**WorkforceGPS**

**Transcript of Webinar**

**Refresher: Title I and III Annual Statewide Performance Report Narrative**

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LAURA CASERTANO: Again, welcome to today's webinar. And I'm going to turn things over to your moderator today, Cesar Villanueva. He's a workforce analyst at the U.S. Department of Labor, Employment and Training Administration. Cesar, take it away.

CESAR VILLANUEVA: Thank you, Laura. And if you can pull up the poll question again so we can go over the results?

So, "Does preparation for the annual narrative report make you feel happy, anxious, clueless, or determined?" Well, if you selected clueless or anxious, hopefully by the end of today's event you'll feel less anxious and more determined to get yours done. And I hope by the time you submit your report to ETA you'll feel happy.

So let's see what the poll results say. So it seems like most selected anxious. And then others had no words to describe how I feel, which pretty much describes, I think, the year so far. But thank you, Laura. You can put the poll results away.

So I want to introduce today's speakers. Today's speakers are all with the U.S. Department of Labor's Employment and Training Administration. We have Shelia Lewis, Christina Eckenroth, Kellen Grode, and Gloria Salas-Kos. And we also have a special guest speaker, Heather Fleck, whose picture is not here.

So to get started, for today's objectives we'll cover some background, basics on the content of the annual report notice, making the most of your report, and we'll have some time to take your questions at the end of the presentation. But also feel free to enter any questions that you have into the chat during the presentation. And as Laura mentioned, we're going to have a survey at the end, so please take some time after the presentations to provide us with your feedback.

So to start we want to cover some background. So what authorizes the collection of these reports – the annual narrative reports? Well, DOL collects these reports through the WIOA common performance reporting information collection request, which requires an annual report narrative to complement the WIOA annual statewide performance report requirements, also called ETA 9169.

And as a supplement, there's TEGL 5-18, which provides guidance to WIOA state grantees regarding the content of the annual statewide performance report narratives for Titles I and III, and the procedures for submission. And you can also find this TEGL on the file share at the bottom right.

So the report – what programs does the report apply to? The report applies to Title I programs, so adult, dislocated worker, and youth programs; as well as Title III Wagner-Peyser employment services.

So with that, what are the benefits? So Shelia, what is the purpose and what are the benefits of this report?

SHELIA LEWIS: Thank you, Cesar. And welcome, everyone. So I'm glad you asked that question. You can use this report to share your state's workforce story. So let's just dive right into it.

So you can just describe your state's progress. First, of course, you're asking about – you're asking to describe your state's progress towards meeting your strategic vision and goals for the workforce system. And then you can use this report to tell us more. Tell us more than your quantitative data tells us.

So the report is a great opportunity to (fill ?) additional information about your programs that may not be reflected in your quantitative report. Use this report to explain the people and the programs behind the numbers, to share your accomplishments and your challenges. Let us know your technical assistance needs and explain how your state operates.

So you're saying, you know, I don't (want a lot ?) of reports from my stakeholders. I have governor's reports, reports for the board, success stories for our website, outreach materials. You can use this report to leverage all that. Use this report as a resource.

So we know you have a lot on your plate. But when you're developing this report, think about it in terms of more than one audience. ETA should not be your only audience. So again, we hear you. There a lot of people who want to know what's going on in your system and they have different interests.

The benefit of the annual performance narrative report is that you have flexibility, and we'll talk about that a little later. But while we do have some parameters and specific areas that we are requesting you to cover, you aren't limited to just those topics and there's very few formatting conditions. Leverage this report for different purposes and make it useful not only for us but for those multiple audiences you serve.

MR. VILLANUEVA: So Shelia, when is the report due?

MS. LEWIS: Another good question, Cesar. The report is due on December 1st each year. So if December 1st happens to fall on a weekend, then it's due the first business day. Now, this year you don't have that to worry about because December 1st is on a weekday.

MR. VILLANUEVA: All right. So now let's cover some of the basics of the report submissions. So it's great, Shelia, that the report offers states flexibility, but what are the parameters for the report?

MS. LEWIS: Certainly. So when you're formatting your report, just remember that it needs to be less than or equal to 25 pages. It needs to be 508 compliant. It needs to be submitted electronically in machine-readable format. And there are no limits to the number of appendices that you can include. So if there's more information that you need to include beyond the 25 pages, use your appendices.

