WIOA Update: Reporting Integrated Education & Training Activities

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Good afternoon everybody, if you are just joining us as a reminder this webinar will be recorded. This is our second webinar in the series on Integrated Education & Training activities under WIOA or the Workforce Integration & Opportunity Act. I do invite you to as we go through the webinar write down your questions, because as you will see we have 2 additional webinars coming up during the month of April on Integration & Education Training Activities. There is such a wide variety of information to cover on other topics. I also want to remind you that you can download today's power point in the file pod of the Adobe Connect that will give you a copy of the power point that we are using today. We will also be recording this webinar and will have it out and posted with our other webinars in about a week.

SLIDE 3: Welcome

This is the second series on Integrated Education & Training, specifically Integrated Education & Training under the Workforce & Innovation Opportunity Act. This is going to be the first in a two- part serious on reporting Integrated Education & Training, we haven't announced the second of those webinars but we will have a date for you at the end of this webinar.

As they began putting all the information of today's webinar, even I felt a little overwhelmed with the large amount of information that we needed to cover. I wanted to go ahead and split into 2 parts. Today we are going to go over quite a bit of information, but we will use the second webinar to do sort of a Q&A for questions that we get after today's webinar to go into more specific details and scenarios, because I know that can help as you are trying to think through how you are going to do these things with your program. We will get into a little bit more detail that we will cover today.

I am going to cover a lot today, know that it is kind of a first glance at a lot of this information and we will get into more detail in the second webinar.

SLIDE 4: REVIEW

The first thing I wanted to do today is a review. What I am going to cover is hopefully information that you have all seen. Basically covers information in a webinar that we put out at the beginning of this year. We have actually cover the same information in other trainings and things like that, but really just sort of a basic on reporting in TEAMS.

Just to make sure that we are all starting in the same place. For most of you what I am about to cover will hopefully be review, but I wanted to cover it to make sure that everyone is starting at the same place. So that we can continue with the new information on reporting Integrated Education & Training under WIOA.

Slide 5: FUND/ACTIVITY (SUB-FUND) MAKEUP

I first wanted to just quick do a refresh of fund activity or you hear us call them "sub-fund" make up in TEAMS. This is how we track individual activities in TEAMS, what was previously thought of a source of funding is now taking to the next level that is a source of funding, but is also a specific activity. This allows us to track different types of activities and pull data on those activities and TEAMS.

Slide 6: EXAMPLES IET (AEFLA)

Quick example, this is an IET (AEFLA) or IET basic skills class funded with AEFLA funds. So again every activity or sub fund code is made up of the activity and then the actual source of funding in parenthesis. In this case this is an IET basic skills class funded with AEFLA funds.

Slide 7: EXAMPLE Distance Learning (TANF)

Here we have an example of a Distance Learning class funded with TANF funds. So if you were to be putting students into this class and tracking their hours this is the funding, sub-fund, or activity code that you will hear us calling that you will use to track those hours in TEAMS.

Just as a reminder sub-funds are actual activities, so you can think of things like transition classes, distance learning. Then there are different types of career pathways, Integrated Education & Training, Work Based projects, and then English for Professionals.

Slide 9: RVIEW: Activity (Sub-Fund) Codes

Just to do a real quick review of the types of activity or sub-fund codes that are currently available in TEAMS. You again are familiar with your traditional funding sources you have Regular Adult Ed or AEFLA, and you have EL Civics which is now called Integrated EL Civics, TANF, local, and other.

Just to clarify local and other sources of funding that you have received that fund allowable activities, activities that re allowable under the current grant. Other is more to be considered a place holder, other activities are not counted towards your grant performance and are activities that may not be allowable under your grant.

Then you get into what you consider your very specific sub-fund activity code. Under Regular Adult Ed you have correction, transition, distance learning. In your Career Pathways option, IET, work-base, 30 hours in work-base which are two different types of models. And ESL for Professionals. This is review, this is a makeup that has been in place for almost 2 years now, so hopefully you are fairly familiar with this. EL Civics is fairly new in terms of the activity codes, we have EL civics Distance Learning and then we have EL Civics options for 3 of the Career Pathways option. Integrated Education & Training, Work-based 30 hours, and Work-based and we will talk a little bit more on this webinar and then on the next webinar regarding Integrated Education & Training reporting matter.

TANF, transitions, distance learning, IET, Work-base 30, Work-base, ESL for professionals.

