

Webinar, Education: A Key Service in WIOA
March 01, 2016
Audio Transcript

Coordinator: Welcome and thank you for standing by. At this time all participants are in a listen-only mode. This call is being recorded. If you have any objections, you may disconnect at this point. Now I will turn the meeting over to Department of Education. You may begin.

[Slide 1: Education: A Key Service in WIOA]

Heidi Silver-Pacuilla: Well good afternoon everyone. Thank you for joining us. My name is Heidi Silver-Pacuilla. I'm in the Department of Education Office of Career Technical and Adult Education. Welcome to the webinar Education: A Key Service in WIOA. I'm glad to see so many people here with us today.

[Slide 2: Image of Godzilla on a weather map of the January 2016 snowstorm]

We are brought together by the unhappy coincidence of Snowzilla back in January.

[Slide 3: Logo from WIOA National Convening. One Team, One Vision, One Conversation]

We had to cancel a panel at the early part of that convening and this was that panel. We knew that we wanted to offer it and look for a way to get this information out to folks. So we're glad to welcome participants from the convening that happened in DC in January. We had a full house despite the weather that was just terrific. And welcome to all of those who were not able to join us at the convening but can join us for the webinar. So that's a nice way to have some new people join us.

I wanted to let you know before we begin that this telephone call is being recorded as was mentioned and we'll have transcripts up in a few days. We

will also be sending you the links to all the resources that are shared. That will come in an email as you leave the webinar in the thank you email and we'll put them up in the chat as well.

The slides are not here in WebEx to download but we'll be making them 508 compliant and get them up where you can download them from the web as well. So with that those logistics points - all of you are in mute mode and will be throughout the webinar. If you have questions that you'd like to ask of the panelists, you may put them into the chat box or into the Q&A and we'll be monitoring those for the Q&A session at the end. So with that, I'm going to turn it over to Mark Mitsui.

[Slide 4: Welcome.

Panelists

- Michael Yudin, Assistant Secretary for the Office of Special Education and Rehabilitative Services
- Janet LaBreck, Commissioner of Rehabilitation Services Administration
- Johan Uvin, Acting Assistant Secretary for the Office of Career, Technical, and Adult Education
- Portia Wu, Assistant Secretary of DOL's Employment and Training Administration

Moderator

- Mark Mitsui, Deputy Assistant Secretary for the Office of Career, Technical, and Adult Education]

[Slide 5: Official photo of Mark Mitsui]

Mark Mitsui: Thank you, Heidi. It's a pleasure to participate in today's webinar and I'd like to open the panel by providing each of the panelists and opportunity to further introduce themselves with a little more detail and also to provide their vision of the opportunities that WIOA represents for stakeholders. And first up

amongst our panel will be the assistant secretary from the Department of Labor, Portia Wu.

[Slide 6: Official photo of Portia Wu]

Portia Wu: Thanks, Mark. Delighted to be here with everybody today. There are some really tremendous opportunities we have here under the Workforce Investment and Opportunity Act and just this group of people together on the call today really I think represents the tremendous partnership we've established at the federal level and this opportunity for partnership across programs at every level in government - it's really all of our jobs. And we want to work together to create more streamlined integrated approaches to serve our common customers and that's job seekers, workers and businesses as well.

WIOA gives us lots of great opportunities to do this through planning, governance, performance management, sharing of information and I think that one of the very exciting things for us at the Department of Labor is the emphasis the law puts on our service delivery system the American job centers.

So, you know, as Secretary Perez often says, when people come in the door, they don't think about whether they have an adult ed or a VR or a youth formula program problem or challenge. They just have a bunch of challenges and what they're looking for when they come into our centers is to have a positive experience and we want to have a shared sense of responsibility as well as accomplishment among all our programs for meeting our customer's needs, helping them overcome hurdles and get on the path to great jobs in the middle class.

So helping our customers do that and supporting their families and achieving their full potential is really part of all of our shared work. That's what we're all about and I'm glad to be in this wonderful partnership with all of you doing it together.

Mark Mitsui: Great. Thank you Portia. Our next panelist is Michael Yudin, Assistant Secretary here at the Department of Education.

[Slide 7: Photo of Michael Yudin]

Michael Yudin: Great. Thank you, Mark. Thank you, Portia, for joining us and my colleagues and everybody that's joined us today. Really excited about the opportunities that we have before us in WIOA. You know, when the president signed the bill into law, he really created this incredible opportunity to provide for workers, for job seekers, for individuals with barriers to employment a comprehensive high quality education and workforce development system that really can meet the demands of not only workers but of the local economy as well.

I really believe this is a very important opportunity and the field is ripe for great things to come. I just want to spend a minute or two talking about individuals with disabilities. There are about 37.6 million individuals with disabilities in this country. That's about 12% of the population.

The stats however around people with disabilities are really pretty shocking and unacceptable, I think to all of us. For example we know that about 60% of individuals with disabilities 25 years or older have a high school diploma or less. So keep that in mind as we think about the education and the workforce development training system.

We know that individuals with disabilities - only about 20% are participating in the labor force today. I'll repeat that. Only about 20% of individuals with disabilities are participating in the labor force out of 37.5 million individuals with disabilities.

For those that are - those that are participating without a high school diploma is only 9.3%. For those individuals that have high school but no college, that number's only a little better at 17.2%. We know that individuals with disabilities are overrepresented in service jobs and production jobs. They're underrepresented in management, professional and technology jobs.

So when we think about individuals with disabilities, you know, we sometimes just automatically go to the VR program - the Vocational Rehabilitation Program - and it's an incredibly important program, but it's only designed to serve about a million individuals with disabilities a year. And the focus of the program is really on those with significant disabilities and in fact, a priority for those with the most significant disabilities.

So again we're talking about a program that serves about a million individuals with disabilities a year. There are about 37.5 million individuals with disabilities in this country and only 20% of them are participating in the labor force.

So we have this incredible opportunity for this renovated and improved federal workforce development system that can really provide the additional educational and training needs for individuals with disabilities in a much more comprehensive and robust way. We're really talking about a high quality seamless - as Portia said - system. When a person comes into the one stop system, they're not thinking about a particular program. They're looking for a job. They're looking for a particular set of training or educational programs.

So we really have the opportunity to create this high quality accessible workforce development system and it's critical but it's a great opportunity and with that, I'll turn it back over to Mark.

Mark Mitsui: Thank you, Michael. Next it's my pleasure to introduce Janet LaBreck, Commissioner of Rehabilitation Services Administration here at the Department of Education.

