**WorkforceGPS**

**Transcript of Webinar**

**WIOA Performance Accountability Guidance Overview**

**Today's Focus: Credential Attainment and Measurable Skill Gains**

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LAURA CASERTANO: Again, I want to welcome everyone to today's webinar, presented by the U.S. Department of Labor and U.S. Department of Education. I'm going to turn things right over to our moderator, Karen Staha at the Employment and Training Administration. Karen?

KAREN STAHA: Thank you, Laura, and welcome everyone. We're pleased that so many of you are able to participate in today's discussion on performance accountability under WIOA.

Today's objectives for the discussion include an overview of our guidance and the new terminology included in that. The guidance I'm referring to is – well, we had three. It was issued jointly by the Department of Labor, by the Department of Education's Office of Career, Technical & Adult Education; and by the Department of Education's Rehabilitation Services Administration.

You will see – and in fact, Laura referenced the attachments, the resources available and the three distinct guides. Well, they're all the same, issued by each of the different agencies. Those links are provided to you. That guidance was issued on December 19th, 2016, and it talked about the performance accountability guidance for the Workforce Innovation and Opportunity Act Titles I, II, III, and IV, the core program.

We're also going to go in-depth – we're going to give a quick overview of the guidance and then delve into two topics, credential attainment and measureable skill gains. If you have participated in the two previous webinars that we've conducted, we received a number of questions. The most prevalent topics were in fact credential attainment and measureable skill gains, so that's the focus of today's discussion.

In addition we're going to do a quick summary of our plans for technical assistance and upcoming events in this new year, and then we'll get to any questions and answers as time permits.

And I do want to thank – we had a poll at the beginning while you all were registering. Do we have our numbers? We asked you all how many of you have read the guidance. And oh, dear, it appears that so far the no's are outweighing the yes's – here we go. Getting more poll numbers. I hope we can at least poll to 50/50. So please say you've read it for me. (Chuckles.) It'll make us feel better. We're almost there. All right. Great.

I do encourage you if you have not read it, that you do read this guidance. I'll get into in a minute what it provides. It is your ready reference of how to operationalize the performance indicators under WIOA.

That said, for those of you – and I do thank those who have read it and in fact have provided us comments on it already. Thanks to your eagle eyes and astuteness there. We have discovered there were some typographical and maybe some technical issues with, in particular, attachment 10. So be looking for a revision to attachment 10. We want to make sure when we re-issue it that we get it completely accurate. I would imagine that we would be able to get that out in the next couple of weeks.

All right. I want to go ahead and – we have several presenters today. In addition to myself we have Cheryl Keenan with the Office of Career, Technical & Adult Education. We have Melinda Giancola from the Rehabilitation Services Administration. We'll also hear from Andy Ridgeway and Evan Rosenberg, who are with the Employment and Training Administration's Office of Workforce Investment. And finally we have Alan Tucker with the Office of Career, Technical & Adult Education.

That brings me to one final point about the presentation. Similar to attachment 10, we found a few glitches with the presentation since we provided it for this webinar. We will provide a corrected slide presentation available at the end of this webinar. We'll upload a new final version with the corrections made.

All right. Moving on. Just a quick overview of the guidance. We talk about each of the six indicators of performance for the core programs as specified in Section 116 of the statute and Section 677 of the joint regulations, although that's the section for the Department of Labor. Melinda, do you know your – we won't put people on the spot here, but there is a companion section. The joint regulations are included in the corresponding regulations for each of the other Department of Education agencies.

In the guidance we provide the numerators and denominators of each of the operational parameters, the six indicators; who's included and who's not, where there are some exceptions to be made. That's the first part of the guidance.

Then we go into the different terms, the categories of enrollment and other terms. You see the terms that are addressed in the guidance: reportable individual, participant, date of exit from the program, self-service and information-only activities, period of participation, career service and training service; and incumbent worker training under Title I – that is, incumbent worker training that's specific to Title I programs. We did include in here to get the information out because we wanted to make sure people had that information.

In the guidance we have the definitions of each of these terms related to what we – corroborating what we included in the regulation and its preamble. And then with the guidance, as you heard, we had at least 10 – in fact, we have 11 attachments. They are again operational attachments that give the specifics of different data elements and how they relate to different calculations and so on and so forth.

So that's a very quick overview of the guidance. I think there are – let's see if we've had any; I don't see any questions so that's good. I'm going to now turn it over to Evan Rosenberg. He's going to start off the discussion on the credential attainment, indicator. Evan?

EVAN ROSENBERG: Thanks, Karen. Hi, everybody. I'm going to discuss the credential attainment indicator now. And just as a reminder, if you have any questions on any of the content we cover, please enter your questions into the chat box and at the very end of the presentation we'll try and get to as many questions as we can.

So the credential attainment indicator as discussed in the guidance, it's the percentage of program participants enrolled in education or training programs who attain a recognized postsecondary credential or secondary school diploma within one year after program exit. And as you'll note on the slide, it excludes those in OJT – which stands for on-the-job training – and excludes those in customized training.

On-the-job training and customized training for the purposes of the credential attainment indicator are not considered training. It's anyone else who is in education or training beyond OJT or customized training.

A little bit more about the credential attainment indicator. As I mentioned, it includes those who receive training or education except for OJT and customized training. It includes both secondary school diploma equivalent and postsecondary credentials, and we'll go into the definitions of both of those. But both a secondary school diploma or recognized equivalent and a postsecondary credential get counted in the numerator of the credential attainment rate.

The credential can be attained either during the program or within one year following exit. You'll notice on your slide it says four quarters. That's another update to the presentation. It should actually say one year following exit because the specifications base it on 365 days or one year following exit for the time period for which you can obtain your credential.

