**WorkforceGPS**

**Transcript of Webinar**

**WIOA Performance 101 Series Part II, Performance and Accountability Resources and Their Use: A Beginner's Guide**

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GRACE CASERTANO: And welcome to today's event, "WIOA Performance 101 Series Part II, Performance and Accountability Resources and Their Use: A Beginner's Guide." Without further ado, I'd like to turn things over to our moderator for today, Christina Eckenroth, workforce analyst, United States Department of Labor, Employment and Training Administration. Take it away, Christina.

CHRISTINA ECKENROTH: Thank you, Grace. And welcome, everyone. Thank you for joining us for today's session, focused on performance accountability resources.

So before we begin, let's check out response to the polls. Grace, could you bring the poll back up? Just one moment please. So we asked what resources are you currently using? So it looks like most of you are familiar with pretty much all of them.

Well, here in today's session we hope that we can introduce you to some new resources and help you to better use already familiar ones. So if you kind of know what we're talking about for some of these, you've used them a few times, maybe we can make you be more familiar. If you aren't entirely sure what we're talking about for some of these resources, no problem. We're going to introduce you to them.

So with that, let me introduce you to today's speakers. Thanks for the poll, Grace. Our presenters for today are Cesar Villanueva and Shelia Lewis. Both are workforce analysts with the U.S. Department of Labor Employment and Training Administration and both Cesar and Shelia come from the local workforce development system. Cesar is from the AJC system in Los Angeles and Shelia is from the system in Richmond, Virginia.

So as I mentioned, today is the second in our WIOA performance 101 series. In part one we held in May, we introduced you to some foundational concepts of performance and accountability under the Workforce Innovation and Opportunity Act. We discussed some of your questions and we encouraged you to check out our technical assistance resources. Well, today we're going to focus on those resources.

So in this session, you will learn about the types of resources available to you, how those resources can be helpful to you in your job and where to find those various resources. So we do hope that you were able to join us for part one or to visit the recording but if not we urge you to take a look at that, and we look forward to diving deeper into the resources today.

So let's get started. Cesar, where should a beginner start?

CESAR VILLANUEVA: Yeah. Thanks, Christina. And hello, everyone. Thanks for joining us today. So to get started, we want to go over some key performance reporting resources. So a good start is our performance website.

So here you'll find resources on program updates, performance measures, reporting requirements, policy guidance, performance results and data and other performance reporting information related to WIOA and the workforce system. So we'll take a deeper look at ETA's performance website later in the slides and show you how you how you can navigate this site.

So you can also subscribe to receive ETA advisories so you can receive the latest updates from Department of Labor. So advisories is the name that's given by ETA for training and employment guidance letters also known as TEGLs and training and employment notices known as TENs.

So advisories are available in two formats, so a PDF with the authorized signature and attachment and an accessible version PDF that can be used by persons with disabilities or that can also be used to maybe do the control, find function so that you can find some terms related in the document.

So here you can register your e-mail address and get the updates when ETA releases new TEGLs and TENs. And when you register you'll be given the option to choose from a list of topics that you'd like to subscribe to. So when you get that list, make sure to select employment and training and then advisories and you can also subscribe to other programs or topics that you wish to get updates from. So through these filters, through filters on this website you can also search for advisory by year, those that are currently active or those related to WIOA guidance only.

You can create an account on WorkforceGPS and find helpful technical assistance resources. And WorkforceGPS was developed specifically for workforce professionals, educators and business leaders so here you'll find useful webinars and training and resources, promising workforce development practices and evidence-based research to help you navigate and improve your state's reporting, performance reporting.

So this site is free and it's easy to join so when you create an account you'll be able to receive newsletters, state resources that you find helpful, engage with your peers through chat features or by sharing resources to e-mail and you can also sign up for webinars and events that you're interested in.

On this site, you can also subscribe to communities of interest and subscribe to what's called a weekly Community Digest and that's so you can receive weekly e-mails for all of the communities that you've joined. So for instance, you can join the performance reporting community and you'll receive a weekly update through e-mail.