[Slide 8: Official photo of Janet LaBreck]

Janet LaBreck: Thank you, Mark. It's a pleasure to be here today and we, too, are excited to be a part of this partnership. The vocational rehabilitation program, as you just heard Michael reference, [serves] about a million individuals annually who apply for services through the vocational rehabilitation program each year.

I think it really gives us this opportunity under the Workforce Innovation and Opportunity Act to really leverage these partnerships in a way that allows us to have a universal approach as well as valuing the uniqueness and the expertise in leveraging the existing resources. (Partners) - that we are all coming together to support the disability community and the job seekers in our country to really promote innovation and opportunity in a way that is going to lead to success for all of the populations that we serve. So it's a pleasure to be here.

Mark Mitsui: Thank you, Janet. It's now my pleasure to introduce another panelist, Johan Uvin, Acting Assistant Secretary for the Office of Career Technical and Adult Education in the Department of Education. Johan.

[Slide 9: Official photo of Johan Uvin]

Johan Uvin: Thank you, Mark, and good afternoon to most of you and I think for a few of you still good morning for another five minutes or so on the west coast. So, you know, when talking about vision, I think it's good to talk a little bit about who the vision is for, you know, the youth, the adults and the employers that are part or the target of this new law.

And when I think about the populations, we know that there is an enormous need and unmet demand for education, training, labor exchange and support services. Just to give a couple of examples, there are 36 million low skilled adults in our country who lack the foundation skills to get ahead. There are 5.5 million disconnected youth and Michael mentioned there are 37.6 million individuals with disabilities.

Every year 700,000 people return from our prisons and jails and into our community. So when we think about these numbers, it's not hard to envision that our vision should be about restoring opportunity or creating a second chance for many of these populations or even perhaps create opportunity or a first chance for these millions of youths and adults.

So this I think results in two important ways of looking at the opportunity that the Workforce Innovation and Opportunity Act represents from an education perspective. The first real opportunity is that we can maximize the potential of the core and partner programs so that we can provide services more holistically and efficiently because we should admit to this - that none of the programs alone and that includes the core programs and the partner programs as well. We can't actually do this by ourselves. We actually need this level of collaboration.

But even if we do this, it only gets us half of the way there. So and the second important way of looking at the opportunity that WIOA represents has to do

with leveraging - using the WIOA provisions - leveraging what I call our biggest systems. By that I mean the employer community, the labor management community, other systems that are out there and I'd like to just highlight using the employer community what leveraging bigger systems really means.

Some research became available a couple of months ago that showed that employers in our country collectively invest over \$413 billion in formal training of employees. Now that is a set of resources. That is an existing ecosystem out there that we are not currently leveraging in ways that we could and I believe sort of illustrates this second big opportunity.

So if we implement this vision then I think we will be able to restore or create opportunity for all, not just some Americans, so that they can develop the skills and get the credentials that will get them to a good well-paying job and ultimately above into the middle class. Mark.

[Slide 5: Official photo of Mark Mitsui]

Mark Mitsui: Thank you, Johan, and thanks to all of you for those inspiring visions that WIOA fully implemented. Our listeners are probably still deep in the work of getting the pillars of implementation in place so it's good to have your vision and idea of the structure that you are all building as a framework for the work that folks are doing each and every day.

I'd like to offer just a few thoughts on the role of community colleges in WIOA. For example, the opportunities for community colleges to be eligible training providers and also to compete and to apply to become one stops. Those are unique opportunities for this sector. The use of common performance metrics I think is very key and fundamental in terms of applying metrics across all the core titles that now create a stake in the success of each

title in their programs in another title in its programs. So there's now not only common performance metrics but sort of a common stake in success for each of the different types of programs.

In addition to that, the community colleges I know were embedded in the process of developing unified state plans as well as in some cases combined state plans. And finally there are some new funding thresholds in areas for opportunity youth, corrections, and other sectors so that's an area for the community colleges to explore as well.

But taking a look at those different types of developments and also the related vision, all of these describe our customers in the WIOA system - job seekers, students, youth, citizens - as advancing along a career pathway toward greater self-sufficiency.

The title of our panel and the main point of our remarks today is that education is a key service. It's critical to success in the labor market and to earning a family-supporting wage. But to give us some hard realities about this point, Michael would you like to give us some context as to why education is so critical to success in WIOA?

Michael Yudin: Sure. Thanks, Mark. So as folks may know, during his last State of the Union address to the country, President Obama said that the United States right now has the strongest most durable economy in the world. We're in the middle of the longest streak of private sector job creation in history yet as we know as Secretary Perez talked about at the WIOA convening, we know that millions of jobs actually go unfilled due to a lack of a skilled workforce.

We really have a great opportunity here now. As everybody knows, you know, Congress passed in bipartisan fashion, bicameral fashion the most

significant reform of the federal adult education workforce development system in well over a decade. What a great opportunity this is. Again it presents this opportunity to change the way our systems operate.

So through WIOA, we really do look forward to streamlining the way we do our business in order to shape the nation's employment and training systems into one that actually provides improved outcomes for all job seekers for workers, employers but particularly for those with barriers to employment.

The new law supports innovative strategies to keep pace with changing economic conditions, providing expanding education training and employment opportunities for the millions of youth and adults that are served annually by our systems.

So, you know, we all talk about our programs needing to prepare students to be college and career ready and when we think about that, what we mean is really insuring that we're meeting the demands of our local and regional economies - that, we're talking about job driven training, that we're meeting the demands of our workers.

But in order to do that, you know, our workforce development system - our providers need to have a good understanding of the market conditions to really prepare our workforce with the skills to meet that kind of demand. So right now I want to take a minute and share some slides and infographics with you to help kind of tell the story about America's skills gap and the role that education can play in closing it.

[Slide 10: Infographic excerpt is from http://www.themanufacturinginstitute.org/Research/Skills-Gap-in-Manufacturing/~/_/media/FF00360FC3344AD9B62F600B9FDEBD5B.ashx

The figure reads and shows:

The skills gap is widening. Over the next decade, nearly 3.5 million manufacturing jobs will likely be needed and 2 million are expected to go unfilled due to the skills gap.

The implications are significant. Every job in manufacturing creates another 2.5 new jobs in local goods and services. For every \$1 invested in manufacturing, another \$1.37 in additional value is created in other sectors.

