highest Degree or Level of Schooling Completed *(check one)*

☐ No Schooling ☐ Grades 1-5 ☐ Grades 6-8 ☐ Grades 9-12 (no diploma)

☐ High School Diploma or alternate ☐ High School Equivalent (e.g. GED)

☐ Some College or technical, no degree ☐ AA/AAS ☐ BA/BAS ☐ Masters

☐ Doctorate ☐ Occupational License ☐ Certification ☐ Unknown

Notes:

The above selections for highest education level represent the widest variety of options used throughout the various intake forms analyzed. The responses to these questions can be converted to meet the needs of the databases for the widest variety of programs.

For example, if an individual selected AA/AAS or BA/BAS, then that data can be converted to meet the needs of a program that has the option for "College or professional degree." Similarly, the breakdown by grade-level can be converted to meet the needs of a program that simply has the option for "Less than HS."

Disability

Do you have a disability? ☐ No ☐ Yes

Notes:

Most intake forms analyzed simply ask for a yes/no response to disability. One intake provided a definition for disability for the purposes of their form. Depending on programs participating in the common intake it may be advisable to agree upon the definition for disability for the purposes of the common intake form.

This field is included because frontline staff indicated it was a high priority for the intake form. However, including this field could limit the ability for the WIOA Title IV program to participate in the common intake. Federal rules obligate WIOA Title IV programs to conduct an eligibility determination on every person requesting services. They have shared that this rule is interpreted liberally, and they have concerns that any customer/student who fills out the common intake may need to be evaluated for eligibility. A thorough discussion with their administrators about this field (and the common intake) and analysis of the trade-offs is recommended.

Income and Family Size

***For each person in the home:**

First name: ____

Last name: ____

Age: ____

Gender: ____

Relation to you*: ☐ self ☐ spouse ☐ related by blood, marriage or adoption ☐ unrelated by blood, marriage or adoption

Notes:

The question regarding family size follows the basic framework used by Washington Connections to gather data around relationships, but with much less detail. Some programs require additional detail around relationships within the household, which could be collected in an interview. In an attempt to keep the common intake relatively short, and improve response rates, this information can be optional in the form and can be collected as needed as supplementary information during an interview.

Monthly income for HOH plus all adult members of the family
Earned Income Amount: $_______________
TANF: $________________________________
Pension: $______________________________
Food Stamps: $__________________________
Child Support: $_________________________
SSI/SSA: $______________________________
Other Income: $_________________________

Notes:

Among the intake questions analyzed most requested monthly household income. Some programs may require different income information, such as income over the past three months, for their individual intake process. Programs that require different or more specific information can collect this information through the interview process.

Homeless

☐ Homeless individual – a person without a fixed, regular and adequate nighttime residence or runaway youth.

Notes:

The above selection provides a basic definition for homeless common to the intake forms analyzed. However, it may be necessary to ensure that the simple definition included in the form is agreed upon by the variety of programs participating.

Public Assistance

Are you or any member of your family currently receiving any form of public assistance? *(Check all that apply):*

☐ Food Stamps ☐ TANF ☐ Housing ☐ Basic Food ☐ ABD ☐ Cash

☐ SSI/SSDI ☐ SSI/SSDI *(recently applied)* ☐ Reduced Lunch

☐ Unemployment Insurance (or Exhausted) ☐ Other ___________________

Notes:

Similar to questions like race and Hispanic, this question combines the wide variety of selections for public assistance used in the intake forms analyzed. This allows for the collection of the most specificity, which can be converted to the less specific options needed by some programs.

Eligibility to Work and Citizenship

Are you Legally entitled to work in the United States?* ☐ Yes ☐ No

What is your <u>current</u> citizenship status?*

☐ U.S. Citizen ☐ Refugee ☐ Resident Immigrant ☐ Asylee

Notes:

Some intake forms ask about citizenship status, while other forms ask for eligibility to work. The combination of the two questions should satisfy the requirements for most programs.

It is very important to note however that during outreach, some programs indicated that they are not allowed to ask about citizenship, while others use it as an eligibility criterion. Therefore, when finalizing any common intake, it will be important to either allow this question to be removed for *some programs or make it very clear that in some cases this question should not be answered.*

Ex-offender

Have you ever been convicted of a crime?* ☐ Yes ☐ No

If yes, when? __/__/____

Notes:

Like eligibility to work and citizenship, ex-offender is a data element considered important only to some programs. Therefore, this question should clearly be marked as optional.

DATA WORKFLOW PATTERNS

One of the goals of the common intake form should be to enable the case manager to make the initial customer/student interview as efficient as possible. Case managers across focus groups indicated that in their experience there is no substitute for the initial contact with customers/students. Participants shared that they use this process to conduct a mental "sorting" exercise when working with customers/students for the first time. This includes asking key questions early in the interview to help determine needs, potential barriers and potential eligibility. After ensuring they have the customer/student's basic contact information, these early questions include:

- Reason for visit (if unclear)
- Employment status and history
- Whether they are on public assistance
- Income
- Family size
- Disability
- Veteran status
- Ex-offender

They indicated that they have found that customers/students often do not accurately fill out forms, and/or they are more likely to reveal barriers in a conversation than they are to put them on a form. For these reasons, they would use a common intake form to help initiate and guide a conversation with a customer. Case managers also shared that, for compliance reasons, they would confirm all the information provided on the form with the customer, and they would likely also do this if they were receiving a referral.

The common intake process should allow for a variety of methods for collecting data on the form. All participants agreed that the form should be electronic, not in pencil. Inputting data directly into the computer creates efficiencies due to not having to interpret handwriting or collect the information twice.

While they agreed that the form should be electronic, there was debate about whether the customer/student should fill out the application or the case manager/staff person should do it. Some participants liked the convenience of allowing the forms to be filled out by individuals. Intake processes like Start Next Quarter or Washington Connections were mentioned in this context, where customers answer questions about their particular situation. One survey respondent wrote, "WIOA intakes in Washington collect a lot of information and take a very long time. [It] would be easier to have the customer fill out all the info themselves and just have the case manager verify they have the proper documentation."

Others questioned this because some customers or students fill out the form inaccurately requiring case managers to make corrections discovered through the interview. Another common argument against having customers/students fill out the intake is that some may be unable to because of a lack of English or technology literacy. There was some agreement that it may save time in the aggregate if customers/students fill out the intake first so long as there is staff assistance available for those with English/technology literacy challenges.

Some staff also discussed the value of having an online form that could be completed off-site, prior to arrival. Participants who liked having an online form often noted that their hours can be inconvenient to working adults; college staff were especially likely to note this barrier. While operating hours is a known issue, it is unclear how an online intake form would address the issue. Since all staff agree that they would still want to conduct an interview with a first-time customer/student, an online intake form would only help if there were non-standard hours available for this first-time interview.

Many preferred that intake forms be completed upon first arrival to a One Stop, Connections Site or college campus. In most cases, participants felt that these should be completed regardless of reason, even, for example, if a customer came to a One Stop to participate in a workshop. They believed that the minor inconvenience of taking time to fill out a short form would prove its worth in the aggregate because so many workshop participants end up wanting additional services after their workshop. Those who had reservations about this scenario were concerned about One Stop capacity if too many individuals showed up for a popular workshop.

In all of these cases, participants acknowledged that every program included in this project required paper backups be kept, and most only used these paper copies during audits.

Participants requested that a common intake system have a way to indicate how recently information had been added to each field. They shared that customer/student circumstances often change, and sometimes frequently. Knowing when data was added to a field could help guide what information staff have to confirm with the customer/student.

Common Intake Workflow Recommendation

During the prototype discussions in Seattle and Everett, potential workflows were discussed.

At the end of both prototyping sessions, participants agreed that **the form should be designed to be incorporated into a variety of workflows**. Participants noted that there is too much variability across the system to account for the diversity of workflows being used. They also preferred a form that could accommodate locally funded programs by **including the option to create or change fields as needed**. Many echoed the following sentiment: “It is just important to create something that is flexible as our funding changes weekly as we bring in new grants, close out old grants, etc.”

Overlapping Eligibility Requirements and Assessments

There are several areas where programs have overlapping eligibility requirements and the assessments used to administer the program.

Eligibility criteria were collected by reviewing program specific eligibility criteria tools when available. When this was unavailable, the Revised Code of Washington (RCW) and Washington Administrative Code (WAC) for the identified programs was reviewed.

This eligibility analysis identified six common eligibility categories:

- Age
- School/education requirements
- Work requirements
- Citizenship/residency
- Income
- Veterans/active military

Exhibit 9 summarizes eligibility criteria over these categories.

The most common eligibility category is income, which is identified in seven of the programs, followed by age, used in six programs.

The Trade Adjustment Assistance program is not included in this analysis because it did not have eligibility criteria in common with the other programs. The Dislocated Worker program has work-related eligibility criteria that are too complicated to portray in the above Exhibit. Additional information about these two programs, and more detail about the rest of those included are available in documents supplemental to this report.

Exhibit 9. Program Eligibility Analysis

	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		Yes			Yes		Yes	Yes			Yes	Yes	
Veterans/Active Military			Yes		Yes				Yes				Yes

Frontline staff were also asked about the different types of assessments they use for their programs. The complete results by program can be found in Appendix I. The summary in **Exhibit 10**, shows that the CASAS test is by far the most popular assessment. The CASAS test is also the most popular assessment across programs, holding the distinction of being the most likely to be mentioned across the most programs.

Eligibility application and screening includes responses indicating that frontline staff use the eligibility application itself, or a screening tool developed for the program, to assess customers/students.

WOWI was most often mentioned by DVR frontline staff and rarely mentioned by staff from any other program.

Exhibit 10. 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%

Data Sharing Information

This section describes the current procedures of, and potential improvements to, data sharing between staff in workforce programs. This analysis includes information sharing related to:

- Specific expertise or knowledge
- Referrals
- Two or more frontline staff coordinating services around a common customer/student

Survey respondents and focus group participants were asked how data sharing could make their jobs easier, lead to better customer outcomes and make their work more efficient. Partly due to confidentiality rules, the majority of survey respondents reported that they do not currently send or receive information about customers/students. Staff expressed a desire to share certain information, such as intake data and customer goals, to be more efficient and better serve customers.

Current Practice

Survey respondents and focus group participants were nearly unanimous in identifying the challenges facing information sharing. These included the differing data sharing rules requiring multiple releases of information; data sharing being largely dependent on personal relationships between staff; and the lack of a standard practice regarding data sharing. As result, little is shared. In the following table, **Exhibit 11**, participants were instructed to leave the field blank if they do not typically receive information about a referral. Adding the blank fields to those who wrote in "nothing" shows that almost 60 percent of respondents do not typically get information about a referral.

Exhibit 11. What information do you typically receive now about a customer/student who has been referred from a different provider or organization? (If you don't get any, leave it blank)

	# Responses	% Responses
Nothing (includes those that left the response blank)	160	58%
Contact	26	9%
Depends	18	7%
Accessibility/disability information	16	6%
Employment status/history	15	5%
Education status/history	14	5%
Education/job goals	10	4%
Benefits currently receiving	9	3%
Basic eligibility information (i.e., dislocated worker, income, family size)	9	3%
Assessments	7	3%
Medical records	7	3%
Barriers to employment	4	1%
Basic needs	4	1%
Interests	4	1%
Reason for referral	4	1%
Other	33	12%
Total Responses	**274**	

Privacy rules inhibit information sharing and the method for information sharing, so little is shared. Some open-ended responses to the surveys indicated that sharing information about customers/students was not part of their job and they would not consider doing it under any circumstance. Those staff who do share information noted that the release of information process is burdensome as each program has their own form that requires signing. When information is shared, they share the least amount of information necessary with only the specific people who need to know the information to serve the customer/student.

Exhibit 12. If you don't exchange information about a customer/student, why not? (Check all that apply)

	# Responses	% Responses
Confidentiality rules	80	63%
Other	46	36%
Don't know who to share with	35	27%
No easy way	13	10%
Lack of time	12	9%
Total Responses	**128**	

Most "Other" responses indicated that confidentiality rules inhibited sharing. A few "Other" responses indicate that they do not exchange information because they did not believe it was being used.

Information exchange depends on personal relationships of individual case managers and staff. The second most popular response to "If you don't exchange information…, why not?" was that they did not know with whom to share. This was a theme in the focus groups as well. In Seattle, participants noted that experience and relationships drove information sharing. In Seattle, where this was a major theme, participants, who were mostly relatively experienced, discussed knowing that certain system staff had expertise in specific areas. For example, one staff member is a certified mental health professional and the case managers who know him often refer to him when his expertise is needed. Another staff member has developed significant expertise in the health care field and receives questions and sometimes referrals for customers/students interested in pursuing a career in health care.

There is no standardized practice or expectations regarding information exchange. In **Exhibit 11**, above, the third most popular answer to "what information do you receive now about a referred customer/student…?" was "Depends." Respondents that left comments like this indicated that there is no standard practice and no expectations across the different members of the workforce system regarding referrals. Respondents to both the surveys and within the focus groups indicated that this poor referral practice was among the most frustrating components of their job and that, if improved, could lead to improved customer service. Respondents shared that because who makes the referral is often unknown, there is no way to improve poor referral patterns. Other respondents expressed frustration that a referral with no contextual information required the case manager to ask the customer/student questions they had already answered.

As one respondent wrote, "[It's] so hit or miss with this question. Sometimes it's thorough, through email or the provider/org will let me know in person. Other times it's a sticky note. And maybe the least helpful, the customer reaching out on their own explaining they were referred. It creates more effort for the customer as now I'm having to ask additional questions, research more details, provide more referrals as maybe the referral wasn't the best fit and they needed to go to a different program."

Despite these challenges, some information is exchanged. Survey participants were asked how they currently exchanged information during referrals and when coordinating services for a customer/student. **Exhibits 13** and **14** below show their responses. There was little difference in practice between referrals and coordination. In both cases, with some variation about which was higher, the most popular ways to share information were in-person, by email or by phone. The fourth most popular response (grouped in the "Other" category) was through eJAS.

