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**Transcript of Webinar**

**TechHire Performance Reporting: Understanding H-1B Grants Real-Time Performance Outcome Measures**

**Thursday, September 12, 2019**

*Transcript by*

*Noble Transcription Services*

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LAURA CASERTANO: All right. Welcome, everyone, to today's webinar. My name is Laura Casertano, and I will be here if you need anything technically speaking. Hopefully, you won't need to hear too much from me, but if you do have any technical questions, please let me know in that chat box on the bottom left-hand corner of your screen.

That chat box is also where we'd like you to introduce yourself now. I do see that many of you have done so already, but if you haven't, just go ahead and let us know your name, the name of your organization, where you're located in the country, and how many are joining you, if you're joining in a group.

That chat box is also where we'd like you to ask any questions or make any comments throughout today's session. We would love to hear from you, and we'll get to as many of them as we can.

On the right of your screen you'll see a file share where you can find a copy of today's PowerPoint, as well in the center of your screen you can find two links. One is to register for the future Virtual Institute sessions, and the other is to join us on Slack. You can click those at any time to open those up.

Just a reminder, you can find a copy of the PowerPoint of today's session, the recording of today's session, and the transcript on WorkforceGPS in about two business days.

And one last thing for me before we get things started. I want to remind everyone about the feedback survey that's going to be e-mailed to you immediately following today's session. It's completely anonymous, and we use these – the survey to make these sessions more useful to you in the future. So please don't forget to fill those out. Again, you'll get one survey e-mailed to you immediately following today's session, and then you'll get another one a month from now. So please don't forget to fill those out.

Now, I'm going to move us right into today's presentation. And if you are just joining us or if you just haven't done so yet, please introduce yourself in that chat on the bottom left-hand side of the screen. That chat will be up for a little while longer. Please don't forget to introduce yourself, if you haven't done so already or if you're joining us a little bit late.

I'm going to bring our first poll up. I want to give everyone another chance to answer, if you haven't answered it already. We want to know who we have on the call with us. So please select the role you play for your H-1B TechHire – for the grant initiative. Please let us know what – which role you play. There are several different answers. Please select one now, if you haven't done so already.

I'll keep it up just another couple of seconds. I see everyone's still answering. I'll leave it up just for another moment. I don't want to rush anyone. All right. So thank you for that.

With that, I'm going to move us into today's presentation. So I want to welcome everyone to today's session, and I'm going to turn things over to your moderator today, Ayreen Cadwallader. She's a workforce analyst with the U.S. Department of Labor. Ayreen, take it away.

AYREEN CADWALLADER: Great. Thank you so much, Laura. And welcome, everyone, to our third session for the TechHire Grants Virtual Institute. This is our session on understanding the H-1B grants real-time performance outcome measures, and I really do want to thank the grantees who have been with us from the very beginning and really have been patient with us from a performance reporting perspective. It really – it has been a journey to get us to the – when we first started with the TechHire grants and getting everybody to understand the performance reporting requirements of the grant.

As to where we are now, where we are starting to get some really good data. At the opening plenary, we talked about the almost 15,000 people that have been served by the TechHire grants, and those outcomes we – we won't know them unless the grantees are reporting those outcomes in real-time.

I know the last time I saw you was at our last data-driven decision making webinar, and as we head into our year four of the TechHire grants, this really is the time for us to really understand what our outcomes are and ensuring that they are being reported correctly and how we can use those outcomes for continuous process improvement. So very excited for today's session, and I'll turn it over to our colleagues, Christian Lagarde and Timmy Dudley. Christian.

CHRISTIAN LAGARDE: Thanks. Thanks, Ayreen. Hello, everyone. This is Christian Lagarde. I'm a consultant for Maher and Maher. I'm sitting across the table from Timmy Dudley, a senior technical project manager analyst at ICF, the real star of the show, and our – his co-star is also here with us from BridgeValley Technical and Community College, Heather Raines. She'll be talking about – well, we're going to get into that in a second.

Today's objectives. We have a ton of things to cover today in the 60 short minutes that we have with you, understanding H-1B performance outcomes, knowing your targets. We're going to review the TechHire cumulative and grantee data.

Heather's going to share her experience with monitoring performance data against real-time outcome goals, provide some applicable actions for meeting your real-time outcome goals in final program year, and answer some of your performance questions. We're also going to have a little bit of fun. Timmy and I were talking about some pop quizzes, some interactive things we're going to do today. So be ready to participate when that happens.

With that, I hand it off back to Ayreen.

MS. CADWALLADER: Back to me. And for that I just wanted to quickly highlight the two key policy guidance documents that we have issued to our H-1B grants. The first one is the Employment and Training Administration's guidance letter, TEGL 14-18 on aligning performance accountability reporting definitions and policies across all workforce training programs administered by the Department of Labor.

