

**Alaska Workforce Investment Board**  
**TVEP Reporting Requirement Recommendations**  
 05/01/18

Existing requirements for annual report per Alaska Statute 23.15.835(e)	Proposed Revision	Notes	Reporting challenge addressed
(1) the percentage of former participants in the program who have jobs one year after leaving the program;	<b>Suggest changing to:</b>  the percentage of former participants employed within the year after leaving the program	<p><i>Within the year vs. one year after</i> makes the data better depict employment outcomes.</p> <p>With the proposed language, employment data will be collected for the 12 months following a participant's exit from the program, vs. the current language wherein R&amp;A is only looking at the 4<sup>th</sup> quarter of the year following program exit.</p>	For the percentage employed "one year" after exit performance measure, R&A identifies, using available UI data, the percentage of participants that worked in the <u>fourth quarter</u> after they completed training. Given the seasonality of Alaska's jobs, looking at only three months for employment outcomes will not provide an adequate picture.
	<b>Propose adding to statute:</b> Percentage of former recipients engaged in continuing training/education within the year after leaving the program	<p>While R&amp;A won't be able to capture <i>all</i> continuing education/training, this will avoid negatively skewing results by only looking at those who are employed after education/training.</p> <p>This requirement should include secondary and post-secondary participants.</p>	Current reporting only looks at employment and wage outcomes and does not capture program participants that are in continuing education or training. By including this outcome, a more inclusive picture of participant outcomes is portrayed.
(2) the median wage of former participants seven to 12 months after leaving the program;	<b>Suggest changing to:</b>  the median wage of former participants the	Using "the year" allows R&A to use wage data based on the 12 months following program exit vs the existing "7-12 months" requirement. This data better depicts wage outcomes.	Current reporting only shows 6 months of wages (months 7-12 following program exit). This is confusing to people and it only focuses on particular

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	year after leaving the program	As the wage data collected by R&A does not indicate the number of hours worked, whether a person worked part time or full time cannot be reported.	quarters after exit instead of capturing the full year.
(3) the percentage of former participants who were employed after leaving the program who received training under the program that was related or somewhat related to the former participants' jobs seven to 12 months after leaving the program;	<b>Suggest cutting this measure altogether</b>	<p>TVEP funded job training can support a participant's entry into a variety of occupations, even if there is not a direct connection to an occupational category.</p> <p>For example: A person with a certificate in carpentry has a training-related job if he or she is a carpenter. However, if the person is a construction laborer, then the occupation is not considered to be related to the education even though the skills learned in the carpentry class apply to the construction laborer occupation.</p> <p>R&amp;A uses occupational codes that employers assign to their employees to attempt to respond to this measure. There are several challenges with this:</p> <ul style="list-style-type: none"><li>- Codes available may not accurately reflect what the position does</li></ul>	This metric has been a subject of interest in recent legislative reauthorizations. DOLWD has not been able to report on the individual TVEP recipient institutions' percentage of participants that are employed in an occupation related or somewhat related to their program of study because there is not appropriate data to do so.

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		<ul style="list-style-type: none"><li>- There is not a current or accurately defined crosswalk between the occupational codes and TVEP funded training programs.</li><li>- R&amp;A relies on employer UI reports and not all employers provide occupational information for their employees. R&amp;A actively tries to gather missing data from employers but is not always successful.</li></ul>	
(4) a description of each vocational education course funded through the allocation set out in (d) of this section that permits high school students to earn dual credit upon course completion, and the number of high school students who earned dual credit in the past year.	<b>Suggest changing to:</b>  provide a list of articulation agreements and related courses funded through the allocation set out in (d) of this section that permits high school students to earn dual credit upon course completion, the number of high school students who earned dual credit in the past year, and the total number of dual credits earned by program participants in the past year.	Providing individual course descriptions and each articulation agreement would result in a very long report. Asking for a list of each and the number of students served gets the same result. Moreover, including the number of dual credit hours earned along with the number of HS students earning dual credit can better depict how the articulation agreements are being utilized.	This proposed revision will align the statute with actual reporting practices, while still providing meaningful information.  While DOLWD does ask fund recipients to confirm that they have and provide a list of articulation agreements as part of the fund administration and reporting process, DOLWD does not collect course descriptions and copies of each articulation agreement.

