



**WIOA  
PARTNERS'  
CONFERENCE**

**NOVEMBER 7-9, 2023**



**REIMAGINING &  
ELEVATING  
SERVICE  
EFFECTIVENESS  
TOGETHER**

# WELCOME & OPENING REMARKS

**Dr. Trenia Miles, Director, Adult Education**  
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# WIOA Performance: Understanding Our Goals & Working Towards Outcomes

Department of Transformation and Shared Services

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# Outline

- PY2022 Performance Outcomes
- National Comparison of PY2022 Performance Outcomes for ARS, DSB, and Adult Education
- PY2023 Target Performance Rates Title I, III, and ETPL
- Sources of Data
- Performance Reporting Period Cohorts
- WIOA Performance Measures and Calculation Methodology
- Current Initiatives to Assist



# PY2022 Performance Outcomes Titles I & III

PY2022 Performance Outcomes	Title I-Adult		Title I-Dislocated		Title I-Youth		Title III-Wagner-Peyser	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Percent in More than 1 Core Program		33.7%		65.2%		30.5%		0.8%
Career Services Participants		1,067		162		638		62,879
Career Services Participants Exited		702		134		442		58,473
Career Services Funds Expended		\$1,850,730		\$787,052		\$1,122,429		\$4,802,727
Avg. Cost Per Career Service Participant		\$1,735		\$4,858		\$1,759		\$76
Training Services Participants		812		135		145		
Training Services Participants Exited		548		112		90		
Training Services Funds Expended		\$2,054,634		\$294,861		\$1,745,811		
Avg. Cost Per Training Service Participant		\$2,530		\$2,184		\$12,040		
Total Participants Served		1,067		164		652		62,953
Total Participants Exited		702		134		455		58,535
2nd Quarter Employment	83.0%	81.0%	83.0%	84.4%	73.0%	74.5%	69.5%	70.4%
4th Quarter Employment	82.0%	78.7%	85.0%	82.3%	76.0%	73.9%	69.5%	67.7%
2nd Quarter Median Earnings	\$6,649	\$7,481	\$7,227	\$9,302	\$3,700	\$4,407	\$5,477	\$6,481
Credential Attainment	81.0%	68.0%	79.0%	65.7%	62.0%	53.4%		
Measureable Skills Gain	71.0%	73.7%	68.5%	79.3%	59.0%	63.2%		

# PY2022 Performance Outcomes Titles II & IV

PY2022 Performance Outcomes	Title II-Adult Education		Title IV-Vocational Rehabilitation			
	Target	Actual	Target	Actual-VR	Actual-ARS	Actual-DSB
Percent in More than 1 Core Program		0.03%		0.10%		
Career Services Participants		9,736		5,061		
Career Services Participants Exited		7,130		2,032		
Career Services Funds Expended		\$1,624,275		\$2,639,238		
Avg. Cost Per Career Service Participant		\$167		\$521		
Training Services Participants		774		3,770		
Training Services Participants Exited		715		836		
Training Services Funds Expended		\$309,049		\$10,151,179		
Avg. Cost Per Training Service Participant		\$399		\$2,693		
Total Participants Served		9,736		9,315	8340	813
Total Participants Exited		7,130		2,154	1943	289
2nd Quarter Employment	42.0%	55.0%	60.5%	63.5%	65.2%	45.0%
4th Quarter Employment	27.8%	53.6%	57.3%	61.7%	64.6%	35.1%
2nd Quarter Median Earnings	\$4,500	\$5,437	\$5,697	\$6,767	\$6,729	\$7,949
Credential Attainment	46.0%	40.1%	28.9%	35.5%	35.5%	40.0%
Measureable Skills Gain	52.0%	59.8%	55.6%	57.5%	59.4%	17.5%



# National Comparison PY22 Outcomes Titles II & IV

- Title II—Adult Education
  - 4<sup>th</sup> in Adult Basic Education Measurable Skills Gains—**60.66%** (43.21%)
  - 10<sup>th</sup> in ESL Measurable Skills Gains—**57.34%** (39.90%)
  - 5<sup>th</sup> in Overall Measurable Skills Gains—**59.77%** (41.59%)
  - 7<sup>th</sup> in 2<sup>nd</sup> Quarter Employment—**55.02%** (40.29%)
  - 10<sup>th</sup> in 4<sup>th</sup> Quarter Employment—**53.59%** (43.79%)
  - 35<sup>th</sup> in 2<sup>nd</sup> Quarter Median Earnings—**\$5,436.88** (\$5,968.00)
  - 22<sup>nd</sup> in Credential Attainment Rate—**40.01%** (31.40%)
  - Access to out of state wages increased employment and earnings rates 5-10%
- Title IV—ARS and DSB
  - 7<sup>th</sup> in 2<sup>nd</sup> Quarter Employment—**63.5%** (56%)
  - 6<sup>th</sup> in 2<sup>nd</sup> Quarter Median Earnings—**\$6,767** (\$5,130)
  - 6<sup>th</sup> in 4<sup>th</sup> Quarter Employment—**61.7%** (53%)



# National Comparison PY22 Outcomes Title II

Performance Outcomes 2022 - Quartile Rank															
	Grantee	ABE MSG	Grantee	ESL MSG	Grantee	Overall MSG		Grantee	2nd Quarter Employment	Grantee	4th Quarter Employment	Grantee	Median Earnings	Grantee	Credential Rate
1	Indiana	73.34%	Missouri	69.23%	Indiana	69.50%	1	Wyoming	61.21%	Indiana	72.25%	Nebraska	\$8,638.15	Iowa	77.38%
2	Wyoming	66.49%	Delaware	67.95%	Missouri	64.74%	2	Mississippi	60.81%	Wyoming	64.91%	District of Columbia	\$8,580.00	Wyoming	71.69%
3	Missouri	61.55%	Guam	67.34%	Delaware	63.99%	3	North Dakota	58.53%	Mississippi	61.31%	Arizona	\$8,248.00	Montana	71.42%
4	Arkansas	60.66%	Dist. of Columbia	66.66%	Wyoming	63.72%	4	Montana	56.14%	North Dakota	59.71%	Nevada	\$7,985.00	Maine	71.33%
5	Kansas	60.57%	New Jersey	64.04%	Arkansas	59.77%	5	Kansas	55.97%	Iowa	57.46%	Massachusetts	\$7,917.68	Nevada	69.46%
6	Delaware	60.01%	Montana	63.82%	Kansas	59.60%	6	Iowa	55.48%	Montana	56.01%	New Hampshire	\$7,800.00	Wisconsin	68.41%
7	Kentucky	57.56%	Indiana	61.40%	New Jersey	59.09%	7	Arkansas	55.02%	Kansas	55.34%	Minnesota	\$7,750.50	Delaware	67.50%
8	Wisconsin	56.84%	New York	58.68%	Guam	57.93%	8	South Dakota	54.49%	South Dakota	54.98%	Iowa	\$7,318.02	Indiana	67.32%
9	Mississippi	56.69%	Kansas	58.56%	Mississippi	56.40%	9	Nebraska	54.25%	Nebraska	54.29%	Maryland	\$7,193.00	Georgia	62.61%
10	Rhode Island	55.75%	Arkansas	57.34%	New York	55.87%	10	Indiana	54.14%	Arkansas	53.59%	Virginia	\$7,110.02	Nebraska	58.47%
11	Guam	55.43%	West Virginia	55.55%	District of Columbia	54.73%	11	Delaware	48.46%	New York	50.32%	Maine	\$6,987.34	Washington	56.71%
12	District of Columbia	52.63%	Nevada	51.85%	Wisconsin	53.68%	12	Tennessee	47.36%	Pennsylvania	49.97%	Pennsylvania	\$6,906.82	Tennessee	53.52%
13	Montana	52.19%	Mississippi	51.68%	Montana	53.50%	13	Pennsylvania	47.22%	Wisconsin	49.85%	Oregon	\$6,779.15	South Dakota	50.92%
14	Nebraska	51.76%	Wisconsin	49.61%	Kentucky	53.45%	14	Georgia	46.31%	Tennessee	49.71%	Indiana	\$6,749.00	New York	46.68%
15	Nevada	49.57%	Wyoming	48.81%	Nevada	51.37%	15	New York	46.26%	Delaware	49.51%	Kansas	\$6,634.89	South Carolina	44.76%
16	Iowa	48.24%	Michigan	47.37%	Nebraska	48.48%	16	Michigan	46.04%	Missouri	48.68%	Connecticut	\$6,598.81	Oregon	42.69%
17	New Jersey	47.51%	Iowa	47.11%	Iowa	47.71%	17	Maine	45.62%	Massachusetts	48.19%	South Dakota	\$6,588.98	Texas	42.17%
18	Washington	47.29%	Georgia	46.94%	Rhode Island	46.11%	18	Arizona	45.34%	Kentucky	47.59%	New Jersey	\$6,500.00	Alaska	42.04%
19	Alabama	47.06%	Massachusetts	46.81%	Georgia	45.95%	19	Nevada	45.11%	Michigan	47.25%	Illinois	\$6,344.00	Alabama	41.55%
20	Louisiana	46.88%	Arizona	46.46%	Ohio	45.15%	20	Wisconsin	44.91%	Arizona	47.23%	Wisconsin	\$6,330.00	Missouri	41.53%
21	New York	46.54%	Nebraska	46.05%	South Carolina	44.16%	21	Missouri	44.57%	Georgia	47.14%	Texas	\$6,319.70	West Virginia	40.22%
22	Maine	46.39%	South Carolina	45.89%	Alabama	43.63%	22	Alaska	44.31%	West Virginia	47.07%	Alaska	\$6,258.76	Arkansas	40.14%
23	Ohio	45.93%	Ohio	43.98%	West Virginia	43.55%	23	Massachusetts	43.65%	Maine	46.87%	Rhode Island	\$6,253.93	Mississippi	39.81%
24	Georgia	45.51%	Oklahoma	43.57%	Oklahoma	43.00%	24	West Virginia	43.46%	Ohio	46.44%	Delaware	\$6,240.00	Kentucky	39.11%
25	Texas	44.87%	Kentucky	42.79%	Texas	42.70%	25	Rhode Island	43.17%	Rhode Island	46.41%	North Dakota	\$6,240.00	Idaho	34.72%
26	Utah	43.97%	Texas	41.07%	Massachusetts	42.59%	26	Texas	42.87%	Nevada	46.12%	Washington	\$6,075.90	Michigan	33.97%
27	South Carolina	43.55%	North Dakota	40.82%	North Dakota	42.34%	27	South Carolina	42.23%	South Carolina	45.92%	Ohio	\$6,065.50	Virginia	33.38%
28	California	43.23%	Rhode Island	40.02%	Utah	41.98%	28	New Jersey	42.09%	Alaska	45.91%	California	\$6,000.00	North Dakota	31.63%
29	Oregon	43.21%	California	39.90%	Washington	41.59%	29	Ohio	40.29%	Texas	43.79%	Utah	\$5,968.00	Illinois	31.40%
30	North Dakota	43.12%	Maryland	39.36%	Louisiana	41.55%	30	Kentucky	40.27%	New Jersey	42.84%	New York	\$5,959.00	New Mexico	30.94%
31	West Virginia	42.89%	Illinois	39.12%	California	41.08%	31	New Mexico	40.03%	New Mexico	40.70%	Michigan	\$5,780.00	District of Columbia	29.24%
32	Oklahoma	42.72%	Utah	39.11%	Arizona	40.41%	32	Alabama	38.43%	Idaho	40.60%	Missouri	\$5,760.00	Maryland	28.63%
33	Virginia	41.66%	Washington	38.54%	Michigan	40.08%	33	District of Columbia	37.21%	Utah	39.98%	Idaho	\$5,737.04	Connecticut	28.55%
34	Tennessee	41.41%	Oregon	35.36%	Illinois	39.53%	34	Oklahoma	36.87%	Alabama	39.24%	Alabama	\$5,715.70	Kansas	27.92%
35	New Mexico	41.24%	South Dakota	34.97%	Oregon	39.10%	35	Minnesota	36.68%	Minnesota	38.98%	Arkansas	\$5,436.88	Massachusetts	27.27%
36	Illinois	40.45%	Minnesota	34.62%	New Mexico	38.65%	36	Maryland	36.26%	Washington	38.73%	Tennessee	\$5,272.06	Oklahoma	26.68%