So the performance reporting community is a way for ETA to provide technical assistance to grantees and in particular those practitioners responsible for reporting on performance or making policy-involving performance. So this community serves as a centralized source of information for performance-related policies and resources and we'll continue adding to this page as new technical assistance needs are identified and additional resources are developed.

So now, let's take a deeper look at some of these ETA performance resources. So policy guidance. The advisory system is used to publish ETA's interpretations of federal laws to the states and grant recipients, whether that's procedural, administrative, management or program direction.

And the training and employment guidance letters are used to transmit policy and operational guidance to WIOA state and local workforce systems, and training and employment notices are used to communicate announcements of meetings, publications or just general information.

Some quick tips. So what are the TEGLs that you're most likely to use? Where would you begin? Well, here are some key TEGLs that should be helpful as a starting point.

So if you want to know about the performance accountability requirements of WIOA, TEGL 10-16, Change 1 describes those requirements and addresses the methodology for calculating the six primary indicators of performance. If you want to know about the alignment of the workforce system, TEGL 14-18 describes alignment and streamlining of the performance indicators across 15 Department of Labor programs and to the WIOA performance indicators. If you want to know more about negotiation, TEGL 11-19 describes the process for negotiating levels of performance and explains two instances in which a state may be sanctioned for performance failure or failure to report.

Eligible training providers, TEGL 08-19 identifies actions that states can take so that they can meet requirements for training providers, program eligibility and the state's eligible training provider list.

If you want to know about, let's say data validation, TEGL 07-18 provides information about the guidelines that states must use in developing procedures for ensuring hat the data submitted are valid and reliable. And lastly, if you want to know about supplemental wage information, TEGL 26-16 provides sub-regulatory guidance on the requirements regarding the use of supplemental wage information.

So now, to get familiar with our resources I'm going to provide a live demonstration of the Department of Labor performance website and WorkforceGPS, which has webinars, webcasts, e-learning modules, the PIRL online resource and other resources as well. So I'll go ahead and share my screen, so Christina if you could let me know if you can see my screen that would be helpful.

MS. ECKENROTH: Great. Cesar, I am able to see it.

MR. VILLANUEVA: Awesome. Thank you. So just to note, the performance website has undergone changes and continues to be updated so that this site can be more accessible and user-friendly.

So to start, this is a performance home page so as you can see, this describes the types of reformation that you'll find on this website. And below that, you'll see announcements. So here in this section you'll see the new resources that are added to our website. So if you click on what's new, that will provide a deeper, I guess a broader description of the types of resources that have been added as well as a performance fact of the week.

And to my left-hand side, this navigation bar is going to help you navigate this website. So there's different tabs as you can see in this navigation bar so I'll go ahead and explain a little bit of the types of data or information you'll find through these tabs.

So the workforce performance visuals, that contains data on WIOA such as quarterly and annual reports and summaries, quarterly and annual data books and WIOA individual performance records, which are also called public use files.

Below that is the WIOA performance reporting tab and that contains information on the PIRL, reporting templates and specifications for submitting reports, the PIRL online resource which we have talked about in the previous part one of this series, and other resources like wage conversion charts and reporting timelines.

Below that you see WIOA performance guidance. That's going to show you the advisories like the TEGLs and TENs that we discussed. And WIOA technical assistance resources and tools, that just gives you a list of the types of resources and tools that are available.

WIOA negotiations is given for data folks who are dealing with negotiations, so on this tab you can find information on the negotiations tool, state model summaries and statistical model resources. Below that you can also see other information such as wage entertaining systems and data quality initiatives which are other grant information for those grant recipients who we'll see have their grant.

Below that you can find WIOA success stories, which highlights WIOA participant success stories across the workforce development system and that's from the annual narrative reports that you submit. And lastly, there's the Workforce Integrated Performance System, also known as WIPS, which has a lot of information that's useful such as the quick reference guide for WIPS and newsletters which provide updates to the performance reporting system. So make sure to check out these, the performance website so that you can get familiar resources.

