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1101 BACKGROUND

The Workforce Innovation and Opportunity Act (WIOA) establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of state and Local Workforce Development Areas (LWDAs) in achieving positive outcomes for individuals served by the ARIZONA@WORK system’s six core programs. The six core programs are the Adult, Dislocated Worker, and Youth programs authorized under WIOA Title I; the Adult Education and Family Literacy Act program, authorized under WIOA Title II; the Employment Service program authorized under the Wagner-Peyser Act as amended under WIOA Title III; and the Vocational Rehabilitation program authorized by the Rehabilitation Act as amended by WIOA Title IV.

This section applies to the outcomes of participants in the ARIZONA@WORK Pinal County Title I-B Adult, Dislocated Worker, and Youth programs, and includes required data collection to meet reporting requirements.

Service Providers are accountable for the annual performance outcomes for these programs.

1102 AUTHORITY

- Workforce Innovation and Opportunity Act (WIOA) of 2014 (P.L. 113-128)
- Code of Federal Register 20 Part 680 and 681
- Training and Employment Guidance Letter (TEGL) 10-16, Change 1
- Training and Employment Guidance Letter (TEGL) 26-16
- Training and Employment Notice (TEN) 25-19.

1103 REGISTRATION, ENROLLMENT, AND DATA ENTRY

The AJC system is the case management and reporting system of record. Service Providers must ensure participants are properly and timely **registered** and **enrolled** in the WIOA Title I-B Adult, Dislocated Worker (DW) and Youth Programs in the AJC system so that all required information is available and the system can calculate performance for reporting purposes.

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.01 REGISTRATION

- A. A **registration** in AJC occurs when an adult, dislocated worker or youth creates an account that includes complete data demographics and work history. All demographic questions must be answered and at least the participant's current or last employment and job skills must be entered in the AJC System. However, *documentation or verification of income is not required.*
- B. Registration in AJC must occur when an adult, dislocated worker or youth has taken action that demonstrates an intent to use program services **and** who meets specific reporting criteria for the program, including adults, dislocated workers who:
1. Provide identifying information;
 2. Use the self-service system;
 - a. The self-service system includes adults and dislocated workers who independently access any workforce development system program's information either in a physical location, such as a One-stop resource room or partner agency or remotely via use of electronic technologies.
 - b. Virtual services that provide a level of service beyond independent job search or information seeking on the part of an adult or DW would qualify as "not self-service".
 3. Receive information-only services or activities;
 - a. Informational-only services include providing readily available information that does not require assessment by a staff member of the individual's skills, education, and career objective. Examples of informational services include providing:
 - i. Labor market information;
 - ii. The unemployment rate;

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- iii. Information on businesses that are hiring or reducing their workforce;
 - iv. Information on high growth industries; and
 - v. Referrals other than referrals to employment.
4. Individuals described in this section are considered “reportable “individuals”.
- C. Service provider staff must assist individuals who meet requirements in Section 1103(B) of this section with AJC Registration when the individual is not able to self-register. Service providers must not refer individuals to Title III for the sole purpose of AJC registration.

.02 ENROLLMENT

- A. **Enrollment** into the WIOA Title I-B Adult, Dislocated Worker, or Youth Program must occur when an individual requires services beyond self-service, or services beyond simply providing the individual information. This includes basic career services provided by staff.
- B. Adults and Dislocated Worker are considered participants when an individual requires services beyond self-service, or services beyond simply providing the individual information.
- C. Youth who receive the following services are considered participants and enrolled in the WIOA Title I-B Youth Program:
 - 1. The collection of documentation to support eligibility determinations;
 - 2. The provision of the objective assessment
 - 3. Development of an individual service strategy; and

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4. Participation in one of the fourteen program elements.
 - D. The program enrollment will depend on the participant’s eligibility in the WIOA Title I-B Adult, Dislocated Worker or Youth Program, refer to section 205 and 506 for program eligibility requirements. It is not acceptable to delay registration or enrollment in AJC until individualized career services or training services are provided or determined necessary, as such individuals who are receiving basic career services provided by service provider staff must be enrolled in the WIOA Title I-B program.
 - E. Service providers must review questions and responses in the AJC system with the participant to ensure all barriers have been identified, and recorded in the AJC System during the enrollment process.
 - F. Service providers must verify program eligibility and income related documents for participants of the WIOA Title I-B Adult Program receiving individualized career or training services. Income verification is not required for Dislocated Workers unless the dislocated worker has returned to work after being dislocated for purposes of determining interim employment. Verification of income-related documents is not required for basic career services (refer to section 206.1.A. for list of basic career services)
 - G. Service providers must verify program eligibility and income, if applicable, prior to enrollment in the WIOA Title I-B Youth Program.
 - H. Enrollments are pending in AJC until they are approved by designated service provider staff. **Pending enrollments must be approved within 15 calendar of career planners clicking on the WIOA Title I-B program enrollment link in the AJC System to ensure expediency of services.** Approving the enrollment in AJC is required when the enrollment in the program is required, as described in section 1105(B).
 - I. Approval of the enrollment in AJC is not the same approval as eligibility for individualized career services or training services. This

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determination occurs after enrollment in the WIOA Title I-B program. Refer to the PCWDB Training Services policy section for training services eligibility determination and AJC documentation requirements.

