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7. **RECORDED MEETING**

8. **Q=(Rachel)**

9. **Q1=Woman**

10. **Q2=Moriah Robles**

11. **Q3=(Grace)**

12. **Q4=(Kim LaClare)**

13. **Q5=(Sharron Dukes)**

14. **Q6=(Nancy)**
15.
16.

17. Q: Good afternoon everyone. My name is (Rachel) (unintelligible) with the
18. Department of Economics security. Thanks you for (unintelligible) on the
19. eligible (unintelligible) court requirements. I see we still have a few people
20. calling on so we'll give them a moment, um...

21.
22. Q1: Hey Rachel, it's (unintelligible) I just wanted to jump in. It's a little hard to hear
23. you. Um, I don't know if you're moving away from your speaker but just
24. wanted to give you a heads up.
25.

1. Q: Thank you. Um, hopefully you can hear me a little bit better now, um, while...

2.

3. Q1: Yes, wonderful thank you.

4.

5. Q: ...perfect. While everyone is jumping on. It seems like everybody has. We've

6. gotten used to working, uh, via remote, um, call. But if you haven't checked to

7. make sure that you are on mute during the call - you'll be able to submit

8. questions via the chat feature, um, and - and we'll have questions at the end.

9. Um, and then I would like to introduce our two presenters today. So first, we

10. have Moriah Robles who is our Workforce Technical Assistance Coordinator.

11. She's worked with the Department of Economics Security for 10 years, has

12. worked as a policy and report unit for 6. We also have (Kim McClare)

13. presenting. (Kim) is a business analyst in the DES workforce IT unit, where

14. she provides support to all users of the Arizona Job Connection System. Prior

15. to working in this unit she spent 18 years working in the local Arizona work

16. offices, assisting job seekers and employers. Both presenters bring a wealth

17. of knowledge. I can personally attest that they helped me learn so much

18. about these systems and so, um, I hope you learn a lot from them today. So

19. with that I will turn it over to Moriah.

20.

21. Q2: Um, (Grace) are you sharing the screen? Are you on?

22.

23. Q3: Yes, I am on. Do you want me to...

24.

25. Q2: Are you sharing your screen?

1.

2. Q3: ...let me share my screen.

3.

4. Q2: Okay. Thank you.

5.

6. Q3: 'Kay. Can you hear me?

7.

8. Q2: I can but that's, um, that's the presentation.

9.

10. Q3: One second.

11.

12. Q2: Can everybody see my screen?

13.

14. Q: I think (Grace) has to close her screen for us to see her screen. Do you mind

15. trying again Moriah?

16.

17. Q2: Yeah. Sure.

18.

19. Q: Thank you.

20.

21. Q2: Can you see it now?

22.

23. Woman: No.

24.

25. Q: Perfect it's popping up.

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Q2: Okay. Sorry about that. Okay. Can everybody see it now?

Woman: Yes.

Q1: We can. Thank you.

Q2: Okay .I'm gonna start. Thank you. Um. Well welcome everybody, um, t- today we are meeting with the local workforce (unintelligible) and board staff and chair to discuss the requirements for the ETPL annual report. And we are also going to go over, um, the waiver that is currently in place and what it means. On June 17, we're going to be presenting to the eligible training providers, um, using this same presentation. So we're gonna start with an overview of the WYOA Title 1B Programs and Eligibility Requirements and then we're also gonna go through, um, the different services that are available at the Arizona at Work job center so that they're familiar with, um, the services we all provide. So the Workforce Innovation and Opportunity Act, um, replaced the Workforce Investment Act in 2014 and it brought together core programs, um, that are listed on the screen as well as, um, required partners that include programs such as, TAA, C-CEP, um, training deficit assistance programs, um, teenage employment programs as well as youth (unintelligible), job core and many others. Um, by putting all of these programs under the same law, um, we had - now have a common definition and common performance measures. Job seekers can access both core programs we well as partner, uh, programs through the Arizona At Work Job Center. So the eligibility for the

