**WorkforceGPS**

**Transcript of Webinar**

**The WIOA Annual Statewide Performance Report Narrative: An Overview**

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GRACE MCCALL: Again, if you haven't done so, or if you are just joining us, please introduce yourself in that welcome chat. We'll have that chat up throughout today's webinar where you can ask any questions for our presenters at any time.

Welcome to "WIOA Annual Statewide Performance Report Narrative." So without further ado, I'd like to turn things over to our moderator today, Shelia F. Lewis, workforce analyst, Employment and Training Administration, United States Department of Labor. Shelia?

SHELIA F. LEWIS: Thank you, Grace. And welcome everyone. We appreciate you joining us this afternoon, or in some cases this morning, depending on where you're calling in from. We appreciate you attending our event. We also appreciate your feedback as you completed your annual narrative report for PY 2017. So we appreciate that.

And just piggyback a little bit on what Grace told you, I'd like to make sure that if you're calling in from a group, please let us know that you're calling in from a group and tell us how many are in your group. That information's important to us. And also, if you have not completed the poll questions that's in your chat rooms, please complete that. That information's important to us. It helps us to be able to focus our conversation today so that we know if you're an expert or if you're a novice in submitting the annual performance narrative report.

Also, as Grace said, we do have a survey at the end of the day of today's events and you'll get another survey later on. That information helps us to provide additional technical assistance and it helps to improve future events. So give us your feedback, tell us what you think. That information is very helpful to us.

So I will move on and talk a little bit more about today's event. Today's event is divided into six sections. And we're providing this information based on feedback. That's questions that you have submitted to us, regarding your preparation for the annual narrative report. And also, it's based on some of our observations from the reports that were submitted.

Regarding the reports that have been submitted, there is a link in your file share window. It's named PY 2017 WIOA Annual Report Narrative. You can look – you can click on that link and there's a United States map. If you click on the state, you can select narrative reports that were submitted by your colleagues from other states.

We've been asked in the past if we have a template. No, there's no template. You are free to devise your own template. But you can look at other narrative reports and get ideas. So we hope, if you have not already – we hope that you would look at those examples from other states.

So now I'll move on and introduce our presenters for the day. Our first – one of our presenters is from our office of Workforce Investment, Kellen Grode; Gloria Salas-Kos, she also joins us from the office of Policy Development and Research; Sean Fox also from the office of Workforce Investment; Christina Eckenroth, she also joins us from the office of Policy Development and Research; as well as my colleague, Toquir Ahmed.

So we'll talk a little bit about today's objective. Again, as I said earlier, we'll be giving you feedback on the 2017 Annual Report Narrative. And we'll also provide you with resources in order to help you prepare for the 2018 annual narrative report. And we'll address your questions as we're able to.

Now, I say that we have six sections to this webinar. We will entertain questions after each segment, because each segment is very different. So if you don't get a chance to answer – to ask your questions during – after each segment, there will be time at the very end of the webinar, for you to ask any general question. I would ask you to unmute your phone lines. Please use that option and we'd like to hear from you. But if you choose not to, you can also type your questions into our chat room. So without further ado, I'll handoff to Christina Eckenroth and she'll talk to you about our background on our annual narrative report. Christina?

CHRISTINA ECKENROTH: Hey. Good afternoon, or good morning, everybody. So I see there's a number of folks who are relatively new to the narrative process. So I'm going to provide just a brief background to get us all on the same page, or refresh your memory as to what this is and why we're doing it.

So as a reminder, the regulations require – the annual report Narrative is to compliment the Annual Statewide Performance Report. So the narrative tells us more about the data. We'd like it to refer to T Goal 5-18. So if you don't recognize that, it's not familiar to you, this is one you should reference and go through and read. So today we're going to go through some of the highlights. But T Goal 5-18 gives you the full story about everything that we are asking you to provide in your narrative. Next slide.