- J. Service providers must run the No Participation Report to monitor the timeliness of the pending client record monthly.
- K. All services provided to participants must be added to the Services and Training (S & T) plan in the AJC system **on the actual first day of the service.**
- L. All services provided to employers must be added to the AJC system under **Contact Types** under the employer account in the AJC system. All services are defined in the AJC Service Dictionary.

1104 PERFORMANCE ACCOUNTABILITY MEASURES

WIOA aligns performance-related definitions, streamline performance indicators, integrate reporting, and ensure comparable data collection and reporting across all six of these core programs, while also implementing program-specific requirements related to data collection and reporting.

The Pinal County Workforce Development Board may develop a common dashboard for all ARIZONA@WORK Pinal County partners who are parties to the Memorandum of Understanding to report their respective performance outcomes.

NOTE: Performance outcomes are calculated within AJC as the system of record and depends on the timely and accurate data entry of participant data.

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.01 WIOA ADULT/ DISLOCATED WORK PROGRAMS

- A. **Employment Rate – Second Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the second quarter after exit.
1. Methodology: The calculation for the WIOA Title I-B Adult includes all program participants. The calculation for the WIOA Title I-B Dislocated Worker program participants. Each program calculation includes the number of participants who exited during the reporting period who are found to be employed, either through direct Unemployment Insurance (UI) wage record match, Federal or military employment records, or supplemental wage information, in the second quarter after the exit quarter DIVIDED by the number of participants who exited during the reporting period.
 2. The cohort for this measure includes those participants who exited the program between July 1 and June 30 of the previous program year (PY).

For example, the PY20 (July 1, 2020-June 30, 2021) annual report includes those participants who exited between July 1, 2019 and June 30, 2020.

- B. **Employment Rate – Fourth Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
1. Methodology: The calculation for the WIOA Title I-B Adult Program includes all program participants. The number of Title I-B Dislocated Worker includes all program participants. Each program’s calculation includes the number of participants who exited during the reporting period who are found to be employed, either through direct UI wage record match, Federal or military employment records, or supplemental wage information, in the

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fourth quarter after the exit quarter DIVIDED by the number of participants who exited during the reporting period.

2. The cohort for this measure includes those participants who exited the program between January 1 and December 31, the previous calendar year.

For example, the PY20 annual report includes those participants who exited between January 1, 2019 and December 31, 2019.

C. Median Earnings – Second Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

1. Methodology: To calculate the median earnings for all participants employed in the second quarter after exit from any of the core programs, Total quarterly earnings, for all participants employed in the second quarter after exit, are collected by either direct wage record match or supplemental wage information.
2. The collected quarterly wage information values are listed in order, from the lowest to the highest value. The value in the middle of this list is the median earnings value, where there is the same quantity of numbers above the median number as there is below the median number.
3. The cohort for this measure includes those participants who exited the program between July 1 and June 30 of the previous program year (PY).

For example, the PY20 annual report, those participants who exited between July 1, 2019 and June 30, 2020.

4. The following participants and any associated earnings figures are excluded from the calculation for median earnings:
 - a. Participants who have exited and are not employed in the second quarter after exit.

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- b. Participants who have exited a program and for whom earnings information is not yet available.
- c. Participants who have exited from a program and who have \$0 income.
- d. Participants who have exited a program and are in subsidized employment.

D. Credential Attainment Rate: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.

1. Special rule- A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.
2. The cohort for this measure includes those participants who exited the program between January 1 and December 31, the previous calendar year.

For example, the PY20 annual report includes those participants who exited between January 1, 2019 and December 31, 2019.

3. Credentials may be attained during the program year or within one year after exit.
4. For the numerator, participants who receive a secondary credential and postsecondary credential must be reported only once in the numerator for the credential indicator based on the highest credential attained.

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5. When adding a second credential to the Fourth Quarter Outcome screen in the AJC system, the high level credential must be listed first, as the first credential listed will be counted towards the credential attainment. This is particularly important for individuals who receive a postsecondary credential, after receiving a high school diploma, or the High School Diploma Equivalency (HSE) due the extra requirements of the special rule.
 6. For more information on industry-recognized credentials refer to section 1105.
- E. **Measurable Skills Gain:** The percentage of program participants who, during a PY, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.
1. The cohort for this measure includes those participants who are actively engaged in qualified program activities between the first day of the program year (July 1st) and last day of the program year (June 30th).

For example, the PY20 annual report includes those who exited between July 1, 2020 and June 30, 2021.
 2. Depending on the type of education or training program, documented progress is defined as one of the following:
 - a. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
 - b. Documented attainment of a secondary school diploma or its recognized equivalent;

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- c. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit’s academic standards;
 - d. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
 - e. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.
2. For requirements for the Measurable Skills Gain Performance Measure, refer to section 1107.

.02 WIOA Youth Program Measures

A. Employment and Education Rate – 2nd Quarter After Exit:

- 1. Methodology: Calculation includes all WIOA Title I-B Youth program participants: The number of Title I-B Youth program participants who exited during the reporting period who are found to be employed, either through direct UI wage record match, Federal or military employment records, or supplemental wage information, OR found to be enrolled in secondary education, postsecondary education, or occupational skills training (including advanced training) in the second quarter after the exit quarter DIVIDED by the number of WIOA Title I-B Youth program participants who exited the program during the reporting period
- 2. The cohort for this measure includes those participants who exited the program between July 1 and June 30 of the previous program year (PY).

