



**Phoenix Business and Workforce Development Board
Program Excellence Committee
Meeting Minutes**

**Virtual Meeting
January 5, 2023
9:00 a.m.**

Members Present:

Daniel Barajas, Chair
Elizabeth "E" Cole
Scott Holman
John Soto

Samantha Hansen
Suzanna Armijo
Meghan McGilvra, Vice Chair
Stacie Garlieb

Committee Members Absent:

Allison Benezra
Jaclyn Boyes
Karen Hartson

Public Attendees:

Genie Usher (PBWDB Liaison)
Thomas Flynn
Laura Whitehead
Amy Schofield
David Chavez
Dustin Panoff
Eddie Borajas
Patrick Brown

Deb Furlong
Demitria Robles
Gina Harper
Matalie Hastings
Reeta Devi
Justin West
Stacey VanEmst



1. Call to Order / Roll Call:

Daniel Barajas, Program Excellence Committee (PEC) Chair, called the January 5, 2023, meeting to order at 9:01 a.m. Roll call was completed, and a quorum was present.

2. Approval of November 3, 2022, Meeting Minutes:

Daniel Barajas, Program Excellence Committee (PEC) Chair requested a motion to approve the November 3, 2022, PEC Meeting Minutes. **A motion to approve the November 3, 2022, Meeting Minutes**, was made by PEC Member Stacie Garlieb, and seconded by PEC Member Scott Holman.

Approved:

Daniel Barajas, Meghan McGilvra, Samantha Hansen, John Soto, Stacie Garlieb, Elizabeth “E” Cole, and Suzanna Armijo

Abstained: None

Opposed: None

Motion passed by majority

3. OSO Monthly Report for October 2022

City of Phoenix, One Stop Operator, Project Director Stacey Van Emst presented the October 2022 OSO Monthly Report. This report covers customized recruitments that are occurring in the job center, which have data for: hiring events, job fairs, the date, location, business name, industry, the number of positions employers are seeking to fill, and the number of job seekers who attended. The report also provides information for the number of customers that visit the three job centers as

a first point of contact, whether physically (North, West, and South) as well as virtually. It was noted that the West Job Center is currently under construction. Next in the report, Stacey went over customer satisfaction survey that is specific to those individuals that are coming into the job center and utilizing the resource room. The customer is encouraged to complete the survey with a 1 – 5 rating scale so that Stacey’s team can address any barriers to the services that individuals are receiving and assessing whether or not there are any continuous improvement opportunities for the team. This survey also gauges the individual’s overall experience, to ensure quality customer service is being administered. Stacey noted that the average survey score is 4.76. Stacey also mentioned that negative scores and comments can skew the results when customers are dissatisfied with an unrelated agency, for example the DES Unemployment office. Stacey researched best practices in other states and suggested the job center have a representative from unemployment on site, or that monthly meetings with the unemployment office be held to address ongoing customer complaints. The next portion of the report presented by Stacey were focused on success stories. These cover Title I, II and III programs. In the next section of the report, Stacey explained that data is reported on system training and professional development. The job centers practice a ‘no-wrong-door’ approach and training is provided so that all staff members are able to speak at a high level about all the programs and services that are offered. These trainings are still being delivered virtually and also recorded for future delivery. All future trainings will be listed in this section of the report. Number 8 on the report is the Community of Practice data focused on reconnecting with workforce partners to discuss topics around needs-assessments and business services. Stacey covered number 9 on the report, which included general additional updates, such as the current West Job Center remodel project, which Stacey then went over the status, details and tentative grand opening date of Jan. 17. The last item covered by Stacey was the regional approach and streamline the process to the One Stop Operator client referral system, in which she has been working with a One Stop Operator from Maricopa County for the last 8 months. The goal of this partnership will be to streamline access to resources for customers and streamline the process for staff, especially those who work in multiple areas.

Stacey then invited questions from the Committee.

PEC Vice Chair Meghan McGilvra asked if the youth providers are also using the client referral system to potentially dual refer youth customers.

Stacey explained that youth providers are being onboarded onto the system, but due to the high number of programs offered by each organization, it is more practical to have each individual organization onboard, rather than each program within the



organizations. The case manager is then better able to refer the customer, adding that there could be multiple provider referrals with a single click, i.e., youth provider, a food bank, a homeless shelter, etc.

PEC Member, "E" Cole asked if the existing system is still being used because she wants to make sure her team is still being compliant using the current client referral system.

Stacey informed that a 'go-live' date has not been set. Her team and partners are still creating the descriptions and all of the back-end work that needs to populate into the new system.

PEC Vice Chair Meghan McGilvra asked if her team has seen a drop in customers due to the West Center closure, or are they being served more virtual or at other centers

Stacey answered that there has probably been a 30% decrease in traffic, compared to last year, the same time frame. She added that it is difficult to know for certain because the West Job Center is very close in proximity to the Maricopa County Job center and the data is not compared at this time. She went on to say that customers could have potentially visited the Maricopa County location because of the close distance to the Maryvale Office, but that she's definitely seen a decrease in numbers.

PEC Vice Chair Meghan McGilvra asked what plans for media with partnership around getting people back into the West Job Center when it reopens.

Stacey stated that she has a new Outreach Coordinator this person is going to be very focused on going out and attending networking meetings, promoting all of their services, and posting more information on social media. This new Outreach Coordinator has only been in the position for about 2 weeks but is very knowledgeable about everything that they do.

PEC Vice Chair Meghan McGilvra asked if Stacey's team has been trained in trauma informed care.

Stacey stated they are not at this time.



