

# Building a Collaborative Report on Workforce Development Planning with Workforce Innovation and Opportunity Act (WIOA) Partners



## What is the Collaborative Report on Workforce Development Planning?

This report is intended to provide data about workforce development planning and services that occurred with WIOA core partners. This is an opportunity for Title II programs to demonstrate how they have been and will continue to support the local workforce development area plan. Refer to Pennsylvania Division of Adult Education [Policy G.100](#) for more information.

## Who should develop the Collaborative Report?

All WIOA Title II-funded adult education programs (i.e., grantees and subgrantees) within a workforce development area should work together to develop the report. The Title II local workforce development board (LWDB) representative can confirm how the LWDB would like the report presented (e.g., presentation, handout, written summary with graphs). Report language should align with the [Pennsylvania WIOA Combined State Plan](#) and local plans.

## How and when should the Collaborative Report be presented to the Local Workforce Development Board?

The Collaborative Report is typically submitted by the Title II LWDB representative, who works with the LWDB president to schedule its inclusion on a workforce development board (WDB) meeting agenda. While the report is required to be submitted at least annually (Policy G.100), some workforce development boards may request more frequent updates, and presentation practices vary by region. In some areas, Title II providers present the report directly to LWDB, while in others, the Title II LWDB representative delivers the information.

## Why should current data and future opportunities be included in the Collaborative Report?

To support meaningful planning and decision-making for the LWDB, the report should incorporate current quantitative (the numbers) and qualitative (the stories) data about services and how they impacted both job seekers and employers. LWDB members should be able to clearly see how Title II adult education supports individuals in their local community to access and progress along occupations within a career pathway through adult education services, including pre-apprenticeships, apprenticeships, and Integrated Education and Training.

## Where can I access additional resources and support?

- Contact Loretta Lininger at [lml160@psu.edu](mailto:lml160@psu.edu) for customized technical assistance with reviewing local plans, collecting and analyzing career pathways data, apprenticeship opportunities, and strengthening workforce partnerships.
- Contact eData Tech Support at [edatasupport-l@lists.psu.edu](mailto:edatasupport-l@lists.psu.edu) for assistance with data collection, data entry, and reviewing data for collaborative reports.
- Go to the [Workforce Staff Training website](#) to complete the Introduction to the PA CareerLink® system course and review the user guide.

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Quantitative Data (amount, scope, frequency)	Qualitative Data (context, insight, impact)
<a href="#">Performance indicators for all WIOA Core Programs</a> (U.S. Department of Labor)	Insight from adult learners to inform collaboration, program planning, evaluation, and continuous improvement efforts
Amount of co-enrolled customers in the <a href="#">Pennsylvania workforce development system</a> (Titles I, II, III, and IV)	Impact of the collaborative experience for adult learners co-enrolled in multiple WIOA programs
Number of <a href="#">priority of service</a> learners (e.g., English learners, justice-impacted individuals, individuals with disabilities) who were served by multiple partners	Context that describes learners' life experiences and shows how support from community agencies kept learners engaged in WIOA programming
Number of learners facing a specific barrier (e.g., transportation, childcare, testing fees, barriers to employment)	Innovative ways partners supported a learner or group of learners to overcome multiple barriers and successfully transition to training or employment the integration of distance learning and workforce preparation skill development
Frequency of collaborative events (e.g., collaborative orientation sessions, workshops, job shadowing) that engage out-of-school youth (OSY) customers	Insight from OSY customers on how career guidance and exploration, work experience opportunities, and collaborative service delivery helped them transition to postsecondary education and/or training programs and employment
Number of learners passing individual high school equivalency subtests and Commonwealth Secondary School Diploma (CSSD) attainment rate	Videos or social media stories from learners on the types of employment achieved and movement within a career pathway that were a result of obtaining the CSSD
Number of learners that transitioned to postsecondary education and/or training programs and employment	Description of how bridge programs, pre-apprenticeships, Integrated Education and Training (IET), and workplace literacy did or could increase the number of learners that enter or move along a career pathway
Number of learners who participated in Integrated English Literacy and Civics Education (IELCE) Program	Examples of how employers have benefited from training opportunities provided to English language learners including pre-apprenticeships, apprenticeships, and IET
Frequency and type of employer engagement activities	Employer feedback on learners hired after completing an adult education program or description of skills improved through workplace literacy activities with incumbent workers