I'll go ahead and now go over the WorkforceGPS page. So WorkforceGSP, as you can see this section provides an overview of the types of resources that you can find on this website. And below that you'll find featured content, so here we highlight resources that we think will be helpful to the performance reporting community such as the PIRL online resource that we talked about, TEGL11-19 and other resources as well.

Scrolling down you'll see an event section. So here you can see any upcoming events like the one today or previous or past events that have been coordinated as well so you can go back to those and check them out. And scrolling down there's other information like announcements, new resources and top resources.

So just to do a demonstration of what the website can do, for instance the search bar helps you find hundreds of resources that are available, but you can also narrow down your search by sorting through criteria and filters. And once you find a resource it'll also suggest other resources that you might like and related content.

So for instance, I'll go ahead and search for reportable individuals. For instance, if I want to find information on this resource I'll go ahead and search that and I'll just take a moment to populate the results. So here you'll see all the technical assistance resources and tools that have been developed.

So I'll go ahead and click on the resources page and this will show you all of the resources that have been developed on this topic. So there's the guide there, there's the scenario tool, there's the TEGL related to reportable individuals. And then on the last slide you'll see that there's a like button, there's a share this page button, a save this page button and then a print.

So once you create an account, it's helpful if you like or if you save a resource. You can go up to the My WorkforceGPS dashboard and then be able to see the resources that you found helpful so you can always go back and refer to them. And then below that under related content, there will be different types of links related to this topic as well so make sure you also check those out.

Like I said, you can also browse upcoming webinars and search for past events. You can share resources with your colleagues through e-mail and social media. And then like I said though the workforce, My WorkforceGPS, you can curate your own library of resources by saving content.

So let's go back to the homepage to take a look at other resources that are helpful for this. So for instance, the PIRL online resource is a very good resource to get you started. And the PIRL online resource leverages existing ETA guidance and technical assistance tools and it's designed for both novices and more experienced grantee data and performance specialists. And it's organized in a way to introduce less experienced staff to the concept and specifics of reporting but with easily identifiable sections so that you can quickly navigate to more specific information as you need.

Below that under related content you can see that there's an e-learning module. So e-learning modules are self-guided online learning platforms that have one or two learning concepts and they incorporate a blend of teaching and also applicable scenarios. So make sure to leverage these types of resources.

I'll go back to the home page just to point out one more resource that I think will be helpful to get you started, which is the credential attainment resource page. And this page contains a collection of performance-specific and program-specific content. And as you can see, it will show all the types of resources that have been developed.

So that's all on my end. So now I'll hand it over now to Christina to check in on our knowledge of these resources. Christina?

MS. ECKENROTH: Great. Thanks, Cesar. So we've covered a lot of material. We're going to pause here and check in on what we've learned so far. So please take a moment to answer a poll question that we're going to put up. It's a little bit of a quiz. If you were looking for official DOL guidance, which tool would you reference?

Be sure to select all that apply and we'll give you a few seconds to respond. OK. Great. I think we have some clear winners in TEGL, training employment guidance letters absolutely. But don't forgive about TENs, which are training employment notices and those were the informational notices that Cesar mentioned. So TEGLs and TENs are the acronyms for our policies.

Well, thanks, everyone. Now let's talk about some practical examples. Shelia?

SHELIA LEWIS: Thank you, Christina. And hello, everyone, and thanks for joining us today again. So for those of you who attended or have viewed the reporting or part one of this event, some of the questions in this segment may be familiar.

So now let's look at a few real-world practical applications where you can check out our technical assistance resources to search for answers. Please be mindful that the information presented in today's event is not intended to be an exhaustive guide.

Remember you also have other resources at your disposal such as your colleagues or you can check with your regional performance specialist or you can send a message to etaperforms@dol.gov. You'll see that e-mail address later on in our event but remember to check our resources first. We have a lot of them.

So before I continue, bear in mind that our content is limited today to the performance accountability provision of WIOA. In part one of this series we received some questions on unrelated content. Thus, we defer to the subject matter experts in other programmatic offices who have similar resources published on WorkforceGPS and on our dol.gov website.