MR. VILLANUEVA: Great. Thanks, Shelia. So I understand that I can make the report useful for my state's purposes. But what is ETA requesting that I cover for the Department of Labor?

MS. LEWIS: So on this slide you'll see the topic areas that are covered in TEGL 5-18. And again, TEGL 5-18 is attached in the file share window at the bottom of your screen.

But we're asking your state to report – to address these areas, as well as anything else you'd like to include. So the TEGL goes into specifics for each area, so we encourage you to review it while you're drafting your report.

So in the next few slides we'll cover a few of these areas in depth. But in general, you're encouraged to include your state's performance accountability system, information about activities provided by the state funds, progress made towards strategic vision and goals. And then you'll hear a little bit more about data validation, effectiveness in serving employers, customer satisfaction, waivers, and evaluations.

So I believe I'm handing off to Christina next.

MR. VILLANUEVA: Thanks, Shelia. So I just want to provide a closer look. So in this section we'll take a deeper dive into a few areas where we get a lot of questions, which include data validation, waivers, effectiveness in serving employers, customer satisfaction, and evaluations.

So with that I'll hand it over – off to Christina so she can discuss data validation.

CHRISTINA ECKENROTH: Thanks, Cesar. So we get a lot of questions about what should we address when discussing data validation? So here's my pitch to read the two data validation TEGLs which outline the data validation framework and the expectations for each DOL program.

So TEGL 7-18 and TEGL 23-19 are the data validation TEGLs you're going to want to reference. The annual performance report narrative is the spot for Title I and III to describe the processes in place to ensure data integrity.

But as outlined in the data validation guidance, each state must develop data validation procedures that include: written procedures for data validation, regular data validation training for your staff, your monitoring protocols, a regular review of your program data, documentation that missing and erroneous data has been corrected, and a regular assessment of how effective your data validation processes are.

The annual performance report narrative is where the state shares what those processes are and the approach that you're using to ensure that the data reported is accurate and reliable. So what are your protocol? How do you catch and resolve errors? There's no separate data validation report to submit to ETA. So this is the spot to describe data validation efforts in your state.

Now, how detailed should you be? Some states have very specific reports that they run through data validation; they have handbooks for other policies. Should you include that? Will it take you over your limit?

This is where appendices, hyperlinks, footnotes, are your friend. If you would like to share some specific examples, reports, training materials, all that good stuff, feel free to do it using one of those tools. And we'll cover some of those tips in the following section today, so you're going to want to stay tuned.

Now I'm going to hand it over to our special guest speaker, Heather Fleck, to cover a few things you should know about waivers. Heather?

HEATHER FLECK: Thanks, Christina. So for the waiver section what needs to be included in the annual report is just letting us know – and the stakeholders know, reading your report – which waivers you had in place for program year 2019.

And then what progress you're making toward achieving the outcomes you expected by requesting the waiver. Sort of like the implementation experience with the waiver.

And most importantly, what – can you quantify any outcomes by using the waiver? These are the sort of things that are important to ETA in terms of evaluating whether we think these are useful, as well as giving us an idea of what sort of innovations states are undertaking that may be really good and worth considering and passing along to other states.

Let's see. Just as an example, so a really popular waiver is the out-of-school youth waiver that allows states to spend a lower percentage on out-of-school youth and (transfer ?) and instead spend that money on in-school youth. So an example that a state may have set in their projected outcomes for a waiver request could have been about a higher percent of youth in pre-apprenticeship or in postsecondary education or some sort of improvement in their measurable skills gain.

And then we – so that's what a state indicated they wanted in their waiver request for program year '19. We are looking for, in the annual report, to find out, OK, what happened? Did you achieve those outcomes? So did you serve more in-school youth? Did you get more of those in a pre-apprenticeship program, for example? That (was useful ?). And did those outcomes improve? Did you have an increase in the percentage of the in-school year that were going to postsecondary education?

So we really are looking for what actually did happen by your use of the waiver.

And then in addition, for this particular waiver – for youth-oriented waivers – we also want to know what's happened to the out-of-school youth population. If you decided to shift some resources to in-school youth, has it had any sort of negative impact or no impact whatsoever on the out-of-school youth population? So we would like to see you talk about that in your annual report as well.

And again, this is just an example. Of course, whatever waiver you might have in place, this is an example that you can carry through to those waivers in terms of viable outcomes or implementation experiences.

Another example. And you can ask yourself questions. So list of the examples about the (app ?) on-the-job training waiver that allows states to reimburse small businesses at a higher rate.