Then your options with local, again these are your activity and sub-fund codes you will select these when selecting the funding source based on the source of fund. So regular Adult Ed, AEFLA, EL Civics, TANF, or local and then you will select the actual activity that is in parenthesis that is parenthesis for each of those funding codes.

<u>Slide 15: How to view available funding sources</u>

Just as a reminder to view all the available funding sources in TEAMS, you are not signed all of the funding sources. Now that we have modified, one of the main reasons that we did not automatically assigned all sending sourced to Grant Recipients was that in doing your data sign off report you had to do an individual funding report. We may be able to now sign things more standard since we have modified that process in TEAMS, but to review your available funding sources in TEAMS.

You can go to grant recipients, select "**Get**" and you will see a list of all the funding sources that are available in TEAMS. I will refresh that some of these are active and some of them are inactive. So there are some of these that are not options for you to use, they just exist because there is historical area tied to them. However to view all the available sources in TEAMS you can follow that process. Take a look at the funding sources, and ensure that you have funding sources assigned to you so that you can use them when you are tracking activities and funding for particular students.

<u>Slide 18: General Rule of Thumb</u>

Again as kind of a general rule of thumb just to review whenever possible classes should be co-created or mirrored whenever possible to accurately track information. Whenever you are doing a situation where you are maybe doing a class with 2 different types of activities, involving 2 different types of activity codes. It is generally preferable that rather than identifying that activity code for a specific period of contact hours as you can do so each month. You instead co-create or mirror the class, track all the hours associated with one of those activity codes with one half or one of the classes you created and it creates a duplicate class, where you track all of the hours associated with the other activity code or funding source of the other. General rule of thumb as kind of a review here. This will become more important as you see throughout this webinar as we start to track these new allowable activity types.

<u>Slide 19: Activity (Sub-Fund) code and Enrollment Targets</u>

Again just to refresh regarding enrolling targets students can count independently for multiple targets and sub-fund codes. As an example you may have an individual that counts towards your career pathways target but also counts towards your transition target. At any one time a student may be participating in various types of activities, so the funding that you associate with any activity that they are doing not with a particular type of student.

As an example you may have a student that is participating in a career pathways program but is also participating in distance learning. That particular student depending on which contract hours you are tracking for that individual you will need to select the activity code associated that particular activity with that particular point in time. The funding should always match the activity not the student.

As a reminder students only count once for a program overall enrollment target, so when you want to track your overall enrollments you will want to run table 4 for all of the funding sources checked at once rather than running a table for each individual activity code and adding those numbers together to be able to accurately track your enrollment.

Slide 21: Career Pathways

So again that was just a quick review, that webinar was done at the beginning of the year and is one of the recorded webinars we have. If you want to get into a little more detail about activity codes. If you have new staff and you are not able to locate that webinar just let your program specialist know and we can make sure you have access to that webinar.

What I want to do now is move forward and move us into the next phase. Again hopefully most programs, most individuals that are doing the data entry are familiar enough now with the tracking of individual and different activity codes, so that we can now move forward into being able to track some of these new allowable activities in TEAMS.

Slide 22: Example: IET

I want to start just with a few examples and again this is still kind of part of the review. We will be getting into more examples kind of moving forward here. As an example here, a program will be using AEFLA to support Texas Higher Education funded Accelerate Texas Project, we actually get this question quite a bit. In this scenario that I am presenting right now a program is going to find the basic skills or literacy component of an IET with their AEFLA funds and is going to pay for the training with their Texas Higher Education Coordinating Board funded Accelerate Texas Project.

In order to set this up in TEAMS you would create your Basic Skills Support Class. You will hear refer to these this very often now, as your literacy class, literacy is a term used in WIOA to discuss math, reading, writing and English Language Acquisition or ESL as we have known it. That is a class that you would actually create in TEAMS and any student that is enrolled in that class will go under the IET (AEFLA) funding source. Since you are paying for that basic skill support class with your AEFLA funds but it is an IET class, it is part of Integrated Education & Training program. You will see on here the technical training class does not go into TEAMS, this is what you will see if you take a look into the historical version of this webinar. This is changing as you will note on here on July 1, we have changes rolling out in TEAMS that we will be talking about in this webinar. Throughout this webinar I will be talking about some things that will go into effect immediately and some things that will go into effect on 7/1. 7/1 is when the next release of TEAMS comes out, we have some reasonable amount of changes coming as a result of WIOA and additional information that we will be tracking under WIOA and is one of those things that are going to be changing on 7/1.