The hyperlink is provided here to the attachment 1 for H-1B grants and also the webcast that we developed. It's more the fine along virtual learning recording that talks about the attachment, but these two – the TEGL is certainly the policy guidance that we do defer to for our H-1B grantees.

In addition to that is the performance handbook, which was recently revised in August 2019. The hyperlink here is the same that it has always been. We – so if you have the link on – readily accessible, this should pop up the most recent version, but this is the – our H-1B grant-specific performance reporting guidance and instructions, and hopefully, those are two things that you have on your desk – on your desk and you have readily available.

And then lastly, is also the amended ETA-9172 DOL-only PIRL for H-1B grants. The hyperlink here has an Excel spreadsheet that has all the PIRL data elements and code values that are required for H-1B grants to track and how you can align your internal management information system to collect and track these participant records. So definitely keep these three things handy, and after that we'll turn it over now to Timmy.

TIMOTHY DUDLEY: All right. Thank you, Ayreen. For the purposes of aligning H-1B grant reporting requirements with WIOA, we have two types of performance outcome measures. Those are the WIOA primary indicators of performance, and we have our H-1B specific real-time outcome measures, which we'll get into very in depth in a little bit.

Some of these outcomes are reported directly by the grantees using participant-level data on the PIRL, and some are calculated using the data reported by the grantees using the Unemployment Insurance wage records, so – which is why we ask that you include Social Security numbers for the participants that we have.

The H-1B grantees utilize the ETA-9172 DOL PIRL, which you guys have been using for all these quarters and use the code values specified specifically for the H-1B grant to report for both of these measures and outcomes.

First, we'll talk a little bit about the WIOA primary indicators of performance, which include the measures listed here for you, and then the definitions are included in the TEGL 14-18 Ayreen mentioned a little bit earlier. This information is collected on these measures by the department to assess performance across multiple programs in DOL, and those outcomes are employment rate second quarter after exit, employment rate fourth quarter after exit, median earnings second quarter after exit, credential attainment, measurable skill gains, and effectiveness in serving employers.

Now, out of these, probably going to – (inaudible) – on your QPR this time or credential attainment or measurable skill gains and – (inaudible) – populate in future quarters once all the information is collected. So you guys will see that future quarters on your QPR for all of these WIOA primary indicators of performance.

MR. LAGARDE: OK. Our first interactive polling question. Now, these are I believe Timmy calls them self-thought questions, but these are definitely self-thought. We hope that we – we can probably hopefully get the answer to these. But first, do you have access to your TechHire grant statement of work? I'm looking at Ayreen, and if she sees anything less than 100 percent, uh oh.

Number three or question three. Do you know your grant's target goals for the H-1B performance outcome measures? If you answered no to either one of these questions, please let us know. And I'm guessing the TechHire mailbox would be the one to e-mail to if you needed any guidance for that. Give another second for everyone to answer, and then we'll move on. Thanks. Timmy, back to you.

MR. DUDLEY: Thank you. Now, we'll talk a little bit about the H-1B real-time performance measures, which will go into varying depth. The H-1B real-time performance measures include the outcomes listed here on this slide. Grantees provide outcome targets for these performance indicators in their statements of work, and the targets set for these measures are used to evaluate program outcomes during the period of performance which ends June 30 of next year, 2020.

H-1B grantees are required to track and report these employment and training outcome measures for program participants in the reporting quarter which those actually occur. So that's why we ask you guys to report them every quarter. These real-time data – this real-time data helps grantees benchmark their progress each quarter in the most recent reporting quarter towards these target outcomes. So give you guys a chance to look at them, but we'll go into a little bit about each of these individually as well.

It should be noted that the total participants who complete education training activities and receive a degree or other type of credential and a total number of participants who complete education training activities and obtain employment are separate from the WIOA indicators or performance for credential attainment and employment rate. So just understand that the WIOA indicators and also the real-time outcome measure, while they may seem somewhat similar, they are different.

And Ayreen mentioned earlier the H-1B TechHire grantees' target goals, you have target goals for each of these six outcomes, and you can find your target outcomes in your statement of work and you can find the actual outcome for the most recent quarter in your QPR that you get every time you submit in WIPS.

And first, we'll talk a little bit about total participants served. Now, the total participants served, the relevant data element is date of program entry, which is PIRL 900. And that's the only relevant data element that will cause the participants served to appear on your QPR. Now, keep in mind that a participant is any individual who receives an H-1B grant-funded service beyond a determination of eligibility. Individuals who receive only a determination of eligibility to participate in a program do not – but do not begin receiving service are not considered participants.

Now, obviously, this will depend on each program but – and you guys have been doing this for three years now, but we just wanted to reiterate that they do – that they must be eligible and they also must receive a grant-funded service. Most of you guys get that by now. All right.

MR. LAGARDE: All right. Pop quiz. You're not getting a grade. You're not getting a prize or a piece of candy, but we want to ask a couple questions.

