**WorkforceGPS**

**Transcript of Webinar**

**Eligible Training Provider (ETP) Webinar Series**

**Part 2: Performance and trainingproviderresults.gov**

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JONATHAN VEHLOW: Welcome to "Eligible Training Provider (ETP) Webinar Series Part 2." Without further ado, I'd like to kick things off to our moderator today, Christina Eckenroth, workforce analyst, Employment and Training Administration with the U.S. Department of Labor. Christina?

CHRISTINA ECKENROTH: Hello and welcome, everyone. Thank you for joining us today for the second in our series relating to eligible training providers. In November, we addressed the requirements for the eligible training provider list. And you can find that recording entitled, "Eligible Training Provider Webinar Series Part 1: Eligibility and Training Employment Guidance Letter 08-19" on WorkforceGPS.

Also, a very quick plug to stay with us after the webinar for just a few moments to complete a survey to let us know how we did. Now, if you like our training events, these surveys really do help us to continue to bring those to you. And if there's something that you did not like, we want to hear from you too. So, Jon, can you bring up the poll to see who is with us today?

MR. VEHLOW: Yeah. One second, just getting that up here right now. There you are, Christina.

MS. ECKENROTH: Great. Thank you. So it looks like we have a nice mix of folks from the system with us today. This webinar should have something for everyone who engages with eligible training providers or the eligible training provider list regardless of where you are in the system. Thanks, Jon. In today's session, we'll focus on the performance accountability requirements related to the eligible training providers and the programs on the eligible training provider list. We're going to show you how those results will be featured on the trainingproviderresults.gov website.

We'll also cover some hot topics surrounding eligible training provider accountability and reporting. And we're going to try to get to as many questions as we can at the end of the presentation.

Today you're going to be hearing from Cesar Acevedo and Kellen Grode, both with the U.S. Department of Labor's Employment and Training Administration. And they have been involved with eligible training provider reporting and the development of the trainingproviderresults.gov website that we're going to review today. First, Cesar will give us an overview of the eligible training provider reporting results and walk us through some data highlights.

So with that, I'll pass it on to Cesar.

CESAR ACEVEDO: Thanks, Christina. Good morning, good afternoon, everyone. We're going to kick off before we get to the website, talk a little bit about the data that was submitted for program year 2019 and just a quick overview of what we're seeing in the data thus far. In program year 2019, the data quality for ETP was considerably improved from the first year. We processed over 77,000 records, did some cleaning, did some massaging, learned some things about the information collection request and how our state grantees are interpreting those reporting requirements and how we can improve it.

But here's where we are thus far – a total of 7,300 providers were reported nationwide, yielding 74,500 individual programs in each state. A quick overview of our ETP performance for program providers at the state level – one thing to note here, these are the all-student performance levels. So if a state had a waiver for reporting on all students in that state, these results would reflect just the WIOA participants as the expectation. So generally, we're seeing a very wide range here. And that's due to some of the inconsistencies or clarifications that we need to make in the collection request.

We expect to approve the fields for these measures by more precisely capturing the denominators for each of them. And that'll hopefully give us some better essential tendencies of the data and see some better clustering of the results. The other thing I'll point out here is that our fourth quarter measures, our fourth quarter employment rate, and the credential attainment rate are not complete yet for most states. Depending on how they reported, they only reflect two quarters after exit rather than four, or four quarters worth of results.

We're taking those results with a grain of salt at this point and continuing to monitor the improvement and to provide TA where appropriate. Next on our snapshot is something that is interesting to all of us here at ETA and to you all as well, the stakeholders in the field, in thinking about how providers and state grantees are transitioning to deliver training services while dealing with the COVID pandemic. And we have been seeing that play out in the data. We've seen increases in hybrid or online programming as a percentage of all programs.

So that's to be expected. It's something else that we're going to continue to monitor and in providing TA where we can. With that, we're going to take some time to do a quick refresher where you can find some resources on eligible training provider reporting. A reminder that our TEGL Training and Employment Guidance Letter 03-18 is published and out there. So that's one resource for you. We've also recorded two webinars with deep dives on the performance requirements for eligible training providers. And those are available at the link on this page as well.