And then there's a special rule in the act related to secondary school diploma or recognized equivalent; that in order to count in the numerator, if someone obtains that secondary school diploma or recognized equivalent they must also be either employed or in education or training leading to a postsecondary credential within one year after exit.

So there's an extra hurdle in order to be a success in the credential attainment rate if the type of credential you obtain is a secondary school diploma or recognized equivalent, you also have to be in one of those three things; either unsubsidized employment, in education, or in training, and the education or training needs to be leading to a postsecondary credential and that must occur within one year after exit.

Now let's talk a little bit about the types of postsecondary credentials and diplomas that are counted. Here's a list of them – a secondary school diploma or its recognized equivalent; associate's degree; bachelor's degree; occupational licensure; occupational certificate, which could include either a registered apprenticeship certificate or a career and technical education educational certificate; also, occupational certification – which is different than an occupational certificate, and we'll talk a little bit more about examples of some of these – and then lastly, the other recognized certificates of industry and occupational skills that are sufficient to qualify for entry-level or advancement in employment, and I'll talk a little bit more about that when I get into the actual definition of postsecondary credential.

Now, here are a few highlights of the postsecondary credential definition. First, it's awarded in recognition of an individual's attainment of measurable technical or industry or occupational skills necessary to obtain employment or advance within an industry or occupation. For those of you that come from the workforce system and that might have been familiar with our credential definition under WIA, you'll notice that this looks very similar, but I want to point out one slight difference that actually will in practice make a difference in what meets this definition.

We added the word "industry" so that it's industry or occupational skills. Under WIA the word "occupational" was only there; not "industry." This way it broadens it a little bit. If a credential is obtained that recognizes industry skills that may not be specific to a specific occupation but are more specific to an industry, that would also count.

Also, technical or industry/occupational skills that need to be based on standards developed or endorsed by employers or industry associations. Again, this is very similar to language in WIA with the exception that we added the word "industry" there as well.

And then neither certificates awarded by workforce development boards nor work readiness certificates are included because neither document the measurable technical or industry and occupational skills. Now, that's not to say that work readiness certificates in work readiness fields aren't important. They are very important, and employers talk about wanting employees who have those work readiness skills. However, in terms of the actual definition of credential, a work readiness certificate or certification would not meet the definition because they don't measure technical or industry or occupational skills. They measure more foundational and basic skills.

And then lastly, the credentials must recognize technology or industry/occupational skills for specific industry or occupation rather than general skills related to safety, hygiene, etc., even if those general skills are broadly required to qualify for employment or advancement in employment. You can see a theme here, that it really needs to be the measurable technical or industry/occupational skills and not more of those general skills.

So with that I'm going to turn it over to Cheryl Keenan and a little about the secondary schools definition.

CHERYL KEENAN: OK. Thank you, Evan. (Technical difficulties.)

So the guidelines also provide some information for states where we had a lot of questions about what constitutes a secondary school diploma. The guidelines contain two different definitions.

One is a secondary diploma or alternate diploma, and it references that it is a diploma that is recognized by a state; and additionally it has to be included for accountability purposes under the Every Student Succeeds Act. So your state education offices are aware of those requirements and the secondary school diploma definition that the state uses to issue its secondary school diplomas have to be consistent with what is identified in the Every Student Succeeds Act.

The other piece of information that we provide to you in the guidelines is about what constitutes an equivalency diploma. Generally we say that an equivalency certification or diploma basically signifies that a student has completed the requirements for a high school education. There are different types of recognized equivalents for those not covered under the ESSA that are recognized by a state, and we provide some illustrative examples of those in the next slide.

I think that what is important to understand here is that states have different requirements and different criteria governing what constitutes when they can issue an equivalency diploma. There is really no such thing as a national equivalency diploma. An equivalency diploma is recognized by the state.

Several of the examples that we listed for you include probably the most frequently used criteria, which is the state has some standard related to a participant attaining a passing score on a equivalency test that is state-recognized. There are different equivalency tests on the market and different states have adopted different tests. So it's really important to know the policies in your state for which tests are actually used to issue equivalency diplomas.

The second example is for states that offer credit-bearing secondary education programs and award participants Carnegie units or some other kind of state-recognized credit; and on the completion of a number of credits, they are qualified to receive an equivalency diploma.

The third example that we listed is that some states actually use competency-based assessments such as the National External Diploma programs, and students can actually receive equivalency diplomas through passing a competency-based assessment.

Then there are also a number of states that will actually issue a high school equivalency based on the completion of a specified number of college credits.

So there's some of the more commonly used criteria in the states. Our advice to you is that you understand that this varies across states and that you become familiar with how your state issues equivalency diplomas. And anything that your state recognizes can be counted for accountability purposes under Section 116. Evan?

MR. ROSENBERG: Thanks, Cheryl. So now we're going to talk about who's included in the indicator by program. If you've read the guidance hopefully you notice that we get specific on the different core programs and who gets included in the measure for each core program. So I'll talk about Title I.

For the adult and dislocated worker program, only individuals in training count in the indicator. Again, this excludes OJT and customized training – so all individuals in training with the exception of OJT and customized training.

For Title I youth, all in-school youth are included in the denominator because in-school youth are obviously in education, so they meet that denominator criteria there. But only certain out-of-school youth are included. The out-of-school youth that would be included are those in the WIOA youth program element occupational skills training, since that would meet the definition of training.

Anyone who is an out-of-school who subsequently while in the program goes into secondary education or postsecondary education while in the program, they would be included in the denominator as well. And then there's a couple other categories, like someone who is in the YouthBuild program would be included, and the guidance has more details on that.