So moving on, some of the questions might include terminology best specific to WIOA. So some of the questions that we received were what's the PIRL? What are formulas? What are specifications? What's a reportable individual? What about supplemental wage information? So let's go through each one of those.

So if you're relatively new to workforce development, you may have heard some, a few unfamiliar terms in the field or during some of our webinars or live events. So during this event today, we will take a look at some WIOA performance accountability regular terminology.

So as you recall from part one, we talked about the PIRL. The PIRL is the individual participant record layout. So in a nutshell, it's a large selection of information collected on each individual in our program. So Cesar just talked about the PIRL online resource. It is a good place to begin to do your study about the PIRL. Again, it's a self-directed online resource that provides hyperlinks to other PIRL and performance-related content.

So let's move on. So we hear people talking about formulas and specifications. What are formulas? What are specifications? Well, in this context, formulas and specifications are basically the same thing. So why are they used? What are we calculating anyway, so and where do we find them?

Well, let's back up. We use these formulas to be sure that we're calculating the PIRL data elements and the indicators of performance in the same manner. So they keep us on track and they provide consistency. In other words, they are used by the states and grantees as arriving at their data in the same manner. They use the specifications to program their management information systems.

So now you know what they are and what they're used for. Where do we find them? Well, these formulas and specifications are found on a separate tab on each of the quarterly report templates or the annual report templates and those are found on our website on dol.gov. So check it out for more information.

Let's move onto reportable individual. You'll hear this a few times in today's event. So how are reportable individuals different from participants? Why do I care? Where do I get more information?

Well, you can get more information on reportable individuals by checking out the educated resource page for reportable individuals on WorkforceGPS. So on this page you'll find a lot of information but some of that information includes a downloadable guide that's titled Understanding Reportable Individuals and Participants for Performance, a Guide to Reporting Services.

This guide is intended to help users better understand, first, the distinction between a reportable individual and a participant; and second, it connects, it makes a connection between the PIRL data elements and the those that are allowed through our program such as the WIOA adult, dislocated worker, Wagner-Peyser and the national dislocated worker grants programs. You can download the guide from the related content section on this page. So this guide is also complemented by a video.

So for those of you who are working in performance reporting, you might want to download the video and take a look at it. You also will find a reportable individual scenario tool. And of course take a look at our guidance, which is TEGL 10-16 Change 1.

You may also hear about supplemental wage information. So what's this? Why should you care? Where did you find the information? Well, TEGL 26-16 is dedicated to supplemental wage information. There's also a webinar dedicated to supplemental wage information.

You can find this event and its supporting materials also on WorkforceGPS. It applies to the employment-related indicators and performance included in meeting earnings and the employment-related portion of the credential attainment indicator.

So Christina, what other questions do we have today?

MS. ECKENROTH: Thanks, Shelia. So during our first session, folks were really interested in how the performance indicators were developed under WIOA. So we did get a few questions such as why are we measuring participant outcomes from employment in the second and fourth quarter after exit? Why not employment in the first quarter after exit? And why are we doing median earnings for performance measures rather than average earnings that we used to do under WIOA? Can you talk about that?

MS. LEWIS: Sure, Christina. So again, in part one we had responses to those kinds of questions such as it's in the law or it's in the statute and we got feedback like I don't know what you mean when you say the law or the statute. Well, as you may recall from part one, we talked about the statute and the law as the basically again as a bottom term. They're the same thing.

So like you, many people have the same questions when we were developing, when the department was developing the regulations that go along with the WIOA law. So these questions were submitted during a public comment period, which was a period called the notice of proposed rule-making or the NPRM and it all started, there were two public comment periods for the information collection re-cross or ICR.

So remember, Congress created the law so in the process of creating the regulations the public wanted to know why certain choices were made. So the department published those questions and the responses in the section of the regulations called the preamble. The preamble comes just before the actual regulations.