Exhibit 13. How Information is Exchanged About Students/Customers During Referrals (Check All That Apply)

	# Responses	% Responses
In person	135	63%
Email	132	61%
Phone	114	53%
Other	62	29%
I don't get info	36	17%
Skype	3	1%
Total Responses	**216**	

Exhibit 14. How Information is Exchanged When Coordinating Services (Check All That Apply)

	# Responses	% Responses
Email	151	72%
In person	128	61%
Phone	122	58%
Other	59	28%
Skype	1	0%
Total Responses	**211**	

When they do share, a wide variety of information is shared. In **Exhibit 15** respondents indicated that what they share is largely dependent upon the particular needs of the customer/student they are serving and the program to which they are referring the individual.

Exhibit 15. What information do you currently exchange with other providers or organizations to help coordinate service about a shared customer/student? (Check All That Apply)

	# 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

Participants were asked about information they would like to share under five different contexts:

- What information would lead to faster service, improve outcomes and/or improve productivity?
- What information would help staff assess eligibility?
- What information do they wish they received when a customer/student was referred?
- What information do they wish they had when coordinating services for a customer?
- What information would make sharing a customer more efficient?

Exhibit 16, below, summarizes the top survey responses in each of these contexts.

Exhibit 16. Summary of Most Highly Desired Data by Practice Area

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

While there were clear preferences depending on the context—**the response at the top of most respondents' lists was "enrolled services" or a list of all the services a customer/student was receiving**. During focus group discussions, frontline staff shared that knowing what other services a customer is receiving would allow them to more quickly understand an individual's circumstances, improve coordination and reduce duplication. As one survey participant stated, "Knowing not only where a customer is receiving services but what services they are receiving would make my limited time much more effective, as I wouldn't need to re-do work someone else had already done. I could also be more effective in assisting customers by identifying service gaps."

College staff often took this need to see what other services a customer was receiving a step further. They mentioned a desire to plan education careers by coordinating funding across programs. They wanted to be able to work with the student and other service providers to identify which programs would pay for different phases of education. College staff wanted a mechanism so that different service providers would commit funding in advance so that a student/customer's entire education program was more predictable.

A sub-category of responses captured under "enrolled services" is the desire to see the employment or training plan and goals of the participant. Having the plan and goals available greatly increases the ability to identify gaps in service and otherwise work more closely together to help the customer/student achieve their goals.

One participant in a focus group warned that some case managers might use this information about other services pejoratively. They may want to make sure that a customer/student "…isn't getting away with more services than they 'should' be…" The participant questioned whether this is an appropriate role for case managers and indicated that, if this role became more formal, it could "… put [case managers] in a weird spot of having to determine whether [the service is needed] or [the customer] is worthy for it."

The second most popular data point participants sought was employment status/history. Some participants indicated they wanted to see either a resume from the customer/student or they wanted access to the Unemployment Insurance database, which they felt already contains most of the information they required. In focus groups, participants shared that they often ask for a resume and/or employment history at the beginning of an interview and would use the information to quickly get a sense of an individual's background, work history and education. Customers/students sometimes cannot accurately remember all the jobs they have had, so having this information up front can make the interview more efficient. Case managers also use employment history to identify gaps in employment. Knowing about employment gaps allows them to probe what the customer/student did to re-gain employment—"…did they get additional training? How was that? Where they enrolled in a workforce program? What worked or didn't [work] with that program?" Employment history helps staff quickly identify potential barriers and make decisions about the next questions to help the individual identify appropriate career goals and service strategies.

The final data point to which respondents largely agreed was a tool that would allow them to easily determine the services for which customers/students might be eligible. Sometimes respondents wanted the actual data that would help them determine eligibility: income, family size, etc. But often they wanted an automated way to know the programs for which the individual may be eligible.

With either method, original eligibility information would need to be collected. In focus group discussions about how this would work, participants were likely to mention the need for an eligibility document wallet, where proof of eligibility information could be uploaded, stored and made available to all who needed it. Having to show this information only once would make visits more efficient and could help vulnerable populations, such as homeless individuals, who have a hard time keeping track of relevant documents.

To see the complete tables from these "desired practice" surveys, please refer to Appendix G.

DATA, TOOLS AND RESOURCES AND WEB-BASED TOOL CHEST RESOURCES

Using information from survey respondents and focus group participants, this section lists the resources being used and those that could be developed in the future.

Data, Tools and Resources Currently Used

Participants were asked three sets of questions regarding the tools they currently use. First, they were asked what tools they use to track customer/student progress of a career plan and how they use that tool to track progress over time. Second, they were asked about tools they use to help move students across programs. Finally, they were asked about the assessment tools they use for each program.

Exhibit 17, below, shows that the majority of respondents (51 percent) reported using program-specific databases to track customer/student progress on a career plan. The next largest category of respondents reported that they use databases created by themselves or by their organizations. This category includes those using databases such as Excel, Access or Salesforce, as well as those using collaboration software such as SharePoint. Other types of databases mentioned in this category include:

- AVP
- Civitas
- OneNote
- Podio
- iTRAC
- CRP

Exhibit 17. What tools do you use to track customer/student progress of a career plan?

	# Responses	% Responses
Program specific database (i.e., ETO, eJAS)	77	51%
Internal database (e.g. Excel, Access, Sharepoint)	42	28%
Training plan	13	9%
Education history	12	8%
Past case notes	12	8%
Email	11	7%
Caseload tracker	9	6%
Contact Information	9	6%
Monthly contacts	9	6%
Reporting	9	6%
IPP	8	5%
IPE	7	5%
Transcripts	7	5%
Other	49	32%
Total Responses	**151**	

Responses to "How do you use that tool to track customer/student progress of that career plan over time?" were similar and difficult to categorize. The following **Exhibit 18** shows the detailed responses to this question. Participants reported primarily using these tools to:

- Keep track of tasks they need to do, such as check in with participants (Update notes/info/plan).
- Track participant/student progress toward their goals and/or program (Program/training progress).
- Planning and goal setting with participants (Planning).
- Reporting and documentation (Reporting, Services available).

Exhibit 18. How do you use that tool to track customer/student progress of that career plan over time?

	# Responses	% Responses
Update notes/info/plan	56	49%
Program/training progress	52	46%
Planning	15	13%
Reporting	5	4%
Services available	4	4%
Communication	3	3%
Client tracking	1	1%
Program eligibility	1	1%
Verification	1	1%
Total Responses	**114**	

The second line of questioning in this category was about data, tools or resources developed to help customers/students efficiently move across programs. As can be seen in the following **Exhibit 19**, most respondents report using desk aids to help them efficiently support customers/students. These desk aids perform a variety of uses including describing other programs, policies and procedures, providing a "how-to" checklist of a complicated processes (such as using a complicated website), or offering annotated contact lists for referrals. Desk aids are developed primarily at the local level or by individual staff. They are highly customized to meet the need of the local areas or individual frontline staff. In the surveys, no respondent complained about desk aids, indicating that they are useful strategies for helping workforce customers/students.

Exhibit 19. What data, tools or resources have been developed by you or others to your help customers move across programs more efficiently (e.g., contact lists, desk aids, intra-nets)?

	# Responses	% Responses
Desk aids	41	36%
Standalone databases	27	23%
Collaboration strategies	27	23%
Improved referral system	15	13%
Common enrollment forms	9	8%
Searchable catalogues	7	6%
STARS	3	3%
Barcode	3	3%
Other	20	17%
Total Responses	**115**	

Standalone databases are used to have a searchable database that frontline staff can use to help customers/students identify needed services. An example of one of these is 211, but many respondents to this category indicated a local database had been developed. Almost 20 percent of respondents were likely to mention the difficulty of keeping the local database up to date or frustrations with ease of use. If a database is developed, it will be necessary to ensure that it is kept up to date.

The mentioned standalone databases include:

- Excel or Google Sheets databases developed locally
- Intra-nets
- The DVR database, STARS
- Salesforce

Another tool with which respondents seemed highly satisfied was collaboration strategies. These were mostly face-to-face and included strategies such as staff meetings, orientations or one-on-one sessions.

The third most popular response in this category was an improved referral system. If a survey respondent mentioned an improved referral system, they commonly included the following examples:

- Referral cards/sheets shared across service providers
- Warm handoffs
- Standardized referral protocols developed within an organization
- Skype

Data, Tools and Resources Needed

A series of questions in the surveys and focus groups were designed to prompt frontline staff about new tools that improve services to customers and students. High level responses are captured below, and, if appropriate, are also included in the following section "Resources for a Web-based Tool Chest".

As shown in **Exhibit 20**, many responses to this question indicated a desire for a common data system. Often, respondents included information about how they would like to use such a system. These included:

- Shareable funding map/tentative funding agreement across workforce programs (for students).
- Knowing who other case managers are, what services the customer/student is receiving, what services they have received.
- The ability to see all services for which a customer/student is eligible.
- A common, secured place to upload documents confirming eligibility to which other programs have access.
- The ability to track outcomes/placements across programs.

Exhibit 20. What new data, tools or resources should be developed to help customers move across programs more efficiently?

	# Responses	% Responses
Common data system	41	32%
Database of services	13	10%
Common enrollment forms	9	7%
Eligibility tool	9	7%
Improved referral system	8	6%
Disassistafaction with current system	8	6%
Improved self navigation tools	6	5%
More/better services	4	3%
Online application	3	2%
Other	43	34%
Total Responses	**127**	

When respondents indicated a desire for a database of services they were indicating something like 211. They often requested that the database should be curated, kept up to date (see above), searchable and able to provide contact information, eligibility criteria, office location and the first steps for a customer/student. Only one survey respondent mentioned 211. The 211 website was only mentioned in one focus group as well (Seattle).

The desire for an eligibility tool that staff could use was also mentioned in the survey, in the focus groups and interviews. In one interview, a manager stated, "…learning eligibility criteria is the least valuable thing my staff spend time on. I wish this was automated."

Other ideas in this area include:

- A scheduling system that would allow case managers to schedule appointments easily for customers/students with other case managers.
- An automated way to send customers/students reminders of key tasks, necessary check-ins with case managers.
- A way for customers/students to update their progress online.
- Eliminating the need for paper files.
- A passport or map tool to help customers figure out all the steps they need to gain needed services.
- The ability to sign documents electronically.
- A common data-sharing agreement across all workforce programs that only needs to be signed once by the customer/student.

Resources for a Web-Based Tool Chest

As described above, survey respondents and focus group participants shared a strong belief in the importance of in-person interviews during the intake process. They requested that tools be developed in a manner that supports case managers "working at the top of their scope" — enabling case managers to spend more time in one-on-one conversations with customers/students and less time searching for important information or referrals. As a One Stop manager shared, "I'm a little leery of a database that gets our staff to look at a computer instead of a person. So, keep in mind as it's being built that human contact should remain in there. With the systems we have we already spend too much time looking at screens and typing on keyboards instead of looking at the person we're talking to."

To that end, participants in this study identified the following as potentially helpful tools. These are roughly listed based on the popularity of a particular potential tool and/or a tool that is proposed based on the amount of frustration staff shared about a particular problem.

1. Privacy/release of information tools:
   a. One, system-wide release of information.
   b. A database or application that allows customers to input necessary release of information and would then be available for

the organizations for which the individual had selected and completed releases.

   c. A broadly available secure email system that frontline staff could use to communicate with customers/students. They note that, currently, communicating tends to be face-to-face, through snail mail or by phone. Because many customers work, take the bus and/or do not have control over their schedules, communication can be difficult. This can lead to inefficiencies such as re-work and delayed service, as well as customer/student dissatisfaction. Some participants acknowledged having access to a “secure email” system, but this did not appear to be a functionality available broadly throughout the system.

2. Referral tools
   a. Online referral tool that provides the staff member receiving the referral with information about the customer/student (e.g., contact information, the reason for the referral), contact information of the staff member making the referral and a way for the involved staff to communicate with each other about the customer/student.
   b. Related to this referral tool, an online scheduling tool that would allow frontline staff to easily schedule appointments with other frontline staff on behalf of customers/students.
3. Eligibility tools
   a. Online eligibility tool that case managers and other frontline staff can use to help determine for what services a customer/student may be eligible. For example, something like Start Next Quarter or Washington Connections, but for frontline staff to use which is much more broadly inclusive of potential services. Ideally this tool would be designed so that local areas can add or remove local program eligibility criteria as needed.
   b. Verification checklists for each funding source type that includes eligibility information, intended outcomes and contacts of local staff to discuss potential eligibility.
4. Coordination tools
   a. Eligibility document wallet, where proof of eligibility information can be uploaded and made available to all who need it.
   b. Online, sharable customer education or employment goal platform. Ideally this includes a method to track placement and other relevant outcome information.
   c. Online sharable education plan that includes a mechanism for providers to commit funding in advance and help make education plans more predictable. Ideally this would also allow frontline staff to track outcomes/placements across programs as well.

    d. An online tool that lists all the services a customer/student is receiving across the workforce system and the contact information of their case managers.
5. Online, modular orientation to Washington's workforce development system and resources available to a wide variety of staff (e.g., "what is 211", "how to make a referral", orientation to common programs).
6. An online desk aid builder that allows staff to build, share and customize desk aids across the state.
7. Improved 211 service (better/more frequent updates, curated).
8. An automated way to send customers/students reminders of key tasks, necessary check-ins with case managers.
9. A way for customers/students to update their progress online.
10. A passport or map tool to help customers figure out all the steps they need to gain needed services.
11. The ability to sign documents electronically.

Recommendations

The research conducted through an analysis of the databases, interviews, focus groups and surveys informed the recommendations that follow. These recommendations are organized by short, intermediate and long-term steps.