So what should the grantees do? Richard from Lamberson Workforce Investment Board had recently reached out to his top recruitment analyst Sarah. Sarah was recently at a job fair and recruited over 100 possible new participants. First question, yes or no, and you'll be able to respond right here into the pop quiz box that you see in front of you.

Is every individual she received contact information for at the fair a participant? I see Jill is typing yes or no. It depends does not – is not an answer; right, Ayreen?

MS. CADWALLADER: Yeah.

MR. LAGARDE: All right. We have a whole bunch of no's coming in. Timmy's going to reveal the answers as we go through these. All right.

Question two, a little bit more text on this one. What are the eligibility requirements to ensure that recruits may become participants?

And no was correct for that first question. So you guys are doing well.

MR. DUDLEY: 100 percent.

MS. CADWALLADER: All right.

MR. LAGARDE: So what are some of the eligibility requirements that you guys have in your programs for your participants? Unemployment, underemployment with barriers to education and income. Age. Nice. Timmy's over here shaking his head. We are – (inaudible). We're getting an A-plus on this pop quiz.

Last question. Once deemed eligible, are all of the individuals to be considered participants? Once deemed eligible, are all of the individuals to be considered participants. We have a bunch of no's. Only if they express interest to apply. If they receive a service.

MR. DUDLEY: And Jill was correct. If they receive the grant-funded service. So as we just mentioned, they must be deemed eligible, fall into one of the categories, but they also must receive some grant-funded service as well. So those are really the two main criteria for them to become participants.

MR. LAGARDE: Hold on. Thanks for participation. Back to you, Timmy.

MR. DUDLEY: Next, we'll talk a little bit about total participants who are enrolled in education and training, so the next step after they become total participants. Now, the relevant data elements for this are data program entry, which is PIRL 900, and date entered training number one, which is PIRL 1302.

Keep in mind that all participants will not necessarily enter education and training activities. This is why outcome targets differ from total participants and then total entered training or education activities. A participant can have up to three training activities, but only date entered training number one, PIRL 1302, is necessary to trigger them in your QPR for this outcome. Great.

Next, we'll talk about – little bit about total participants who completed the education training or activity. The relevant data elements for this are training completed number one, which is PIRL 1307, or – now, that's very important – or training completed number two, PIRL 1312, or training completed number three, which is PIRL 1317. So you have to have one of those, and then you also must have PIRL 1813, which is dated completed during program participation in training program leading to a recognized postsecondary credential or employment.

Essentially, that data element is for when a participant completes the entirety of their – of the training program. Please pay attention to ors and the ands in the QPR aggregations for this outcome. And training completed number one, number two, or number three training service within your program must be completed for this to be triggered in your QPR. But, as I said, a participant must complete all of the intended training or education activities for them to be counted in PIRL 1813 to be a completer for your program and count towards total completers. OK?

Next, we'll talk about a similar outcome, but it's total participants who completed but then also received a degree or other type of credential. Now, the relevant data elements are either PIRL 1800, which is type of recognized credential number one, or PIRL 1802, type of recognized credential number two, or PIRL 1804, type of recognized credential number. So you don't have to have all three credentials, but you must have at least one of those credentials for that participant to be counted in this outcome. And then, again, they must have PIRL 1813 as a completer, which means they completed the entirety of their training or education program.

Now, for credentials, use the appropriate code to record the type of recognized diploma, degree, or credential consisting of an industry-recognized certificate or certification. Now, that's the important that it must be industry-recognized for it to count in – for – in these outcomes. And TEGL 14-18, which we mentioned earlier, does go into this a little bit more in depth, but that's the total of what must be for these to count in your QPR for total completed and received a credential.

MR. LAGARDE: All right. Pop quiz. What should the grantee do? Susie from TechHire Technical College has a higher – this is what Timmy was describing – number completed education job training program activities and attained a credential outcome than the number completed education job training program activities. How can this be possible? Some – some answers or some tips for the answers would be what resources should she look at to understand the discrepancy?

So how is it possible that she can have a higher number completed job training program activities and attained a credential than the number of completed education job training programs activity?

MR. DUDLEY: You guys may want to look at the relevant data elements that we just mentioned. Think about that for the two different outcomes.

MR. LAGARDE: Jim said, "Some persons get a credential prior to completion of training." Anyone else want to give it a shot?

And then the second part of that question would be, what resources should she look at to understand the discrepancy? And then what PIRL data elements may be involved, and which PIRL data elements is a big hint on why there may be discrepancies?

All right. Well, I'll help you guys out a little bit. And, Jim, thank you for your answer there. And not quite as far as completion of the training, but usually this happens when a grantee forgets to record training service number one, two, or three because with – you may have recorded PIRL 1813, which is completion of the entirety of the program, but you didn't record that they completed that training service. So you need to record that they completed that training service and the conclusion.