Slide 24: What's changed?

Let's talk about what has changed and what is different. As you have heard Anson explain on our grant recipient conference calls, on webinar, and hopefully you have heard, so we release and AEL letter. AEL 02/16 that outlines allowable activities under WIOA. For those of you that have been following which is most of you. WIOA allows payment of activities that we have not traditionally been able to pay for, with the Adult Education and Family Literacy act. We are still waiting on final regulations on some of these new allowable activities that we will have this summer, but we wanted to and we have received guidance from the department of Ed to move forward based on what we noted and start carrying out these activities under the Workforce and Innovation and Opportunity Act. This letter is available on our website. If you cannot located just let us know we will be happy to send it to you. This letter basically outlines these new allowable activity types, which you can pay for with Adult Education and Literacy funds, so your AEFLA funds can pay for these activities. This is effective April 23 2016.

What this letter says is that AEL funding may be extended to support the IET service approach to the Integrated Education & Training service approach, Including Workforce training, workforce preparation activities, force preparation activities including digital literacy. This letter clearly outlines the definition of these activities, clearly identifies what this means and outlines the allowable use of fund. Please if you haven't looked at the letter please take some time to look through it and become familiar with it and become familiar with the new allowable activity types.

Again what we are saying with this letter right now is that workforce trainings so OL in class, medical assistance class is an allowable use of funds if and only if it part of an Integrated Education & Training Program. From the letter you will see that before implementing any type of workforce training services under the Integrated Education & Training approach, programs must submit a proposed program of study to TWC via the career pathways implementation plan. Which is essentially a survey monkey with the link located on here. So again before implementing any of these activities we want to ensure that the activity plan are allowable under the workforce and innovation opportunity act, these plans need to be submitted via the portal. We have already received quite a few plans and this has allowed us to know what is going on in the field and the types of assistance programs may need, but also making sure that we have activities taking place that are allowable under the new law. You can consider number one the first new expected requirement that we have under this new model.

So again step one is that all of that information about your IET model needs to go into this particular survey to ensure that what you are planning is under your use of fund.

Your second item outlined in the letter is that AEL grantees must report workforce expenditures by funding source as part of their monthly expenditure report. What this is basically saying is that if you spend AEFLA funds on a welding class you are going to need to report that as a separate line item in feeder. This ensures that we have track of the specific funds or the amount of funds that are being used, but also it helps get more information about just how much is being spent of these types of services. So that as we move forward and start to think about a reasonable cost under WIOA, we have some more information. While this is just a reporting requirement it is something that will help us better know and better understand just how much money is going to be needed for a particular student under this new model so that we have that information as we start to think about targets moving forwards.

Slide 27: Changes to TEAMS

Now I want to move into changing your teams, again as I mentioned at the beginning of this webinar we are going to brush over quite a few things today. We will have a follow up webinar at the end of the month, we will have the information at the end of this webinar we will review these things and go into a little more detail and answer question that came up as a result of the webinar today. Again I just wanted to reassure you we are covering a lot today but we will follow up webinar to cover questions.

The first thing I want you to be aware of is that beginning July 1, 2016. The beginning of the 2016-2017 programs will report training hours in TEAMS. Training hours are considered Workforce Training as I mentioned previously a welding class, a medical class things of that nature. Workforce Preparation Activities which are allowable as a part of the approved Integrated Education & Training Program. Workforce preparation thins are things like resume writing, interview skills things of that nature that are part of a successful of an Integrated Education & Training program to prepare students for the transition out of training and to employment. Then digital literacy, digital literacy I know programs are very excited about. It’s one things that historically we could not fund under AEFLA under all these other things but digital literacy has been a challenge that is so critical for really all of our participants. We will talk a little bit more about Digital Literacy in a minute here, but right now just keep in mind that you always want to consider the training hours include Digital Literacy. Let’s take a look and see what this looks like and what it’s going to look like and what you need to be prepare for.

Slide 28: TEAMS- Current State

I want to start by talking about TEAMS in its current state, this is the TEAMS that we all know don't really love, but know and learn to accept. If you are familiar with the way proxy hours are tracked now, training are going to be tracked very similar in TEAMS. Right now if you set up a class in TEAMS and you select a “Distance Learning Model” and “Curriculum”, here is an example of what that looks like.

