**WorkforceGPS**

**Transcript of Webinar**

**New Grantee Orientation Series – National Farmworker Jobs Program**

**Grant Reporting, Day 6**

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JON VEHLOW: Without further ado, I'd like to kick things off to our moderator today, Laura Ibañez, unit chief, Specialty National Programs. Laura?

LAURA IBAÑEZ: Thank you, John. Hi, everyone. This is Laura Ibañez. It's great for all of you to join us today. Today is day six of the NFJP New Grantee Orientation, and today I know that you are equally as excited as we are to discuss grantee reporting and performance measures.

Today I have with me Andrew Wiegand who's the president of Social Policy Research Associates, also known as SPRA, and we have Thoa Hoang, workforce analyst who's on our Specialty National Programs and she takes the lead for technical assistance and – (inaudible) – guidance.

So as we have done in the past, we invite all of you to introduce yourselves. I see that many of you already put your name and your organization's name in the chat box. At this time we're asking if you could please help us complete this sentence and share with us, NFJP reminds me of, and go ahead and share that. What does NFJP remind you of?

So for me, I would say I see NFJP reminds me of bridges, and I think that's – that probably has something to do with just the resourcefulness that all of you offer and how focused you are on helping people sort of overcome any difficult moments they're experiencing or also just allowing them to see what's next and helping them achieve that goal.

And so many ways you all are bridges to me, and so I'm going to ask Andrew and Thoa if they'd like to share. Andrew, would you like to share?

ANDREW WIEGAND: This is Andrew. Sure. Given my little with the program, NFJP reminds me kind of of the definition of accountability because, for as long as I've been associated with it, the program has been among, if not the highest performing program of all the DOL workforce programs. And so I think it reminds me of what accountability means and then how you demonstrate it with the performance that you achieve with your participants.

MS. IBAÑEZ: Absolutely. Thoa, what are you thinking?

THOA HOANG: Yeah. This is going to sound a bit cheesy, but I think NFJP reminds me that not all heroes wear capes.

MS. IBAÑEZ: Aw. That's adorable and not cheesy at all because I used bridges. So I really like that. Thank you, Thoa.

So we also have people sharing that NFJP reminds them of neighborhood, community, reminds them of hope for a better future, reminds them of pathways to a better future, and reminds them that our agency's founders and their dedication to farmworker community. Absolutely. Thank you so much for sharing.

So we have a lot of important information. So I'm going to move us along so that you can all hear Andrew speak.

With today's agenda, I'm going to give you a recap of day five, which was yesterday. Andrew's going to give you an overview of performance outcome measures, which including definitions and common measures. We're also looking at reporting requirements that Thoa will cover, and Thoa will also go over next steps and future technical assistance.

So yesterday we had the honor to have some of our FPOs on the phone with us and a few of our national colleagues, and we also had a state monitor advocate present with us. And so I hope that you were able to join. If you weren't, that all is going to be available on WorkforceGPS.

But our presenters talked about NFJP as a WIOA partner and the importance of that and how to negotiate that space and have that ability to have ongoing communication with our WIOA partners and making sure that we keep in mind the importance of business engagement and how that's – (inaudible) – order to really meet the needs of employers as well as our participants who are in the program.

And the last component is they talked about the NFJP service delivery component and discussing what does that really look like for adult and youth services.

So I am going to now hand this over to Andrew. Thank you, Andrew.

MR. WIEGAND: You're welcome. Don't thank me yet. Wait until I talk about this.

We're going to talk about performance measures, and we're not going to go into excruciating detail on this because for that the AFOP conference coming up in November will give you plenty of opportunity to have me be excruciating, but we'll touch on the performance measures and some definitions that are important.

And, obviously, if you have questions based on what we talked about today, feel free to put them in the chat, and we can easily go into more detail as needed.

Start by talking about a basic distinction that needs to be made which kind of dictates who is part of the performance measurement system and who is not. So the distinction between participants and reportable individuals, everyone that touches the program and receives some services needs to be enrolled either as a participant or reportable individual.

A participant is someone who completes several different requirements. They complete eligibility determination. They have a career assessment, and they receive at least one of the five program elements, including career services, training services, housing services, youth services, or certain related assistance services. And there the distinction is participants receive – if they receive related assistance services that require significant staff assistance, then they would be deemed a participant.