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(5) a copy of any articulation agreement established under (g) of this section that either was in effect for the preceding year or is in process for the next year of funding, and the number of high school students who earned dual credit under each articulation agreement; and	<b>Suggest cutting this requirement and combining it with the previous measure</b>		
(6) the performance and financial information needed to verify the performance of the program as specified by the department by regulation	No proposed change	This requirement gives DOLWD the authority to obtain data from TVEP recipients necessary for consistent reporting in response to legislative inquiries.	
Existing Regulation in Alaska Admin. Code <b>86.100-900</b>	Proposed Revisions	Notes	Reporting Challenge Addressed
<u><a href="#">8 AAC 86.100. Application deadline</a></u>  A technical and vocational education entity seeking a grant under the Alaska technical and vocational education program established in <a href="#">AS 23.15.820</a> -	<b>Suggest changing to:</b>  <b>8 AAC 86.100. General requirements</b>  (a) A technical and vocational education	The grant agreements/MOU will ensure DOLWD attains names/birthdates for all TVEP participants and budget data from each recipient that will allow for more consistent reporting. Note, an MOU is only required for the recipients for whom DOLWD does not already administer TVEP grants (UA, AVTEC, Galena).	The MOU provision is intended to build consistency between the reporting data that is provided by TVEP recipients that get funding directly and those who get it through DOLWD.  An MOU will also allow R&A to work with TVEP recipients on methods for data sharing that comply with FERPA

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23.15.850 shall submit a grant application to the department. The board will consider funding for each fiscal year only those grant applications received by the department no later than July 30 of that fiscal year.	entity receiving funding under the Alaska technical and vocational education program in AS 23.15.835(d) through the department shall enter into a grant agreement with the department, and those receiving funding directly from the state shall enter into a Memorandum of Understanding with the department each fiscal year. If an entity receiving funding directly already has an MOU in place with the department that includes information required under AAC 86.110, a new MOU is not required. If any TVEP fund recipient does not enter into a grant agreement or MOU, then the penalty outlined in AS 23.15.835(h) can be applied.  (b) A grant agreement or Memorandum of	The existing programmatic deadlines are retained and incorporated into the new MOU requirement.  DOLWD should develop a formal process for implementing the penalty clause (AS 23.15.835(h)) that includes an appeal process.	requirements. The USDOE does allow data sharing for evaluation purposes.
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	Understanding as outlined in section (a) shall be executed no later than July 30 of the fiscal year.		
<u><a href="#">8 AAC 86.110. Priority for technical and vocational education grant awards</a></u>  (a) When composing the priority list required under <u>AS 23.15.840(f)</u> , the board will consider the current list of targeted projects or services specified in <u>8 AAC 87.110(a)</u> .  (b) The board will issue its list of priority considerations for the next fiscal year no later than the last day of the regular legislative session.	<b>Suggest changing to:</b>  <b>8 AAC 86.110. Agreement requirements</b>  (a) Grant agreements or Memorandums of Understanding between the department and each technical and vocational education entity receiving funding under the Alaska technical and vocational education program in AS 23.15.835(d) shall outline the program participant and financial data reporting requirements necessary to verify the performance of the program. If any TVEP fund recipient does not provide the information required under the agreement, then the penalty under AS 23.15.835(h) can be applied.	New under this language is that MOU signatories (recipients who receive direct funding) would need to provide program participant data and budget detail in the same format required of TVEP recipients whose funds are administered through DOLWD.  DOLWD asks for budget information broken down into 8 categories: 1) personal services, 2) travel, 3) contractual, 4) supplies, 5) equipment, 6) participants support, 7) sub grants, and 8) administration.  Changes proposed to AAC 86.100-110 reflect AWIB's recommendations to strengthen TVEP reporting.  <i>*** Following any legislative revision to program reporting requirements in statute, it is recommended that DOLWD propose revisions to regulations <u>8 AAC 86.100-900</u> to conform to statutory reporting requirements in 23.15.835 (e).</i>	Questions relating to TVEP expenditures are asked during program reauthorization.  While 23.15.835 (e) (6) allows the department to seek "performance and financial information needed to verify the performance" of the program, DOLWD currently does not have consistent data from all recipients.  The MOU is intended to provide consistent participant and budget data to the department. Having this information will allow DOLWD to provide more consistent data in response to questions from policy makers.

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Additional Recommendations for the narrative report	Notes	
Include in the annual TVEP report the following information for each <u>region</u> of the state: <ul style="list-style-type: none"><li>• Population</li><li>• Average unemployment rate</li><li>• Basic regional employment forecast</li></ul>	Including this DOLWD Research and Analysis compiled data in the TVEP report narrative will help frame reporting data related to regional training centers, and also better illustrate a statewide program perspective.	
Add information to the narrative report about the top occupations in which all TVEP participants were employed using available data.	While matching employment outcome data to TVEP recipient programs is challenging for the reasons noted above, providing DOLWD Research and Analysis' available aggregate employment data can help illustrate the types of employment gained by TVEP participants.	
Add a table that shows all TVEP funded programs, and which are offered by the various TVEP recipients	Such a table would provide an "at a glance" look at TVEP funded training programs offered in the state.  There are a few challenges with such a table. It could get lengthy given the number of programs it would contain, and there is the potential for inaccurate comparisons, for example between a 2-3 week "intro to welding" type course and a nine-month structural welding program. Another option would be to provide a link to DOLWD's website where information about statewide training programs is listed.	