3.4 million manufacturing jobs are likely to be needed over the next decade; of that number:

2.7 million baby boomer retirements

700K manufacturing jobs expected from economic expansion

Only 1.4 million jobs are likely to be filled

Leading to an expected 2 million manufacturing jobs unfilled due to the skills gap]

So according to the Manufacturing Institute and Deloitte, over nearly 3.5 million manufacturing jobs that will be needed over the next decade - 2 million will go unfilled. That's largely due to the baby boomer retirement.

[Slide 11: Infographic excerpt is from same file as slide 10.

This figure focuses on:

The percentage of executives that indicate current employees are not sufficient in key skills:

70% on technology/computer skills

67% on basic technical training

69% on problem solving

60% on math skills]

The same report states that executives in the manufacturing field consider technical and computer skills to be the most serious skill deficiencies followed by problem solving skills, basic technical training and math.

Together with our partners at the Departments of Labor, Department of Health and Human Services and the continued efforts in commitment of states and local providers performing the work on the frontlines, we can make a difference for those individuals who do have the greatest barriers to employment by offering them enhanced access and clear pathways to stable careers with family sustaining wages.

[Slide 12: Infographic excerpt from Skills to Pay the Bills, www.piaacgateway.com

This figure shows changes in employment, by educational attainment: 2008-2012

Workers with a high school degree or less lost 5.6 million jobs 2008-2010, and lost 0.2 million jobs 2010-2012.

Workers with some college or an associate's degree lost 1.8 million jobs 2008-2010, and added 1.6 million jobs in 2010-2012.

Workers with a bachelor's degree or higher added 0.2 million jobs in 2008-2010, and added 2 million jobs in 2010-2012.

All groups show 7.2 million jobs lost 2008-2010, and 3.4 million jobs added in 2010-2012.]

We recognize that skills in postsecondary education and training program completion - completion makes a difference. In fact if you look at this slide, you'll see that it demonstrates that those adults with only a high school diploma or less suffered more and recovered less from the great recession. Essentially the great recovery is leaving them behind.

[Slide 13: Figure from Choosing Our Future (ETS, 2016, Figure A-2)

This figure presents stacked unemployment rates and median weekly earnings by educational attainment level in 2014 for adults 25 and over. From the bottom of the figure reading up the numbers are:

All workers (5%; \$839)

Less than a high school diploma (9.0%; \$488)

High school diploma (6.0%; \$688)

Some college, no degree (6.0%; \$741)

Associate's degree (4.5%; \$792)

Bachelor's degree (3.5%; \$1,101)

Master's degree (2.8%; \$1,326)

Professional degree (1.9%; \$1,639)

Doctoral degree (2.1%; \$1,591)]

This next slide from a recent ETS report shows similar patterns of unemployment side by side with median weekly earnings in 2014 and again, those without a college degree are stuck with much higher unemployment and lower wages.

From the OECD Survey of Adult Skills released in 2013, we actually know a lot about our workforce. We know that one in six adults in America age 16 to 65 have low literacy and one in three - one in three - have low numeracy skills. We know that a third of these individuals are under the age of 35 which is pretty astonishing. We know that a third are immigrants. We know that more than half are black or Hispanic. We know that - here's the really interesting piece - we know that 2/3 of these folks with these low literacy and numeracy and problem solving skills - 2/3 - are employed but their earnings are low. And again perhaps possibly the mostly troubling piece of this puzzle is that, in the United States, young adult's skills are not outpacing older adult skills and not keeping pace with their international peers.

[Slide 14: Infographic from Getting Back Up to Speed, on www.piaacgateway.com

This figure shows that literacy scores for U.S. young adults (ages 16-24) are 263, and 272 for older adults (ages 55-64). This is above the international average of 255 for the older group, but below the international average of 279 for the younger group.

Other countries shown include (younger, older):

England and Northern Ireland (265 and 266)

Norway (262, 275)

Germany (254, 279)

France (242, 275)

Finland (260, 297)

Spain (227, 264)

Korea (244, 293)

Japan (273, 299)]

This slide shows that in our competitor countries the young adults are actually making great skill gains while in the US and in the UK skill attainment is relatively unchanged across the age cohorts. These are the adults of our future, our future workforce, and our future parents and citizens.

We know that youth and young adults with disabilities face even greater challenges. Here's the thing. We know that four out of five young people with disabilities say that their primary goal when they leave high school is to go to college. Yet, youth with disabilities are far more likely to drop out of high school in far greater numbers. They're less likely to enroll and complete postsecondary education and they suffer higher rates of unemployment, underemployment and have greater rates of poverty.

WIOA provides a really important opportunity in this space. You know, we're talking about young people and the skills challenge and the skills gap. WIOA places an enormous emphasis on serving students and youth - particularly those with disabilities as they transition from school to post school activities including higher ed and employment.

We can - we must - do better than this and with that, Mark, I'll turn it back to you.

Mark Mitsui: Great, thank you, Michael. You've painted a very compelling context for our work to close the skills gap and prepare an educated and skilled workforce to fill in-demand jobs. This data shows us that low skills in education attainment are holding employees back from advancement, higher wages, and greater opportunities and that education and training are key to breaking the cycle. Johan, could you speak to how title II programs emphasize educational attainment as being foundational to the success of the workforce development system?

Johan Uvin: I'd be happy to do that, Mark. I'm going to divide my remarks and I'm going to put them in two categories. First, I'll talk briefly about three or highlight three main WIOA reforms where they're actually changing the landscape not just for the title II adult education and literacy community but for the community that is supported by the other titles.

And then my second set of remarks will actually highlight some of the very, very specific reforms that affect adult education. So starting with the highlights of WIOA reforms that are really changing the landscape. I want to mention three. One is the increased coordination of and between the core programs and everyone knows by now that WIOA gives the state either a

unified planning option or a combined state planning option that allows a governor to add partner programs to the core programs authorized by the law.

That is a significant change from how business was done in the past. This is not about stapling state plans for the different titles together. This is really about creating a unified talent development strategy for the state.

The central theme of career pathways and the requirements for local boards and state boards to create these career pathway programs and systems I think is an enormous opportunity to actually facilitate this high of a level of coordination between the core and partner programs. So that's big change number one that I wanted to highlight.

The second one is a much greater emphasis on accountability and improvements of program outcomes. For those of us who have been in this field for quite some time, there have been conversations about common indicators or common measures for such a long time and guess what. WIOA's actually introducing a set of shared indicators that touch both upon education outcomes as well as on labor market outcomes and specifically the education ones deal with credential attainment and with gains in skills. The labor market ones deal with employment and earnings.