# National Comparison P22 Outcomes Title IV

## Employment Rate Q2 – PY 2022 (National = 56%)

West Virginia	72.8%	Indiana	60.4%	Wisconsin	56.8%	New York	49.3%
Michigan	71.0%	Tennessee	60.2%	Massachusetts	56.1%	North Carolina	49.1%
North Dakota	69.6%	Illinois	60.2%	Vermont	56.0%	Maryland	47.9%
South Carolina	65.6%	Mississippi	60.2%	Nevada	55.6%	Arizona	47.1%
Missouri	65.6%	Oregon	59.9%	Florida	55.2%	Rhode Island	46.6%
Idaho	64.9%	Iowa	59.6%	Louisiana	54.9%	Maine	46.0%
Arkansas	63.5%	Connecticut	59.5%	Montana	54.6%	Washington	45.3%
Ohio	62.5%	Kentucky*	59.0%	New Jersey	54.1%	Georgia	44.9%
Nebraska	62.2%	Texas	58.9%	Alaska	53.9%	Delaware	42.0%
Alabama	62.0%	Oklahoma	58.5%	Utah	53.7%	New Mexico	41.3%
Pennsylvania	61.8%	Virginia	58.1%	California	51.6%	Puerto Rico	40.9%
South Dakota	61.8%	Minnesota	57.8%	Wyoming	50.5%	Hawaii	39.8%
New Hampshire	61.8%	Colorado	57.5%	Kansas	50.1%	Dist. of Columbia	31.4%



# National Comparison P22 Outcomes Title IV

## Employment Rate Q4 – PY 2022 (National = 53%)

West Virginia	70.1%	Minnesota	57.8%	Colorado	53.8%	Kansas	43.9%
Michigan	68.0%	Mississippi	57.8%	Utah	52.7%	Maine	43.8%
Missouri	63.3%	Pennsylvania*	56.8%	Massachusetts	51.7%	Georgia	43.5%
Idaho	62.7%	Texas	56.7%	Oklahoma	51.5%	Rhode Island	43.1%
North Dakota	62.0%	South Dakota	56.0%	Alaska	49.8%	Connecticut	42.2%
Arkansas	61.7%	Louisiana	55.9%	California	49.7%	Puerto Rico	41.6%
South Carolina	61.6%	Virginia	55.7%	Illinois	48.7%	Delaware	40.9%
Nebraska	61.5%	Vermont	55.4%	New York	48.1%	New Mexico	40.8%
Ohio	60.4%	Nevada	55.2%	Kentucky	46.9%	Arizona	40.5%
New Hampshire	60.3%	Oregon	55.1%	Wyoming	46.8%	North Carolina	35.8%
Alabama	59.5%	Tennessee	54.5%	New Jersey	46.4%	Washington	34.4%
Iowa	58.3%	Wisconsin	53.9%	Maryland	45.2%	Hawaii	30.2%
Indiana	57.9%	Florida	53.8%	Montana	44.3%	Dist. of Columbia	29.2%



# National Comparison P22 Outcomes Title IV

## Median Earnings Q2 – PY 2022 (National = \$5,130)

Michigan	\$8,885	Pennsylvania	\$5,814	Idaho	\$4,950	Virginia	\$4,123
Kentucky	\$7,768	Missouri	\$5,620	Alabama	\$4,799	Oregon	\$4,035
Mississippi	\$7,158	Alaska	\$5,450	Utah	\$4,726	Washington	\$3,915
West Virginia	\$7,063	Hawaii*	\$5,447	Florida	\$4,708	Minnesota	\$3,723
Connecticut	\$6,858	New York	\$5,388	Puerto Rico	\$4,590	South Dakota	\$3,599
Arkansas	\$6,767	Oklahoma	\$5,330	Iowa	\$4,541	Indiana	\$3,562
California	\$6,698	Massachusetts	\$5,304	Delaware	\$4,494	Nebraska	\$3,542
Texas	\$6,351	North Dakota	\$5,205	Maine	\$4,433	North Carolina	\$3,542
New Jersey	\$6,330	Dist. of Columbia	\$5,200	Maryland	\$4,421	Kansas	\$3,502
Vermont	\$6,153	Colorado	\$5,144	Illinois	\$4,207	Rhode Island	\$3,481
Nevada	\$6,008	Louisiana	\$5,085	New Hampshire	\$4,199	Montana	\$3,456
Wyoming	\$5,950	New Mexico	\$5,033	Tennessee	\$4,193	Wisconsin	\$3,437
South Carolina	\$5,875	Arizona	\$4,978	Georgia	\$4,159	Ohio	\$3,411



# PY2023 Performance Targets

	Title I- Adult	Title I- Dislocated Worker	Title I- Youth	Title II- Adult Education	Title III- Wagner- Peyser	Title IV- Voc. Reab.	Eligible Training Providers	
							WIOA Participants	All Participants
<b>2nd Quarter Employment</b>	83.0%	83.0%	73.0%	43.0%	69.5%	61.5%	25.0%	30.0%
<b>4th Quarter Employment</b>	82.0%	85.0%	76.0%	30.0%	69.5%	57.9%	25.0%	35.0%
<b>2nd Quarter Median Earnings</b>	\$ 6,649	\$ 7,227	\$ 3,700	\$ 4,600	\$ 5,477	\$ 5,787	\$2,000	\$1,900
<b>Credential Attainment</b>	81.0%	79.0%	62.0%	47.0%		30.9%	25.0%	25.0%
<b>Measureable Skills Gain</b>	71.0%	68.5%	59.0%	51.0%		57.6%		
<b>Program Completion Rate</b>							19.5%	19.5%



# Sources of Data

- Titles I and III
  - AJL
- Title II
  - LACES
- Title IV
  - AWARE
- Employment Outcomes
  - ADWS UI Wage data
  - State Wage Interchange System (SWIS)
- Postsecondary Placement and Completion
  - Arkansas Higher Education Information System (AHEIS)



# Performance Measure Cohorts

Calendar Year	Months	Program Year	Participant	Exited	Completed	Employed Q2	Employed Q4 /Credential
2020	January to March	2019					
2020	April to June	2019					
2020	July to September	2020					
2020	October to December	2020					
2021	January to March	2020					
2021	April to June	2020					
2021	July to September	2021					
2021	October to December	2021					
2022	January to March	2021					
2022	April to June	2021					
2022	July to September	2022					
2022	October to December	2022					
2023	January to March	2022					
2023	April to June	2022					
2023	July to September	2023					
2023	October to December	2023					
2024	January to March	2023					
2024	April to June	2023					
2024	July to September	2024					
2024	October to December	2024					
2025	January to March	2024					
2025	April to June	2024					

Program Year	1 Year of Data	2 Years of Data	3 Years of Data	4 Years of Data
PY2021				
PY2022				
PY2023				
PY2024				



# WIOA Performance Measures and Calculation Methodology

- **Program Year vs Reporting Period**
  - **Program Year** = July 1<sup>st</sup> to June 30<sup>th</sup>
  - **Reporting Period** = Time Frame of Particular Measure from Cohort Table
- **Total Participants Served**—# of participants served during the Program Year
- **Total Participants Exited**—# of participants who exited during the Reporting Period
- **Total Completers Exited**—# of participants who exited during the Reporting Period and completed the program of study prior to exit



# WIOA Performance Measures and Calculation Methodology

- **Employment Rate—2<sup>nd</sup> Quarter**
- % of participants employed in the 2<sup>nd</sup> quarter after exit
  - For Youth it is % employed or enrolled in education or training
- **Numerator**—# of participants who exited during Reporting Period found employed in-state or out-of-state during the 2<sup>nd</sup> quarter after exit, **DIVIDED BY**
- **Denominator**—# of participants who exited during the Reporting Period
- For Youth include those enrolled in education or training activities during the same Reporting Period



# WIOA Performance Measures and Calculation Methodology

- **Employment Rate—4<sup>th</sup> Quarter**
- % of participants employed in the 4<sup>th</sup> quarter after exit
  - For Youth it is % employed or enrolled in education or training
- **Numerator**—# of participants who exited during Reporting Period found employed in-state or out-of-state during the 4<sup>th</sup> quarter after exit, **DIVIDED BY**
- **Denominator**—# of participants who exited during the Reporting Period
- For Youth include those enrolled in education or training activities during the same Reporting Period



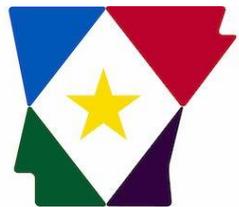
# WIOA Performance Measures and Calculation Methodology

- **Median Earnings—2<sup>nd</sup> Quarter**
  - Median earnings of employed participants 2<sup>nd</sup> quarter after exit
  - When quarterly earnings are arranged lowest to highest, it is the earnings of the individual in the middle of the list (50<sup>th</sup> percentile)
  - 50% of employed participants make less than this amount, and 50% of employed participants make more than this amount



# WIOA Performance Measures and Calculation Methodology

- **Credential Attainment**
- % of participants who are enrolled in education or training activities during the Reporting Period, who earn a recognized credential during participation or within 1 year (4 quarters) after exit
  - **Numerator**—# of participants in education or training activities who exited during the Reporting Period, and also completed a recognized credential before exiting or within 1 year after exit, **DIVIDED BY**
  - **Denominator**—# of participants who exited education or training activities during the Reporting Period



# WIOA Performance Measures and Calculation Methodology

- **Measurable Skills Gain**
- % of program participants during the Program Year, who are in an education or training program who achieve a measurable skills gain
  - **Numerator**—# of participants in the Program Year, who are in education or training and achieve a measurable skills gain, **DIVIDED BY**
  - **Denominator**—# of participants in the Program Year, who are in education or training



# WIOA Performance Measures and Calculation Methodology

- **Effectiveness in Serving Employers**
- 2 Measures
  - Retention With Same Employer 2<sup>nd</sup> and 4<sup>th</sup> Quarters After Exit
  - Employer Penetration Rate



# WIOA Performance Measures and Calculation Methodology

- **Retention With Same Employer 2<sup>nd</sup> and 4<sup>th</sup> Quarters After Exit**
  - Percentage of employed exiters who are with the same employer in the 2<sup>nd</sup> and 4<sup>th</sup> quarters after exit during the Reporting Period
  - **Numerator**—# of exiters employed in the 4<sup>th</sup> quarter after exit, who are with the same employer they were employed with during the 2<sup>nd</sup> quarter after exit during the Reporting Period, **DIVIDED BY**
  - **Denominator**—# of exiters employed in the 2<sup>nd</sup> quarter after exit during the Reporting Period



# WIOA Performance Measures and Calculation Methodology

- **Employer Penetration Rate**

- Percentage of employers using services out of all employers in Arkansas during the Program Year
- **Numerator**—# of business establishments that received a service during the Program Year, **DIVIDED BY**
- **Denominator**—# of total business establishments in Arkansas during the Program Year



# WIOA Performance Measures and Calculation Methodology

- Eligible Training Provider Additional Measure—ETA 9171
- **Program Completion Rate**
  - **Numerator**—# of Completers during Reporting Period, **DIVIDED BY**
  - **Denominator**—# of Exiters during the Reporting Period



# Current Initiatives

- Workforce Data Quality Initiative (WDQI)
- Administrative Data Research Facility (ADRF)—Coleridge Initiative
- IES SLDS Grant

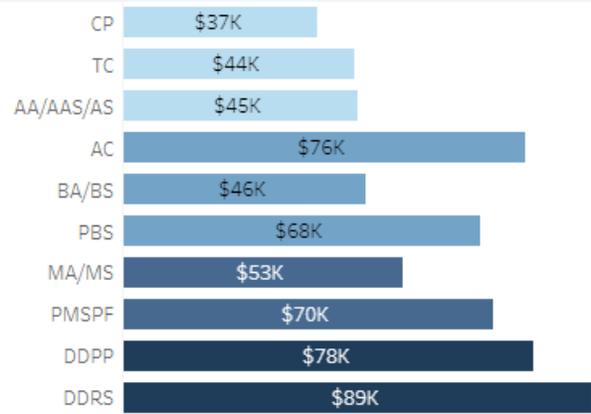


# WDQI

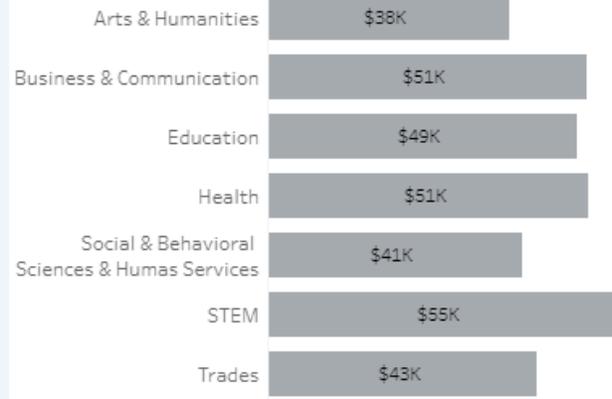
- Workforce Reporting Outcomes
  - ETA 9171 Assistance/Process Improvement
  - In-state and Out-of-State Wages
  - Higher Education Planning Guide
    - Expanding to include credentials at the degree level and major
  - Education and Training Provider Mapping