So one thing you can think about when writing your narrative for waivers is, have you undertaken any monitoring efforts to oversee how effectively that waiver is being implemented at the local level? There's often times some information in those monitoring reports that you can glean from to help you prepare your annual report.

So for example, you could talk about – if you have this waiver – talk about expansion of on-the-job training among smaller businesses. Or talk about do you have more contracts in place with small businesses under this waiver? Are the fiscal requirements being met in terms of how the reimbursement is being processed? Those are just some questions to ask yourself if you have this waiver.

And then overall, there's just – it's just more of a contemplative sort of thing. Like, how have the waivers changed your strategies in the state? And then tell us a little bit about it in the annual report.

So some questions you may ask yourself – I'm having trouble getting my notes up. It's just really more a series of questions and how you might answer them in the annual report.

So have you achieved the programmatic services and goals outlined in the waiver request that you got approved by ETA? Are there other benefits you didn't expect from the use of the waiver that you maybe didn't project but are good information to share? Or was it a negative impact and does the state need to maybe reevaluate whether it's an effective tool to use in helping jobseekers or employers?

And then look at whether it's impacted disadvantaged populations, individuals with barriers to employment in different ways than you were expecting. Again, that's the idea of making sure that just because one population is maybe benefitting from something, is that negatively impacting another population?

And then yeah, it's particularly important – our assistant secretary is particularly interested in the waiver related to out-of-school youth and making sure that those participants are not negatively affected or no longer being served as effectively if we lower the expenditure rate required by law.

Now I'm going to turn it over to Shelia.

MS. LEWIS: Thank you, Heather. So now we'll move on to another section that you can include in your report. Tell us about your – what your state is doing on the effectiveness in serving employer indicators of performance. So we told you to select two approaches. And tell us about those.

Tell us your – (inaudible) – tell us what you're seeing, if there are any problems, anything that you've overcome, any opportunities that you've identified. Also, if you have a state-established approach, tell us what that is; describe it for us. And before you move on from that section of the report, make sure you include any percentages. What's your data look like?

So as you know, this indicator of performance was included as part of a pilot. Just so that you know, we – the pilot has been completed and a report is being written. The agency is not – does not have the report yet and a decision has not been made to determine which approach will be used to measure the effectiveness in serving employers.

So that is some information that's forthcoming. So in case anybody was wondering and had that burning question, that's the answer.

So now I will hand off the next slide to Kellen. Kellen Grode will talk about customer satisfaction.

KELLEN GRODE: Thank you, Shelia. Yeah. So when it comes to the customer satisfaction conversation, I think – first wanted to point out a couple of common points of confusion when it comes to customer satisfaction under WIOA.

One is that there are now performance measure requirements in terms of – (inaudible). But there is still a requirement that customer satisfaction information be used as a part of One-Stop Center – (inaudible).

Related to this, there's no specific method or measure for doing this, however, in terms of the One-Stop Center certification. Therefore, what we're asking for states to talk about in their annual report narratives is information about your state's approach to customer satisfaction, which would include things like your state's methodologies, the number of individuals – (inaudible) – contacted who were provided customer satisfaction outreach, the response rate, and what efforts were made to improve the response rate.

It also includes the results and whether or not those results are generalizable to the entire population of customers.

And it can also include a description of any continuous improvement processes for incorporating this customer satisfaction feedback that you're receiving through these processes.

So that's really – (inaudible) – on the customer satisfaction front. I'm going to hand it off to Cesar who has another poll question for us.

MR. VILLANUEVA: Thanks, Kellen. So Laura, if you can pull up the poll for this question? Awesome.

So the other poll question is asking, "How do you collect your evaluation information to meet the annual report requirements?" So please take some time to answer the question. And the options are: I contact my agency evaluation and research office; I receive evaluation announcements and publications from 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 we're getting the poll results in. And it seems like most individuals contact their agency's evaluation and research office or got input from state and local workforce agency program managers.

So Gloria's going to speak about evaluations. But what do you think of these poll results?

GLORIA SALAS-KOS: I see they are across the board responses and I think every one of them is perfectly OK. But on that note, we're also interested in knowing if any of you use other sources of information to determine which evaluation activities are taking place in your states. If you do not see an organization or group listed above in the responses above on the slide, let us know.