I'm going to give just a quick take-away highlight to get you started. So what programs are this again? Who has to do this? The Title one book, adult, dislocated worker, and youth. Our Title three friends, Wagner-Peyser. That's who the narrative applies to. When are you supposed to do this? December 1st. So the report's due annually on December 1st, or the first business day, thereafter, if that day's on a weekend. OK. So you get the day after if the date – due date falls on a weekend. Next slide.

So while we don't have a template, per se, we do have some formatting requirements. It's 25 pages or less, hooray. It needs to be 508-compliant. So if you have questions about 508-compliant is, you can send us an e-mail. We'll be sure to help you out there. You have to submit it to us electronically, in machine readable format. That's to help individuals access it, if there's readers – to help folks who may have vision issues.

The bonus, if 25 pages or less made you sad and you think you've got a lot more to tell us than that, that's OK. There's no limit to the appendices. You don't have to give us appendices, but if you want to show us all these wonderful things you're doing, there's not a limit to the appendix. Next slide.

Quickly, what again are we supposed to be – you're supposed to be telling us in this narrative? These are the things we'd like you to address. So if you've had a waiver for at least one program year, we're going to have a section. We're going to ask you to tell us a little bit more about how that's going. Effectiveness in serving employers. We want to know about what you're doing and tell us a little bit about the measure you've selected. And we'll talk about. Evaluations, customer satisfaction, your progress you've made in vision and goals. State performance accountability. The whole list and the T goal, what that means. And activities provided by the way of state funds. Next slide.

So why should you do a narrative? Can't we find this somewhere else? Well, the benefit of the narrative is you get to tell us – you have to frame it for us. This is your chance to tell us about your story. The data we will have, but it's your opportunity to tell us things that are either not captured in the data, or not something that we would know about otherwise. These can include information that's not presented in the data, information that explains the data. So it's a great opportunity for you to tell us more about what's going on in your state.

MS. LEWIS: So Christina, could you give us an example of what may not be captured in the data?

MS. ECKENROTH: So, for example, if your state recently, in the last year had a huge spike in (books ?) than dislocated workers and we see that, but we're not sure what happened, this is your opportunity to tell us all about the rapid response opportunities that you provided, that there was potentially a major layoff or an industry shift. You want to tell us what happened there, so that we have a little bit more sense about what's going on.

MS. LEWIS: Thanks, Christina. That's exactly what we were hoping to hear. We want you, again, to take this opportunity to tell your story. Tell the story in a narrative, that your data may not tell us.

MS. ECKENROTH: Perfect. Thanks. Next slide. So quick reminder. What about Titles two and four? They're not required to give a separate narrative, present – annual narrative report. So you're not going to be expecting your Title two and four partners to be providing you some separate section. But we do ask that you collaborate with them. You touch base with them.

And collaboration means a lot of different things in a lot of different states. So reach out to your partners. Find out, maybe they want to read your narrative. Maybe they have some important items they'd like to include or express in your narrative. If they have evaluations they think should be shared and discussed in your narrative. So please touch base with them, reach out with them – to them, and collaborate with them on the narrative. But again, they're not going to be submitting a separate section here. Next slide.

All right here's – if you remember nothing else, please take this away, these important things. You need to submit an electronic copy to us. Please do it by the close of business on December 2nd. So we already did the calendar for you. Be sure that you send that to your regional administrator and your scheduled project officer. If you don't know who that is, let us know and we'll help you out. And it has to be in 508 compliant format. And again, if that's confusing, let us know, and we'll help you out. And questions on the background?

OK. Great. So with that I'm going to pass it over to much more important part here, the waiver. Sean?

SEAN FOX: Thank you, Christina. First we'll go over what's required in the narratives, from T 08-15. And then we'll go over some questions to consider when writing the narrative. This last piece really connects what states say in their waiver applications to actionable outputs and outcomes and give the department a better idea of how waivers are affecting innovation in the system.

The terms of what's required. First and foremost, identify each waiver that the state has had in place for at least one program year. In the 2017 reports, not too many states, maybe just a handful, actually had waivers for more than one program year. But that doesn't stop us from getting states describing what they were doing with their waivers that were approved later. So just for the sake of comparability, that made it difficult. And honestly, with less than one year of data, what we got wasn't really that helpful.