1. Number of customized recruitments and job fairs hosted at the centers and number of jobseekers in attendance.

DATE	JOB CENTER LOCATION	BUSINESS NAME	INDUSTRY	# OF POSITIONS	# OF JOB SEEKERS ATTENDED
10/4/22	North	Arcadia & ACASA	Healthcare	10+	7
10/25/22	North	UPS	Transportation/ Warehouse	12	11

2. Number of customers welcomed at each center

JOB CENTER LOCATION	NUMBER OF CUSTOMERS WELCOMED
North Job Center	(587 In Person, 115 Virtual) 702 Individuals
South Job Center	(515 In Person, 134 Virtual) 635 Individuals
West Job Center	Closed for Remodel

3. Results of customer satisfaction surveys and event participant surveys

DATE	LOCATION	TYPE OF EVENT	NUMBER OF PARTICIPANTS
October	North	Customer Satisfaction Survey	84
	West	Customer Satisfaction Survey	NA
	South	Customer Satisfaction Survey	130
As of 11/1/2022 3,888 surveys have been completed with an overall satisfaction score of 4.76 out of 5.			



4. List of general comments made by the customers or participants

Your customer service has been top notch each and every time I've visited (about 3 times now). Thank you

5. List of recommended system improvements to address any concerns identified by the customers or participants

Comments: I came in due to problems with my unemployment claim, and there was no one to help with that. The ARIZONA@WORK employees helped the best they can, which I appreciate.

Response: One-Stop Operator has researched best practices in communication strategies between unemployment insurance (UI), and the job centers, but still need unemployment insurance to identify a point of contact. Thus far outreach efforts to UI have not been successful.

6. Success stories

Title IB Adult / DW
<p>A returning customer from 2020 worked with the Workforce Innovation and Opportunity Act (WIOA) to obtain a Commercial Driver's License (CDL). The customer had multiple barriers to gainful employment and the WIOA program was able to support some of those barriers. Recently the customer had their CDL suspended, and their work potential was severely decreased. The customer reached back out to the WIOA program for support. The customer received one-on-one career counseling from the Career Advisor which led to an increase in the customer's motivation to apply for jobs. The customer obtained full-time employment with a 2-dollar increase in a driving position that did not require a CDL. The customer is thankful for the services and support available at ARIZONA@WORK.</p>
<p>An unemployed, homeless, re-entry ARIZONA@WORK customer was enrolled into the Adult Workforce Innovation and Opportunity Act (WIOA) program. After meeting with a Career Advisor to learn about the benefits of being an ARIZONA@WORK member, the customer was helped by support services and received an eye exam and new glasses. Customer was also able to obtain clothing to start interviewing while staying in a shelter. The customer informed the Career Advisor of a new employment opportunity with the GAP warehouse.</p>

7. System Training and Professional Development

DATE	LOCATION	TYPE OF EVENT	NUMBER OF PARTICIPANTS
10/28/22	Virtual	Integrated Service Delivery Title III Wagner – <u>Peyser</u> Employment Services Shawn Berry, Employment Specialist Title IV Vocational Rehabilitation Mark Hernandez, Program Manager	44
Recorded training is uploaded to the City of Phoenix SharePoint site			

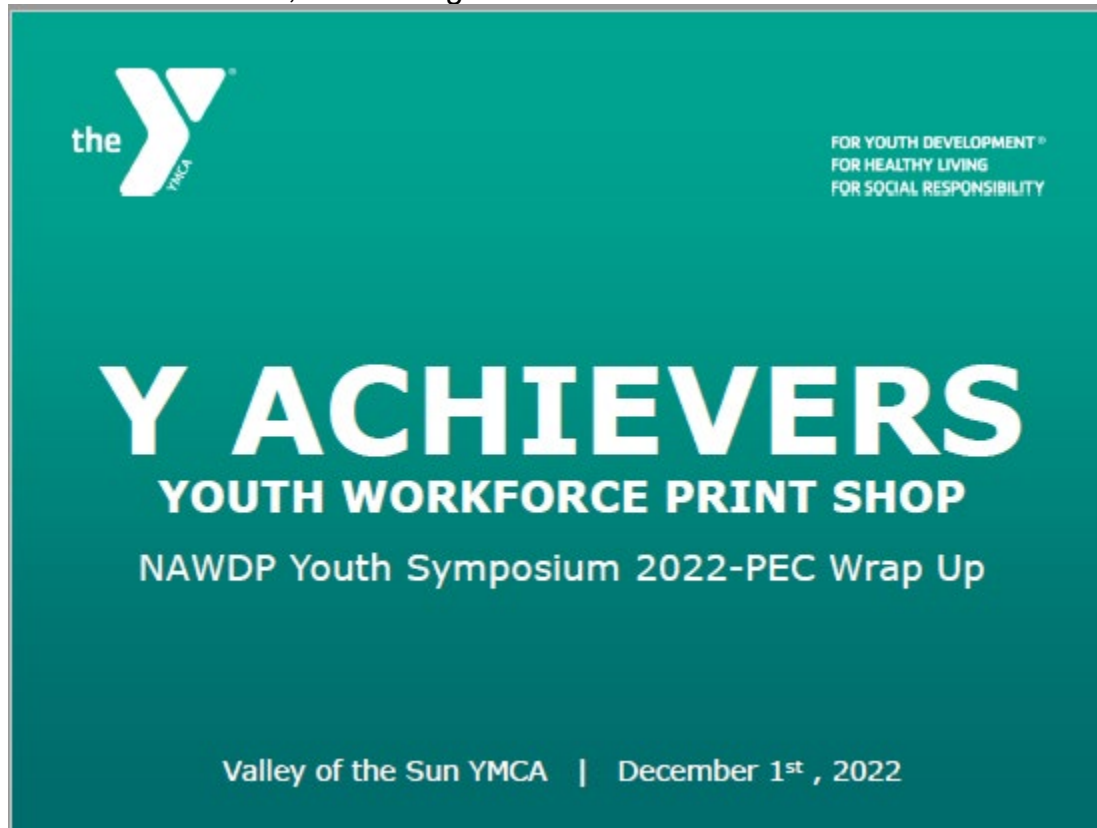
8. Community of Practice

DATE	LOCATION	TOPIC
10/11/22	Virtual	Reconnecting with Your Partners Shermeeka Artis – One Stop Operator

