The purpose of this video is to show you how the information you enter into Workforce One is reflected in the report card, the official performance reporting dashboard for state-funded workforce development programs.

To get to the report card, type in the URL mn.gov/deed/performance. On this page you’ll find a few different links. Click on ‘Report Card’ to view the dashboard. Click on ‘Program Descriptions’ to learn more about the many different programs reflected in the report card. Click on ‘Glossary of Terms’ to get more details on how we define the metrics. Click on ‘Provider Resources’ to find this video as well as a printable handbook for Workforce One users. Click on the ‘About’ link for previous reports, the legislative mandate, and other information.

Let’s start with a brief overview of what’s in the report card.

The report card contains 26 metrics across 6 tabs, plus a tab of contextual statistics on participant demographics. You can filter all of those 26 metrics by program, participant characteristic, and service year. Choosing a participant characteristic filter shows you side-by-side results for each subpopulation.

The program enrollment tab contains information on employment and wages prior to program participation. Throughout the report card, the employment rate shows whether the participant was working full-time with a single employer, working full-time equivalent hours with multiple employers, or working part-time. The median wage only includes those who are employed in the relevant quarters. This tab also shows training enrollment and the occupations associated with that training.

The program exit tab shows how many participants have exited, how many completed training, how many earned a credential, and how long they were enrolled.

Each employment tab shows the same metrics over the short, medium, and long term. Short term is the first quarter after exit, medium term is the first three quarters after exit, and long term is the first eight quarters after exit. The industry reflects the participant’s main employer, where they earned the most money. Each employment tab also shows a comparison of employment by whether the participant completed training or not.

The wage change tab shows the median wage change among all participants, whether they have any wages or not, over the short, medium, and long term. This is broken out by whether the participant had any earnings prior to enrollment, which has a large impact on the wage change calculation.

Finally, the demographic context tab shows more information about who each program serves.

Let’s follow a single enrollment in a fictional grant program in Workforce One, from application to enrollment to exit. I’m using the WF1 Sandbox, which mirrors the real Workforce One but doesn’t have real data in it.

If your participant has never been entered into Workforce One before, you’ll first enter their name and address.

The participant’s address is how we know what region they’re in, so, for instance, we can track outcomes of all other participants who live in the Twin Cities Metro area. Outcomes vary a lot by region, because each region has its own local economy.

The program you choose in the application step will determine where we assign your participant’s performance.

The program name you see in Workforce One in some cases won’t match the program name in the report card. If you’re running a Pathways to Prosperity grant, for instance, the program name you see in Workforce One will be the name of your grant. However, your participants will be reported together with all other Pathways to Prosperity grants in the report card.

So, if you’re enrolling a participant in a program that is being funded through a competitive grant program (like Pathways to Prosperity), then your participants’ performance will be reported under that competitive grant program, NOT under your organization’s own grant. If your program received a direct appropriation from the State Legislature, then your program will be reported individually. If you’re not sure where your participants are showing up in the report card, just ask your program contact here at DEED.

It’s not always easy to keep track of where all your participants are working after they receive services from you. But don’t worry—you don’t need to provide us with any of their employment information for the report card. All employers in the state are required to report the wages paid to and hours worked by each of their employees each quarter, including the employee’s Social Security Number.

We match the Social Security Number you enter in Workforce One with this employment data from employers. If you can’t get your participant’s Social Security Number, fill in that field with any 9-digit number starting with a 9. Real Social Security Numbers never start with a 9, and this will prevent us from making a false match.

Gender is one of our participant characteristics, meaning we can show each metric for men and women separately.

Employment outcomes can vary a lot by gender not just because of the gender wage gap, but also because men and women tend to go into different occupations and industries.[show training occupation differences]

The enrollment date marks the start of the participant’s service period with your organization’s program.

An important restriction on the enrollment date is it cannot be before the start date of your grant in WF1. What if you served a participant with other funding before receiving your DEED grant? That’s where the Initial Services Date comes in. This field is optional, and is only relevant for programs that have existed before your DEED grant started. Enter the date that you actually started to serve the participant (it will be prior to the enrollment date). If you enter a date here, we will consider this the person’s enrollment date for the report card.

We use the enrollment date to place the participant in the correct service year, to determine when we should measure previous employment history for that individual, and to calculate how long the participant was served by you.