So, two, let us know your progress towards achieving goals and performance outcomes. Every approved waiver, comes with a signed letter from our assistant secretary that codifies a memorandum about our understanding in terms of the results that the states promise to abide by in exchange for a greater flexibility. Third, let us know how it affects your state and local performance outcomes. That's pretty straightforward.

And lastly, whenever possible, provide quantitative information. So, for example, one state has a waiver that allows them to reallocate funds that they recapture, based on local area need, as opposed to formula. So what they're getting was – they'd recapture funds and then they'd give out their funds – the recaptured funds by formula. They're giving out pennies. And so this allows them to reallocate based on need. So in that instance, it would be nice to know where did the money go and what was the impact. And that's very quantifiable. And the same applies to funding flexibility and performance waivers.

So another question to consider – have the waivers helped meet the governor's priorities or workforce development within the state and the department's policy priorities? And some priorities, in which, for the department, include supporting employer engagement, connecting education and training strategies, supporting work-based learning, and improving job and career results.

So in terms of questions to consider – and this really gets to when you – when states are originally writing the request, what did they say they were going to do, and how does it stack up? So these are the basic waiver requirements that every state must describe when requesting a waiver.

Has your state achieved the programmatic and service goals outlined in your approved waiver request? We sort of addressed this already. Second, has your state achieved the outcomes and other tangible benefits for job seekers? Three, has your state identified how each waiver has favorably impacted service for disadvantaged persons and persons with barriers to employment or business?

So that just rounds out a helpful description of each waiver. In terms of some examples, if you have the waiver to decrease the 75 percent out of school use expenditure. One of the things we'd like to see is how does that impact out of school use. And is the state still being able to provide continuity of service to in-school use, and provide for out-of-school use.

Similarly, a waiver to allow states to only collect and record information outcomes for – (inaudible) – of participants, as opposed to all participants in program of study. We might ask the state to step back and examine if the reduction of the burdens has created a situation where more providers are joining the eligible training provider list, and if that's improving customer choice.

And lastly, a state approved for a waiver to increase on-the-job training employer reimbursement rates, might need to demonstrate that it's staying within that reimbursement rate and assess whether the waiver is allowing business to expend the use of OJT, as a tool, to increase the skills of workers. And that's all for waivers. So let me know if you have any questions.

MS. LEWIS: All right. Thank you, Sean. I will give the audience just a minute or two to see if you have any questions for Sean. Remember to un-mute your phone line, \*6. Looks like there was one question in the chat room, Sean. The first question is, "What if we haven't had the waiver for a full program year?"

MR. FOX: If you haven't had the waiver for a full program year, I would just say that it would go in the next year's annual report. There's nothing wrong with mentioning it, as so many state did. But if – it's really only for if you've had it for one program year or more.

MS. LEWIS: All right. Thank you, Sean. And Grace has just reminded me that actually you are listening on your laptops, at least the people calling in. So you wouldn't be able to un-mute your phone line. I would say un-mute your computer speakers if you'd like to ask us a question verbally. We would like to hear from you, otherwise. Do we have a question – "Are we expected to update all the sections of the waiver request?" That's from Cheryl.

MR. FOX: No, I mean, we wouldn't need an update of the entire waiver request. I think you might be referring to the elements in the waiver tool, which is on the waiver website. And no, you wouldn't have to update all of that. But yes, I mean, sometimes it's best – we'll just take more of a narrative turn and sometimes, if possible, if you have quantifiable data, and that's preferable, but if not, a narrative description is acceptable.

MS. LEWIS: All right. Thank you, Sean. And we'll move on to our next section. Again, if you have any other questions, please type those in the chat room. And we'll move on to part three, effectiveness in serving employers. As you know, the Narrative Report does require a section on the – suggests that you include information on your effectiveness in serving employer on approaches.