Immediate Steps

- **Develop online, modularized orientations.** Frontline staff indicated that there is varying consistency and knowledge about workforce programs and practices. A first step in building more consistency is to produce a series of online orientations geared to address specific topics or modules. Because staff do not have a lot of time to spend on professional development, these orientations should be considered "just in time" pieces that staff can access to improve their overall understanding of the system as they need them. To that end, they should be easy to access, easy to understand, and as brief as possible. Experienced case managers should be deeply involved in both identifying module topics and developing the modules. It will be important to prominently feature and advertise these modules, so they do not become another hidden asset of which only experienced case managers are aware. There are two categories of modules that would be useful:
    - What is? (e.g., agencies, programs)
    - How to? (e.g., make a referral, coordinate services for a shared customer, search for services in your community)

Intermediate Steps

- **Standardize referral practice and information exchange across agencies based on best practices and current state and federal regulations**. The lack of consistency around the practice of making referrals and sharing personal information was one of the most frustrating experiences frontline staff face. A poor referral can create additional work for a case manager as they have to repeat work already completed by another staff person and/or ask the customer/student to repeat information they have already provided. Standardizing expectations around referral practice and sharing information and holding staff accountable for following those expectations will improve system efficiency.
- **Develop one common release of information form that customers/students only need to sign once**. Staff shared that they spend significant amounts of time helping customers sign release of information forms and keeping track of the agencies with which they can share personal information based on the signed releases. Having one form that customers only have to sign once that could serve as a blanket release across the workforce system will help to improve customer service and efficiency.
- **Allow frontline staff access to work history and salary information from the Unemployment Insurance (UI) database.** Participants shared frustrations with not having access to the UI database because it contains much of the information they need to efficiently do their jobs. The information that could be the most helpful in the UI database is work history and salary information. Work history is important because this is one of the first data points sought by case managers as they interview new customers. Having access to work history would not only improve the efficiency of a first interview, but also improve its quality. Some customers cannot remember their complete work history or gloss over gaps in employment. Salary information would help provide a quick insight around potential program eligibility.
- **Create an online desk aid marketplace that is shareable across the state**. Desk aids were one of the most common tools staff reported using to help customers move across programs efficiently, and survey respondents seemed generally satisfied with them. Creating a sortable, searchable marketplace for sharing desk aids and providing functionality that allowed staff to rate shared desk aids could help reduce the time needed to create desk aids and help new staff get up to speed more quickly in their jobs.
- **Develop an online, sharable customer education or employment goal platform**. Ideally, staff want to know all the services a customer/student is receiving. An intermediate step might be to create a platform through which education and/or employment goals are shared across the system. Frontline staff indicated that it would increase their ability to identify gaps in service and otherwise

coordinate more closely if the variety of staff engaged with a customer/student have access to their goals.

- **Develop an online, sharable education plan that includes a mechanism for providers to commit funding in advance and help make education plans more predictable**. College staff indicated that having funding committed in advance would improve college completions. Ideally this would also allow frontline staff to track outcomes and placements across programs.

Long-Term Steps

- **Develop a common intake form and database.** The majority of staff are interested in a common intake that pre-populates information on their intake screens. They shared that this information would be especially useful if each field indicated when the data was collected, as some customer/student information can change over time. They also shared that while this information would help speed up the first interviews, they would still spend a few minutes confirming the information that came from the common intake form. Rather than creating a new system, there may be more expedient and cost-effective solutions to this such as providing access to the UI database and/or partnering with Washington Connections to include workforce programs more broadly.
- **Create an eligibility indicator <u>for staff</u>**. To paraphrase one manager, learning eligibility rules is one of the least value-added ways staff spend their time. If there is a way to automate this process for staff, it would allow them to spend more time working with customers/students. Ideally, this indicator would be developed in such a way that would allow local areas to set eligibility rules for locally/privately funded programs.
- **Develop an eligibility document wallet.** Participants indicated that the process of collecting eligibility documents is cumbersome for customers/students, and often repetitive if they are receiving services from multiple programs. For some customers/students, especially those who are homeless, keeping track of the necessary documents can be difficult. To improve this process, some participants requested a single, online repository that could be used to store necessary documents. This would need to have adequate security to protect the personal information, as well as rules that would describe the circumstances under which these stored documents could be used to determine eligibility.

Summary and Conclusions

This study has multiple distinct components: analyzing data elements and eligibility criteria across databases to recommend fields that could be included on a common intake; and analyzing input from frontline staff regarding data sharing and tools that would improve efficiency and customer/student outcomes.

Barriers related to security and privacy of protected information were common throughout the study. It is difficult to imagine how to move forward with a common intake or improved coordination without creating standardization across the affected programs regarding security and privacy of protected data. For example, an improved referral system, that allowed staff to share data about a customer/student, was near the top of the list of desires among many staff who participated in this project. It is unclear how staff could more effectively share data about a particular customer/student without a more effective release of information process. Another example regarding the common intake was raised by staff responsible for building and growing the Washington Connections site. They indicated that they often consider system security early in their process for selecting new programs to add. They have eliminated key workforce programs from participating in-part because of insufficient security protocols.

Once these preliminary challenges are overcome, there is plenty of commonality across programs, and agreement across participants, about needed next steps. These include the usefulness of a common intake.

Frontline staff input regarding data sharing highlight a common point. They desire data sharing tools that will minimize unproductive time (e.g., applying eligibility rules to a customer/student, asking a customer/student to rehash information already given, dealing with a poor referral) and maximize their value-added time (e.g., talking to a customer to help them clarify goals, helping them plan around those goals).

Staff identified many tools which, if developed, they felt could improve information sharing and coordination. The most common being improvements to the release of information process, referral tools (or barring that, more consistent expectations around referrals) and a tool to help improve and speed up the time it takes for staff to determine customer/student eligibility.

These improvements will help advance coordination and produce increased efficiencies across the system.

Appendix A. Interview Participants

Interviews were conducted with multiple contacts at the Washington State Employment Security Department (ESD), the Department of Social and Health Services (DSHS), the Department of Vocational Rehabilitation (DVR), the Department of the Blind, the State Board for Community and Technical Colleges (SBCTC) and the Department of Commerce. These interviews focused on understanding what data elements are collected by each of these state agencies, and how those data elements are collected and stored.

Each agency provided data dictionaries, if available, that informed the creation of a universal matrix of common intake data elements. Many data dictionaries provided by each state-level program are incomplete. For example, DSHS does not currently have a data dictionary.

Interviews were also conducted with local programs and regional workforce development councils. These interviews had two primary purposes. First, interviews with local programs, including SkillSource, Goodwill, Seattle Jobs Initiative, the Blue Mountain Action Council, the Successful Transition and Reentry project and SEIU Healthcare 1199NW Multi-Employer Training Fund, were focused on understanding the data elements collected by each program and how that data is collected and stored.

State Agencies

- Employment Security Department
  - Gary Kamimura
  - Jeff Robinson
  - Arabie Jalloway
  - Eric Lee
- Department of Social and Health Services, Department of Vocational Rehabilitation and Department of the Blind
  - Don Kay, DSHS-DVR
  - Michelle Mulhern, DSHS-DVR
  - Patrick Dymond, DSHS-Dept of the Blind
  - Alice Liou, DSHS
  - Barbara Parry, DSHS
  - Melissa Ford Shah, DSHS
  - Angel Vasily, DSHS
  - Patrick Canning, DSHS
  - Stephanie Hill, DSHS
  - Tamirah Williams, DSHS
  - Louisa Erickson, DSHS
  - Mike Brady, DSHS
  - Stacy Elwess, DSHS
  - Andrew Nord, DSHS

- Todd Fering, DSHS

- Washington State Board for Community and Technical Colleges
  - Carmen McKenzie
  - Lou Sager
  - Katherine Mahoney
  - Scott Toscano
- Department of Commerce
  - Tony Hansen
  - Karen Dun
  - Shelia Lee-Johnson
  - Others
- Jody Robbins, Department of Labor and Industries

Local Programs and Organizations

- Seattle-King County Workforce Development Council
  - Min Song
  - Beth Blanchard
- Northwest Workforce Development Council
  - Gay Dubigk
  - Gary Smith
  - Alex Kosmides
- Spokane Workforce Development Council
  - Dawn Karber
  - Liz Bates
  - Tim Robinson
  - Mark Maatke
- Workforce Central
  - Linda Nguyen
  - LaTana Huey
  - Deborah Howell
- Eastern Washington Partnership Workforce Development Council
  - Rod Van Alyne
- Pac Mountain Workforce Development Council
  - Cheryl Fambles
  - Sean Murphy
- South Central Workforce Development Council
  - Jack Fitzgerald
  - Patrick Valdoz
- Workforce Snohomish
  - Erin Monroe
- Workforce Southwest Washington
  - Jeannie Bennet
  - Kevin Perkey
- Benton Franklin Workforce Development Council
  - Tiffany Scott

- SkillSource/North Central Workforce Development Council
  - Dave Petersen
  - Heidi Lamers
  - Lee Hendrickson
  - Dave Petersen
  - Larry Henderson
- Olympic College, Air Washington Grants
  - Stephanie Thompson
- Seattle Jobs Initiative
  - Evan Smith
  - Joanne
- Blue Mountain Action Council (BMAC) and Successful Transition and Reentry (STAR)
  - Lenel Parish
- Goodwill
  - James Watts
- SEIU Healthcare 1199NW Multi-Employer Training Fund
  - Wendy Price

Focus Group Participants

Spokane Focus Group:

- WorkSource Spokane: 5 participants
- Spokane Falls Community College: 1 participant
- Next Generation Zone: 2 participants

Seattle Focus Group

- Employment Security Department: 2 participants
- Pacific Associates: 1 participant
- Neighborhood House: 1 participant
- TRAC Associates: 2 participants

Common Intake Prototype Testing Participants

North Seattle College

- Department of Vocational Rehabilitation: 1
- Department of Social and Health Services: 5
- Workforce Education: 3
- WorkSource: 2
- Employment Security Department: 3
- North Seattle College: 1

WorkSource Everett

- Department of Vocational Rehabilitation: 1
- Department of Social and Health Services: 2

- Trade Adjustment Act: 1
- Employment Security Department: 2
- Edmonds Community College: 1
- Everett Community College: 1
- Workforce Snohomish: 3

Appendix B. Interview Protocol

April 4, 2018
Ed Phippen

Introduction

My name is Ed Phippen. I'm working with the Workforce Training and Education Coordinating Board. They asked me to help get information from people who are especially skilled at helping customers navigate across workforce services. Since the term "navigation" is used a lot these days, I mean helping people figure out what services (beyond your own) that they are eligible for, and then helping them access those services. This could include services or training available at the WorkSource site, at a local college or with CBOs. The Workforce Board wants to know what you're doing to help customers navigate and what information would make navigation better. We are having discussions like this with several groups around the state.

1. Tell me your name and who you work for, what workforce programs do your work on and where do you work [at the one stop, at the college, off-site at a CBO]
2. What are the referral strategies you use to help customers connect with other services? [warm hand-offs, Skype, contact info]
3. Are there better ways to refer customers to other services? If so, what are they?
4. Talk about the strategies and techniques you use to help customers connect to other workforce services.
   a. Follow-up: What resources or tools do you use?
   b. What tools or resources do you wish you had?
5. If you had it in advance, what information about the customer would help you determine eligibility?
6. If you had it in advance, what information about the customer would help you make good referrals?
7. Is there any other information, if you had it in advance, that would help you better serve a customer?
8. What information do you typically receive about a customer that has been referred from a different provider or organization? [How do you get it?]
9. What information do you wish you would receive about a customer being referred from a different provider?
10. What information do you exchange with other providers or organizations to help coordinate services about a shared customer? [How do you share it? If you don't, why not?]

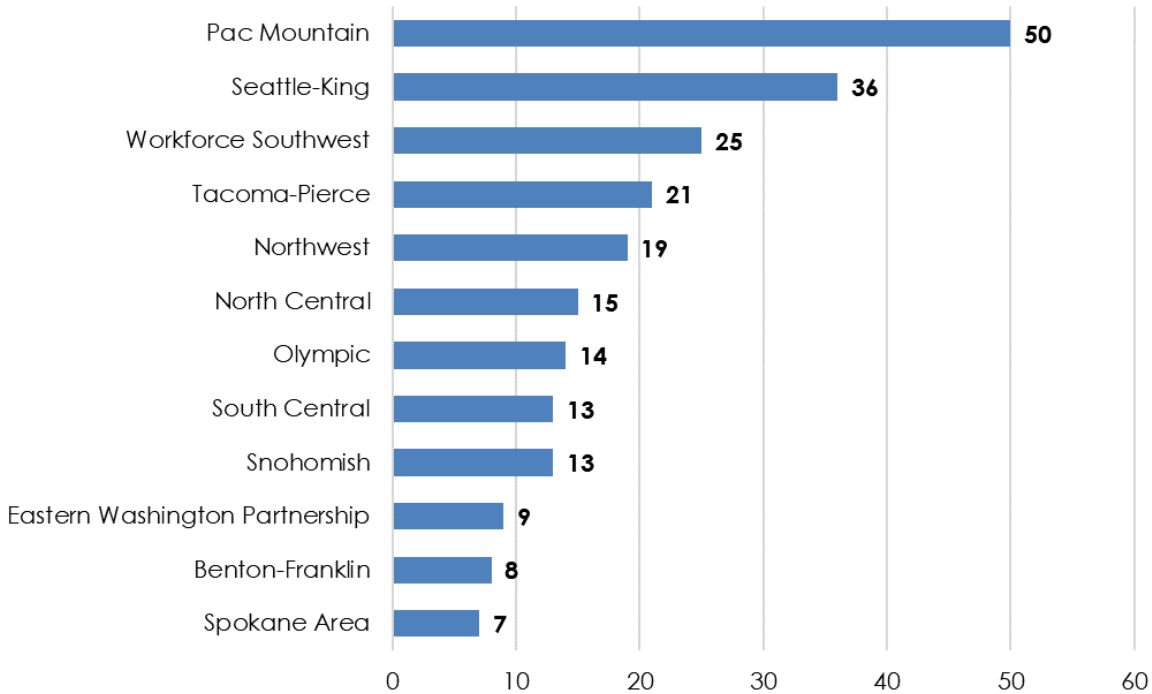
11. What information do you wish you exchanged with other providers/organizations about a shared customer to improve service coordination?
12. Suppose you were in charge and could make one change to better integrate workforce services – what would you do?
13. Suppose you had one minute to talk to the Governor about integrating workforce services – what would you say?
14. Is there anything we didn't talk about but should have?

Appendix C. Surveys

Workforce System Integration Survey

1. Please provide your name and contact information (this information will be private and only used to follow up with you if we have questions about your responses).
   a. Name
   b. Email
   c. Phone number
   d. Organization
   e. Title
2. In which workforce development area do you work?
   a. Northwest (Whatcom, Skagit, Island and San Juan Counties)
   b. Snohomish
   c. Olympic (Clallam, Kitsap and Jefferson Counties)
   d. Seattle-King
   e. Tacoma-Pierce County/Workforce Central
   f. Pacific Mountain (Grays Harbor, Mason, Lewis, Thurston and Pacific Counties)
   g. Workforce Southwest (Clark, Cowlitz and Wahkiakum Counties)
   h. South Central (Yakima, Kittitas, Klickitat and Skamania Counties)
   i. North Central (Chelan, Okanogan, Grant, Douglas and Adams Counties)
   j. Benton-Franklin
   k. Eastern Washington Partnership (Ferry, Pend Oreille, Garfield, Stevens, Columbia, Lincoln, Whitman, Asotin and Walla Walla Counties)
   l. Spokane Area

Exhibit C1. In which workforce development area do you work?