You can think you are used to seeing once you select those models you have the option to actually track proxy hours for an individual the only way that you are able to access these proxy hours is by selecting a Distance Learning Model. Under the future state of TEAMS there will be a very similar process by which the course work that you select will be in the system that you now have the option to track hours. The moving forward to select a class and TEAMS if you select one of these options under “coursework” Integrated Education & Training, Integrated EL

Civics, Workplace Literacy, Work Readiness, or Digital Literacy you will find the option to track training hours under TEAMS.

Slide 31: Question

The first question I want to answer and this kind of takes us back a little bit. If you are familiar with the current course work option in TEAMS there is an I BEST option right now and the question is does IET under the new course work option replace that I BEST option. The answer to that is yes and no, we cannot replace I BEST on that drop down menu, so the course work option that exist right now will still exist. We will be adding those new course work options that you saw on the slide here the IET, the Integrated EL CIVICS, Workplace Literacy, Work Readiness, and Digital Literacy. You should after June 30 if you are doing an IET or Integrated Education class use the IET option not the I BEST option. The IET option is the only option that will allow you to enter training hours which we will look at here in a minute. Again this is just some information about what is coming we will review this again on the next webinar, but we wanted to get you familiar with this process now.

Slide 33: TEAMS- Future State

Let's take a look of what that looks like, as I mentioned previously this is very similar to what happens right now when you select a Distance Learning option in TEAMS. When you go to actually track student contact hours you get something that looks like what's on the screen with a little "p" next to it. In the future state you will have a "t" as you see on the screen and that is where you will actually track those training hours. Again you are getting July 1st if you use your grant funds to do an IET and you are wanting to do one of the new allowable activities of training, work readiness, Digital Literacy those types of activities the contact hours for those activities will be tracked under the separate line under the contact hours, indicating a "t." Report having to do with contact hours and things like that are being modified but we are going to talk a little bit more about contact hours and what that means here in a second.

Slide 33: Question

So again to refresh what are considered training hours under this new TEAMS model. Training hours will be tracked with "t" or training under the new model and include Digital Literacy, Workforce Preparation Activities, and Workforce Training that are all part of an approved IET model. I'll stress this again Workforce Training in isolation is NOT and allowable activity under AEFLA. Workforce Preparation Activity and Digital Literacy per the law are new allowable activities. Based on the letter that we have released, those activities are allowable as a part of an IET. However we will be coming out with additional information on what types of those activities are allowable in isolation in the future. Just to refresh workforce training in isolation is NOT an allowable activity under AEFLA. You cannot fund a standalone welding class, and you will have to fund a welding class that is a part of an approved Integrated Education & Training Model.

Slide 34: Hour Type "Cheat Sheet"

I got this little cheat sheet that talks about these different hour type, so that you can familiar with TEAMS beginning 7/1. Just to refresh we got the “D” which we all use to for direct hours. These are hours that are literacy instruction, as I previously literacy is the term used in WIOA to describe math, reading, writing, and English language acquisition. This is where you would track any literacy instruction portion of an IET or workplace literacy program. So any hours that are basic skills or literacy hours, so math for a welding IET, reading for a welding IET. Those are your direct hours they count towards hours pre posttest, they count towards a student contact hours and are tracked under “D.”

“P” or proxy hours is any type of literacy instruction using an approved Distance Learning curriculum. Just to remind you, you can only use approved distance learning curriculum if you have questions about that please let your program specialist know.

Then these new “T” or training hours which include Workforce Training, Digital Literacy, and Workforce Preparation activity. As a reminder these activities are only allowable as a part of an approved Integrated Education & Training program. As I mentioned before Digital Literacy and workforce preparation activities we will have more information coming out about the allow ability as possible standalone programs in the coming week.

What I want to highlight in the shape here, is a question that I know we are going to get a lot.

Slide 36: Do training hours count towards hours to pre/posttest?

That is do these types of hours count towards a student’s contact hours and count towards the hours between a pre/posttest? For example if I have an individual that based on the publishers recommended guidelines requires 60 hours between a pre and a post test. Do the welding training hours, do the Digital Literacy hours, do the Workforce preparation activities hours count towards those hours? I am going to say no right, however that is a big NO with the, “what ifs.” So this is quite a bit of information that we don’t have yet.