Now, for the credential – now, for complete and a credential, it only requires you mark 1813 and then also a credential. So if you miss the training – recording that training service, which many grantees do – happens from time to time, then that person may not be recorded in the completion, but they are recorded in the completion and recorded credential.

So, essentially, yes. We want to make sure that you record the completion of the entirety of the program, 1813, but we also want to make sure you have those services completed as well.

MS. CADWALLADER: That was actually a hard one to me. I thought it was a WIPS error.

MR. LAGARDE: Yeah. That one was a little more difficult. They are all – (inaudible).

MR. DUDLEY: All right. And the next real-time performance outcome measure is going to be total number of participants who entered unsubsidized employment. OK. And the relevant data element for this outcome is date entered employment, which is PIRL 2118. A participant can be counted in date entered employment, PIRL 2118, at any time during the program or within one year following the training program. So completion is not necessary for them to be counted, if they receive employment during the program. Keep that in mind.

A participant's training-related employment, which is PIRL 2126, which is not a relevant data element for this outcome, does require training completion. So keep that in mind, the difference between the training-related and this employment outcome, which you do have a target for. You do not have to have completion for 2118, but you do for 2126. OK? And for 2126 as well, just keep this in mind too that we do require that PIRL 1813 is where you record that completion as well. So you can record all the employment for any participant at any time during or after the training program.

MR. LAGARDE: All right. Pop quiz based on that bit of information. What should the grantee do? Bob from Employment 'R' Us doesn't know whether to count participants who gain employment after completing module one of the training program as employed and/or as training completers. What does he need to know about these individuals to further complete their file? There are other questions to that. What resources should he or she look like – look to understand this discrepancy? And what PIRL data elements may be involved?

MR. DUDLEY: So definitely focus on the employment aspect of this more so. So if they've only completed the module one, then, depending on your program, would they – could they be – if they received employment, could they be counted? Could they not? And keep in mind the two separate types of employment as well.

MR. LAGARDE: I don't know, Timmy. This may be another not so softball question. I'll add one – I'll add a third question. Who misses Toys 'R Us? Did Employment 'R' Us really make you think about Toys 'R Us, and I kind of miss Toys 'R Us. So you can put yes or no in the chat if you miss Toys 'R Us. I mean, with Christmas season coming, I kind of miss that store.

MR. DUDLEY: So does a participant have to complete the training program to count their employment? They received employment halfway through the program. Can you count them in – as receiving employment in PIRL 2118?

MR. LAGARDE: Andrew says, "Regarding counted as a completer, need to know what their intent is."

MR. DUDLEY: Correct. For completers, it's all about intent for PIRL 1813. What was set forth for them to be there the entirety of their training program?

MR. LAGARDE: Danielle, "No. Do not have to complete for 2218."

MR. DUDLEY: Correct. For 2118.

MR. LAGARDE: 2118.

MR. DUDLEY: For 2118, correct. So you don't have to be a completer to count their employment for 2118. Do you have to be a complete to count their employment for 2126, which is training-related employment?

MR. LAGARDE: Danielle says, "Yes."

MR. DUDLEY: Correct. You do have to be a completer to count 2126, which is training-related employment. But keep in mind 2118, just employment in general, is what you have your outcome target towards training-related employment. We do pay attention to and look at – and hopefully, you're training-related employment will be very close to your employment as a whole, but the actual outcome is compared just against employment in general for the program.

MR. LAGARDE: All right.

MS. CADWALLADER: Excellent.

MR. DUDLEY: And the last real-time performance outcome measure is going to be total number of incumbent worker participants who completed training activities in advanced in their position. Now, the relevant data elements are, again, PIRL 1813, and you can see why we go over PIRL 1813 so much. It's in many of your outcomes.

And then also PIRL 907, which is recipient of incumbent worker training, which is PIRL 907, as I mentioned. And then also, incumbent workers advancing to a new position with a current or new employer in the first, second, or third quarter after completion. Now, that's PIRL 2120, PIRL 2122, or PIRL 2124. Now, obviously, they can't have advanced three different times, but we don't require that. So it's only once. So you only have to record an advancement in one, in PIRL 2120, 2122, or PIRL 2124. So keep that in mind.

Now, as far as advance – what we consider advancing, as long as the incumbent worker utilizes the competency or competencies that are acquired through the H-1B grant-funded education or job training program in their new position, it can be counted as an advancement to new employment.

Generally, a new position of employment with the same employer will have a title that is different from the previous position and a new position-specific job description. If the title is the same but the incumbent worker is applying advanced level of skills in their current job, it may be counted as advancement in employment.

And a new position of employment with a different employment may or not be a different title or job description from the previous occupation as well and can be counted if they're using advanced skills from the training or education program. So just keep that in mind for recording advancement – incumbent workers advance in employment.

All right. Any questions about any of these outcomes now? And feel free to ask them throughout the entirety of the program.