adult program includes the individuals - adults must be at least 18 years of age and they must be able to work legally in the United States. And there is priority of service for the adult program which includes Veterans and eligible spouses, individuals who are low income, individuals who receive public assistance, and individuals who are basic skill deficient. The Dislocated Worker Program, um, serves individuals who have been laid off at not fault of their own and it also includes displaced homemakers and spouses of absent service members having difficulty (unintelligible). The Adult Dislocated Worker Program provides both career services and training services. In addition to the program eligibility for the adult and dislocated worker, services provider staff also need to determine training services eligibility. Um, to determine if an individual is in need of training. Um, so they need to determine whether they're unlikely or unable to attain or retain employment. That leads to self - to self - economic self-deficiency, um, and they also need to make sure that the individual has the skills and qualifications to successfully complete the training program. The training program also needs to be in demand in the local area and, um, the WYOA Title 1B funds are considered the last source of funds so they need to make sure if they are eligible for other services of grants prior to applying for a WYOA Title 1B. The youth program serves both out of school use and in school use and you can see from the slides that the age range is different for in school and out of school use. All use must have a barrier to employment and the law does provide flexibility for a local board to develop a required additional barrier using the required for additional assistance barrier in the definition and that allows local boards to identify additional barriers to serve additional youths. All local boards are required to

1. provide access to the 14 youth program elements. That does not mean that
2. the Title 1B funds need to be used to provide these elements but it does
3. mean that there needs to be access to these elements in the local area. So
4. now we are gonna talk about the eligible training provider list and the eligible
5. training provider is the list of training providers and training programs that are
6. eligible to receive adult and dislocated worker funds to provide training
7. services to eligible participants. The eligible training provider list includes
8. program description as well as training program, costs information, credential
9. information, labor market information, and performance information. The
10. reason for this is so that the training participant can make an educated
11. decision about their training options. For a training program to be used and
12. paid for using WYOA Title 1B funds the program must be listed as a
13. (unintelligible) on the ETPL. There are exceptions to, um, the requirements for
14. the ETPL and they're included in 20CFR 68320 and those exception include,
15. um, training provided through contracts under specific conditions as well as
16. contracts for work-based training. Individual training accounts are payment
17. agreements established on behalf of the individual participant with the training
18. provider so that the participant can purchase training from a training provider
19. whose training program is approved on the ETPL. The individual training
20. (unintelligible) all training options, um, that require the use of the ETPL.
21. Adults, dislocated , and out of school youth may use ICA individual training
22. accounts to attend programs on the ETPL and Arizona currently has a waiver
23. that allows in school youth also to use, uh, individual training accounts to
24. attend programs on the ETPL. One second. So currently, Arizona was
25. approved by the Department of Labor, um, for a waiver, um, to forgo - forgo

1. the federal reporting requirements on non WYOA funded students for the
2. period of July 1 through June 30, 2020. This includes program years 2018
3. through 2019 and program year 2019-2020. The waiver maintains the
4. requirement that DES report on all WYOA funded students and this
5. information is generated out of the agency systems when case or carrier
6. planners enter outcome, um, on the fourth quarter outcome screen in AJC.
7. The waiver also requires that DES continue to use the data reported on all
8. students for continued eligibility. So at this - for this program year DES is
9. requiring that training providers enter performance data on all students even
10. during the waiver period if this data is available. Training providers must enter
11. the performance data in the agency system by September 30, 2020. The
12. waiver expires June 30, 2020 so for the next program year -- July 1, 2020
13. through June 30, 2021 -- all training provider will be required to report on all
14. students to DES. So for this first year we're requiring them to enter data into
15. AJC if that data is available. And if that data is entered into AJC it will be
16. included in the report that is sent to the Department of Labor and it will also
17. be displayed on the AJC website so that the inf- the performance data will be
18. available to students who are looking at programs for training. So that they
19. can make their educated consumer choice. So for the ETPO annual report
20. states are required to report, uh, performance for all programs that are listed
21. on the ETPL. Training providers must submit performance data - data
22. annually for all programs listed on the ETPL what this means is, if a training
23. provider has 100 programs listed on the Eligible Training Provider List then
24. data would be expected to be provided for all hundred programs. Data
25. provided by the training providers must include data on all students. This