As I have mentioned on previous webinar and I mentioned on a few of our conference calls, our grant recipient conference calls. There is a lot we don’t know about how the national reporting system will look under WIOA. As I mentioned on our webinar last week that had to do with the participants individual record layout. There is a revised national reporting system guidelines, but those revision are still pending, additional revisions are approval under WIOA. So somethings that we don’t know is how a lot of these new activity types will be tracked, that includes Digital Literacy, Work Readiness Activity, and the Training portion of Integrated Education & Training. It’s a big unknown how those contact hours will be tracked and how those requirements will look like by the department of Education.

Again I am saying at this moment in time based on what we know NO, but that is very possible to change. I will also tell you as I’ve mentioned on previous conference calls in Texas, we have a revised assessment guidance coming out or we have some additional information guidance specifically related to the hours between a pre/posttest that we hope will better support the programs trying to implement these innovative models. So again do those training hours count towards hours pre/posttest, as of right now NO, but we don’t have all that information yet and we just don't know yet how those hours will be counted. Whether or not those hours can be included in considering an individual's pre/posttest. Because right now the hours that count towards the pre/posttest have to do with the content that is being taught for that pre/posttest. It wouldn't make sense to count Digital Literacy hours towards an individual that needed a math game, if they are measuring on a test that is measures math not Digital Literacy. Again this information that we don't yet know on how those different activity types are going to be tracked.

Slide 37: Supplemental Reporting- IET/Training

I want to move now and as I mentioned at the beginning of this webinar we have information that we know are going to need or have the ability to track beginning July 1st but if you think back and if you refer back to the adult Education Literacy letter. This Adult Education Literacy letter is effective 4/23, so if you plan on implementing the proved IET program utilizing your funds for these new allowable activities you are going to need to report students on a supplemental reporting template.

I know this is not ideal we are working as quickly as we can to make changes to TEAMS so that you only have to report this information in one place. We are also working to make the reporting as un-cumbersome as possible, but we do have information that we need to collect to make sure that we are adequately and appropriately tracking the use of our funds.

Slide 38: Why Supplemental Reporting?

As I mentioned previously kind of the why of supplemental reporting, we really need to be able to report information on the activities taking place in our grant. As you know we have our next legislative section coming up more quickly than a lot of us realize. These are the types of questions that we are going to hear a lot about. How our program is doing under the new law? How our programs under a new type of activities that we trying to roll out? Additionally we have to ensure that we are tracking that these funds are being used in a manner that isn't in line with the allowable used under the law and when regulations come out that we are using the funds in a manner that is in line with those regulations.

Again it is critical that we collect this information, its critical that this information is accurate, but it also helps us to understand exactly what is happening. So that we can make decisions to move forward for our program to ensure that again we are best supporting the customers in our system.

Slide 39: About the Template

Let's talk a little bit about this template, again this is a supplemental report that is going to need to be submitted for anybody that is going to be implementing new allowable activity types under an IET program. It's a password protected template. It is essentially an excel sheet that has some functionality to it, that protects it and crypts it but it automatically be submitted to us so that there is hopefully limited burden on you to be able to submit this. It will need to be submitted as a part of your monthly validation, it should always reflect the current state. Again TEAMS as a database is something that you can continuously go and update.

When we are thinking about a spreadsheet it's something that you want to always include as a current state. As an example if you have a student in teams that drops out, you don't delete that student from TEAMS, you simply don't indicate any new contact hours and you may add a separate reason. Very similar on this report template, it should always reflect the current state, meaning you should put students in as they are enrolled, you should always update information if it changes, but you should never remove any information about a student. So if a student drops out of a training program you simply will just not indicate anywhere that they completed the training program. Again as you think towards this as opposed to how it may work in a live data base such as TEAMS. This should always reflect the current state so it's always going to be something that reflects the trajectory of an individual. You will want to keep and individual in if they started, but you will never remove any records similarly as to you will never actually remove any records from TEAMS.

Slide 40: Using the template

Let's talk about this template as I mentioned before we are trying to make this as un-cumbersome as possible. While still collecting information we need and ensuring that we are collecting information in a manner that reflects at a correct data entry or accurate data.

Slide 41: Using the template cont.

The first part of the template is fairly simple it's just the student's last name, first name, and middle name. Again if you have a participant that is participating in one of your approve Integrated Education & Training Program where you are finding new allowable activities that have been described in AEL 02/16 that individual first name, last name, and middle name will go on the sheet.

Slide 42: Using the template cont.