But the really important thing to note about this for the Title I youth program is that for out-of-school youth it's not all youth; it's a subset of those youth. So you should look at the guidance closely to see which subset of out-of-school youth are included in the measure.

Now I'll turn it back to Cheryl to talk about who's included in Title II.

MS. KEENAN: Thank you, Evan.

And similar to what Evan described for the Title I program, only participants who are enrolled in secondary education programs, which are programs at or above the ninth grade level that are really preparing people for a high school diploma are included in the denominator as with the other partner programs.

But we did put a special note on this slide about the postsecondary credential component of the credential rate measure because we have had a lot of questions from our states about whether or not adult education participants are included in that postsecondary portion of the credential rate indicator. So we have clarified in here that for adult education participants only those who are actually co-enrolled in postsecondary education and have exited the program are included in the calculation of the rate indicator.

Thank you. Back to you, Evan.

MR. ROSENBERG: All right. Thanks, Cheryl.

Now for Title III, I just wanted to quickly acknowledge that for the Wagner-Peyser program, all Wagner-Peyser Title III participants are excluded from the credential indicator, as discussed in the act and the regulations and our guidance. The credential indicator does not apply to Wagner-Peyser participants; just wanted to make sure that folks were aware of that.

Now I'm going to turn it to Melinda, who's going to talk about participants in the Title IV programs that are included in the measure.

MELINDA GIANCOLA: Thanks, Evan. If only we were all as simple as Title III with this one.

So for Title IV, participants who are enrolled in an education or training program that leads to a recognized postsecondary credential would be included in the denominator. We're also going to be including those participants who are enrolled in secondary education who have there specified on their individualized plan for employment.

So in order to be included in the denominator and receive credit for those students who are enrolled in secondary education or the equivalent, they need to have this on their IPE.

So I guess I will turn it back over to Evan.

MR. ROSENBERG: Thanks, Melinda. All right.

So now that we've covered who's included in the measure, let's talk a little bit about the numerator of the measure, which is what credentials do and don't count. Now, earlier I talked about the list of types of credentials that count, and I would say that during WIA over the years, probably the most popular performance question we receive of any, is does this credential count; does that credential count.

And we obviously can't be in the business of ruling on every individual credential out there, since there are tens of thousands of credentials and it would take up a lot of time trying to figure out. So what we've tried to do is give you the best definition we can and hopefully you can use that definition to determine whether a specific credential is needed or not.

However, there are lots of common credentials, so we wanted to give you examples of credentials we often see and at least give you examples of credentials that do and don't count to give you a sense of the types of credentials we're talking about.

Credentials that do count. A very common one we see is certified nursing assistant (CAN) license. This would be an example of an occupational licensure; that's the type of credential it is. And then another common one would be automotive service excellence certification, or ASE certification. That's an example of occupational certification that would count in the credential indicator.

So now that I talked about the ones that do count, I'm going to discuss some examples of credentials that do not count. And coincidentally I've been monitoring some of the chat questions, and in the chat questions we had a couple people ask specifically about some of the examples of credentials that do not count.

And this is one that came up in the chat that I noticed, is the Occupational Safety and Health Administration 10-hour course, that provides awareness of job-related common safety and health hazards. For short, a lot of people refer to this as the OSHA 10 certificate, and we did have a question asking about OSHA 10 training and whether that would count. And the answer is no, it wouldn't. That's an example of a credential that doesn't count.

Another example of a credential that doesn't count is work or career readiness certificate, and this is another question I saw that popped up in the chat. Someone asked whether the National Career Readiness Certification counted as a credential or if it's no longer considered to be one. It does not count as a credential. I'd also point out that it was not a credential under WIA, either, so not sure about the reference of no longer being considered since it was never considered to be a credential that met the definition in WIA or WIOA.

And as I discussed, that doesn't mean that work and career readiness isn't important. It is critical for our participants, particularly youth participants; but it does not meet our definition of credential.

And then a couple other examples of credentials that don't count, and these come from our vocational rehabilitation world. Completion of an assistive technology training program such as screen reading software, that's an example of a credential that doesn't count. Completion of orientation and mobility training is also an example of a credential that does not count.

So with that I'm going to turn it over to Alan in our Office of Adult Education with a couple more examples of a credential.

MS. CASERTANO: I just want to interrupt – I'm sorry for that – I know we are experiencing some connectivity issues. We are working on that now. You will be able to view the recording of the webinar in about two business days, so we are working on any issues right now and we thank you for your patience.

ALAN TUCKER: All right. Thank you.

So on slide 23 what you see is an example of a participant. The bullets represent different points in this participant's activity. So what you see is Christopher, who became a participant in a secondary education program in October 2016. He exited the program in November 2016 and later re-entered the secondary education program in February 2017. In March 2017 he obtained a secondary school equivalency diploma and exited the program, and then in May 2017 Chris got a job.

What this translates to – what you'll see on slide 24 – is that for accountability purposes Christopher is included twice in the denominator for the secondary credential component of the credential indicator because he had two periods of participation during the program year. He's actually credited twice with the achievement of a secondary credential, once in each period of participation because a credential occurred within one year of exit for both periods of participation.

Since Chris was employed one year from exit, that allows both of those achievements to be accounted for; and that is a requirement for secondary credential, that within one year the participant has to either be employed or enter into postsecondary education.

So with that, I'm going to turn it over to Andy.

ANDREW RIDGEWAY: Thanks, Alan. So with the next slide we talk about incumbent worker training specifically.

There's a lot of questions about – and this is particularly for Title I adult and dislocated worker programs, and there's been some questions about is incumbent worker training excluded from the credential attainment rate.

I'll word this carefully. Incumbent workers are excluded from all WIOA performance indicators; however, states are required to report on characteristics, services, and outcomes of these individuals, but they're not included in performance calculations.

