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INDIVIDUAL TRAINING ACCOUNTS AND CLIENT BUDGETS

Q=Marilyn Nicolls

Q1=Ofc. Moriah Robles

A=(Georgianna)

Woman: I'm gonna be in a meeting. I'm gonna be in a meeting. (Unintelligible).

Man: Yeah.

A: Hi Marilyn, do you hear me? This is (Georgianna).

Q: Hi (Georgianna), yes I can hear you.

A: Oh, thank you. I'm here late, I'm sorry - I'm glad I didn't miss you guys. Hi (unintelligible).

Woman: Hey (Georgy) (unintelligible). I don't think I did the...

1. A: I'm trying to get - I'm trying to get my picture off.
- 2.
3. Woman: I see you here, but I don't know (unintelligible) right. Hi Marilyn.
- 4.
5. Q: Hi.
- 6.
7. Woman: (Georgy) can you hear me?
- 8.
9. A: Yeah. There's 63 of us on. I don't know (unintelligible).
- 10.
11. Woman: I just barley seen this (unintelligible). I said, oh, no.
- 12.
13. Q: Okay. We're gonna give it another minute, just to let...
- 14.
15. Woman: Hi Marilyn.
- 16.
17. Q: Hi - last few people join.
- 18.
19. Woman: It's (unintelligible).
- 20.
21. Woman: Marilyn, it's (Connie) (unintelligible) how are you?
- 22.
23. Q: Good afternoon, everyone. I'm so excited to see so many people joining. I'd
24. like to remind everyone to mute their phones and also direct you to the - on
- 25.

1. my screen it's on the upper right hand corner. There's a chat box. So if you
2. have any questions, please enter your questions into the chat box.

3.

4. Woman: Really (unintelligible)...

5.

6. Q1: Hi everyone. This is Moriah (Robles) and I'm just waiting one or two more
7. minutes because we're still admitting people to the call. So today we're going
8. to talk about individual training accounts requirements, as well as the new
9. requirement of entering client budgets in the AJC system. I'll be presenting
10. today. My name is Moriah (Robles) and I will - I'm the workforce technical
11. assistance coordinator. I work in the - at DES in the workforce policy and
12. support unit. And Marilyn Nicolls will also be presenting today and she's a
13. senior management analyst with the workforce IT unit at DES. Marilyn. Can
14. you move the slide to the next screen please? So our objective for today is
15. we're gonna be talking about individual training accounts. We're gonna be
16. talking about individual training account payments, limitations, as well as
17. individual training account plan. We're gonna go over a new policy or
18. informational broadcast that was issued by the workforce policy and support
19. unit, that included the new requirement to add client budgets to the AJC
20. system. And that policy broadcast also included some step by step
21. instructions on how to add the client budgets into the system, as well as how
22. to add payments into the system. And then after that Marilyn's gonna go
23. through the steps one by one on how to add a budget, payment and vendor
24. into the agency system. Next slide, Marilyn please. Okay. So individual
25. training accounts or payment agreements established on behalf of that

1. individual participant with the training provider. So those are the per-
2. participant team purchase training from the training provider whose program
3. is listed on the eligible training provider list. Individual training accounts,
4. otherwise known as ITA's are used for all types of trainings that are required
5. to be listed on the (ETPO) for the eligible training provider list. That includes
6. types of training, such as occupational skills training, registered
7. apprenticeships, and entrepreneurial training among others. Individual
8. training accounts, maybe used for the providing training in the - in the adult
9. dislocated worker and youth program. The workforce innovation and
10. opportunity act allows ITA's to be used by out of school youth, but not in
11. school youth. But currently Arizona has a waiver that allows the WIOH title
12. one V programs to issue individual training accounts to in school youth. There
13. are circumstances when contracts are used instead of individual training
14. accounts, and these circumstances include work-based training, which is on
15. the job training and customized training, when there is insufficient number of
16. training providers in the local area to (unintelligible) individual training account
17. system, or when the local board determines a community based organization
18. or other entity has demonstrated effectiveness in serving individuals with
19. barriers to employers (unintelligible) employment, and that - that organization
20. can provide better services to individuals with barriers to employment and
21. individuals with barriers to employment is defined in the workforce innovation
22. and opportunity act. And that's in the definition, section 324. Next slide
23. Marilyn.