Those who only receive related assistance services that don't require significant staff assistance can be categorized as reportable individuals, and reportable individuals are not part of the performance measurement system. But all participants eventually are or become part of that performance measurement system and have their performance assessed and documented.

You can look at TEGL 14-18 for more details, and as you'll see throughout my presentation and later, we've put in links to the various TEGLs where you can go for more information. But, as I said as well, if you have questions for us while we're on this webinar, feel free to type them into chat and we can talk about those as well.

ETA plans to assess grantees' performance very similar to how they've done it in the past. For the career services training grants, this includes looking closely at the WIOA primary indicators of performance or the common measures as well as your narrative, plus the enrollments that you have throughout your grant period, any additional performance indicators that grantees included in their own project narrative, plus, obviously, your financial reporting.

Housing grants are very similar with the exception that we're not looking specifically at enrollments in housing. But all the other features are comparable for the housing grants.

As almost all of you will know, there are six primary indicators of performance for the career services and training grants, sometimes called the common measures. These six are the employment rate in both the second quarter after an individual exits and the fourth quarter after exit, as we've talked many, many times in the past. Almost all of these measures are quarterly-based because – any of the employment measures at least are quarterly-based because they're based off of UI records for most programs.

Not necessarily in the NFJP program but for most programs. And as a result, it's a quarterly-based measure. So any time someone has employment in the second quarter after exit or within the UI system, if they show up as having any earning in that quarter, they're counted positively towards the employment rate in the second quarter. Similar for the fourth quarter.

The median earnings in the second quarter after exit. Again, an entire quarterly measure, so all their earnings that can be documented in that second quarter after the exit quarter, and then the credential attainment rate, which is a measure that applies while they're in the program or up to one year after program exit.

Measurable skills gain, which is really the one measure that is a real time measure or a more current measure. So during the program if you can document measurable skills gains, that's one of the performance measures. We'll talk a little bit more about that measure in just a few moments.

And then effectiveness in serving employers, which for the NFJP program is are they employed with the same employer in the fourth quarter that they were employed in the second quarter? So essentially, a measure of job retention indicating how satisfied employers are with the folks that they're hiring out of your program.

And still, after all these years, the best single source for explanations, definitions, and examples for these six measures is TEGL 10-16 Change 1, but it still represents a pretty definitive source for all information about these measures and how they're defined and how they're actually measured within the program itself.

For the housing grants, measures are somewhat different, and they differ slightly between the permanent housing and temporary housing grants. Both types of grants measure – have two primary measures, the total number of eligible migrant and seasonal farmworkers served and the total number of eligible migrant and seasonal farmworker families served. So those are the same across permanent housing and temporary housing grants.

In addition, the permanent housing grants have two further measures, which include the total number of individuals served and the total number of families served.

The setting of these measures differs slightly between – I should say substantially between career services and training grants and the housing grants. For the career services training grants, we use a regression adjustment model.

This is always the time that grantees cheer wildly and loudly because they always love this, but we use this regression adjustment model that includes grantee participant characteristics, race and ethnic characteristics, prior education, things like that, as well as local area unemployment statistics, Quarterly Census of Employment and Wages, and the American Community Survey.

So we've got participant demographic characteristics as well as the local unemployment rates, minimum wages by state, median earnings, poverty rates, employment growth by county, program population percentage, and then different industrial mixes. And all of those different factors, which are essentially factors that may affect how easy it is for someone to find employment or to have high wages, all of those are included in a regression model that then adjusts each grantee's target above or below the departure point based on whether or not those grantees are serving more difficult to serve clientele or are operating in economic environments which would make it harder to serve those individuals and find them employment or get them high earnings.

Additionally, for this year we've tried to account for what we know is a economic environment somewhat in upheaval based on the pandemic, and so we've adjusted – we established a departure point that was significantly lower than departure points that had been used in past years to reflect the fact that we expect that it will be somewhat harder to find as many people employment and – in this economic environment as compared to prior ones.

And so we used the regression adjustment model and adjusted it further to reflect the fact that COVID is certainly having a major impact on economic performance.

In contrast, the housing performance grants are – were actually proposed by grantees. So there was no regression adjustment model used for those, and so those are targets that grantees proposed and the national office then accepts or negotiates to establish those specific measures.

For these grants that were just awarded, the national office is going to be using both your annual enrollment goals and annual targets and your four-year targets and goals as well. So we're going to be monitoring this on an individual annual program year basis but also across the entirety of the four years as well.

