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Dated: April 24, 2019

Shane Mirkovich, General Manager
For Net Transcripts, Inc.

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7.   **WEBINAR**

8.   **Q=Moriah Blomfield**

9.   **Q1=Marilyn Nicolls**

10.   **A=Iris**

11.   **A1=(Stan)**

12.   **A2=Man**

13.   **A3=Woman**

14.   **A4=Woman**

15.   **A5=(Vicky)**

16.   **A6=(Joel)**

17.

18.

19.   ((Crosstalk))

20.

21.   Q: Good morning, everyone. This is Moriah Blomfield. I just wanted to remind

22.   everybody who called in to make sure that their computer is also on mute.

23.

24.   ((Crosstalk))

25.

1.	Q:	Good morning, everyone. This Moriah Blomfield. And I'm, um, Workforce
2.		Policy - sorry. Workforce Technical Assistance Coordinator. Um, and I work in
3.		the Workforce, uh, Workforce Policy and Support Unit. I also have here
4.		(Grace Guzman). She's a Policy Specialist. She writes polices for the WIOA
5.		Title 1-B programs. And our new policy manager, (Nancy Medin), is also here.
6.		Along with Marilyn Nicolls, a - she's a senior business analyst from the
7.		Workforce Information Technology Unit here at (unintelligible). Today we're
8.		gonna go over Measurable Skill Gains, which is one of the WIOA
9.		performance accountable measures.
10.		
11.	((Crosstalk))	
12.		
13.	Q:	Okay. So for our agenda today, um, (unintelligible) the objectives are we're
14.		gonna define measurable skills gains. We're gonna identify the five different
15.		types of measurable skill gains. Explain how measurable skill - how the
16.		measurable skill gain indicator works. Um, review the services and training
17.		plan. Provide examples of measurable skill gains. Um, review the measurable
18.		skills checklist tool. And, um, also go over reports in the AJC system.
19.		
20.	Q1:	So this morning, um, this is the list of all the performance indicators that we're
21.		used to reporting on. But the one we're going to talk specifically about today
22.		is gonna be the measurable skills gain. The definition of the measurable skills
23.		gain is the percentage of participants who during a program year are in
24.		education or training programs that lead to a recognized post-secondary
25.		credential or employment. And who are achieving measurable skills gain,

1.	defined as documented academic, technical, occupational or other forms of
2.	progress towards a credential or employment (unintelligible). Measurable
3.	skills gains is one of six performance indicators mandated by WIOA. And it's
4.	used to measure the interim progress of participants enrolled in an education
5.	or training program during a program year. So what that means is that you
6.	have one participant that can gain one type of gain during a program year. A
7.	measurable skills gain is not a real-time measure. I'm sorry. It's a real-time
8.	measure, not an exit-based measure. And, um, it's only for a program year
9.	that the participant is enrolled in education or training service. It's also still in
10.	baseline.
11.	
12.	Q: Excuse me, everybody. This is Moriah. I just wanted to remind everybody on
13.	the call if you can please put your phones on mute.
14.	
15.	A: This is Iris from the South Job Center. What slide are we on?
16.	
17.	Q: We're on Slide 5.
18.	
19.	A: Thank you.
20.	
21.	Q: We're moving to 6 now.
22.	
23.	A: That would be helpful.
24.	
25.	Q: Okay. I'll - I'll remember to say it.

1.

2. A: Okay. Thank you.

3.

4. Q: Okay. So measurable skill gain, um, must be set for all individuals who are in

5.   a training or education activity. So on this slide, which is Slide Number 6,

6.   we're going to define what is considered a training or education service

7.   activity. Training services include...

8.

9. ((Crosstalk))

10.

11. Q: ...occupational skills training, including post-secondary education, vocational,

12.   technical training, on-the-job training, customized training and registered

13.   apprenticeship. Education includes high school, basic education, uh, basic

14.   adult education, including training programs that are funded by Title II, adult

15.   ed and programs that are not, um, funded by Title II. It's basically services

16.   that lead to a, um, GED or high school equivalency diploma. Um, work

17.   experience is not considered a training service, so that means that when

18.   individuals are in a work experience the measurable skill gain does not need

19.   to be set. And then in (unintelligible) worker training is not included in the

20.   measurable skill gains - skill gains performance measures because it's not

21.   considered a service for, um, job seekers. It's considered a business service.