Just a high level refresher – your reports must include one record for each program on the state's eligible training provider list. Those reports are expected to continue to build up until they contain four years of data representing that reporting year and the three previous years of performance reports. These data elements on the ETP collection request for ETA 9171 include basic program information, like description, cost, URL, address, and others. They include outcome information on all students, as well as outcome information on WIOA participants.

With that, we're going to slide over to some of our common reporting challenges just to give you guys an idea of what we've been working to correct on our side of ETA, and what we're hoping to improve on in the years to come. The top three that make our list are to look at records, reporting that does not always equate to a training program. I'll explain what that means in a subsequent slide. And then we're also seeing some varied results for cost for participant, especially under WIOA participants when we expect some more precise measurement from our grantees than what we're seeing.

So first, those duplicate records – you see we're going back to our handy hex map here – complete duplicates by reporting. We're done using data elements 101, 102, 103, 105, and 106. Those are the data elements for the provider name, provider description, provider address, the name of the training program, and description of the training program. So what that means is that any duplicates that we identify, we label them as duplicates because those data elements were the same in multiple records.

So whether or not the training provider is buried in or chosen in multiple locations, we'd expect that one of those data elements would reflect that difference. Otherwise, we can't tell when the record is being repeated. So we're hoping that states can go back and take a look at their data structuring and data validation efforts and address these duplicate issues. Initially, we removed duplicates across the entire record. So that means that every value in every data element was repeated in more than one record. And we had a handful of those. Not as prevalent in the data, but they did exist.

So I think we're going to combat this in a couple of ways providing technical assistance this way, technical assistance direct to the states, writing feedback on their report submissions. But then also thinking about implementing some duplicate checks and edit checks that can help us catch that stuff as states upload the information into our performance reporting system [inaudible]. So next, we're going to talk about some of those data issues where we're seeing – sort of blank this out not to call any specific state out, but you can see these are actual results from data that was submitted.

And the descriptions here, the program information in this example tend to reflect specific courses rather than a training program. And while these courses will be important and can lead to employment for an individual, they don't necessarily reflect a training program that would lead to a recognized credential. We can see in here some of the examples are courses. A description they use in this course and a course would be something like accounting basics or Microsoft Office PowerPoint, things like that where it's clear that these are just distinct courses rather than a training program.

The next example of this, while not a widely observed issue, this OSHA 10 search, it fields 58 records nationwide. But this was just sort of a quick thing we did here for an example, but it does show that states need to take a closer look at what's being reported in their ETP submissions and make sure that they do reflect a training program. This OSHA 10 certification, while important towards employment, is not a recognized postsecondary credential and does not constitute a training program.

And lastly, one of our remaining issues are the cost per participant results. So here we have another dot plot that shows the varied results. This one's on a logarithmic scale so that it could get it on here in one sheet. But you'll see that we have cost per participants up here a million dollars and in some cases over. And then some costs for participants that are down around one cent or one dollar. And there are some common issues leading to these. And I'll explain what the corrected dot plot reflects in a second.

But instead of reporting the amount of ITA funds spent on an individual program, some states were reporting the total state ITA funds spent and then repeat at that same level a state level value for each program. So this meant that if your ITA funds spent in the state were $13 million, you were reporting that $13 million over and over again. And that brought your state total ITA funds that we aggregated way above normal. And that is why we're seeing some really high results. So we're handling this in a number of ways direct contact to the states and providing technical assistance that way.

Again, some states also underreported the number of WIOA participants receiving ITA funded training services. And this would result in really high costs for participants. And yet other states reported near zero or very low values like the one dollar or one cent that we can see there. Of course, we know that those can't be correct. But we're hoping these issues, if we bring them to light, will help states make corrections for future submissions. Speaking of future submissions, for one time only, we're going to open PY 2019 ETP reporting for a resubmission for 60 days.