4. NAWDP Youth Symposium in Charlotte, NC

Valley of the Sun YMCA, Director of Operations, Dustin Panoff shared the experience of presenting at the November NAWDP Youth Symposium. Dustin stated that he, Tracy Spire, Tracy's husband who runs the print shop, and two of their youth participants went to Charlotte to present on the work that they are doing with the YMCA workshop in

partnership with the City of Phoenix Workforce Program. He stated that they focused on the funding they receive from the City of Phoenix and the expanded Work Experience (WEx) internships and increasing that dollar amount. Attendees were shocked that we pay 15 dollars an hour to their participants, through this committee, and David. They are able to pay some of these participants up to 18 dollars an hour. He also stated that attendees were asking a lot of questions about how they are able to do that and saying that it is much easier to spend down that WEx funding. His team also spoke about how they were on the local news, Fox10 and how they received an award for nonprofit innovation and a 10,000 dollar grant.



WIOA YOUTH WORKFORCE PARTNERSHIP



WIOA Youth Workforce Funding



Work Experience Internships (\$15/hr for 320 hours)

- Graphic Design
- Entrepreneurship
- Customer Service
- Sales and Marketing
- Production

WE ARE FAMOUS!



PRINT SHOP MAKES
LOCAL NEWS



PRINT SHOP WINS
GRANT FOR
NON-PROFIT
INNOVATION

5. Workforce Program Participant Success Story:

Valley of the Sun YMCA, Director of Operations, Dustin Panoff shared the story of 'Brooklyn' that she wrote and gave permission to share to the PEC:

"My name is Brooklyn, and I'm going to talk a little bit about who I am and what I've gained from being part of the organization and the Achievers Program while working as an intern in the print shop. I'm what they call a 'Y-kid' or a

'Y-brat'. My parents have worked for the YMCA since I was a little and I've been part of the YMCA since before I can even remember whether it was in the programs playing sports, volunteering at events all the way until I actually became an employee for them. Most of my growing up has been done inside the 'Y' with the people who have become family over the years. Some of these people I know be part of my life forever and there's not many jobs that can give you that. After graduating high school I went straight to college. I went to the University of Hawaii and graduated with my BS in Marine Biology with the pandemic. I was held back a little bit from internships and jobs in my field and that eventually led me to moving back home to Arizona after going through my 'well, what now' phase, because Arizona isn't exactly ideal for. What's your degree? I made the decision to join the Navy I am proud to share that I leave for officer candidate school. Today I have family members that have had a career in the military, and with my passion for the ocean, and one of my life goals being to see as much as the world as I can, it seemed like a right fit for me. And with my degree, I would be able to join as an officer. I want to be a part of something bigger than myself and push me out of a comfort zone to be the best I could be, as well as experience things that only a few ever could do. Now, the process took a little longer than expected and sent me back from starting a career right away. So, in the meantime, I came back to the YMCA as a youth in the higher achievers, and started to work under Chris in the print shop as part of the WEx internship program. This is my first time doing anything close to this, and I didn't know what to expect. And if I'm being honest, I was a little hesitant just because it wasn't related to what I see myself doing in the future, but eventually, I realized that it wasn't about the type of work I was doing just because it wasn't my field didn't mean there wasn't skills that I could keep, even just to use in life. I've learned time management skills, organization, to not be afraid to ask questions. I've learned more about problem solving and what it looks like when working as a team. I've had the opportunity to see how different people lead their teams. All this can be used in my everyday life in future career as a Navy officer. I'd be expected to be able to lead a team. To be able to perform problem-solve, be responsible for getting things done and I believe the print shop is preparing me for that as a 23-year-old. I used to think by now I would be already be in my career and things would be taking off and now I'm just getting started and that's okay. The WEx program, and the YMCA taught me that it's okay to not have it all figured out right away and it has given me the opportunity and the time to realize that things that I actually want out of my career and out of my life in general, the things that I value and how to reach those goals through the 'Y' Achievers. So, I would say all the people I've met because of it will always be a huge part of my journey and I will be extremely grateful for lessons and those experiences."

