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WEBINAR

Q=Moriah Blomfield

Q1=Marilyn Nicoles

Q2=Kelly Hart

Q: Good morning everybody.

Q1: It's afternoon.

Q: Can you sign in the chat - or good afternoon. Um, can you please sign in the chat feature and, um, put your name and local area and let me know if you can hear me and see the slides. Also if you have any questions, um, everybody's muted on this call except for us so can you please use the chat feature to type in your questions and we'll address them at the very end of the presentation. Okay. So today we're gonna talk about performance accountability measures for the Workforce Innovation and Opportunity Act.

Q2: Click it again.

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Q: The agenda of today's, um, technical assistance session includes, um, reviewing the reporting timelines for all WIOA titles. Reviewing the employment rate for the second quarter after exit and the employment rate in the fourth quarter after exit. Reviewing the WIOA Title I use, education, and employment rate in the second quarter after exit. And the WIOA Title I-B or 1-B use, education, and employment rate in the fourth quarter after exit. Reviewing the m- median earnings in the second quarter after exit rate. Reviewing the credential attainment rate. Um, defining what is a recognized credential. Reviewing the measurable skill gain rate performance measure. Reviewing the effectiveness in serving employer measures including the federal measures as well as the state measures. And we'll also, um, provide an (overview) - view of the performance timeline for the annual report.

Q1: So here is - showing you that as a system Title I, II, III, and IV all have the same performance outcome measures. And you can see that some of them are - and what we call baseline. That means we're collecting the data for that measure and we're not, um, having to account for what our performance is in that measure right now. So let's start with the, uh, WIOA Title I. Adult Dislocated Worker and Youth Program Measure. So this measure counts the employment rate for those individuals that are employed in the second quarter after exit. If you'll notice that it includes all WIOA Title I-B Adult Dislocated program participants. It's not asking what their employment status was - that participation. It wants to know what everyone is doing at exit in the second quarter after exit. So it takes everybody and then it looks in the

1. second quarter to see who is employed in the second quarter and, um, then
2. that will give you the percentage. It's for the adult dislocated worker.

3.
4. Q2: Can you move it off there?

5.
6. Q1: We can't get the slide to move forward. Hold on. Okay. All right. So for the
7. youth you get to look at - are they employed in the second quarter after exit or
8. are they in education in the second quarter after exit. And it's the same thing.
9. It looks at all the youth at exit. Looks at what they're doing in the second
10. quarter. Divides and does that and gives us a percentage for the second
11. quarter after exit. So in the fourth quarter after exit for the adult dislocated
12. worker - again it's looking at all the participants that exited. And then it looks
13. in the fourth quarter after exit to see who's employed in the fourth quarter
14. after exit and divides that by the number who exited and that give you the
15. percentage for the performance for that measure. For the youth - the fourth
16. quarter after exit gives you two chances to get that as a positive outcome.
17. The youth is either employed in the fourth quarter after exit or they're in
18. education in the fourth quarter after exit. And it looks at all youth that exit. So
19. the median earnings - we're looking in the second quarter after exit for the
20. individuals that are in unsubsidized employment during the second quarter
21. after exit. And the median earnings is the number that is in the middle of a
22. series of numbers. So there's the same quantity of numbers above the
23. median as there are below the median. And for more information on
24. supplemental wages you can look at Table 2616. But I suggest you only enter
25. supplemental data when you know the individual is not gonna come up in UI

1. and you wanna make sure that you're entering the correct quarterly wage
2. because that is also calculated in your median earnings. And this is a picture -
3. an example of how the calculation's done. So if you have an odd set of
4. numbers as in this example with seven - the middle number is the median. So
5. there's three numbers on one side and three numbers on the other. And when
6. you have an even number you use the two middle numbers where you have
7. the same number on the right side - the same number on the left side. You
8. divide those two numbers in the middle by two and that's your median
9. earning. So the credential employment rate, uh, attainment rate is the
10. percentage of participants who are enrolled in post-secondary education or
11. training or who are in a secondary education program at or above the ninth
12. grade level. And this excludes those individuals who are in work based on the
13. job training -- OJT -- and customized training. And so we look at those that
14. attained the post-secondary credential on, um, either during participation at
15. exit or within one year -- 365 days -- after exit. And that's divided by the
16. number of participants that were enrolled in an education or training program
17. who exited during the reporting period.