22.   We're moving to Slide 7. So which adult and dislocated workers are included

23.   in the measurable skill gain performance measures? All adults in the WIOA

24.   Title I-B Adult and Dislocated Worker Program, um, are included in the MSC

25.   performance measures, if they're in a education or training program that leads

1.		to a high school di- right? That leads to a high school equivalency. Train- this
2.		training includes on-the-job training and customized training. This is different
3.		than the credential attainment rate because for the credential attainment rate,
4.		on-the-job training and customized training are not included.
5.		
6.	((Crosstalk))	
7.		
8.	A:	Just - just a minute.
9.		
10.	Q:	Okay.
11.		
12.	A:	Okay. Okay.
13.		
14.	((Crosstalk))	
15.		
16.	A:	Okay. Moving...
17.		
18.	Q:	Moving to Slide nu- Number 8. Which youth are included in the measurable
19.		skill gain performance measure - measure? All in-school youth who come into
20.		the program when they're in high school or any type of school are included in
21.		the measurable skill, um, gain performance measure as well as all out-of-
22.		school youth who are in occupational skills training, secondary, um, education
23.		or post-secondary education while in the program.
24.		
25.	((Crosstalk))	

1.

2. Q: Keep in mind that for these programs OJT is considered a type of work

3.   experience. So youth who are in OJTs are not included in the MSC, uh,

4.   indicator. However, adults, dislocated workers who are in on-the-job training

5.   are in the MSC performance measure because for the Adult and Dislocated

6.   Worker Program, on-the-job training is considered a training service. Okay.

7.   Now moving on to Slide 9 now. And we just want to remind...

8.

9.   ((Crosstalk))

10.

11. Q: Um, I just wanted to remind all call participants to have their phones on mute.

12.

13. ((Crosstalk))

14.

15. Q: Okay. So for the measurable skills gains, um, staff is not - is not permitted to

16.   delay the start of training because a individual does not have time to obtain a

17.   measurable skill gain. That means if an individual begins their training

18.   program in May of 2009, they may not have enough time to obtain their

19.   measurable skill gain by the end of June, but we should not wait to enroll the

20.   individual in the training or education activity till the new program year. Um,

21.   DES as well as the Department of Labor understands that not all individuals

22.   will obtain a measurable skill gain their first year of participation. And the

23.   requirement is only to attain one measurable skill gain per program year. So

24.   once the individual attains their measurable skill gain, there's no need to

25.   second - to set a second measurable skill gain for the same program year. In

1.	fact, the system will read the second one. So if there's - if there's a chance,
2.	um, that they don't attain it, it would look like they did not attain it for the year
3.	even if they did meet the first one. So that's why we recommend only setting
4.	one per year.
5.	
6.	Q1: Okay. Moving on the Slide 10, this is, uh, an example or a picture of what we
7.	were talking about in the other slide to where if you have somebody in the
8.	program year 2018 where you would be setting just one measurable skills
9.	gain. And when you do that in a program year, you also have to go in and
10.	identify whether the measurable skills gain was set but attained. Um, if it was
11.	attained or but was set but not attained. And so you want to be sure that by
12.	June 30, 2019, of this year, any measurable skills gains that you've set for
13.	program year 2018 have some kind of results. If the training is going to cross
14.	over into another program year, then on the 1st of July you would set a new
15.	measurable skills gains for that program year. The only time that an individual
16.	might have more than one measurable skills gains is if they have multiple
17.	periods of participation in the program. So, um, that means that the person
18.	comes in, they receive the services, they exit after 90 days and those service
19.	in any program. And then they come back and you roll - enroll them in again
20.	to receive additional services that could be training or education. That's when
21.	you would set the second measurable skills goal in the same program year.
22.	
23.	Q: Okay. We're moving to Slide 11 now.
24.	
25.	((Crosstalk))

1.

2. Q1:   Okay. On Slide 11, we're talking about performance indicators. And the

3.   methodology for the calculations for all the performance indicators are in the

4.   denominator, it's the number of program participants during the reporting

5.   period who are in an education or training program that leads to recognized

6.   post-secondary credential or employment. Those that go into the numerator

7.   are the number of partic- program participants during the...

8.

9. ((Crosstalk))

10.

11. Q: I just want to remind everybody to put their phones on mute.

12.

13. ((Crosstalk))

14.

15. Q1:   Okay. And the numerator, it's the number of program participants during the

16.   reporting period who are in an education or training program that leads to a

17.   recognized post-secondary credential or employment, and are achieving

18.   measurable skills gains based attainment of at least one type of gain. And

19.   here's a note that all participants who during any point in the program year

20.   are in an education or training program that leads to a recognized secondary

21.   credential or employment are included in the denominator.

22.

23. Q: Moving on to Slide 12 now.

24.