MR. LAGARDE: Timmy, Justin has a question. "Since we track skill gain throughout the training, why isn't it allowed to count training-related employment if they get a job in the intended field of training?"

MR. DUDLEY: So you will count training-related employment, but training-related employment, it requires them be completers because, essentially, we want to know whether or not people who complete the entirety of the program are receiving that training-related employment. So you are getting – you can count them just towards employment in general, which is 2118, but the training-related employment requires completion because we want to see, out of the completers of the program, how are – are they receiving that training-related employment.

Now, as you're saying for skill gains, we do have outcomes – or we do have PIRL data elements to – for skill gains, which can be recorded yearly. So the most recent skill gain, we have two different ones. We do like to see those, and then we do have a WIOA indicator for those gains as well that includes those.

MR. LAGARDE: All right. Perfect. So, John and Elda, we're going to address your questions at the end. We just want to make sure we have time for all the other things we have slotted. So your questions will be answered.

Timmy, we want to move on to the next section, and then we'll get those questions at the end.

MR. DUDLEY: All right. Now, we're going to look at some of the data from you guys from the TechHire program as a whole. And you guys saw some of this at the open plenary. So I'm going to go through it pretty quickly, some of these charts. And as you can see, for total participants served there's been 14,699 participants served through the TechHire program, 12,930 who have entered training, and then also, 6,098 who have completed training, and those are the blue bars.

Now, the orange and gray bars are – the orange is for the year three target outcomes that you guys have, and then the gray line that you'll see is the outcome for the entirety of the program, so next June 30, 2020. So you can see how close the program as a whole is getting towards those target goals.

Next, we'll look at credentials and then also employment how the program as a whole has done. So for total who completed and obtained a credential, we have 4,837 completers who obtained a credential, and we have – for the target goal for year three was 9,182. So you guys are about halfway there, and you guys are about a little bit past one-third of the way towards the 12,190 target goal for those who completed and obtained a credential.

For total credentials, there isn't a target goal for each of – for each grant. So we don't have a total target goal, but you guys have done 8,168 total credentials. Now, keep in mind each participant can have three credentials. So that's why it's higher than the complete and obtained a credential.

For entered employment, we have 3,177 who have entered employment. So that's the PIRL 2118 that we talked about. The year three target for the program as a whole is 7,391, and the total target for the program is 10,092. And training-related employment we've got – so of those 3,177, 2,265 have been training-related. So you can see there's no target for training-related, but we do keep track of that and compare up against the entered employment. So you guys are doing well in getting towards those target goals.

OK. Now, these charts show the status of the number of TechHire grantees who are meeting their target outcomes for the following outcome measures, total participants served, total participants began training, and total participants who completed training. Now, these targets are comparing this to year three targets, not the total targets for the entirety of the program.

Now, how we rank these are greater than 75 percent are on target. If you're greater than 75 percent towards your year three target goal, you're on target. If you're ramping up, you're between 50 to 74 percent, which is in yellow, and then at risk, which is in pink, is 25 to 49 percent. And then high risk is 0 to 24 percent of your year three target goal.

As you can see here, a lot of grantees are on target for meeting their total participants and participants began training target goals. So you guys are getting a lot of people into the program. However, there's less grantees who have completed training and those who have also entered employment.

So as you can see, it's a little bit – they're a little bit everywhere from the – from – sorry – from on target all the way down to at risk and high risk. So give you guys a chance to take a look at these, and these are just where you can see where the grants as a whole are doing and maybe kind of think of where you may fall as well.

MR. LAGARDE: So speaking of that, this polling question is about your – and your year three ending training goals. At the end of 6/30/19, this last quarter, how close do you think you were to your year three entered training target goals? Greater than 75 percent, on target, 50 to 74, ramping up, 24 to 49, or 0 to 24?

The majority is on target. All right.

MR. DUDLEY: And that would make sense because we saw I think it was 31 on that table that were on target.

MR. LAGARDE: All right. All right.

MR. DUDLEY: OK. Now, the next slide we are about to show will rank the H-1B TechHire grantees from highest to lowest based on the percentage of those year three target goals in the began training outcome, so comparing those against your year three target goals in your statement of work. The two outcome measures are going to be began training, and that's how you're going to be ranked on these next slides. But then we also included number who completed training and program so you compare those, so the entered training up against how many have completed training for your program towards your year three target goals.

Keep in mind, every grantee has different year three target outcomes. So your percentage is based on your specific year three target outcomes, and the chart allows TechHire grantees to see where they stand in comparison to other grantees. So you can kind of see where grantees are. This is year three, and then maybe if you want to try to pick up how many participants you're serving and also how many you are completing as well. So we want everyone to get towards reaching those outcome goals. OK.