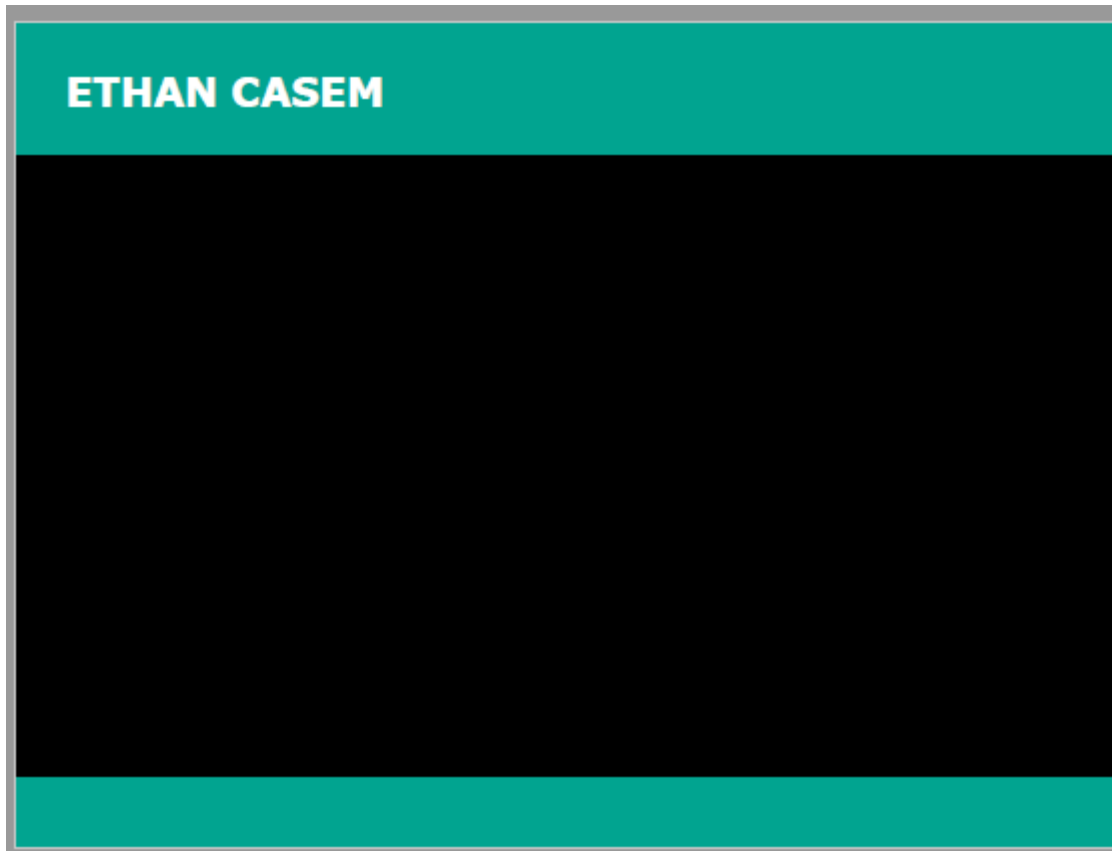
BROOKLYN BENNETT



Dustin also presented a pre-recorded video of another success story featuring ‘Ethan,’ who suffered a traumatic brain injury as a child. He explained that there are some functions that Ethan is not able to perform, cognitively, but as conveyed in the video he is excited to work in the print shop and be part of the programs. Below is a transcript of the video:



“My name is Ethan, and I work for the YMCA print shop. My typical day at the print shop is very busy. I can be at several different places at once. I’m either cleaning screens out in the back room, I’m pulling shirts off of the printing press, and I’m also taking out garbage for the shop and It’s very productive. It’s a very interesting job for me and I think one of the cool things about it is seeing the design process of actually making the shirts. It’s really cool. I’ve actually learned how print shop design, I’ve learned how designs for shirts and other products are made. and I’ve also learned how a, the process of actually printing out designs on shirts. It’s very interesting to learn and I’ve actually learned how to print designs manually myself, which is actually really cool to actually try and do and it’s pretty cool when you get to do that kind of stuff. It’s a lot of fun for me. The people down here at the print shop, they’re very, they’re really friendly. Like, they’re very easy for me to work with They’re really productive and helpful and I really like working with them because they can be very encouraging to work with and they’re the kind of people that I can definitely work with on a daily basis, which is what I predominantly do. They’re very good people to work with. I really do love working at the print shop. It’s a lot of fun.”

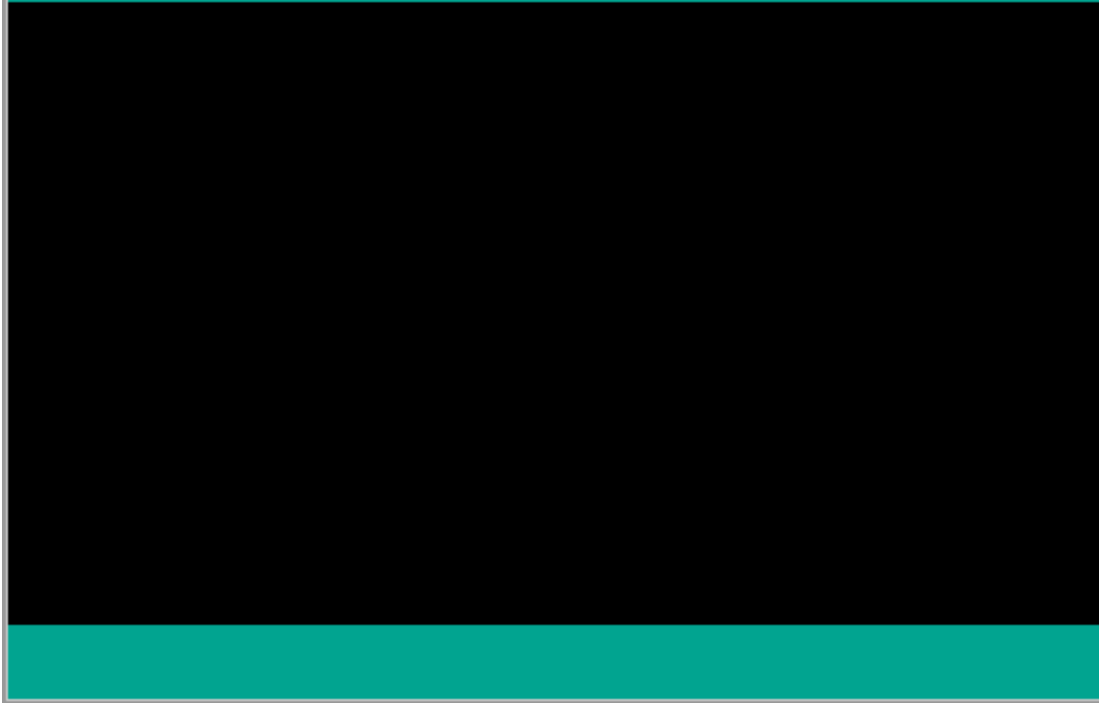


Dustin also presented a pre-recorded video of Connor Spire, Tracy's son. Chris ... Below is the transcript of the video:

"Hello, how are you guys are doing today? My name is Connor Spire. I'm the assistant director here in the print shop. Today, I'm going to walk you through how to print a T shirt with some of our youth. So, it starts off as a negative transparency here and we'll bring it in here to the, the exposure booth. We'll, we'll take this screen. We'll register on our exposure box, and then lined ended up with our registration marks. We'll drop it down. Suck all of

the air out of the screen in the box. And then will expose it to light and everything that is clear. We'll expose the emotion to light and create a chemical reaction, which, where everything that's supposed to black will not be exposed and we reached out in the water. When is when we will get our design, which if we bring it over here to the press, I'll explain how that works. So right here we have Brooklyn on our manual, and she'll bring the ink back right here and actually push this through, it'll leave the design, which is that negative. So, you can go on Flash. So on this this manual right here, we can get about a 100. Sure, it's an hour, but that's for our auto over here. We have Jerry and Nick. are working on some wine volleyball shirts on the auto, we're actually able to print 600.700 dollars an hour, depending on the design. The great thing about the auto is it's a machine, so everything's perfect every time as long as it hasn't dialed in the right way. And there are 2 main goals here is quality control, so main goal right here is to make sure the shirt goes on perfect and square, and then jerry's job on the end as it goes all the way around the turntable. Let's make sure that the print is a high quality print and there's no pin holes or streaks going through the design so that when it is time to give it to our customers that we're giving the best quality products out of our shops. Right here we have angel he's doing some clean up. For us, which is the messiest job in the in the in the shop we try to save as much as the ink that we use. So right here he's scraping all of the old ink that we use for in a previous job back into the bucket so that we can reuse it for the next job. So, we have 3 types of squeezes here. We have the 2, the small ones up on top 4 are smaller jobs, we have our manual squeegee, which are in the racks and then right here we have an auto squeegee, which are special ones. I have a coder and a squeegee attachment. For auto as well as our screen cleaning, which he'll be doing a little bit later, but over here is our dryer. Once our shirts come off the press for production, we sent them to the dryer where they hit about a 370 degree, here, which allows the ink to cure and set. And beyond the shirt for forever. It's over here we have Joel. His main goal is to stack in, and get them ready for our customers. So, right here, he's checking to make sure that the shirt has reached that 360 a 370 degree mark and you just gave me the thumbs up at it has. So that means that we are ready for production. And all of our shirt should be done in the next.20, 30 minutes. Well, I think that concludes our tour today. I just want to say, thank you for coming out and let me show you."

DEMONSTRATION







6. Adult Education Services Presentation

Patrick Brown, Title II Workforce Development Specialist, Arizona Department of Economic Security presented on Adult Education Services programs and metrics. Patrick went over the Title II Adult Education and literacy program, in overview. He covered the key functions and noted that the presentation slide 2 should reflect that there are now 22 Title II programs across Arizona, not 20. Patrick then explained the structure and purpose of Title II regulation as well as the mission statement. Patrick informed the group that it is important to note the differences in the traditional high school diploma and High School Equivalency (HSD) diploma pathways, as well as the preparation pathway, General Educational Development Test (GED), as these are not equal terms. He then discussed eligibility for participation in Title II programs and services offered by his team. He then welcomed the Committee to ask questions.



Adult Education
Services

Title II Adult Education

AN ESSENTIAL PARTNER IN THE WORKFORCE DEVELOPMENT SYSTEM
Overview of Programs, Services, Eligibility, and Locations

ADULT EDUCATION & LITERACY - TITLE II - AT A GLANCE



Title II is a core partner
in the workforce
development system

Title II is key to implementing
the State Plan,
including the development
of career pathways
to provide access to
high-demand, regionally significant
employment
and training services



20 Title II Providers
across the
State of Arizona



9 Providers locally
serving
City of Phoenix/
Maricopa County

Providers serving the 3
local workforce areas:
Maricopa County, City
of Phoenix, & Pinal County



Based on FY20 data,
approximately 6,000
individuals were served
in Maricopa County/City of
Phoenix



Adult Education
Services

TITLE II ADULT EDUCATION & LITERACY

- **Administered by Arizona Department of Education - Adult Education Services**
 - Overseen by Office of Career and Technical Adult Education (OCTAE - US Dept of Education)
 1. Determines state funding
 2. National Reporting System (NRS)

- **Title II Adult Education is authorized at the state level by**
 - ARS 15-232; 15-233; 15-234

- **Purposes of Adult Education (Authorized by ARS 15-702)**
 1. Assist adults in becoming literate and obtaining the skills needed for employment and economic self-sufficiency
 2. Assist parents in becoming full partners in the education of their children; improve the economic opportunities for the family
 3. Assist adults in attaining secondary diplomas



MISSION OF ARIZONA ADULT EDUCATION

To Prepare Learners for Success in College, Career, and Life

- **System Goal:** Serve as an integral component of Arizona’s educational pipeline, leading to postsecondary education and career pathways.
- **Professional Goal:** empower adult learners to transition to postsecondary education and livable-wage employment.
- **Instructional Goal:** prepare adult learners for success in postsecondary education and the workforce.