As I mentioned previously this is a password protected sheet, but we also want to do whatever we can to reduce the main things like social security numbers and things of that nature back and forth as much as possible. As you will see on here we have student record number and TEAMS. This is something we are going to start using a lot more of and we hopefully have changes coming out sometime into the next program year that allow this number to be easily seen. What this essentially is the number that is assigned based on the order that the student has been entered, so it's just their stagnant record number in TEAMS.

So if it was the first student that was ever entered into TEAMS, the record number would be 1. This also allows us to very quickly and easily pull up the student information. The reason we still have the first name and last name on here is to ensure that we do have the correct participant, because again when you are dealing with things like record numbers it's very possible that there can be occasional data entry issues. So we have kind of 2 pieces of validation.

Slide 43: Finding the student record number

To locate the student record number form the participant screen and TEAMS. So here we have a participant that has been pulled up into the system.

Slide 44: Finding the student record number

When you pull up that participant information you will notice in the url or web address screen, click in that url screen and immediately the cursor will kind of jump for you able to see that entire URL. At end of the URL is the participant ID, so the participant that I indicated previously his ID or his record number meaning his record number that was put into the system is "1864674." Essentially this is the millionth 864674 record that was put into TEAMS.

This is an automatically generated number but this is something that is very easy for us to be able to track participants, but to also ensure that we are not passing things such as social security numbers back and forth to our spread sheet. Again I reiterate that our spreadsheet is password protected but we use extra protections as much as possible. As I also mentioned we are going to make hopefully enhancement to TEAMS in the coming year, after the initial round of WIOA changes, to where this id number is very easily apparent on the participants screen so rather than having to go up into the web address bar and click to get this number you will just see that number when you create the record in TEAMS, but right now unfortunately this is the easiest way to access this number.

Slide 45: Using the template Cont.

So again that's the number that you would put here, it allows us to very quickly and easily go in put in that record number and pull up that correct profile pf that participant. Without having something like the social security number to ensure that particularly participants with common names that we are looking at the correct participant.

Moving forward is the training certification information, if you have a participant that is participating in an approved Integrated Education & Training Program, this is the type of information that you are going to need to report in the supplemental reporting template. I'll reiterate again we are working to make changes in TEAMS so that probably after the release in July, probably the release after that. We will be able to track some more of this information, but right now this is our option for being able to track this. So I just want to kind of go through these fields very quickly this table here is going to be very useful here.

We are also working on putting together a guide so that you have just kind of a handy guide for entering this information that you can share with your staff. We have here the training program start date. The reason we have a date on here is that date may be very different from when the student started the program. So you may have a student that may be in your program for several years and now they are starting the Integrated Education & Training program. This is the date that they are starting the training component of that program, the date that they are starting that welding class.

For a lot of your programs or a lot of you IETs this piece will be a little easier because obviously you may have a few different students to enter, but all of their training information will be the same. By using excel you can simply just copy certain pieces of the records down so that you can have the same information. Because if you have a training program and you have 30 students enrolled, most likely, most of these fields are going to be the same as all of your participants.

The next item that you are going to reporting is the certificate program name this is the name of the certification or certificate that, that individual is going to be receiving. So if that individual is going to get a certificate from a college in welding, you will put welding. If they are going to get a medical assistant certificate you would put that in in here. So the actual certificate name of what they are going to receive not the name of the class. So you may have a medical assistance program with multiple classes, you wouldn't put the name of the class in here you would put the name of the certificate that the students are going to receive.

The next is a drop down that is a certificate level that is going to be received by that individual. So either a level one credit certificate meaning anywhere from 15-42 semester credit hours so if you have a credit Integrated Education & Training program that info will go there. Level 2 credit meaning anywhere from 43-59 semester credit hours this is rare, but I do know of so Integrated Education & Training programs that do have students in a level 2 credit program. A marketable skills achievement award, which is essentially if that individual is just receiving some type of marketable skills achievement from the community college.

An industry recognized certification, if that individual is doing some type of training that leads to the NABCEP Certification for H fact workers or something like that, you would indicate that there. If you have a situation where your IET program leads to multiple types of certificates. It may be a situation where a student is earning a level 1 credit certificate but is also earning an industry learning certification. Right now go ahead and select what that individual is earning through the college and we may want to add a supplemental or just get some more information on that. Your other option would be you could enter that student's record essentially twice so that you can track both of those different types of certification received.

