

## ATTACHMENT E

### EXAMPLES OF PERFORMANCE ACCOUNTABILITY SYSTEMS

An overview of Performance Accountability Systems in two states, among those considered to have exemplary systems.

No.	Topics	Florida	Washington
A.	What Programs are Covered	All secondary and post-secondary education (K-20) –“a seamless K-20 system” including, but not limited to: <ol style="list-style-type: none"> <li>a. K-12 school districts</li> <li>b. Post-secondary education--community colleges, state universities</li> <li>c. Selected private vocational schools, colleges, universities</li> <li>d. All Workforce Investment Act (WIA) and Wagner-Peyser Programs</li> <li>e. Temporary assistance for Needy Families (TANF)</li> <li>f. Trade Adjustment Assistance Programs</li> <li>g. Food Stamp Program</li> <li>h. Apprenticeships</li> <li>i. Corrections System</li> </ol>	Encompasses programs that prepare people for employment and career advancement throughout their lives, and includes, but is not limited to: <ol style="list-style-type: none"> <li>a. Secondary Career and Technical Education</li> <li>b. Postsecondary Career and Technical Education</li> <li>c. The Employment Service, Workforce Investment Act (WIA) Title III</li> <li>d. Workforce Investment Act Title I-B</li> <li>e. Trade Adjustment Assistance Act</li> <li>f. Adult Education and Family Literacy, WIA Title II</li> <li>g. Vocational Rehabilitation, WIA Title IV</li> <li>h. Temporary Assistance for Needy Families Work Program</li> <li>i. Apprenticeship</li> </ol>
B.	<b>Performance Measures /Outcomes</b>  1. Labor market results for participants: <ol style="list-style-type: none"> <li>a. Did people get jobs?</li> <li>b. What are they paid?</li> <li>c. Do the jobs last?</li> </ol> 2. Skills Gains: <ol style="list-style-type: none"> <li>a. To what extent did educational levels increase?</li> <li>b. Do participants continue further education?</li> </ol>	Initial employment, numbers and percent Initial average earnings & earnings growth Continued employment (percent) employed one year after leaving program  Those who completed programs-- Who received skill or education credentials  Continuing in post-secondary vocational, community college or university programs	Employment, numbers and percentage Median annualized earnings (7-9 months after leaving program)  Skill gains or educational/skill credentials  Participants continuing education

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3.	Participant Satisfaction Are program participants satisfied?	Participant satisfaction	Former participant satisfaction
4.	Social welfare results for program participants? a. What are changes in receipts of social welfare and unemployment insurance for participants? b. What are changes in poverty rates?	Those who completed programs— Percentage receiving public assistance Percentage receiving public assistance and employed	No. of residents living in poverty For program participants starting below the poverty line, the percentage with earnings above the poverty line during the second year after leaving the program
5.	What are results for Employers and the Economy? a. Are programs meeting the needs of the economy? b. Does the supply of workers match demand?  c. Are employers satisfied with services?	Percentage of Employers satisfied	Percentage of demand for workers with one to 4 years of post-secondary training (the annual net job openings) that can be filled by the annual supply of community and technical college students, private career school students, and apprentices prepared for work.  Percentage of Employers using services Percentage of Employers satisfied with new employees who were program completers
6	Return on Investment a. How much do programs cost?  b. What is the return on investment?	Average Investment per participant Cost per Positive outcome	Return on Investment (every 4 years) Average ratio of participants' net gain in earnings to program public costs

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<p>C.</p>	<p><b>How is the data gathered?</b></p>	<p>Data from various agencies -- all programs, and educational institutions, public assistance programs, incarceration and employment related administrative records -- is gathered by each agency and provided on loan to FETPIP.</p> <p>FETPIP was created by the Florida legislature in the 1980s initially to document performance on vocational education and later expanded to education and training organizations, including program evaluation, performance-based funding, and consumer information.</p>	<p>The Washington Workforce Training and Education Coordinating Board (Workforce Board) collects participant data from various agencies including the one-stop system, secondary and post-secondary career and technical education. The Board also conducts participant and employer surveys.</p> <p>The Workforce Board was created by the Washington legislature in 1991 as an independent agency that focuses on policy planning and performance accountability and does not operate any of the major programs.</p> <p>Training providers are required to provide cost and participant data.</p>
<p>D.</p>	<p><b>How is the data shared/used?</b></p>	<p>All data is collected at the Florida Education and Training Placement information program (FETPIP), a special unit within Florida's education agency.</p> <p>Ownership of data remains with agency that collects the data – data is on 'loan' to FETPIP.</p> <p>Follow up studies are conducted annually matching records of student graduates, completers and exiters from various public and independent organizations.</p> <p>Aggregate statistics are developed that describe the experiences of student groups or participants after graduation or exiting an education or training program.</p> <p>Longitudinal analysis –participants are followed for two years (more in some</p>	<p>The Workforce Board, State Board for Community and Technical Colleges (SBCTC), Employment Services Division (ESD) and (OSPI oversee a shared system (Managed through an interagency service agreement) for matching participant records with administrative records including UI wage records and college/university enrollment.</p> <p>Program administrative records are linked with wage records to determine employment and earnings.</p> <p>Extra measures are calculated for statewide programs every two years – including poverty rates, results for sub-populations.</p> <p>Every four years net-impact and cost-benefit analyses of workforce development</p>

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		cases)	programs. The analysis in 2006 examined the experience of participants who left the programs during 2003-2004, and 2001 and 2002 program years. UI wage records and program data is linked.
E.	<b>Accountability: Consequences and Incentives</b>	<p>The state has established state incentive and corrective action policy based at the direction of the State Workforce Board. The policy is aimed at continuous improvement and covers all programs under the state board's oversight.</p> <p>Regions get awards and recognition for meeting their performance targets and those in the top quartile may get additional superior performance awards. Federal incentives and part of state discretionary funds are used for awards.</p> <p>Low performing regions have to develop a corrective action plan and if low performance persists a state-approved Program Improvement Plan.</p>	<p>The workforce Board sets expected or target levels of performance on state and federal core measures with the exception of return on investment measures (because the methodology for ROI studies not precise and studies are expensive).</p> <p>The performance levels and standards are adjusted for demographic characteristics of participants served and local economic conditions using multiple regression models.</p> <p>WIA incentive awards are distributed to local areas that exceed expected levels of performance on both state and federal core measures.</p> <p>Local areas failing to achieve 80 percent average performance across state and federal indicators are required to submit a performance improvement plan.</p>
			There is a consumer report system of training provider results.