Also, these questions are, again they're publicized. I mean they're thought and publicized by the department for the ICR as well. So when it came to it, the ICR, they were published as a separate document. Both of these questions and responses are found in what's called the Code of Federal Regulations or the CFR.

So in a nutshell, the Department of Labor implements a law the congress passes, so if you want more information regarding why the department made certain choices and more information on why certain parts of the law are congressionally determined, visit the code of federal regulations and look at the public comments and look at the responses.

And in the future, just know that you can also be part of that process. Regulations before they become final are submitted for public comment. You also have the ability to comment and ask questions on anything that's proposed.

So Christina, do we have another question?

MS. ECKENROTH: Yes, we do. So I've heard that our negotiated performance is adjusted at the end of the year. So what does that mean and where can I find out how that works?

MS. LEWIS: Christina, that's a good question and lately it's come up frequently. So let's pose the question from the context of end-of-year performance adjustment. So that's really what we mean by adjustment is the end of the year adjustment. There are several places where you can find that information.

The resources that we have about negotiations include the statistical adjustment model, which is located again on our DOL website. We have webinars dedicated to this topic. We have guidance on negotiations and sanctions. We have a webcast that's dedicated to webcasts and sanctions. And we also have some performance negotiation tools which are housed on our WIOA, or I'm sorry, on our DOL website.

Also, and we're excited about this, it'll be released later this month. We have an upcoming negotiations e-learning model. So if you registered on the performance community in WorkforceGPS, you will receive a notification about that e-learning module once it's released. So to answer this specific question I would say we can also go back to the regulation, I mean, I'm sorry, to the law.

So according to the statute, according to WIOA statute, we are required to use a statistical adjustment model at the end of the year. Again remember, that end of the year adjustment. So this is further explained in TEGL 11-19. So again, all the information about the statistical adjustment model and the details for using it and other resources are found on dol.gov or on WorkforceGPS.

So Christina, what's our next question?

MS. ECKENROTH: So Shelia, for the employment in the second and fourth quarter, does that include contract or gig workers? What are some of the self-employed? Do they count? How do I find out information about this?

MS. LEWIS: Well, yes, Christina. The indicator includes anyone that earned a wage. So a list of resources available to respond to this question would be first TEGL 10-16 Change 1, which again is a general performance accountability guidance on the core programs and TEGL 14-18, which is our DOL guidance that aligns the performance accountability across all of our DOL programs and also TEGL 26-16, which is a supplemental wage information guidance.

So our data team also created a tool called the wage conversion chart, which is an attachment on both TEGLs 10-16 Change 1 and TEGL 14-18. So this chart is used when we're reporting various wages and earnings, which may be someone working, this may include someone working in a gig or contract job. Their earnings may be hourly, weekly, bi-weekly, etc. So this chart helps to convert these earnings into a quarterly format needed for the WIOA quarterly report.

We also have an e-learning module on the wage indicators as well as the other indicators of performance. So you'll find this e-learning module also on WorkforceGPS and it could be found by searching either for the specific indicator that you need information on or by inserting WIOA performance indicators summer e-learning series into the search engine on WorkforceGPS.

So the benefit of using this particular module includes it has definitions, it has detailed calculations, it has various real-life scenarios. It also has knowledge checks with explanations of the answers and of course it has other related resources.

So Christina, do we have another question?

MS. ECKENROTH: I don't think I understand how the credential attainment indicator is calculated. Is there somewhere that that's explained?

MS. LEWIS: Sure, Christina. That's another great question and it's another popular topic. It happened to share that we have a wealth of information on credential attainment. So how you find that supply for you and here are the resources that you can use.

Again, first check with TEGL 10-16 Change 1. You can look at the reports' specifications or again the formulas that's found on the quarterly and annual report templates. Here you'll also find a detail of the specific items that are included in the numerator and in the denominator. In addition to the formulas we also have a plain language description of the formulas that suit it.

So you can also check the PIRL. In the PIRL you'll find specific definitions, instructions and could value. Also you'll find more information on the numerator and denominators for the calculation of credential attainment. Another great resource again is the e-learning module on performance indicators. It has specific information on credential attainment and if you go to WorkforceGPS, we are very proud of the credential attainment resource page, where you'll find even more information about credential attainment.