25. Q1:   Here's an example of what the service and training plan, um, form looks like.

1.		
2.	Recording:	...is not valid or the meeting has not started yet. Reenter your access control
3.		number.
4.		
5.	Q1:	So what's important to remember is that if you're putting someone in an
6.		education or training program, that when you're on the SMT screen that you
7.		are indicating, yes, that this is a service that leads to a credential,
8.		employment or measurable skills gain. And also when you're setting an OJT,
9.		you would also answer yes to this question.
10.		
11.	Q:	So for any education or training activity, the answer to this question is always
12.		yes. And -- okay. Go ahead.
13.		
14.	Q1:	The second slide shows where you would identify down below where it asks
15.		what type of credential or, um, attainment that you would receive, and you
16.		would be mar- marking measurable skills gains for an OJT. And if it was an
17.		education or - or training program, you would also indicate whether it was a
18.		high school diploma or some type of, um, si-, um, Associate's Degree or
19.		some other type of licensure.
20.		
21.	Q:	So that means that multiple boxes could be checked here. The measurable
22.		skill gain box would always be checked if it was a measurable - if it was a
23.		education or training activity. And then a second box would be checked for a
24.		type of a credential. I'm moving on now to Slide 14.
25.		

1.	Q1:	On Slide 14 is where we just indicated where you would go, um, in AJC to
2.		select a measurable skills gain.
3.		
4.	Q:	We're moving on to Slide 15 now.
5.		
6.	Q1:	On Slide 15 we're talking about how to enter the measurable skills gain. So
7.		from the enrollment detail you would select measurable skills gain for goals
8.		and interests. And from there you would select add new. And from there is
9.		where you would indicate, um, it says add goals. But it's also for the
10.		measurable skills gain. And you would indicate what gains that you are
11.		studying. And what we don't want to see is the gain and the goals set on the
12.		same transaction. You would set a goal and then you would set a measurable
13.		skills gain if you want to set both of them.
14.		
15.	Q:	Moving to Slide 16 now. And this slide goes over goals and measurable skill
16.		gains. And we just want to remind everyone that in WIOA goals are not
17.		related to measurable skill gains. However, they are currently set on the same
18.		screen in AJC. Goals are required to be part of the development of the
19.		individual employment plan or the - and the individual service strategy. The
20.		core monitoring guide that was released by the Department of Labor,
21.		Employment and Training Administration, um, requires that for individual
22.		service strategies, you have three goal sets. Um, what - when, um, our m-
23.		auditors come out and look at AJC cases, um, th- one thing that they're
24.		making sure is that measurable skill gains and the goals are listed separately
25.		in AJC. So for them to show up separately, um, they need to be entered in

1.		AJC in separate transactions. So right now, um, I moved to Slide 17. Um, and
2.		Marilyn's going to show an example of how measurable skill gains and goals
3.		were incorrectly added in one transaction. And then the second slide will
4.		show the correct way to do it.
5.		
6.	Q1:	So as you can see on this slide, that the occupational skills and the skills
7.		progression are set together. You can see that there's a gain and a goals set
8.		at the same time. And we know that because you can see a big long definition
9.		under the type. On Screen 18 on Slide 18 it shows you what we would rather
10.		be seeing is that you have the skills progression set and the occupational
11.		skills set. The skills progression is the measurable skills gain. And the
12.		occupational skills is the goal. Okay. We've talked about - oh. We haven't.
13.		This is what we're gonna talk about.
14.		
15.	Q:	And we're on Slide 19 now.
16.		
17.	Q1:	We're gonna be...
18.		
19.	A1:	Can I...
20.		
21.	Q1:	...talking about...
22.		
23.	A1:	...ask a question...
24.		
25.	Q1:	...the five...

1.		
2.	A1:	Can I ask a question before you move on? This is (Stan).
3.		
4.	Q:	Yeah. Sure.
5.		
6.	A1:	So I'm not understanding the entry of goals, um, in AJC. I thought that was
7.		our old performance measure.
8.		
9.	Q1:	It - it is the old performance measure but some local areas still like to set a
10.		goal. And they're...
11.		
12.	A1:	Okay. So there's no...
13.		
14.	Q1:	...setting it...
15.		
16.	A1:	...requirement. There's no requirement...
17.		
18.	Q1:	It's not a requirement.
19.		
20.	A1:	Okay. All right. Thank you.
21.		
22.	Q:	It's - it's only a requirement to be part of the individual employment plan or the
23.		individual service strategy. But that can be done outside of AJC.
24.		
25.	A1:	Got it. Thanks.

1.

2. Q: Okay.

3.

4. Q1:   So we're gonna be covering five types of measurable skills gain, the

5.   educational functioning level, secondary school diploma, transcript report

6.   card, training milestone and skills progression.

7.

8. Q: Turning the slide to Number 20. So the first type of, um, measurable skill

9.   gains type is educational functioning level. And this is the type of measurable

10.   skill gain that would be set for individuals who are below the post-secondary

11.   education level. Um, and this would include a basic skill assessment in

12.   reading, math and English. Um, the scores are equated with the level of

13.   proficiency or competency. Um, and that is the educational function level for

14.   that individual. Um, to measure - to - for the basic skills assessment, um, the

15.   test must be a test that is approved by the National Reporting System. And

16.   the same version of the pre-test and post-test must be used. So, um, for this

17.   type of measurable skill gains, how it's measured is by, um, the individual

18.   taking a pre-test and comparing those scores with, um, the post-test scores.