We're expecting to reopen ETP reporting on January 4. And it will remain open until March 5. At that time, we expect to engage with grantees on specific issues we'd like to see fixed with their state, but then also hoping that states will review the information on this webinar, see how it applies to their own submissions, and go about resubmitting. Of course, the resubmission is optional. But it would help us improve the data that you'll see feeds into trainingproviderresultsgov.

With that, I'm going to turn it over to Kellen.

KELLEN GRODE: Thanks, Cesar. A lot of the issues that Cesar had mentioned with the data, there are some that he had mentioned that we know are a result of the way that the collection is currently structured. So one of the things that we've done recently is published an amendment to our information collection request that has the ETP reporting in it to propose some changes to the way that information is collected so we can create improvements in how the data is reported in our ability to implement edit checks at the point of submission to ensure better data validation practices.

So we want to talk a little bit about what those proposed changes are. One of them is breaking out the address element from being one element into multiple elements. The reason for this is that, as some of you may be aware, when you're trying to ingest an address into a website using a computer program, having those components of an address helps to better ingest that information in a way that allows us to map to specific addresses on the website. So that will be a thing that will be very helpful in terms of improving the website that we'll be showing you later.

Another big change that we're making is we're adding denominator elements that specifically correspond to specific outcome cohorts. Right now, we only have one denominator element, which is the number of exiters from a program. But some of our outcomes' numerators are things that occur two quarters after exit or four quarters after exit. So in our proposed changes to this information collection, we're adding denominators that reflect the number of exiters for those time frames as well so we can get a more precise calculation, use that to enforce some of those data validation rules and edit checks.

Another thing that we did was we clarified some element names and definitions. We suspect, based on our review of the data as well as some feedback that we received, that some of those areas where there was a lack of clarity is the reason why we saw some strange numbers being reported. I think one example that Cesar talked about was in our cost per participant calculations. The numerator for the element we are using has a definition that was lacking in clarity. So some people interpreted it in a different way than we had intended.

And then there have been some other minor changes based on public feedback. This information collection amendment has gone through a 60-day comment period already. We are in the process of revising and responding to those comments. And we will soon be publishing it for a final 30-day comment period. So for folks that are interested in that, keep your eyes peeled. Those changes will all be reflected there. Our intention is that we will hopefully be able to implement these changes in time for the collection of data for this next program year submission so that we can use that to further enhance the information that we're providing to our customers.

And speaking of which, we want to talk to you all and introduce our new website, which we call, trainingproviderresults.gov. This is a place where you can search for and view information about all the training provider programs that were reported to the U.S. Department of Labor through this ETP collection. So the main purpose in designing this site is to help facilitate and improve informed consumer choice.

So what we mean when we say that, is that by being able to view what programs are available, see what they do, see some of the outcomes, be able to compare them to one another helps consumers to really make informed choices when deciding which training program that they want to select. So that's a big part of our goal in developing this website. We wanted it to be a resource to help job seekers find the right job training.

We wanted to be able to facilitate informed choices, either from them or from career counselors who may be helping a job seeker or training seeker find the right training for them and make the best use of their individual training accounts. It can also be for folks that aren't coming in from the WIOA side of things. We wanted to assist job center staff in comparing quality of the programs being offered by different training providers. So that's what the website is. I do want to show you a quick demonstration of how the site works. If you give me one second, I'm going to share my screen here.

MR. VEHLOW: And we can see it, Kellen.

MR. GRODE: Perfect. This is what the home page of the website looks like. Again, it's trainingproviderresults.gov. Now, as some of you may be aware, with any new website, there's going to be some hiccups. I want to acknowledge up front that for the small percentage of folks that prefer using things in Internet Explorer, we know that there are some issues with the website through Internet Explorer. But if you work with it through Chrome or Firefox or Microsoft Edge, you should be able to get to it through your computer or your phone. We have a fix that we are working on that should be up soon. But we wanted to acknowledge that right off the bat.

We're hopeful that bugs like that or other small issues won't detract too much from the good value that we think that this website can help provide for you and your customers in the system. So when you come to this first home page, you're given this search bar, which is really the main feature. There is some other information on here. If you click the explore training programs button, for example, it takes you to the entire list for the whole country.