The third main change I believe that affects all titles including title II is a commitment to improving training and employment opportunities for individuals with barriers - significant barriers to employment. I most certainly was delighted to see this type of emphasis in the new law that identifies 13 subpopulations that are considered, including individuals with significant barriers to employment plus the provision that the state may actually determine which other populations are vulnerable that are not included in that list.

[Slide 15: Individuals with Barriers to Employment:

- Displaced homemakers
- Low-income individuals
- Indians, Alaska Natives, and Native Hawaiians
- Individuals with disabilities, including youth
- Older individuals
- Ex-offenders
- Homeless individuals, including children and youth
- Youth who are in foster care or who have aged out of foster care
- Individuals who are ELLs, have low levels of literacy, and individuals facing substantial cultural barriers
- Eligible migrant and seasonal farmworkers
- Individuals within two years of exhausting lifetime eligibility under Part A of Title IV of Social Security
- Single parents, including pregnant women
- Long-term unemployed populations
- Such other groups as the governor [of each state] involved determines to have barriers to employment]

Here's the list. It's a long one. People with disabilities is one I just want to highlight - adults who are English learners, adults with low literacy, ex-offenders, foster youth are an important population but there are more as you can see. So these are - even though there are many more reforms that we're always introducing - these are three that I wanted to highlight.

Now turning to the specific changes in title II for the Adult Education and Family Literacy Act, I wanted to highlight four. The first one is that title II really strengthens the alignment between adult education, postsecondary

education and training and the employer community and I might extend that to say, you know, it's business, industry and labor on the private sector side.

So what we will see is an increased emphasis on and support for the transition into postsecondary education and training which is facilitated by this closer alignment with the postsecondary system.

It's great that title II retains some of the other purposes it had but we are delighted that we're not stopping - we're not placing a period after the high school credential. We're actually placing a comma there and allowing people to continue to transition.

One other thing that I would like to point out here that deals with alignment is that the providers who are eligible to provide services under title II have changed. One newcomer to the game so to speak is the notion of employer partnerships where employers in partnerships with other eligible providers can apply for the title II funding once it gets to the states and is completed out. And again I mentioned the centrality of the career pathways construct throughout the law which I think will create enormous opportunities for title II to achieve alignment that it has not achieved before.

The second main area of change for title II deals with supporting new activities - things that the old Workforce Investment Act did not allow people to support and we are quite excited about this and I'll highlight three of these new activities.

One is the whole idea of integrated education and training. The second one is workforce preparation activities whether those are workforce preparation activities for immigrant professionals or for others, that is now an opportunity under title II which did not exist before.

And then thirdly we are delighted that the law codified the old English Literacy and Civics Program and it's now called the Integrated English Literacy and Civics Education Program. It's great because now it's no longer dependent on the annual appropriations process. It's actually embedded in the law. So two left.

The third main area of change that I wanted to emphasize today is that title II now encourages investments in correctional education and reentry in ways that we have never seen before. You may recall that under the old law there was a cap of 10% and Congress now changed the cap to 20% meaning that a state can choose to take up to 20% of its resources under title two and dedicate them to support not only correctional education as we knew it under the old law but also a range of new activities intended to reduce recidivism.

Integrated education and training, peer tutoring within facilities, transition services that are part of reentering and again here career pathways are just examples of that broader range of activities. Lastly I wanted to highlight a fourth major change and this one deals with supporting investments in high quality programs in innovative or promising models.

Happy - very happy to see that there is an expectation that all providers under title II must demonstrate their effectiveness in providing services to all the youth and adults referencing a performance similar to the performance indicators specified in the law.

Secondly, I want to point out that states continue to be required to complete the funding once it comes to them by formula which creates we think three major opportunities for the system. One is [to] achieve much greater alignment between what is happening in title II programs and what regional,

economic and workforce development needs are. The second one is there is a great opportunity to leverage state procurement processes for this within state competition to promote integrated education and training programs.

And I think it's particularly important to highlight that one because that happens to be the type of promising model for which there is an emerging evidence base. So from that standpoint, I want states to keep in mind that there's a good evidence-based reason for doing that. And then thirdly again the state competition requirement under title II could really help the local boards and the state boards in the building of these career pathway systems.

The final opportunity for states when they complete funding and throughout title II is the opportunity to use the resources to use technology to personalize learning experiences for adults.

Now there are many more specific changes under title II that I did not talk about and there are many more, broader WIOA reforms that are changing the landscape but I chose to highlight these.

Mark Mitsui: Great. Thank you, Johan. I understand these are major reforms for title II programs and a new way of doing business with new stakeholders. Janet, can you tell us about the changes to title IV and how they support the importance of educational attainment and employment?

Janet LaBreck: Sure, thank you, Mark. Title IV of the Workforce Innovation and Opportunity Act does make significant changes for the vocational rehabilitation program in multiple areas. I think that it's important, you know, to recognize even some of the highlights that you're hearing today collectively from everyone really do crossover to our population of individuals that we serve in the vocational rehabilitation program nationally. So it's always exciting to hear how these other programs interface with our programs now under this new legislation.

I think most importantly I'm going to focus specifically on a couple of areas of note particularly with regard to individuals who are youth and students who are youth because they're the population that the vocational rehabilitation program does provide services.

And they're also a population where this specific legislation really does emphasize the need for continued support, transition services, employment services, job training just as you heard Michael mention earlier., Particularly for youth, we know that in a disability community that these populations often times do not have the opportunity to experience early work opportunities and to have job training that literally grows with them as they are navigating their way through the educational systems as well.

So it's really important to recognize under the Workforce Innovation and Opportunity Act that the vocational rehabilitation community will have the opportunity to be innovative in their approaches and strategies and partnerships to engage youth with disabilities in very different ways than they have been able to do so previously.

And some examples of that include insuring that individuals who are students or youth who are matriculating through the education system or who are transitioning from the educational system to postsecondary education that they have the opportunity to engage in work activity while they are attending school. That as they're interfacing with a special education, for example, that they will have that opportunity to experience work and that they have the opportunity to have the same experiences that their peers have. Most importantly earlier than what they traditionally have had that opportunity to do so.

Equally important in this piece of legislation also is the populations of those individuals with significant disabilities that are being served by the nation's vocational rehabilitation program as well. This provision now allows for extended services, for example for individuals with significant disabilities.

They now have the ability to be served - to have their services extended from 18 to 24 months and as they need additional extensions, the individuals with significant disabilities will have the opportunity to receive services for up to four years. And that's important for this population because we recognize that it's important for them to have the opportunity to move at their pace but they also often times need additional skills in addition to the traditional skillsets. Working on such (areas) as independent living skills, counseling, certainly mentoring opportunities that they may not have had access to previously.