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For example, the PY20 annual report includes those participants who exited between July 1, 2019 and June 30, 2020.

B. Employment and Education Rate – 4th Quarter After Exit: The percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit);

1. Methodology: Calculation includes all WIOA Title I-B Youth program participants who exit from the program: The number of title I Youth program participants who exited the program during the reporting period who are found to be employed, either through direct UI wage record match, Federal or military employment records, or supplemental wage information, OR found to be enrolled in secondary education, postsecondary education, or occupational skills training (including advanced training) in the fourth quarter after the exit quarter DIVIDED by the number of WIOA Title I-B Youth program participants who exited the program during the reporting period.
2. The cohort for this measure includes those participants who exited the program between January 1 and December 31, the previous calendar year.

For example, the PY20 annual report includes those participants who exited between January 1, 2019 and December 31, 2019.

C. Median Earnings – 2nd Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program;

1. Methodology: To calculate the median earnings for all participants employed in the second quarter after exit from any of the core programs, Total quarterly earnings, for all participants employed in the second quarter after exit, are collected by either direct wage record match or supplemental wage information.
2. The collected quarterly wage information values are listed in order, from the lowest to the highest value. The value in the middle of this list is the median earnings value, where there is

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the same quantity of numbers above the median number as there is below the median number.

3. The cohort for this measure includes those participants who exited the program between July 1 and June 30 of the previous program year (PY).

For example, the PY20 annual report, those participants who exited between July 1, 2019 and June 30, 2020.

4. The following participants and any associated earnings figures are excluded from the calculation for median earnings:
 - a. Participants who have exited and are not employed in the second quarter after exit.
 - b. Participants who have exited a program and for whom earnings information is not yet available.
 - c. Participants who have exited from a program and who have \$0 income.
 - d. Participants who have exited a program and are in subsidized employment.

D. Credential Attainment Rate: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.

1. Special rule: A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program;

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2. All In-School Youth are included in the credential attainment rate since they are attending secondary or postsecondary school. Only Out-of-School Youth who participate in one of the following are included in the indicator:
 - a. Occupational Skills Training program element;
 - b. Secondary education during participation in the WIOA Title I-B Youth Program; or
 - c. Postsecondary education during participation in the Title I-B Youth program.
 3. The cohort for this measure includes those participants who exited the program between January 1 and December 31, the previous calendar year. For example, the PY20 annual report includes those participants who exited between January 1, 2019 and December 31, 2019.
 4. Credentials may be attained during the program year or within one year after exit.
 5. For the numerator, participants who receive a secondary credential and postsecondary credential must be reported only once in the numerator for the credential indicator based on the highest credential attained.
 6. When adding a second credential to the Fourth Quarter Outcome screen in the AJC system, the high level credential must be listed first, as the first credential listed will be counted towards the credential attainment. This is particularly important for individuals who receive a postsecondary credential, after receiving a high school diploma, or the HSE due the extra requirements of the special rule.
 7. For more information on industry-recognized credentials refer to section 1105.
- E. **Measurable Skill Gains:** The percentage of program participants who, during a program year, are in an education or training program

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that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

1. The cohort for this measure includes those participants who are actively engaged in qualified program activities between the first day of the PY and last day of the PY.

For example, for PY20, those who exited between July 1, 2020 and June 30, 2021.

2. Depending on the type of education or training program, documented progress is defined as one of the following:
 - a. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
 - b. Documented attainment of a secondary school diploma or its recognized equivalent;
 - c. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
 - d. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
 - f. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.
3. For requirements for the Measurable Skills Gain Performance Measure, refer to section 1107.

D. Effectiveness in Serving Employers- The Workforce Arizona

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Council has selected the following Effective in Serving Employers performance measures:

1. Retention Rate- The percentage of participants who exit and are employed with the same employer in the second and fourth quarters after exit. The AJC System calculates this measure by matching the Federal Identification Employer Number (FEIN) associated with reported wages in the second quarter with FEIN associated with wages reported in the fourth quarter.
2. Penetration Rate-Percentage of employers using services out of all employers in the State. The AJC System calculates all of the employers served out of all of the employers in Arizona or Pinal County.
3. Additional Workforce Arizona Council Measures include:
 - a. Average number of days to fill job openings using ARIZONA@WORK staff assistance;
 - b. Percentage of employers who contacted an ARIZON@WORK Job Center to confirm ARIZONA@WORK services assisted in identifying qualified job applications; and
 - c. Number of businesses whose work sites were visited by an ARIZONA@WORK Business Services Representative.

1105 INDUSTRY-RECOGNIZED CREDENTIALS

.01 Credential Attainment

Credential attainment may assist youth and adults in leveraging new skills to obtain employment, increase earnings, and compete in the labor market.

- A. Training programs must provide for the earning of an industry-recognized credential, Measurable Skill Gain or prepare the participant to be qualified for employment in the field of training to be approved for the Eligible Training Provider List (ETPL). The ETPL consists of programs approved for use by Workforce Innovation and

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Opportunity Act Title I-B Adult, Dislocated Worker and Youth Programs.