So as you know, there's three approaches that we've asked you to consider. We're asking you to report on the two approaches that you are collecting data on. So those approaches could be retention with the same employer, repeat business customers, or employer penetration rate. So we would ask you to include that information in your narrative. Tell us anything that you're seeing in your data so far, anything that's interesting to point, anything that's an anomaly. Give us your thoughts on what you're seeing so far.

And also, don't forget to report any state specific or state established approach that you have established in your particular state. We'd like to hear about. Tell us about it and also tell other states about it if it's particularly interesting. That's pretty much, I don't know. Christina, did I forget anything? Anything that we can add on that section?

MS. ECKENROTH: No, I think this one is well understood. So tell us the two that you've selected. If you don't know, go phone a friend in the state. And also, the show's (point?), when we say state established measured, or other employment engagement metric, if you just hit the panic button because you don't have any, that's OK. You're not required to have that. Just for those states that are piloting out something specific or have been working on some state specific metric, regarding their service to employers. We'd love to hear about it. But if you don't have that, it's OK. You don't – aren't required to have that.

MS. LEWIS: All right. Thank you, Christina, and we'll move on. Does anybody have any questions about the effectiveness in serving the employer indicator of performance, in regards to our yearly report? If so, enter your question in the chat room. All right, I don't see anyone typing, so I guess there's no burning questions. Again, we can always come back to that topic.

So we'll move on and it looks like we have another polled question. I believe that question should be available in your chat – if you look in the chat room. The question is, how do you collect your evaluation information to meet the annual report requirements?

So I'll give you a few minutes to – a couple of minutes, to answer the poll question. And your choices are, I contact my agency's evaluation and research office. I receive evaluation announcements and publications in state and local leadership. I review other local, state, and federal evaluation announcements and publications. I gather input from state and local workforce agency program managers and partners. All of the above, or none of the above.

So as you complete the poll question, I'll turn over the next section to our next presenter, Gloria Salas-Kos who will talk to us about evaluations. And she'll also go over the results from the poll question. I'll give you a few more seconds, I think everybody has – well, we're still getting a few more.

GLORIA SALAS-KOS: Thank you for your feedback. It's always helpful to see how everyone gathers information for the evaluation requirements in the annual report. The short answer that we look for is D. I gather input, or actually they're numbered and not lettered anymore. So the short answer is five, that you should probably refer to all of the above as you're developing – gathering information together – gathering information to meet the annual report requirements on evaluations.

Although the activities described in one through four may vary based on the information that is available to you. In this next section, we will not only provide more information about the evaluation requirements in the annual report, but we will also share resources, talk about the – what we'd like to see in the annual reports and what kinds of relevant research and evaluation mean to us.

So research and evaluations begin with performance reporting and results. I like this quote from Wayne Gordon, ETA's director of research and evaluation because it serves as a reference point to delineate the differences between evaluation and performance support. Both of which are critical to management and operations. However, we may want to consider this delineation within the program management context. We can also say that both are part of the cycles of learning and doing. Or more specifically, that each function has role in the four key areas of planning, doing, studying, and acting on findings and results that can be used for continuous improvement.

So for today's objectives, we want to go over some of the requirements and also want to recognize that the annual reports are instruments that can be used to tell us about your ongoing program activities and accomplishments from research and evaluation studies and their findings. In essence, the WIOA evaluation requirements provide an opportunity to have you tell us about how you study your program and act upon the findings, or describe changes you may want to consider in the next program cycle.

In this section we will review the evaluation requirements within the context of the state annual reports and provide some examples that may fulfill the evaluation requirements. We will also share resources and context information for additional technical assistance and support. If you're interested in learning more about evaluations.

To gain a better understanding about what we learned from the PY 2017 Annual Reports, let's talk about two questions that we often get about the WIOA evaluation requirements. We may be asked, are states' regular performance reports considered evaluations? Or, is monitoring our local program a form of an evaluation? The answer to both is no.

Regular or annual performance reports and local monitoring are not program evaluations. Evaluations are typically designed to demonstrate impacts of the intended program outcomes, improve the effectiveness of program performance, or to promote continuous improvements.