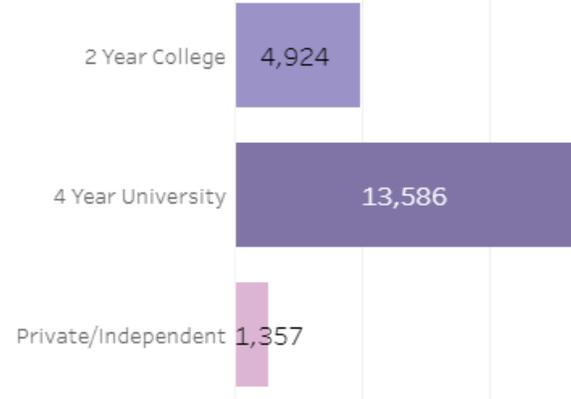
Education Level



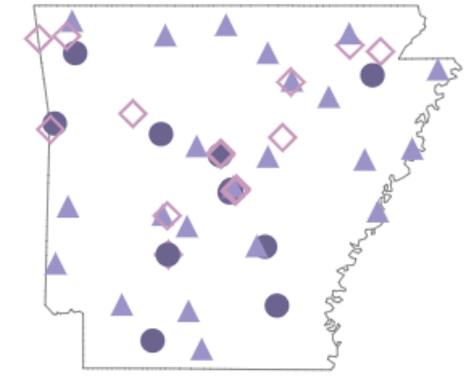
Education Major Group



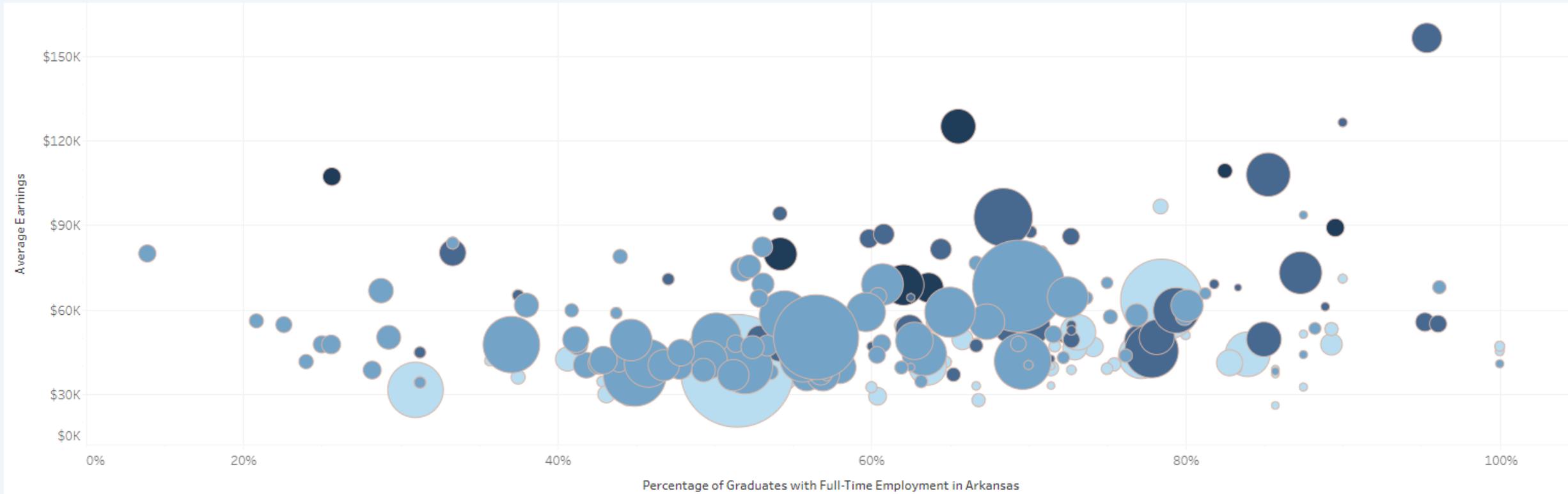
Institution Type



Institutions



Average Earnings and Employment Percentage for Arkansas Higher Education Graduates



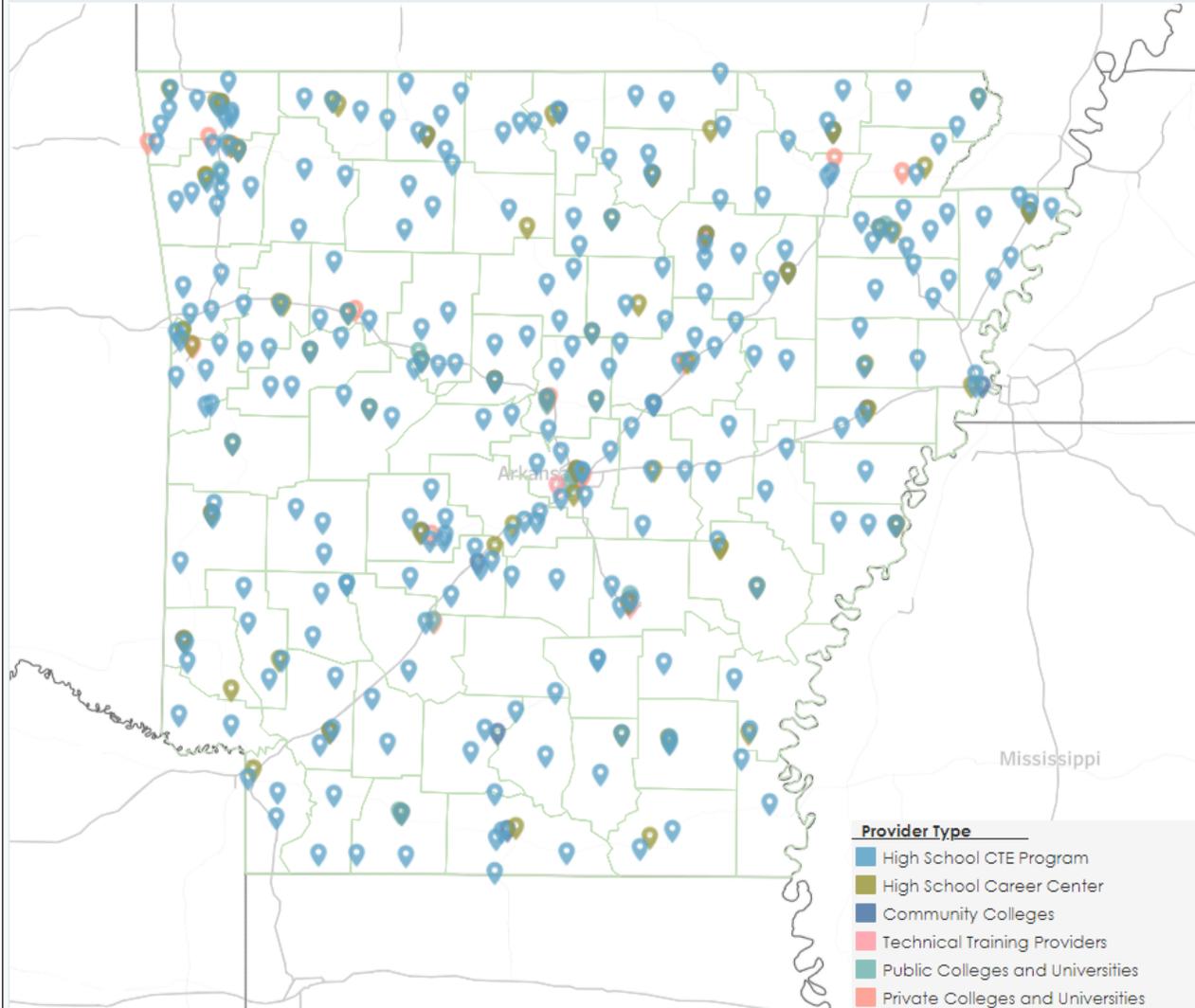
↑  
Higher Wages

→  
Higher Employment Percentage

Provider Type: (All) | 
 Provider Name: (All) | 
 Career Cluster: (All) | 
 Program: (All)

**Provider Locations**

Select an area or a particular location on the map to view the Programs offered  
 Click again on the map to clear the selection



**Programs**

Provider	Career Cluster	Program
ALPENA HIGH SCHOOL (0501002)	Agriculture, Food & Natural Resources	Agriculture Power, Structural & Technical Systems Plant Systems
	Human Services	Family & Community Services
	Marketing	Digital Marketing
ARKADELPHIA HIGH SCHOOL (1002010)	Education & Training	Teaching & Training
	Finance	Accounting Business Finance
	Human Services	Family & Community Services
	Information Technology	Computer Science
Arkansas Baptist College	Marketing	Marketing Business Enterprise
	Arts, Audio/Video Technology & Communications	Music Management. Music Performance, General.
	Business Management & Administration	Business Administration and Management, General. Business Administration, Management and Operatio Entrepreneurship/Entrepreneurial Studies.
	Education & Training	Christian Studies. General Studies. Multi-/Interdisciplinary Studies, General. Religion/Religious Studies. Urban Education and Leadership.
	Finance	Accounting.
	Government & Public Administration	Public Administration.
	Human Services	Human Services, General.
	Law, Public Safety, Corrections & Security	Corrections and Criminal Justice, Other.
	Health Science	Osteopathic Medicine/Osteopathy.
	Science, Technology, Engineering & Mathematics	Biological and Biomedical Sciences, Other.
ARKANSAS CONSOLIDATED HIGH SCHOOL-MANSFIELD (6094005)	Agriculture, Food & Natural Resources	Agriculture Power, Structural & Technical Systems Plant Systems
	Business Management & Administration	Office Administration
	Human Services	Family & Community Services Nutrition Science
ARKANSAS HIGH SCHOOL	Marketing	Marketing Business Enterprise

# Administrative Data Research Facility (ADRF)

- Administrative Data Research Facility (ADRF)
  - Partnership with the Coleridge Initiative
- WIOA Enrollment to Employment
  - Partnership with ETA/DOL



# ADRF-ETA/DOL Enrollment to Employment

## Enrollment to Employment

### Controls

Year

2022

Quarter

4

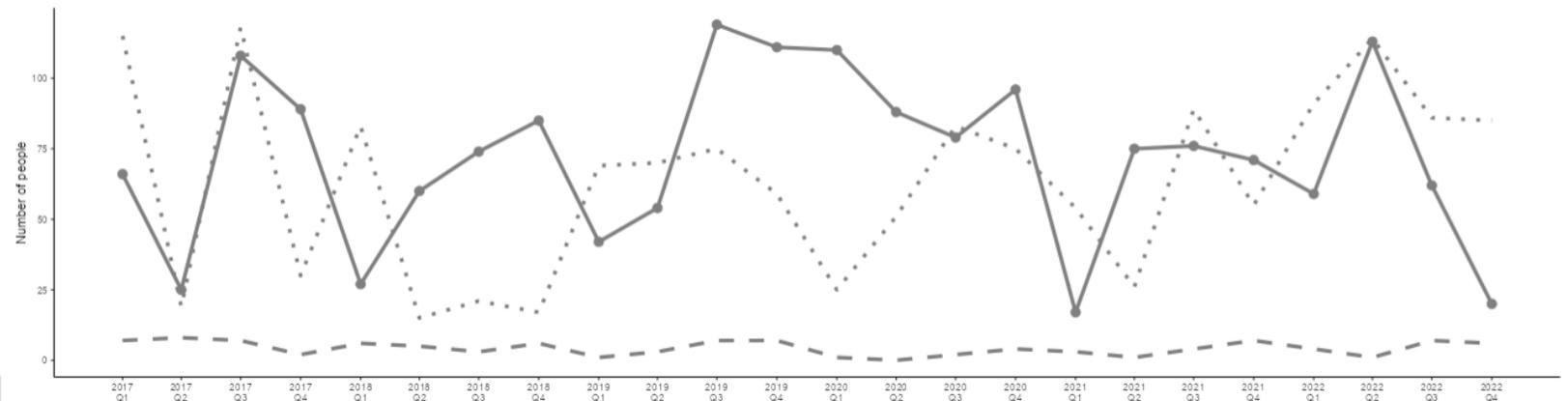
### Program Participation and Exits

Program Name	N. Participants (PPQ)	N. Participants (PPP)	N. Exits (PPP)
Vocational Rehabilitation (WIOA)	431	172	3
Supplemental Nutrition Assistance Program (SNAP)	225	277	4
YouthBuild (WIOA)	191	235	6
Temporary Assistance for Needy Families (TANF)	190	134	6
Adult Education (WIOA)	173	45	2
Higher Education	145	32	2
Wagner-Peyser Employment Service (WIOA)	113	205	7

### Program Participation over Time

Program

Adult (WIOA)



# IES SLDS Grant

- IES SLDS Grant
  - Non-Traditional Program/Student Management System
    - Address the needs of Non-Credit Programs and Private Providers
    - Assist with data collection needed for state and federal reporting not currently captured in traditional education and training provider data systems
  - Expanded access to outcomes data
    - Foster care
    - SNAP/TANF
    - Corrections
    - Early Childhood



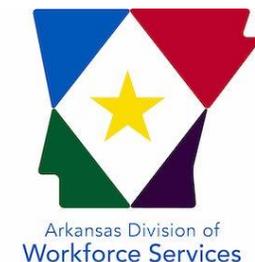
# ARData Contacts



**Robert McGough** | Chief Data Officer  
Transformation and Shared Services  
o. 501.682.4191 | [robert.mcgough@arkansas.gov](mailto:robert.mcgough@arkansas.gov)  
[Website](#) | [LinkedIn](#)



**Jake Walker, PhD** | Chief Research Officer  
Transformation and Shared Services | Division of Information Systems  
o. 501.534.4947 | [jake.walker@arkansas.gov](mailto:jake.walker@arkansas.gov)  
[Website](#) | [LinkedIn](#)



A blurred background of a conference room with people raising their hands. The scene is brightly lit, likely by large windows in the background. The focus is on the text 'Q & A' in the center, with the background showing a speaker at the front and an audience with several hands raised, indicating an interactive session.