24.
25. Q: Is this the slide or the next one after this?

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Q1: The next one - ITA payments.

Q: Okay.

Q1: So individual training accounts or payments can be paid directly to, or must be paid directly to the eligible training provider. This means that payments can't go to the participant to pay the training provider payments can be paid at the beginning of training or incrementally, such as every semester or quarter, depending on the length of a program. Local boards are not allowed to require the training provider to wait till the end of the training and for the participant to receive a credential for payments - to wait for payment. Individual training accounts cannot be for more than the amount that's listed on the eligible training provider list. So this is why it is really important that training providers keep the cost information on the (ETPL) current. Local boards cannot require that training participants pay for the training upfront and re- reimburse them upon successful completion of the training because the WIOH title one V programs or not reimbursement programs. And all training providers are required to have refund policies and refunds should be made according to these policies. Next slide Marilyn. So each local board is allowed to impose a individual training account limit, and that could be a limit on the dollar amount of the individual training account or the time, but, local boards cannot set limits, when they limit customer choice or arbitrarily exclude certain types of training providers or types of training. So, and when a local board does decide to have a maximum or individual training account

1. amount or limit these - this information needs to be included in their local
2. plan. Next slide, Marilyn. So for the individual training account plan, the
3. amount and duration of the each participant's individual training accounts
4. must be justified for documentation of the participant's needs that says their
5. occupational choice or goal, and the level of training needed to succeed at
6. that goal. And this information must be documented in the individual's in
7. individual employment plan or individual service strategy. And that - we call
8. them abbreviated the individ- the IEP for individual employment plan or the
9. ISS must be kept in the participants file. The plan must include these things
10. on the screen, including the total cost of training, the dollar amount and any
11. additional sources that, for example, if the training costs more than the ITA
12. limit, where additional funds will - sources of funds or are available, must be
13. listed there. If they're getting the Pell grant, that information on that award
14. must be included in the plan, the duration of the ITA plan. And then there also
15. needs to be agreement between the service provider staff and the
16. participants. And then there would also be the assessments that show that
17. the participant has the ability to complete the training in the plan as well as
18. labor market information that has been reviewed with the participants so that
19. they could make a informed customer choice. So last month, the workforce
20. policy and support unit issued informational broadcast 20009. And this policy
21. broadcasts communicated the requirement for staff to answer client budgets
22. and payments into the Arizona job connection system. And this requirement
23. applies to all three title one V programs, which include the adult, dislocated
24. worker and youth program. So all participants who receive training services
25. through these programs must have a client budget entered in the AJC

1. system. And then when payments are made, they also must be added to the
2. AJC system. And the reason that these are being required is, we now have to
3. report the cost per participant as part of a, the annual report and for the AJC
4. system to calculate this amount, this information needs to be entered and the
5. annual report is due October 1st, each year. Next slide please. So, along with
6. informational broadcast, 20009, we had also had an exhibit and that's where
7. the instructions were provided to add client budgets and payments. And just
8. to provide a little information on how the agency system calculates the cost
9. per participant. The cost per participant field is, is used as the denominator.
10. And then the expense payment dates within the enrollment period are used -
11. uses the numerator to calculate the cost per participant for the report. Next
12. slide. So, Marilyn this is your slide. So I - I'd like to introduce Marilyn, and she
13. will be going over the next - the rest of the slides in this presentation.