Workforce One has one field for ethnicity, or whether someone identifies as Hispanic or Latino, and another for race.

In the report card, we combine these two questions into a single race characteristic, where each race is non-Hispanic. Employment outcomes can vary a lot by race, not just in wage and employment rates but also in occupations and industries.

We also combine race and gender into a single characteristic, comparing white men and women and men and women of color. We’re defining “people of color” as anyone who identifies with a race or ethnicity other than white, non-Hispanic.

Immigrant or Refugee status and Primary Language can give us a much more nuanced picture of communities of color. These two fields allow us to show participant performance among Hmong immigrants, Asian immigrants other than Hmong, Somali immigrants, African immigrants other than Somali, and Hispanic or Latino immigrants, as well as American-born participants within each racial group.

This is our most detailed participant characteristic, and you’ll probably notice that not every program has participants within each of these communities.

Education is another important participant characteristic that can show large differences in these metrics. Here you’re entering the highest level of education that your participant had completed before they enrolled in your program.

We combine educational levels into four summary levels: less than high school diploma, high school diploma or GED, some college, and college degree. College degree can be anything from an Associate’s degree to a doctoral degree.

Homeless status at enrollment is the newest participant characteristic we’ve added to the report card. Homeless at enrollment means the participant lacks a fixed, regular and adequate nighttime residence at the time that they enrolled.

Some DEED programs target “pre-employment” services to participants who need assistance meeting basic needs before they can undertake a successful job search. We expect employment outcomes to differ for participants without stable housing compared to those who do have stable housing.

The highlighted fields on this screen are all currently used to provide viewers of the report card extra information about the people you serve.

Different programs in the report card have different target populations, and this side-by-side comparison makes those differences clear.

Some activities in Workforce One have to do with general assessment and job coaching, while others have to do with formal training. Participants with a training activity on their Workforce One record are considered to be engaged in training. All of the activities we define as training are listed in the Report Card Handbook, available under the ‘Provider Resources’ link I showed you earlier.

Often, a participant’s training is associated with a particular occupation. Enter the most closely-related occupation in the O\*NET field. Do this by clicking on the ‘Search/Validate O\*NET’ button and entering a keyword in the search field. Click ‘Run Search’ and then click the code that looks closest to the occupation you wanted.

We summarize O\*NET codes into the major occupational groups. For details on this, check out the Glossary of Terms, available on the Performance Measures page.

Additionally, participants who have been exited from the program with a training activity on their record that has been marked successfully completed are considered to have completed training.

If a participant earns a credential by participating in your program, enter it in the Credential screen. Any credential you enter in WF1 other than a high school diploma or GED is assumed to be a postsecondary credential.

In the report card, we report postsecondary credentials separately from GEDs because of language in our legislative mandate.

When your participant is no longer receiving services from you, exit them by filling out the exit screen in WF1. The two key fields in this screen for the report card are the exit date and the exit reason.

Just like the enrollment date, the exit date defines the service period and will determine in which years the participant is reported. It also determines the duration of their enrollment and provides the reference date for measuring employment outcomes after participation.

The exit reason indicates why the participant no longer receives services from you. It could be because they found a job, or maybe they moved away. In general, the exit reason will not have any impact on performance. However, there are a few exceptions.

If your participant exits the program because of family care or health problems, or because they are working with another program or enrolled in school, they are reported separately in the exit status pie chart, and they are not included in the employment outcomes. For a list of the exit reasons in both of these exceptions, see the Report Card Handbook in the ‘Provider Resources’ link.

The exit date is important for the same reasons that the enrollment date is: We use it to place the participant in the correct service year, to calculate how long the participant was served by you, and to determine when we should be looking for employment outcomes.

The rest of the report card is drawn from employer-provided employment data. From this data, we know in which quarters your participant worked, how much they earned, how many hours they worked, and in which industry they worked. Dividing amount earned by hours worked gives us the wage rate.

Now you’ve seen how data in Workforce One gets translated into the report card. That doesn’t mean that these are the most important fields to enter. Keep in mind that DEED program staff and monitors use additional information that you enter into Workforce One to do *their* jobs, and we often run ad hoc analyses for legislators or members of the public that use other information you’ve entered into Workforce One. It’s all important, so thank you for your work in maintaining accurate data.