3. Please list any locally and/or privately funded workforce development programs that are used to provide workforce development services to customers in your area (put N/A if you are unaware of any). This would include programs funded directly by cities or counties, or through a private grant. It would not include programs that use state or federal funding but are implemented by local agencies (e.g., CSBG, H1B grants)
   a. Name of Program and Name of Administering Organization
   b. Name of Program and Name of Administering Organization
   c. Name of Program and Name of Administering Organization
   d. Name of Program and Name of Administering Organization
   e. Name of Program and Name of Administering Organization
4. What data, if shared would lead to faster service, help improve customer outcomes and/or improve productivity (e.g., you could see from which other programs a customer is receiving services)?
   a. Open-ended response

Exhibit C2. What data, if shared would lead to faster service, help improve customer outcomes and/or improve productivity (e.g., you could see from which other programs a customer is receiving services)?

	# Responses	% Responses
Enrolled services	45	34%
Shared enrollment data	32	24%
Case notes	21	16%
UI information	19	14%
Eligible services	17	13%
Labor market data	6	5%
Improved referral system	7	5%
Assessment results	6	5%
Educational background	6	5%
Funding and financial aid data	5	4%
Other	38	29%
Total Responses	**133**	

5. What new data, tools or resources should be developed to help customers move across programs more efficiently?
   a. Open-ended response

Exhibit C3. What new data, tools or resources should be developed to help customers move across programs more efficiently?

	# Responses	% Responses
Common data system	41	32%
Database of services	13	10%
Common enrollment forms	9	7%
Eligibility tool	9	7%
Improved referral system	8	6%
Disassistafaction with current system	8	6%
Improved self navigation tools	6	5%
More/better services	4	3%
Online application	3	2%
Other	43	34%
Total Responses	**127**	

6. What data, tools or resources have been developed by you or others to help your customers move across programs more efficiently (e.g., contact lists, desk aides, intra-nets)?
   a. Open-ended response

Exhibit C4. What data, tools or resources have been developed by you or others to help your customers move across programs more efficiently (e.g., contact lists, desk aides, intra-nets)?

	# Responses	% Responses
Desk aides	41	36%
Standalone databases	27	23%
Collaboration strategies	27	23%
Improved referral system	15	13%
Common enrollment forms	9	8%
Searchable catelogues	7	6%
STARS	3	3%
Barcode	3	3%
Other	20	17%
Total Responses	**115**	

7. Are there data entry/collections workflow patterns in your WorkSource or Connections office that would make a common intake process easier? If so, please describe.
   a. Open-ended response

Exhibit C5. Are there data entry/collections workflow patterns in your WorkSource or Connections office that would make a common intake process easier?

	# Responses	% Responses
Privacy rules	13	19%
Common intake and enrollment forms	7	10%
Cross agency staffing	6	9%
WorksourceWA, other websites and systems	5	7%
Common data system	5	7%
Customers create accounts/enter data	5	7%
Lack of staff/resources	5	7%
Siloed programs	4	6%
Standalone databases	3	4%
Too many databases	3	4%
Other	22	31%
Total Responses	**70**	

8. Are there data entry/collections workflow patterns in your WorkSource or Connections office that would make a common intake process more difficult? If so, please describe.
   a. Open-ended response

Exhibit C6. Are there data entry/collections workflow patterns in your WorkSource or Connections office that would make a common intake process more difficult?

	# Responses	% Responses
Data sharing rules	15	29%
Referral processes	8	15%
Poor or differing intake processes	5	10%
ETO	5	10%
Integrate job match with intake	4	8%
Integrating databases	4	8%
Everything is always changing	3	6%
Asking clients for the same information multiple times	3	6%
Other	23	44%
Total Responses	**52**	

9. Is there anything else you would like us to know about your local area that would help us understand your area with regard to this project?
   a. Open-ended response

College Workforce System Integration Survey

College and Workforce responses were combined for matching questions. See **Exhibits C1** through **C6** above for complete responses.

1. Please provide your name and contact information (this information will be private and only used to follow up with you if we have questions about your responses).
   a. Name
   b. Email
   c. Phone number
   d. Organization
   e. Title
2. In which workforce development area do you work?
   a. Northwest (Whatcom, Skagit, Island and San Juan Counties)
   b. Snohomish
   c. Olympic (Clallam, Kitsap and Jefferson Counties)
   d. Seattle-King
   e. Tacoma-Pierce County/Workforce Central
   f. Pacific Mountain (Grays Harbor, Mason, Lewis, Thurston and Pacific Counties)
   g. Workforce Southwest (Clark, Cowlitz and Wahkiakum Counties)
   h. South Central (Yakima, Kittitas, Klickitat and Skamania Counties)
   i. North Central (Chelan, Okanogan, Grant, Douglas and Adams Counties)

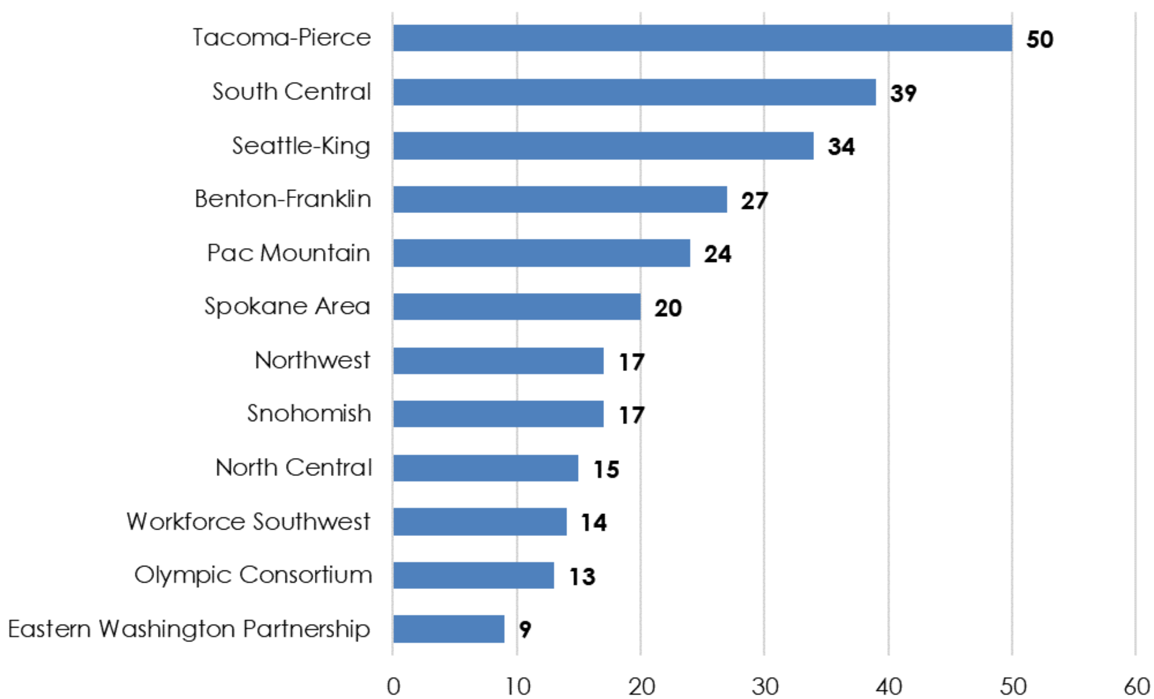
j. Benton-Franklin
k. Eastern Washington Partnership (Ferry, Pend Oreille, Garfield, Stevens, Columbia, Lincoln, Whitman, Asotin and Walla Walla Counties)
l. Spokane Area

3. Please list any programs funded outside of normal allocations that directly support workforce system customers. For colleges, this could mean locally funded (from city or county) or privately funded (foundations, trade associations, etc.) student service programs for transitional students, workforce students or training programs (cohort training, etc.).
   a. Name of Program and Name of Administering Organization
   b. Name of Program and Name of Administering Organization
   c. Name of Program and Name of Administering Organization
   d. Name of Program and Name of Administering Organization
   e. Name of Program and Name of Administering Organization
4. What data, if shared across different workforce programs, would lead to faster service, help improve students' outcomes and/or improve productivity (e.g., you could see from which other programs a student is receiving services)?
   a. Open-ended response
5. What new data, tools or resources should be developed to help students access other resources more efficiently?
   a. Open-ended response
6. What data, tools or resources have been developed by your or others to help your students move across programs more efficiently (e.g., contact lists, desk aides, intra-nets)?
   a. Open-ended response
7. Creating a more seamless data system for workforce customers across many different institutions and programs is complex work. Please describe existing requirements on campuses that have, our could pose a challenge to fully integrating services across all workforce development system partners and ideas on how to make it easier and more valuable for colleges and students.
   a. Open-ended response
8. Are there data entry/collections workflow patterns in your WorkSource or Connections office that would make a common intake process more difficult? If so, please describe.
   a. Open-ended response
9. Is there anything else you would like us to know about your local area that would help us understand your area with regard to this project?
   a. Open-ended response

Workforce Service and Data Element Survey

1. In which workforce development area do you work?
    a. Olympic Consortium (Clallam, Kitsap and Jefferson Counties)
    b. Pacific Mountain (Grays Harbor, Mason, Lewis, Thurston and Pacific Counties)
    c. Northwest (Whatcom, Skagit, Island and San Juan Counties)
    d. Snohomish
    e. Seattle-King (King County)
    f. Tacoma-Pierce (Pierce County)
    g. Southwest Washington (Clark, Cowlitz and Wahkiakum Counties)
    h. North Central (Chelan, Okanogan, Grant, Douglas and Adams Counties)
    i. South Central (Yakima, Kittitas, Klickitat and Skamania Counties)
    j. Eastern Washington Partnership (Ferry, Pend Oreille, Garfield, Stevens, Columbia, Lincoln, Whitman, Asotin and Walla Walla Counties)
    k. Benton-Franklin (Benton and Franklin Counties)
    l. Spokane (Spokane County)

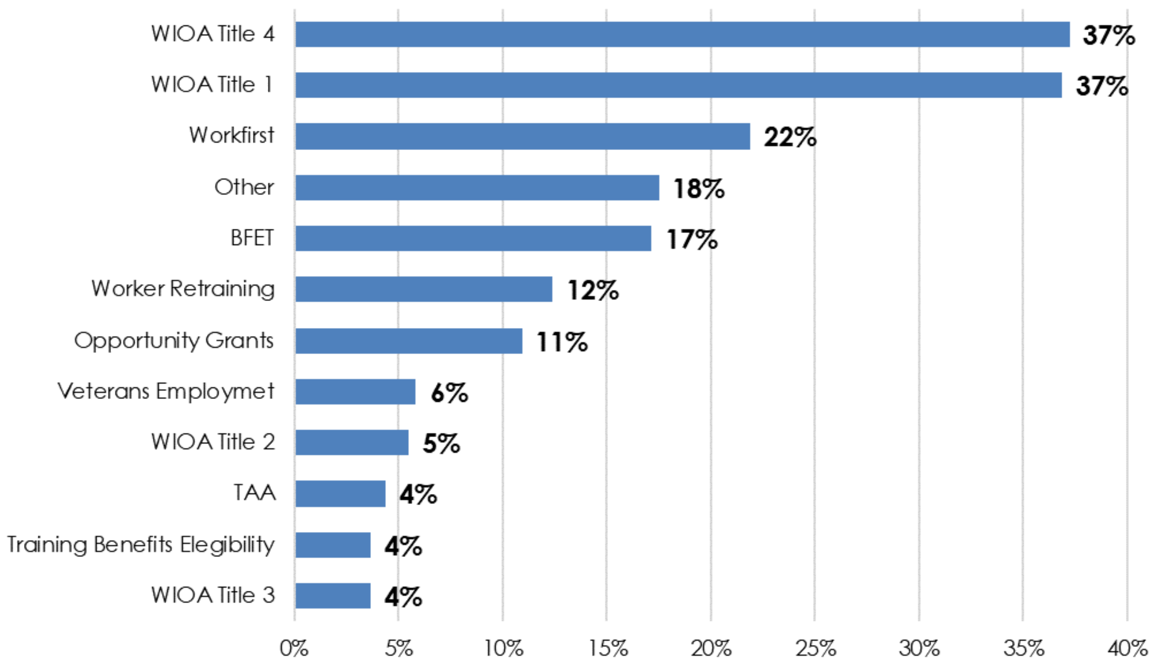
Exhibit C7. In which workforce development area do you work?



2. With which program(s) do you work (Check all that apply)?
    a. WIOA Title 1 (Adult, Dislocated Worker or Youth)
    b. WIOA Title 2 (Adult Education and Family Literacy)
    c. WIOA Title 3 (Wagner-Peyser)

d. WIOA Title 4 (Vocational Rehabilitation)
e. Workfirst
f. BFET
g. Worker Retraining
h. Opportunity Grants
i. Trade Adjustment Act
j. Training Benefits Eligibility Program
k. Veterans Employment and Training Service
l. Other (please specify)

Exhibit C8. With which program(s) do you work (check all that apply)?



3. What information about a customer/student, if you had it in advance, would help you efficiently assess their eligibility for the program(s) with which you work?
   a. Open-ended response

Exhibit C9. What information about a customer/student, if you had it in advance, would help you efficiently assess their eligibility for the program(s) with which you work?

	# Responses	% Responses
Employment status/history	86	43%
Basic eligibility information (i.e., dislocated worker, income, family size)	56	28%
Benefits currently receiving	52	26%
Accessibility/disability information	41	21%
Medical records	34	17%
Education status/history	27	14%
Barriers to employment	21	11%
Training needed/wanted	18	9%
Citizenship	17	9%
Mental health records	15	8%
Program eligibility	13	7%
Education/job goals	12	6%
Assessments	11	6%
Other	77	39%
Total Responses	**200**	

4. If you had it in advance, what information about the customer/student would help you to make good referrals?
   a. Open-ended response

Exhibit C10. If you had it in advance, what information about the customer/student would help you to make good referrals?