14.
15. Q: Okay. So why do we add the client budget information into AJC? And Moriah's
16. covered a little bit of that already. The reason why we need to do that is so
17. that when we are providing the training services to the adult dislocated worker
18. youth, that we're also recording the cost and the annual report that Moriah is
19. speaking of is the ETP annual report. And that's where that information is
20. collected. In order to report that, staff are going to have to enter that
21. information into AJC. The data element that's requiring this from department
22. of labor is 138. The name of the element field is (unintelligible) WIOA
23. participant service. And again, that's the numerator. Now we're going to talk
24. about how to add a service. So with - after you've navigated to the client, they
25. are there in context, and you've navigated to the SMT plan when you're either

1. going to enter the service or you can update the service. And what we need
2. for you to do is when you're entering the service for the first time, remember
3. to use the training providers button, but you're pulling in the program and the
4. provider, and then where it's circled, you also will need to add the total costs
5. field. Once you've entered the amount of the total cost fields, or you would
6. navigate to the educational grants and you would get there by selecting the
7. program, select the enrollment and then select educational grants. Once you
8. select the educational grants, you would select the ITA issued and then
9. complete the rest of the information. And when you enter the total cost on the
10. SMT, that total cost is brought in under the ITA amount. So now we're going to
11. go on to entry a client budget. Once again, you're going to have the client in
12. context and navigate to the SMT plan and locate the service a budget's going
13. to be added to, and then you can select add budget. Once you select ad
14. budget, you're going to be, the add budget screen will be displayed, and it will
15. say, add vendor to service. To associate a vendor with a new budget. You
16. would enter the vendor and search for the vendor, or you would choose
17. create a client budget, like creating the client budget. And then a vendor has
18. to already exist in the system. And that vendor would be added by the
19. regional - the individual with a regional director role. When you have selected,
20. whether you're going to pay the vendor or do a client budget, you would
21. select the vendor category categories, for example, books, tuition, and fees.
22. Once you've selected, those, you would hit continue, which is going to bring
23. you to, if you selected vendor, you would see the vendor view, which this one,
24. if you selected client, you would see the client view. The quick reference is a
25. way for you to quickly identify the Information that you're entering on the

1. participant. How you enter information into the quick reference would be
2. determined by your local area. An example might be that you have the
3. participant's first name, last name, and their part ID, and maybe the vendor
4. name, and maybe also that it's on the occupational skills training or
5. (unintelligible). Next you would enter the initial program here and this
6. information, once you start entering the program, here is the budget and
7. amounts for each category and combination, can't be reduced to an amount
8. that is less than the sum of all payments for the category here. You cannot
9. increase the budget for a program year that is more than one less than the
10. current program year. And I take this to me that we're in program year 2020,
11. we can make adjustments to 19, but not to 18. Program years can only be
12. edited if no existing payments are on file vouchered or on voucher. And you
13. cannot budget and amount for program year two, or program from year three
14. without having budgeted amounts for each previous program year, nor can
15. you enter a rate or comments without budgeted dollar amounts. Yeah. So
16. when you're entering your budget for the first time, you're not required to
17. enter the rate, the purchase order number or any comments. You can, but
18. you're not required to. Once you've entered your payment information, the
19. amounts that you're going to be paying for books, materials, supplies, any
20. other expenses. Then you would click save and that's it saves any changes
21. you have in the budget. A confirmation page displays, asking the staff to
22. confirm or cancel changes, confirm we'll save it, cancel will take you back to
23. make modifications. If you need to. When you hit the continue button, it would
24. be brought to showing the summary of the budget that was entered. You can
25. either add a new service budget from there, go to a service list or budget a