1. includes participants who have received WYOA Title 1B funds to attend the
2. training and then all other students that participate in the training programs.
3. Training providers must report - submit the performance data on all students
4. to the, uh, through the Arizona at - Arizona Job Center, uh, AJC system. So
5. the data for the ETPL annual report comes from a couple places. Per-
6. performance data on all students is submitted by the training provider
7. annually and then information from - from the training provider regarding the
8. training program is also provided during the initial eligibility process. This
9. information includes the program description and the type of credentials, um,
10. that the program results in. In addition to the data, um, that is add- added to
11. agency annually and the information on the program that is entered when the
12. training provider ap- applies to be listed on the ETPL performance data on
13. WYOA Title 1B participants who participated in the training program is
14. calculated in the AJC system and additionally demographic information is
15. provided in the report for - on WYOA Title 1B participants. So this slide shows
16. the different performance measures that are required to be entered in the AJC
17. systems by the training provider. There's nine different measures, um, that
18. are required. But now we are going to over each of the nine measures. The
19. first one is the total number of individuals served. So this is the number of all
20. indivi- all students that were enrolled in this program during the reporting
21. period. The second is the number of individuals exited and it includes the total
22. number of students, whether they completed, withdrew or transferred from
23. this study - program of study in the reporting period. The third measure is total
24. number of individuals completed. So this is individuals who finished the whole
25. program and did not withdraw or transfer out, um, and were in the training

1. program during the reporting period. The next measure is the total number of
2. employed in the second quarter after exit. And then the next one is the total
3. number of employed in the fourth quarter after exit. And the next one is the
4. median earnings in the second quarter after exit. And then there's the
5. credential obtainment rate and that includes individuals who obtained both the
6. post-secondary credential as well as the secondary school diploma or its
7. equivalent during the, um, time they were in the program and up to 365 days
8. after they exited the training program. There's also two average earnings
9. measures, one for the second quarter after exit and then the next one is the
10. average earnings for the fourth quarter after exit. So since data is supplied for
11. the report both on all students as well as on WYOA Title 1B participants, there
12. is a common definition of exit that must be used by both training providers
13. and Title 1B programs. And the way that works is the student is consi- is not
14. consid- is considered exited from the program when 90 days have passed
15. without a student receiving any services. And the reason for that is they need
16. to make sure that the participant has - will not be returning to the program,
17. um, before the exit date is set. So after the 90 days the - of no services the
18. exit date reverts back to the day of last service. And this is so that there's
19. alignment between the cohort period for Title 1B participants as well as all
20. students. Next (Kim LaClare) will explain the different per- performance cohort
21. periods for the 2019 ETP report.

22.
23. Q4: (Unintelligible). Thank you, Moriah. Good afternoon everyone. Um the ETPL
24. Annual Performance Measures Cohorts Chart is a tool that can be used, um,
25. to help workforce systems staff and our training providers understand which

1. reporting periods apply to which elements of the, um, EPP performance
2. report. The date ranges, as you can see, are based upon the individual data
3. elements so it's extremely important that the chart is used as a reference to
4. make sure that you're reporting on the correct individual. Um, individuals that
5. participated, um, in an ETP program of study, exited, completed, and were
6. employed in the second quarter and fourth quarter after exiting, um, as well
7. as the median and average earnings. They all have, uh, different reporting
8. periods. So for instance, um, the report that is due before September 30,
9. 2020, um, that would be looking at the individual served, uh, period would be
10. 07-01-2019 to 06-30-2020 and would include the total number of all students
11. enrolled in the program of study during that specified time. And that's an
12. advocate number of WYOA and non WYOA, uh, students. Um the individuals
13. exitor count would be the total number of students who completed, withdrew,
14. or transferred from the program that the student was enrolled to within the
15. specified timeframe of April 1, 2019 to March 30, 2020. And then, um, the
16. individuals completer count is the total number of students who did not
17. withdraw or transfer out from the program of study within the specified
18. reporting period. Um, and then as we go down to the employed second
19. quarter after exit, we would be looking at the number of students who exited
20. within the specified timeframe of July 1, 2018 to June 30, 2019. Um, so for
21. example, a student that exits the program, say in September 2018, if that
22. student was employed in the first quarter of 2019 then they would be counted
23. in this data element. Um, and the same goes for employed the fourth quarter
24. after exit. So any or all students who exited the program during the period of
25. January 1, 2018 to December 31, 2019 and then are employed during the