19.   Um, the second way to attain this type of measurable skill gain is for the

20.   individual to - who exits, uh, the program, um, and who had enrolled in post-

21.   secondary education or training during the program year. So they exit

22.   (unintelligible), um, below the post-secondary educational level and then they

23.   move into post-secondary education or training during the program year.

24.

25. ((Crosstalk))

1.

2. Q: Um, I'm moving on to Slide 23. And this one, um, explains the process for

3. obtaining this type of, um, educational functioning level. So the person enters

4. the program as basic skills decisions - decisions. They're given a pre-test,

5. um, and they receive instruction below the post-secondary level. They're

6. given a post-test. And then they gained one educational functional level. And

7. at that point, um, in the measurable skill gain can be, um, set as obtained. I'm

8. moving on to slide 24. So we received some questions related to the TABE

9. 11-12 and - and how to, um, determine when a score equals the individual

10. being basic skills sufficient. So the TABE 11-12 only converts three digit scale

11. scores into whole number grade levels. Um, so like the example we have is if

12. an individual, um, receives a 575 in reading, a 583 in, uh, language and a 595

13. mathem- mathematics, that would equate to a 8.9 grade level. So in this

14. scenario the individual would be basic skill sufficient. Um, there is a link here

15. at the bottom of the slide to the conversion chart, um, so that, um, staff can

16. look at the numbers that this individual received on the TABE 11-12 to

17. determine what their grade level would be.

18.

19. A2: Moriah?

20.

21. Q: Yes.

22.

23. A2: Uh, can you just look back to the previous slide for a second. I got a quick

24. question.

25.

1. Q: I - I can barely hear.

2.

3. A2:   Uh, sorry. Can you hear me now?

4.

5. Q: A little...

6.

7. Q1:   A little better.

8.

9. Q: ...better. Yeah.

10.

11. A2:   Yeah, I'm using my computer, uh. Anyway. Just real quick. Uh, at the top it

12.   says the score is considered basic skills sufficient scores below 8.9, but the

13.   next slide says, well, on - on the example, it says the 8.9, so they are basics

14.   skills proficient. Wouldn't the score of 8.9 be equal or less than?

15.

16. Q1:   Yes. If they're 8.9 or less, they're basic skills deficient.

17.

18. A2:   Okay.

19.

20. Q: And we'll fix the slide. Okay. So for Title II, um, to accept, um, test results from

21.   the Title I-B program, the individual who's administering the test must be a

22.   certified test administrator and trained by the Arizona Department of

23.   Education. So what we're recommending for individuals who will be co-

24.   enrolled with Title II adult ed is that, um, that we let Title II be the ones who

25.   gives the individuals their, um, TABE 11-12.

1.

2. Q1:   And that was slide 25.

3.

4. ((Crosstalk))

5.

6. Q1:   Okay. Moving on to Slide 26. Educational functioning level and where it's

7.   captured in AJC. So you would bring the, um, job seeker into context. And you

8.   would open up the enrollment. You would select the funding. And then you

9.   would select testing. And then you would add a new test. And the date

10.   administered defaults to the current dates, so if you need to change that, you

11.   need to, um, make the correction for the date that the, um, test was actually

12.   administered so that it will match the date that the pre-test or post-test was

13.   actually taken. And then the scaled score is a three digit number. It has to be

14.   three digits or it's not going to bring up the appropriate, um, information in

15.   AJC about what the functioning level that had actually completed is. And then,

16.   um, after you enter that information is when you would go into AJC and also

17.   enter that you have a measurable skill gain from the, um, enrollment details

18.   page. And you would do it again, select a measurable skills gain, skills and

19.   interest and you're in your setting, your measurable skills gains for the

20.   educational functioning level. Um, Slide 27. Again, this is just going over

21.   entering a measurable skills gain. You would add it, select the gain, set the

22.   date. And, um, remember to make sure that it's a date that reflects when the

23.   service is set, except for if you have 'em in a training that goes into another

24.   year, then the date that the goal in the second year would be within the time

25.   frames of when service was provided for the education or training service.

1.

2. Q: So did everyone understand that there needs to be a measurable skill gain

3.   set for each year an individual is in a training or education activity? And that

4.   goes back to the slide with the calendar at the top. Um, what everyone would

5.   need to do is either at the end of the program year, um, which is June 30,

6.   either set the - or result out the measurable skill gain as set and attained or

7.   set and not attained, um, depending on whether the person was successful

8.   that year in obtaining their measurable skill gain. And then it would need to be

9.   reset for the next program year, um, if they're gonna continue in their

10.   education or training activity the next program year.

11.

12. ((Crosstalk))

13.

14. Q1:   This is the progression of, um, what's coming next is the secondary school

15.   diploma.

16.