So here it's going to be three different slides. So if you don't see yourself on this first slide, you'll be on one of the next two slides. And for the began training, the highest grantee had a total of 245 percent towards their year three target goals. So they're doing quite well on this page, and the lowest on this page is 109 percent. So all of these grantees that you see on this page were in that on target, that green for their entered training outcome.

So I'll give you guys a chance to look at this, and then also, please do – even if you're on this page, you could have low completion, which we do want to see get higher as well. So I'll give you guys a chance to see if you see yourselves.

All right. Here's the next group of grantees, and the highest on this page is as high as 108 percent who have entered training, and the low – and they would still be in the green for on target. So doing quite well, and the lowest on this page would be at 49 percent. So – and that would be at risk but not high risk.

And the last page is going to be – the highest on this page is going to be 48 percent, and the – and goes to the lowest percent as well, and these are going to be at risk and also some are maybe even high risk as well. So okay.

Any questions about anything you guys have just seen?

MR. LAGARDE: All right. All right. If you do have questions – I see, John, you're typing – go ahead and put those in the chat box, and we'll throw them onto our closing for the Q and A. So was that just for year three?

MR. DUDLEY: So it's for all the way up into year three. So that's the – that's the 6/30/19 what appear in your QPR compared against your year three target outcomes. So that's how – that's where you put in your statement of work where you would be at the end of year three, how many people you had enter training and completed.

MR. LAGARDE: Perfect. All right, John. Any other questions? I'll – put them in the chat box, and we'll move them over to the Q and A.

All right. So my favorite part. Timmy, you were awesome, but my favorite part of these things is when grantees get a chance to talk. So we have Heather Raines from BridgeValley Technical and Community College talking about the trials, the tribulations, and the successes that they're having with their data. Heather, the show is yours.

HEATHER RAINES: Thank you, Christian. Thanks, everybody. I will jump right into this.

So when we first looked at our statement of work and looked at the performance outcomes and then the 90 pieces of data and have started to do the math, I got scared. I'll be honest. And was a little taken aback, and we realized that we were going to need a very robust system in order to track all of this. So we decided the first thing that we need is a database. That's what I'm going to talk about starting out.

And our database is right up here on the slide. It's not aesthetically pleasing. It's not pretty but it's functional and it gets the job done. And it actually is a multi-purpose system that I have come to love. So what it does for us is, like I said, it houses all of our data. Each participant has its own individual file with all the indicators that we have to track. And it runs the reports for us for the upload to WIPS. We hit a couple buttons. We export to the CSZ file, upload it to WIPS, and cross our fingers. And normally, it goes off really well.

The other thing it does is that it's our warehouse for participant files. So what I mean when I say that is, when our FPO came to monitor our grant, we sat him down in front of the system, threw it up a screen, and said, feel free to look at anything you want. Every participant is in there, because it also holds all of our grant documents. So our intake forms that identify whether a student is eligible for TechHire is in there as well and anything else that we need to collect according to the grantee handbook.

The third thing that it does that I love a lot is that it runs other queries and reports outside of the WIPS reporting, and this is super beneficial when it comes to performance because you can really dive deep into your data and see what's happening with your participants, look where you're excelling, and see where maybe you just need a little bit of work.

So for one example, we can run a report to see what participants haven't received services in a certain amount of time or X number of days. And what I mean by that is we have student success coaches who work with our students as – for case management, and they're working to recruit them, get them through class, find them tutors, if they need them, advise them, get them internships, get them employed. They do a whole gamete of things. It is full service.

So if we run this report and we see that participant A hasn't spoken to a coach in a couple weeks, maybe we need to reach out and see what's going on and get them on track. And just by doing something as simple as that, you can identify issues that you're having and you can fix those and then that will lead to your numbers going up.

It's something simple. You look at it, and sometimes it's just a human error. We didn't see something. We got to check a box. But this really helps to keep participants on track because that's what it's all about. We're trying to get these folks to the finish line and get them to complete. So you need to run reports and look at your data in other ways, not just rely on the WIPS reporting. OK. And anything that you need to shift for focus, that helps as well.

Now, I get asked a lot who has access to this data. It's limited to myself as the project director – I also get to do the data portion – and our coaches because it makes sense to me to just have the project director, the data person, and the coaches who are working with these folks one on one every single day just to have access and enter the data. I did not open it up to faculty because after working on a TAACCCT DOL statewide consortium grant, there is such a thing as having too many hands in a cookie jar. And you can minimize your problems and issues that way.

For us, when we're looking at our data files and our indicators, we are consistently looking at them and reviewing and updating. We have a set schedule of when to do so. We look – start looking and taking a deeper dive two weeks before the WIPS reporting, and then we upload to WIPS a week or a few days – this last time it was the day before but that was on me – to WIPS to see if we have any issues because I know we all sit there and we look at it and go, okay. There's no formatting errors. OK. There's no duplicate errors. Oh, crap. Now, I have 47 total errors. What's going on?