	# Responses	% Responses
Employment status/history	49	29%
Benefits currently receiving	41	24%
Education/job goals	40	23%
Basic eligibility information (i.e., dislocated worker, income, family size)	33	19%
Education status/history	31	18%
Barriers to employment	27	16%
Accessibility/disability information	23	13%
Basic needs	15	9%
Family info/demographics	14	8%
Program eligibility	12	7%
Assessments	11	6%
Services requested	9	5%
Mental health records	8	5%
Medical records	7	4%
Skills	7	4%
Other	55	32%
Total Responses	**171**	

5. Is there any other information, if you had it in advance, that would help you better serve a customer/student (beyond determining eligibility or referrals)? Please explain what information you would like and how it would help?
   a. Open-ended response

Exhibit C11. Is there any other information, if you had it in advance, that would help you better serve a customer/student (beyond determining eligibility or referrals)?

	# Responses	% Responses
Benefits currently receiving	26	23%
Education/job goals	21	19%
Barriers to employment	15	13%
Employment status/history	14	12%
Basic needs	12	11%
Interests	11	10%
Accessibility/disability information	10	9%
Basic eligibility information (i.e., dislocated worker, income, family size)	10	9%
Contact	9	8%
Education status/history	9	8%
Assessments	8	7%
Criminal history	7	6%
Transportation	7	6%
Other	74	65%
Total Responses	**113**	

6. What information do you typically receive now about a customer/student who has been referred from a different provider or organization? (If you don't get any, leave it blank).
   a. Open-ended response

Exhibit C12. What information do you typically receive now about a customer/student who has been referred from a different provider or organization?

	# Responses	% Responses
Nothing (includes those that left the response blank)	160	58%
Contact	26	9%
Depends	18	7%
Accessibility/disability information	16	6%
Employment status/history	15	5%
Education status/history	14	5%
Education/job goals	10	4%
Benefits currently receiving	9	3%
Basic eligibility information (i.e., dislocated worker, income, family size)	9	3%
Assessments	7	3%
Medical records	7	3%
Barriers to employment	4	1%
Basic needs	4	1%
Interests	4	1%
Reason for referral	4	1%
Other	33	12%
Total Responses	**274**	

7. How do you get this information? (Check all that apply)
   a. In person
   b. By phone
   c. By email
   d. By Skype
   e. I don't get information about a referred customer/student
   f. Other (please specify)

Exhibit C13. How information from referrals is received

	# Responses	% Responses
In person	135	63%
Email	132	61%
Phone	114	53%
Other	62	29%
I don't get info	36	17%
Skype	3	1%
Total Responses	**216**	

8. What information do you wish you would get about a customer/student being referred from a different provider or organization? Please rank from 1 (most important to 7 (least important).
   a. Other services or training the customer/student is currently receiving
   b. Service or training plan for the customer/student (if there is one)
   c. Name and contact information of all the staff members involved with customer/student
   d. Name and contact information of the staff member providing the referral
   e. Work history of the customer/student
   f. School/education history
   g. Assessment test results
   h. Eligibility/intake data (for example: name, address, income, family size, work status, education status)

Exhibit C14. What information do you wish you would get about a customer/student being referred from a different provider or organization? Ranked on a scale of one to seven, with one being most important

	Score
Eligibility/intake data	2.92
Other services or training the customer/student is currently receiving	4.10
Service or training plan for the customer/student	4.32
Work history of the customer/student	4.44
School/education history	4.45
Assessment test results	4.51
Name and contact information of the staff member providing the referral	5.12
Name and contact information of all the staff members involved with customer/student	5.53

9. Is there other information you wish you could get about a customer/student being referred from a different provider or organization that wasn't on the previous list?
   a. Open-ended response

Exhibit C15. Is there other information you wish you could get about a customer/student being referred from a different provider or organization that wasn't on the previous list?

	# Responses	% Responses
Nothing	11	18%
Benefits currently receiving	10	16%
Accessibility/disability information	7	11%
Barriers to employment	7	11%
Criminal history	7	11%
Mental health records	6	10%
Employment status/history	4	7%
Contact	3	5%
Medical records	3	5%
Release of information	3	5%
Financial Aid	3	5%
Transportation	3	5%
Customers commitment/attitude/behaviors	3	5%
Program/training progress	3	5%
Other	20	33%
Total Responses	**61**	

10. What information do you currently exchange with other providers or organizations to help coordinate service about a shared customer/student?
    a. Other services or training the customer/student is currently receiving
    b. Service or training plan for the customer/student (if there is one)
    c. Name and contact information of all the staff members involved with customer/student
    d. Name and contact information of the staff member providing the referral
    e. Work history of the customer/student
    f. School/education history
    g. Assessment test results
    h. Eligibility/intake data (for example: name, address, income, family size, work status, education status)
    i. I don't exchange information about my customer/students with other providers or organizations
    j. Other (please specify)

Exhibit C16. What information do you currently exchange with other providers or organizations to help coordinate service about 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**	

11. How do you exchange this information? (Check all that apply)
    a. In person
    b. By phone
    c. By email
    d. By Skype
    e. Other (please specify)

Exhibit C17. How information is exchanged about a share customer/student

	# Responses	% Responses
Email	151	72%
In person	128	61%
Phone	122	58%
Other	59	28%
Skype	1	0%
Total Responses	**211**	

12. If you don't exchange information about a customer/student, why not? (Check all that apply)
    a. Confidentiality rules
    b. I don't have an easy way to share information
    c. Lack of time
    d. I don't know with whom I need to share the information
    e. Other (please specify)

Exhibit C18. Why information is not exchanged

	# Responses	% Responses
Confidentiality rules	80	63%
Other	46	36%
Don't know who to share with	35	27%
No easy way	13	10%
Lack of time	12	9%
Total Responses	**128**	

13. What information do you wish you could get from other providers or organizations about a customer/student that would help you coordinate services?
    a. Open-ended response

Exhibit C19. What information do you wish you could get from other providers or organizations about a customer/student that would help you coordinate services?

	# Responses	% Responses
Benefits currently receiving	44	41%
Program/training progress	14	13%
Employment status/history	11	10%
Contact	10	9%
Education/job goals	8	7%
Other services contacts	7	6%
Program eligibility	6	6%
Customers commitment/attitude/behaviors	5	5%
Education status/history	4	4%
Assessments	4	4%
Available funding	4	4%
Accessibility/disability information	3	3%
Criminal history	3	3%
Mental health records	3	3%
Other	40	37%
Total Responses	**108**	

14. If you were sharing multiple customers/students across multiple service providers, what additional information or updated information would you have?
    a. Open-ended response

Exhibit C20. If you were sharing multiple customers/students across multiple service providers, what additional information or updated information would you have?

	# Responses	% Responses
Benefits currently receiving	32	41%
Program/training progress	18	23%
Secure, common info exchange	14	18%
Contact	9	12%
Other services contacts	8	10%
Release of information	5	6%
Universal service plan	5	6%
Employment status/history	3	4%
Other	28	36%
Total Responses	**78**	

15. Please list the names of the assessments you regularly use for any of the programs listed below.
    a. WIOA Title 1 (Adult, Dislocated Worker or Youth)
    b. WIOA Title 2 (Adult Education and Family Literacy)
    c. WIOA Title 3 (Wagner-Peyser)
    d. WIOA Title 4 (Vocational Rehabilitation)
    e. Workfirst
    f. BFET
    g. Worker Retraining
    h. Opportunity Grants
    i. Trade Adjustment Act
    j. Training Benefits Eligibility Program
    k. Veterans Employment and Training Service
    l. Other

See Appendix I for detailed results on assessments used by program.

16. What tools do you use to track customer/student progress of a career plan?
    a. Open-ended response

Exhibit C21. Tools Used to Track Customer/Student Progress

	# Responses	% Responses
Program specific database (i.e., ETO, eJAS)	77	51%
Internal database (e.g. Excel, Access, Sharepoint)	42	28%
Training plan	13	9%
Education history	12	8%
Past case notes	12	8%
Email	11	7%
Caseload tracker	9	6%
Contact Information	9	6%
Monthly contacts	9	6%
Reporting	9	6%
IPP	8	5%
IPE	7	5%
Transcripts	7	5%
Other	49	32%
Total Responses	**151**	

17. How do you use that tool to track customer/student progress of a career plan over time?
    a. Open-ended response

Exhibit C22. How Tools are Used to Track Customer/Student Progress

	# Responses	% Responses
Update notes/info/plan	56	49%
Program/training progress	52	46%
Planning	15	13%
Reporting	5	4%
Services available	4	4%
Communication	3	3%
Client tracking	1	1%
Program eligibility	1	1%
Verification	1	1%
Total Responses	**114**	

Appendix D. Focus Group Protocol

Draft Focus group protocol
February 14, 2018
Ed Phippen

Introduction

Good afternoon and welcome to our session. Thanks for taking the time to join us to talk about workforce integration. My name is Ed Phippen. I'm working with the Workforce Training and Education Coordinating Board. They asked us to help get information from people who are especially skilled at helping customers navigate across workforce services. Since the term "navigation" is used a lot these days, I mean helping people figure out what services (beyond your own) that they are eligible for, and then helping them access those services. This could include services or training available at the WorkSource site, at a local college or with CBOs. The Workforce Board wants to know what you're doing to help customers navigate and what information would make navigation better. We are having discussions like this with several groups around the state.

You were invited because you have particular experience with navigation and are familiar with workforce services broadly throughout your region (including the One Stop, community-based organizations and local colleges).

There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. Keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful.

You've probably noticed the microphone. We're tape recording the session because we don't want to miss any of your comments. People often say very helpful things in these discussions and we can't write fast enough to get them all down. We will be on a first name basis tonight, and we won't use any names in our reports. You may be assured of complete confidentiality. The reports will go back to the Workforce Board to help them improve navigation.

Let's begin.

1. Tell us your name and who you work for, what workforce programs do your work on and where do you work [at the one stop, at the college, off-site at a CBO]
2. When you think about the customers you have, what other programs do you typically connect them with? [Are there typical patterns of navigation?]

3. What are the referral strategies you use to help customers connect with other services? [warm hand-offs, Skype, contact info]
4. Are there better ways to refer customers to other services? If so, what are they?
5. Talk about the strategies and techniques you use to help customers connect to other workforce services.
   a. Follow-up: What resources or tools do you use?
6. Think back to a customer you recently met with – How do you figure out if they are eligible for other services?
7. What data about that customer would have helped you quickly identify their eligibility for other services?
8. What are the 3-5 pieces of customer information that if you had would make your job easier, lead to better customer outcomes or improve your productivity?
   a. Follow-up: Any web-based tools?
9. What are the tools, resources or policies that would make navigation a more common practice?
10. One of the things we are working on is a common intake. Are there customer-flow or data-entry patterns that would enhance or inhibit a common intake?
    a. Follow-up: What if the common intake was computer based?
    b. Follow-up: What if it was a paper form?
11. Suppose you were in charge and could make one change to better integrate workforce services – what would you do?
12. Suppose you had one minute to talk to the Governor about integrating workforce services – what would you say?

Appendix E. Common Intake Prototype Testing Protocol and Analysis

Common Intake Protocol

Welcome (2 mins)

My name is Ed Phippen. I'm working with Community Attributes on a Workforce Training and Education Coordinating Board project. The Workforce Training Board is a state agency responsible for helping to coordinate workforce service amongst a variety of state agencies and programs including colleges, Employment Security Department, DSHS and more. They have asked us to help identify fields that could be in a common intake form. The purposes for the common intake include reducing the amount of information customers have to repeat as they work with different providers across the system, and to help improve coordination across providers. We're here today to get your input on what would be the most helpful and take the least amount of time. We don't have an actual form for you to see – this is a very early stage of the common intake project.

In a session like this, I want to point out that it's not important for everyone to agree. Indeed, sometimes we get better information by identifying and exploring areas of disagreement. So please share your perspectives freely.

Any questions?

Okay, let's begin.

Introductions (5 mins) (7)

To start, please tell me your name, your employer's name and what programs you work with.

(0.5 mins/person – 5 mins total)

Ice Breaker – 1 (3 mins) (10)

I know that there may be some confusion about what we mean by "intake" as some programs don't have an intake process. By intake we mean the process you use to determine customer eligibility for your program. If your program doesn't call this intake, what do they call it?

For purposes of this discussion today, we're going to call this process intake. Okay?

Ice Breaker – 2 (5 mins) (15)

The common intake form is likely to be computerized. Even though it's computerized, it will need to be useful and easy to use for a wide variety of people, with a wide variety of comfort with computers. So we'd like to know about the diversity of computer-related experience we have in the room today. So to get started, we'd like you to place yourselves in a continuum of affinity for computers.

(Let them set up. Then ask the extremes and mean to describe their experience with computers. Then let people re-categorize themselves. Ask if I can take a picture at the end.)

[Make signs – "Love computers" and "Love paper"]

Value Discussion (20 mins) (35)

In working on this project, our goal has been to help make the intake process as valuable as possible and take the least amount of time. To do that, we'd like to hear from you about the things that are the most valuable to customers about intake.

(10 minutes)

Now please share the things that happen in intake that are the least valuable to customers. For example, during which activities do customers typically become frustrated.

(10 minutes)

[If this doesn't take 20 minutes, have them vote on where they spend the most time]

Common Intake Elements (40 mins) (75)

[Print pages with the possible elements and post them about the room. Have 1 blank page so people can fill in their own]

[Give each participant 10 stickers]

We've posted the possible elements around the room. [Read them off and define if necessary.] Each of you have 10 stickers to vote on the elements that you think would be the most valuable to you. You can "spend" all 10 stickers in 1 place, or vote for 10 different elements, or any combination thereof. So please go vote!

(10 minutes for voting)

Discussion

1. The following elements are the most popular. (List). Why were they important to you? (10 mins)
   a. Follow-up – Did anyone not vote for any of these elements? Can you share why?
2. The following elements were least popular. (List) Why were they less important to you? (10 mins)
   a. Follow-up – Did anyone vote for any of these elements? Can you share why?
3. On the blank page – are there any elements written that need clarification? Ask them to clarify. Ask the group if they have any reactions to the new elements. Anyone want to switch their votes? Discuss (10 mins)

[If time permits – explore differences between initial intake and referral processes.]