17. Q: Okay. So this, um, this slide goes over the special rule for the credential

18.   attainment rate as it applies to, um, high school diplomas or high school

19.   equivalency diplomas. Um, what it is is it that for these types of, um,

20.   credentials, individual who, um, who obtain them for it to be counted as a

21.   credential, they must also be in post-secondary education. Or employed

22.   within one year following exit. And this rule applies to youth as well as the a-

23.   adult and dislocated workers. Um, 30.

24.

25.

1.	Q1:	Okay. On 31, we're going to show, um, in AJC, either identify whether an
2.		individual is considered in school or out of school. And on the demographics
3.		you start with the highest primary or secondary grade completed. And then
4.		you would select the education status. And then the third box you would
5.		select post-credential or post-secondary level completed. So what's important
6.		to remember here is if you're serving an individual that's 71 years old and
7.		they only completed the 4th grade, that you don't answer that they're
8.		attending high school, junior high or elementary because it puts that 71-year-
9.		old in school. And the expectation is that they'll have a credential as an
10.		outcome.
11.		
12.	Q:	Okay. I'm moving to Slide 32 now. So this, um, goes over the second type of
13.		measurable skill gain that individuals who are below the post-secondary level
14.		can attain. And that is the secondary school diploma. So an individual enters
15.		the program without - or the program without a high school diploma. They
16.		enter in secondary education and then they get their diploma, that would be a
17.		measurable skill gain. And we're moving to Slide 33 now.
18.		
19.	Q1:	And on Slide 33, how do I determine or how do I capture that the individual
20.		got their secondary school diploma? And you would enter that information
21.		from the program details page. You would select outcome. And from there you
22.		would select the 4th quarter after exit. And on page, um, 30 - or Slide 34 is
23.		where you would see the outcome screen. And then you would ident- identify
24.		-- sorry.
25.		

1. Q: That's Page 34.

2.

3. Q1:   And then you would identify what type of credential that they attained. And in

4.   this case it would be the secondary, um, high school diploma. And underneath

5.   where you pick the credential is where you enter the date that it was obtained.

6.   Now, if you keep this person and you put them in post-secondary education

7.   and they go on and get a, um, an Associate's Degree or some other type of

8.   credential, that highest credential is what you want entered first. So if you

9.   have a high school diploma in there, you would want to bring that down to the

10.   second credential and put the highest one in above it. Remember to put the

11.   dates underneath the credential. Okay. Slide 35.

12.

13. Q: So we're moving along to the third type of measurable skill gain now which is

14.   the transcript or report card. And that is a precise...

15.

16. A: Hi, this is Iris from the South Job Center. I have a question regarding an

17.   IVEST program where we have a GED and a community college certification.

18.   So we put both of them at 4th quarter after exit?

19.

20. Q1:   The GED you would. But what the IVEST...

21.

22. Q: You would get another type of credential...

23.

24. A: It's the community college certification.

25.

1.   Q: You would put the highest first, right?

2.

3.   Q1:   Yeah. But what kind of, uh, like...

4.

5.   Q: For the IVEST program, what - what credentials are they attaining?

6.

7.   A: It's just a diploma saying they've completed.

8.

9.   Q: Okay.

10.

11.   A4:   I just (unintelligible) occupational training...

12.

13.   A: If they decide to do - if they decide to do the certification test, some of them

14.   don't do that. But some of them...

15.

16.   Q: Okay.

17.

18.   A: ...finish the...

19.

20.   Q: So if it's...

21.

22.   A: Go ahead. Sorry.

23.

24.   Q: If they earn their credential, which would only be recorded in AJC after they

25.   pass the test, the highest credential would be listed first on the 4th quarter

1.		outcome screen. And so the credential, uh, would say, I don't know, CNA,
2.		would go first. And then the second one would be the diploma.
3.		
4.	A:	Okay. And so fit both of them in -- okay. Thank you.
5.		
6.	Q:	Only, yeah. Only if they pass the test.
7.		
8.	A:	Certification test?
9.		
10.	Q:	Yes.
11.		
12.	Q1:	But it's - it's gonna depend and in Moriah's example of CNA, it's not just
13.		passing the certification test. It would also be passing the board...
14.		
15.	A:	Right.
16.		
17.	Q1:	...the (unintelligible) board would be...
18.		
19.	A:	Okay. Yeah. That's the one, the licensing. Okay.
20.		
21.	Q:	Wh- whatever is the - the last step that where they have to - is required for
22.		them to be employed.
23.		
24.	A:	So another scenario. If they didn't pa- if they didn't pass but they finished the
25.		program, so then we just put the, um, GED only. Yes?