1. payment. When staff create the budget, what they will see is that the budget
2. is pending. Then we'll not be able to add any payments to the budget until the
3. regional director has approved the pending budget. For the regional director
4. to approve the pending budget, they would follow the, go to the fiscal - fiscal
5. (unintelligible). Review pending budgets, and there would be a list to select
6. the pending the budget to approve. Then after the budget is approved, staff
7. could make the payment from the service and training plan. Now
8. (unintelligible) payment, where we will again, navigate to the service that
9. we're going to add the payment to. And you can see now that the words have
10. changed from pending approval to add payments. When you select add
11. payments, it's going to take you to the search screen, where you can either
12. search for the vendor that you're going to make the payment to, or click the
13. client payment button. You're going to select the payment category. And after
14. you select the payment category, you're going to enter the payment amounts
15. on to your budget summary. So here's where you would enter rate for the
16. amount to be paid. And the rate is the amount of the expense. It can be a flat
17. rate for tuition or books. It can also be an hourly rate for childcare or mileage.
18. When you're entering the units, this is the multiplying field. If the rate is the
19. flat rate, you enter one unit. And as a multiplier, if used with the flat rate, the
20. unit is one example. If the books are \$300, you multiply that by one. And then
21. the cost would be \$300. You would enter 300 and the rate field, and one in
22. the unit field. If you are using it to pay for childcare or mileage, the unit is total
23. number of hours and miles. For an example, you would enter \$5 in the rate
24. field and \$10 in the unit field to get \$50. Then you would select the type field
25. as actual or cruel. Per policy, your budget department should tell you which to

1. enter. And, then you would enter the begin payment and in payment dates.
2. The dates must be within the actual start date and estimated in dates of the
3. service. And then you can enter whether the payment status is a partial
4. payment or a final payment. When you select submit new payments must be
5. confirmed, then select continue and save or cancel. So again, new payments
6. must be confirmed, and then you would select continue, save or cancel. That
7. will bring you to a screen that shows how many - how much dollars have
8. been entered for the tuition and fees and how much was entered for whatever
9. other expenditure you were paying. You can select a new payment for this
10. service, or you can go to the service list from here. Selecting new payments
11. will take you to back to the vendor page and selecting service. This displayed
12. some budget able services that you can continue adding services to. To
13. return to the case - the case details page for the job speaker that you're
14. working with. You would select the job seekers name, in the upper left hand
15. corner of the page. And that will take you back to the case details. Now we're
16. gonna take a quick look at adding the vendor. So this is done by the regional
17. director or an individual. That individual is the regional director role in AJC. So
18. that would be done by navigating to physical and vendor maintenance.

19.
20. Q1: Marilyn, can I just ask if everybody can see your screen?

21.
22. Q: Can you not?

23.
24. Woman: I can't.

1. Woman: No.
- 2.
3. Man: No.
- 4.
5. Man: No we (unintelligible) lost it.
- 6.
7. Q: Oh, I wonder what happened.
- 8.
9. Woman: Something happened. Somebody popped up that they were sharing their
10. screen and then it went away.
- 11.
12. Q: Oh, no. Okay. Well let me stop sharing.
- 13.
14. Woman: I think it was like a (unintelligible).
- 15.
16. Woman: (Diana) can you check and see if that was you. Because I believe I - I noticed
17. something with your name that popped up.
- 18.
19. Woman: It said you were presenting.
- 20.
21. Woman: Thank - thank you.
- 22.
23. Q: Here we go.
- 24.
- 25.

1. Woman: But if you see all right of it, then you can see where Marilyn's presentation is
2. at.

3.

4. Q: Okay, is it back?

5.

6. Woman: Yes.

7.

8. Woman: Yes.

9.

10. Man: Yes.

11.

12. Woman: Yes.

13.

14. Woman: Yes.

15.

16. Q: Okay. How much fun can we have?

17.

18. ((Crosstalk))

19.

20. Q: Again, this is done with an individual with regional director role in AJC, and
21. that individual that's going to be adding vendor payments would need one
22. additional privilege. So you'll need to let us know who's going to be adding
23. vendors to AJC. And so from there, the regional director in AJC would click
24. the fiscal league. And so like vendor maintenance. They would add a new
25. vendor and the fiscal rep must first search to see if the vendor is already

1. there. If they're not, then they would click on - after they click search if the
2. vendors not there, they would click out a button. If the vendor is already on
3. file, then they would select the vendor. And then using the fields provided the
4. vendor's information is completely and accurate. Enter the vendor's
5. information as completely and accurately as possible. And this information is
6. supplied to the paymaster for processing payments. If the 1099 boxes
7. checked that's down here at the very bottom, the paymaster process of 1099
8. for that vendor. Normally you're not going to be checking that because you're
9. not going to be sending the 1099 vendor. Okay. Are there any questions?
10.