Adult Education
Services

KEY TERMS IN ADULT EDUCATION

HSE Diploma - High School Equivalency Diploma

GED® - **General Educational Development Test**. The General Educational Development tests are a group of five subject tests (Math, Language Arts, Social Studies, Science, & Civics) which, when passed, provide certification that the test taker has high school-level academic skills. It is **one** alternative to the Arizona high school diploma

AES - **Adult Education Services**. Assists adult learners to acquire the academic and employment skills to be college and career ready

ABE - **Adult Basic Education**

- For those who are deficient in basic skills
- For those who lack a secondary (high school) diploma or its equivalent

ELL - **English Language Learner**

- For those not yet proficient in English



Adult Education
Services

TITLE II - ADULT EDUCATION ELIGIBILITY

16 years of age or older

Not currently enrolled in a K-12 School (A.R.S. 15-802)

Meets Arizona state eligibility requirements under A.R.S. 15-232B

- **Basic Skills Deficient OR**
- **Does not have a secondary diploma or recognized equivalent AND has not achieved an equivalent level of education OR**
- **Is an English Language Learner**



**Adult Education
Services**

6

THREE WAYS TO EARN A HIGH SCHOOL EQUIVALENCY DIPLOMA

CHOOSE FROM THREE PATHWAYS:

1


GED® TEST PATHWAY
Candidate** must pass the 4 subtests (Math, Language Arts, Social Studies, and Science) with a minimum score of 145 in each subject area. Pass the Arizona Civics Test with a minimum score of 60*.

2

HSE PLUS CAREER READINESS PATHWAY
The Adult Education student** must accumulate and document 22 points in two areas (Academic Readiness and Career Readiness) through a variety of different sources. Pass the Arizona Civics Test with a minimum score of 60*.

3

COLLEGE CREDIT PATHWAY
Candidate** must earn 23 college credits in 6 specific subject areas. Classes must be at least at the 100+ level with a passing grade letter of "C" or above. Pass the Arizona Civics Test with a minimum score of 60*.



ARIZONA
HIGH SCHOOL
EQUIVALENCY
DIPLOMA

IMPORTANT!
The individual per A.R.S. § 15-103-01, any person wishing to obtain an Arizona High School Equivalency Diploma must pass the Arizona Civics Test.

**The A.R.S. § 15-103 individuals must be sixteen years of age or older and not enrolled in school and lack a high school diploma, to be eligible to any of the three HSE pathways in Arizona.

STUDENTS IN ARIZONA NOW HAVE THREE WAYS TO EARN A HIGH SCHOOL EQUIVALENCY (HSE) DIPLOMA.

- 1. GED® Test Pathway**
- 2. HSE PLUS Career Readiness Pathway**
- 3. College Credit Pathway**

1. GED® TEST PATHWAY
Individuals sixteen years of age or older not enrolled in secondary school or required to be enrolled in secondary school, and seek a high school diploma, can earn their High School Equivalency Diploma by passing the 4-STEP tests along with the AZ Civics Test. You don't have to take all tests at once- you can space them out and go at your own pace.

Test Subjects:

- Reasoning Through Language Arts
- Mathematical Reasoning
- Science
- Social Studies
- Arizona Civics

2. HSE PLUS CAREER READINESS PATHWAY
Individuals sixteen years of age or older not enrolled in secondary school or required to be enrolled in secondary school, seek a high school diploma, and enrolled in AEDCA. Your Adult Education program can earn their HSE Diploma through the HSE Plus Career Readiness Pathway by demonstrating Academic Readiness (14 points) and Career Readiness (8 points), for a required total of 22 points.

3. COLLEGE CREDIT PATHWAY
Individuals eligible for the College Credit Pathway, individuals must be sixteen years of age or older not enrolled in secondary school or required to be enrolled in secondary school, and seek a high school diploma.

Requirements:

- Earn 23 college credits in specific areas
- Courses must be at the 100 course level or above
- Passing grade letter of "C" or above
- Credits must be earned at or validated by an Arizona public state university or community college
- Pass the Arizona Civics Test

**** It is the applicant's responsibility to work with an academic advisor at an eligible institution to ensure that all coursework meets the credit requirements of the College Credit Pathway.**

*** Eligible individuals must be actively enrolled in a NWA Title II Adult Education program. Application submissions will be completed through the eligible adult education program.**



More Information:
Arizona Department of Education Adult Education Services | 1535 W Jefferson St, Phoenix, AZ 85007
<http://www.azed.gov/adulteducation/services.html> | Phone number: (602) 255-2419





Adult Education
Services



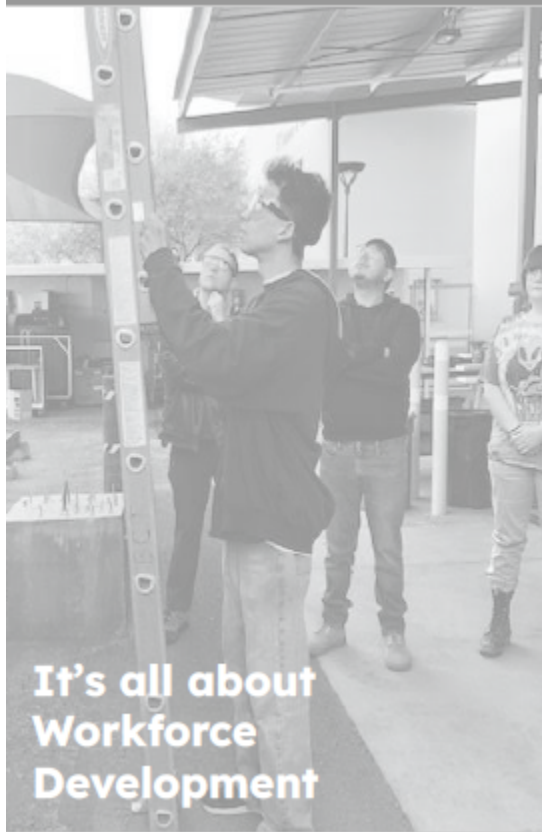
ADULT EDUCATION: WHAT DO WE DO?