**Q & A**



# UNEMPLOYMENT INSURANCE PROGRAM UPDATES

**Kristen Rhodes-Berry,  
Assistant Director of Unemployment Insurance, ADWS**



# Prior to Feb 2022

- All UI issues were handled at the local office level
- Claimants were seen in person
- ID must be presented at local office



# As of Feb 2022

- All UI issues are handled via the Service Center Number
  - 1-844-908-2178
- Claims are submitted through the EZARC system
  - Given three options to verify ID
    - Login.gov
    - USPS
    - In person at local office
- More consistent application of UI rules and regs.



# 5 Steps to Filing for Unemployment Insurance Benefits

- 1.** File your initial claim for unemployment insurance (UI) online using EZARC.  
[www.ezarc.adws.arkansas.gov](http://www.ezarc.adws.arkansas.gov) | Monday – Friday, 6 a.m. – 6 p.m., Sunday 7 a.m. – 6 p.m.  
Once you have completed this filing process, information will be mailed to you.
- 2.** Verify ID using the link on your confirmation page. This will allow you to verify using Login.gov or by creating a barcode to take to the post office for verification. You can also present your ID in person at a local DWS office.
- 3.** Register for work online using Arkansas JobLink (AJL) at [www.arjoblink.arkansas.gov](http://www.arjoblink.arkansas.gov). Visit your local DWS office for assistance.
- 4.** Continued claims must be completed each week. File weekly claims online using ArkNet.  
[www.arknet.arkansas.gov](http://www.arknet.arkansas.gov) or call ArkLine 1-501-907-2590.  
Remember, for UI purposes, weeks begin on Sunday and end on Saturday.
- 5.** If you have any questions about Unemployment Insurance, contact the UI Service Center at **1-844-908-2178** | Monday – Friday, 8 a.m. – 3:30 p.m.



# Arkansas Unemployment Insurance

## Appeal Tribunal

If you wish to file an appeal to the Appeal Tribunal, follow the instructions on your **Notice of Agency Determination** or download a **Request for Appeal to Appeal Tribunal** form at [dws.arkansas.gov/workforce-services/unemployment/arkansas-claim-help/ui-claimant-forms/](https://dws.arkansas.gov/workforce-services/unemployment/arkansas-claim-help/ui-claimant-forms/). To check on the status of an appeal, contact the Appeal Tribunal at **501-682-1063**.

## Board of Review

If you wish to file an appeal to the Board of Review, follow the instructions on your decision notice from the Appeal Tribunal or download a **Request for Appeal to Board of Review** form at [dws.arkansas.gov/workforce-services/unemployment/arkansas-claim-help/ui-claimant-forms/](https://dws.arkansas.gov/workforce-services/unemployment/arkansas-claim-help/ui-claimant-forms/). To check on the status of an appeal, contact the Board of Review at **501-683-4300**.

## Court of Appeals

If you wish to file an appeal to the Court of Appeals, download the **Petition for Review to the Arkansas Court of Appeals** form at [dws.arkansas.gov/workforce-services/unemployment/arkansas-claim-help/ui-claimant-forms/](https://dws.arkansas.gov/workforce-services/unemployment/arkansas-claim-help/ui-claimant-forms/).

## Overpayments

Any questions regarding overpayments can be directed to Benefit Payment Control at **501-682-3241**.

For more information on UI benefits, visit [www.dws.arkansas.gov](https://www.dws.arkansas.gov)



# Arkansas Job Link

- All claimants must be registered for work as required by state law and the Department of Labor.
- All UI claimants are auto registered in AJL
  - This is a “bare bones” registration



# Legislative Changes for Claimants

- ACT 106 (HB 1197)

§11-10-515: A claimant will be ineligible for benefits for failing to attend 2 or more scheduled job interviews.

- ACT 854 (HB 1840)

§11-10-519: Provides UI fraud overpayments of \$1,000 or more require a disqualification period of 10 years. Effective October 1, 2023

This runs parallel to the requirement to repay all UI overpaid benefits before eligible for benefits for 2019 session.



# Legislative Changes for Claimants (cont.)

- ACT 587 (HB 1575)

§11-10-504: Reduce maximum number of weeks from 16 to 12 weeks, effective 1/1/2024.

**§ 11-10-507: claimant will be ineligible for benefits unless 5 work search activities have been completed. (LAUNCH)**



# Arkansas LAUNCH

- All claimants will have the ability to record their work search requirements in the LAUNCH system.
- This is a great tool to link claimants to training opportunities, and quickly search for work.
- Looking forward to working with the team to make this even better moving forward.



# UI Program Contacts

Main Number for Everything UI

1-844-908-2178

Kristen Rhodes-Berry

UI Assistant Director

[Kristen.rhodes@arkansas.gov](mailto:Kristen.rhodes@arkansas.gov)

501-683-5366



A blurred background of a conference room with people raising their hands. The scene is brightly lit, likely from large windows in the background. The focus is on the text 'Q & A' in the center, with the background showing a speaker at the front and an audience with several hands raised, indicating an interactive session.

**Q & A**



# **SERVING JUSTICE-INVOLVED INDIVIDUALS: REENTERING THE WORKFORCE & TRANSITIONING TO SUCCESS**

**Melissa Capuano, CADC II  
100 Families County Coordinator  
Ouachita Behavioral Health & Wellness**



A blurred background of a conference room with people raising their hands. The scene is brightly lit, likely by large windows in the background. The focus is on the central text, with the background elements being out of focus.

**Q & A**

A woman with long brown hair, wearing a white short-sleeved shirt and a black lanyard, is smiling broadly while shaking hands with another person whose back is to the camera. The background is a blurred office or conference room with other people in business attire.

# NETWORKING BREAK

# **BRIDGES OUT OF POVERTY: A DAY IN THE LIFE OF THOSE WE SERVE**

**Monieca West, Career Pathways Program Director  
ADHE**

# LIVING ON THE EDGE

UNDERSTANDING THE ISSUES OF POVERTY

- Poverty 101: Cause & Effect
- Mental Models & Decision Drivers
- Hidden Rules of Economic Class



- WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

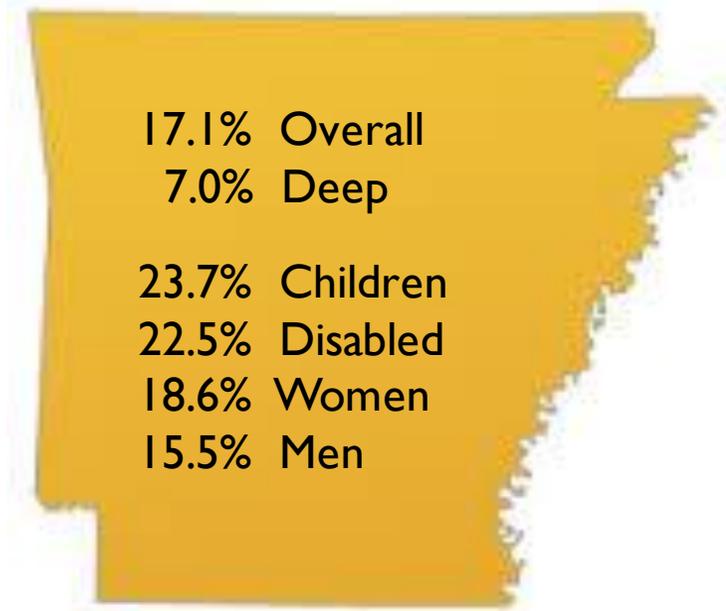
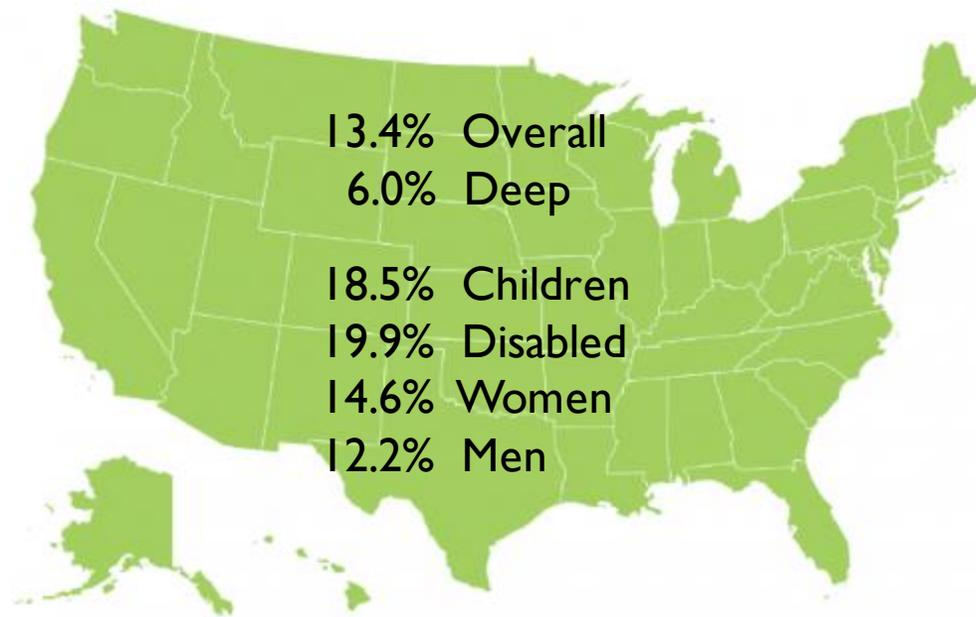
- Job seekers
- Adult Education
- Division of Services for the Blind
- Rehabilitation Services



POVERTY

CAUSE & EFFECT

# WHO IS IMPOVERISHED?



## Generational Poverty

- 2+ generations
- Crisis to crisis
- Never owned land
- No appreciable assets
- Benefits/charity
- Limited education
- Limited work experience
- Highly mobile
- Survival focus
- Fear institutions
- Blamed by society

Crisis to Crisis  
**NONE**  
Surviving  
**INSTABILITY**

	Working Class		
	<p><u>Working Poor</u></p> <ul style="list-style-type: none"> <li>• Paycheck to paycheck</li> <li>• Multiple jobs</li> <li>• Little after housing</li> <li>• Limited home ownership</li> <li>• High school or less</li> <li>• Limited health care</li> <li>• Education seen as unattainable</li> </ul> <p><u>Working Class</u></p> <ul style="list-style-type: none"> <li>• Hourly wages</li> <li>• Skilled trades</li> <li>• Some property ownership</li> <li>• College hopes for children</li> </ul>		
	<p>Paycheck to Paycheck  <b>LITTLE</b>  Some But Not Enough  <b>INSTABILITY</b></p>		

Adapted from Dr. Donna Beegle, *Communications Across Barriers*

		<b>Situational Poverty</b>	
		<ul style="list-style-type: none"> <li>• Grew up in stability</li> <li>• Access to education, health care, nutrition, income</li> <li>• Unexpected event</li> <li>• Event is to blame; not the person</li> </ul> <p>POTENTIAL TRIGGERS</p> <ul style="list-style-type: none"> <li>• Depression/Recession</li> <li>• Immigrant</li> <li>• College student</li> <li>• Divorce</li> <li>• Loss of job</li> <li>• COVID</li> </ul>	
		<p>Varied</p> <p><b>SITUATIONAL</b></p> <p>Hopes of Recovery</p> <p><b>SOMEWHAT STABLE</b></p>	

Adapted from Dr. Donna Beegle, *Communications Across Barriers*

			<b>Middle Class</b>
			<ul style="list-style-type: none"> <li>• Economic independence</li> <li>• Limited social power</li> <li>• Security and stability from education and employment</li> <li>• Job with benefits</li> </ul> <p><u>Lower (aspiring)</u></p> <ul style="list-style-type: none"> <li>• Assets but fear loss of value</li> <li>• Consumer debt</li> <li>• Emphasize college with children</li> </ul> <p><u>Solid</u></p> <ul style="list-style-type: none"> <li>• Own home; investments</li> <li>• Assume college for children</li> </ul> <p><u>Upper</u></p> <ul style="list-style-type: none"> <li>• Relatively high income</li> <li>• Private school option to prep for college</li> <li>• Variety of assets</li> <li>• Can hire services</li> <li>• Money is managed</li> </ul>
			<p><b>Benefits and Assets</b>  <b>SUFFICIENT</b>  Has Made it  <b>STABILITY</b></p>