So we're able to click on that, look at the CSZ file, and it's very easy to compare that to our database and see what have we done. And sometimes it really is just a human error. The database is great, but we're only – it's only as good as the data that gets put into it. And with that being said, as a project director and speaking to other project directors on the call, I think you should be very, very hands on looking at your data. I don't mean micromanage. What I mean is that you need to sit down every so often and really look at your participants.

We submitted our WIPS upload and came back with 47 errors, and I said, I don't know what's happening. What is going on? We're checking every box. What's going on there? So I sat down. Took me a few days, and I went through every single participant file. 319, folks. It's a lot, but it was super helpful and beneficial. And we were able to see the problems that we were having. We were able to talk to the coach and go back and say, okay. We have to check this box. This person actually didn't meet eligibility. Take them out. And you can really fix some of your performance issues just by doing that.

The other thing that we're very, very big on is our statement of work. We live and die by it. We – I did this when I was on the management team for a TAACCCT grant, and we do this now in TechHire. If you just stay on track of your statement of work, you will get to the end, folks, and you will satisfy the DOL and your FPO. And I know we're always worried about those phone calls. So stay on track. You'll be fine.

And I caution anyone who has a consortium grant or maybe you have multiple partners who are responsible for specific deliverables. Get you some time of team management software, and start assigning these tasks to folks. Give them deadlines. Let them know what they're supposed to do so that they can physically see this is what I'm responsible for. Sometimes e-mails and saying it in a meeting just doesn't cut it, folks. So some type of team management software in addition to an indicator database and performance outcomes database can save lives.

So I've talked about the database and some of our practices. The other thing that we do is we communicate our performance to our stakeholders. Now, what I mean by that is I don't hand 92 separate pieces of data on a spreadsheet to an employer, or I don't hand over our QNR to our president of the college. That's not what we do. We couch this and we customize it and tailor it to the audience.

We have essential data points, which are for us your participants served, folks who are entered into the training, your number of completers, number of students who are in internships, and number of folks who are gaining employment. That's your base. And then what we try to do is couch that and tailor it to the audience.

For example, in October one of our partners will host a women in technology conference. So when I give her an update and I give her this nice little report or however we couch it, I'm going to add the number of females that are going through the training. She wants to know that. So really just look at your audience and say, this is what we want to do. We want to couch this and really think about what they're interested in.

Next thing is, when we're talking about the stakeholders, who are we telling? You're telling your college administration. We all know college administrations change. We actually went through one during the Tech – right as soon as we got the TechHire grant, and it's really crucial for you to explain the importance and why this needs to be supported by a new president or by new VPs. And we know that some of those attitudes and some of those outlooks change with the different administration. So consistently talk to them.

Obviously, your employers, government leaders, any kind of economic development authorities, some organizations that you're working with, and if you're an extrovert like me, literally anyone who will listen. I want to say good things about our performance and how well we're doing. And then at the end of it, what we plan to do and what I suggest for everyone, is look at your performance.

Look at your data and really write a nice final report about your performance; okay? Look at it. Think about it, and have something packaged that you can hand to your college administration and to your president. We have a very active legislature who asks – likes to ask a lot of questions about the federal money that we get, and it's easy for her as our president to go, hey, you have a question about that? Here's a very nice little four-page folder talking about all the great things we've done and how we've exceeded expectations in our performance.

So those are just kind of my nuts and bolts of how we've approached our TechHire grant, and I really hope that's helpful. And that's all I have.

MR. LAGARDE: Heather, thanks so much for that. Wow, you really packed in a lot of information in that short couple of minutes there. I see some people typing. We have time to answer one of the questions, and I will move some of those over.

So, William, let's go with – let's go with William's question. So this is for you, Heather. In your database in MS Access who did you – is your data – is your database in MS Access, and who did you get to design, build, especially maintain it?

MS. RAINES: So I see some people, John, who I apologize. I don't know how to say your last name. So we'll just call him John C. It is G\*STARS. So it's a contract. It's not anything that we had built. They have this available for all the grantees. What I like about it so much is that, as we have learned, as the Department of Labor moves through, things change. They add new indicators. As Timmy was talking about, logic codes change, and that's really hard to track and stay up with if you're doing it by hand.

The G\*STARS system, they will change those and update those for you. So as you're going through the participant file, you can go in and go, oh, this is something new. This is how I go in and change it. So it's G\*STARS, and I love it and swear by it.

MR. LAGARDE: Thanks. As people are typing, Timmy, let's jump to the – or let's jump to the questions that were from prior, and this is going to be for Ayreen.

"With IWT does it become a judgment call on advancement? If yes, who makes that judgment?

MS. CADWALLADER: All right. So the question is related to the total participants that advance to new employment, and yes. It's a judgment call, but we do really encourage you to defer to the performance reporting definitions in the handbook and as well as the PIRL data elements. And in the handbook we do state there that an advancement to new employment is if an individual advances to a new position that require a higher level of skill, and especially if it's related to the grant-funded skills training that you provided. This could be with a current or new employer.