18.
19. Q: The credential attainment rate, um, includes two types of credentials.
20. Recognized post-secondary credentials as well as high school diplomas or
21. high school equivalencies. Otherwise known as GEDs. A participant should
22. only be included in the numerator or denominator of the credential attainment
23. indicator once per period of participation. Participants who receive multiple
24. credentials should be reported based on the highest credentials attained for
25. that period of participation. The definition of a recognized post-secondary

1. credential is defined in Table 1016 change one. And the definition is, "A
2. recognized post-secondary credential is defined as a credential consisting of
3. an industry recognized certificate or certification. A certification of completion
4. of an apprenticeship, a license recognized by the state involved or the federal
5. government or an associate or bachelor degree. A - a recognized post-
6. secondary credential is awarded in recognition of an individual's attainment of
7. measurable, technical, or industry occupational skills necessary to obtain
8. employment or advance within an industry or occupation. Um, for the WIOA
9. Title I-B program which is Adult Dislocated Worker and Youth Program, uh,
10. graduate degrees, um, do not count. However for the vocational rehabilitation
11. program graduates degrees do count towards the credential attainment rate.
12. So there's - there's types - different types of federally recognized credentials.
13. And the two types are educational credentials as well as industry recognized
14. credentials. Under the category of educational credentials includes high
15. school diplomas or high school equivalencies, educational certificates - and
16. those are the certificates that are credit based and often offered at community
17. college - and where if you take extra classes you could gain extra credits
18. towards an associate degree. Um, there's associate degrees or diplomas and
19. bachelor degrees or diplomas. And then there's also industry recognized
20. credentials and those include occupational certificates - including registered
21. apprenticeship certificates and CPE certificates as well as occupational
22. licensure and occupational certifications. So when they - a local ECPEL
23. approver review the training program, um, for - including on the eligible
24. training provider list - they use a tool that's called the, um, credential tr-
25. training program credential checklist. And what they do is they evaluate where

1. - whether the program results in a recognized credential. We do not have a
2. list of the types of re- recognized credentials. Um, we have to use the
3. definition that was in Table 1016 change one to evaluate it as well the
4. credential's attribute. So what we do have is a list of, uh, types of credent- or
5. certificates that would not meet the definition in Table 1016 change one. And
6. this is a list of non-recognized credentials. They include the OSHA 910
7. certificate. And previously there was a misconception that all OSHA
8. certificates did not, um, result in a federally recognized credential. But
9. specifically it is the OSHA 910 certificate. Uh, Work Career Readiness
10. certificate. The Arizona At Work Career Readiness credential. Um, the CPR
11. Certificate (unintelligible) completion of assisted technology training programs
12. such as screen reading software. Completions of orientations and certificates
13. of completion that are not credit based, um, result from a single course or test
14. prep. As far as the secondary high school diploma or high school equivalency
15. diplomas - there's also a special rule as far as the credential attainment rate.
16. For those participants who attained their high school diploma or high school
17. equivalency diploma - they must also be employed or enrolled in an education
18. or training program leading to a recognized post-secondary diploma
19. credential within one year following exit. So the - what that means is if you
20. have individuals who receive their high school diploma or GED it's really
21. important that we continue to work with them so that they can find
22. employment within that first year or they start their post-secondary education.
23. And this rule applies to, um, individuals that - who participate in adult
24. dislocated worker and youth program.
25.