And so keep in mind that doing superbly in one year doesn't give you an automatic pass in subsequent new years. Not that any of the grantees that have been operating NFJP program would take it that way but it is going to be both an annual and a four-year look at your performance and how well you're doing across those periods.

Wanted to give an example for measurable skills gains because this is often one that grantees have questions about. And so the first bullet here shows the definition of measurable skills gain, the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

So for NFJP participants, all those meeting the definition for being in education or training in the credential attainment section above are included in this measure, as well as participants in OJT and customized training. So all those folks are essentially the base for this measure.

And what this is trying to measure essentially in real time is, are those folks making progress toward their ultimate goal? Can you document that they have made strides, that they have continued their school and achieved enough credits in their schooling? There's a documented gain in their skill levels as they're moving through OJT.

The best place to look for specific examples of the types of documents that can be used to document this is TEGL 14-18 Appendix 1, and there in that TEGL there's a variety of documents that are listed. And so you can go there. It includes transcripts from secondary school that show they obtained credits, and so we encourage you to look at that list.

And then of course, again, if you have questions about this or any of the measures, you could feel free to put them into the chat. But the measurable skills gains, as I mentioned before, is the one performance measure that can be documented in real time and shows folks, as they're within your program, reflects the outcomes that they're obtaining.

Then finally from me, talk a little bit about data validation. We want to make sure that grantees are looking at – looking periodically and reviewing their performance outcomes to compare them against your expected outcomes and ensure that timely data entry is being done and ensure that reported outcomes are accurately reflected with supporting documentation.

The periodic reviews can be done in a number of way when you submit data into the WIPS system. You can look at the outcomes that you see from that system and make sure they are consistent or similar to what you expect.

You also have the opportunity to submit data to us at SPRA, and the vast majority of you know how to do that. For anyone who doesn't, I'm happy to answer those questions. Just put it in the chat, and we can get you that information. As mentioned, I'll also be talking at the AFOP Conference in November, and we'll have plenty of opportunity there to connect with you there.

But we also provide performance information back to you, and so you can look to see if what we're suggesting to you looks accurate to you or if there are concerns and then, obviously, if there's any conflict between what you see within the WIPS system and from what we're producing for you. That's something that you should be aware of and follow up with us and/or the WIPS system to make sure that all the calculations that you're seeing are consistent with what you're expect to seeing – expecting to see.

We've done a good bit of work over the past couple months with folks in the WIPS system, and as of a week or two ago, our results – actually, I'll rephrase that. Their results match ours, and so we're reasonably confident that everything's working as it should at this point. Your next reporting date will be in November, and I imagine that's when we'll test that again. But, again, all the information you get back from WIPS and the information you get from us is an opportunity for you to review and focus on whether or not you're seeing what you're expecting to see.

You should also make sure that you have accurate and full supporting documentation for all the data that you are reporting. That involves checking source data. TEGL 23-18 Attachment II is your best resource for this. If you look at, for example, low income status at program entry, there's – within TEGL 23-18 it gives you a list of WIOA source documentations that you can use and then for many of the data items, as a final option if you don't have formal hard documentation, you can use self-attestation where the client says, I attest that this is true and accurate.

And you want to keep a record of all the data validation that you've done, all of the supporting source documentation that you have for the data that you've reported on. You want to have them filed and available for when your FPO conducts any reviews so you can show that you got all the documentation for the data that you have reported because, as I mentioned at the very start of this, NFJP has historically been one of, if not the highest performing programs. And that's all well and good unless we don't have documentation that the data that we're calculating that performance on has underlying documentation.

So that's a critical part of your performance and making sure that you've got justification for the outcomes that we actually are reporting on.

So with that I'll stop talking, which should draw another cheer, and then I'll turn it over to Thoa to talk about performance reports and how ETA uses them. So Thoa?

MS. HOANG: Thanks, Andrew. So before I talk about performance reporting, I want to remind grantees that, if you want to negotiate your performance targets or enrollment goals, you must notify your FPOs and cc the NFJP mailbox no later than this Friday. So we will hold negotiation meetings next week, and you should have all received an e-mail with your targets last Friday. If you haven't, please let us know. Reach out as soon as possible.

If the grant funds you received last was less than what you expected or it didn't meet your expectations, then you may negotiate a lower enrollment goal. Or if, for example, the cost of training has increased since you submitted the FOA, then you also could request to adjust your enrollment goals.