While we plan to share some thoughts about evaluation in the next few minutes, your feedback helps us to understand what sources of information around evaluation are helpful to you too. So if you could enter those in the chat, we'll look at them later and maybe (guess ?) how we might be able to help provide additional to others that are attending as well.

MR. VILLANUEVA: Thanks, Gloria. Yeah, your feedback is really important for us to get a better sense of how helpful these resources are.

So as a reminder, there'll be time for questions at the end. But if you have any specific questions, please type them into the chat. Gloria may have time to address them during the discussion. If not, we'll address them at the end.

So Gloria, what will we be discussing today?

MS. SALAS-KOS: Today we're going to be discussing – our objectives are to review the WIOA requirements – evaluation requirements within the context of the annual reports. We want to provide some examples that might be helpful for you to fulfill the WIOA evaluation requirements, and also to share some resources and contact information for additional technical assistance.

And again, we will be glad to take questions at the end of this session or at the end of the session as a whole.

And to facilitate the objectives of this session, I'd like to start with this quote from Wayne Gordon, the director of research and evaluation at ETA, and my manager. Wayne likes to remind us that, "Research and evaluation begins where performance reporting and results end." Well, what does that mean?

I take it to mean that performance results give us data points – or rather, data points or outcomes – that are shared as program results. When we look at those program results, they might prompt us to ask questions about why certain outcomes might look different than what we expected.

While we might be able to point to some external or economic factors that tie into the business cycle, we also need to look at subsets of the customers we serve, and there we might be able to dig – (inaudible) – figure out that we might want to dig a little deeper to find or understand the causal evidence for the outcomes.

As a point of clarification, we also want to explain how evaluation differs from monitoring, performance, and assessment. While not listed on this slide, research reports that present labor market information – or LMI – are also different from evaluation.

Just like performance reporting and results, monitoring activities might provide some interesting findings to prompt an evaluation. We have an example where a colleague recently described the lack of placements in files reviewed during a monitoring visit. And this type of finding might be a starting point for something like a process or implementation study.

Evaluations that involve outcomes do use administrative data that may come from performance reporting systems. However, outcome evaluations identify the results or effects of programs; and measures changes in the knowledge, attitudes, and/or behaviors that respond to a specific set of research questions.

Assessments and evaluations are also used interchangeably. However, assessments typically measure progress towards a goal. Evaluations, on the other hand, can be used for pilots and demonstrations – and in this case they're called formative evaluations – and they assess whether a program is feasible, appropriate, and acceptable before it is fully implemented.

So as you consider what to include in your annual reports, please keep these differences in mind.

MR. VILLANUEVA: Thanks, Gloria. So what are some key activities to consider as states address their evaluation requirement?

MS. SALAS-KOS: So that's a great question, Cesar. We can put the WIOA evaluation requirements into the context as we look at key activities in a program management cycle – planning, implementation, performance, and evaluation and continuous improvement. If you think about the annual reports, states are now reviewing the program year performance results and other completed activities. The annual report should describe any evaluations completed that would fall under that upper left quadrant in this chart.

This may also be a time where states examine evaluation findings that could be used for continuous improvement. States may have also begun to implement any new changes within their programs that were identified during the planning phase. It is during this phase that evaluation research questions such as, does it work, how does it work, and for whom does it work, may also arise.

These types of questions may also be starting points to coordinate and consult with core program partners about how to conduct evaluations – or whether to conduct evaluations.

For the annual report, states can also describe current or planned evaluations and related research projects, including methodologies used, and how they coordinated the development of such projects with their WIOA core programs and other state agencies and local boards.

If a state completed any evaluations or related reports during this program year, they can be described in the annual report. And also, we'd like for them to include any publicly available and accessible links in that report.

States can also describe any efforts to cooperate with federal evaluations by telling us whether data and survey responses were shared and if site visits for evaluators were accommodated.

As a reminder, evaluators typically conduct file reviews, observations, interviews, and focus groups. Federal staff may also conduct similar evaluations, but those are completely different from the functions of a program evaluator.

Lastly, states should describe any continuous improvement strategies applied from the study results and any evidence-based practices implemented.

MR. VILLANUEVA: So Gloria, as states draft their evaluation section for the annual narrative report, what opportunities should they take advantage of?

MS. SALAS-KOS: So to be more succinct about what we would like to see in the annual reports, states can include summaries about current or planned evaluations and research activities, provide links to publicly available evaluation and related research reports for the WIOA core programs and other state and local workforce boards.