1.		
2.	Q:	Correct.
3.		
4.	Q1:	Correct.
5.		
6.	A:	Thank you.
7.		
8.	Q:	But remember the special rule for GED and they would also need to be
9.		employed or in, um, or in a post-secondary education within - within one year
10.		from exit.
11.		
12.	A:	Yes. Okay. Thank you.
13.		
14.	Q:	Okay. So, um, for the secondary, um, transcript or report card, um, somebody
15.		would enter the program and they enroll in secondary education. And they
16.		bring in their transcript and it meets the, um, academic standards which are,
17.		um, a minimum of 12 hours, um -- which goes for the secondary. Let me look.
18.		
19.	Q1:	There's - it's on the note.
20.		
21.	Q:	Okay. So a minimum of 12 hours per semester for full-time students or a total
22.		of 12 hours over two completed consecutive, um, semesters, um, during the
23.		program year. And they receive no, uh, F grades on their either transcript or
24.		report card. And, um, same thing for post-secondary education. Um, they
25.		enter the program and they enroll in post-secondary education. They submit

1.		their report card or transcript. It meets the required number of credit hours,
2.		um, they they could - you could record in the system that they attained their
3.		measurable skill gains.
4.		
5.	((Crosstalk))	
6.		
7.	Q1:	So on Slide 40 it just shows that the next thing we're gonna be talking about
8.		is the training milestone.
9.		
10.	Q:	So, um, the training milestone is just defined as satisfactory or better progress
11.		towards established milestones such as completion of an OJT or completion
12.		of one year of a registered apprenticeship program or similar milestone for
13.		employer or training provider who is providing training. And this type of
14.		measurable skill gain is where the local areas have flexibility to define the
15.		word progress. And to determine acceptable types of documentation. So, um,
16.		the - the state level policy - training services policy does require that each
17.		local area defines progress. And it must be related to the type of training
18.		program that these individuals are in. Um, we did ask the Department of
19.		Labor if it needed to be a full year to be compatible with the example given for
20.		registered apprenticeship. And they said it did not have to be a full year. Um,
21.		but really each training program needs to be looked at to determine where the
22.		milestones would lay within that program. Um, so we've - and this type of
23.		measurable skill gain should not be used until the local area defined what
24.		progress means. And defines the acceptable types of documentation, um, in
25.		their local policies.

1.		
2.	A3:	Can we ask a question?
3.		
4.	Q:	Sure.
5.		
6.	A3:	We have a question. Can you hear...
7.		
8.	Q:	I can't...
9.		
10.	A3:	...us?
11.		
12.	Q:	...we can't hear you. I'm sorry.
13.		
14.	A4:	We have a question. Can you hear us now?
15.		
16.	Q:	I can - I can...
17.		
18.	Q1:	Not really.
19.		
20.	Q:	No really.
21.		
22.	A3:	Uh-oh.
23.		
24.	Q:	What's your question?
25.		

1.	A3:	Okay. So the question is - well, if you go back on the other slide, can you go
2.		back to the other slide real quick?
3.		
4.	Q:	Which slide is that?
5.		
6.	A4:	Post-secondary.
7.		
8.	A3:	Post-secondary (unintelligible).
9.		
10.	Q:	Sure.
11.		
12.	A4:	Okay. Go to the next one. I think you guys were talking about post-secondary
13.		education.
14.		
15.	A3:	Yeah.
16.		
17.	Q:	Okay.
18.		
19.	Q1:	Okay.
20.		
21.	A4:	So somebody enters post-secondary education and you said because they
22.		need the number of credit hours. So some of the trainings that we have, that
23.		we put people through, and for example Pima College, um, and let's say it's a
24.		CNA program or a practical nurse program, they are not actual credit hour
25.		programs. They're actually class hour programs. So it would be - would it be

1.		only like for ones that - that they actually had to (unintelligible) actually had
2.		(unintelligible) credit hour programs. And they're - and the training milestones
3.		slide - so the other training program, would that be like a Pima College
4.		practical nurse program or nursing assistant program?
5.		
6.	Q:	We can look into your clock hour question, um, I didn't hear the second part.
7.		
8.	A4:	Okay. So...
9.		
10.	Q:	For measure - for training milestone.
11.		
12.	A4:	Okay. If you go to the milestone slide.
13.		
14.	Q:	Which slide?
15.		
16.	A4:	The milestone?
17.		
18.	Q:	Yes. Okay.
19.		
20.	A4:	Okay. So it says here that you guys have registered apprenticeship programs
21.		or similar milestone, um, employer or (unintelligible) provider program, like
22.		Pima College or (unintelligible) whatever. They're training (unintelligible).
23.		
24.	((Crosstalk))	
25.		