If you click explore careers, it takes you to mynextmove.org. But really, I think the main thing that most folks will use is the search feature, which can be searched in two different ways. We have one way which allows you to search by career group where it just gives some prepopulated options that you can click on to select and then click search. The other option is to search by keyword, which you can click the button and then you can search something like nursing and then click search.

Before I do that, I do want to show you that right now I have my location set to "all." By default, the website will ask permission to detect your location and then use that to set your ZIP code. But you can also change that. So just for the sake of example, I am going to select 70005 as the ZIP code. And we'll run our nursing search for this ZIP code. When you click search, it brings up results by default. It sets it to a 25-mile range. And it by default sorts by distance. You can change those results. If I wanted to, I could shrink the area or expand the area, infinite being everything that was reported to us.

When you look at these filter results, you'll notice that you can also, instead of looking at a list of programs, you could look at a list of providers. You could filter things down so that if you wanted to look at only online, you could uncheck in person or if vice versa you could check whichever you want. For type of entity, everything is automatically included, but if you wanted to look for a specific type of entity, you could start checking those. And you can also look for a specific state if you wanted to, rather than a ZIP code from here. So let's just for fun we'll switch it to 50 miles. And then we'll click submit and we get a few more results added to our list.

The other feature that I wanted to show you, I said it was by default sorted by distance. You can change it to be alphabetical or by completion rate, employment rate, earnings, and cost. So let's look at completion rate here as an example. So this is how you could potentially use this site, right? So for each one, if we have data and it's not from a small enough sample that it's being suppressed, the numbers will show up here. When data's being suppressed for one reason or another, it'll have a little asterisk. There's little tool tips to tell you what each of these terms mean.

Basically, these are all taken – with the exception of completion rate – employment rate, median earnings are aligned to the WIOA definitions. There'll be a short description of the program and who the provider is. This is the default view, but you can change it to be a card view or a condensed view. But the default is this one that has the description and all that included. I want to show you guys what it looks like if you click view details for a specific program. So when you do, it'll bring up the details page for a program, which has a little bit more information. And it has some comparisons. So down here, we have comparisons to nationwide averages.

Let's say you're more interested in comparing them to other programs in the state. You can make that switch or a similar field of study. Some of those are lacking data, so we'll need to work on that in future iterations. But the state and the national should all be there. And then you can scroll down to the bottom and learn more in our additional data section. So these all accordion out, and it has some information about WIOA students versus all students, completion rate, credential, employment median earnings, and costs. So all of those have the WIOA and all students numbers that aren't being suppressed.

Another feature I want to show you all real quick here is that for any program that somebody might be interested in, you can add them to your favorites. Now, this works using cookies. So if there's no sign in, nothing's being stored on any servers or anything like that. But as long as you haven't cleared out your cache, any program you favorite will be saved into your favorites. And you can click the tab up here for favorites to come in and review. So I had one from previously when I was looking on the site before that is favorited, and then the one that we just added here. So that's one useful feature particularly for training seekers.

We also have a link here – once somebody's interested in a training if they want to find their local job center, they can click this link and it'll go to our service locater on careeronestop.org. And if they want to see the program description, that accordions out as well right here. Actually, I want to go back to this search feature. Each of these has the ability to view directions. When you click that, it'll open up in Google Maps. It'll tell you you're leaving. And then it'll map to the location of the provider. And you can just change your address to wherever you're coming from.

And let's see what else. You'll see a lot of these are suppressed. These relate to some of the issues that Cesar was talking about – either information where we don't have enough information, maybe the number of students was small and so the data has to be suppressed to protect PII, personally identifiable information. In a few cases, there were issues where something was obviously wrong with the numbers submitted, so we suppressed those until we can resolve that. But in cases where you can see it, it makes it nice and easy to do quick comparisons to the programs.