1. fourth quarter after exit would be counted in, uh, this element. So a student
2. that exited in September 2018, if that student was employed in the third
3. quarter of 2019, which would be July 1, 2019 to 9- to September 30, 2019,
4. they would be counted in this data element. Um, the median earnings second
5. quarter after exit would be looking at individuals that exited the program
6. between July 1, 2018 and June 30, 2019. Um, and, of course, the median
7. earnings would be determined by taking into account all of the salaries that
8. the individuals in this timeframe and looking at them from highest to lowest,
9. and the earnings in the middle would determine the median earnings. And
10. then we have the credential attainment rate which would be, um, any student
11. who completed the program of study and attain a credential associated with
12. that program of study within one year after exiting from that training program
13. and their, uh, period for exiting that program would be January 1, 2018 to
14. December 31, 2018. And with that I will turn it back over to Moriah.

15.
16. Q2: Hi everyone. So next we're going to go over the requirements for
17. supplemental data collection and, um, just like the training programs, if
18. unemployment insurance wages are not available, and this would occur if the
19. individual is self-employed, um, or if they are working for an employer that's
20. not required to, um, pay taxes into the unemployment insurance cap system
21. for the WYOA Title 1B program, um, and in the case of training providers, it's
22. unlikely that they will have access to unemployment insurance wage records
23. so, um, what they will need to do is collect supplemental wage data. And on
24. this screen are the requirements for training providers. They need to make
25. sure that they have a method, um, for identifying participants to contact for

1. follow-up. Um, they need to have a uniform way to con- conduct follow-up.
2. They need to make sure that they are following up with participants as close
3. to the reference period as possible, um to make sure that they don't lose track
4. of the participant and they need to train their parti- their staff how to collect
5. follow-up data. And they need to implement pro- procedures that will improve
6. the quantity and quality of participant's responses. And then the - they also
7. must create a database and procedures for supplemental wage information
8. reporting. Um, the next slide includes the types of supplemental wage data
9. documentation, um, that is a- allowed and that includes quarterly tax payment
10. forms from the IRS, check stubs, letters from employers on company
11. letterhead attesting to the employee's employment status and earnings. Um,
12. they can also do follow-up services, um, so the information can be self-
13. reported from program participants. And, um, in- income earnings from sales
14. positions, um, it is included in the wage-based measures, as well as, um, self-
15. employment wages are also included and the participant can self-attest, um,
16. to their wages. So in the next, um, slide we're gonna go over the credential
17. attainment rate performance accountability measure. Um, each definition is
18. included in (unintelligible)16 Change 1. Um, and it includes that, um, a
19. recognized for secondary credential is confined - defined as a credential
20. consisting of an industry recognized for typ- for certification, certificate of
21. completion of an apprenticeship program, a licensed recognized by the state
22. or federal government or a As- Associates degree or Bachelor's degree, um,
23. and the credential is a recognition of the individual attainment of measurable,
24. technical, or industry occupational skills that are needed to obtain
25. employment or advance within the industry or occupation. For Title 1B the