1. Q1: Okay. On to the measurable skills gain. The measurable skills gain indicator is
2. used to measure interim progress of participants who are enrolled in a
3. training or education program. This includes on the job training except for
4. youth on the job trainees a- and work experience and customized training.
5. The measurable skill gain is the percentage of those participants enrolled in
6. an education or training program that leads to a recognized post-secondary
7. credential or employment and are achieving measurable skill gains based on
8. the attainment of at least one type of gain divided by the number of program
9. participants during the reporting period who were in an education or training
10. program that leads to a recognized post-secondary credential or employment.
11. As you can see under the measurable skills gain there's five different type of
12. gains that you can attain. You can get a secondary diploma. A secondary or
13. post-secondary transcript. You can use educational functioning gain. You can
14. use the milestone if you have - as a local area - identified what the milestones
15. are for that program. And you can use the, um, skills progression passing
16. technical and occupational knowledge-based exam is the local area has
17. identified what those parameters are. And then you also see under
18. educational functioning level there's, uh, three ways to attain it but only two
19. that Arizona would use because we don't use the completion of Carnegie
20. units. You do a pre-imposed test and, um, program exit and entry into post-
21. secondary education. Now the measurable skills gain is something that's a
22. real time measure. It's the only real time measure that we have and it runs the
23. program year. So it runs July 1 through June 30 of every program year. And
24. each participant must have at least one gain per participation period. So if you
25. have an individual that any time enters a training or education program you

1. must set a measurable skills gain. This includes any in school youth that
2. you're working on. If they come in in school - because we've answered those
3. questions that they're att- um, attending school they are considered to be in
4. education. And we have a service - it's the, um, secondary education service
5. that you would enter for tho- those individuals. Now Department of Labor
6. doesn't want us to wait if we have a person that comes in on the 30 - 30th of
7. June or the 5th of June - we still need to be setting a measurable skill gain.
8. They understand that there might not be time for the participant to attain that
9. gain but one must be set. You don't want to hold up their program entry into
10. education or training because we're afraid we won't get a positive outcome on
11. a measurable skills gain. So if they're in it in the first year - you set it. They
12. attain it or they don't attain it - if they're still in employment or education in the
13. second program year - you set another measurable skills gain. Once they set
14. it - attain it for that program year you don't have to do another one until the
15. next program year if they're in education or training.

16.
17. Q1: It's your turn.

18.
19. Q2: Effectiveness in serving employers. Um, so we're moving to the federal
20. measures. So currently, um, we have put on two of the three measures. But
21. through AJC, um, I don't have a date of when we will actually be able to get
22. the, um, data for AJC on their measures but it - it's - they're working on it.
23. They - they had worked on it. It's - it's pretty accurate now but they're still
24. making sure - it's still in testing I think.
25.

1. Q1: Uh, and I know that they got the, um, that one that was mis- wa- that wasn't...

2.

3. Q2: Yes.

4.

5. Q1: ...calculating correctly fixed. Yeah.

6.

7. Q2: So we'll talk about retention with the same employer. Percentage of

8. participants with wage records who exit and were employed by the same

9. employer in the second and fourth quarters after exit. Um, so the way the

10. methodology works is the number of participants with wage records who exit

11. during the reporting period and were employed by the same employer during

12. the second quarter after exit and four- fourth quarter after exit divided by the

13. number of participants with wage records who exit and were employed during

14. the second quarter after exit. So that is the retention measure and that is one

15. that we report to DOL. The second one we report to DOL is employer

16. penetration. And this is a percentage of employers using the WIOA core

17. program services out of all employees in the state. Um, and this is figured out

18. by the total number of establishments as divi- as defined by the Bureau of

19. Labor Statistics. Quarterly census of employment and wages that received a

20. service or if it is an ongoing activity or continuing to receive a service or other