Also I think another part of this whole change in this legislation for the VR program is focusing on those youth also who become disconnected. Those youth - as Michael referenced earlier in his remarks - who may in fact drop out prior to receiving a degree. They become disconnected. We still have the opportunity to work with those individuals under this piece of legislation and it's really critical to get to those individuals early on in the process so that they can in fact receive the job training skills that they need.

I think additionally that the vocational rehabilitation community which has always worked with the employment community - the employers themselves - we recognize in this particular program that we have dual customers. All of us - all the core partners - have dual customers in that we are serving individuals with disabilities but we are also offering and leveraging the support and services to employers as well. (This is) so that they can in fact avail themselves of the resources and leverage the existing expertise that there is in our respective communities of practice in order to meet their needs so that we

have a better understanding of what are the employer's needs. And, how do we best position our programs as well as our consumers to meet their specific needs as well.

We want to insure that our community has the opportunity to understand how to best market their skills, how to best understand where the career paths are going to, making sure that they have access and that they're prepared for career path. Such as in the STEM industry, for example, so that they are best positioned to in fact be prepared and engage in competitive integrated employment which is also very much focused on in this piece of legislation as well.

We want to insure that individuals with disabilities have that opportunity and that we are utilizing innovative approaches to insuring that they have the skillsets and that they are in fact prepared. That the agencies are using innovative approaches to working with these individuals so that they can in fact help with maximizing the abilities and the skills that individuals will need to in fact become productive individuals in the workforce.

So those are some specific highlights and I think I will close with just emphasizing as well under this piece of legislation that we also have another area that the law impacts our population of people that we serve and that is those individuals who are working under the 14 certificates. The vocational rehabilitation program is taking a key leadership role in addressing what the Workforce Innovation and Opportunity Act charges us with doing.

And that's insuring that these individuals in fact have the opportunity to engage in work activity that is competitively integrated in that they are best positioned again to receive early work experiences. And, that they can work within the system - the educational system - the vocational rehabilitation

system so that they can in fact insure that - we can insure that they have the training and the skillsets necessary and the opportunity most importantly so that they can in fact experience competitive integrated employment that will lead them to economic self-sufficiency.

Mark Mitsui: Thank you, Janet. Well it's clear that there are a variety of opportunities as well as many challenges to implementation in helping our customers and stakeholders realize their potential.

Michael, before we turn to questions, would you like to wrap up our panel as you began it with the big picture? Give us a bookend as to why education is key.

Michael Yudin: Sure, thanks, Mark and thanks to my colleagues here as well. You know, we know how important education is. We know how important completion is. We know certificates, degrees, credit hours are absolutely critical to successful employment but learning - educational attainment and learning is more than just that, right. Learning opens opportunities. It opens horizons. It opens dreams and not just for the individual but for their families and their communities across the country.

You know, we can look at career exploration or work-based experiences. Through these opportunities whether they're young people or adults, they have the opportunity to explore a wealth of jobs and careers. We know that learning opens worlds of interests and passions and vocations that enrich the human experience. We know that learning promotes confidence and civic engagement such as involvement in their children's schools, their community, volunteering. This is the glue that makes our communities stronger.

Learning promotes social trust and appreciation of human diversity and ultimately, learning is a strong determinate of health and wellbeing for adults and their families.

So I just wanted to kind of bring us to a really much bigger picture. Obviously we know how important education is to employment and success in the workforce but clearly [there is] obviously a much bigger set of values that we can accomplish here. So thanks for this opportunity.

You know, this legislation really does present us the Workforce Innovation and Opportunity Act and this is all about innovation and opportunity and we stand ready to go.

Mark Mitsui: Thank you, Michael, and thank you to all of our panel and for participating in today's webinar. And now I think Heidi, it's time for us to take a look at some of the questions that have been coming in.

Heidi Silver-Pacuilla: All right. Thank you for those of you who've been typing your questions into the chat box. I'll read them out so they become part of the audio transcripts and Mark, you get to decide who answers. How about that?

Mark Mitsui: Okay.

Heidi Silver-Pacuilla: To what do you attribute the great skill gains in the other OECD countries? This was entered while Michael was showing the slides about the OECD results.

Johan Uvin: Hi, this is - this is Johan. I cannot speak for all of the OECD nations and economies that have made significant progress but I can only speak to a few where I've actually had the opportunity to read a little bit about what may

explain how this incredible increase in the skills of their population and particularly their younger populations.

You know, it's clear that nations like Finland, Korea, now also Singapore and others were very, very intentional a couple of decades ago about creating stronger and rigorous opportunities for all of their young people to develop their skills. And I think what we are seeing right now is the payoff to that investment.

I'm not a great futurist - I don't have a crystal ball - but I think looking at the work that our administration has done over the last couple of years to make sure that all people have access to rigorous opportunities I think will show itself in the next assessment of this assessment as well - the administration of this assessment as well. Michael.

Michael Yudin): Yes, just to add to that, to piggy back on that, we often battle here politically about spending in education and if you've heard the president or the secretary of education, spending on education is an investment in our future and too often we say well this is too much spending or this is too much money but we have these battles, right. We have budgetary battles at the state and local level.

We know that in education the primary source of education funding is state and local dollars. They're not federal dollars, so that certainly may explain some of the differences with the United States and these other countries. But as Johan said, you know, for us, we have made significant progress, right. Our graduation rate has never been higher where we have more kids of color entering and graduating from college than ever before, doubling down on our investments and Pell Grants and financial aid and the like.

So our kind of laser focus on equity and creating those opportunities so every young person has the opportunity to be successful is critical and done.

Mark Mitsui: Okay, thank you, Michael.

Michael Yudin: Sure.

Heidi Silver-Pacuilla: All right, the next question is, What are some of the ways that VR agencies will be evaluating the provision, arranging for the coordination of services for all students with disabilities who are potentially eligible?

Janet LaBreck: This is Janet LaBreck. I think that it will be important for agencies to insure that their partnerships are strong and that their partnerships that they are working on within their respective states are looking at this issue from I think an innovative approach.

I think that there should be ongoing discussions and memorandums of understanding that really emphasize the ability of each partner to contribute in ways that they're going to look at leveraging the existing resources. I think most importantly to insure that you're engaging all partnerships in a way that is going to support what the overall mission is. So I think that it will be really, really important for everyone to have a critical role in identifying those strategies that they are going to use to insure that they are reaching all the various populations that they need to be serving.