- B. Pinal County Workforce Development Board staff must use the [Training Program Credential Checklist](#) to determine if a particular training program results in an outcome that meets the definition of an industry-recognized credential.

.02 Career Enhancing Attributes

Training programs resulting in industry recognized credentials with career enhancing attributes are sought for inclusion on the ETPL. Four attributes that add value to a credential include:

- A. Industry-Recognized- An industry-recognized credential is one that is either developed and offered by, or endorsed by, a nationally-recognized industry association representing a sizeable portion of the industry sector; or a credential that is sought and accepted by companies within an industry sector for the purposes of hiring or recruitment, which may include credentials from vendors of certain products.
- B. Stackable- A credential is considered stackable when it is part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and to help them move along a career pathway or up a career ladder to different and potentially higher paying jobs.
- C. Portable- A credential is considered portable when it is recognized and accepted as verification of the qualifications of an individual in other settings; either in other geographic areas, at other educational institutions, or by other industries or employing companies.
- D. Accredited Accreditation helps to ensure that an educational program provided by an institution of higher education meets acceptable levels of quality.

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.03 Recognized Postsecondary Credentials

Recognized postsecondary credentials are defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal government, or an associate or baccalaureate degree.

- A. A recognized postsecondary credential is awarded in recognition of an individual’s attainment of measurable technical or industry/occupation.
- B. **Certificates awarded by the PCWDB or another Local Workforce Development Board and work readiness certificates are not included in this definition** because neither type of certificate is recognized industry-wide, nor documents the measurable technical or industry/occupation skill necessary to gain employment or advancement within an occupation. This includes the Arizona Career Readiness Credential.
- C. Certificates must recognize technical or industry/occupational skills for the specific industry/occupation rather than general skills related to safety, hygiene, etc., even if such general skills certificates are broadly required for entry-level employment or advancement in employment.

.04 Industry-Recognized Credential Definition and Requirements

Industry-recognized credentials are awarded in recognition of individual attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance in an industry/occupation.

- A. They are an attestation of qualification or competence issued to an individual by a third party (such as an educational institution or an industry or occupational certifying organization) with the relevant authority or assumed competence to issue such a credential.
- B. Training programs that result in industry-recognized credentials may be approved to be listed on the ETPL.

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- C. For the WIOA Title I-B Adult, Dislocated Worker programs, graduate degrees (Master degrees) are not considered industry recognized credentials for purposes of calculating the credential attainment rate.
- D. The types of organizations and institutions that award industry-recognized credentials include:
1. Arizona Department of Education;
 2. An institution of higher learning described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance program authorized by title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher learning that are eligible to receive federal student financial aid;
 3. An institution of higher learning that is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes;
 4. A professional, industry, or employer organization, such as the National Institute for Automotive Excellence or National Institute for Metalworking Skills, Inc., providing certification, Machining Level 1 credentials, etc., or a product manufacturer or developer providing certifications (e.g., Microsoft Certified IT Professional (MCITP), certified Novell Engineer, Sun Certified Java Programmer, etc.), using a valid and reliable assessment of an individual's knowledge, skills and abilities;
 5. USDOL Employment and Training Administration Office of Apprenticeship and DES's Apprenticeship Office;
 6. A public regulatory agency, which awards credentials upon an individual's fulfillment of educational, work experience, or skills attainment as legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g.; Federal Aviation Administration aviation mechanic license); or

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- 7. A program that has been approved by the Department of Veterans Affairs to offer educational benefits to veterans and other eligible persons.
 - 8. Job Corps, which issues certificates for completing career training programs that are based on industry skills standards and certification requirements.
- E. Not all program completion documents issued by these types of organizations and institutions meet the definition of industry-recognized credential. (Refer to TEGL 10-16, Change 1 and TEN 25-19).

.05 Types of Industry- Recognized Credentials

Industry-Recognized credentials include both secondary and postsecondary credentials. It signifies that a student has completed the requirements for a high school education. Recognized credentials include the following:

- A. Secondary school diplomas or recognized equivalent (alternate equivalent) (commonly referred to as high school diploma) is one that is recognized by a State and that is included for accountability purposes under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).
- B. Educational credentials including diplomas, degrees, and certificates. Credit hours are the building blocks for educational credentials. Types of acceptable educational credentials include the following:
 - 1. High school diploma;
 - 2. High School Equivalency (HSE);
 - 3. Educational certificates;
 - a. Educational certificates must be based on credit hours.

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- b. Educational certificates are awarded after completion of an organized program of study at the postsecondary level, not a single course.
 - c. Educational certificates must be recorded in AJC as “Other Recognized Diploma, Degree or Certificate”.
 - d. Educational certificates must also be determined adequate to qualify for entry-level employment or advancement in employment.
 - e. Certificates of completion may be educational certificates if they are based on credit hours and awarded for the completion of an organized program of study, not a single course.
 - i. Certificates of completion that do not meet the definition in Section 1105.05(B)(3)(e)(i) above, must not be considered as an industry-recognized credential.
 - ii. Certificates of completion that are awarded after successful completion of a training program that prepares students to take occupational license and personnel certification examinations must also not be considered as an industry-recognized credential (see Section 1107.02 and 1107.03 of this chapter).
4. Associate’s diploma/degree; and
5. Bachelor’s diploma/degree.
- B. Industry-Recognized Credentials**
- 1. Occupational certificates include:
 - a. Registered Apprenticeship Certificates issued by a Registration Agency, either the state’s Apprenticeship Office or the U.S. Department of Labor. Arizona’s Apprenticeship Office also issues Journeyman Cards. These cards serve as identification of the apprentice and verification of completion

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of the Register apprenticeship program. The card includes their name, their unique apprentice ID#, the occupation they completed and the date they completed. This is a laminated card and can be produced by the graduate anywhere in the United States for proof of completion of a registered apprenticeship program.