Most Efficient Process (10 mins) (85)

When you think about the variety of customers who come into this center for the first time, and the variety of reasons they come here for the first time, when would be the best time for them to fill out an intake form? Why?

[Explore differences between programs.]

When would be the worst time? Why?

[Explore differences between programs.]

Wrap up, next steps (5 mins) (90)

Common Intake Testing Analysis

Exhibit H1. Common Intake Testing Data Element Analysis

Data Element	College	DSHS	DVR	ESD	WIOA Title I contractors	Total
Employment status	5	5	2	3	2	**17**
Disability	2	5	3	4	2	**16**
Date of birth	2	5	1	4	1	**13**
Address	2	5	0	3	2	**12**
Phone	3	3	0	4	2	**12**
Unemployment Status	5	2	2	2	1	**12**
Low income/family size	7	1	0	3	0	**11**
Email	4	0	1	3	2	**10**
Homeless	1	4	1	4	0	**10**
Veteran	3	1	0	4	2	**10**
Ex-offender	1	1	0	6	0	**8**
Citizenship	1	4	1	0	1	**7**
Highest education level	1	1	2	2	1	**7**
Public assistance	1	3	1	1	1	**7**
Marital status	1	5	0	0	0	**6**
Basic skills	1	0	2	2	0	**5**
Displaced homemaker	4	0	0	1	0	**5**
Require translation	1	2	1	1	0	**5**
School Status	2	3	0	0	0	**5**
Worker retraining	4	0	0	1	0	**5**
Disability Type	1	1	2	0	0	**4**
Pregnant or young parent	0	3	0	1	0	**4**
Primary langauge	0	4	0	0	0	**4**
Residency	0	4	0	0	0	**4**
Active duty	1	1	0	1	0	**3**
SNAP	2	0	0	1	0	**3**
Zip	1	0	0	2	0	**3**
Number of Participants	6	7	2	6	2	**23**

Data elements added by attendees

Contact information data elements that were not voted on in the final focus group, based on discussion and feedback that contact information are elements that are always required.

Exhibit H1 cont. Common Intake Testing Data Element Analysis

Data Element	College	DSHS	DVR	ESD	WIOA Title I contractors	Total
City	0	2	0	0	0	**2**
County	1	0	0	0	1	**2**
Eligible to work	0	0	1	1	0	**2**
English langauge learner	1	0	0	1	0	**2**
Financial Resources	0	2	0	0	0	**2**
Phone type	0	1	0	1	0	**2**
Selective Service	0	0	0	1	1	**2**
Single parent	0	0	0	1	1	**2**
Current felon	0	1	0	0	0	**1**
Disabled Veteran	0	0	0	1	0	**1**
Other household members	0	1	0	0	0	**1**
Reasonable accommodation	0	0	0	1	0	**1**
Sex	1	0	0	0	0	**1**
Drop out	0	0	0	0	0	**0**
Race	0	0	0	0	0	**0**
Number of Participants	6	7	2	6	2	**23**

Data elements added by attendees
Contact information data elements that were not voted on in the final focus group, based on discussion and feedback that contact information are elements that are always required.

Appendix F. Data Dictionaries And Intake Forms Received

Exhibit F1. Data Dictionaries Received

File	Program	Description
DSHS-DVR Intake Data Dictionary.xlsx	WIOA Title IV	DVR provided this data dictionary of intake elments after our intreview with their staff. It includes intake questions, field name and data type.
DVR Case Service Report.pdf	All DVR	This Case Service Report delineates data reporting requirements for DVR. It was not used in the creation of the matrix, but is useful for context and reference.
ESD Data Dictionary.xlsx	All ESD	ESD provided this data dictionary for a data warehouse that has multiple inputs. During the interview, ESD noted that they are unable to map individual fields to their acutal source.
Goodwill Intake Data Dictionary.xlsx	Goodwill	Goodwill provided this data dictionary of intake elements they gather. It includes field names that match intake questions, field types and multi-pick values.
SBCTC Data Dictionary.xlsx	All SBCTC	SBCTC provided this data dictionary for a data warehouse that has multiple inputs. It includes a description of each element, data types and coded values, as well as notes on history and legacy sources.
Seattle Jobs Initiative Apricot Forms.xlsx	Seattle Jobs Initiative	Seattle Jobs Initiative provided these data dictionaries that define multiple forms in their Apricot system. These include intake, training, job placement-retention, support services, client progression, case notes and BFET.
SEIU Compiled Data Dictionary.xlsx	SEIU	CAI staff gathered data elements, associated questions and question response format from several websites used by SEIU Healthcare in submitting various requests and registrations.
Skillsource Client Database Diagram.pdf	Skillsource	Skillsource provided this entity relationship diagram of their client database. It defines all tables in the system and the relationships between them.
WIOA PIRL Federal Regulations.xlsx	WIOA PIRL	This martix describes the requirements of programs participating in WIOA. It includes data elements, data types and notes on how to record data in each field.

Exhibit F2. Intake Forms Received

File	Program	Description
BEFT Release of Information Form.pdf	BFET	Whatcom Community College provided this release of information form distributed at a student's first meeting with staff in their program.
Benton Franklin WIOA Application Form.pdf	WIOA Title I	Intake questions provided by Benton Franklin counties for application for WIOA Title 1 services.
BFET Individual Employment Plan Intake Form.docx	BFET	Whatcom Community College provided these intake questions for BFET used at colleges.
Blue Mountain Action Council Star-BMAC Intake Form.pdf	ETO	Blue Mountain Action Council provided these intake questions used for STAR/BMAC programs in addition to the WIOA/ETO intake.
Blue Mountain Action Council WIOA Eligibilty Checklist.pdf	ETO	Blue Mountain Action Council provided this checklist of criteria for WIOA eligibility.
Blue Mountain Action Council WIOA-ETO Intake Forms.pdf	ETO	Blue Mountain Action Counil provided this packet of forms used in the applicatio of clients into WIOA/ETO services.
Blue Mountain Council ACE Initial Assessment Form.pdf	ETO	Blue Mountain Action Council provided this Adult Comprehensive Evaluation Initial Assessment used in application to WIOA/ETO services.
DSHS WIOA Title IV Intake Form.webarchive	WIOA Title IV	DSHS provided this web achive file for a form used during application for WIOA Title IV services.
ESD WIOA Title I Intake Form.pdf	WIOA Title I	ESD provided this form used at intake for WIOA Title I.
Pac Mountain Carrer Path Intake Form.pdf	WIOA Title I	ESD provided this application for Career Path Services.
Pac Mountain Community Jobs Intake Form.pdf	Community Jobs	ESD provided these intake questions for commerce programs.
Pac Mountain TAA Intake Form 1.docx	TAA	ESD provided this form used at intake for TAA services.
Pac Mountain TAA Intake Form 2.docx	TAA	ESD provided this form used at intake for TAA services.
Pac Mountain WIOA Title I Intake Form.pdf	WIOA Title I	ESD provided this form used at intake for WIOA Title I.

Exhibit F2 cont. Intake Forms Received

File	Program	Description
SBCTC All Intake Form.docx	All SBCTC	SBCTC provided this form used during intake for all services they provide.
SBCTC WIOA Title II BFET Intake Form.pdf	WIOA Title II BFET	SBCTC provided this form used for application to BFET services at colleges.
SBCTC WIOA Title II Intake Form.docx	WIOA Title II	SBCTC provided this form used for application to WIOA Title II services at colleges.
Seattle Jobs Initiative Intake Forms.pdf	Seattle Jobs Initiative	Seattle Jobs Initiative provided this form that includes questions asked at intake.
WA Connect TANF-BFET Intake Form.xlsx	TANF/BFET	DSHS provided these questions asked during application for Washington Connect TANF and BFET programs.
WIOA Title II Challenge Learning Center Intake Form.pdf	WIOA Title II	The Rescue Mission provided this student intake record for the Challenge Learning Center.
Work Source WIOA Title I Intake Form.pdf	WIOA Title I	This is a WorkSource intake form for WIOA Title I used in Snohomish county.

Appendix G: Desired Data by Practice Area Tables

Exhibit G1. What data, if shared would lead to faster service, help improve customer outcomes and/or improve productivity (e.g., you could see from which other programs a customer is receiving services)?

	# Responses	% Responses
Enrolled services	45	34%
Shared enrollment data	32	24%
Case notes	21	16%
UI information	19	14%
Eligible services	17	13%
Labor market data	6	5%
Improved referral system	7	5%
Assessment results	6	5%
Educational background	6	5%
Funding and financial aid data	5	4%
Other	38	29%
Total Responses	**133**	

Exhibit G2. What information about a customer/student, if you had it in advance, would help you efficiently assess their eligibility for the program(s) with which you work?

	# Responses	% Responses
Employment status/history	86	43%
Basic eligibility information (i.e., dislocated worker, income, family size)	56	28%
Benefits currently receiving	52	26%
Accessibility/disability information	41	21%
Medical records	34	17%
Education status/history	27	14%
Barriers to employment	21	11%
Training needed/wanted	18	9%
Citizenship	17	9%
Mental health records	15	8%
Program eligibility	13	7%
Education/job goals	12	6%
Assessments	11	6%
Other	77	39%
Total Responses	**200**	

Exhibit G3. What information do you wish you would get about a customer/student being referred from a different provider or organization? Please rank from 1 (most important) to 7 (least important)

	Score
Eligibility/intake data	2.92
Other services or training the customer/student is currently receiving	4.10
Service or training plan for the customer/student	4.32
Work history of the customer/student	4.44
School/education history	4.45
Assessment test results	4.51
Name and contact information of the staff member providing the referral	5.12
Name and contact information of all the staff members involved with customer/student	5.53

N=225

Exhibit G4. What information do you wish you could get from other providers or organizations about a customer/student that would help you coordinate services?

	# Responses	% Responses
Benefits currently receiving	44	41%
Program/training progress	14	13%
Employment status/history	11	10%
Contact	10	9%
Education/job goals	8	7%
Other services contacts	7	6%
Program eligibility	6	6%
Customers commitment/attitude/behaviors	5	5%
Education status/history	4	4%
Assessments	4	4%
Available funding	4	4%
Accessibility/disability information	3	3%
Criminal history	3	3%
Mental health records	3	3%
Other	40	37%
Total Responses	**108**	

Exhibit G5: If you were sharing multiple customers/students across multiple service providers, what additional information or updated information would you have?

	# Responses	% Responses
Benefits currently receiving	32	41%
Program/training progress	18	23%
Secure, common info exchange	14	18%
Contact	9	12%
Other services contacts	8	10%
Release of information	5	6%
Universal service plan	5	6%
Employment status/history	3	4%
Other	28	36%
Total Responses	**78**	

Appendix H. Complete Common Data Elements and Types

Exhibit H1. Common Data Elements and Types Found in all Programs

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.

Exhibit H1 cont. Common Data Elements and Types by Program

Fields	Data Types			# of Programs
Foster Child	8000	y/n	y/n	4
Single Parent	8000	y/n	?	4
Require Translation	text 8000	?		4
SNAP	8000	y/n		4
TANF	8000	y/n	?	4
Phone Type	8000	bit		3
Selective Service	text 8000	?		3
Unique Identifier	12	11	?	3
Country	text 8000			2
Disability Type	c4	c9	text ?	2
Maiden Name	8000			2
Active Duty	8000	?		3
Drop Out	text 8000			3
Migrant and Seasonal Farmworker	y/n			3
School Status	c1	x		3
Unemployment Status	c1	text 8000		3
Disabled Veteran	y/n	?	?	2
Displaced Homemaker	8000	y/n		2
Worker Retraining	c1			2
Highest School Grade	2	?		1
SSI/SSDI	y/n	?		1
Homeless Veteran	y/n			0
Long-Term Unemployed	y/n			0

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 feilds 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.

Exhibit H2 Common Data Element Notes

Common Element	Description	Description Source	Data Conversion Notes	Data Element Notes
Unique Identifier	Record the unique identification number assigned to the participant. At a minimum, this identifier for a person must be the same for each program entry and exit (i.e., "period of participation") that an participant has during a program year so that a unique count of participants may be calculated for the program year. NOTE: For Titles I, II, and III, unless specifically directed in program guidance, this field cannot contain a social security number.	WIOA		All databases should include a UID.
First Name				Basic information like name is frequently stored in a separate table from other data.
Last Name				Basic information like name is frequently stored in a separate table from other data.
Maiden Name				Basic information like name is frequently stored in a separate table from other data.
DoB	Record the participant's date of birth.	WIOA	Datetime fields of length 8 should be sufficient for all programs. Databases with longer fields include hours, minutes and seconds. That level of detail is uneccessary and can be filled with arbitrary values in a common intake process.	
Sex	Record 1 if the participant indicates that he is male. Record 2 if the participant indicates that she is female. Record 9 if the participant did not self-identify their sex.	WIOA	Coded fields and plain text fields for sex will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	The US Census Bureau's sex question's wording very specifically intends to capture a person's biological sex and not gender. It is not clear that all programs have the same intention.
Marital Status			Coded fields and plain text fields for marital status will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Address			To accommodate all databases a character limit of 50 should be applied to a common intake for addresses.	Some databases include multiple fields for address to capture separate address lines.
City			To accommodate all databases a character limit of 50 will need to be applied to a common intake for cities.	
State	Record the two-letter State Postal Code for the State or U.S. Territory corresponding to the location of the individual's residence. For example, South Dakota would be represented as "SD."	DVR	Coded fields and plain text fields for state will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Zip	Record the five-digit numeric U.S. Postal Service Zip Code corresponding to the location where the individual resides.	DVR	To accommodate all databases a character limit of 5 should be applied to a common intake for zip codes.	
County	Record the FIPS county code for the individual's residence. This code is a five-digit Federal Information Processing Standard (FIPS) that uniquely identifies counties, county equivalents, and certain U.S. territories. The first two digits are the FIPS State code and the last three are the county code within the State or territories.	DVR	Coded fields and plain text fields for county will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Country				
Phone			A text field of length 12 should be sufficient for all programs to accommodate the format of xxx-xxx-xxxx.	
Phone Type	The phone type of a person's primary contact phone number.		Coded fields and plain text fields for state will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Email			Email addresses can be 254 characters long but to accommodate all databases a character limit of 50 should be applied to a common intake for email.	
Residency	A one-digit code indicating the residency status of the student. This is a required data element for State funding.	SBTC	Coded fields and plain text fields for residency will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Citizenship	A two-character code that indicates whether a student is a U.S. citizen, immigrant, refugee or living in the country on a visa. This is a required data element for State or Contract funding.	SBTC	Coded fields and plain text fields for citizenship will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	