1.	Q:	Yes. So this is not just for, uh, work-based training. This is also for post-
2.		secondary education that happens, uh, for the community colleges and other
3.		training providers listed on the ETPL.
4.		
5.	A4:	Yes. And the way that you're saying it, on the other side the transcript
6.		progress report, it's (unintelligible) out of the programs. Some of these
7.		programs are not credit hours. They're clock hours. So I usually put them
8.		under the training milestone.
9.		
10.	Q:	Um...
11.		
12.	A4:	Would that be correct?
13.		
14.	Q:	...we - we will look - because we're looking at the different types of
15.		documentation currently that can be used to - to record the type - the different
16.		types of measurable skill gains.
17.		
18.	A4:	Mm-hm.
19.		
20.	Q:	But we can look into, um, the requirements for clock hours and whether they
21.		can be used for the transcript or report card type. But this one - the training
22.		milestones really shouldn't be used unless that's in your local policy.
23.		
24.	A4:	Okay. Well, I asked this question like over a year or so ago and so we're still
25.		trying to figure that out.

1.

2. ((Crosstalk))

3.

4. A4:   Yeah. So it's been a long time and we're still asking the same question.

5.

6. Q: Yeah.

7.

8. ((Crosstalk))

9.

10. Q: Do you have local policy written?

11.

12. A4:   I'd have to look into that. And we will. The only other question when post-

13.   secondary - we could use that for cosmetology or any of the other programs...

14.

15. ((Crosstalk))

16.

17. A4:   ...that are not...

18.

19. ((Crosstalk))

20.

21. A4:   ...or location type training.

22.

23. Q: Yes. So for example there's - you would have to look at the syllabus for the

24.   training program and determine where the different milestones point are of

25.

1.		the program. You could either do it by length of time or you could do it by
2.		completion of modules within the different parts of the training program.
3.		
4.	A4:	Thank you.
5.		
6.	((Crosstalk))	
7.		
8.	Q:	Okay. So now we're going to talk about the last one which is skill progression.
9.		And the skill progression, um, slide is slide...
10.		
11.	Q1:	Forty-five.
12.		
13.	Q:	...45. And I'll, um, this measurable skill gain is - is attained as the individual
14.		enters the training program, um, and then they take a - they pass an
15.		examination that - that demonstrates attainment of occupational skills. And
16.		this wouldn't necessarily be the same exam as is taken to - for the credential.
17.		Um, it could be a a exam that happens or is required prior to the exam for the
18.		credential.
19.		
20.	((Crosstalk))	
21.		
22.	Q1:	So on Slide 46 we identify that we went over all of the five types of
23.		measurable skill gains.
24.		
25.		

1.	Q:	And so now I just wanted to bring up our measurable skill gain checklist, um,
2.		and, um, show how it's used. Um, the first column of this checklist identifies
3.		the type of training. Um, and then the second column identifies the types of
4.		measurable skill gains that can be obtained based on the type of education or
5.		training. And then the third column identifies the - the types of acceptable
6.		verification, um, for the type of measurable skill gain.
7.		
8.	((Crosstalk))	
9.		
10.	Q:	So moving on to Slide 52, I just wanted to ad- so two very important things
11.		that need to happen, um, at the local level, um, as far as policy development.
12.		And those include, um, for the skills progression type measurable skill game,
13.		the local area, and tribal policy must include how staff will determine if an
14.		exam or element meets the requirement of skill progression type measurable
15.		skill gain. And the second one is for the training milestone. And that's where,
16.		um, local workforce development areas and tribal, uh, policy must clearly
17.		define progress and include types of acceptable documentation. Um, so the
18.		local areas have a lot of flexibility, um, as far as the training milestone type,
19.		uh, measurable skill gain and for - it's really important that local areas, um,
20.		develop this policy. All the other types of measurable skill gains are defined in
21.		the - in the law, in the WIOA law, however, this one gets to be defined at the
22.		local area. Um, so there's opportunities here to, um, to really look what types
23.		of measurable skill gains are - would be easier for your local area to attain so
24.		it could be successful in this measure. Um, we're gonna move on to, um, the
25.		

1.		reports and Marilyn's gonna go over, um, who's in the numerator and
2.		denominator.
3.		
4.	Q1:	Okay. So on Slide 56, this is a portion of the annual report. And you get there
5.		by selection from AJC, select the reporting on the left-hand side. And then
6.		selecting WIOA reporting, performance reports, WIOA Annual Performance
7.		Report, local area, WIB age. And then you select the title. It would either run
8.		at adult, dislocated worker or youth, and remember that measurable skills
9.		gains are for all three programs. Then you would select view. You would
10.		select your format choice. If you select HTML, you would be able to drill down
11.		into the individual. If you select, um, Excel, it's just going to print this, um,
12.		what you see on the screen in Excel and you wouldn't be able to drill down.
13.		So once you are able to get to the measurable skills gains portion in the
14.		annual report, you'll notice that the numbers are blue and there's a - a line
15.		under them, that means they're hyperlinks. And you can drill down to see who
16.		it has an impact on that, um, gain. On Slide 57 we're showing you the same
17.		thing only we're looking at the quarterly report, you would get there in AJC by
18.		selecting reporting, WIOA reporting, performance report, WIOA Quarterly
19.		Performance Reports, local area WIB or office. Again, you would select the
20.		title that you want to run, select the view, choose the HTML so you can drill
21.		down if you want to. And then scroll to Section D of the report. And in this
22.		case you would select the percentage.
23.		
24.	((Crosstalk))	
25.		