For more information on Arizona’s Apprenticeship Office, see <https://des.az.gov/services/employment/apprenticeship-home>

- b. Interim credentials allowed under the Registered Apprenticeship program which may be developed from an approved set of apprenticeship standards for the occupation. They are a portable recognition of an apprentice’s accomplishments and are issued based on recognized components of an apprenticeable occupation as described in 29 CFR § 29.5 (b)(16).
 - i. Interim credentials are issued by the ETA’s Office of Apprenticeship.
 - ii. Attainment of an Registered Apprenticeship Program interim credential is considered a positive outcome on the WIOA Credential Attainment Rate performance indicator.
- c. Career and technical education educational certificates.
- d. Occupational certifications (formerly known as personnel certifications) attest that the individual has acquired the necessary knowledge and skill to perform a specific occupation or skill. The certification process is based on a formal study that validates the necessary knowledge and skills that have been assessed and reaffirmed at designated intervals.

For example, knowledge and skills may be assessed through examinations that have been determined fair, valid, and reliable and re-certification provided every three years. The certificate is owned by the certification body and may be

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taken away from the verified person for reasons of unethical or incompetent behavior after appropriate due process. Automotive Service Excellence (ASE) Certification is an example of an Occupational certification. Occupational certifications:

- i. Must be industry-recognized or result in a professional association certification;
 - ii. Are granted by third party non-governmental agencies, usually associations or businesses;
 - iii. Are intended to set professional standards for qualifications, such as a certification for a crane operator or a Novell Network Certified Engineer;
 - iv. Usually require successful completion of an examination or assessment of the individual’s knowledge and skills through an examination or assessment provided by a certifying body.
 - v. Usually require a set amount of work experience or professional/technical experience; and
 - vi. Usually require renewal after a certain time period.
 - vii. Completion of a training program that prepares a participant for an assessment or test that results in an Occupational License or a Personnel Certification is not an industry-recognized credential.
- e. Recording in AJC: The credential must only be recorded under the Outcomes screens in the AJC system after the participant successfully completes the test and receives his/her certificate or license.
- i. For a list of occupational Certifications and certifying agencies, see:
<https://www.careeronestop.org/toolkit/training/findcertifications.aspx?frd=true>.

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4. Examples of common certificates that **do not meet the definition of a credential include:**

- a. Occupational Safety and Health Administration (OSHA) 10 Hour Course that provides awareness of job-related safety and health hazards.
- b. Work/Career Readiness Certificates (i.e. Arizona Career Readiness Credential);
- c. Completion of an Assistive Technology training program (e.g. screen reading software); or
- d. Completion of Orientation and Mobility Training.

2. Occupational Licenses

Occupational licenses are granted by state and federal agencies or regulatory bodies and are required for an individual to work in the occupation. Examples of occupational licenses include cosmetology licenses, massage licenses, commercial driver’s licenses, or nursing licenses (e.g., a Certified Nursing Assistant (CNA) license). For more information, see: <https://www.careeronestop.org/toolkit/training/find-licenses.aspx>. Characteristics include that:

- a. Occupational licensure is defined by laws and regulations and are intended to set professional standards and ensure safety and quality;
- b. Time-limited occupational licensure must be renewed based on the meeting of ongoing requirements;
- c. Violations of the terms of the Occupational License may result in legal action;
- d. Completion of a program of study that prepares an individual for an occupational licensure is not a credential;

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- e. Occupational licenses may be required in addition to other credentials. The credential for completing the educational program must only be recorded in the AJC System if the participant successfully received an occupational license, as the license is required to work in the occupation.

1107 MEASURABLE SKILLS GAIN

For the WIOA Title I-B Adult, Dislocated Worker, and Youth programs the Measurable Skills Gain (MSG) is the percentage of participants who, during the program year, are in education or training programs leading to recognized postsecondary credential or employment and who are achieving MSG.

MSG is defined as documented academic, technical, occupational or other forms of progress towards a credential or employment. Depending on the type of education or training program in which the participant is enrolled, documented progress is defined as one of the following:

- A. Documented achievement of at least one Educational Functioning Level (EFL) by a participant who is receiving instruction below the postsecondary education level;
- B. Documented attainment of a secondary school diploma or obtained passing scores on all parts of the Arizona high school equivalency test;
- C. Secondary and postsecondary transcript or report card for an adequate number of credit hours that shows a participant is meeting Arizona’s unit academic standards (see MSG Checklist - Exhibit 1100A). Arizona’s high school graduation requirements are available at:
<https://azsbe.az.gov/resources/graduation-requirements;>
- D. Satisfactory or better progress report towards established milestones, such as completion of an OJT or completion of one year of a Registered Apprenticeship program or similar milestone, for an employer or training provider who is providing training (refer to section 1109 for types of acceptable document for training milestone type MSG); or
- E. Successful passage of an exam that is required for a specific occupation or progress in attaining technical or occupational skills as evidenced by trade-

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related benchmarks, such as knowledge-based exams (refer to section 1109 for acceptable documentation of skill progression type MSGs).