Exhibit H2 cont. Common Data Element Notes

Common Element	Description	Description Source	Data Conversion Notes	Data Element Notes
Race			Coded fields and plain text fields for race will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	The racial categories included in the US Census generally reflect a social definition of race recognized in this country and not an attempt to define race biologically, anthropologically, or genetically. Different programs interpret race in different ways. Some standardization will likely be necessary in a common intake process.
Hispanic	Record 1 if the participant indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race. Record 0 if the participant indicates that he/she does not meet any of these conditions. Record 9 if the participant did not self-identify his/her ethnicity.	WIOA	Coded fields and plain text fields for hispanic will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Primary Language				
ELL	English language learner (ELL) is a person who is learning the English language in addition to his or her native language.		Coded fields and plain text fields for ELL will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Require Translation				
Basic Skills	Record 1 if the participant is, at program entry: A) a youth, who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or B) a youth or adult, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant's family, or in society. Record 0 if the participant does not meet the conditions described above.	WIOA	Coded fields and plain text fields for basic skills will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Selective Service				
Veteran	Record 1 if the participant is a person who served on active duty in the armed forces and who was discharged or released from such service under conditions other than dishonorable. Record 0 if the participant does not meet the condition described above. Record 9 if participant does not disclose veteran status.	WIOA	Coded fields and plain text fields for veteran will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Active Duty				
Disabled Veteran	Record 1 if the participant is a veteran who served on active duty in the U.S. armed forces and who is entitled to compensation regardless of rating (including those rated at 0%); or who but for the receipt of military retirement pay would be entitled to compensation, under laws administered by the Department of Veterans Affairs (DVA); or was discharged or released from activity duty because of a service-connected disability. Record 2 if the participant is a veteran who served on active duty in the U.S. armed forces and who is entitled to compensation (or who, but for the receipt of military retirement pay would be entitled to compensation) under laws administered by the DVA for a disability, (i) rated at 30 percent or more or, (ii) rated at 10 or 20 percent in the case of a veteran who has been determined by DVA to have a serious employment handicap. Record 0 if the participant does not meet any one of the conditions described above. Leave blank if data element does not apply to the participant.	WIOA		

Exhibit H2 cont. Common Data Element Notes

Common Element	Description	Description Source	Data Conversion Notes	Data Element Notes
Homeless Veteran	A participant who served in the active military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable, and who lacks a fixed, regular, and adequate night time residence. This definition includes any participant who has a primary night time residence that is a publicly or privately operated shelter for temporary accommodation; an institution providing temporary residence for participants intended to be institutionalized; or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings. This definition does not include an participant imprisoned or detained under an Act of Congress or State law. An participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless. Record 1 if the participant meets the conditions described above. Record 0 if the participant does not meet the conditions described above. Leave blank if this data element does not apply to the participant	WIOA		
Highest Educational Level	Use the appropriate code to record the highest educational level completed by the participant at program entry. Record 1 if the participant attained a secondary school diploma. Record 2 if the participant attained a secondary school equivalency. Record 3 if the participant has a disability and attained a certificate of attendance/completion as a result of successfully completing an Individualized Education Program (IEP). Record 4 if the participant completed one of more years of postsecondary education. Record 5 if the participant attained a postsecondary certification, license, or educational certificate (non-degree). Record 6 if the participant attained an Associate's degree. Record 7 if the participant attained a Bachelor's degree. Record 8 if the participant attained a degree beyond a Bachelor's degree. Record 0 if no educational level was completed.	WIOA	Coded fields and plain text fields for highest education level will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	This field and Highest School Grade might be combined.
Highest School Grade	Use the appropriate code to record the highest school grade completed by the participant at program entry. Record 1 – 12 for the number of school grades completed by the participant. Record 0 if no school grades were completed.	WIOA		This field and Highest Education Level might be combined.
School Status				
Drop Out				

Exhibit H2 cont. Common Data Element Notes

Common Element	Description	Description Source	Data Conversion Notes	Data Element Notes
Employment Status	Record 1 if the participant, at program entry, (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job. Record 2 if the participant, at program entry, is a person who, although employed, either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement). Record 3 if the participant, at program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated). Record 0 if the participant, at program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work.	WIOA	Coded fields and plain text fields for employment status will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	This field and Unemployment Status might be combined.
Unemployment Status			Coded fields and plain text fields for unemployment status will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	This field and Employment Status might be combined. Some programs track if referal was made by another program associated with UC benefits.
Long-Term Unemployed	Record 1 if the participant, at program entry, has been unemployed for 27 or more consecutive weeks. Record 0 if the participant does not meet the condition described above.	WIOA		
Migrant and Seasonal Farmworker	Record 1 if the participant is a seasonal farmworker, meaning an individual who is employed, or was employed in the past 12 months, in farmwork (as described at 20 CFR 651.10) of a seasonal or other temporary nature and is not required to be absent overnight from his/her permanent place of residence. Non-migrant individuals who are full-time students are excluded. Labor is performed on a seasonal basis where, ordinarily, the employment pertains to, or is of the kind exclusively performed at certain seasons, or periods of the year and which, from its nature, may not be continuous or carried on throughout the year. A worker, who moves from one seasonal activity to another, while employed in farm work, is employed on a seasonal basis even though he/she may continue to be employed during a major portion of the year. A worker is employed on other temporary basis where he/she is employed for a limited time only or his/her performance is contemplated for a particular piece of work, usually of short duration. Generally, employment which is contemplated to continue indefinitely is not temporary. Record 2 if the participant is a migrant farmworker, meaning a seasonal farmworker (as defined above) who travels to the job site so that the farmworker is not reasonably able to return to his/her permanent residence within the same day. Full-time students traveling in organized groups rather than with their families are excluded. Record 3 if the participant is both a migrant farmworker and a seasonal farmworker (as defined in 1 and 2 above). Record 4 if the participant is a migrant food processing worker (see migrant farmworker). Record 0 if the participant does not meet the condition described above. Leave blank if this data element does not apply to the individual.	WIOA		

Exhibit H2 cont. Common Data Element Notes

Common Element	Description	Description Source	Data Conversion Notes	Data Element Notes
Homeless	Record 1 if the participant, at program entry: (a) Lacks a fixed, regular, and adequate nighttime residence; this includes a participant who: (i) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; (ii) is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations; (iii) is living in an emergency or transitional shelter; (iv) is abandoned in a hospital; or (v) is awaiting foster care placement; (b) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground; (c) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or (d) Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth). This definition does not include a participant imprisoned or detained under an Act of Congress or State law. A participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless. Record 0 if the participant does not meet the conditions described above.	WIOA	Coded fields and plain text fields for homeless will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Disability	A one character code to indicate if a student is reported as disabled. Collected from the student at time of Registration.	SBTC	Coded fields and plain text fields for disability will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Disability Type	A four-character code that describes categories and subcategories of health-limitation. There are 8 main categories that are numerically represented in the first character of the field, and several subcategories that are represented by alphabetic characters. The individual coding structure varies.	SBTC	Different coded fields for disabilty type will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Ex-Offender	Record 1 if the participant, at program entry, is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction. Record 0 if the participant does not meet any one of the conditions described above. Record 9 if the participant did not disclose.	WIOA	Coded fields and plain text fields for ex-offender will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Low Income	A one-character code that indicates whether a student is designated as economicially disadvantaged.	SBTC	Coded fields and plain text fields for low income will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Public Assistance	Record 1 if the participant is a person who is receiving or has received cash assistance or other support services from one of the following sources in the last six months prior to participation in the program: General Assistance (GA) (State/local government), or Refugee Cash Assistance (RCA). Do not include foster child payments. Record 0 if the participant does not meet the above criteria. Leave blank if this data element does not apply to the participant.	WIOA	Coded fields and plain text fields for public assistance will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
SNAP	Record 1 if the participant is receiving assistance through the Supplemental Nutrition Assistance Program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.) Record 0 if the participant does not meet the above criteria.	WIOA	Coded fields and plain text fields for SNAP will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	

Exhibit H2 cont. Common Data Element Notes

Common Element	Description	Description Source	Data Conversion Notes	Data Element Notes
TANF	Record 1 if the participant is listed on the welfare grant or has received cash assistance or other support services from the TANF agency in the last six months prior to participation in the program. Record 0 if the participant does not meet the condition described above. Leave blank if this data element does not apply to the participant.	WIOA	Coded fields and plain text fields for TANF will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
SSI/SSDI	Record 1 if the participant is receiving or has received SSI under Title XVI of the Social Security Act in the last six months prior to participation in the program. Record 2 if the participant is receiving or has received SSDI benefit payments under Title XIX of the Social Security Act in the last six months prior to participation in the program. Record 3 if the participant is receiving or has received both SSI and SSDI in the last six months prior to participation in the program. Record 4 if the participant is receiving or has received SSI under Title XVI of the Social Security Act in the last six months prior to participation in the program and is a Ticket to Work Program Ticket Holder issued by the Social Security Administration. Record 5 if the participant is receiving or has received SSDI benefit payments under Title XIX of the Social Security Act in the last six months prior to participation in the program and is a Ticket to Work Program Ticket holder issued by the Social Security Administration. Record 6 if the participant is receiving or has received both SSI and SSDI in the last six months prior to participation in the program and is a Ticket to Work Program Ticket holder issued by the Social Security Administration. Record 0 if the participant does not meet any of the conditions described above.	WIOA		
Worker Retraining	A one-character field that indicates if the student is an SBCTC reportable Worker Retraining student.	SBTC		
Pregnant or Young Pare	Record 1 if the participant is a youth who is pregnant, or an individual (male or female) who is providing custodial care for one or more dependents under age 18. Record 0 if the participant does not meet the conditions described above. Leave blank if the data is not available.	WIOA	Coded fields and plain text fields for pregnant or young parent will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Single Parent	Record 1 if the participant, at program entry, is single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women). Record 0 if the participant does not meet the condition described above. Record 9 if the participant did not self-identify.	WIOA	Coded fields and plain text fields for single parent will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	
Foster Child	Record 1 if the participant, at program entry, is a person who is currently in foster care or has aged out of the foster care system. Record 0 if the participant does not meet the conditions described above.	WIOA	Coded fields and plain text fields for forster child will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	

Exhibit H2 cont. Common Data Element Notes

Common Element	Description	Description Source	Data Conversion Notes	Data Element Notes
Displaced Homemaker	Record 1 if the participant, at program entry, has been providing unpaid services to family members in the home and who: (A)(i) has been dependent on the income of another family member but is no longer supported by that income; or (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. Record 0 if the participant does not meet the conditions described above.	WIOA	Coded fields and plain text fields for displaced homemaker will require a common intake process that transforms data into codes and plain text depending on the requirements of each database.	

Appendix I. Detailed Assessments by Program

Exhibit I1. Detailed Assessments and Survey Responses by Program

WIOA Title 1 (Adult, Dislocated Worker, Youth)		WIOA Title 4 (Vocational Rehabilitation)		Other	
CASAS	36	WOWI	25	CASAS	4
Eligibility application and screening	15	Psychological Evaluations	15	ProveIt	2
Basic Skills and background information	7	Physical Evaluations	13	WOWI	2
ERS	6	Community Based Assessment	12	Accuplacer	1
ONet Assessments	6	WOIS	8	Activity of daily living assessments	1
Work Keys	6	ONet Assessments	7	Benefits checklist	1
CareerScope	5	Vocational assessments	6	Business feasibility assessment	1
WorkSource Career Assessments and information	5	Individual Employment Plan	4	Business Solutions	1
Career Bridge	4	Work experience and history	3	Career Assessment	1
Career Pathway Explorer	3	Basic Skills and background information	2	Career Builder	1
SkillFit	3	Career Interest Survey	2	Career Interest Survey	1
WOIS	3	Comprehensive Evaluation	2	Case Notes	1
Career Interest Survey	2	Copes Cops Caps	2	CFPB Financial Well-Being Scale	1
Self Sufficiency Calculator	2	Dependable Strengths	2	Eligibility application and screening	1
Traitify Assessment	2	Strong Interest Inventory	2	ERS	1
3-tier assessment	1	Work strides	2	Holland Interest Profile	1
ACE Workshop	1	Assistive technology assessment	1	MYNext Move	1
ARM	1	Career Exploration	1	Myers-Briggs	1
Career Assessment	1	CASAS	1	PCE Evaluations	1
Career Exploration	1	CVE	1	Psychological Evaluations	1
CAT/TB	1	DDA assessment	1	SkillFit	1
Demand/Decline list	1	Eligibility application and screening	1	Transferrable skills analysis	1
Essential Learning	1	ERS	1	WOIS	1
ETPL	1	IQ Test	1	YouthBuild MIS	1
Individual Employment Plan	1	Learning assessments	1		
Myers-Briggs	1	Minnesota Clerical Test	1		
Physical Evaluations	1	Myers-Briggs	1		
ProveIt	1	PCE Evaluations	1		
Psychological Evaluations	1	Self Assessments	1		
Skilldex	1	Training programs	1		
TB workshop	1	Transferrable skills analysis	1		
Training programs	1	TWE	1		
Work experience and history	1	WAIS	1		
WOWI	1	WORIS	1		

Exhibit I1 cont. Detailed Assessments and Survey Responses by Program

WorkFirst		BFET		Worker Retraining	
CASAS	10	Accuplacer	5	Accuplacer	5
Accuplacer	6	CASAS	5	Eligibility application and screening	3
Comprehensive Evaluation	5	Eligibility application and screening	4	ALEKS	2
Eligibility application and screening	3	Individual Employment Plan	3	CASAS	2
Basic Skills and background information	2	Basic Skills and background information	2	BC Workforce Intake	1
Community Based Assessment	2	BFET	2	Career Exploration	1
Individual Development Plan	2	ALEKS	1	Math & English placements	1
IRP	2	BC Workforce Intake	1	startnextquarter.org	1
ONet Assessments	2	DSHS referral	1	Work experience and history	1
ALEKS	1	Educational Plan	1	WRT	1
BC Workforce Intake	1	Math & English placements	1		
Commerce Program Plan	1	School Placement Tests	1		
DSHS referral	1	startnextquarter.org	1		
Educational Plan	1				
EJAS	1				
Employment Skills Assessment Summary	1				
HS21 RTC assessment	1				
Math & English placements	1				
Psychological Evaluations	1				
School Placement Tests	1				
secure92	1				
startnextquarter.org	1				
WOWI	1				

Exhibit I1 cont. Detailed Assessments and Survey Responses by Program

WIOA Title 2 (Adult Education and Family Literacy)		Opportunity Grants		Veterans Employment and Training Service	
CASAS	7	Accuplacer	4	Vocational assessments	2
Eligibility application and screening	2	Eligibility application and screening	2	WorkSource Career Assessments and information	2
ACT	1	BC Workforce Intake	1	Accuplacer	1
Basic Skills and background information	1	CASAS	1	CASAS	1
Career Exploration	1	FA Awards	1	DD214	1
Internal writing, reading and skills assessments	1	Math & English placements	1	ProveIt	1
School Aptitude Tests	1	School Placement Tests	1		
School Placement Tests	1	startnextquarter.org	1		
WORIS Jr	1				

Exhibit I1 cont. Detailed Assessments and Survey Responses by Program

Trade Adjustment Act		Training Benefits Eligibility Program		WIOA Title 3 (Wagner-Peyser)	
Accuplacer	1	Basic Skills and background information	2	ProveIt	2
Career Exploration	1	TB workshop	2	ACT	1
CASAS	1	Accuplacer	1	Eligibility application and screening	1
Eligibility application and screening	1	Demand/Decline list	1	School Aptitude Tests	1
School Placement Tests	1	ETPL	1		
WOWI	1				

APPENDIX J: COMMON INTAKE DATA ELEMENT QUESTIONS

Questions from the following forms were analyzed to identify questions aligned with the common data elements identified and analyzed throughout this report. The table below summarizes the questions asked by different programs to collect the data elements identified within the common intake scenarios.