Michael Yudin: Can I just add to that? I'm sorry.

Janet LaBreck: Sure.

Michael Yudin: You know, transition really isn't rocket science but it's making sure that the right partners are at the table developing the right kinds of plans. What are the supports that the individuals are going to need? WIOA provides a really good opportunity to promote, strengthen, and enhance transition services.

You know, IDEA which is the special ed law, requires transition as part of the kid's IEP - individualized education program. It's a part of FAPE - the entitlement to a free appropriate public education under special ed. WIOA has very complimentary provisions of law that really put in place the mechanism at a state and local level for partners to come together to provide those linkages but to provide those kids and those families with the supports that they need.

Janet LaBreck: And I should also add in addition to that, in 2014, the Vocational Rehabilitation Program nationally provided services to 65,462 individuals ages 14 to 24. There was a total of 117,000 or a little bit over that of individuals in the program and of that, 96% of those individuals achieved competitive integrated employment.

So that demonstrates that when we get to these students and to these youths with disabilities early, when we're utilizing innovative approaches and when our partnerships are strong, then we absolutely can address these issues and insure that these youths are navigating their way through their educational systems. And if they have the opportunity to engage in internship opportunities and early work experiences of all kinds – (that is) to best prepare them for employment success.

Mark Mitsui: Great points and data.

Heidi Silver-Pacuilla: All right. Another one here is - what are the common performance measures in WIOA?

Michael Yudin: So those performance measures are employment in the second quarter, employment in the fourth quarter. I'm looking at my colleagues - median wages in the second quarter, measureable skill gains, credential - earning a credential - a secondary or a postsecondary credential, and effectiveness in serving employers. I passed the test.

Heidi Silver-Pacuilla: Thumbs up here.

Michael Yudin: Thumbs up all around.

Heidi Silver-Pacuilla: And actually that piggybacks on a question that just came in. It says that you've been talking a lot about college degrees but what about industry recognized credentials? Do you want to say something about that?

Johan Uvin: You know, there will be some additional guidance coming out where we will bring more definition to what actually all the credentials are and that particular type of credential will be addressed there, as certifications and licenses for particular occupations.

Michael Yudin: If I may just for a minute, I want to piggyback because Johan talked a lot about career pathways and we're talking about this concept. It's worth noting we collaborated with OCTAE here and it might shock the notions around a model demonstration project around career pathways for individuals - for youth with disabilities - individuals with disabilities, recognizing how critically important career pathways can be. So we've awarded grants to four states to really kind of show us the way of how we can apply career pathways to youth and individuals with disabilities.

Heidi Silver-Pacuilla: There's another related question that just came in. Can we define measurable skill gain or is this a time to say what we said at the beginning of the WIOA convening that the final guidance is not out?

Michael Yudin: Yes, I think that's right, Heidi. You know, we - our final regs will be available soon and it'll be clear and then of course we'll follow up with additional guidance as well.

Johan Uvin: That being said, there is a high level definition in the statute, you know, and our guidance will just elaborate on that broader definition.

Heidi Silver-Pacuilla: All right here's a question. What is being used to determine homelessness and low income? This came in back when we were looking at the long list of barriers to employment. Is that something we're going to...

Johan Uvin: Could you restate the question?

Heidi Silver-Pacuilla: Which data and what measures are being used to determine homelessness and low income? There was a little bit more to the question saying some of our students are actually not as low income as the federal guidelines but they're still struggling and I think we all recognize that low wages may be wider than the federal guidance.

Johan Uvin: I mean I think - I think we were very appreciative of this question and also some of the comments that we have received through the various public comment processes and we're taking this under advisement and, you know, when we get to issuing the performance guidance at some point in the near future, these comments and this question will be addressed directly.

Michael Yudin: Yes.

Heidi Silver-Pacuilla: All right and Johan, I think this one is for you. A restatement of which program did you mention that is no longer subject to appropriations under title II?

Johan Uvin: So it was the old English literacy and civics program under the Workforce Investment Act which actually was not part of the law. It was an appropriated program every year, so it is now in the new law as an authorized program and with a specific appropriations level. Let me just make sure I don't say the name wrong. It's now called Integrated English Literacy and Civics Education Program - a mouthful but that's the new name.

Heidi Silver-Pacuilla: Great. Here's a question. What options are being offered to students who have dropped out who are seeking industry-specific training? So I think several of you mentioned disconnected youth.

Janet LaBreck: Well I think for the vocational rehabilitation community there are several options in that the program has historically worked with some of these youths who have been disconnected. I think that all of our programs actually fall into this category where we all have youths who have become disconnected whether they're incarcerated or whether they're coming back into the community from pre-released programs - individuals who in fact may have been homeless and they're transitioning back into the community or to different communities where they need a variety of support services.

We have all had experience with these populations and I know that in particular for the VR community we have a national technical assistance center for youth to deal specifically with this so that we are engaging the National Technical Assistance Center to help with supporting and providing resources and information that really does address these issues so that information can be provided.

We can do outreach. We can provide support at the community level for families, for individuals, for school systems who - where youth may have already become disconnected. We also have another technical assistance center also that deals with transition and the purpose of that Transition Center is to also deal with those individuals who have not certainly become disconnected as of yet but who may in fact be at risk for becoming disconnected.

And to provide those supports to educators and certainly I think the professional community, their families and the VR community itself to really be able to provide supports and information based on research and evidence based practices that are going to align with providing services and supports to those individuals who may be at risk for becoming disconnected.

Portia Wu: This is Portia Wu. I wanted to add to that. With the emphasis in WIOA in the youth formula programs funded through the Department of Labor, there's a real shift to focusing on disconnected youth saying states have to put 75% of their formula funds to that work and with 20% of that - 20% of youth funds going towards work based experiences.

So that combined with the measuring credentials - measuring skills gained - I think that all of this is really going to encourage the partnerships which we've been talking about on this call both from our side funded from the Department of Labor as well as our education partners to really think together about how do we get disconnected youths connected with those industry specific oriented training programs that can lead to skilled jobs? So I think that's another one of the great opportunities and we look forward to partnering with all of you on that.

Johan Uvin: And we're just building on that. I think also, Portia, the work in the apprenticeship space - I think that is also getting a little bit of a boost through WIOA and through some new investments that Congress has authorized so that they can create some additional...

Portia Wu: Absolutely, absolutely.