Now just to be clear if that sounds confusing, basically that means if an individual is placed in incumbent worker training only, they will not be used for the purposes of negotiating performance as part of the negotiations process. They are excluded from those purposes.

However, you'll see in attachment 8 of the TEGL 10-16 there is a document that lists all of the required data elements for incumbent workers. Some of those data elements are used to collect credential information. So we do want to collect if people are getting credentials in incumbent worker training; however, it is not part of the negotiated performance levels that you would use – that gets reported out for the purposes of negotiations or sanctions at the end as well. So just wanted to make that point clear.

Going on to the next slide, another question that has been common is how do we measure items that do not have certificates for the programs. Some examples include technology trainings that do not provide a credential but maybe a certificate of completion. There's questions of would someone like that count. With that I want to make sure that people read the definition of the recognized postsecondary credential. It's on page 12 of the TEGL. It really lays what does and does not from a high-level count.

Generally a certificate of completion would not meet the definition of a credential, and we just want to make sure people look at the guidance. And as Evan mentioned, we can't list out certificate of completion for everything that exists, but we've left you with a standard that you can use to judge whether or not a certificate of completion meets that criteria. So we wanted to be sure and talk about that a little bit.

Going on to the next slide, this is again an adult and dislocated worker question. There's questions about customized training. As Evan mentioned, customized training is generally excluded from the credential measure as well as OJT. So there are questions about, well, what is customized training? Really, we just provide the definition, which is in attachment 1 of the guidance. It's also in the law of WIOA in the definitions section, but I'll just walk through it really quick just for everyone here.

It's designed to meet specific requirements of an employer or group of employers. It's conducted with a commitment that the employer or employers hire the individuals after the completion of the program. And then the employer generally has to pay for a significant portion of the training, and there's some flexibility for the states and locals as to what constitutes a significant portion.

In some instances it may include the size of the employer being used and other factors determined appropriate. We're not going to wade into and provide hard and fast rules of what's appropriate for that, but we've given that authority to the states and locals for that. We want to make sure everyone saw that definition and was aware of it and where to find it if there are questions like that that come up.

And then moving on to slide number 28, there's a question that's about registered apprenticeship or just apprenticeship in general and how does that fit with the credential measure. So as you can see there, registered apprenticeships are specifically listed as a recognized postsecondary credential, so they would count in the credential measure for the purposes of this, and they themselves are a credential. We wanted to be sure people were aware of that.

Registered apprenticeships are a blend of classroom and OJT generally, so because of that it does fall in the credential measure, so we wanted to be sure we talked about registered apprenticeship being a recognized postsecondary credential.

Moving on to the next slide, slide 29. If a participant completes a postsecondary program and receives a certificate of completion but does not follow through to obtain a license, is it counted as a credential? Again, this kind of dates back to the other Q&A I answered a second ago. By itself, no. A professional license is a credential. A certificate of completion generally would not count as a credential; however, there is the definition of what a recognized postsecondary credential is, and if it meets that criteria generally it would count. But generally speaking a certificate of completion is not a recognized postsecondary credential.

So we just wanted to walk through a couple of those Q&As that have popped up for all the programs, but pops up a lot with the adult and dislocated worker Title I programs. And with that I'll pass it back to Alan at the Department of Education for the next couple slides?

MR. PARKER: Thank you. So we had a few questions about credentials, and here's one that kind of stood out.

The question was, if a participant enters the program below the ninth grade level of instruction and then advances to the ninth grade level over the course of the program, should the participant be counted in the credential indicator for secondary credential? And the answer to that is yes. We did discuss this, and participants who advance to the ninth grade level of instruction while they're in the program would be counted as being enrolled in a secondary-level program and should be counted in the secondary credential component of the credential indicator.

And then the next question we had was regarding the – it says, are adult education participants, including ESL students – English as a second language students – counted in the postsecondary education component of the credential indicator? And the answer to that is only adult education participants who are co-enrolled in a postsecondary education or training program should be included in the postsecondary credential component of the credential indicator. However, this does apply to all participants regardless of whether they are enrolled in an ESL, ABE, or ASE program. So the answer would be yes.

And with that we'll turn it over to Melinda.

MS. GIANCOLA: Thanks, Alan. So we've gotten lots of questions and concerns about which programs can receive credit for positive outcomes if participants are co-enrolled. In this question we're going to look at somebody who's enrolled in the VR program and is attending college, and VR is paying at least a portion of the college tuition. The participant is also co-enrolled in a Title I program. So if the participant earns a credential by attaining the degree and exiting the program, would Title I and Title IV programs both receive credit in the credential attainment rate indicator? And the answer is yes. All performance indicators can be shared between programs, and that's because programs may assist the participant in attaining their employment, a credential, or measurable skills gain. It doesn't matter who's funding the particular credential.

This next slide, this goes to address some other questions that we received about at what point during the process would the participant be included in the credential attainment rate calculation. As you know, credentials can be earned throughout the process. The credential attainment rate is – (inaudible) – indicator, so you don't become eligible for the credential until you exit; but you can earn the credential while you're still in the program but you would not be included in the calculation until one year after you exit.

You have up to one year to earn your credential, or in the case with secondary education, to either become employed or enroll in a postsecondary education that leads to a credential.

MR. RIDGEWAY: This is Andy Ridgeway to talk on slide 34. We've concluded our credential part of the webinar and now we'll move a little bit into the measureable skills gain measure, which is one of the primary indicators of performance that we're going to be talking about today.

Measureable skills gain is the percentage of program participants who during a program year are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measureable skills gains defined as documented academic, technical, occupational, or other forms of progress towards a credential or employment.

So anyways, on slide 35 we talk about there are five different types of ways in which you can achieve that skill gain. We'll walk through the five different gain types here real quick.