They can describe how cross-system analytics and assessments are used for the research reports. And they can also describe if they've incorporated any types of evaluation requirements for state funding opportunities.

MR. VILLANUEVA: So what if a state isn't quite as far along as they would like to be in meeting their evaluation requirements?

MS. SALAS-KOS: That's a great question, Cesar. If states are still thinking about how to get started, they might want to tell us if they are organized – if there are any other organizations conducting evaluations about their programs. If they're not sure where to look, they might want to conduct (a few ?) to find impact or – (inaudible) – evaluations that others have completed about their workforce programs using workforce system strategies, one of our communities of practice on WorkforceGPS.

Or they can go to the clearinghouse for labor evaluation and research to identify any systemic reviews of evidence-based practices. They may also want to – or already work with – our WDQI partners to leverage administrative data for new research and evaluations.

There are also opportunities to coordinate and consult with your RESEA program or other WIOA core program partners about their research needs.

Lastly, states may want to ask about federal evaluations underway. Many of ETA's discretionary grants may also require that grantees conduct evaluations. And state wage record data may be used to determine the impacts of those programs. Some discretionary grantees may also partner with local workforce boards and American Job Centers, so states may want to – (inaudible) – learn about how the local areas cooperate with the federal evaluators as well.

MR. VILLANUEVA: Thanks, Gloria. So how can states build capacity so they can address the WIOA evaluation requirements?

MS. SALAS-KOS: States can build capacity by starting – by cataloguing recent research and evaluation publications produced about their workforce programs. They may also want to ask stakeholders about the types of research and evaluation that are responsive to their interest.

They can utilize research arms of – you can utilize research arms if your agencies consult with external partners like universities.

Lastly, states may also want to become members of the evaluation and research hub, a community of practice that ETA supports on WorkforceGPS. This is a community point of access to support policymakers and program managers with their efforts to use evaluations to improve their services, and to choose research and evaluations to inform program policies and evidence-based practices.

MR. VILLANUEVA: Thanks, Gloria. So you already discussed a lot of resources, but what are some evaluation and research resources that states can leverage?

MS. SALAS-KOS: So evaluation – research and evaluation resources can be found on three of our sites. I've already talked a little bit about workforce system strategies and it's also a site on WorkforceGPS. It includes over 1400 profiles of workforce development research, evaluation studies, toolkits, and other resources that support program management and operations; education and training; and employment, retention, or advancement activities.

CLEAR I also talked about, the Clearinghouse for Evaluation and Research, on the Department of Labor's database, that summarizes the many types of research on labor topics that are applicable to our programs.

And then our own Division of Research and Evaluation database, which is managed in ETA. We house all of our studies that are completed there as well.

MR. VILLANUEVA: Thank you. Yeah. And those are all great hyperlinks that people can go to once they download the PowerPoint as well.

So where else can states go to find out about evaluations that might be happening in their state?

MS. SALAS-KOS: Thank you for asking about our partner resources, Cesar. ETA staff works closely with our federal partners to exchange information about ongoing or recently completed studies and other resources. These resources are also available to you.

So you can – in particular I just want point out that the RESEA evidence-based guidance is a link to the evidence and practices technical assistance that's provided for the RESEA grantees.

And if you go to the link that's provided on the Adobe Connect site called "weblinks" you'll be able to see all of the recent technical assistance products and resources that are available. Many of the webinars and webcasts presented there are very applicable to any program who wants to conduct evaluations. So feel free to utilize those as well.

Then Adult Education provides resources as well that includes impact studies and tools.

HHS's Self-Sufficiency Research Clearinghouse provides access to high-quality research on employment and family and child wellbeing.

And then finally, RSA's National Technical Assistance Center on Transition is dedicated to – is a dedicated technical assistance center that defines the effectiveness and evidence levels.

So if you have any questions about what we've discussed or shared today, please feel free to reach out to either myself at the email address provided there; or Neil Ridley, our evaluations team lead. And his email is listed there as well. Cesar?

MR. VILLANUEVA: Thanks. That was really helpful, Gloria. Thank you.

So now I'll give it over to Shelia to provide us with some important reminders.

MS. LEWIS: Great. Thank you again, Cesar. And thank you, Gloria, for all that great information on evaluations.

So as you compile the information that we just talked about on evaluations, customized (actions ?), effectiveness with your employers, data validation, et cetera – and waivers – bear these things in mind. So submit your electronic copy of your WIOA annual statewide performance narrative report to wioa.ar@dol.gov by the close of business on December 1st, 2020.