- **Adult Basic Education (ABE)**
- **High School Equivalency (HSE) Prep**
- **English Lang. Learning (ELL)**
- **Workforce Preparation**
- **Civics Integration**
- **Digital Literacy**
- **Integrated Education and Training (IET)**



**Adult Education
Services**

8



ADULT EDUCATION & WORKFORCE

- Assist adults to gain the skills needed for self-sufficiency
- Adults gain the literacy, knowledge and skills needed for employment and economic self-sufficiency
- Parents get the skills they need to help their children in school and improve economic opportunities of the family
- Adults earn their high school equivalency diploma and transition to postsecondary education and training
- English language learners improve their English, and immigrants can learn the American system of government, individual freedom, and the responsibilities of citizenship
- But, it's all about Workforce Development



Adult Education
Services

TITLE II PROGRAMS SERVING CITY OF PHOENIX & MARICOPA COUNTY



QUESTIONS





Adult Education
Services

Thank You

Patrick Brown - Workforce Development Specialist
patrick.brown@azed.gov

WIOA Title II Quarterly Update

Maricopa County with COP Workforce Area

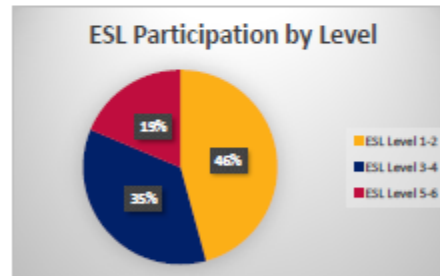
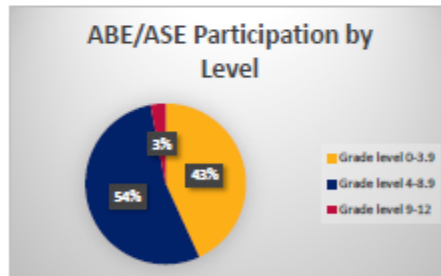
July 1, 2022 – September 30, 2022

Total Number of Participants Individuals with 12 or more hours of contact	4,190
Number of Participants in Integrated Education and Training Program**	754
Number of Participants in Integrated English Literacy and Civics Education (Sec. 243 of WIOA)***	2,249
Total Number of Instructional Hours	144,363
Percentage of Progress Tested Participants with Measurable Skill Gain Participants must attend 30-50 instructional hours prior to testing	47%

**ET provides Adult Education and Literacy concurrently and contextually with Workforce Preparation Activities and Workforce Training for a specific occupation or occupational cluster for educational and career advancement (§463.35)

***ELCE provides education services to English language learners to enable them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens of the United States

Educational Barriers for Participants Entering Adult Education in
Maricopa County including the City of Phoenix



Please note, data provided is preliminary and for information only. Final data will be available after approval by the Department of Education, Office of Career, Technical, and Adult Education (OCTAE).

Please contact Patrick Brown (Patrick.Brown@azed.gov) for any additional questions. For additional Adult Education data requests, please complete the Data Request form found [HERE](#)



WIOA Title II Quarterly Update

City of Phoenix Workforce Area

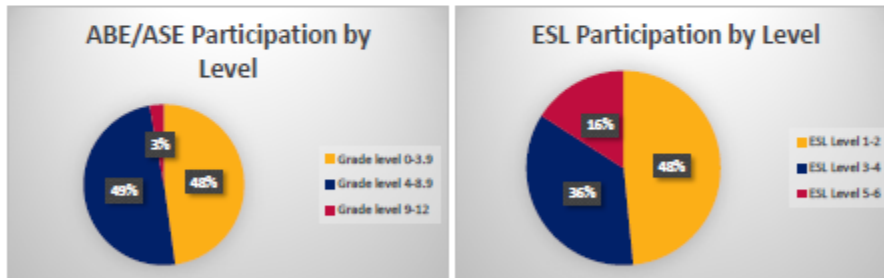
July 1, 2022 – September 30, 2022

Total Number of Participants Individuals with 12 or more hours of contact	1,989
Number of Participants in Integrated Education and Training Program**	222
Number of Participants in Integrated English Literacy and Civics Education (Sec. 243 of WIOA)***	1,091
Total Number of Instructional Hours	72,167
Percentage of Progress Tested Participants with Measurable Skill Gain <small>Participants must attend 30-50 instructional hours prior to testing</small>	47%

**ET provides Adult Education and Literacy concurrently and contextually with Workforce Preparation Activities and Workforce Training for a specific occupation or occupational cluster for educational and career advancement (463.35)

***ELCE provides education services to English language learners to enable them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens of the United States

**Educational Barriers for Participants Entering Adult Education in
the City of Phoenix Workforce Area**



Please note, data provided is preliminary and for information only. Final data will be available after approval by the Department of Education, Office of Career, Technical, and Adult Education (OCTAE).

Please contact Patrick Brown (Patrick.Brown@azced.gov) for any additional questions. For additional Adult Education data requests, please complete the Data Request form found [HERE](#)





7. Strategy Team Assignment Updates

The Program Excellence Committee will provide updates to inform how each team is accomplishing their Strategy Assignments. PEC Madame Vice Chair, Meghan McGilvra went around and asked for updates from each of the Strategy Assigned Teams. Each team provided updates. The team for Strategy 1 met the end of November and are awaiting some clarification on questions they had. The team for Strategy 2 was not on the call. Strategy 3 has met a couple of times since the last meeting. They have been communicating with City staff to get answers to questions they have about marketing, information gathering, what gaps exist. Strategy Team 3 will make recommendations based on the information received. The team for Strategy 4 was not on the call. Vice Chair asked if there were any teams on the call that were ready to change their Strategy and bring a vote to the Committee, and there were none.

Madame Vice Chair thanked the teams for their efforts and offered any assistance in future work on their teams.