21. assistance during the reporting period divided by the total number of

22. establishments as defined by DLS QCEW. This measure is a unique count of

23. employers using WIOA core program. If an establishment receives or

24. continues to receive more than one service during the reporting period - for

25. example during the program year - that establishment should be counted only

1. once in this calculation. Uh, real quickly I just wanted to let you guys know,
2. um, in, um, I - I sent everybody this information before but our retention with
3. the same employer as of right now, um, is 56.79% and our employer
4. penetration has increased from our October reporting to 14.5%. So that's
5. good news. Oh. There's a question about this (unintelligible). Okay. So, um,
6. this measure is not reported to the Department of Labor but you will be able
7. to see it in AJC once it's out of the testing phase. And that's repeat business
8. customers is a percentage of employers who have used WOIA core program
9. services more than once during the last three reporting periods. The total
10. number of establishments as defined by DLS - quarterly substantive
11. employment and wages program served during the current reporting period
12. and that - during that - during the prior three reporting periods have used core
13. program services more than once divided by the number of establishments as
14. defined by DLS QCEWO served during the current report period. So with the
15. repeat, um, business services, um, we are at 23.51%. Now on to state
16. measures. So, um, I - we've been talking about these state measures, um, for
17. about the same time we've been talking about the federal ones for last year.
18. Um, and we've been collecting data, um, and working with it. Um, so the first
19. one is the average number of days to fill those job openings using Arizona
20. work staff assistant. So we measured from the employer's first contact
21. requesting staff assistance filling a current available job opening to a job
22. seeker start date fulfilling the employer's job opening. And this one - we
23. actually had to check and adjust several times, um, to get a better, um, data
24. for a better number to a- to make a more understandable and effective
25. number. Um, but remember these numbers are based on the referral and re-

1. resulting of a referral, Um, so this is staff assisted job postings figured within a
2. six month period. The referrals that are associated with those job postings
3. and a number of days between the job posting create date and the job
4. placement date. The sum of the total number of the day is then divided by the
5. total number of clients with a placement to obtain the average numbers of
6. days to employment. So now we're on to percentage of employers who
7. contacted an Arizona work job center who confirm Arizona work services
8. assistant in identifying qualified job applications. Um, so this percentage was
9. der- is derived from those employers providing a response to the DOL
10. mandated survey. Um, and what we did is we just added the simple que- a
11. simple yes or no question. Did Arizona work services assist in identifying
12. qualified job applicants? There's also a comment box that was added for
13. detail. So with that one, uh...

14.
15. Q1: (Unintelligible).

16.
17. Q: (Unintelligible). Sorry.

18.
19. Q2: So the average days to fill job openings - I'm moving back one. I apologize. It
20. was on a different sheet of paper. We're - our last month was, uh, about 25%
21. or 25 days. Sorry. And then our percent of employers who contacted the
22. Arizona and confirm for April was 48%. And we've been tracking that since
23. May of '18.

24.
25. Q1: Mm-hm.

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Q2:

And the average has been about 52% with our, uh, our low being 45 and our high being, um, 64% in February of this year. So now we are on the number of businesses whose worksites have been visited by an Arizona work business service representative. Um, and a - and a business service representative could be named different things depending on the area. The DS business service team has been tracking this function manually. There is a now a field in the Arizona job connection for all statewide business services to enter their visit. Remember a worksite visit is defined as a business whose worksite has been visited by an Arizona work business service representative. Um, and so currently we are tracking the DS's service team. Um, I have sent him an email about - but now that we can get it in AJC and I had sent all that - all the, um, (unintelligible) out. And if you don't have 'em let me know. Uh, we should all be putting 'em in so that way we get credit for all the different local areas. Um, visits to employers and learning about their culture. And that's it for me.

Q1:

(Unintelligible) oh. Performance timeframe. So we're looking at program year 2018 and as you look at program year 2018 - if you look at, um, the employment rate second quarter after exit - you can see that we look at the individuals that exited 7-1-17 to 6-30-18. So if you're wondering - and this is a reminder - why you couldn't get any performance outcome for program year '16 and you won't ever be able to get it because the dates that we looked backwards in are never - were not part of WIOA. So, um, this is just the chart that came out from Department of Labor and - and the next slide - this is a