Next, make sure you email – also email a copy to your ETA regional administrator and your ETA federal project officer.

And a third thing to remember, of course, again, is to make sure that you submit a report that is 508 compliant in a PDF format.

And lastly, remember that there's no separate partner narrative report required.

So I see in the chat room someone entered a question, "In what ways are states coordinating with all four title programs under WIOA for this report?" So again, it's not a requirement. So I think that's a good question for the system.

So if anyone who's on our call today – is attending our session today – has coordinated with a partner agency, even I guess the other titles – so again, this report is for Titles I and III. But if you coordinate with Titles II and IV and that information is useful to complete your state story, then by all means coordinate with your partners and include that information in this report. Let us know. Again, the more information, the better your report and the more complete your story.

So I would ask anyone who's attending today's event, if you are currently coordinating with a partner agency – it doesn't have to be in Titles II and IV – but let us know and help us answer that question for Tammy, who asked the question. How are you coordinating with your partners?

So with that, please, if you have an answer, if you're doing that, let us know. Put your information in the chat room.

And now I'll hand off to Christina. Christina?

MS. ECKENROTH: Thanks, Shelia. OK. So some of you might be asking yourselves, where do these reports go? Is anybody reading them? The answer is yes. Your reports do not fall into a black hole. They are all read and they're used by officers throughout ETA.

So I can tell you that the performance staff read each report to learn more about your program observations, your processes, your successes, challenges, and performance-related technical assistance needs.

Kellen, what do the program offices reference these reports for?

MR. GRODE: So I think when we in the programs look at the reports, one thing we do is we look at – A) we look at the reviews that the performance staff have done of all of the reports and we discuss those – the things that they find with them.

But in addition, a lot of times what we'll do is look at the reports for targeted questions. So maybe we hear something about, oh, this state is doing OJT really well. So we'll go and we'll look and see what they've described in their annual narrative report about OJT.

Maybe it's a more – a broader question, where it's saying what – (inaudible) – saying about OJT. So then we may go through a bunch of reports looking for which states have talked about OJT, what have they described. And then sort of doing some similar things to what Christina described in terms of looking for success stories, pulling those out, lifting them up as best practices.

(Inaudible) – TA needs when there's challenges identified and sort of comparing those with the best practices to see if there's ways that we can match up the need with states that are doing things well.

We also get – a lot of times we'll get external information requests, maybe from nonprofits or – (inaudible) – looking for more information on what states are doing. So we a lot of times then can point them to the place on our website where published the reports that were submitted for this so that they can do more in depth digs into the – (inaudible) – that you all are – (inaudible).

MS. ECKENROTH: Great. Thanks, Kellen. And thanks for the reminder that these are all posted on the DOL website and they're publicly available. So stakeholders, your partners, the public, can access them. So if you're ever interested in what other states are doing, you can check out their report online.

So with that, I'm going to turn it over to Cesar who's going to ask you yet another question. Cesar?

MR. VILLANUEVA: Thanks, Christina. And thanks, Kellen. So we have another poll question. Laura, if you can pull that up.

So remember earlier in the presentation we talked about the benefits of this report? How many of you are currently leveraging the report for other state needs? So we have yes, no, not sure, no but we're considering our options. So if you have any ideas, let us know what you're using these reports for also.

So it seems like most states are leveraging the WIOA annual narrative reports. So thanks, Laura.

So now I'll pass it on to Christina. So making the most of your annual narrative report.

MS. ECKENROTH: Thanks, Cesar. So I did see that there are some folks who are definitely using this report in multiple ways in your state, and other folks are not really entirely too sure what happens to the report. And I think that's probably reflective; that's what we see when we read the reports.

So yes, the state is required to submit this report. So if you're writing it anyway, why not make it work for you? Because we read all the reports, as we mentioned, and we see that some states are definitely using the flexibilities to make this report work for them. And it speaks to multiple stakeholders.

So in this section of the presentation we're going to show you some of the ways states are making the most of these reports. Shelia, why don't you kick us off?

MS. LEWIS: Great. Thank you, Christina. So did you know that you can use this report to communicate your state vision? You can submit a letter from your governor or a quote from someone in your workforce system.

So you see there on the slide there are some excerpts of real-live reports that we received last year. There's one that includes their strategic vision; there's some letters – letters from the governor – and there's even a quote. So you can use these methods to communicate information in your report as well.