The next is certificate awarded and this is whether or not the participant has completed the participant program its either going to be a yes or a no. Next you have the date that the participant completed the program so the date that the either certification or certifying agency has awarded that certificate or that the college has awarded that certificate similar to a degree date or higher levels of degrees. You will have the type of certification received, you may have a program where no type of certification was received. If you just have a student that is going through let's say level 1 credit program they may just be receiving credit certificate from their college. They may not actually be receiving any type of certification. This is similar to let's say if an individual with a certified nurse's aid program. That individual is actually going to receive a certificate from the college and a certification from the department aging and disability services. So you would have kind of a certificate awarded and then have a certification received and we will talk more about those differences on our next webinar. For purposes of today this is whether or not they received an employer, state, or national certification.

Then we have Continuing Education unit and credit hours awarded for continuing education units this is going to be similar to let's say contact hours for a training program, so if a student is in a certified nurse's aide training program they will most likely get 240 or so continuing education units depending on the type of certified nurse's aid program that they are in. Or they will receive credit hour meaning they are enrolled in a credit program so they may receive anywhere from 15-42 semester credit hours for a training program that they are in.

Again this just helps us know more about the types of training that are just taking place and ensuring that we have a good idea about how the funds are being spent in these various types of trainings. If you can't answer some of these questions we will definitely assist you and support you in doing that, but I can't say if your IET doesn't lead to some type of certificate or certification, its most likely not an IET. You will want to make sure that you look around with your program specialist Ann Savino to make sure that you have an IET. Again this is why we have the pre survey to make sure that the work that is being done is indeed an Integrated Education & Training program.

Slide 47: Tracking Digital Literacy *that is part of an IET*

So moving forward tracking digital literacy again this is in the supplemental template. Tight now this is digital literacy that's part of an IET, as I mentioned we will have more information in the following weeks about the possibility of standalone digital literacy but right now this is digital literacy that is part of an IET. We simply want to know in kind of going back and thinking back if you had a participant that you identified the first part of the record and you are kind of going across you have identified their different training information you have identified the different program they are in. you have identified whether or not they are receiving a certification. Now we just want to know is there a digital literacy component yes or no. The total contact hours for that digital literacy component. Those contact hours must be verifiable with a signing sheet, the instructor last name first name and the staff record number. The reason we need to track that is you need to make sure that the staff that you are using if you are paying for them with your grant funds, that they are eligible under the staff qualification rule. For those of you that have been following we have proposed rules that are actually going before the commission next week related to staff qualification where we have made changes to those rules to accommodate different staff types, particularly the type of staff that may be teaching a digital literacy class or a training class or things like that but you need to make sure that if you are paying for training that those individuals are indeed qualified under the staff qualification pool.

Slide 49: Finding the staff record number

So finding the staff record number is very similar as you see here you want to indicate the staff record number again this is just so that you can look at the staff number in teams. Finding the staff record number is very similar to locating the participant record number basically on the staff input sheet. You go up to the top you click on the address bar and it will give you the staff id number. Again that helps us to see who the staff number is and make sure that we are appropriately tracking any staff that is payed for with you grant funds.

Slide 50: Tracking Workforce Preparation Activities *that are part of an IET*

The next thing I want to talk about is workforce preparation again this is allowable as part of an IET. This is basically in the same row or same line as digital literacy. This basically just tells you yes, no and I apologize I did copy and paste it should say yes or no digital IET workforce preparation in that top row there. The total number of hours the individual has received in workforce preparation. Last name, first name and the record number of the staff members.

Again if you are paying for these with your grant funds you need to indicate on this sheet so we can track the grant fund up here. As with visual literacy workforce preparation and training make sure that if you are paying for these with your AEFLA funds, make sure that you have copies of those sign in sheets again these are the types of things that you know we will want to make sure we are clear on if we move forward. But if you are tracking those hours and are paying those hours with your funds, you got to have copies of those sign in sheet just like you do with those others sign in sheets. So maintain records for monitoring are going to be critical important. You can pretty much assume if you are using you grant fund for something you are going to have to have back up documentation.

Slide 48: Question

I want to back track I skipped passed a question here, and that has to do with supplemental reporting template, as I mentioned previously we are working on TEAMS changes 7/1. So the question is will we have to use that supplemental reporting template after the TEAMS changes their made effective 7/1? I have here yes the answer is kind of a yes/ no until TEAMS changes are made to track a certificate or certification information we need to track that information, so some of the information that is in the supplemental reporting template you won't need to track via 7/1. Because you will be able to track that in TEAMS. But the information related to those certificates, certification will still need to be tracked with the supplemental reporting template, following the role out of those changes because again those changes will only include the ability to track certain hour types we do not yet have the ability to track certificate, certification in the system and hopefully we will have that very quickly following that next release in the future.