So again, the business specific credential attainment e-learning module that's dedicated just to that indicator. There's also a credential attainment decision page, decision tool. And there's a page that's currently under construction but it's for the, it's a placeholder for the state cohort on credential attainment, which Christina will tell you more about later on before the end of this event. And there's much more.

So Christina, I think we had time for one more question, right?

MS. ECKENROTH: OK. So I'm a little unclear about what makes someone a participant. You talked about participant. You talked about reportable individuals. So how do I find out what triggers someone to be a program participant?

MS. LEWIS: Certainly, Christina. That's another good question because reportable individual again is a new term under WIOA, introduced under WIOA.

So I recommend that you start with reading TEGL 14-18, which discusses reportable individuals and gives some information on participant eligibility and enrollment. And here you can also learn about the distinction between a reportable individual and a participant.

Also, we'll go back to TEGL 10-16 Change 1 which provides information on reportable individuals and on WorkforceGPS there's a special dedicated page on reportable individuals, which provides a lot of information about when someone transfers, transitions from a reportable individual to a participant, when to exit a reportable individual and so forth.

So what did we learn so far today? What's our key takeaways about our technical assistance resources? So let's take a minute to think about the resources and tools that we've learned about so far. You may have noticed that we've mentioned various tools and resources repeatedly.

So why is that? Well, they all work together. Nothing really stays in one. All our resources should be used in combination with each other. That is, of course, in addition to your colleagues, to regional specialists, and in addition to the questions that you may submit to us through ETAperforms.gov.

So my suggestion would be to begin with the guidance or TEGL as they further explain the law and then venture out into the various technical assistance tools and resources. Or if you prefer not to begin with our policy documents, then begin where you feel called. Perhaps that's a self-directed, self-paced e-learning module. But remember, no matter where you begin, that all the resources and tools are listed together on the specific topic. So please take advantage of all that's available and click on those links within each resource as they lead you to other related resources and tools.

So we realize that a lot of the information contained within our resources, there's a lot of information contained within our resources. But remember that ETA has developed each of these resources for your consumption. That is to assist you in serving our participants and to help you to collect data as you evaluate your programs and services for participants. Remember that from part one of our series? That will be the continuous process improvement part of our performance accountability. So I know this is a lot of material, so take it slow and steady in order for you to digest everything.

Also, check back here honestly. Our tools and resources are updated from time to time. So if you are registered on WorkforceGPS you already know this as you receive notifications letting you know when a resource has been revised. For instance, our PIRL online resource is currently being revised. Currently we're in version 2.0 and we're working on publishing version 3.0 which should be published by the end of this month, so stay tuned and look forward to that.

So now let's check back in with Christina.

MS. ECKENROTH: Thanks, Shelia. So there was a lot in that section. We're going to pause here again for another knowledge check. I think all of our technical issues should be worked out so take a moment here to answer this poll. Where did the performance indicators under WIOA come from?

Is it from our webcast, the preamble, the credential attainment webinar, was the WIOA statute that told us what the performance indicators had to be? OK. It looks like we have a clear winner. The WIOA statue, the law was what identified the performance indicators. Great. Thanks, everybody.

So let's go on to our next knowledge check. How about this one? Grace, could you put up knowledge check number three? There we go. So where do you find information on the WIOA performance negotiations? So this is a tricky one. Could you go to the TEGL for information, our website, the WorkforceGPS webcasts on negotiations on sanctions, you wouldn't go to any of those places, or you could go to all of those places? Just pick one here. OK, great. It looks like most people are familiar with the fact that it's all of them. You can go to all of these places for information about WIOA performance negotiations.

So we discussed a lot of our technical assistance resources today and we hope that it has been helpful in getting you started. Here's a quick summary of the resources that we've covered. We encourage you to sign up to receive ETA policy announcements. We encourage you to get a WorkforceGPS account and join the performance community. And we urge you to visit the DOL website with the caveat that we are in the midst of a website convergence, so check back there frequently.