1. picture showing the program year 2018. It shows the exitors when they're
2. exiting in April through, um, March. And then it shows you that we're looking
3. at July of 2017 through of June of 2018. For those that are employed in the
4. second quarter after exit and those that are employed in the fourth quarter
5. after exit is January 2017 to December of 2017. Median earnings is the
6. second of the - is the same as the employed in second quarter after exit. And
7. then the credential rate is the same as the employed in fourth quarter after
8. exit. And then you can see that the measurable skills gain is running at the
9. same time as the program year. This shows you the quarterly report breakout
10. but it also show you that those two area that are highlighted in green - this is
11. the first year - program year 2018 is the first year that we have a whole year's
12. worth of data to look at for those two measures. And then this is another
13. colorful chart showing when those timeframes fall for each quarter. And if
14. you're looking at the second quarter and you're saying, "Well the line looks
15. the same. It looks like it starts at the same time." It does but you can see that
16. it extends out for three more quarters in the second quarter and then it starts
17. looking in October in the third quarter. So these are the resources that we've
18. used to create the Power Point. We added one. It's the Table 1418. And it's a
19. table that Department of Labor, um, put out in March that is aligning all the
20. performance for all of the titles under WIOA. Think we'll go to the questions
21. now.

22.
23. Q: The first question is someone is - is in non-WIA funded training - do we have
24. a measurable skill gain? We paid for the testing - not train- training. Should
25. we have an outc- an outcome? Correct? So the answer is, um, if you paid for

1. the training that is a supportive service. Um, so you would use the agency's
2. service dictionary to determine what ki- type of service it is and it says it's not
3. a training service or an education service it would not trigger the measurable
4. skill gain. However it may - and I'm speaking specifically to the Title I-B, um,
5. adult dislocated worker and youth program. If another partner, um, would
6. have paid for the training then it would trigger, um, their program to set and
7. result out the measurable skill gain. Um, so - and then if it was an educating
8. or training activity the next step would be using the measurable skill gain
9. checklist to determine the appropriate type of measurable skill gain. But this -
10. in this case - no. A measurable skill gain would not need to be set because
11. the only thing that the dub- WIOA Title I-B program is providing is paying for
12. the test.

13.
14. Q2: Okay. Num- question number two. What are core services for businesses
15. defined as? Do you have that Marilyn?

16.
17. Q1: I don't have the lists of 'em. I can give you an example of some that are on
18. the employers, um, list. The reason for visit. One is incumbent worker training.
19. One is rapid response. One is rapid response plan. One is visit to the site.

20.
21. Q: Incumbent worker training?

22.
23. Q1: I - I put that on...

24.
25. Q: Yeah.

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Q1:

And - so there's, like, arm long list of services that can be selected. And we are working on definitions to go along with those services so that, um, it better explains what we expect to happen when that service is provided.

Q2:

And that question was in regards to the repeat business customers and that's one that we're not currently reporting to DOL. Just for reference. The second question is what is the percentage of employers who use Arizona work services in response to surveys? Unfortunately I do not have a percentage for that one but I can tell you that from May of last year through April of this year there have been 652 completed surveys from employers and businesses. And that's where we have 52% as the average. Um, and the last one is what criteria constitutes a quote unquote visit by a business service person? Um, this has been a - a - a - it's been one of the most challenging state measures so far with understanding it. And what constitutes a workplace visit is it's - it's pretty clear with the verbiage that was used by the Worker's Arizona counsel is it is a, um, I will read it by, uh, remember a worksite visit is defined as a business whose worksite - in parentheses - place of business has been visited by an Arizona work business service team member. Um, and so that's what a visit is. You actually have to go to the employer site under - it - it's really to understand their culture. Um, be able to sell their company to our job seeker teams, um, and say, "Hey. How cool would it - it be to work at Yodel? You know, they have ping pong tables and some pool tables and, you know, they get to have a free soda pop machine." And I - and I'm now making stuff up. I've seen the ping pong tables and the pool tables but I don't know about

1. a soda pop machine. But it's to be able to really - it - it gives the employers
2. and the businesses a chance. 'Cause right now they're all, um, fighting for the
3. same workforce. They all need the same people. So it's giving them a chance
4. to - to try to differentiate themselves. And it...

5.
6. Q1: Well...

7.
8. Q2: ...gives our team an - an understanding of what types of jobs and occupations
9. and the culture there.

10.
11. Q1: So yeah. It's - it's more than a drive by. You have...