However, both performance and monitoring reports may be used as part of the data collection and analysis for some types of evaluation or research activities that may also be included in an evaluation design plan. Program evaluations are also designed to answer research questions about program operations, services, and targeted interventions that demonstrate continuous improvement or impacts for the programs' – (inaudible).

As you know T Goal 5-18 includes guidance to states about providing updates related to research and evaluation activities. In particular, section 116E of WIO and 20CFR-668.220 ask states to conduct evaluations of activities of the core Workforce programs. And that state set aside funds must be used for evaluation activities.

Coordinate and consult with other core programs and the whole Workforce board on these types of activities or projects. And that states cooperate with federal evaluations and research projects authorized in the WIO sections 169 and 242 and the vocational rehab act, to the extent practicable. Lastly, the requirements anticipate that continuous improvement strategies will developed and applied from study results and demonstrated in evidence-based practices.

Using these evaluation requirements, we reviewed all of the WIOA 2017 Annual Reports to synthesize the responses. This (culminary ?) analysis revealed that new states confused monitoring activities, specifically those conducted by your federal partners, as evaluations. As you may already, monitoring visits are compliance oriented so those types of efforts do not meet the WIOA evaluation requirements.

Monitoring visits conducted by an external evaluator, as part of a research study, on the other hand, can be described in the annual report, if the evaluator observes processors and, or conducts interviews and focus groups to address research questions, logic models, and implementation activities.

Some of the annual report responses confused performance reporting with evaluations. Performance measures describe outcomes at intervals, or given points of time, or even trends. Evaluations address questions that dig deeper into how particular services or program operations work, or look into anomalies within the services provided for the individuals being served. These anomalies may be statewide, or they may be concentrated in local areas. Performance related outcomes may prompt research questions like, what are we trying to accomplish? Or, why are certain participants not meeting the employment and training goals?

Another state report also described findings from an assessment of current services and included suggestions to improve communication from states to local areas, directives, and best practices, coordinate information and marketing material, to give to each partner – to give each partner the same look and feel, and to better organize books and boards and information shelves to reduce the clutter, and so on. If this assessment was turned into a research question and used as a baseline to measure whether these changes make a difference in outcomes or impacts, the state could hire an external evaluator to conduct an implementation and outcome study, to examine if these changes actually make a difference in participants, perceptions, and outcomes.

Almost every – all of the states reported that they are administering surveys to measure customer satisfaction, primarily as online surveys. Some of the information shared indicates that response rates were universally low. Others mentioned the desire to increase rates and some provided information to explain how they were going to do that – to increase the rates. Quite a few states surveyed employers to determine job vacancies. And others described skill gaps between job seekers and prospective employer needs. These types of surveys can be used for performance measures and also be included as part of a larger evaluation.

To be responsive to evaluation requirements, states may want to consider how such surveys can be used within the context of a mixed method study of employer engagement or employer-related services. Our review also noted that a nice amount of research is being conducted in your states, even though this research was not referenced as part of evaluation studies or reports with findings.

Michael Quinn Patton is a renowned evaluation expert and the former president of the American Evaluation Association. In his book, Utilization Focused Evaluation, Patton defines evaluation as the systematic collection of information about activities, characteristics, and outcomes of programs, to make judgments about the program, improve program effectiveness and, or inform decisions about future program development. So as you organize the evaluation content for your annual report, consider credible studies that include findings that may have implications for your state.

An analysis of performance or administrative data certainly could be used for continuing improvement, since it could identify areas of strengths and weaknesses. (inaudible) and analysis could also be used for state planning purposes, as well. And as part of the early stages of formulating an evaluation design plan. At the EAL, we have a specific unit in the office of the chief evaluation officer that is devoted to what we call data analytics, which also involved analyzing encrypting administrative and performance data.

To address the evaluation requirements in the annual report, they can also start with evidence-based scans and literature reviews to see if any your programs – current programs or partners are planning or participating in evaluation or research projects. Your Annual Report can describe how those projects are being coordinated and developed and provide a summary of recently completed evaluations. This kind of information may also be provided from your agency's research and evaluation office, or agency evaluation announcements and publications.