11. Woman: I thinks there's questions in the chat, Marilyn.

12.
13. Woman: Are we able to get...

14.
15. Woman: Sorry guys.

16.
17. Q: I'm gonna see if I can see where they start. So, what if we're only paying for
18. books or other fees? You - you're only going to enter the budget if you're
19. paying for the tuition and - and those fees like that, because we're just looking
20. for the cost per for the training. So I'm thinking that maybe somebody else
21. has provided is paying for the service and that you're only for the books and
22. other fees. Once we're completed with this presentation, the PowerPoint will
23. be uploaded to the website. There's a link that Moriah has entered into this,
24. into the chat for the resources. So when this individuals, they were adding a
25. budget, but they weren't able to use search. No vendor was coming up. That's

1. probably because the vendor hasn't been entered into the system. So what,
2. or the name of the vendor was entered differently than the way that you're
3. searching for it. So the vendor has to be entered into the system before you
4. can find them in the search screen.

5.
6. Woman: Marilyn, what do you mean by the vendor has to be entered in the system?

7.
8. Q: Let me go back here.

9.
10. Woman: So when we - when we enter it in - in the plan we go in there and we add the
11. school into the plan, it comes up and that's where I get the vendor ID number.
12. But when I go into search for a vendor, I was putting the vendor ID number
13. and the search button wouldn't work. So I would just kept going straight to
14. creating the client budget.

15.
16. Q: Okay. For me to - to research that I would need to see an example of what
17. you were doing and that as a client that you were working with and the vendor
18. that you were trying to - to bring up so I can research it. I don't have an
19. answer right off the top of my head for that.

20.
21. Woman: Okay. Cause I - I read about three or four budgets and it did the same thing to
22. all of them. So, I was able to add the training vendor into the budget, into the
23. AJC, but it wouldn't let me create the budget with the vendor number. So I
24. was just adding the vendor number once I created the budget.

25.

1. Q: Okay. I'll have to look at that. I don't know...

2.

3. Woman: Okay.

4.

5. Q: ...that one off the top of my head. Are we required to - to - to add a vendor or
6. can we, you just choose client budget? Think that's going to be a local call. If
7. you're tracking the vendor that you're paying to, without having to enter it into
8. AJC. And you're just tracking it in the - the optional free form field you're
9. putting in the client information. That's probably fine. There's - there's no
10. nothing that I know of that says it has to be entered by for the vendor and or
11. for the client. It could be one or the other or both. So the total cost on the
12. service details was not a field that was required when we got the error report
13. on the client budget payments, do we start entering the total cost as of today.
14. Two things you have to make sure that you're doing is entering the total cost
15. and then going to the grant information and making sure that you're
16. identifying that this is an ITA. When entering a budget in incorrect program
17. year, and the budget has been entered as well. How can we fix this? Good
18. question. You'll have to send that to me and let me research it. It might be that
19. we would have to go to the vendor to move it into the correct program here.
20. On some exited files, I am unable to delete a budget and I have regional
21. director role, please advise. So I'll have to take a look at that one as well,
22. because I don't think we have to remove the exit date to delete the budget,
23. but send me an example and we can research it. And when I say, send me an
24. example, I mean, send it to the ea-wwi@azdes.gov email. Some of the
25. screens in the presentation are not in the handouts. I'm not sure if they're