Slide 51: Summary of Data Entry Requirements for new Allowable Activities

So I want to now kind of move forward I have sort of a summary page here and again I covered a large amount of information here, but I wanted to sort of do a quick summary so that you can kind of take all that information. Think through the various pieces we covered and now moving forward onto the second webinar we are going to do on this topic we will delve a little more into this in relation to specific question you may have on this reporting.

So as I mentioned previously between April 23, which is the affected date of the AEL letter that has come out and June 30th. You need to create your basic skills classes in TEAMS as you typically done in IET. If you have a math class that is part of a welding IET, you would just create that math class track the hours for that math class, not track the training hours. Details on the training that is taking place, the digital literacy hours, the work literacy hours and to work readiness hours go into that supplemental reporting template.

Beginning July 1st you will want to create that basic skills or again literacy class in TEAMS as you typically done. You can create one class or two separate classes to track the training hours if you are using the same funding for all so again let's say you are doing a welding class. Or a welding IET you can create a class in TEAMS called welding IET, put your students in if you are paying for all of it with AEFLA. You can put in the direct hours which would be the math instruction and the training hours which would be the welding instruction into TEAMS. You would still need to track the information on the specific certificate, the certifications received, and things of that nature in TEAMS. That becomes very critically important because we want to make sure that as we move towards new reporting requirements and the new accountability model under WIOA, that we are tracking all of the information we need to be tracking while we do get information from the Texas higher education coordinating board regarding transition to college. We are going to collect information on our end too, to ensure that we are getting credit for all potential possibilities for individuals that are participating in these individual or Integrated Education & Training programs.

Again also beginning July 1st, this is information again it's on here but we will review this on the next webinar and we will probably review it a few more times before July 1st. You will actually create separate classes if you got Digital Literacy or a Work Readiness component in TEAMS and this has information on how to actually track the training hours as I mentioned on a much earlier slide as of right now those training hours do not count towards the hours between a pre/posttest but again we don't know everything regarding the national reporting System requirement under WIOA yet.

Slide 52: Next time…

So as I mentioned previously this is a tremendous amount of information to try to cram into an hour here. We will have a follow up webinar on this topic where we will answer questions you have from today and I will show you where to submit those questions in a second. And then we will go through some very specific examples, so we will kind of take the high level stuff that we covered today and we will get into some actually specific scenarios. We will show some specific reporting and how you may report some of these specific things that are taking place across the state.

So I want to identify our 2 next webinars. We have a webinar that has been on the schedule, scheduled April 21st. It's our third webinar in Integrated Education & Training where we will cover some specific models that are taking place in Texas. Then we have our follow up reporting webinar the part 2 of this webinar scheduled for April 28th 1:30pm, and we got the link on here. We will send out reminder about this and add this to the list of our webinars that are going on right now.

Slide 53: To Submit Questions

So as I mentioned previously for questions related to today's webinar for questions on specific examples on how you may report different things or just to get clarification on something I've talked about. We got the survey monkey linked here and it really just ask very generally for you to submit your questions. We will take those questions and we will use those in our part 2 webinar and make sure that those questions get addressed.

I will say it comes to me pretty much daily with a new situation that we haven't sought through regarding reporting and allow ability and things like that. Which is great because it means that across the state we got some very innovative, creative things going on. But it also means that for a lot of these you know it's a by situation basis for some of the answers. So what we are going to try to do is pick your questions any questions you submit based on today. Possibly generalize those a little bit and make sure that you know we can submit some general guidance and then we will make sure for your specific situation if you have a very unique situation that you got that specific reporting information.

So ill reiterate again as we start to roll out these models we will continue to come out with this very general guidance, but for a lot of these there are some more specifics that are going to need to be thought through so we will continue to work with this. So we also have on here again our follow up webinar to take place on April 28th so that you can prepared yourself for that and prepare and submit your questions before hand so that we can go through some of these specific scenarios that re being reported.

So I want to thank all of you for your participation today, I know this was a tremendous amount of information as I mentioned previously you can download this power point in the adobe connect pod of your screen. We will have the recording of this webinar available in about a week to be able to share with you so that you can go back and review and listen.

Again I want to thank you all for your participation today and have a great day.