Program Excellence Committee Meeting Goal 1 Strategy Assignment	
Strategy 1	Samantha Hansen, Ad Hoc Member
	John Soto, Member
	Stacie Garlieb, Ad Hoc Member
	Karen Hartson, Member
Strategy 2	Allison Benezra, Member
	Jacyln Boyes, Ad Hoc Member
Strategy 3	Elizabeth Cole, Ad Hoc Member
	Meghan McGilvra, Vice Chair
	Suzanne Armijo, Member
Strategy 4	Daniel Barajas, Chair
	Scott Holman, Member
Revised 11/1/2022	

8. Scorecard Review and Strategies for Improvement:

PEC Chair, Daniel Barajas provided an update on how the scorecard work is moving forward within the assigned Strategy teams, and that these will be reflected in future revisions.

Goal 1: Instill Hope.				
Strategies	Actions	Metrics	Timelines	Notes
1. Develop opportunities for individual connections and relationships to support vulnerable populations including youth and dislocated workers.	Action Item #1 Research with Youth Providers about peer-to-peer mentor and support network, and support a formal youth mentorship program.	Presentation to Board showing evidence of peer-to-peer mentor and support network and provide a summary of results with recommendations.	Quarterly starting 12/2020	
PEC Members: Daniel Barajas, Samantha Hansen	Action Item #2 Capture success stories from partners and collaborate with the Board Committees to disseminate success stories to the community at large.	Every 1st week of every quarter, all Title programs will publish success stories to include testimonials and highlight experiences on twitter, Instagram and Facebook.	Quarterly starting 12/2020	
	Action Item #3 Explore supportive services approaches modeled by Marcos de Niza and Aeroterra staff and management with vulnerable populations.	Summary report of presentations to Board.	Quarterly starting 12/2020	
	Action Item #4 Highlight new programs and exceptional outcomes about the Marcos de Niza, Aeroterra and other programs on the ARIZONA@WORK website, to educate all relevant partners and supporters.	Include link on website; present outcomes and share success stories to Board.	Beginning 07/2020	
	Action Item #5 Stimulate services for youth at all locations.	Research and provide an update to the board on the summary of services and best practices for youth programs and provide recommendations.	Beginning 09/2020	
	Action Item #6 Support dislocated workers to instill hope.	Research current practices and identify future opportunities that can be expanded to a variety of situations associated with layoffs and present findings and recommendations to the board	Beginning 09/2020	
	Action Item #7 Explore and support an initiative to coordinate services to support the employment of those who may be close to eviction.	Research and identify current relevant partners; identify specific supportive services and provide suggestions to Board.C9	Beginning 12/2020	
	Action Item #8 Research and support programs to activate financial self-sufficiency.	Identify programs for specific vulnerable populations; review success qualitatively, including testimonials.	Quarterly starting 03/2021	
2. Align with local investment in diversity and inclusion as a primary business strategy.	Recruit and retain talent from diverse communities to refresh perspectives and stimulate innovation.	Develop a plan for recruitment; report numbers by category of individual to Board.	Quarterly starting 09/2020	
PEC Members:	Implement responsive and flexible solutions to enrich the workforce through diversity.	Identify effective approaches; report implementation to Board.	Quarterly starting 09/2020	
3. Show promise for individuals seeking careers through the sharing of simple approaches.	Action Item #1 Create visuals around the centers to educate job seekers about examples of success.	Identify effective approaches; design plan for sharing with job seekers; report successes to Board.	Quarterly starting 01/2021	
PEC Members: Meghan McGilvra	Action Item #2 Create visuals that showcase comparative value of specific careers to increase buy in from participants at the centers.	Integrate best practices from Career Guidance Specialists; develop talking points to use with people who can benefit.	Quarterly starting 03/2021	
	Action Item #3 "Bundle" training to create a realistic pathway through portable, stackable credentials.	Develop a minimum of 3 examples of Career Pathway training that can be applied and expanded.	Beginning 12/2020	
	Action Item #4 Utilize community partnerships to effectively disseminate the success of various career pathways to populations we serve.	Develop a list of potential outreach partners with periodic check ins.		
4. Ensure ROI for Workforce Development in the City (Shared strategy with BWECC)	Establish and sustain a pipeline for optimizing future force based on LMI.	(1) Amount of expenditure; (2) Number of people hired	Quarterly starting 01/2021	
PEC Members: Jon Ellerston	Educate board, staff, and partners on return-on-investment concepts.	Number people terminated versus employed	Quarterly starting 03/2021	
	Proactively communicate baseline ROI measures and set regular reporting schedule to report change to the Board.	Level of Expenditure Number of people trained, developed in-house, promoted from within.	Quarterly starting 07/2021	
		EMSI and BLS (and other as confirmed by Business Services)	Quarterly starting 07/2021	



9. Matters for Future Discussion:

- PEC Member, Elizabeth “E” Cole” had a question for our Youth Provider. She stated that there was a recent vote to increase funding for youth services to align with adults and asked, ‘how is this potentially affecting the Youth Partners, budgetarily?’ The amount used to be \$3,000 and has increased and there are now more youth seeking training.
- PEC Member, Elizabeth “E” Cole would like to know if there will be a system put in place to provide training to “first point of contact” service providers, not only to youth, but all Participants seeking services.

10. Call to the Public & Open Discussion:

PEC Member, Samantha Hansen made a Call to the Public that next Friday, January 13, 2023 there will be a Training Expo put on by the Private School Association and workforce practitioners to get together and share experiences and best practices. She asked people to register if they are interested in attending, as space is still available. The event will be held at the Cottonwood Center

11. Adjournment:

A motion to adjourn the meeting was made at 10:20 a.m. by PEC Member, Samantha Hansen and seconded by PEC Member, Elizabeth “E” Cole.

Approved: Daniel Barajas, Meghan McGilvra, Allison Benezra, John Soto, Stacie Garlieb, Scott Holman, and Suzanna Armijo

Opposed: None

Motion passed unanimously