1108 INCLUSION IN THE MEASURABLE SKILL GAIN PERFORMANCE ACCOUNTABILITY MEASURE

- A. All WIOA Title I-B Adult and Dislocated Workers who are in a WIOA Title I-B funded education or training program are included in the MSG indicator (which includes funding a training program for a high school equivalency diploma). This includes all participants in work-based training (OJT, and Registered Apprenticeship). This does not include Work Experience (WEX) as WEX is considered an individualized career service, not training.
- B. All WIOA Title I-B ISY are included in the MSG performance accountability measure since they are attending secondary or postsecondary school.
- C. Only OSY who are in one of the following are included in the indicator:
 - 1. Occupational Skill Training (Youth Program Element 5);
 - 2. Secondary education during participation in the WIOA Title I-B Program;
 - 3. Title II (Adult Education) during participation in the WIOA Title I-B Youth Program;
 - 4. The Youthbuild Program during participation in the WIOA Title I-B Youth Program; or
 - 5. Job Corps during participation in the WIOA Title I-B Youth program.
- 6. Youth who are participating in Work Experience and OJT training are not included in the MSG performance accountability measure.
- C. Service provider staff must set an MSG type in AJC for all participants who are participating in the Education and Training activities above in Section 1108 (A) and (B) during the program year.
 - 1. MSG is a real-time performance measure and is not exit-based.

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2. MSG is required for all program years that the participant receives an education or training service. Service providers must set a MSG in the AJC system during the program year and add if the MSG was attained or not attained prior to the end of the program year (June 30th of each year). If the participant continues in the training program, the MSG must be set after July 1st for the next program year.
 3. Goals are not required to be set as part of the MSG performance accountability measure; however, goals are required to be included in the participant's ISS or IEP.
- D. Participants are included in the MSG regardless of how long they have participated in the program in the program year. Service provider staff must not delay enrollment or services to participants until a new program year if the program determines that there is insufficient time to attain the MSG by the end of the program year.

1109 DOCUMENTING PROGRESS FOR TYPES OF MEASURABLE SKILLS GAINS

Depending on the type of MSG required, service provider staff must document progress as follows:

- A. Acceptable Secondary Education documentation (Training program leading to high school diploma or HSE):
 1. Education Functioning Level Type MSG
 - a. For purposes of determining an increase of at least one EFL of a participant who is receiving instruction below the postsecondary level for the MSG indicator, service provider staff may compare the participant's pre-test EFL with the post-test EFL (the tests must have been determined to be suitable for use in the National Reporting System (NRS) for adult education listed at **www.nrsweb.org**).
 - b. Service providers must use tests determined suitable for the National Reporting System (NRS) by the U.S. Secretary of Education. The most recent list of tests determined suitable for the National Reporting System is available online by clicking on this [link](#).

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It is recommended that WIOA Title I-B programs use the same test that is used by Title II to facilitate co-enrollments, and avoid duplication of assessments.

- c. The Secretary of Department of Education may decide to revoke the approval of these assessments at any time, if this occurs, a broadcast will be issued. NRS updates may be located online at www.nrsweb.org.
- d. The same test and version must be used for both the pre-and posttest. For individuals who have been pre-tested using tests who have now expired, and need to post-test, service provider staff must posttest using the same post-test assessment test.
- e. Service providers may use other assessment tools appropriate to the target population for determining occupational and basic skill deficiency, but not for determining education functional levels
- f. Service Providers may report an education functioning level gain for participants who exit a program below the postsecondary level and enroll in postsecondary education and training during the program year.

B. Secondary Education Report Card/ Transcript

Acceptable documentation for the secondary education report card/transcript type MSG includes:

- 1. Copy of an official semester transcript or report card for one semester showing that the participant is achieving passing grades of C or above and is in good academic standing. The report card/ transcript must show that the participant received a C- or above in all classes.
- 2. For Adult Education and Literacy courses, if classes are graded on a pass/fail basis, all classes must be passed.
- 3. A copy of a secondary course grade print out that shows the participant is passing the class.

C. Postsecondary Education Report Card/ Transcript

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Acceptable Postsecondary Education documentation:

1. Copy of an official transcript or report card demonstrating the credit levels were achieved and the participant was in good academic standing based on enrollment status.
2. Good academic standing includes completion of a minimum of 12 credit hours per semester for a Full-time Student, and completion of a minimum of 12 credit hours over the course of two consecutive semesters (or equivalent) during a 12-month period for a part-time student.
3. If a postsecondary student completed 6 hours in the spring semester and 6 or more hours in the fall semester and those consecutive semesters crossed program years, they would not count as a skill gain in the first program year but they would count as a skill gain in the second program year.
3. A copy of a postsecondary course grade print out that shows the participant is passing the class.