Adapted from Dr. Donna Beegle, *Communications Across Barriers*

Generational Poverty	Working Class	Situational Poverty	Middle Class
<ul style="list-style-type: none"> <li>• 2+ generations</li> <li>• Crisis to crisis</li> <li>• Never owned land</li> <li>• No appreciable assets</li> <li>• Benefits/charity</li> <li>• Limited education</li> <li>• Limited work experience</li> <li>• Highly mobile</li> <li>• Survival focus</li> <li>• Fear institutions</li> <li>• Blamed by society</li> </ul>	<p><u>Working Poor</u></p> <ul style="list-style-type: none"> <li>• Paycheck to paycheck</li> <li>• Multiple jobs</li> <li>• Little after housing</li> <li>• Limited home ownership</li> <li>• High school or less</li> <li>• Limited health care</li> <li>• Education seen as unattainable</li> </ul> <p><u>Working Class</u></p> <ul style="list-style-type: none"> <li>• Hourly wages</li> <li>• Skilled trades</li> <li>• Some property ownership</li> <li>• College hopes for children</li> </ul>	<ul style="list-style-type: none"> <li>• Grew up in stability</li> <li>• Access to education, health care, nutrition, income</li> <li>• Unexpected event</li> <li>• Event is to blame; not the person</li> </ul> <p>Typical Events</p> <ul style="list-style-type: none"> <li>• Depression/Recession</li> <li>• Immigrant</li> <li>• College student</li> <li>• Divorce</li> <li>• Loss of job</li> </ul>	<ul style="list-style-type: none"> <li>• Economic independence</li> <li>• Limited social power</li> <li>• Security and stability from education and employment</li> <li>• Job with benefits</li> </ul> <p><u>Lower (aspiring)</u></p> <ul style="list-style-type: none"> <li>• Assets but fear loss of value</li> <li>• Consumer debt</li> <li>• Emphasize college with children</li> </ul> <p><u>Solid</u></p> <ul style="list-style-type: none"> <li>• Own home; investments</li> <li>• Assume college for children</li> </ul> <p><u>Upper</u></p> <ul style="list-style-type: none"> <li>• Relatively high income</li> <li>• Private school option to prep for college</li> <li>• Variety of assets</li> <li>• Can hire services</li> <li>• Money is managed</li> </ul>
<b>Instability</b>		<b>Stability</b>	
<p>Crisis to Crisis <b>NONE</b> Surviving</p>	<p>Paycheck to Paycheck <b>LITTLE</b> Some But Not Enough</p>	<p>Varied <b>SITUATIONAL</b> Hopes of Recovery</p>	<p>Benefits and Assets <b>SUFFICIENT</b> Has Made it</p>

D



## Behavior of Individual

- Addiction
- Breakup of families
- Commitment to achievement
- Criminal behavior
- Dependence on welfare
- Domestic violence
- Intergenerational character traits
- Mental illness
- Morality
- Orientation to the future
- Planning skills
- Single parenthood
- Spending habits
- Work ethic
- Physical disability
- Laziness
- Illiteracy
- Extravagance
- +++++

# Causes of Poverty

Personal choice

**Behavior of Individual**

- Addiction
- Breakup of families
- Commitment to achievement
- Criminal behavior
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- Work ethic
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- Laziness
- Illiteracy
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- ++++++

**Absence of Human and Social Capital**

- Adequate skill sets
- Availability and quality of education
- Availability of jobs
- Availability of well-paying jobs
- Childcare for working families
- City and regional planning
- Decline in neighborhoods
- Decline in social morality
- Intellectual capital
- Middle-class flight
- Social capital
- Suburbanization of manufacturing
- Urbanization
- Increasing college tuition
- ++++++

**Causes of Poverty**

**Personal Choice**

**Community Resources**

# Causes of Poverty

Behavior of Individual	Absence of Human and Social Capital	Exploitation	
<ul style="list-style-type: none"> <li>• Addiction</li> <li>• Breakup of families</li> <li>• Commitment to achievement</li> <li>• Criminal behavior</li> <li>• Dependence on welfare</li> <li>• Domestic violence</li> <li>• Intergenerational character traits</li> <li>• Mental illness</li> <li>• Morality</li> <li>• Orientation to the future</li> <li>• Planning skills</li> <li>• Single parenthood</li> <li>• Spending habits</li> <li>• Work ethic</li> <li>• Physical disability</li> <li>• Laziness</li> <li>• Illiteracy</li> <li>• Extravagance</li> <li>• ++++++</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate skill sets</li> <li>• Availability and quality of education</li> <li>• Availability of jobs</li> <li>• Availability of well-paying jobs</li> <li>• Childcare for working families</li> <li>• City and regional planning</li> <li>• Decline in neighborhoods</li> <li>• Decline in social morality</li> <li>• Intellectual capital</li> <li>• Middle-class flight</li> <li>• Social capital</li> <li>• Suburbanization of manufacturing</li> <li>• Urbanization</li> <li>• Increasing college tuition</li> <li>• ++++++</li> </ul>	<ul style="list-style-type: none"> <li>• Drug trade</li> <li>• Gambling</li> <li>• Internet scams</li> <li>• Job safety</li> <li>• Lease to buy</li> <li>• Payday lenders</li> <li>• Sex trade</li> <li>• Sub-prime lenders</li> <li>• Insurance premiums</li> <li>• Temp work (30 hrs/week)</li> <li>• Gender wage disparity</li> <li>• Corporate bankruptcy resulting in loss of pensions</li> <li>• Low-balance checking account fees</li> <li>• ++++++</li> </ul>	
<p><b>Personal Choice</b></p>	<p><b>Community Resources</b></p>	<p><b>Social Attitudes</b></p>	

# MyCashNow

Quick and Affordable Cash Advances



- Learn More**
- Home
  - Our Low Fees
  - FAQ
  - Contact Us
  - About Us

- Tools**
- Referral Program

## MyCashNow Referral Program

The MyCashNow Referral Program is a great way for you to earn a quick and easy \$100.00! You can start two different ways:

- New Customers
- Login To Your Account

- Home
- Our Low Fees
- FAQ
- Testimonials
- Referral Program
- Preferred Member Program

**Governing Law:** All personal loans and related transactions will be deemed to be made by MyCashNow Inc. All transactions will be within the laws of Anguilla, B.W.I. If you are a client may be viewing the MyCashNow site.

### All Your Wishes Come True with Bad Credit Loans!

Nothing is permanent in life, including finding yourself in a bad financial situation. You can incur a poor credit rating due to several

### Why Students Need "No Payments until Graduation" Credit Cards

Getting What a College Student Needs With the Right Card



Get up to **\$500 Fast** in as little as 1 hour!

# Causes of Poverty

Behavior of Individual	Absence of Human and Social Capital	Exploitation	Political/Economic Structures
<ul style="list-style-type: none"> <li>• Addiction</li> <li>• Breakup of families</li> <li>• Commitment to achievement</li> <li>• Criminal behavior</li> <li>• Dependence on welfare</li> <li>• Domestic violence</li> <li>• Intergenerational character traits</li> <li>• Mental illness</li> <li>• Morality</li> <li>• Orientation to the future</li> <li>• Planning skills</li> <li>• Single parenthood</li> <li>• Spending habits</li> <li>• Work ethic</li> <li>• Physical disability</li> <li>• Laziness</li> <li>• Illiteracy</li> <li>• Extravagance</li> <li>• ++++++</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate skill sets</li> <li>• Availability and quality of education</li> <li>• Availability of jobs</li> <li>• Availability of well-paying jobs</li> <li>• Childcare for working families</li> <li>• City and regional planning</li> <li>• Decline in neighborhoods</li> <li>• Decline in social morality</li> <li>• Intellectual capital</li> <li>• Middle-class flight</li> <li>• Social capital</li> <li>• Suburbanization of manufacturing</li> <li>• Urbanization</li> <li>• Increasing college tuition</li> <li>• ++++++</li> </ul>	<ul style="list-style-type: none"> <li>• Drug trade</li> <li>• Gambling</li> <li>• Internet scams</li> <li>• Job safety</li> <li>• Lease to buy</li> <li>• Payday lenders</li> <li>• Sex trade</li> <li>• Sub-prime lenders</li> <li>• Insurance premiums</li> <li>• Temp work (30 hrs/week)</li> <li>• Gender wage disparity</li> <li>• Corporate bankruptcy resulting in loss of pensions</li> <li>• Low-balance checking account fees</li> <li>• ++++++</li> </ul>	<ul style="list-style-type: none"> <li>• Corporate influence on legislators</li> <li>• Decline of unions</li> <li>• Declining middle class</li> <li>• Deindustrialization</li> <li>• Economic disparity</li> <li>• Globalization</li> <li>• Immigration patterns</li> <li>• Job loss</li> <li>• Salary ratio of CEO to line worker</li> <li>• Taxation patterns</li> <li>• Mortgage crisis</li> <li>• Collapse of financial industry</li> <li>• Global pressure to keep costs low (wages)</li> <li>• Media influences</li> <li>• Political climate</li> <li>• ++++++</li> </ul>
<p><b>Personal Choice</b></p>	<p><b>Community Resources</b></p>	<p><b>Social Attitudes</b></p>	<p><b>Systemic Causes</b></p>

---

Personal Choice

Community Resources

**Causes of  
Poverty**

Social Attitudes

Systemic Causes

# BEING POOR

- Less likely to have bank accounts
- More likely to use payday lenders
- Pay higher prices for houses and cars
- Pay excessive fees for furniture, appliances and electronics
- Pay more for basic financial services and insurance
- Pay higher than average energy costs (18-20% vs. 5%)
- Spend as much as 50-75% of their annual income on rent

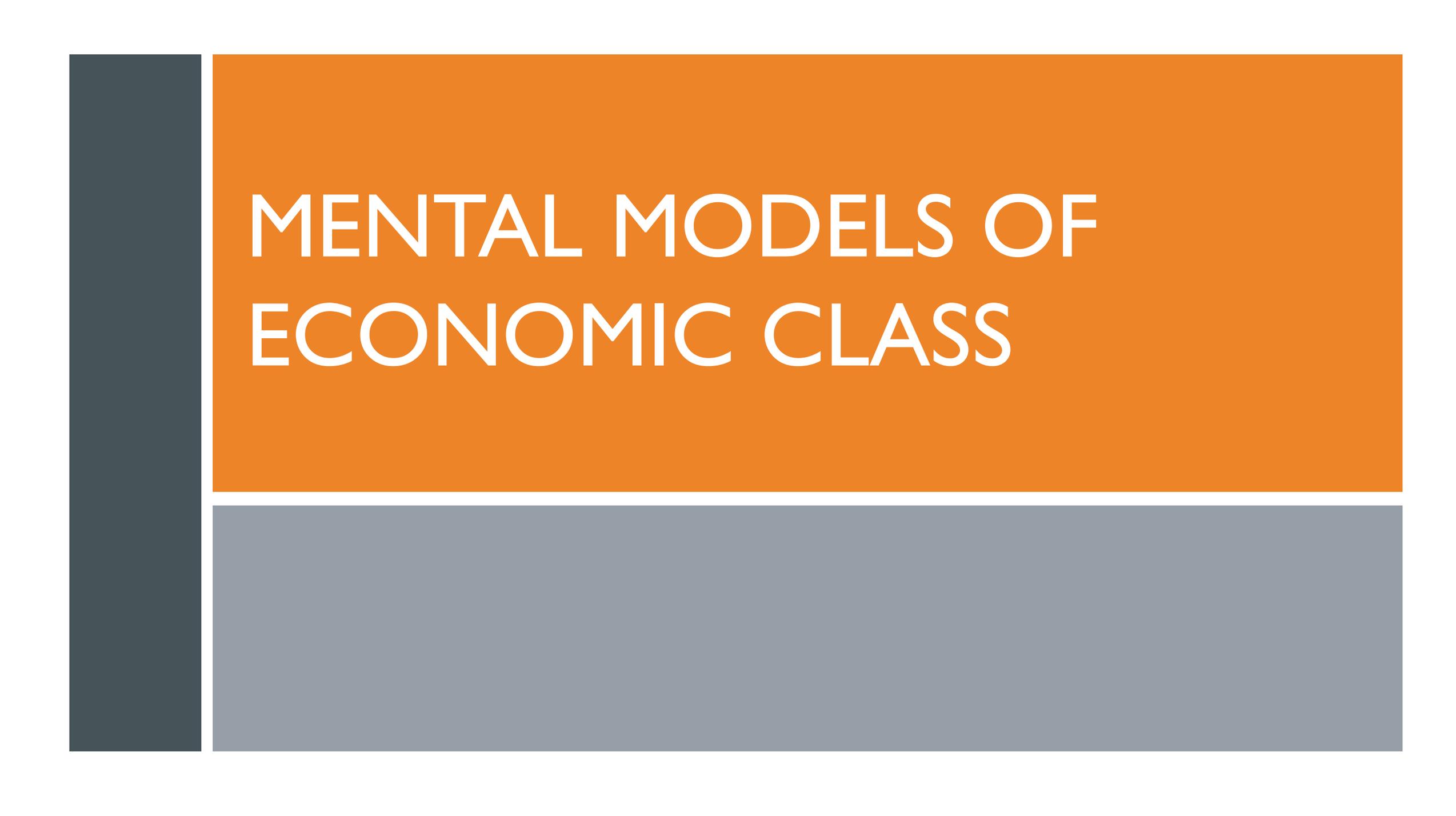




## FOR YOUR CONSIDERATION

DO WE WRITE POLICIES AND PROCEDURES THAT FOCUS SOLELY ON GETTING THE CLIENT TO CHANGE THEIR BEHAVIORS?