And I know they've – there have been some nuances and some questions that we've gotten in the TechHire mailbox. Sometimes it's not – sometimes they don't advance to a new position, but they are using that higher level of skill. So perhaps that can be counted as new employment. Sometimes wage increases could be an indicator and also if there's advance – if there's more responsibilities for that individual could certainly also be an indicator that they've advanced to a new position and it was because of the skills training that allowed that individual to sort of take on a new body of work.

So yes. It's a judgement call, but please, definitely defer to your performance handbook and then also confirm with your FPO or confirm with the TechHire mailbox. We'd be happy to answer those one on one for you.

MR. LAGARDE: Cool. Thanks.

MS. CADWALLADER: Yeah.

MR. LAGARDE: John, that was your question. So then Elda's question. "If a participant registers but does not start the training, does that mean I don't count them or add them for the WIPS report?"

MR. DUDLEY: So if an individual is deemed a participant – so as we said earlier, they have to be deemed eligible depending on the requirements of your program, but they also have to receive a grant-funded service. Now, keep this in mind. Grant-funded service we want to kind of separate that between once they're past the point of eligibility. So you may work with someone when you're deeming whether they're eligible or not, but we would kind of include that just as part of seeing if they're eligible for the program.

Once they've kind of made it past the eligible process and they receive any kind of grant-funded service, well, then they will be counted as participants and you will want them in your WIPS file. Now, if you – the TEGL 14-18, which we mentioned earlier, does include a lot of the different what we count as services for your program.

You can – please do take a look at that in the H-1B attachment. You'll see a lot of the – the grant-funded services to kind of look at what we consider a service. But yes. So make sure they're eligible, depending on your program, and then also make sure they receive a grant-funded service past, basically, the eligibility process – point of the process.

MR. LAGARDE: OK. Thanks, Tim.

All right. And with that we are moving to our closing. So, Timmy, did you want to talk about these H-1B performance resources?

MR. DUDLEY: Yeah. So, you guys, I'm sure you get plenty of e-mails from us about our H-1B performance resources page. We do update those, and we let you guys know when things have been updated. The link to the TEGL 14-18 is one of the more recent items that's been added. So we have our PIRL with all the data elements in there. The handbook was updated last month as well. So please do check that out and make sure that you are up to date on all the resources that we have on the page.

MR. LAGARDE: Thanks, Timmy. As always, reach out to your FPO if you have detailed questions. If there's anything that you need, reach out to your FPO, national office, or your TA provider, your coaches. If you have not used the Tech – the TechHire grant team mailbox, there it is. Questions come in. It all goes to Timmy's mailbox, and he answers them all – (inaudible). But please use that for any questions that you have as it pertains to performance, and we make sure we get those things answered.

"What is Slack? What does that mean?" Continue the conversation on Slack. So we created a platform called Slack. We're using a platform called Slack to continue the conversation. So if you haven't – if you see on the weblink there in the middle of the screen, join us on Slack, well, we're using that is to keep the conversation moving. So after – this isn't the last time we'll be talking about performance, nor is this the last time that it will be something that there's a need for questions or assistance on.

So if you click join Slack, if you haven't done it already, please join – please click that link. Create an account. Join us there. Resources. Coaches answering questions. Timmy's on there answering things as well for questions for that, and any of the large sessions and small sessions all have a space for a conversation on Slack. So please, please, if you haven't yet, please join us. Please join us there.

Are there any other final questions? Did we answer everyone's questions?

MS. CADWALLADER: I answered one question that came through. Justin asked, "If an individual is only served as a participant, can they be counted in your employment rate if they do get a job?"

And I said, yes. They certainly can be counted in your total number entered employment if they received a grant-funded service. However, you may not be able to count that individual as a training-related employment completion if they never entered training in the first place.

Yeah. Definitely love to answer your questions. Post them on Slack. Both Timmy and I can certainly be available if there are performance-related questions there. I really encourage all of you to share sort of your tips and techniques and ways that you manage your data, ways that you analyze your data with your colleagues on Slack. Definitely appreciate the engagement during today's webinar.

MR. LAGARDE: We thank Timmy. We thank Ayreen and, everybody else who had a hand in creating this webinar, thank you. We thank all of you.

MS. CADWALLADER: Heather.

MR. LAGARDE: And Heather. Yes. That's right. Oh, Heather. Thanks, Heather, for doling out all that great information and spilling that – spilling your knowledge and expertise on all of us. Thank all of the participants for participating today and sharing your afternoon with us. We'll be online for a little bit. I believe Laura's going to put up a final screen about feedback and any other questions. With that, thank you.

MS. CADWALLADER: Thanks so much, everyone.

MS. CASERTANO: All right. Great. I want to thank all the participants and presenters.

(END)