The first kind is an achievement of at least one educational functioning level if receiving education below postsecondary education. The second type of measureable skills gain is the attainment of a secondary school diploma or its recognized equivalent.

The third type is secondary or postsecondary transcript for sufficient number of credit hours, and then it goes into the difference between someone in secondary versus postsecondary, whether it's a transcript or report card for a semester, or at least 12 hours per semester for full-time students; or for part-time students, a total of at least 12 hours over two completed consecutive semesters.

And then moving on to slide 36 there's the other two types of skill gain, which is satisfactory progress toward established milestone from an employer or training provider. And then the last one is passage of an exam required for an occupation or progress attaining technical or occupational skills as part of a trade-related benchmark.

One key thing at least from the adult dislocated worker perspective I'd like to highlight is on-the-job training and customized training is excluded from the credential measure; however, it's included for the measureable skills gain measure. That is something we want to be sure everyone knows. OJT and customized training is included in this measure, so we want to make sure that we make that clear to folks.

For the next slide, slide 37, I'll turn it over to Cheryl Keenan at the Department of Education.

MS. KEENAN: Thank you, Andy. The other thing that we did in the PERL and in the guidelines was provide an expanded definition of what constitutes the first type of gain, which is an educational functioning level gain.

So currently there is a slide, slide 37, which gives you three different ways that a participant can actually obtain an educational functioning level gain. The first way is by comparing an initial educational functioning level as if measured by a pre-test with the participant's educational level as measured by a post-test. This is the traditional pre-test/post-test model of measuring against the gain to see if the individual scores on a post-test at a higher level, and that would be considered an educational functioning level gain.

The second way is that if the student is actually enrolled in an adult high school program that issues credits or Carnegie units, the issuance of enough credits to move that student a level is also a recognized way of achieving an educational functioning level.

And third, if the student exits the basic skills program – which is education below the postsecondary level – if they exit a basic ed program and then subsequently enroll in postsecondary education or training during that program year, that can also count as an educational functioning level gain.

So now we have five types of gain, and within those five types of gain one of them has three ways that a student can move. So the options for measuring measureable skills gains have been enhanced through the information collection request, the PERL, and the guidelines.

I would also point out that when Andy talked about the second type of gain, which is the attainment of a secondary school diploma or its equivalent, that this is really an opportunity to measure interim progress because the ability to register a measureable skills gain through the use of a secondary school diploma or equivalent is not tied in this particular indicator to the one-year follow-up that's required for a secondary school diploma in the credential rate indicator. So it is different from the indicator on credential rates.

So thank you. Andy, back to you.

MR. RIDGEWAY: Thanks, Cheryl. Going on to slide 38 here.

So just to talk quickly about the operational parameters. I mentioned this earlier, but just to go over it again, this defines what a measureable skills gain is and who's included in it. It's all participants who during a program year are in an education or training program leading to a recognized postsecondary ed credential or employment, and those are individuals that are counted in the calculation of the indicator.

Moving on to slide 39 we talk about some of the more program-specific parameters, which again I mentioned a little bit earlier on for the Title I adult and dislocated worker. Individuals who are in training are included in this – only individuals in training. Adult and dislocated worker provides a lot of career services and other things like that which will count for performance; however, it does not count for the measureable skills gain indicator until they're in training. So we wanted to make that clear to folks.

And then regarding the Title I youth program, all in-school youth are included in the measure and certain out-of-school youth are included. So things like occupational skills training and secondary/postsecondary education while in the program are included. Those are the parameters for the Title I programs.

Moving on to the parameters for the other programs, Title II includes all participants that are included in the measureable skills gain measure.

Title III, as with the credential measure, it is all individuals who are in Title III only are excluded from measureable skills gain measure. That gets back to the training issue. Wagner-Peyser doesn't provide training, and so therefore only individuals in training are in it for our programs. They are excluded by law from this measure.

And then lastly, Title IV, all participants who are enrolled in an education or training program identified on their IPE are included in the measure.

Moving on to slide 41 I'll turn it back to Cheryl to talk about what skill gains can be used by programs.

MS. KEENAN: Thank you, Andy. And I see that on some of our screens here the slide has advanced. This is a slide that actually excerpts an actual portion of the guidance that we issued at the end of December, which tells you which types of gains can be used in the individual core program.

What I would like to call out on this slide is that the appropriate types of gains are really focused on performance accountability under measureable skills gains on the services that are allowable under the respective statutory provisions.

Here you will note that the core programs with the exception of Title II AEFLA are using five types of gains and the AEFLA program is limited to using the first two types of gains, which actually constitutes four different types of opportunities to register them. That is based on the fact that the adult education program cannot provide the other types of services associated with the third, fourth, and fifth types of gain. The purpose of these types of gains is for accountability on that individual program.

So this is excerpted exactly from the guidance, and you may want to look a little bit more closely at that when you view the guidance. Thank you.

MR. PARKER: OK. On slides 42 and 43 we have a couple of examples just to give you an idea of a situation for MSG.

On slide 42 we have Carmen, who became a participant in September of 2016 and we'll say she was an ESL Level 4. She attended until the class ended in December 2016; and before the class ended she took a post-test and achieved an educational functioning level gain. Carmen did not return to the ESL program for further study. And in this example, for the program year 2016-17, Carmen achieved one measurable skill gain via the educational functioning level gain as measured by the pre-test and post-test.

Now, on slide 43, you see Tony. And in this example Tony became a participant in September 2016. In January of 2017 he took a post-test which documented, again, an educational functioning level gain. In February, he obtained his secondary school equivalency diploma.