1.	Q1:	Any questions?
2.		
3.	((Crosstalk))	
4.		
5.	Q:	Hi, everyone on the phone. Does anyone have any questions?
6.		
7.	A5:	Hi, Moriah. This is (Vicky) from Southeastern. I do have a question. When
8.		you're setting up the second year, if your - if your OST is going into a second
9.		year, the date that you set it up is it the beginning of that second year, such as
10.		July 1?
11.		
12.	Q:	Yes. That would be the right date. It needs to be in that second year.
13.		
14.	A5:	Okay.
15.		
16.	Q:	Okay.
17.		
18.	A5:	Okay. Thank you.
19.		
20.	Q1:	But that also means that the service that you have them in is also going past
21.		July 1 of the next program year.
22.		
23.	A5:	Right. So, Marilyn, for example if you have a - a nursing student that is in
24.		(unintelligible) from their four - first year to the second year. So - so the date
25.		of the MSG would be 7-1, correct?

1.		
2.	Q1:	Yeah. 7-1. Like for, um, going from program year 2018 to 2019, the year
3.		would be (unintelligible) the measurable skills gain, June 30, 2019 and
4.		starting the next one, July 1, 2019.
5.		
6.	A5:	Okay.
7.		
8.	Q1:	And - and for the program...
9.		
10.	A5:	Okay. Thank you.
11.		
12.	Q1:	You're welcome. And for the program year, the one that you set in program
13.		year 2018 will have year 2018. The one you set for, um, the next program
14.		year, 2019, would have program year 2019.
15.		
16.	A5:	Okay. Thank you.
17.		
18.	Q1:	Mm-hm.
19.		
20.	Q:	And we did get a question through the chat feature, um, and Cristóbal Barajas
21.		is asking, um, if somebody who is in adult education, if the also set, um,
22.		measurable skill gains? And that is correct. Measurable skill gain is one of the
23.		performance measures that we share with Title II.
24.		
25.	((Crosstalk))	

1.

2. Q: Any more questions?

3.

4. A6: Hey, Moriah?

5.

6. Q: Hi.

7.

8. A6: This is (Joel). Can you hear me a little better?

9.

10. Q: A -- yeah. I can hear you better.

11.

12. A6: Okay. This is - so - just to, uh, just mention that. So (unintelligible) measurable

13. skill gain is - is that a shared...

14.

15. ((Crosstalk))

16.

17. A6: ...skill gain that's set that Title I share with Title II? Or is each program to set

18. their own?

19.

20. Q1: Each program should set their own.

21.

22. Q: Since they're - they're different systems.

23.

24. ((Crosstalk))

25.

1.	A6:	But if there's co-enrollment and that information is shared, it can be the
2.		same...
3.		
4.	Q:	Yes. I - I can see what you're saying. Like, they're getting dual credit. But
5.		really that is okay. It would be the same thing if they got both pr- somebody's
6.		enrolled in two programs and they got a credential.
7.		
8.	A6:	Right.
9.		
10.	Q1:	So Department of Education, since they're - they're flat file one direction and
11.		we send ours another, so for both of us to get credit, we both have to have it
12.		identified in our program.
13.		
14.	A6:	Well, I'm - I'm not denying of entering it into (unintelligible) it should be a
15.		collaborative effort between the (unintelligible) management of the individual.
16.		(Unintelligible).
17.		
18.	Q1:	That's true. They should all know what's going on.
19.		
20.	A6:	Right. Okay. Thanks.
21.		
22.	((Crosstalk))	
23.		
24.	Q:	Any - any more questions?
25.		

1. ((Crosstalk))

2.

3. Q: Okay. Well, let me know if you - if you would like, um, technical assistance on

4.   measurable skill gains, um, in addition to this Webinar. Or if you have other,

5.   um, technical assistance requests, they can come into the Workforce

6.   Technical Assistance email. Um, we - I also plan on providing technical

7.   assistance on required services that must be added to the SNT plan and then

8.   also on adding, um, occupational skills training to the SNT plan the correct

9.   way using the, um, training agent ID. Um, so those are two trainings that - or

10.   technical assistance sessions that will be coming probably next month. And if

11.   there's no more questions we'll end the Webinar. But I just want to thank

12.   everybody for participating today.

13.

14. ((Crosstalk))

15.

16. A6:   Thank you, Moriah.

17.

18. Q: Thank you.

19.

20. Q1:   Thank you.

21.

22. ((Crosstalk))

23.

24.

25.

1. The transcript has been reviewed with the audio recording submitted and it is an accurate

2. transcription.

3. Signed_____

4.

5.

6.

7.

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