Cooperation efforts that support federal evaluations can be included in the annual report, as well. For example, your state may want to be involved with the analysis of the employer performance measure study. While we're waiting for approval from the office – we are waiting for approval from the office of Budget and Management to collect information on our employer measure study, but note that there will be opportunities to participate in surveys and site visits.

You can also describe any efforts where your state cooperated in federal evaluations of other WIOA program partners. The Annual Report can provide examples of the types of data shared with your federal partners, summarize federal – summarize survey responses, completed to address research questions, and describe site visits for federal evaluations.

Examples of recent or current evaluations include the Tax (inaudible) evaluations and the American Apprenticeship or AAI evaluations. For the tax evaluations, your agency may have considered or want to consider how the findings might be used to expand upon or improve WIOA services. The AAI evaluation is currently underway, and will also include surveys and site visits that you may be interested in participating in.

Another recent effort that you may want to discuss is your state's evaluation requirements for the reemployment eligibility services and assessments, RESEA program. The RESEA state program managers are actively working with DOL's chief evaluation office to develop evaluation designs that will meet the legislative evidence-based criteria for that program. So this effort also presents an opportunity to describe how this research is being coordinated with your WIOA program. When you address these Annual Report components, you can tell us what was learned, and if any evaluation results or evidence-based practices were used to implement changes in your program.

So what is relevant and evaluation – what is relevant research and evaluation for the WIOA Annual Report? A good place to start can be by conducting a literature review or evidence scan or evaluation, earlier WIOA partner agencies. Another source of research and evaluations the WDQI grants. Some states are generating – (inaudible) – and outcome score cards for stakeholders and you may also want to describe how those are being used for further research or continued improvement.

The WDQUI and other state longitudinal data that also address usage questions related to long-term outcomes of interest, such as receipts of high school diplomas of students. Some states are also conducting employer surveys to collect the detailed occupational information that enable researchers or policy makers to draw conclusions on the type of characteristics of employment that supplement unemployment insurance employer quarterly reports. We can share links to these types of studies to meet the requirements of WIOA.

So to build capacity, if you're not as far along as some states may be, you may want to build capacity by cataloguing recent research and evaluation publications produced about your workforce program, asking stakeholders about the types of research and evaluations that are responsive to their interest and utilizing research arms of your agencies or consulting with external partners or universities to help you develop a learning agenda, or an evaluation framework.

This next slide gives you an overview of our two communities of practice in the workforce GPS. You can also go to these two sites to be able to identify additional resources or sources of evaluation that might be helpful to respond to your requirements in your Annual Report.

Last – and the next slide actually covers – includes the links to our research and evaluation databases. One is produced for ETA specifically. And then the clearinghouse for labor evaluation and research covers a broad range of labor topics and include causal impact studies. Then lastly, but not lease, you can also look for evaluation related resources on our partner programs technical sites. Each of these technical system sites provide useful information to help target communities in your state.

MS. LEWIS: All right. Thank you very much, Gloria. It looks like you have one question in the chat room. That question is, do we anticipate that any of the evaluations will be random controlled studies, like the gold standard studies?

MS. SALAS-KOS: Yes, if you are – asking about federal evaluations that we are planning, we are planning WIOA implementation study at this time that may lead to random assignments – a random assignment-type studies in some of those states. However, if you are in the process of developing evaluations for your state, you would want to consider running assignment control studies to determine whether or not there are impacts in the services that you provide to your participants in your programs.

MS. LEWIS: All right. Thank you, Gloria. And if you have any other questions, either general or specific questions about evaluations, you can contact Gloria. Her email address is there on the screen. Or you can contact her director, Wayne Gordon, and his e-mail address is there, as well. So we'll move forward with our next section on data validation.

And I'll turn the floor over to Toquir. Toquir Ahmed?

TOQUIR AHMED: Great. Thank you ,Shelia. Hi, everyone. So I'll be discussing what's to be included in the annual narrative reporting regarding data validation.