Speaking of comparisons, we do have a comparison feature. This is separate from the favorites feature where you can click add to compare for up to three programs that you might be interested in. And then once you have those selected, you can click compare all, and it'll show you each of those programs at a high level compared to the national average. On this page, you can also see that there's an option to copy the URL in case you want to share that with somebody. Say you’re a job seeker and you want to share with your career counselor or vice versa.

You can copy the URL and it'll share these three programs with the national average with whoever you send that link to. Or you can print the results, and then that page will be printed out or saved as a PDF, depending on what you choose. So that's really the big ticket features here. We do have an about page that gives you sort of a high level description of what the page is. If you're interested in WIOA, it has links to some information about WIOA eligibility, a "how it works page" that walks you through using the site. And other than that, I think those are the main things that I wanted to share.

I guess the one other thing I would add before I stop the screen share is that for users who maybe are more interested in tracking a bunch of different programs, you can download the results of your search as a CSV file. And that is all I wanted to show on here. So with that, let me stop sharing. And I think I'm going to hand it back to Christina.

MS. ECKENROTH: Thanks, Kellen, for demonstrating the website. I have a real hot topic question that maybe you can answer for me. If my state has the all students reporting waiver, can it be extended?

MR. GRODE: It's a good question. And the department at this time does not intend on extending this all students waiver beyond what's currently granted, which for those that have it is through June 30 of this next year. Obviously, that could change. But to my knowledge, there's no intention that that will be changed. Our plan is for that waiver to come to an end on June 30, 2021, which means that the reports that are being submitted for this current program year that we're in the middle of the waiver will be active for those. But the following year will not be.

So anyone with a waiver right now submitting in October of 2021, that report will still fall under the waiver. But the following year, October 2022, nobody will have the waiver. That's our intent at this time.

MS. ECKENROTH: Thanks, Kellen. And on this slide here we have a couple of reminders for folks who do have the waiver. So please take a look at those. You have to include – the all students numbers should be greater than or equal to your WIOA numbers. And remember to tell us about it in the annual narrative report in the section where you address your state address' waivers. Can you clear up, Kellen, some confusion for me about virtual programs? This year has added a lot of virtual programming options. But can we approve a provider that doesn't have a physical location in the state, but offers virtual programs?

MR. GRODE: It's a good question, Christina. I think that as we've seen due to COVID-19 that there are a lot of training providers that are unable to provide training at their physical location, as well as. As you mentioned, there are a lot of virtual training programs out there that maybe don't really have a true physical location at all, right? The provider may be located in one state but they're in reality providing training programs all over the country.

And the short answer for, can they be on the list? is yes. Virtual providers can certainly be on an ETP list. The note about that is that – there are a couple notes about that I suppose. One, is that they still have to go through the normal approval process for ETP list.

And so the things that we talked about in our last webinar in TEGL 08-19, those things still apply. The one clarification that I would give is that – and we've gotten a lot of questions about this – is that I think folks need to be careful about making sure that you are approving the actual provider or the actual program rather than the service that facilitates the provision of that.

So what does that mean? There are a lot of platforms out there that aggregate a bunch of different training programs. They may help a community college get their CNA program up in a virtual environment. But the platform is not who's being approved to be on the ETP list – it's that CNA program that is getting approved. So that's an important thing to keep in mind because it does impact the reporting aspect as well, because you're required to report a record for each program. You don't want to be trying to lump all these together under one platform that's providing multiple, often, very different types of programs.

MS. ECKENROTH: OK. So that's a key point. If my state's using a portal to access virtual programming, it's not the portal that I need to put on my list, correct?

MR. GRODE: Absolutely. Yeah.

MS. ECKENROTH: No portal. OK. All right. That's key information. Thank you. Well, I think we are ready to take questions from the audience. So please put your questions in the chat. And while we're waiting, I'm going to remind you of some helpful, eligible training provider resources. I've seen folks ask for resources in the chat already, so this page is a really handy reference list with links for the guidance of the related training, which you're going to find helpful for future eligible training provider questions. So I'd advise you to take a look at that.