D. Training Milestone Type MSG

1. The training milestone type MSG is defined as Satisfactory or better progress towards skill advancements while participating in occupational skills training, OJT, or Registered Apprenticeship program provided by a training provider or employer. For example completion of an OJT or completion of one year or less of a Registered Apprenticeship program including completion of a module, a semester or other identified milestone or passage of a component exam.
2. Definition of Progress

PCWDB defines *Progress* for the definition of Measurable Skill Gain as the gradual documented attainment of academic, occupational, technical skills or documented time-based intervals of study of skills used in occupations related to the industry-recognized credential.
3. Acceptable types of documentation for Training Milestone type MSG:

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- a. Documented progress report from an employer demonstrating the participant is achieving satisfactory progress in meeting the training objectives outlined by the employer; or that the individual has acquired new skills, or steps to completing an OJT;
- b. List of new skills gained signed by employer;
- c. Documentation of completion of OJT;
- d. A progress report from a Registered Apprenticeship Program documenting satisfactory progress on established milestones;
- e. Paystub showing increases in pay resulting from newly acquired skills or increased performance also can be used to document progress. Case notes may be used to document an *increase in pay* based on newly acquired skills when the following information is included in the case note:
 - i. Name of the employer and the name of the employer’s staff member who is verifying the raise;
 - ii. Date the telephone conversation occurred with the employer in which pay raise was verified;
 - iii. The previous and new pay rates;
 - iv. The date the pay rate takes effect; and
 - v. Name of the service provider staff who confirmed the pay raise with the employer;
- f. Grade printout;
- g. Documentation showing completion of first year of a Registered Apprenticeship program; and
- h. Documentation of entry into unsubsidized employment in an occupation related to the training program.

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F. Skills Progression Type MSG

Skills Progression is defined as the successful passage of an exam or a certificate of completion that is required for a particular occupation OR progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams. Acceptable documentation includes:

1. Documentation of passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment; or
 2. Copy of exam results or a certificate of completion demonstrating a passing score for a knowledge-based or completion test necessary to obtain a credential for a particular occupation. Examples include exam results or a certificate of completion that qualifies an individual to test for a Class A Commercial Driver's license, LPN License, and CompTIA A+ Certification.
 3. Any knowledge-based exam counts for this type of MSG. The exam does not need to be a midterm or final exam. A copy of the graded knowledge-based exam must be uploaded into the AJC system.
- G. Service provider staff must not record the Arizona Career Readiness Credential, Cardiopulmonary Resuscitation (CPR), First Aid Certificates, Forklift Certification, and WEX as measurable skill gains as they do not meet the definition of any of the MSG types in this section.
- H. Service provider staff must identify the appropriate MSG for participants and ensure accurate recording in AJC.
- I. Documentation related to MSG verification as outlined on the [Measurable Skill Gain Checklist](#) must be uploaded into AJC or kept in the participant's file.

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1110 Unemployment Wage Match

.01 Wage Match

Most employers in Arizona are required to report their employee’s wage data and pay Unemployment Insurance (UI) taxes to the Arizona Department of Economic Security (DES). Employee’s wages are uploaded into the AJC system and matched with WIOA Title I-B participant’s Social Security Number (SSN) which allows the AJC System to calculate the employment-based performance measures, including Employment in the Second Quarter, Employment in the Fourth Quarter, and Median Earnings.

- A. UI wage match is the most reliable and primary source of wage data for the calculation of the employment-based performance measures.
- B. Wages are available in the AJC System two quarters after the end of the quarter.
- C. When a participant does not provide their SSN, or the participant works for an employer who is not required to report employee’s wages to DES, supplemental wage data must be collected by the service provider.
- D. When a participant is self-employed, supplemental wage data must be collected by the service provider.

.02 Use of Social Security Number for Wage Match

Service providers must request the participant’s SSN when registering the participant in the AJC system, and request verification prior to providing individualized career services or training services. If the participant is unable to provide documentation or refuses to provide their SSN, service providers **must not** deny enrollment in a WIOA Title I-B program or any type of service (basic, individualized career service, and training service) to the participant as eligibility is not contingent on the provision or documentation of an individual’s SSN.

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1111 Supplemental Wage Data Collection

.01 Supplemental Wage Data Collection Requirements

Matching a participant's SSN against quarterly Unemployment Insurance (UI) wage records is the most effective means for determining employment status and earnings for a program participant. Service providers are required to use quarterly UI wage records, when available. Quarterly UI wage records will not result in a match in all circumstances.

- A. Service Provider staff may use supplemental wages when:
 - 1. The participant has not provided his/her SSN;
 - 2. UI wage records are not available for the participant; or
 - 3. The individual is self-employed.
- B. Supplemental wage data may be used to determine employment-related performance data for individuals who participated in entrepreneurial training.
- C. Supplemental wages collection may be used to meet reporting requirements for the following performance accountability measures:
 - 1. The participant's employment status in the second and fourth quarter after exit, and
 - 2. Median earnings in the second quarter after exit. Although median earnings in the fourth quarter are not required to be reported, direct wage match or supplemental wage information is required to determine a participant's employment status in the fourth quarter.