However, any grantees interested in negotiation should have a strong justification and have supporting data. Again, it's optional to negotiate these performance targes and goals, and if you have any questions, type them in the chat box.

OK. So the purpose of NFJP is to counter the chronic unemployment and underemployment experienced by farmworkers who depend on jobs in agricultural labor. Through your work the government can assist eligible migrant and seasonal farmworkers, including youth and adults and their dependents, through career and training services, along with permanent and temporary housing assistance.

We know your work is important, and to demonstrate the impact of NFJP, we rely on the data that you report to us. We share this with Congress, with the White House, and the public. At times it can seem a lot, but your report allows us to be accountable to the people we serve and justify why our work matters and why your work matters.

So in addition to reporting the success, we also depend on your reports to tell us what's not working and what needs to be adjusted in order to better serve migrant and seasonal farmworkers.

All NFJP grantees are required to submit annual and quarterly reports. I'm focusing on quarterly reports, but if you have questions about annual reports, again, you are welcome to ask them today.

Quarterly reports assist DOL in tracking grant activities and outcomes, as well as providing a snapshot of grant-funded activities for the current quarter and cumulative quarters throughout the grant period.

For career services and training grantees or CST, you would use ETA Form 9172, also known as Participant Individual Record Layout or PIRL, and ETA Form 9179, which is the quarterly narrative report. You submit both forms in the Workforce Integrated Performance System or commonly known as WIPS. So when you download your reports from WIPS, you get a quarter – a quarterly performance report, which is referred to as the QPR.

And for housing grantees, you report on the number of eligible migrant and seasonal farmworkers served and families served, which was covered in slide 10. And in the future, housing grantees, you will also use the PIRL to submit data into WIPS. However, I don't know when in the future this would be. However, just a reminder, we are coming to the end of a quarter, and your performance report is due no later than November 14th. And for this report you want to share activities completed from July 1st through September 30th.

In addition to tracking your performance, we also require you to track your finances. Similarly, quarterly financial reports are due no later than 45 calendar days after the end of the reporting period. ETA-9130(J), so you submit any grant-related financial expenditures through this form, and this form is regularly renewed.

So when the time comes, a Federal Register Notice will go out seeking public comment. So if you have any feelings about this form, this is the opportunity to share it, and this opportunity will become available in 2022. And TEGL 20-19 is a resource I would direct you to if you had any questions about this form.

Here is a list of tips. I do want to note that for NFJP this form – the form that's unique to NFJP is the 9130(J). Some reminders. You don't want to select yes in item 6 unless you're closing out this grant. And if you do see any irregularities in your spending, you can note this in item 12.

OK. So we're back to quarterly narrative report or ETA Form 9179. And both housing and CST grantees, you use this reporting form. The information provided in the QNR helps us monitor the progress of the grant and identify any promising practices and challenges that you face when you're implementing this grant. So the information collected in the narrative report, it provides a more comprehensive assessment of your progress, and it provides more qualitative information. In the narrative report you really don't want to copy and paste PIRL data elements.

And the narrative reports, they're also an opportunity for you to let your FPOs and the national office know what technical assistance you want or you need. So if you're not able to meet your performance targets or your enrollment goals, this is where you should share it, in your narrative report. And we do read these reports, and I pick out stories that we can highlight and feature in future reports.

And for CST grantees, if there's any discrepancy that you do see in the WIPS QPR and the data elements that you submit, the narrative report is a great place to note any of those.

For housing grantees, your quantitative data goes into your narrative report. Housing grantees, when you're working – when you are reporting your data, for us it would be really helpful if you break down the data to include the actual number of participants served during that quarter. And we are working with FPOs to provide more clarification to help you better report your performance.

The PIRL. All NFJP career services and training grantees, you've been submitting PIRL data elements into WIPS. So the PIRL allows data to be organized and submitted in a standardized format across the workforce system programs. And the ETA-9172 form, this describes the data elements and provides definitions and instructions for each element.

And the PIRL is meant to provide demographic information about the service and outcome data on participants who participated or exited the program. The PIRL contains hundreds of data elements across WIOA programs, and NFJP grantees only report on NFJP required elements.

So that's why you want to be really careful when you're looking at the PIRL. You want to make sure that you're looking at the correct layout. You know that you're looking at the correct one when on the top left-hand corner there's DOL-only participant individual record layout phrase.