1. definition of an industry recognized credential does not include graduate
2. degrees. So they do not count toward the credential attainment rate. So
3. there's two types of industry recognized credentials, one is recognized for
4. secondary credentials and the other type is secondary school diploma, so
5. high school diplomas or their recognized equivalent. And in the credential
6. attainment rate, um, credential can only be counted once per period of terms
7. of (unintelligible). So that means that, um, if a person obtains two credentials
8. during the period of participation on- it will only be counted once. There's two
9. types of industry recognized credentials and you can see from the first list
10. those are educational credentials, and they include high school diplomas, um,
11. GED, educational certificates, so these are the certificates that you would get
12. from a, most likely, community college that are credit based and if you take
13. additional classes they could be converted into A Associates degree. There
14. are Associates degrees and Bachelor's degrees. Um, industry recognized
15. credentials include occupational certificates, such as registered apprentice
16. certificates and, um, TTE certificates. There are also occupational licensures
17. and that would include, um, licenses such as truck driving license from
18. Department of Transportation and then there's occupational certifications and
19. those are usually, um, offered by companies where you take a test and, um,
20. you show that you are me- meet the skill level, um, to work in that occupation.
21. Department of Labor and DES do not provide a list of what- what is a
22. recognized credentials but the Department of Labor has provided a list of
23. what is not a recognized credential and this is the list. You can see the first
24. one is the OSHA 910 certificate. There's been some confusion in the past that
25. OSHA certificates, um, all of them are, um recognized credentials but in fact

1. but it's just the 910 certificate that is on the list of none recognized
2. credentials. Also the, um, Arizona at Work Career Readiness credential does
3. not meet the definition of an industry recognized credential for the (TEGAL)
4. on C- CPR certificates, food handler cards, and then also certificates of
5. completion. So these would be the certificates that you went to, like, a class
6. and at the end of the class they printed out a certificate to show that you were
7. there. Rather - and it wouldn't be, um, you wouldn't be assessed on your
8. knowledge and they would not be credit based or a single course. And it, um,
9. would also not be test prep because when you - the actual credentials would
10. be passing the related test not just finishing the test prep course. So in the
11. next part of our presentation, (Kim LaClare) is going to explain how training
12. providers enter performance in the AJC system.

13.
14. Q4:

(Unintelligible) Thank you Moriah. Okay, um I will be taking you through the
15. various agency screens where our eligible training providers will enter their
16. performance data on each of their programs. Um, please keep in mind that
17. this is the view from a training provider's perspective. Local area approvers
18. and ETP admin have the ability to view the same information, however the
19. initial display will vary based on the users role. Um, so the first screen would
20. be that a training provider would log into HAC and then the provider menu
21. would be displayed. From there, they can click on "manage programs" and
22. then from the manage programs screen they would click on the "yes" link
23. that's next to the program name where they want to enter the performance
24. and the "yes" link in the WYOA column, of course, identifies that this is an
25. ETP program. Um, next screen please. Thank you. On the program

1. description page, um, we ask that the training provider reviews the
2. information and scrolls to the bottom of the page to click "save and continue",
3. um, this is only a partial display of that program description page so there is a
4. lot of information that is on this page regarding each program that you are not
5. seeing, um, in these screen shots. And as you can see, at the top of the
6. program description, um, it will list the training provider's name as well as the
7. program that they are currently viewing. Uh, next screen please. On the
8. program performance page the - to add, um, subsequent performance or -
9. sometimes we hear it as subsequent performance, um, or we see that on
10. HAC but it's really is continued eligibility so if you're hearing both of those
11. terms they do mean the same thing. Um, so the next...

12.
13. Woman: (Unintelligible)

14.
15. Q4 Oh, I'm sorry. Um, and the initial and subsequent performance, um, previously
16. entered by the training provider will be displayed on this page, so you can see
17. under "type" for this provider and program the initial has been entered but the
18. continued eligibility has not yet been entered. So for the provider to enter that
19. performance they would simply click on the "add performance" button. Next
20. screen please. And the program performance page will be displayed for the
21. specific program that was selected. The provider would need to complete all
22. the required fields, um, for all of their students, uh, WYOA students and non
23. WYOA students. And as you can see, the system automatically defaulted, uh,
24. the performance type data to subsequent because the initial performance
25. data had already been entered. Now if for some reason initial performance