And another key item we want to address today is that there is another event today on service delivery to job seekers in a virtual environment, which is really popular. So the registration for this is currently full for the live event. But if you're interested in virtual services, we recommend that you consider viewing the recording on WorkforceGPS. And that should be available to you in a couple of days. OK. So I see some questions coming into the chat. Kellen or Cesar, do you have a question you'd like to address?

MR. GRODE: Yeah. I think there are probably ones that I think we expected. So I want to try to clump and few together and maybe not talk about one specifically to start off; which is that there are a lot of questions about, like, hey, where is the data from? What do we do if something looks incorrect? And I think some people anticipating the answer to the first part of that question, which is that the data itself is based on what was reported to us by the states.

So if you're a training provider and you look at your own program and something looks off, if you're a state and you're looking at programs in your states and something looks off, those are things that you'll want to go back and review. Like, okay. As a training provider report to the state, what did we as a state report to ETA? And make sure that there wasn't something that needs to be fixed. So that's the first part of the answer to that question. The second part is that there are pieces of that that we know folks probably want to fix. And so that ties back then to what Cesar mentioned about allowing for resubmission of the data for this year.

So that starts on January 4, goes through March 5. So as you are discovering issues, if you're surfing the site and you see things that look off and realize, we need to resubmit this data, keep in mind that for this year's data, that's the time frame to resubmit. And it also emphasizes the importance of making sure that the data being submitted in future years is also accurate. So that's my pitch for doing those data quality, data validation type of reviews based on things that you may be identifying in looking at site. But of course, if you look at things and see that your numbers look right on your side and so you're not sure where our numbers are coming from, please let us know.

I think for now, etaperforms@dol.gov is the email you want to send stuff to. We're looking at adding a contact page to the website. I mentioned we've got some improvements we're planning on working on. We've got a new release coming up within the next month where we'll make some improvements on known issues, as well as some other things that we have planned. So that was sort of my big overarching response that I wanted to talk about to begin. And then if Cesar or Christina you want to flag more specific questions –

MR. ACEVEDO: Our next question, a person asked about period of participation, but really the eligible training provider report date of submission is based on the entire program year. So it should reflect eligible training provider performance information up through that program year.

We mentioned that it's supposed to build up to four years. This makes the reporting periods a little different than what we're used to when we're talking about quarterly reporting submissions for the WIOA programs. So the idea is that if you are reporting on employment rate the second quarter after exit, you're reporting on those participants with an exit date of four quarters removed from the reporting period.

And this is where we talked about earlier where some states interpreted building up to four years as not needing to reach back to report on post exit outcomes. And some states did reach back and report it on post exit outcomes even if it meant reaching into records that exited prior to program year 2018. And so that's part of what we're going to clarify in the ICR. And I don't know to what extent states will be able to correct that for the resubmission window, but it's certainly something that we're targeting to be corrected for the next program year's reporting cycle.

We also have a couple questions about how the duplicates were identified. We essentially group the programs by those five data elements that I mentioned and the reporting state. So we group them by the provider name, provider description, provider address, the name of the training program, and description of the training program. So when you group those five data elements together in the reporting state and you check to see how many times that grouping is repeated throughout the data file, those are what we're identifying as duplicates.

I think there was another related one. Someone questioned how duplicates would show up across states. That's a good question, but we are handling that through including the reporting state in that grouping query. So we're not looking at duplicates across states. You know that's something that we're sort of handling on the website in different ways, but duplicates across states are not an issue at this time.

MR. GRODE: Cesar, I have another question that I wanted to talk about. And it is in regards to suppression rules. Somebody asked, "What is the sample size threshold for information to be suppressed?" And it's a very good question.

Our suppression rules right now are in line with what is typically done on other similar websites, as well as with other programs, which is that for any program with less than 10 total enrolled students, all outcome data is suppressed. And then for any individual element of the outcome data where there are less than 3 individuals, then that specific cell would be suppressed. So for example, a program that has 9 total enrolled participants would be suppressed across the board for the outcomes elements.