So in this example, Tony achieved only one MSG in the program year 2016-17. Even though he achieved two types of gain in the reporting period, only one gain can be recorded per period of participation or reporting period. And since there was an EFL gain made and a secondary school credential attained, only one of those MSG would be credited.

So now we'll move that – pass it to Evan.

MR. ROSENBERG: Thanks, Alan. OK. I'm going to cover a few questions and answers we've previously received related to the measureable skills gain indicator.

Here's a question. Am I understanding correctly that there will be a significant number of participants who although they are not subject to the credential attainment indicator are indeed subject to the skill gain indicator?

And the answer is yes, there may be participants who are excluded from the credential attainment indicator but are included in the measurable skill gain indicator. For example, in Title I adult and dislocated worker – as I talked about earlier – those in OJT and customized training are excluded in the credential indicator but are included in the measureable skills gain indicator.

I also wanted to note that for Title I youth the participants included in the two indicators are the same with the exception that credential is an exit-based measure, whereas measureable skills gain is not exit-based. So while the participants included in each of the measures will ultimately be the same, it really depends on timing and when the youth exits for which program year they're included in the credential measure versus which program year they're included in the measureable skills gain; but they'll ultimately be the same.

Another question. If a participant is carried over from program year 2015 but is still in occupational skills training or high school equivalency training, can we enter measurable skills gains if after 7/1/2016 – which is the start of program year 2016 – they show academic progress through a report card or transcript or passage of an exam, etc?

And the answer is yes. If the participant is still in education or training during program year 2016 and they achieve one of those types of measurable skill gains during program year 2016, they would count as a success in the measure in program year 2016. By the key there is are they in education or training in program year 2016. That's what will trigger putting them into the denominator for program year 2016.

Next question. Can a customer have multiple positives in the measurable skill gains indicator? This is a bit of a tricky question because it depends on periods of participation and so forth, which is a concept we cover in-depth in the guidance.

The answer is that if a participant achieves more than one type of gain during the same period of participation, only one of those gains per participant is counted towards the measurable skill gains indicator.

So for example, in program year 2016 – and they're in program year 2016 and never exit and re-enter during program year 2016, so they only have one period of participation during program year 2016 – even if they obtain two measurable skill gains in program year 2016, only one of them gets counted, and they're only in the denominator and numerator once.

If the participant participates in parts of two program years and makes measurable skill gains in both of those program years, one gain would be counted in each of those program years. So for example, if they participate in program year 2016 and program year 2017, make one gain during program year 2016 and make one gain during program year 2017, then they'd be in the numerator and denominator one time in 2016 and one time in 2017. You'd be able to count the success in each of the two program years.

And then lastly, if a participant successfully completes a work experience, will they count in the measurable skills gain performance indicator? And the answer to that is no. The participant must be in education or training to be included in the measureable skills gain indicator. Work experience is not considered education or training; therefore, participation in work experience alone would not put the participant in the denominator for the measurable skill gains indicator. They would need to be in some type of education or training beyond the work experience.

All right. Now, with that I'm going to advance it to slide 48 and then turn it back to Alan for another Q&A.

MR. PARKER: OK. So we had a couple of questions that we put down for measureable skills gains that we received from the adult education field.

The first one was, does enrollment in developmental education classes count for the

"enter postsecondary education" component of the MSG indicator? And the answer is yes. Entry into developmental education classes will count as entry into postsecondary education and can be counted towards an educational functioning level gain for that achievement.

On slide 49, the question was, can ESL participants be credited for entry into postsecondary education under MSG if they are not enrolled in ASE? And the answer to that is yes. Entry into postsecondary education is one way to measure educational functioning level gain as part of the measurable skill gains indicator. Any student who enters postsecondary education after exit is counted as achieving an measurable skill gain, regardless of whether they are enrolled ABE, ESL or ASE.

This is not tied to the program of study. It's based on did they enter into postsecondary education after exit. That's the only qualifier that you need for that form of EFL achievement.

And I believe Melinda has a few Q&A as well.

MS. GIANCOLA: Thanks, Alan.

So this next slide kind of gets at the confusion and the definition of period of participation. Period of participation for the exit-based indicators – which we discussed MSG is not one – is the date that you become a participant through the date that you exit the program. MSG is a little different. So if your start date and your exit date span more than one program year, the period of participation is the program year. This becomes very important in the VR world when we're servicing clients two, three, four years.

So one of the questions that we got a lot was, can I get more than one measurable skill – can my participant earn more than one measureable skills gain if they're in the program for multiple years? So the answer is yes, they're able to count one measurable skill gain per participation period. So in the case that someone is in the program for multiple program years they can get one skill gain per program year.

An example here is VR is paying for a participant to attend college. The participant could receive the measurable skill gain each year that they are in college if the participant earns a sufficient number of credit hours in consecutive semesters during the program year. And that's outlined in the guidance – five under measureable skills gain.

MS. STAHA: OK. Great. Well, thank you. That is the content of the focusing on the credential attainment and measureable skills gain indicators. We see there's a few questions that have come in.

Before we get to those questions I wanted to just go over about our performance accountability, what's next. As far as technical assistance we do have another webinar scheduled for February 1st, 2017. We will see what the specific focus of that webinar will be based on the questions that we get in today. Also, continuing to review the questions that we have received previously, we may have to address the specifics of the changes to attachment 10, as an example.

And in addition to the technical assistance webinar that's scheduled, the Department of Labor in collaboration with its Education partners is looking to plan a national convening in different regional cities. There is one that's planned and approved and we're working on the other two, so I don't want to mention too much about that. There is one planned for Dallas in the third week of April. A save-the-date card or notice will be going out shortly. Look for that by the end of January.