Now we are able, we have some remaining time to take questions. Please put your questions into the chat and we're going to direct as many as we can today. But if you have a follow-up or we are not able to get to your question, we provide an e-mail at the end of the presentation where you can send an e-mail with your question.

OK. So we –

MS. LEWIS: We have – oh I'm sorry. Go on.

MS. ECKENROTH: I said we do see a question. Shelia, there's a question you can address about effectiveness in serving employers' measures. Some folks want to know where they find out about that measure and what's going on there.

MS. LEWIS: Great question. And as some of you may recall, the effectiveness in serving employer measure, it's currently in a pilot program. And that pilot program is not due to end until I believe it's September of this year. So as you recall, there was three approaches proposed to measure effectiveness in serving employers.

So those approaches are currently under a pilot program. There is also a fourth option for the states to develop their own approach to measuring effectiveness in serving employers. So it's currently in the pilot. It won't be finished until later this year, and I'm not able to tell you because we don't know how we'll actually end up measuring it. So stay tuned for that later this year.

Now, the second part of that question is what data management tools are people using to track this performance? That's not a question that we can answer but what I would say is those of you who are in the audience who are willing to share what data management tools you're using to collect your effectiveness in serving employer approaches, key those in the chat room and respond to that question because it could be, it could run the gamut and we don't have the answer to that. So I'll turn it back over to Christina with our next question.

MS. ECKENROTH: Thanks, Shelia. So someone had a question about exiters. And we did not actually cover specifically this question so let me help you find the answer to that. So someone has asked us, you know, is there a timeframe for keeping our participants case built in, even if I'm done serving them? Like how is that, what are the rules there?

So what you're really asking about are exiters. So TEGL 10-16 page one is going to give you a lot of information about exiters and the timeframes but it's very similar to WIA. So it's 90 days without a service, so and retroactive from the last date of service, so that hasn't changed.

So you can find out information about exiters in our TEGL 10-16 change 1 as well as our performance website as well as our performance community page on WorkforceGPS. All of those e-learning modules that go through the various indicators, you can take a look at those.

And Shelia mentioned the participant individual record layout will have some criteria, the formulas will like have someone becomes an exiter, the actual dates involved. So depending on how deeply you want to go into it, that will give you some of the basic information.

Now I'm going to follow that up as well by saying that I'm sure that your state or local workforce board may also have some direction about how to actually report those things appropriately in your state management systems. So you want to be sure that you are referencing all of that material as well.

Now we have another question about credential attainment. Cesar, do you want to talk a little bit about credential attainment?

MR. VILLANUEVA: Yeah definitely. So we received a question. Why is it that credential attainment is so important when it's so difficult to reach? So the short answer is that credential attainment is required because of statutes. So WIOA Title I, which is adult dislocated worker and youth programs as well as adult education and vocational rehabilitation are required by WIOA statute to report on this indicator.

So the credential attainment in short is the percentage of participants enrolled in an education or training program who attain a recommended post-secondary credential or a secondary school diploma during participation in or within one year after exit of the program. So this information can be captured while the participant is enrolled in the program or a year after during the follow-up services. So it is sometimes difficult to capture that with the follow-up services, but the short answer is that it's required by statutes. And I'll hand over the next question back to Christina.

MS. ECKENROTH: Thanks, Cesar. So we didn't, there's another great question about wages. So how do you find, how do you get the wages for a participant? So if you go to our website, Cesar briefly sort of went over something called SWIS. Well, the state workforce interchange system, sorry, the state wage interchange system.

And that is an official agreement that all the appropriate states have already signed in order to have an exchange of wages between states so we can match wage information. So in a sense, it can live, if a participant is getting services in your state but crossing a border to be employed, that's how that would be identified. And internally, states have a process for matching their own wages to participants who have, who have identified that person's wage.