So I'm going to pass it on back – pass it back to Christina.

MS. ECKENROTH: Visuals. Can you use visuals? Oh, yes, you can. Did you know you can use pictures, charts, tables? Show your data and highlight your programs. Reinforce your points. Remember to keep it 508 compliant, but here are real-life examples of some charts, tables, pictures, graphs, maps, that have been used by your colleagues in their state narrative reports.

And Kellen has some tips about some other tools you can use. Kellen?

MR. GRODE: Sure. So one of the things that a lot of states have done in the past is to leverage the ability to add URL – (inaudible) – to other reports that have good supplemental value to this report. So if you have a great evaluation study that you want to cite to, if you have a great web tool you want to – (inaudible) – maybe you have a great program site.

Feel free to drop hyperlinks in there; that way you don't have to spend a ton of your 25 pages describing in great detail something – (inaudible) – want to give a high-level overview and then give us the – (inaudible) – address to look at in more detail. That's a great way to incorporate the use of hyperlinks and URLs.

The other thing, this sort of is in line with our general theme, but we've sort of been saying recycle, reuse, and repurpose. There's a lot of different ways that reports like this can be used. And so if you have these other community stakeholders, if you have board members that you want to share it with, there's so many ways that this can be purposed. And a lot of you, it sounds like from the poll question early – (inaudible) – more opportunities to continue to do that.

If it meets the needs of what we've described in TEGL 5-18, then there's no need for us to reinvent the wheel. Maybe you're repurposing performance charts and maps that were used in a different report. Maybe you're taking some text that you wrote from a different report that would also work for this report. Totally fine. Maybe it is – the whole report is in alignment with another report that you've used. Again, totally fine.

So if you want to share something that – (inaudible) – with other workforce development program partners – maybe it's a system report. Maybe it's a report that you do for the community stakeholders you have. Maybe it's a part of your AJC staff training. All of these things and more are valuable ways – lessen the effort.

My wife always likes to say – (inaudible) – not harder. So there's no need to do double work on something if you have multiple reports that can fulfill a similar or the same purpose.

And with that, I think we're going to pass it back to Cesar. Cesar?

MR. VILLANUEVA: Thanks, Kellen. So yeah. So a lot of great information throughout this presentation. We just want to provide some upcoming events.

So watch out for our upcoming eligible training provider event later this fall and winter. We don't have the dates yet, but keep an eye out through WorkforceGPS and through the email blasts for that. So if you have any questions, now is the time. So we hope that this was a useful refresher on the content and submission requirements for the annual performance narrative report, and that we've provided some tips and ideas for you to consider when drafting your submission.

So any questions about the report content, submission, or the ideas shared, you can enter those questions now into the chat. So we'll take some time to see if anybody has any questions. And then Shelia, I saw that Mark provided a response to Tammy's question saying, "Illinois has coordinated with all core partners and a few required partners through an annual report committee, meeting regularly to discuss contents, review submissions, and ultimately finalize the report." So a committee is a good way – or one way of how states are coordinating with all of the title programs.

MS. LEWIS: Yes. And thanks, Mark, for that response. We appreciate it. So hopefully other states will be able to use that suggestion as well. Thank you.

MR. VILLANUEVA: So I'll give it a minute to see if there's any other questions for individuals to provide us with. If you have any questions right now regarding the annual report narratives, don't be shy to provide those.

MS. LEWIS: Also, I'm just curious, for those who were anxious at the beginning of our event, hopefully your anxiety has subsided and hopefully you're feeling better about compiling the information for your annual narrative report.

So for those of you who are less anxious, who indicated that you were anxious, let us know in the chat room. What made you feel less anxious about drafting your report? What information did we provide during this event that made you feel less anxious?

MR. VILLANUEVA: That's a good question, Shelia. I see some individuals are typing into the chat, so we'll give a few seconds for that.

MS. LEWIS: And also as a reminder, there is a survey at the end of this event. So I know that we've given you information that's been helpful. We told you how you can leverage your report. We've given you some suggestions for content. So we hope that your answer at the end of the event reflects that we've given you some positive, creative information. So let us know. Tell us. Give us a good score. We really appreciate it.

MR. VILLANUEVA: All right. Well, if there's any other questions or feedback, just a reminder that – please send any follow-up questions to ETAPerforms@dol.gov.

And yeah, thank you. Thanks, everybody, for joining us today.

(END)