So late last year we published T Goal 7-18 guidance for validating jointly required performance data submitted under the Workforce Innovation and Opportunity Act. This was done in conjunction with the Department of Education. For those who haven't had a chance to read it, you'll know that it is pretty broad and gives much discretion to the states. However we do lay out a general data validation framework that we require all states develop their procedures according to.

Soon after the publications – publication, one of the questions we received – and this was regarding what, when, and how to submit. So these states were asking, what do we submit, how do we submit it, and when? So hopefully after this webinar, and in a few minutes, you'll be able to answer that question. I won't get into the specifics of what's included in the T Goal. Instead I'd like to take this opportunity to remind everyone of the requirement and what should be included in their report.

So each state must submit the data validation procedures they have developed as a recap of the T Goal, those data validation procedures must include the following. Number one, written procedures. These would include a description of the process for identifying and correcting errors in the state data. Number two, regular data validation pertaining to current staff.

Number three, monitoring protocols, so this would include description of what's being done to insure data validation procedures are being followed. Number four, a regular review of program data. So this review would include identifying errors, missing data, or anomalies. Number five, documentation that these errors or missing data have actually been corrected. And number six, regular assessment of the data validation process.

Also it's not included here, but it is in the T Goal, is the procedure is developed to conduct regular data element validation. So those data elements are outlined in attachment one. Those are 24 common elements. So this is the bare minimum. We have also, in the T Goal, for those who have had a chance to read it, we are encouraging certain best practices. For example, we encourage states to implement a sampling methodology or a statistical methodology. We do want to hear about those. This is the bare minimum. So please include everything and all that your state does, regarding data validation.

So in a nutshell, these are the components, but again, we encourage you to visit T Goal 7-18 for more details. And then Christina has been a fierce partner in developing data validation – ask if she has anything to add here.

MS. ECKENROTH: Well, I would just – one question – hi, Wes. Wes – (inaudible) – is asking, "Did you say that each state must submit their validation procedures?" Yeah, Wes, we did. We said, the narrative is your opportunity to tell us what's going on there.

So data validation, this is our pitch, I think, if you didn't hear it, the take away from Toquir is please read 7-18. But 7-18 is pretty broad. It gives you (wide latitude ?) of the state to take care of data validations, setting up your own procedures. So along the same lines as effectiveness and serving employers, just tell us what you're doing.

So do we want, Wes, to see the actual policy you issued to your case managers? No, we have an appendix. I'd love to read it. But you probably don't have to give that to me. Just generally tell me what it is that you're doing for data validation to satisfy 7-18. Does that answer any questions? Yeah, you're right, Wes, in the narrative. There's no separate report submission you missed. Nope. This was your chance to plop a paragraph in there and let us know what you're doing.

Yes. So Tracy's asking, "Is this to be submitted in the narrative?" It is. And that's a bit of a change, but yep, please put it in your narrative. And it doesn't have to be extensive, because remember we did limit the narrative to 25 pages. So you don't need to go in depths. But we welcome the appendix which has, as a reminder, no limit.

"So the expectation for each core partner to include their procedures in the narrative." Damian, good question. So you'll note that Title two and Title four have their own processes and we'll read that T Goal 7-18, another pitch. So they have their own processes and they're going to handle that reporting to their agencies accordingly. So for Titles one and three, we would like to know what's going for data validation, in this forum.

And then Alma is asking, "When is the data validation from the state due?" So there's no separate report, Alma, so take a deep breath, you're off the hook there, but our recommendation in T Goal 7-18 is that you take a look at your data quarterly, but at least annually. So take a look at the data, which is due in October and tell us what you did to satisfy data validation when you submit your narrative.

Good questions. Anybody else have any questions? If you go to Workforce GPS and type in the search about data validation, we do have some resources and you can listen to me and you'll hear, in a previous webinar, if you want to review it. And again, any questions come up, we have a contact at the end of the presentation and you can get in touch with us and we'll be happy to chat about it.