has not yet been entered then there will be a radio button available to select, either, initial or, um, subsequent, which is the continued eligibility. So, um, as you can see there's the several data elements that are displayed on this page, um, the begin and end dates are always gonna be the actual reporting period dates, um, and so for the data that is due prior to September 30, the reporting dates would be July 1, 2019 to June 30, 2020 for the program year 19 reporting. Um, and again, as I mentioned before the ETP cohort date chart is a valuable tool that can be used by our workforce professionals and training providers to assist in understanding which reporting periods applies to the various data element of the ETP performance report. And just as a note, AJC will not allow you to enter the performance for this reporting period until after June 30, 2020. Um, it will give you an error if you try to do it prior to June 30. Um, okay, next slide please. And then, um, once the provider enters performance for their programs and clicks "saved and return" they will be returned to the provider program page, which is the, uh, screenshot in the top left corner of the presentation, uh, from there they can click "edit" on the next to the program that they wish to view their performance, um and that will bring up the program description page which is the screen shot on the right, uh, hand corner of the screen. Uh, once they click "save and continue" it brings up the program performance and you can see from the program performance page, um, that the initial that was previously entered is displaying and now the subsequent, um, data is also displaying for the recording end date of 06-30-2020. Uh, next screen please. Okay and the next slide we list the resources that we use to develop this presentation. We have the link to our, uh, state level WYOA Title 1B training services policy as well

1. as the eligible training provider list policy. We provided links to the training
2. and employment guidance letters, um, that are - cover ETPL as well as
3. WYOA performance accountability. We also, um, provided the link to the
4. training and employment guidance letter, uh, that covers the collection of
5. supplemental wage data for performance accountability requirements as well
6. as, um, the other (TEGAL) covering the ETPL. We have a link to the template
7. for the ETA 9171 which is the template that is used for the ETP annual report
8. when it's transmitted to the department of labor. And then we have, both the
9. Arizona At Work website, which is, um the website that has the Work Force
10. On A Counsel policy on it, as well as links to each of the local areas
11. webpages. And then the Arizona, uh, job connection website, and that is the
12. webpage where the performance data is entered by training provider for the
13. annual report, as well as that website service ETPL application for training
14. providers who are interested in listing their programs on the eligible training
15. provider list. In the next part of our presentation we're going to do questions
16. and answers. Oh, before I - before that, um, (Sharron Dukes) - would like to,
17. um, say anything (Sharron Dukes) is our state ETPL coordinator.

18.
19. Q5:

20. Hi. Good afternoon. Thanks Moriah. Um, I just wanted to quickly say thank
21. you all for being present on the ETPL technical assistance section which is
22. very important for all of us to better understand the training providers ETP
23. reporting responsibilities as mandated by Department of Labor. Also to ensure
24. that we are able to communicate and be responsive to answering questions
25. from local area training providers on the annual report so keep in mind that it
is a mandatory requirement that all training providers submit student

1. performance outcomes for the program year. Last year, just as a side note,
2. um, we had just under 50% of training providers that submitted student
3. performance reporting for their pilot - for the pilot year. So we need 100% of
4. all training providers on the ETPL to report on all programs listed on the
5. ETPL. So per our policy, both DES as well as the local workforce
6. development boards we're responsible for disseminating information on the
7. ETPL program as well as the annual reporting report for statewide ETPL
8. training providers. So please feel free to forward any questions you may
9. have, um, after the technical assistance if we run out of time, not able to
10. answer it, so that we can ensure that we're all communicating with the
11. training providers in our local areas. Thanks, Moriah.

12.
13. Q2: Welcome. Okay, um, (Grace) do you want to start sharing your questions from
14. the chat box?

15.
16. Q: Yes. So let me go ahead and, um, take over. Just a minute.