There will be a performance accountability track at more of a policy level or programmatic space level of workshops; not necessarily specific – technical specifications of reporting, although there may be some of that in a pre-session. But more will be coming out on that; I just wanted to alert people.

In addition you see a list of guidance that we do plan to issue jointly with our colleagues at Education. Next step will be guidance on supplemental wage information, and then other topics. We've been receiving a few questions on data validation, particularly for our Titles I and III programs. We appreciate that as you all are building your systems you want to build in the data elements that must be validated. We are working on that guidance. It will not issue in the immediate near-term, so I just want to say that we will not make anything retroactive.

So if there's something that we would say should be validated we will not make it retroactive if we haven't issued the guidance. And I would just say continue to use the guidelines for data validation under WIA as a guide for you to be able to do that. That would apply for Titles II and IV as well.

All right. So that's what's coming up. Now, we have a poll question for you – your turn to participate a little bit. Although many of you have not had the opportunity to read the guidance, but after hearing this presentation and seeing what's included in the joint performance accountability guidance and listening to this webinar, what topic or topics would you like to receive more technical assistance on? And we've listed one, two, three, four, five, six, seven, eight, nine – and the first (sic) one is that ubiquitous other. If you would include your answer in the chat box if you have chosen other so we know exactly what is your preference, what is your most pressing need.

So I'm going to give you a minute or two to answer the poll and then we'll continue. (Pause.)

All right. Thank you, all. I'm glad everyone is participating in the poll. We see that there's a range of topics. That keeps us busy for the next several months.

All right. Continue to vote if you have not done so. We will let that poll stay open. But we're going to move onto the next slide. This provides a list of resources. Some people asked how do we find the guidance. Someone mentioned specifically the TEGL. The links are on the webinar. They're provided as part of the webinar to both the program memorandum issued by Office of Career, Technical and Adult Education; the program guidance issued by RSA; and the training and employment guidance letter issued by ETA.

And I will say on this slide the last bullet, the reference to the TEGL is not correct. It is actually training and employment guidance number 10-16. It was issued on December 16th of 2016. Again, we will update this presentation and correct that description. However, the links that are provided as part of this webinar link to the actual different pieces of guidance and guidelines, so that is a way. Finally, if you can't get through to it this way, I would encourage you to go to your program area's website, where there are links to the guidances.

OK. Moving on to questions. I will just say I'm going to address – there's several that my colleagues are going to respond to. I want to mention maybe hearing it in a different voice will make this clear.

As Evan mentioned, while career readiness or work readiness certificates such as WorkKeys and others are valuable and critical components of a person's overall training service strategy as appropriate, as determined by the local area, those do not count in either the measureable skills gain indicator or the credential attainment indicator. I just wanted to clarify that.

There was another question about the – we said the OSHA 10 was not an example of a credential, nor is the OSHA 30 (or whatever ?). So we want to make sure that if there's a certain – look at the definition, and if you have questions we tried to explain that we cannot answer each and every example of credential. We're trying to give the guidelines and the parameters here of how to define those.

All right. I'm going to turn it over to Evan, who's going to answer a few of our questions, and then we'll go from there. Evan?

MR. ROSENBERG: Thanks, Karen. OK. I'll answer a few of the credential questions that came in during my portion of the credential presentation.

Question came in asking, "If only attaining a secondary school diploma, would employment prior to exit satisfy the employment part of the positive outcome?" This question relates to that special rule I talked about that pertains to attaining a secondary school diploma or recognized equivalent where the individual also needs to be either employed or in education or training within one year after exit.

So if the employment is prior to exit, that alone would not be sufficient. If the employment continues beyond exit, as long as it's one day post-exit, then it would be sufficient. I believe how this indicator works is it looks for a data element called post-exit education or training, and we look at the employment post-exit as well. So it's post-exit employment, but it could be the same job that someone had prior to exit and still have post-exit. The key there is they're either employed or in education or training for one day post-exit.

Another credential question. "Is attaining a credential during program participation excluded from the calculation of the credential attainment measure?" And the answer to that is no. As I mentioned in my presentation the credential can be obtained either during program participation or up to one year after program exit.

Another credential question. This one says, "For Title I, if a youth is in secondary school, do they have to receive a diploma or GED to meet the credential requirement; or can they attain a postsecondary credential to meet the measure?" And the answer is it can be either one. As long as the youth attain some type of credential or diploma, then they would be a success in the measure. It does not have to be the diploma or the recognized equivalent, even if they're an in-school youth working towards it. It can be the postsecondary credential. The measure just looks at have you attained any of those types of credentials.

Another credential question. "For participants that obtain their secondary school diploma during the program, can they enroll into postsecondary or obtain employment prior to exit and still be a positive in the measure?" I think this relates to the first question I answered, or one of the earlier ones I just answered, which is that for that special rule pertaining to obtaining a secondary school diploma.

As long as they're in either education, employment, or training post-exit, it counts. They can enroll in it prior to exit but they still have to be in it for at least one day post-exit.

And then one more credential question. "Can that employment take place anytime within that year or does it have to be a specific time?" I believe this question also relates to that same special rule and is asking about how long someone must be employed post-exit in order to count. There is no specific time as long as you're employed or in education or training for one day, then you would meet that measure.

All right. So now I'll turn it back to Karen to turn it to someone else to answer a couple questions.

MS. STAHA: All right. I think we're going to Cheryl Keenan to answer one of the questions that came in.

MS. KEENAN: Thank you, Karen. (Crosstalk, technical difficulties.) OK. You can come back to me, Karen.

MR. ROSENBERG: I can take one more, Karen. I see one more credential question.

MS. STAHA: Great.

MR. ROSENBERG: All right. So one more credential question. This one says, "Is it 365 days after exit for credential attainment or four quarters after exit?" This is one where I mentioned there was a mistake on the slide.