MS. LEWIS: All right. Thank you, Christina, and Toquir, thank you, the audience for your questions. That was great discussion. Before we move on to our last, but not least topic on customer satisfaction, I want to address one of the first questions in the chat room and that was about hyperlink that we added, which gives you the annual narrative report that was submitted last year.

I just tried that link and it doesn't take me directly to Wyoming's page. It should take you directly to the United States map and then you can click on each individual state so. I'm not sure what happened there, but you might want to take out part of that link and start again, maybe the last couple of words. But I just tried it and it takes me to the general page. So let me know.

MS. ECKENROTH: He's saying – the eagle eyes over here are saying that Washington's Annual Report is actually linked to Wyoming. So somebody was a little tired when they put those links together. So thank you very much Washington. We will check that out and make sure you are – or Wyoming. We will check out and make sure you are linked the right place.

MS. LEWIS: Right. Thank you for that clarification, Christina. I appreciate it. So last but not least we'll move on to our Customer Satisfaction section. And I'll turn the floor over to Kellen Grode.

KELLEN GRODE: Hi, everyone. I think this one probably will be relatively short and painless. But for the customer satisfaction log, you may remember, under WIA, we had the actual measure for customer satisfaction. That is no longer a required performance measure that we're using.

And so there's no specific method or measure methodology required for customer satisfaction. But we do want to know what you guys are doing with respect to customer satisfaction. We know that there is the component of, the one stop certification process that requires some sort of customer satisfaction assessments.

And so what we would like to hear about in the annual narrative, therefore, is some information on what sort of methodologies that you're using. How many people did you reach out to? What was your response rate? What efforts you made to improve the response rate? I know listening to what Gloria was talking about earlier, it sounds like a lot of folks are already doing this and describing it in the context of their evaluations. So maybe there's some overlap here, as well. We want to hear about what some of your results told you, whether those results are generalizable to the entire population of customers or maybe there's issues that you're working on.

And so that's the fourth part, then, is the description of any of your continuous improvement processes that you have, or are incorporating into your – based on your customer satisfaction feedback, or lack thereof. So it's pretty simple, but we do want to hear about it. And so that's sort of what we're hoping to hear. Any questions on that? Few folks typing.

MS. ECKENROTH: I think while we're waiting for your customer satisfaction questions, we have some questions up. Paul wants to know, "Hey, is there going to be a new T Goal?" We used to give you a T Goal every year on the annual narrative, but we are trying to reduce the influx of T Goals that we send your way.

So rely on 5-18. We're going to hold steady on 5-18 for a while. That's our goal, is to make that sort of the standard, so that it doesn't need to be reissued every year. And you can plan ahead for a stable year, going forward. So plan for 5-18 to be the stable T Goal about annual narratives going forward.

And someone was really tired when they linked in the website, so Montana, I'm sorry. Missouri, I apologize. We will get your guys sorted out.

MR. GRODE: We do have a good question from Clinton Flowers (ph) about if the customer satisfaction observations have to delineate among job seekers and employers separately, or just both of them together. I think we would know how you're doing that, but we're not being prescriptive.

I think – I will say, from our perspective, when we're thinking about customer satisfaction, in this context, we're thinking primarily about the folks – the participants and the reportable individuals that are coming into the one stops. Because we do have sort of this secondary effectiveness in serving employers piece, where we're getting some of the performance information on that side. That said, if you are doing customer satisfaction stuff for employers, we would love to hear about that, as well.

MS. LEWIS: All right. I don't see any other questions. Thank you Kellen and thank you Clinton for those – for your questions. This brings us to the conclusion of today's event. So I'd like to thank our attendees. Thank you very much for bearing with us for the last hour. Thank you for your questions. And good luck on your – the preparations for your upcoming state narrative report. We look forward to reading those.

And I'd like to thank all of our presenters, Kellen, Gloria, Toquir, Christina, and Sean. And also I'd like to thank our technical expert, Grace. This concludes today's events. If you have any further questions, please contact us on ETAperforms@dol.gov.

Also be sure to complete the survey at the end of this presentation. It will be in your chat room. And we look forward to serving you again. Take care and thank you everyone.

(END)