17.
18. Q2: Um, before you, I just want - I'm gonna, um take down the slides with our
19. contact information, so the - my contact information is at the top of the screen
20. as well as (Sharron Duke)'s information, um, and the we also have the, um,
21. workforce IT, um, e-mail here if you have any IT, ETPL related questions,
22. that's where they should be sent. Um, and if you any WYOA Title 1B policy
23. questions or technical assistance requests, um, they should go to the Title 1
24. policy at avdes.gov, um, e-mail.

1. Q3: All right, I'm gonna go ahead and share the questions now. Just a minute.
2. Can everybody see the questions?
3.
4. Q2: Yes, I can see them.
5.
6. Q3: Okay. I just wanted to make sure. Okay. Thank you. All right so we have a
7. question from (Dianna Shephard). Is AJC able to calculate program
8. performance for WYOA participants or do local workforce development areas
9. have their - have to run the ETP performance reports and manually enter the
10. data in AJC?
11.
12. Q2: Kim can you answer that question since it's AJC related?
13.
14. Q4: Yes. Um, the LWDA staff do not have to run reports to enter the ETP data.
15. That information is captured from the data that is entered into HAC for the
16. participant during the WYOA participation period.
17.
18. Q3: Just a sec. Thank you. And then we'll add more - we'll clear those at the end.
19. Um, (Mary Mendel) also has a question. Would it be possible to send the, uh,
20. PowerPoint, um, copy to the local areas or to (Mary) individually or - I believe
21. that (Aleah Paris) has the same question down here. So is this gonna - are
22. we able to...
23.
24. Q2: Yes...
25.

1. Q3: ...share. Okay

2.
3. Q2: Yes. We will be sharing this presentation, um, we can send out to the, um,
4. individuals who are invited to this, um, meeting today. As well as we can post
5. it online on our WYOA resources page. Um, and we also will be able to share
6. our presentation that will occur on the 20- um, I'm sorry, on June 17. But
7. unfortunately at this time we are not able to invite anymore LWD B staff
8. because of the capacity level for zoom and, uh, quantity of training providers
9. on the list. We're currently at capacity. But we will be providing a recording.
10.

11. Q3: Okay. And then (Shawn Harper) has a questions also. When, uh, WYOA
12. participant is exited from the program with AJC is there a way to differentiate
13. separate services if a participant has an employment service job search open
14. between the 90 days after exit they are not included in the report until that
15. service is closed. So there are discrepancies with the numbers. Is there a way
16. to expedite the refresh rate of WYOA data and possibly separate it.
17.

18. Q2: N-no. And the reason for that is the WYOA definition of exit and that includes
19. that, um a participant ha- um, there's 90 days without receiving any services
20. from any of the partners. So that would include Title 1B as well as any of the
21. partners that current use it- the AJC system that would prevent individual from
22. exiting. So it - the AJC system is asking the - or is performing like it should,
23. um, in the course of the WYOA definition of exit and that's why we did go over
24. the requirement or definition of exit for the training provider, because they
25.

1. also would need to wait 90 days before they determine if the individual has
2. exited.

3.
4. Q3: 'Kay. Thank you. And we have also question from (Dianna), let's see, (Dianna
5. Shepherd). She's asking, will training providers be removed from the ETPL for
6. failure to submit performance data for program 19?

7.
8. Q2: No, they will not be removed because it - this year, um, we are asking that
9. they provide the information if it's available.

10.
11. Q3: Okay. I believe that's all the questions we have. Did I miss anybody's? Okay.

12.
13. Q2: I think I did see one from (Christina).

14.
15. Q3: Let me see. Let me go back. Oh, let's see, oh, yeah, thank you. Okay. All right
16. here. Okay. Can you please explain why ETP's are required to report
17. performance on all the - all - all students when the DOL waiver is in place for
18. Arizona through June 30, 2020, eliminating the need to report data on all
19. students?

20.
21. Q2: Um, sure, I can. The re- the reason why is because when the waiver approval
22. letter, um, came back to Arizona, it included that it'll wave - it waived the
23. state's requirement to report but it also required the state to take into
24. consideration the training provider's, um, data on all students. So, although
25.