# MENTAL MODELS OF ECONOMIC CLASS

# KEY POINTS



Observations are based on **patterns** and all patterns have exceptions.

---

We **cannot blame the victims** of poverty for being in poverty.

---

We cannot continue to support **stereotypes and prejudices** about the poor.

---

Productive discussion can focus on **economic diversity**, not racial or cultural diversity.

---

Types of poverty are **different** and interventions must be appropriate.

---

Poverty is **relative** and so is wealth.

---

**Income and wealth** are two different things.

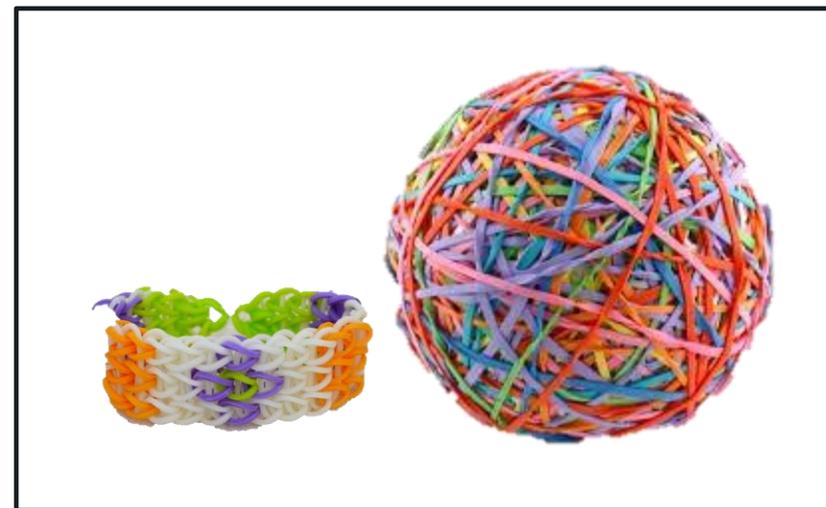
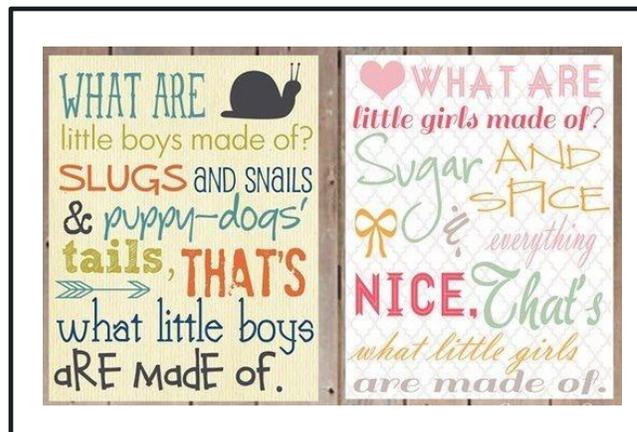
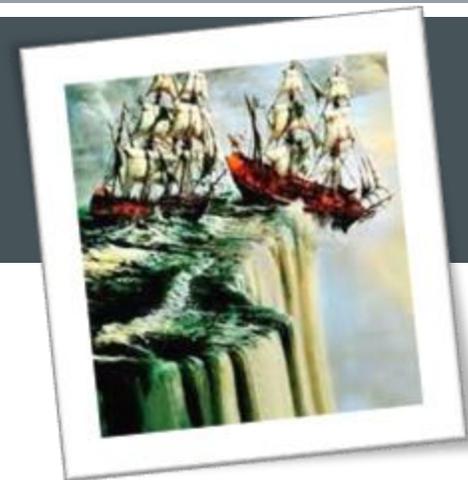
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Individuals **bring with them** the survival rules of the class in which they were raised.



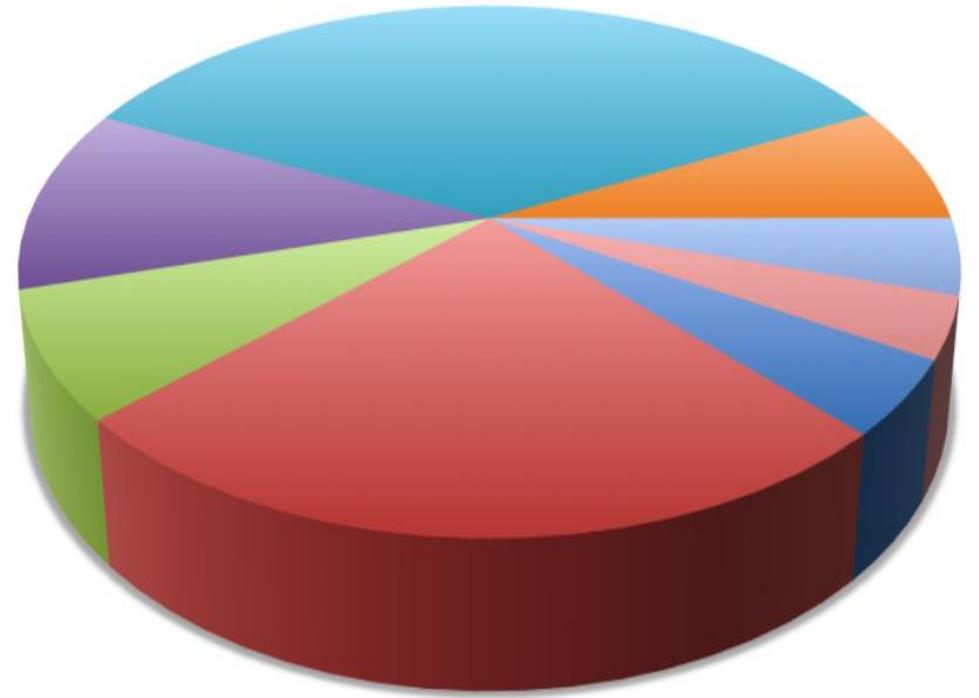
- Are internal pictures of how we think the world works
- Developed by our experiences and our family's experiences
- We are not always aware of them
- Our mental models are not always accurate and can cause us assume things that are not true
- Determine how we act
- Can help or interfere with learning

# WHAT IS A MENTAL MODEL?

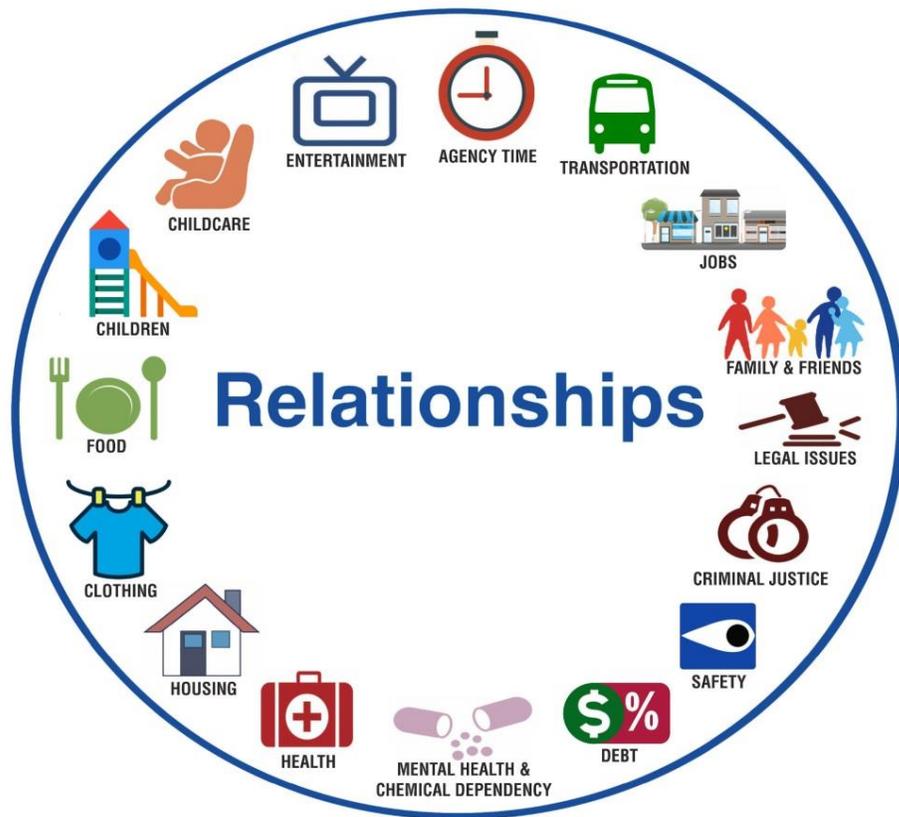


## MENTAL MODEL OF INSTABILITY

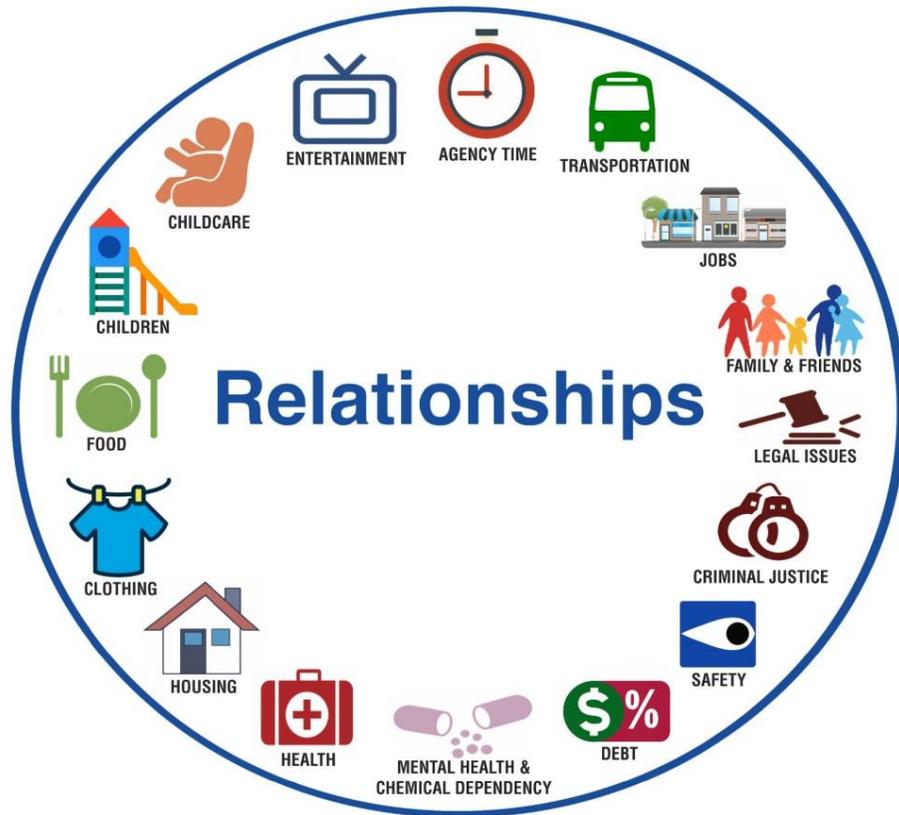
How do people with limited resources spend their time over a month?