- WorkSource Application for Services (WIOA Title I)
- BFET Application Individual Employment Plan (BFET IEP)
- WorkSource Career Services Registration (Career Services Registration)
- Career Path Services Application for Services (Career Path)
- Uniform Application for Admission to Community & Technical Colleges in Washington State (SBCTC Uniform Application)
- Student Intake Form (SBCTC Student Intake)
- WABERS+ - Student Intake Form (SBCTC WABERS)
- Trade Act Program Participant's Demographic Information (TAA)
- Adult Comprehensive Evaluation Initial Assessment (ACE)
- Blue Mountain Action Council CAP60 WIOA Intake (Cap60)
- Seattle Jobs Initiative Intake Form (SJI)
- Challenge Learning Center Student Intake Record (CLC)

The table below indicates the data element and each question asked in the above intake forms. The intake form(s) that map to each question are noted in parenthesis after the question.

Intake Form	Questions
First Name and Last Name	
WIOA Title I, Career Services Registration, Career Path, TAA	Name:______________________________
BFET IEP	Full Name:__________________________
ACE	Name:______________________________________
SBCTC WABERS, SBCTC Student Intake, SBCTC Uniform Application, SJI, Cap60, CLC	First Name:______________________________________ Last Name:_____________________

Address, City, State and Zip

WIOA Title I	Street Address:___________________________________ City:_____________________________________ State:__ Zip:_____
Career Services Registration	Address:____ City & Zip:__________
Career Path	Street Address:___________________________________ City, State, Zip:_____________________
SBCTC Uniform Application	Address, including apartment number:__________ City:_____________________ State:__ Zip Code:_____
TAA, SJI	Physical Address:_______________________________ City:_____________________________________ State:__ Zip:_____ Address (mailing if different):____________________ City:_____________________________________ State:__ Zip:_____
Cap60	Physical Address:_______________________________ Unit #:_____City:_________________________________ State:__ Zip:_____
CLC	Address:____ City/State:_________________ Zip Code_____

Phone

WIOA Title I, BFET IEP, Career Services Registration, Career Path, CLC	Phone:______________
TAA	Primary Phone:_______________ Alternate Phone:____________
SBCTC Uniform Application	Day Phone:____________ Ext._____ Evening Phone:____________ Ext.________
SJI	Phone:(___)________
Cap60	Primary Phone:_______________

Email

WIOA title I, Career Services Registration, Career Path, TAA, SJI, CLC	Email:_______________________________
BFET IEP, SBCTC Uniform Application	Email address:_______________________

Sex

Career Services Registration	**Gender:** ☐ Male ☐ Female
SBCTC Student Intake	**Gender (check one)** ☐ Female ☐ Male ☐ Prefer not to disclose
SBCTC Uniform Application	**Gender *(providing this information is voluntary)*** ☐ Male ☐ Female
SJI	**Gender Identity:** ☐ Male ☐ Female ☐ Transgender ☐ Other:___________
Cap60	Gender:____________
CLC	☐ Male ☐ Female

Date of Birth

WIOA Title I, Career Path	Date of Birth:_______________
Career Services Registration	Date of Birth: __/__/____
SJI	DOB: __/__/____
Cap60, CLC	Birth Date:______________

Race

Career Services Registration	**Race:** ☐ Native Hawaiian/Pacific Islander ☐ Native American/Alaska Native ☐ Black/African American ☐ Asian ☐ Caucasian
SBCTC Student Intake	**Race: What is your race? (check one)** Regardless of your response to the ethnicity question above, please select on or more categories from the list below: ☐ American Indian or Alaska Native ☐ Native Hawaiian/Pacific Islander ☐ Asian ☐ Black or African American ☐ White ☐ Prefer not to disclose
SBCTC Uniform Application	**Which race do you consider yourself to be? Please mark one or more boxes to indicate what race you consider yourself to be: (*providing this information is voluntary)*** ☐ African American ☐ Alaska Native ☐ American Indian ☐ Chinese ☐ Filipino ☐ Japanese ☐ Korean ☐ Native Hawaiian ☐ Vietnamese ☐ White ☐ Other Asian ☐ Other Pacific Islander ☐ Other Race (specify)___________
Cap60	**Race** ☐ Native ☐ Hawaiian ☐ Asian ☐ Multi-racial ☐ Black ☐ White ☐ Other ☐ Unspecified

SJI	**Race** ☐ Black or African American (ex: Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc.) ☐ Asian (ex: Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.) ☐ American Indian or Alaska Native (ex: Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.) ☐ White (ex: German, Irish, English, Italian, Polish, French, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.) ☐ Native Hawaiian or Other Pacific Islander (ex: Samoan, Chamorro, Tongan, Fijian, Marshallese, etc.) ☐ Two or more ☐ Other:___________________________________

Hispanic

Career Services Registration	**Ethnicity:** ☐ Hispanic/Latino ☐ Not Hispanic/Latino
SBCTC Student Intake	**Ethnicity: Are you Hispanic or Latino? (Check one)** ☐ Yes ☐ No ☐ Prefer not to disclose
SBCTC Uniform Application	**Are you of Spanish/Hispanic/Latino ethnicity? (*providing this information is voluntary)*** ☐ No ☐ Yes, Mexican, Mexican American, Chicano ☐ Yes, Puerto Rican ☐ Yes, Cuban ☐ Yes, other Spanish/Hispanic/Latino (Please specify)___________
SJI	**Ethnicity** ☐ Hispanic/Latino ☐ Not Hispanic/Latino ☐ Choose not to specify
Cap60	**Ethnicity** ☐ Hispanic ☐ Not Hispanic ☐ Unspecified

Veteran

WIOA Title I, Career Services Registration, Career Path, CLC	**Are you a Veteran?** ☐ Yes ☐ No
ACE	**Veteran:** ☐ Yes ☐ No
SJI	**Are you a Veteran of the U.S. Armed Forces?** ☐ Yes ☐ No
Cap60	**Veteran** ☐ Yes

Employment Status

WIOA Title I	☐ Current Employment
BFET IEP	**Are you currently working?** ☐ Yes ☐ No
Career Services Registration	**Labor Status:** ☐ Employed ☐ Unemployed
Career Path	**Are you currently employed?** ☐ Yes ☐ No
SBCTC Student Intake	**Employment Status at Program Entry** *(check one)* ☐ Employed ((a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession , or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.) ☐ Not Employed (not employed but seeking employment, making specific effort to find a job, and is available for work) ☐ Not in the labor force (not employed and is not actively looking for work)

	☐ Employed, but received notice of termination of employment or military separation is pending
SBCTC WABERS	**Employment Status at Program Entry** *(check one)* ☐ Employed includes any work (a) as a paid employee, (b) in your own business, profession, or farm, (c) as an unpaid worker in a family run business ☐ Not Employed (not employed but seeking employment, making specific effort to find a job, and is available for work) ☐ Temporarily Not Working (have a job or business but you are temporarily absent because illness, bad weather, vacation, labor-management dispute, or personal reasons, (*Paid or not paid for time-off) (Looking or not looking for another job).* ☐ Not in the labor force (not employed and is not actively looking for work) ☐ Employed, but received notice of termination of employment or military separation is pending
SJI	**What is your current employment status? *(Check one) full-time work is considered 30+ hours per week per employer*** ☐ Employed F/T ☐ Employed P/T ☐ Unemployed ☐ Contract/Temp Hours per week:_________ Hourly Pay:$________

Highest Education Level

WIOA Title I	**Educational Background** ☐ High School Diploma ☐ GED ☐ AA/AAS ☐ BA/BAS ☐ Masters ☐ Doctorate ☐ Occupational License ☐ Certification
Career Path	**Do you have a:** ☐ High School Diploma ☐ GED ☐ Neither
Career Services Registration	Highest grade or degree completed:_____________
ACE	Last Grade Completed:__________________ Degrees or Certifications:____________

SBCTC Student Intake	**Highest Degree or Level of Schooling Completed** *(check one)* ☐ No Schooling ☐ Grades 1-5 ☐ Grades 6-8 ☐ Grades 9-12 (no diploma) ☐ Secondary School Diploma or alternate credential ☐ Secondary School Equivalent (e.g. GED) ☐ Some Postsecondary education, no degree ☐ Postsecondary or professional degree ☐ Unknown
SBCTC WABERS	**Highest Degree or Level of Schooling Completed** *(check one)* ☐ No Schooling ☐ Grades 1-5 ☐ Grades 6-8 ☐ Grades 9-12 (no diploma) ☐ High School Diploma or alternate ☐ High School Equivalent (e.g. GED) ☐ Some College or technical, no degree ☐ College or professional degree ☐ Unknown
SJI	**What is the highest grade or year of school you have completed OR the highest degree or certificate you have received? *(Check one)*** ☐ Less than HS ☐ High School ☐ No Diploma ☐ High School Diploma ☐ GED ☐ Some College ☐ Associate's Degree ☐ Bachelor's Degree ☐ Master's Degree ☐ Technical/Vocational
CLC	Highest grade completed?_________________

Disability

SBCTC Student Intake, SBCTC WABERS	☐ Individual with disability – a person with a physical or mental impairment that substantially limits one or more of the person's major life activities.
Career Services Registration	**Do you have a disability?** ☐ No ☐ Yes
Cap60	**Disabled** ☐ Yes ☐ No

Income and/or Income/Family Size

Career Path	Current Family Size (number of people living in your household who are related by blood, marriage, or adoption, including yourself): _____
ACE	Current monthly income (including public assistance and/or food stamps): $______
SJI	**Do you have children under 18?** ☐ Yes, living with me. Number of children_________ ☐ Yes, not living with me. Number of children__________ ☐ No **Total number of people in your household (including you)**___________ **Please indicate your <u>total</u> family income over the past <u>3 months</u> from all sources (in the U.S.);** Total wages/Salary Amount:__________ Total Public Assistance Amount:___________ Total All Other Income Amount:___________ Total Family Income:____________
Cap60	**Monthly income for HOH plus all adult members of the family** Earned Income Amount:$________ TANF: $________ Pension: $________ Food Stamps: $________ Child Support: $________ SSI/SSA: $________ Other Income: $________

Homeless

SBCTC Student Intake, SBCTC WABERS	☐ Homeless individual – a person without a fixed, regular and adequate nighttime residence or runaway youth.
Career Services Registration	☐ Homeless/Runaway

Cap60	**Homeless** ☐ Certification of Homelessness ☐ Self-Certified Date:__________

Public Assistance

WIOA Title I	**Are you or any member of your family currently receiving any form of public assistance? – If yes, which one(s)?** ☐ Food Stamps ☐ TANF ☐ Housing ☐ Other
Career Path	**Are you or any member of your family currently receiving any form of public assistance?** **Food Stamps?** ☐ Yes ☐ No **Cash?** ☐ Yes ☐ No **Housing?** ☐ Yes ☐ No
Career Services Registration	**Receive:** ☐ Food Stamps ☐ TANF ☐ Reduced Lunch ☐ Unemployment Insurance (or Exhausted)
SJI	**Indicate all Public Assistance you are currently receiving *(check all that apply)*** ☐ Unemployment ☐ Welfare/TANF ☐ Basic Food ☐ ABD ☐ SSI/SSDI* ☐ SSI/SSDI* *(recently applied)* ☐ Other:__________________ ☐ *SSI/SSDI Recipient *(family member if other than self)*:__________________

Eligibility to Work / Citizenship

WIOA Title I, Career Path	**Are you Legally entitled to work in the United States?** ☐ Yes ☐ No
Career Services Registration	**Legally entitled to work in the United States?** ☐ No ☐ Yes
SJI	**What is your <u>current</u> citizenship status?** ☐ U.S. Citizen ☐ Refugee ☐ Resident Immigrant ☐ Asylee

Ex-offender

WIOA Title I, Career Path	**Have you ever been convicted of a crime?** ☐ Yes ☐ No If yes, when?_______________
SBCTC Student Intake	☐ Ex-offender – a person who either has been subject to any stage of the criminal justice process **or** requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.
SBCTC WABERS	☐ Ex-offender – a person who either has been subject to any stage of the criminal justice process **or** requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.
SJI	**Have you ever been convicted of a crime?** ☐ Yes ☐ No If yes, describe: ________________________________ ☐ Misdemeanor ☐ Felony