There would still be information about what the program was, it's description, the location, all of that. But any of those numbers are going to be showing up as an asterisk. The example on the individual cell size might be a program that, say, has a few more people. Maybe they have 15 total enrolled people for the reporting period. But maybe only 2 people showed up in the employed fourth quarter after exit number. Because that's a small sample size, we have to suppress that cell in order to ensure that we're protecting PII.

Now, there are other reasons why something could get suppressed, as we mentioned. Obviously, incorrect data is another reason that we've used to apply suppression. We do have notes on the website about our suppression rules. I think we're going to maybe make some tweaks in the future to make those a little more obvious. I just wanted to make sure we noted that for folks.

MR. ACEVEDO: We have another question here about, "Will there be individualized technical assistance for each state to work through issues for this resubmission process?" We have our eye on a few states that we're going to plan a few things for them and request that they we submit. So we'll be getting that information out within the next week or so. And we reached out to a few states ahead of this call as well. But we'll be in contact through the regional performance specialist and then in direct contact with the states in providing that feedback that they'll need for the resubmission window. So you'll hear from us soon.

MR. GRODE: Cesar, there was a follow-up question that I received about my statement about the platforms. And somebody wanted an example. We were trying to avoid calling out specific entities. But if it's more helpful, I think probably the one that we hear most commonly asked about is something like, Coursera, right? I think there are a lot of them out there. So we don't want to endorse any one particular platform. But we have gotten a lot of questions about that. So if folks need an example to understand what we're referring to, we're talking about like a platform for sharing training programs, that would be one.

MS. ECKENROTH: Thanks, Kellen and Cesar. I think that we have about time for maybe one more question or one more topic to be addressed, because I'm seeing a lot of variations on the same theme coming into the chat. Do you all want to take one more topic to address before we close out today?

MR. GRODE: Yes. But choosing one is so hard. There are so many good ones. Cesar, do you have one in mind that you want?

MR. ACEVEDO: I'm looking to see if there's one we can answer.

MS. ECKENROTH: While they scan, I'm going to do some quick reminders about the general questions I'm seeing. Lots of requests for the TEGL or other resources. That's all in that handy dandy slide that we reviewed under the resources tab. Start there. That's a great place to get you hooked up with all of the policies, guidance, and training that you need. I'm also seeing a lot of questions about, hey, something is wrong with my training provider's name or other issues related to that type of connection of how do I get on a state's eligible training provider list? and that kind of thing.

Be sure to hook up with your eligible training provider list at your state's level. That's not a national issue. We're just using what was reported by your state. So if you're seeing you're interested in getting on the eligible training provider list, fantastic. Reach out to your state. And if you have questions about what that data looks like, again, reach back out to your state. Anything else? Cesar, I think you have.

MR. ACEVEDO: I think our last question's going to be this one. This person would like to hear a little more about reporting on courses that do not equate to a training program. Is the key that it results in a certification or credential? That's exactly it.

Of course, it would be part of a training program. It's possible that a training program consists of a single course. But that's it. You expect the training programs to lead to a recognized credential. Some of those courses like the examples that I gave you for the OSHA 10 or Microsoft Office training, those would not lead to a recognized credential in and of themselves. But it could potentially be part of the training program.

MR. GRODE: The one note that I will make to add on to that is that it is not technically a requirement that it leads to a credential to be on the ETP list. But I think it's a good rule of thumb that programs in that vein – even if they don't officially have a credential at the end – ones where somebody is getting a measurable skill gain, ones where somebody is getting a credential, or ones that specifically lead to a specific job. Those are sort of the main categories that we're talking about of things that make something a training program.

They're really meant to be occupational in nature. So it's not something being necessary for a job does not mean that it's the only thing that you need to know how to do a job, which is really the goal of the ETP list, is to have a program that trains somebody to do a job that they can then take that credential or skill gain or completion of the program and go directly to employers in that field and find employment.

MS. ECKENROTH: Great. Thanks, Kellen and Cesar for taking the time to answer those additional questions. We would like to wrap it up at this point and invite everyone to let us know how you enjoyed this session. Please complete the feedback survey for us. And with that, I'll turn it back over to Jon. Thank you.

(END)