It's 365 days after exit. The slide I believe says four quarters. That's how we did it under WIA. But under WIOA our specifications in our information collection requests say that the credential needs to be obtained within 365 days from the exit date. So it's not based on quarters; it's based on exactly one year from the exit date.

MS. KEENAN: Thank you. I got my technical difficulty fixed.

So we had a question coming in also about the credential rate, and it says, "What about students who are enrolled in programs above the ninth grade level who already have a diploma? Title II serves both people who have diplomas and don't have diplomas; will they be filtered out?"

That's a great question, and the guidelines do clarify that the requirement to be included in the secondary school diploma is that they are enrolled in a program at or above the ninth grade level and they do not already have a diploma. So if individuals have diplomas already they would not be included in the secondary credential portion of the credential rate indicator.

MS. STAHA: OK. And now – I'm sorry. Go ahead, Cheryl.

MS. KEENAN: There was one more question that we can field while we have the floor.

There was a question that if – you know, we gave the example of a participant with two periods of participation, and there was a question about, "If a participant counts twice in performance due to participation, if they're unsuccessful in capturing their credential, will they count negatively twice?" And the answer is yes. If they are in the denominator twice, their success or failure would count each time, which could result in two negative outcomes or two positive outcomes or one negative and one positive.

MS. STAHA: All right. Thank you. We're going to go to Melinda now for a question focused on the voc rehab program.

MS. GIANCOLA: So the question is, "VR serves clients still in high school; the measureable skills gains measure mentions EFLs. Does this include traditional high school students when they advance a grade or is the measure only geared towards adult high school programs?"

So there are five types of ways that you can measure a measureable skill. The EFL is just one. If you look at the third type, it's called secondary or postsecondary transcript or report card or a sufficient number of credit hours that shows the participant is meeting the state unit's academic standard.

This is where we would get that for the VR student who's progressing through high school as long as they're on an IPE and a participant. We wouldn't be including those students who are just receiving pre-employment transition services. They have to be a participant. But we would document them using number three and they would show their VR counselor their secondary transcript or report card showing that they're making sufficient progress through their high school education.

MS. STAHA: All right. Andy, do you want to –

MR. RIDGEWAY: OK. So we've seen – I don't have a specific question number on here – but we have seen a few on the incumbent worker issue again, so I wanted to just go over that one more time.

Incumbent workers are excluded from performance accountability for the purposes of negotiations and potentially sanctions. So when you're doing your annual reports and your roll-ups of who's in the second quarter employment rate, the fourth quarter employment rate, the credential rate, the measureable skills gain rate, by program, that is excluded from that measure.

However, we do want to collect that information. So if an individual's in incumbent worker training, information on whether or not they got a skill gain should be collected. Again, it's not part of the negotiations, not part of sanctions, but it should be collected, and it's all on attachment 8 of the TEGL. That has all the information that should be collected on incumbent workers who are only receiving incumbent worker training.

So wanted to go over that again just because I saw some questions about that, so we'll go from there, and I think we'll turn it over to Evan.

MR. ROSENBERG: Thanks, Andy. I'm going to take a couple of questions that came in on the measureable skills gain indicator.

First question, "So if an in-school youth is enrolled on June 28th, 2017, then they need to have a measureable skills gain by June 30th, 2017; correct?" And unfortunately the answer is yes. It does not matter how long you're in the program in a given program year. You're in the measureable skills gain indicator as long as you're in education or training in a program year. That means even if it's for just one day or two days, or in this example, three days.

And we understand it's not realistic that they're going to get a measureable skills gain by June 30, 2017, but they should continue into the program on July 1, 2017; and then for that next program year, PY 2017, if they get a gain they would count in that program year. But unfortunately the way the measure is calculated they would be included in the measure in PY 2016 since they came in at the tail end of the program year and it would be very unlikely they would achieve a success in the last three days of the program year.

I'd also note that while we guess this is probably a disincentive to enroll young people in the program late in the program year, we want you to focus program enrollment on what's best for the young person and not based on the measures and that they might not be a success in that first program year. So make sure you don't delay enrollment for youth because of this factor I just discussed.

Another measureable skills gain question. This one says, "I'm still confused about counting a measureable skills gain when someone's participation period spans more than one program year. On slide 5 it talks about a VR participant being able to count one measureable skills gain each year. Does this apply?" Yes. If someone's participation spans more than one program year – and I'll use the example we just covered, the individual enrolled on June 28th, 2017.

As long as they continue into the program on July 1, 2017 they've just spanned two program years for their period of participation. So for PY 2016, which is the time period of July 1, 2016 through June 30, 2017, they're included in the measureable skills gain indicator. And then because their period of participation spans the second program year, since they're in on July 1, 2017, that's a second measureable skills gain for that program year that they're in.

Where the period of participation get confusing is when somebody exits the program and then re-enters the program later on. But if it's continuous program participation then it should be pretty straightforward. And if that continuous program participation goes beyond one program year – even beyond two program years – then for each program year they're in they're in the measureable skills gain one time. So if they're in for parts of three program years, then there could be a measureable skills gain three times, one in each of those program years.

So we recognize this is a pretty confusing concept to grasp, so we're happy to continue answering questions about that. All right. Karen, back to you.

MS. STAHA: All right. Thank you. I think we're about at time, so we want to thank everyone for participating. As you may imagine, we weren't able to get through every question. We will review them, however. We do receive all the questions and we will try to address them. We're working on ways to feed the answers back to the system. We use these webinars as one mechanism for getting those answers out to you in a more efficient manner than issuing them in writing and formal document, that tends to take a little longer.

So I want to thank everyone for their participation and I'm going to turn it back over to Laura. Thank you.

(END)