Johan Uvin: And also within title II, you know, I'm not sure if folks are aware that every year between 700,000 and 750,000 disconnected youth younger than 25 reconnect with education through title II of the Workforce Innovation and Opportunity Act. Up until this point in time, we didn't have much to offer beyond the educational experience for them. Now with the integrated education and training provisions with the new activities that are allowed such as workforce preparation activities, we can actually do a lot more. We can also go to our partners in title I, III or IV and say, what can we do here?

Mark Mitsui: As well as the combined partners.

Johan Uvin: Yes, we can go to Perkins and say, you know, on the CTE side, what can we put together here that has an industry focus, gives people a real credential and good skills and expand the opportunities that did not exist before for this subpopulation.

Mark Mitsui: Yes.

Heidi Silver-Pacuilla: Well I'd like to bundle up several other comments that are coming in to engage all of you in the response like we just did on that one. There're several comments about the individuals with limited English or low skilled in English and or the crossover between disability and limited English. What are the opportunities in WIOA to serve these individuals?

Michael Yudin: So I'll start but I'll turn it over to Johan. I mean I think the whole kind of purpose, and I hope we alluded to it earlier when we kind of started this call, is the vision, right. Like it shouldn't matter what the barrier is. The individual, whether they speak English as their primary language or not - whether they have a disability or not - and many of the folks that come into our workforce development system do have multiple barriers, but the whole point of this is to create this seamless high-quality and accessible system that meets the needs of the individuals and they very well may have multiple needs.

They should be able to come to a one stop system and get the supports whether it's English language instruction, whether it's vocational rehabilitation, whether it's other kinds of supports or services. Johan.

Johan Uvin: You know, one of the things - I mean being an English learner myself and having been an ESL teacher, I was super excited that one of the populations identified with significant barriers to employment are limited are English language learners, you know. So from that standpoint I think there's lots of opportunity to continue to serve that population and there's actually an implicit expectation that programs would.

I really appreciated Michael's points, you know, so that we don't fall into the trap of compartmentalizing people based on whatever their significant barrier is, but that we would really take this opportunity to work together between the various programs and say, well do we have data that show for example what the incidence of disabilities is in the English learner population, in the foster youth population, and whatever it may be, and that we then come together at the federal, state and local levels to really figure out a strategy that would leverage the various assets that the programs bring.

Michael Yudin: That's right, and just because an individual may come in with a disability doesn't mean they need VR services, right. They may need English language instruction and some, job training that they can get, outside of the VR program. So it's really important to not like all right, this person has these barriers so they go into this program. That's not what this is about. This is the opportunity to break down those silos and those barriers and really meet the needs of the individual - the needs and the interests of the individual.

Janet LaBreck: And I think that's right. I think that is really important to understand also the partnership piece and that's why I think that this piece of legislation is so important to all of us because this gives us that opportunity to really leverage the expertise that each one of us as core partners brings to the table. To support the community's needs and I think that the more we do that and the more effective we are at putting those strategies together, the more successful our consumers will be.

Heidi Silver-Pacuilla: That's great. There's another bundle of questions. People are asking about resources, guidance, evidence, models, toolkits and technical assistance and there's been some talk sprinkled throughout but maybe we could bundle your responses up around what the department is doing on that front.

Michael Yudin: You know, a lot! So we've developed this really robust and I hope mature partnership across our agencies. It's not just, you know, our office, the Office of Special Ed and Rehab Services, but with OCTAE and Labor and the Administration on Children and Families and Food Stamps and really thinking about how we support states and local providers and communities across our program.

So, you know, we jointly work on guidance together. We link to each other's guidance's or technical assistance centers. Our program, just to note, and I'll

certainly let Johan or Portia talk about others within their offices - their investments - but we have a really robust technical assistance network. Janet mentioned, you know, a couple of them. We have our transition center and our targeted youth TA center for disconnected youth but we've invested in job driven training to help providers understand how to meet the needs of local economy and how to provide those job driven training opportunities.

We've invested as I said in career pathways. We're investing in actually technical assistance to support WIOA and the performance requirements of WIOA so there's a really robust technical assistance network. We have the ION network. Portia, if you're still on, you may want to talk about that.

Portia Wu: Yes, I was actually just pulling up the website and looking at it right now as you were saying that Michael. I hope everyone's familiar with the ION network. That's the Innovation and Opportunity Network. And what we're doing is we're putting all our webinars that we do - if you missed them, we're putting them up there - and we've got a bunch of stuff from the national convening on the website. If people aren't familiar with it, it's <https://wioa.workforce3one.org>. That's where it is right now.

And, you know, there are a bunch of webinars archived there, sort of voices of experience, you know, people talking specifically about some of their things that they've done and their individual programs serving targeted populations like disconnected youth for example, working on continuous improvement, customer centered design and, you know, if you go on there, these webinars and all of these resources have been viewed thousands of times already. So I think they are useful for people.

We encourage you to take a look at those and share your information with us. Many of you may have terrific best practices that we could learn from, so we really want to make sure that we have a robust community of learning here.

Janet LaBreck: And I think it's also important to acknowledge as well that we recognize the individuality of our programs as well. And that we need to support the communities that we all serve - particularly the states with that making sure that they have access to quality technical assistance and we are planning to do that both in a joint way as well as in a program specific way. So that we can leverage I think the issues and concerns of our individuals programs as well - as we are all core partners, we all still have very different pieces of each one of our programs also that is very specific to our programs.

So we recognize that and acknowledge that. So we have multiple plans for really providing technical assistance in multiple ways and we have reached out to folks as part of the convening to say again we want to hear from you - what would be helpful to you. What would you like us to do? How will you best benefit and what will be the most useful for you?

Portia Wu: And Janet, to that point, this is Portia again. I should have mentioned we have some forthcoming guidance soon on - that we're going to try to give some guidance on privacy issues in FERPA and wage records and how you crosswalk those. That's one of the questions we get a lot from educational institutions certainly as well as from workforce and unemployment insurance folks at the state level.

So we know there are some important crosscutting pieces of guidance and we're working on those and the state planning documents - what's going to be required to be reported for state plans - is also out right now. So I encourage everyone to take a look at that.

Janet LaBreck: Yes and the VR community is also putting out some technical assistance in the form of an FAQ for folks with regards to pre-employment transition services under the provision of the Workforce Innovation and Opportunity Act. The VR community has some new provisions that they need to meet. The VR community is now going to be required to set aside 15% of their resources to provide pre-employment transition services to those youths so that we can in fact have a strategy for addressing their barriers to employment. To making sure that we're being proactive about providing those services to those individuals. In addition, other technical assistance guidance and FAQ's that we'll be working on and putting out as well so folks should be looking for that to be coming as well.