# MENTAL MODEL OF INSTABILITY



# MENTAL MODEL OF INSTABILITY



## Driving Forces

Survival

Relationships

Entertainment

# MENTAL MODEL OF INSTABILITY



Schools



Social Services



Police



Church

# MENTAL MODEL OF INSTABILITY

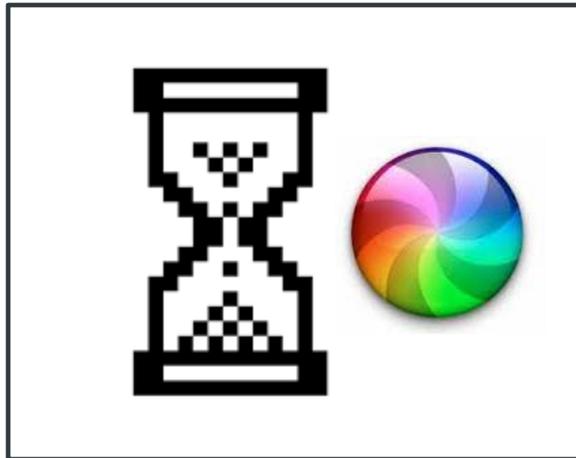


**Survival=tyranny of moment**  
**Entertainment=escape**  
**Relationships=resources**  
**Unstable environment**  
**No ability to plan**  
**No future story**  
**No choice**  
**No power**

# TYRANNY OF THE MOMENT

**“The need to act overwhelms any willingness people have to learn.”**

Source: *The Art of the Long View* by Peter Schwartz



Mental  
Bandwidth

Energy  
Devoted to  
Survival

Where is the room for:

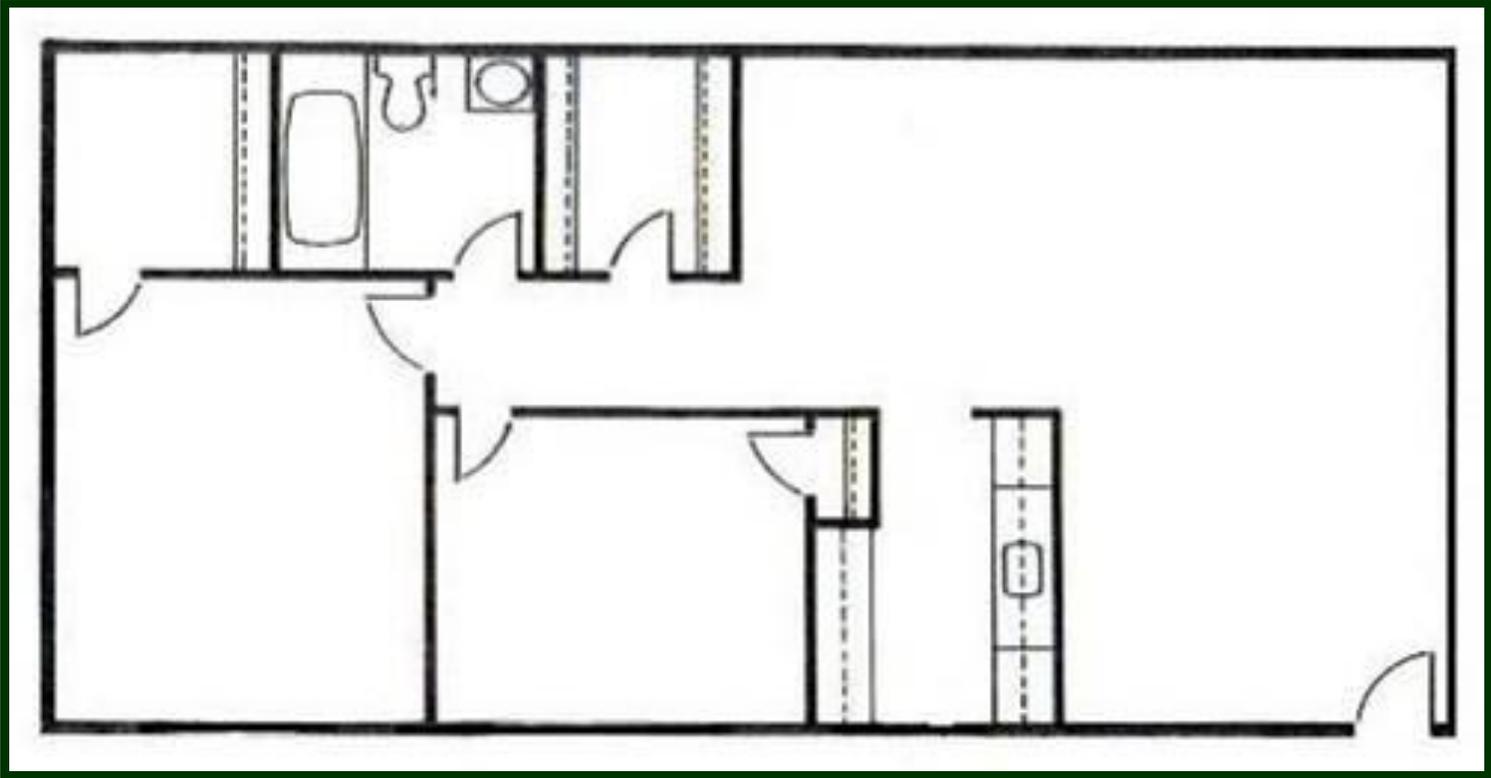
- Reading/relaxing
- Family time
- Self improvement
- Thinking for planning
- ++

# Alien Song



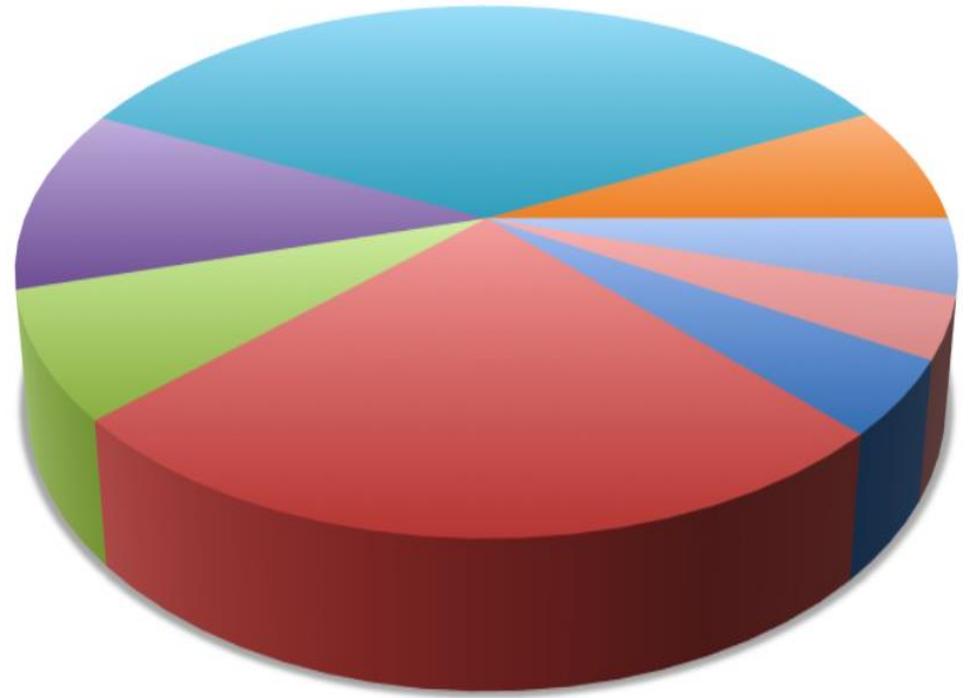
©1999 victor navone

# Floor Plan of the House



## MENTAL MODEL OF STABILITY

How do people with sufficient resources spend their time over a month?