12.
13. Q2: Yeah.

14.
15. Q1: ...to actually go inside and talk...

16.
17. Q2: Exactly.

18.
19. Q1: ...to the employer.

20.
21. Q2: Mm-hm. Exactly. And I have been a- so there's been a couple of questions
22. that have come up from different local areas on this. Somebody asked, "Well
23. what if I talk to them for more than 10 minutes on the phone?" But that's still
24. not going to the...

1. Q1: Mm-mm.

2.

3. Q2: ...place of business to see it. So no. It's great and I think you need to have
4. those conversations. This is a different type of a measure. And this measure
5. isn't one - so another local area said, "Should I hire somebody that just goes
6. door to door to do work site visits?" Well that is not in the same spirit of this
7. measure either. This measure is really to get an understanding and know the
8. employer. And - and - and - and understand it does not imply...

9.

10. Q1: And...

11.

12. Q2: ...the employers are coming to us is for our personal touch. And so...

13.

14. Q1: And - and even though we're not required to report on the repeat business
15. customer we do have to report how many services were provided. So that's
16. why it's important that when you're having contact with the employer that
17. you're going in and put in the reason for a visit.

18.

19. Q2: Right. And we are working with, um, David's team right now to, um, a- add
20. additional services with the employers so that way, um, there'll be a follow-up
21. hopefully and then that way every time you go and you follow-up with the
22. employer the dates should - should show up in there, uh, when you select it.
23. So we're really working hard on that. We'll have more information with - for
24. that at the end of July.

25.

1. Q1: Okay. So there's one more question. So it's...

2.

3. Q2: (Unintelligible).

4.

5. Q1: Inference - oh. Can we repeat (unintelligible).

6.

7. Q2: Oh.

8.

9. Q1: Do they get the credential?

10.

11. Q: So yes. So if - if a partner pays for - for the training and in the - and then one -
12. let's say one of the Title 1-B programs past for another service, um, the
13. occupational skills training or - would go - or adult education and literacy
14. activity would go under partner provided services in AJC. And, um, currently
15. the adult education services are listed and we're working on adding other
16. partner services to the drop down menu under partner provided services, um,
17. to the SNT plan in AJC - we would record the service that the WIOA Title I-B
18. program provided such as in this example - it would be the supportive service
19. for the test. And then w- when the individual obtains their recognized
20. credential - that would be recorded on the fourth quarter after exit outcome
21. screen. And the WIOA Title I-B program could take credit for the credential as
22. well as the partner who paid for the training.

23.

24. Q1: Did you look at the second one? If Pell paid for the training?

25.

1. Q: Okay. So if the Pell paid for the training then the Pell Grant information would
2. go under the educational grant section in AJC. And that's the same area
3. where the individual training account information goes. Um, so all th- that
4. information must be entered in AJC and you can case note that the Pell paid
5. for 100%, um, of the training and i- if the Title I-B program provided another
6. service then when the individual obtains the credential - the Title I-B program
7. can get credit for the credential.

8.
9. Q2: Oh there's another one here.

10.
11. Q2: It...

12.
13. Q1: It's one about the, um...

14.
15. Q2: Registered apprenticeship.

16.
17. Woman: Oh. Go up a little bit.

18.
19. Q1: And it would be...

20.
21. Woman: Can you go up a little bit?

22.
23. Q1: ...under the apprenticeship and using those - one of those last two that they
24. have to identify.

25.
Page 19 of 24

1. Woman: Oh. That's one year enrolled in apprentice program. How (unintelligible) or not
2. until the journeyman certificate is received?

3.
4. Q: That is an example, um, of a training milestone. That one-year completion of
5. the registered apprenticeship program. Um, they would not be able to obtain
6. credit for the credential until the whole cre- uh, apprenticeship program has
7. been completed.

8.
9. Q2: (Unintelligible).

10.
11. Q: M, uh, MSC can be recorded after the first year.

12.
13. Woman: Yes.

14.
15. Q1: Okay. If the local area has defined it in their policy.