1. probably not in the exhibits that were done by policy, but there were added to
2. the PowerPoint presentation because it was important that you are also
3. following that - entering that information in AJC. If you - do we start for
4. program year 20? If you have information in the system on an individual that
5. went to training that was provided off the ETP, it has to be entered in the
6. system in order for us to submit the ETP report on the 1st of October. So that
7. means you're going to go back to last year and you might even have to go
8. back further than that. Depending some of you got list that - that you're
9. working from that you're cleaning up, and that should be resolving the issues
10. that we're having with being able to have the cost per information in the - in
11. the system. But definitely start now, but you may have to clean up things if we
12. can't submit the annual report, but we're still having errors. What is the
13. correct process for when a participant is co-enrolled in WIOA services and the
14. separate agency and cost is split between the two. So when you say a
15. separate agency, that's outside AJC and are outside WOA adult youth, or
16. dislocated worker, I'm thinking that's what that means. So the, what you would
17. enter for cost is what you actually are paying towards that cost. So if another
18. entity is paying for part of it and you're paying for part of it, you would enter
19. the part that you're paying for in AJC. Do we need to separate costs such as
20. tuition and books? The system, isn't going to know if you're entering the cost,
21. if you're throwing it all into one thing, but if you want to track it at some point
22. in time later, and you want to know, well, how much do we pay for books?
23. How much do we pay for tuition? At that - you would want to make sure that
24. it's separated out. So are we required to go back and add budgets? And if so,
25. how far back do we have to go? That's going to depend on when the

1. individual exited. So again, if we're still receiving errors on the ETP report,
2. we'll - we'll have to drill down to see where that error is coming from. And then
3. we'll be notifying the local area. So far, there's only been five local areas that
4. were notified back in first part of July, I think it was, about getting this
5. information into the system.

6.
7. Woman: Hey Marilyn...

8.
9. Q: (Unintelligible).

10.
11. Woman: I have - I have a question. So once we create the budget, then the supervisor
12. does the budget approval and then the pavement will come up, because if it's
13. pending, I don't see a - the payment link come up.

14.
15. Q: Right. The individual with the regional director role needs to approve the pen-
16. the pending budget before you can add any payments. So my suggestion
17. would be if you've entered a budget, make sure that you've notified the
18. regional director who's who asked the role, that's going to be approving the
19. budgets in your area that a budget has been entered that is pending provide
20. information on who it is so that you're not just sitting there thinking, well,
21. they're going to do it any day now when they don't even know it's there,
22. because I don't think that - that it's a practice that the regional director goes
23. every day to the pending list to see if there's something sitting there, there. So
24. just to notify whoever that person is, that there's something pending would be
25. a nice step. So when I said...

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Man: (Unintelligible).

Q: Go ahead.

Man: Yeah, I have a question, do we have to add in (Badger) for (unintelligible) going to school, but we are not paying for tuition?

Q: When you say going to school, what do you mean?

Man: Like, let's say they are in universe, like, (unintelligible) finish college, but they aren't enrolled as an in school (unintelligible). And they're using financial aid to pay for school, or we're not, we just assisting them with books, or - or super service. We still need to enter that information into the budget.

Q: So the only time you would enter the budget on the - on the participants that you're that's in training is if your program is actually paying for that training.

Man: Okay. Thank you.

Q: So - okay. You mentioned it depends on when the individual exited, what exit date are we looking for? Will we get a report of those that need to be added? If so, when should it be expected? Not speaking about now and moving forward, but for past cases where budgets were not created. So if you didn't receive a spreadsheet already, and again, there were only five areas that did,