# MENTAL MODEL OF STABILITY



# MENTAL MODEL OF STABILITY



## Driving Forces

Work

Achievement

Material Security

# MENTAL MODEL OF STABILITY



Schools

Social Services



Police

Church



# MENTAL MODEL OF STABILITY



**Stability**  
**Time horizon**  
**Choice**  
**Future story**  
**Problem solving**  
**Power of institutions**

# MENTAL MODELS

## DRIVING FORCES: For Decision Making

**POVERTY**

**MIDDLE CLASS**

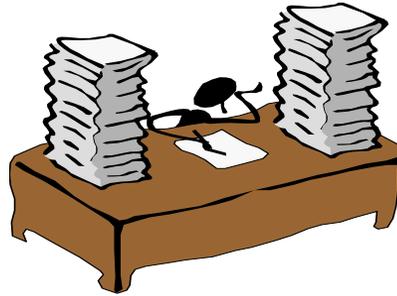
**WEALTH**



**Survival**

**Relationships**

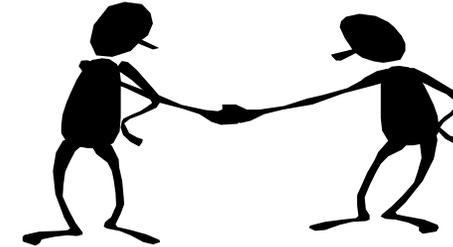
**Entertainment**



**Work**

**Achievement**

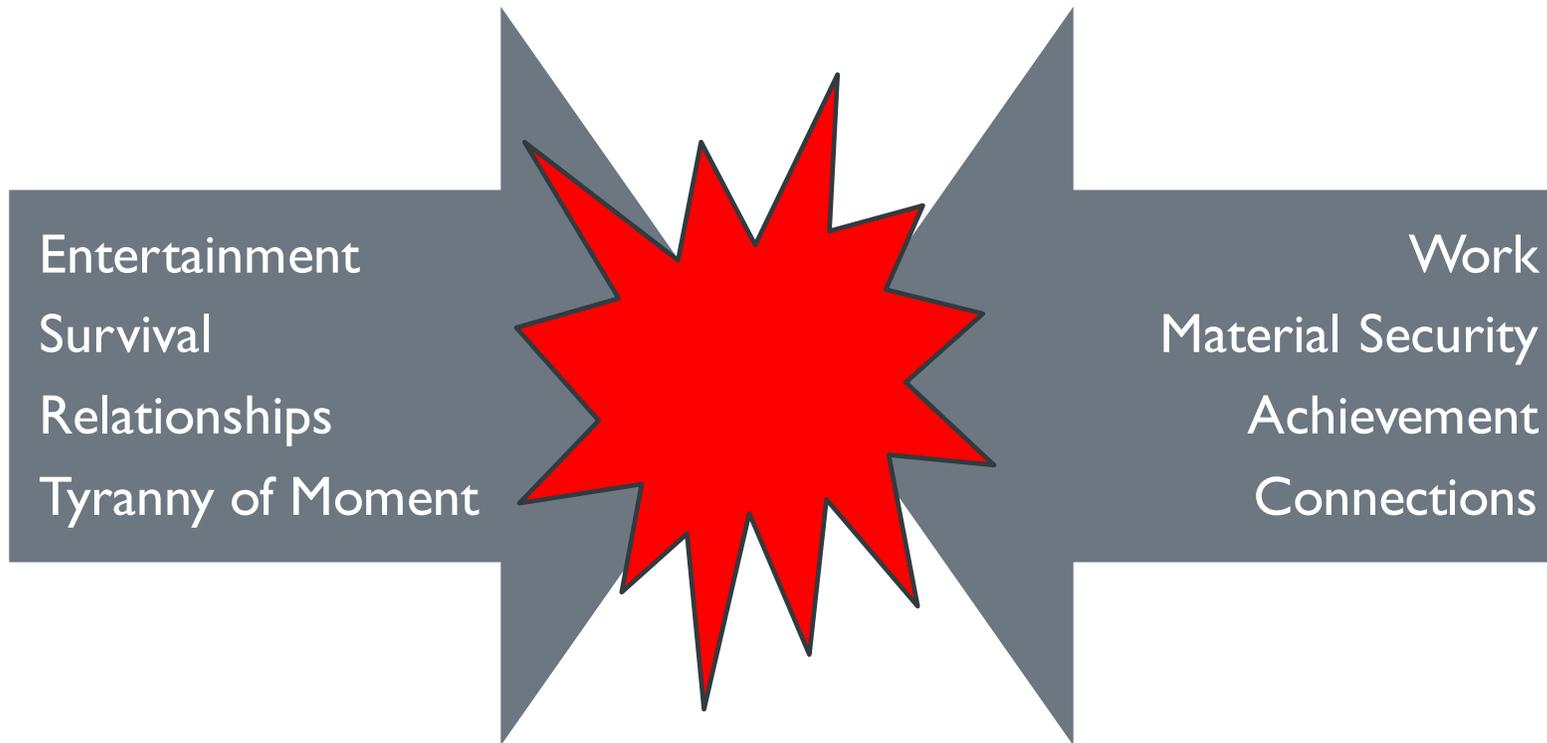
**Material security**

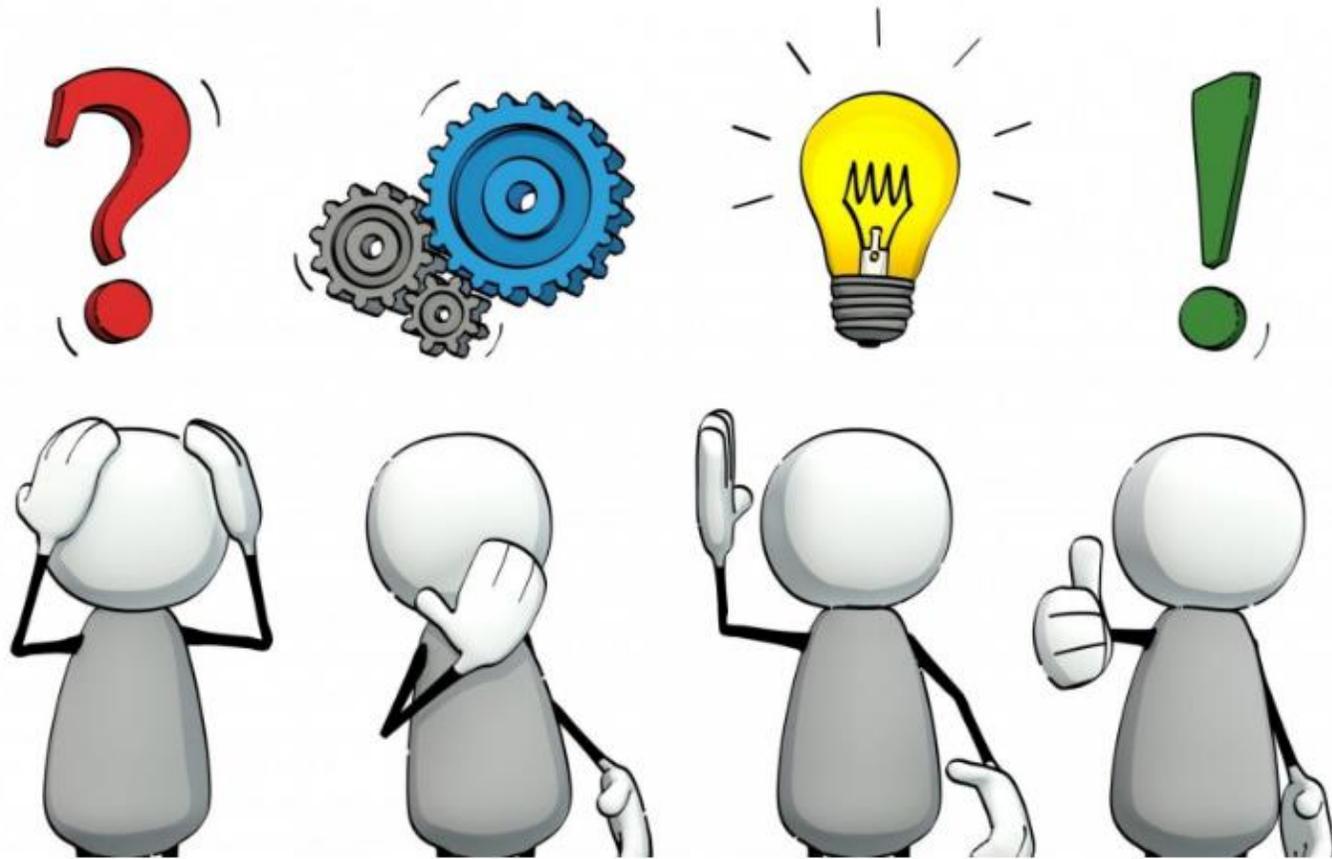


**Connections:**

**Political**  
**Financial**  
**Social**

# WHEN POVERTY AND MIDDLE CLASS/WEALTH COLLIDE





## FOR YOUR CONSIDERATION

CAN WE ACKNOWLEDGE  
TYRANNY OF THE MOMENT  
AND ATTEMPT TO ALLEVIATE IT  
FOR CLIENTS?



# HIDDEN RULES OF ECONOMIC CLASS

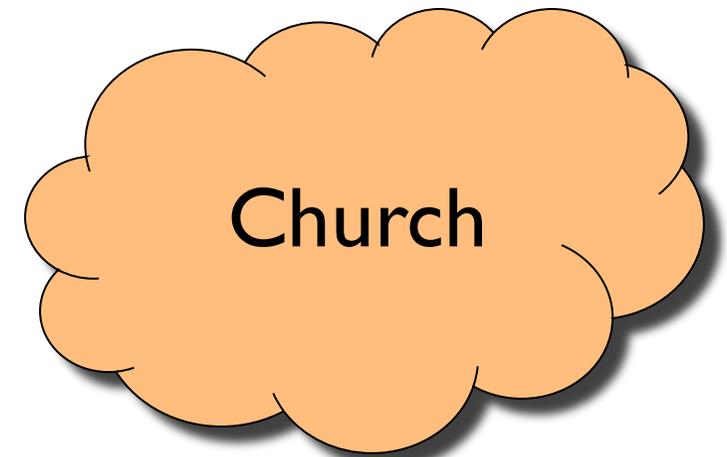
# FOOD

- Did you get enough?
- Was it good?
- How was it presented?



# HIDDEN RULES

- Unspoken cues and habits of a group
  - Come from the environment in which one was raised or lives
  - Are easily broken because they are hidden
  - Seldom articulated
  - Erroneously equated with lack of intelligence
  - Allow us to understand the behavior of ourselves and others
- 
- Used for survival
  - Used to navigate different and difficult situations
  - Used to build resources
  - Used to resolve conflict
  - Used to help people in poverty gain power and influence and move out of poverty





**Family Structure**



**Entertainment**



**Money**



**Possessions**



**Social Emphasis**



**Food**



**Clothing**



**Time**



**Education**



**Destiny**



**Language**



**Worldview**



**Love**



**Driving Forces**



**Humor**

# PERSONALITY & HUMOR

- Entertainment; avoid confrontation
- For achievement, getting ahead at work





DAVE CARPENTER



# LANGUAGE & COMMUNICATION: REGISTER

Register	Explanation
Frozen	Language that is always the same (Lord's Prayer, wedding vows)
Formal	Standard sentence syntax (complete sentences with proper grammar) and specific word choice.
Consultative	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
Casual	Language between friends and is characterized by a 400-800 word vocabulary. Word choice is general and not specific. Conversation dependent upon non-verbal assists. Sentence syntax often incomplete.
Intimate	Language between lovers or twins. Language of sexual harassment.

Adapted from work of Martin Joos

# LANGUAGE & COMMUNICATION: EXPOSURE

<b>Number of Words Exposed To</b>	<b>Economic Group</b>	<b>Affirmation</b>	<b>Prohibitions</b>
10M words	Welfare	1 for every	2
20M words	Working Class	2 for every	1
30M words	Professional	5 for every	1

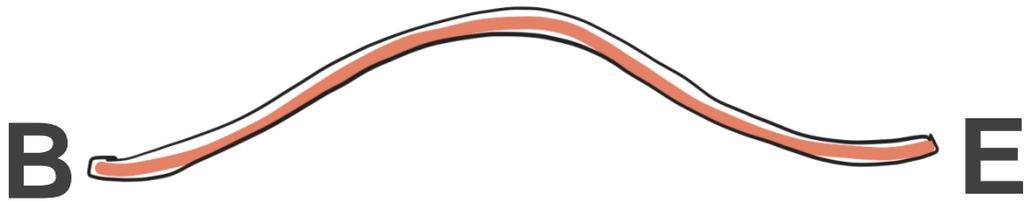
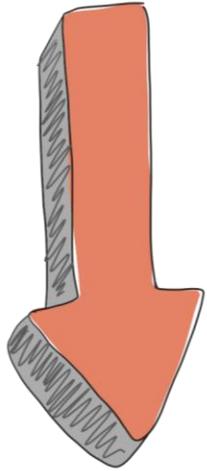
From *Meaningful Differences in the Everyday Experience of Young American Children*, by B. Hart and T. R. Risley, 1995.

# LANGUAGE AND STORY: VOICE

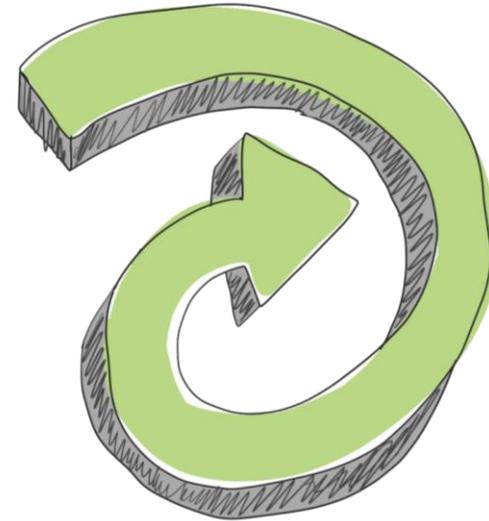
CHILD	<ul style="list-style-type: none"><li>• Defensive, victimized, emotional, whining—playful, spontaneous, curious</li><li>• “You don’t love me. It’s not my fault. Quit picking on me. You are ugly. It’s not fair.”</li><li>• Lots of non-verbal</li></ul> <p>It’s not fair!</p>
PARENT	<ul style="list-style-type: none"><li>• Authoritative, judgmental, directive, can be threatening or punitive, critical, shame and guilt—supportive, nurturing</li><li>• “You should/not... That’s ridiculous. You are beautiful (any judgmental or evaluative comment). Life’s not fair.”</li></ul> <p>Life’s not fair!</p>
ADULT	<ul style="list-style-type: none"><li>• Non-judgmental, factual, reality based, flexible, assertive, rational, problem solving while exploring alternatives, often in question format, negotiating.</li><li>• “What are our choices? How can we deal with this without creating a bigger problem? We agree to disagree. What makes it seem unfair?”</li><li>• Free of negative non-verbal</li></ul> <p>What makes this seem unfair?</p>



# LANGUAGE AND STORY



**FORMAL**



**CASUAL**

# POWER

- Personal respect work fighting for; can't stop bad things from happening.
- Power/respect are separate; responds to positions; gets power from information and institutions



# TIME HORIZON & FUTURE STORY



- Present most important, not stable
- Decisions made for the moment based on feelings or survival



# FOR YOUR CONSIDERATION

HOW CAN WE BETTER UNDERSTAND  
WHAT LIVING WITH INSTABILITY IS  
LIKE?

# RESOURCES



Adapted from *A Framework for Understanding Poverty*, R. K. Payne, © 2013 by aha! Process, Inc. and *Getting Ahead in a Just-Gettin'-By World*, P. E. DeVol, © 2013 by DeVol & Associates, LLC.

# FINAL THOUGHTS

- Remember patterns, not stereotypes. Let's not judge.
- Being in poverty is not always one's fault. Sometimes it's environmental and not a choice.
- It's not always about money; it's about stability. Survival is paramount in instability.
- There are hidden rules, We only know what we know and we act accordingly.
- To achieve the purpose of WIOA, we must understand and relate to our client and their circumstances.

THANK YOU!

MONIECA WEST MONIECA.WEST@ADHE.EDU 501.371.2018



A blurred background of a conference room with people raising their hands. The scene is brightly lit, likely by large windows in the background. The focus is on the central text, with the background elements being out of focus.

Q & A

# **WORKFORCE DEVELOPMENT AREA COLLABORATIONS**

**MODERATOR:**

**Dr. Trenia Miles**

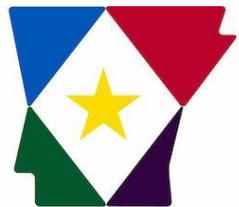
**Director, Adult Education**

# 2022-2023 Credential Attainment by Program

:	Target	Actual
Title I Adult Program	81%	68%
Title I: Dislocated Worker	79%	65.7%
Title I: Youth Program	62%	53.4%
Title II: Adult Education	46%	40%
Title III: Wagner-Peyser	N/A	N/A
Title IV: VR-ARS	28.9%	35.5%
Title IV: VR-DSB	35.5%	10%

# WIOA Performance Measures and Calculation Methodology

- **Credential Attainment**
- % of participants who are enrolled in education or training activities during the Reporting Period, who earn a recognized credential during participation or within 1 year (4 quarters) after exit
  - **Numerator**—# of participants in education or training activities who exited during the Reporting Period, and also completed a recognized credential before exiting or within 1 year after exit, **DIVIDED BY**
  - **Denominator**—# of participants who exited education or training activities during the Reporting Period



# S

## STRENGTHS

- Things your company does well
- Qualities that separate you from your competitors
- Internal resources such as skilled, knowledgeable staff
- Tangible assets such as intellectual property, capital, proprietary technologies etc.

# W

## WEAKNESSES

- Things your company lacks
- Things your competitors do better than you
- Resource limitations
- Unclear unique selling proposition

# O

## OPPORTUNITIES

- Underserved markets for specific products
- Few competitors in your area
- Emerging need for your products or services
- Press/media coverage of your company

# T

## THREATS

- Emerging competitors
- Changing regulatory environment
- Negative press/media coverage
- Changing customer attitudes toward your company

 WordStream

# SWOT Break-out: *Analyzing & Improving Your Local Area's Credential Attainment Rating*

- *Group the employees in their local workforce area (10)*
- *Group action items*
  - *Identify a timekeeper, scribe and reporter*
    - *Timekeeper – responsible for keeping up with the time to ensure the group's information is reviewed during the brainstorming session*
    - *Scribe – responsible for jotting down the group's information in the SWOT diagram*
    - *Reporter – responsible for presenting out group's information in the SWOT diagram*
  - *Discuss your credential attainment rating in PY2022.*
  - *Identify one (1) each - strength, weakness, opportunity and threat*
    - *Identify at least one (1) goal/strategy to address your weakness, opportunity and threat that will improve your local area's credential attainment rating*
    - *Identify additional goals/strategies, if time permits*

A blurred background of a conference room with people raising their hands. The scene is brightly lit, likely from large windows in the background. The focus is on the text 'Q&A' in the center, with the background showing a speaker at the front and an audience with several hands raised, indicating an interactive session.

**Q&A**

# VETERANS SALUTE

**Michael Tippin**  
**Program Operations Chief, Employment Services, ADWS**



# CLOSING REMARKS

**Dr. Trenia Milles, Director, Adult Education**  
**Joseph Baxter, Commissioner, ARS**