16.
17. Q: Yes. But the - the key thing about training milestones is each local area must
18. define progress. Um, so in one of the examples that Table 1016 change one
19. provided for this type of measurable skill gain is the one-year completion of a
20. registered apprenticeship program. We did ask DOL if - if - for occupational
21. skills training if, um, for example one year of a occupational skills training
22. would be an example of a measurable skill gain - tr- training milestone? And
23. they said it could be if it was defined in local policy. However it doesn't
24. necessarily have to be after the one mee- one year period.

1. Q1: And there's one more question if you go down a little bit here. Okay.

2.

3. Q2: I am getting there.

4.

5. Q: And I just wanted to go back, um, to the Pell grant question and - and just,
6. um, state that it doesn't matter who pays for the occupational skill - I mean,
7. the occupational skills training. If they're - if they're a current participant and
8. the - and the Title I-B program is providing another service then they could -
9. the Title I-B program could get credit for that, um, credential. And what I mean
10. is it - it wouldn't matter if the parent was paying or if the youth was paying for
11. their school all by themselves or if an employer was paying for it. But all that
12. needs to be case noted in AJC.

13.

14. Q1: So for...

15.

16. Q: Okay.

17.

18. Q1: ...employer measures - what would be able to disaggregate data by industry
19. sector?

20.

21. Q2: So currently - no. But that would be something that we will look into because I
22. know that in, um, sectors, um, are very important to local areas. Um, so we
23. would be working with the (unintelligible) code and, um, focusing where we
24. can get to with that. But currently I would say not yet. We're getting there. Um,

25.

1. we - we've gotten about a year of data and we're working on all the kinks. So
2. not yet. But thanks for the question.

3.
4. Woman: For certificate programs that would...

5.
6. Q2: Community college. For certificate programs like community colleges - MSG
7. type would be a post-secondary transcript/grades instead of a skilled
8. progression, correct?

9.
10. Q1: Cor...

11.
12. Q: Yes. That is correct. Um, report card transcript is another type of measurable
13. skill gain. And for post-secondary education - the requirement for the
14. transcript or report card is that the individual, um, completes 12 units, um,
15. either in one semester or 12 units over - if they're part time over to
16. consecutive semesters. And they must not have any F's on the report card to
17. count as a measurable skill gain.

18.
19. Q1: Just for clarification do we enter supplemental data for second quarter after
20. exit or not? You would enter supplemental data for the second or fourth
21. quarter after exit if you know for sure that they're not gonna show up in your
22. UI wages.

23.
24. Q: So that would be mainly for individuals who are self employed or they're
25. working for an organization that is not required to pay unemployment taxes.

1. Any - any other question before we end the webinar? I - I just - I did wanna
2. apologize because I did realize that we did not introduce ourselves at the
3. beginning. Um, but I - my name is Moriah Blomfield and I am workforce
4. technical assistant's coordinator and I've included my contact information,
5. um, here. And Marilyn Nicoles also presented on the AJC system and
6. performance requirements. And also Kelly Hart - the employer engagement
7. administrator also participated in providing the different types of em-
8. effectiveness and serving employer with federal and state measures. So
9. here's all of our contact information. If you have any questions or, um, that
10. you didn't think of during the presentation we also included the, um, WIOA Q
11. & A email address so you can send any policy Title I-B questions to this - to
12. the - this email and then I also included the workforce technical assistance
13. email. So if you have any technical assistance requests, um, they can be sent
14. to that email.

15.
16. Q2: And this is Kelly Hart. If you ha- and for my email address you can send - if
17. you guys - if any of the local areas are, um, tracking or measuring items with
18. the employers and businesses that you really feel are showing, um, all the
19. great work we're - we are doing please let me know 'cause we would love to,
20. um, collect more data and measure more things and be able to tell our story
21. even better. So thank you guys for all of your hard work.

22.
23. Q: Okay. Okay.

24.
25. Q1: Let's close down.

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Q: Thank you everybody. Um, please send any ideas for future technical assistance, um, sessions to the workforce TA at azds.gov.

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

Signed _____