.02 Supplemental Wage Follow-up Procedures

Conducting follow-up for the purpose of supplemental wage collection is not as providing follow-up services. Follow-up services requirements are included in section 206.1 and section 505.09 are defined in the [AJC Service Dictionary](#). Service providers must:

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- A. Inform participants at program entry, and exit about supplemental wages information follow-up process and collect extensive contact information about them, such as the addresses and phone numbers of relatives or others who may know the participant’s whereabouts over time and employment information.
- B. Through ongoing communication with participants throughout their participation ensure that new addresses and phone numbers are updated in the AJC system when the participant moves or get a new phone number, and implement procedures to update participant information periodically while the participant is enrolled in the program.
- C. Conduct the follow-up as close to the reference quarter in the employment-related performance measure as possible (refer to Timeline for Commencing Data Collection for Employment-Related Performance Measures Table below);
- D. Identify the appropriate information to collect from the participant to assist in and during follow- up, such as the participant’s SSN (if available), contact information, and supplemental wage information related to all of the employment-related performance measures;
- E. Identify local resources available to conduct the follow-up; and
- F. Identify if follow-up will be conducted more frequently than quarterly. Follow-up may be conducted on a quarterly, continuous, or monthly basis.

.03 Acceptable Forms of Supplemental Wage Information

- A. Service providers may use tax documents, payroll records, and employment records for supplemental wage collection documentation. The following types for supplemental wage information are acceptable documentation:
 - 1. Copies of quarterly tax payment forms to the Internal Revenue Service, such as a Form 941 (Employer’s Quarterly Tax Return);

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2. Copies of paystubs (minimum of 2 paystubs);
 3. A signed letter from an employer on company letterhead, attesting to an individual’s employment status and earnings;
 4. Follow-up survey (self-reported) from program participants;
 5. Income earned from commission in sales or similar positions;
 6. Detailed case notes verified by an employer and signed by the Service Provider staff;
 7. Automatic database systems or data matching with partner programs with whom Data Sharing Agreements (DSAs) exist;
 8. Current records of eligibility programs with income-based eligibility (e.g. Temporary Assistance for Needy Families (TANF), or Supplemental Nutrition Assistance Program (SNAP)); or
 9. Self-employment worksheets signed and attested to by the program participant.
- B. Service providers must use the [WIOA Wage Conversion Chart](#) to convert hourly, biweekly, monthly, and annual wages to quarterly wages.

.04 Timeframe for Collecting Supplemental Wage Information

The optimal time for collecting supplemental wages data is as soon as possible after the second and fourth full quarters after exit. The need for supplemental wages may not be apparent until no match is found in UI records, or in federal or military employment, which become available on a time-lagged basis.

However, if the service provider knows or predicts that UI wages will not be available for individuals, the service provider does not need to wait two quarters after the close of the second and fourth quarter after exit to

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formally document that UI wages are not available and begin collection of supplement wage information.

Timeline for Commencing Data Collection for Employment-Related Performance Measures		
Performance Indicator	UI Wage Data Becomes Available	Collection of Supplemental Wages Information May Begin
Employment Rate-2 nd Quarter after Exit	During 3 rd and 4 th quarter after exit	Beginning 3 rd Quarter after exit
Employment Rate 4 th Quarter after Exit	During 5 th or 6 th quarter after exit (first or second quarter, next program year)	Beginning 5 th quarter after exit
Median Earnings-2 nd Quarter after Exit	During 3 rd or 4 th quarter after exit	Beginning 3 rd quarter after exit
Credential Attainment- Within 1 year after Exit	During 2 nd or 3 rd quarter after exit	Beginning the 2 nd quarter after exit

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1111 EXCLUSIONARY EXITS

Under WIOA, there are no longer gaps in service. If a participant is unable to participate in program services for more than 90 days, all services on the S & T plan must be ended. After 90 days, if no additional services are provided by the WIOA Title I-B Program or a partner program that uses the AJC system, the case will close, and the exit date will revert back to the last day a service was provided. Participants may be re-enrolled in any of the WIOA Title I-B when they are able to participate as long as the participant still meets requirements. There are no waiting periods for re-enrollments. Exclusionary exit means the participant is excluded from the WIOA Title I-B Program performance calculations because the participant is unable to continue to participate in the program due to limited circumstances where exclusion is permitted. Participant may be excluded from the WIOA performance calculations for one of the following reasons:

.01 WIOA Title I-B Adult/Dislocated Worker Program

- A. The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.
- B. The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
- C. The participant is deceased.
- D. The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.

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.02 WIOA Title I-B Youth Program

- A. The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.
- B. The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
- C. The participant is deceased.
- D. The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.
- E. The participant is in the foster care system as defined in 45 CFR 1355.20(a), and exits the program because the participant has moved from Pinal County as part of such a program or system.

1112 PERFORMANCE NEGOTIATIONS

Expected levels of performance for each performance indicator are negotiated with the DES for each Program Year, every two years.

The negotiations include a review of suggested levels of performance using an objective statistical model, based on characteristics of participants served, labor market conditions, and a discussion of circumstances not accounted for in the model that also considers the extent to which the proposed levels promote continuous improvement.

After the end of the PY, actual performance levels are adjusted to account for the actual characteristics of participants served and labor market conditions using an adjustment factor.

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The adjusted levels of performance, compared to the negotiated levels of performance to determine if performance measures for the PY were met.

1113 ARIZONA@WORK PINAL COUNTY CORE PARTNERS

The PCWDB may request ARIZONA@WORK Pinal County Core Partners to report on performance outcomes at any time. As such ARIZONA@WORK Pinal County Core Partners must be prepared to report their program’s performance when this data is requested.