Johan Uvin: This is Johan. Just speaking briefly to the original question. You know, I think it's important to point out two things. One is just like we have done in any other aspect relative to any other aspect of the implementation of this law, we have a coordinated approach to technical assistance that is truly an interagency approach.

So from that standpoint it's really important to view the title or program specific type of technical assistance efforts not as substitutes or in competition with some of the joint areas of technical assistance that we are leveraging through the newly created network that Portia was talking about but that we really say okay, there are different types of technical assistance that are needed. Some of these we will - we are pursuing together because they involve issues that are cross cutting. Others are really title specific and therefore we are choosing sort of program or title specific vehicles for delivery. But they should all be accessible and they should all be complementary.

Janet LaBreck: Absolutely.

Michael Yudin: Yes, yes.

Heidi Silver-Pacuilla: Well there's another subset of questions that's coming in asking about rural states and the unique challenges that rural states and single area states face in IET, in student barriers such as transportation, childcare, etcetera. So could you think about responses to folks in rural states?

Johan Uvin: You know, I'm not a governor but if I were, I would say that I would for instance leverage the provision that a state can identify an additional subpopulation with significant barriers to employment. I mean that seems to be one opportunity that this new law presents to directly address that specific issue and there may be others.

Janet LaBreck: I would say that this is again a unique opportunity as part of the state planning process as you're developing those partnerships. I think Johan is correct in that that's a really good suggestion because I think again this is where the innovation and opportunity, you know, come into play in that these areas again - going to be concerns across all of the programs that the Workforce Innovation and Opportunity Act covers.

So there are going to be issues. Transportation is the number one significant barrier for individuals with disabilities for going to work, for engaging in their community. And so these are I think areas that should be discussed at the local level to insure that these topics are coming up and to insure that they are part, you know, of a strategy - a comprehensive strategy to have it addressed at the local level.

Heidi Silver-Pacuilla: Portia, did you want to speak to that one?

Portia Wu: I think that this issue of planning, you know, is really, really important. You know, there are some areas - questions that have been raised by single area states certainly and we'll be addressing some of that in our regulations as well as our guidance, you know, we did hear those comments and we understand the concerns. But to echo what the others have said is focusing on those barriers and figuring out how we can meet them and I will say also at the Department of Labor we've got some competitive grants out now talking about how you address populations with barriers and get them connected to skilled jobs, in the technology fields for example.

So we're aligning all of our programs and investments to try to support that work and not just exactly what's required by the law but we feel like the law is setting a big picture direction and framework that we should all be supporting with all of our resources. So there are other opportunities for us to partner on those fronts as well.

Heidi Silver-Pacuilla: All right, thank you. There's another set of questions that's about adults with disabilities. People have been asking about how do we raise the employment rate for adults with disabilities - what's going to make that move? Someone asked about Ticket to Work and how is this coordinated with that. Someone asked about whether any of the WIOA funds would be allowable to support medical needs in postsecondary or employment settings. And to start off all of that is what is the definition of a significant disability?

Michael Yudin: Janet, do you want to take that?

Janet LaBreck: Well I think, you know, that one of the strategies that certainly everyone should be using to address I think all of those particular areas is really looking at what some of the barriers are.

I think that the most important way to reduce barriers and to improve employability obviously is education, literacy, making sure that individuals have access and that they in fact do not become disconnected.

I think in many ways that you've heard today a variety of those topics that we have touched on today - to really have a better understanding of what some of the barriers are. These are all barriers that we have all seen in the populations that we all serve and I think that education is critical.

Making sure that our populations have a clear understanding of what the landscape is of employment today - where is the market? What kinds of skills? What kinds of career paths and opportunities? I think that the earlier individuals have an understanding of what those issues are and how to best access them. And the fact that we can set our policies and address our policies and create strategies and mechanisms to align so that in fact our populations can access them, but not only access them but they can use them and become successful.

And then I think research is important because I think that research plays a critical role in understanding what has not worked, what has not been a strategy that has been effective, and how do we best change those strategies? How do we best change those outcomes and what are the best models? - Providing models for states to be able to have a better understanding, providing information and resources in a way that is really going to support both the states as well as the individuals that we serve I think is going to be critical to addressing some of those issues around employability as well.

Michael Yudin): Thanks Janet, this is Michael and just, you know, I talked earlier and folks know, the educational outcomes for individuals with disabilities are lower

than the general population. We look at the adult skills levels. One in six have very low literacy skills. One in three have low numeracy skills.

For people with disabilities - when they come to a one stop system again it's making sure first of all that they're not automatically directed into the VR program because they may or may not be eligible. They may or may not want VR. That just may or may not be the case but they may need a particular set of education or training opportunities and we need to make sure that those are accessible.

If we're talking about individuals with very low literacy skills whether they have disabilities or not, you know, giving them a handbook of, you know, 50 pages of text didn't work then for them when they were in school and it probably is not going to work now. We really need to think about accessibility and how we're providing our education and training materials in a format that meets the needs of the individuals we're trying to serve.

Heidi Silver-Pacuilla: Well and we are just about at time. I think we wanted to give Portia a chance to have one last word.

Portia Wu: Well thank you and, you know, I think the ongoing partnership between the Department of Labor and the Department of Education is really critical. It doesn't really matter what door people come into but they all are seeking the same thing as my colleagues have said and really the footprint of our education partners in terms of training and providing skills and preparing people for the jobs of today and tomorrow is really the biggest footprint and so we're really excited to continue to work with you in partnership.

Please let us know what we can do to be better partners, to be more responsive to you, to make sure that the state and local level you are having a fruitful

conversation and that we are convening expansive tables. So again thanks for including us and keep an eye out for our ongoing resources in technical assistance. We welcome continuing the conversation.

Mark Mitsui: And this is Mark Mitsui. I wanted to thank our panelists very much for engaging with the audience today - Janet LaBreck, Michael Yudin, and Johan Uvin from the Department of Education and Portia Wu from the Department of Labor. Also wanted to thank Heidi for her assistance, Charles Browne as well, and thank you to all of you who dialed in today and asked some great questions.

So we really appreciate again you participating in today's webinar and for the work that you do each and every day for our clients, students and customers. Thank you.

Heidi Silver-Pacuilla: All right, thank you and again we'll be posting the transcripts. We'll be posting the slides and we'll get a thank you email out with links to all the resources so you'll be seeing it in email and on our WIOA website. So thank you very much.

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