1. then I don't think you're causing a problem for - for the report right now. And
2. so when I - when you're not on my error report, there's two things that I can
3. think of that might be causing that. Well, one is, oh, you've already always
4. been entering client budget information, and don't have to worry about it. Or
5. you have not been identifying that the training is paid for, with an IPA. And
6. that's why I added that in there to these slides about making sure that you're
7. identifying that that training is being paid for, with an ITA. I have to go and
8. back and look for the date off the top of my head. I am not coming up with the
9. date that it would be exiting between. I can't remember if it's a calendar year
10. or program here or prior years. So I'd have to research that. Are we required
11. to report all expenses for a client's budget? Not only those expenses included
12. on the ITA. That's going to be up to your local area. If your local area wants
13. you to - to put in the budget for any supportive service payments that you're
14. making, anything like that, that's going to depend on your local area. All I
15. need is what gets paid towards the cost of training for that program that the
16. individual is enrolled in, and that program comes off the ETP list. We have a
17. list for pending enrollments. Can we get a list for those pending budgets? Yes.
18. If you have regional director role, you would go to physical and pending client
19. budgets. Any other questions?
20.

21. Woman: Can you please tell me one more time where you said this PowerPoint will be
22. located ma'am?
23.

24. Q1: I can show...
25.

1. Q: You're gonna throw it in the - the chat again, Moriah?

2.

3. Q1: I was gonna show how to get there on the policy webpage.

4.

5. Q: Oh, do you want me to stop presenting?

6.

7. Q1: Yes.

8.

9. Q: Okay. It's all yours.

10.

11. Q1: Thank you. Okay. So, the link is in the chat. So I would copy it. This is our
12. policy page, but if you go to WIOA link policies and resources. This is where
13. there's a lot of resources for the title one V programs. And one thing that's
14. kind of hidden here is the agency service dictionaries right here. If anybody
15. wants to know where it's at. But the middle tab is the WIOA title one technical
16. assistance tab. And if you click on that tab, that's where all our technical
17. assistance that we've already provided or posted. And in addition to posting
18. the PowerPoint, we also post the transcripts. It's been taking about two weeks
19. for the transcript to be available since we order it from a vendor. But as soon
20. as this - as soon as it's available, both documents will be posted here.
21. Marilyn, can you go to the very last slide of the presentation. I'll stop sharing.

22.

23. Q: Oh, you don't want me to do the resources first?

24.

25.

1. Q1: Oh, I can do that. I can do it (unintelligible) yes. If you can go to that, I'll go
2. over it. Okay. So, the resources that were used for this presentation include
3. (Teagle) 1916, and this is the training and employment guidance letter that
4. includes requirements for the adult and dislocated worker program. We also
5. included the WIOA title one B training services policy links. And that is the
6. state level policy that describes eligibility for training services, as well as
7. describe the different types of training services that are available through the
8. title one B programs. And then it also goes over the credential team at rate
9. performance measure, as well as the measurable skill gain performance
10. measure. The next link is the link to the policy broad informational broadcast
11. 20009, which includes the renewal requirement to add to the client budget
12. into the AJC system, as well as payment, and then we have exhibit that
13. provides the instructions on how to do what was explained today in our
14. presentation. Next slide, Marilyn. So, this slide includes Marilyn and my
15. contact information, as well as the title one policy (unintelligible). Email in any
16. questions that you have regarding the adult (unintelligible) worker or youth
17. program policies can be sent to this email. And if you have any additional
18. technical assistance requests, the same email should be used. However, if
19. you have questions about the AJC system or how to enter data, you would
20. use the (EA-WIOA@addf.gov) email. So I - I just wanted to thank everybody
21. for participating in today's presentation, technical assistance systems
22. specialist. And I look forward to seeing your questions and we'll follow up with
23. you in writing if they're received after today, or if you did not get a answer
24. during today's presentation. So thank you everybody. We had a really good
25.

1. turnout today. I think this is the biggest one so far with 121 participants. So,
2. good job participating today. Thank you, Marilyn.

3.

4. Man: Thank you.

5.

6. Q1: Okay.

7.

8. Q: Thank you.

9.

10. Q1: Okay. Bye.

11.

12. Q: Bye.

13.

14. Woman: Bye. Thank you.

15.

16.

17. The transcript has been reviewed with the audio recording submitted and it is an accurate
18. transcription.

19. Signed _____

20.

21.

22.

23.

24.

25.