1. the states requirements has been waived, we still need to collect the data
2. from training providers so that we can use it for continued eligibility.

3.
4. Q3: Okay. Did I miss anybody else. Let me go back and double check. Oh yeah...

5.
6. Woman: (Unintelligible).

7.
8. Q3: ...there's another question from (Laura) Okay. Just a second. Let's see that.
9. All right, Laura, um, is asking, "is this the process for training providers whose
10. state that, uh, data is not available for program year 2019?"

11.
12. Q2: Um, we will send out notifications that the data is due, um, to the training
13. providers and we will also be conducting follow-up if the data has not be
14. entered. Um, our plan is to use a weighted, um, calculation that uses both,
15. data, um on all students and then also the data on WYOA Title 1B
16. participants, um, to determine continued eligibility where the data on all
17. students carries a - a lesser weight then the data that's generated in the AGC
18. systems so that, um, training providers will not be so much adversely
19. affected, um, if they have limited data on all students.

20.
21. Q3: Very good. Okay. And I see one more question. Oh, (Shaun) says we missed,
22. um, (Aleah)'s question but I think it was the same question as, um -- let me
23. see...

24.
25. Q6: (Grace) it's a separate questions.

1.

2. Q3: Oh it is a separate question. Okay sorry. Yup. "Hello can you send out, via e-

3. mail...

4.

5. Q6: Here I'll so it.

6.

7. Q3: ...a copy of the power point?

8.

9. Q6: No, that's not it. It's this - here's I'm gonna give it to you.

10.

11. Q3: Okay.

12.

13. Q6: One minute.

14.

15. Q3: Thanks. Thank you (Nancy).

16.

17. Q6: Yup.

18.

19. Q3: Yup. Have all ETPL training providers been invited to attend this webinar?

20.

21. Q2: Uh, yes, they have, Um, all of them, I believe there's more than 200 and they

22. have been invited to the webinar on June 20, um, I'm sorry, June 17.

23.

24.

25.

1. Q3: Okay. Thank you. Um, we also have a question from (Kelly). She's asking,
2. "Should a training provider submit all the data they have and only leave blank
3. what they do not?
4.
5. Q2: I would say yes. If the data is available then they should enter it in AJC.
6.
7. Q3: All right. I am - let's see...
8.
9. Q6: (Unintelligible).
10.
11. Q3: make sure there's no other questions. I believe that's it.
12.
13. Q6: No there's one more, (Grace).
14.
15. Q5: Oh. Did I miss another one.
16.
17. Q6: Yeah, from (Christina).
18.
19. Q5: Okay. I see it. Okay. Is the exit date the date the student ex- exited a program
20. of study?
21.
22. Q2: Yes. It - it is the date the training or the student exits the training program but
23. you need to remember to wait the 90 - or the training provider needs to
24. remember to wait the 90 days, um, to make sure that the participant doesn't
25.

1. return to the training program before they set the date as -as the last date
2. they were, um, participating in the program.
3.

4. Q3: Okay. Yeah. You catch me missing anything else, (Nancy)? Is there any that I
5. Might have missed?
6.

7. Q6: I don't think...
8.

9. Q3: Okay. Very good.
10.

11. Q6: ...see anymore.
12.

13. Q3: All right.
14.

15. Woman: And I added the, um, contact information here again so people can see it they
16. missed it he first time.
17.

18. Q3: Thank you.
19.

20. Woman: Perfect.
21.

22. Q2: Thank you everybody for participating in today's, um, technical assistance
23. session. Um, if you have any additional questions please feel free to email the
24. title1policy@azdes.gove web page.
25.

1. Q3: Thank you Moriah.
- 2.
3. Q2: Thanks again. Bye.
- 4.
5. Q4: Thank you everyone. Have a good afternoon.
- 6.
7. Q5: Thank you.
- 8.
- 9.
- 10.

11. Woman: Thank you.

12.

13.

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

15. transcription.

16. Signed _____

17.

18.

19.

20.

21.

22.

23.

24.

25.