That is usually very restricted. That's usually on a need-to-know basis. There's a high level of security around the access to that, so on your level you may not actually ever have access to that. It may only happen at the state level and you might never get induvial information for a participant, might never show up in your case management system or if it does it may be limited to state wages, etc. etc. So that's really restricted. It's not something that a lot of people on this call are probably going to be involved in.

Now, when we talked about supplemental wages, meaning that person or participant is maybe self-employed or there's some other category of employment where they're not showing up in the wage match yet or at all, you would have to follow our instructions or your state's instructions. And that's really conducted via follow-up and we provide some examples of what satisfactory information would be, you'd be able to gather in order to ascertain what someone's wage was, for example if they're self-employed. And that might include W-2s or cash receipts, etc.

So that's an excellent question and if you have never seen a lead's record that's okay. I'm sure that there's somebody in your state who's handling all of that. But if you want to know more about what that looks like or what that agreement is or how any of that works, you can go to our website and click on that link to the wage interchange system and you can get more details about that structure.

So Shelia, there's a question here about accessing e-learning modules. Can you revisit that with us?

MS. LEWIS: Sure, Christina. And actually, I just tried this a few minutes ago. So if you go to the search engine that's built inside WorkforceGPS and type in e-learning module. I think you have to type it in that exact way. It'll be the little e-Learning module. It should bring up the list of all of the e-learning modules that are available.

Just bear in mind that other programmatic offices also have e-learning modules so if you're looking for something specifically related to performance accountability, you might want to type in a little more information. For instance, we have a specific e-learning module on credential attainment so I would type in just that, e-learning module on credential attainment or you could just type in credential attainment e-learning module. So I hope that's helpful. Christina?

MS. ECKENROTH: Great. Thanks, Shelia. So we probably have questions for maybe, time for maybe one or two more questions so I'm trying to scan quickly to find questions that are general. OK.

MS. LEWIS: Christina, there's one of the same, the question is where do I find the credential attainment page?

MS. ECKENROTH: Yep.

MS. LEWIS: Again, it's a credential, you would just type in credential attainment on WorkforceGPS in the search engine and it will bring up that page. And we see and I did also try that a few minutes ago as well. It does work. And it'll bring you up a wealth of information, but it does bring up that specific page. If you, when you bring up that page it'll lead you to all the other related content on credential attainment.

MS. ECKENROTH: Thanks, Shelia. Maybe one more question. So Cesar, there are some more questions about policies. One specifically, can you touch base again, like if I'm interested in adult and dislocated worker, what policies should I start with?

MR. VILLANUEVA: Yeah. So yeah. There's a question about technical guidance for adult and dislocated worker eligibility and the, I can only find information in the law and final rule. So there is policy guidance related to that in training and employment guidance letter number 19-16 and that just provides guidance to the workforce system on delivering services for the adult and dislocated worker programs.

And those had a one as well as the employment service program in Wagner-Peyser, as they were amended under the final rule. So that will have the information related to adult and dislocated worker program eligibility.

MS. ECKENROTH: Thanks, Cesar. So with that we are at the end, almost at the end of our time. So we would like to thank you for joining us today. We hope that this was a helpful session in orienting you to all of our performance and reporting technical assistance and, you know, giving you the tools to get started and reusing those resources to support your work.

We do have some upcoming events to announce. At the end of June, we'll introduce a credential attainment decision tree tool that's meant to identify, to help you identify if a credential meets the criteria for the credential attainment indicator under WIOA.

We'll also showcase the work of the nine states that were involved in the credential attainment cohort, which was a partnership between the Departments of Labor and Education to develop tools for the states to help them build them a broader system to address reporting of the credential attainment indicator.

We're also going to be releasing that e-learning module on WIOA negotiations process, so this learning module is going to be great for folks who were not directly involved in the negotiations process to see an example of the process in action.

So if we were not able to get to your question today, we had a great big group joining us, please send us an e-mail at etaperforms@dol.gov and we will get back to you with a response as soon as we can. So with that, I'd like to thank everyone for joining us and I'll pass it over to Grace for some reminders and a wrap-up. Grace?

(END)