Common reporting mistakes. So here's a list, and I just want to note that you want to make sure that your report has the correct grant year. So every year you'll receive a new grant number. So you want – you may reuse a template or a report, but you want to check that to make sure that the grant number is correct.

And, again, if you see any discrepancy between your WIPS QPR and your CSV file and it's reaching the reporting deadline, you should continue and certify your WIPS report because once you certify it, SPRA can look at that information and work with you to address any of the issues.

And for PIRL data element 808, 941, and 413, they can be easily mixed up, and NFJP has its own definition for reportable individuals and participants compared to WIOA programs. And so TEGL 14-18 Attachment 7 is a resource that I constantly reference, and I think it's a great tool for you to look at as well if you have any questions.

All this information you send us, what do we do with it? So here is a data book that Andrew and his team worked together to create for us, and we're finalizing this for PY 2018. And once this is ready, it will go on the DOL website.

Right now, on the WIOA performance reporting webpage, you will see a data book that provides information on the characteristics, services, and outcomes by persons served by WIOA adult dislocated workers and youth programs and the Wagner-Peyser Act program. However, this is a glimpse of what the NFJP-specific data book is going to look like for PY 2018.

And here, this is something that we also worked with Andrew to create, and this just provides us a really high-level look at what – how you as grantees are doing in achieving your performance targets. And this is a tool that we ETA staff use to just see where we could provide more technical assistance to you.

And then this is the workforce system report. So this is public, and it's available now, if you have free time and would like to read this. But it provides a snapshot of ETA programs and their progress at achieving goals, and this is something that we use your quarterly narrative report to provide information into this report that you see on this screen.

All right. So in the next couple slides I'll share some future technical assistance that we have planned. It's not everything. It's just some.

So this slide shows some dates for you to remember, some deadlines. November 14, that's coming. We have office hours planned. So you all should have received one e-mail with two calendar invites as an attachment inviting you to join office hours in November.

So SPRA and ETA NFJP staff will be available during these office hours to answer any reporting questions you may have as we approach the submission deadline. And you're not required to attend the office hours. These are optional. You don't have to attend all of them. You can attend one or two. And the reason they were sent as separate attachments is so you can just save them on your calendar and they'll be through WebEx.

And if you have questions or if you're planning to attend the office hours, if you could e-mail us at the NFJP mailbox before, that way we can research some of your questions and then we can provide you the response right during the call.

And then we plan to have webinars on a quarterly basis. For this session we're not going to have because we have the AFOP training and then we have this NF – this new grantee orientation. But these webinars in the future, they're going to be planned based on your – what you wrote in terms of your policy needs and your technical assistance needs in the quarterly narrative report.

So any time that we notice that there's recurring questions about certain reporting issues, these webinars would be a space to address those issues.

OK. So this concludes our NGO webinar series, and then there will be a final NGO post session, again, optional, and you should have received an e-mail with a WebEx invitation to attend. And this is going to be on October 27th. It's meant to be an opportunity for you to share with us and for us to provide – to do – it will be you asking questions, and we'll be able to respond as well. And it will help us gather information for future technical assistance needs.

And here we have some polling questions, and while you're responding to the polling questions, please ask away any questions you may have.

We intentionally left a lot of time during this session to answer any performance targets or enrollment questions you may have. Andrew is here to assist. So we really want to answer any questions you have. And even if you think that you've operated this grant program for many, many years, it's fine to ask again and to reaffirm any knowledge. And we do have new staff, and you may have new staff. So I think everyone would benefit from questions. All right.

MS. IBAÑEZ: Thank you, Thoa. So I see we have a couple of questions and – (inaudible), I believe. One of our participants said, "Who do we contact if we have not received our goals?" And I believe that was Steven Cortera (sp). So would you like to answer that, Thoa, if they haven't received their goals and targets?

MS. HOANG: Sure. Yes. Steven, if you don't mind, an you put your e-mail address? I will send that to you.

MS. IBAÑEZ: And those e-mails were sent to – they should have – we should have – our intention was to send them to the authorized representative listed. So if you are the authorized representative for your grant and you did not receive them, then we definitely want to update our directory as well. Thank you, Thoa.

So we also have a question about measurable skills gains. "Even though it's for the entire program, are we having to count it quarterly? The first quarter of the program year is essentially harder to get performance than the last quarter of the year?" Would anybody like to chime in? Some thoughts there, Andrew, or just –

MR. WIEGAND: Well, I would say that's exactly right. As folks come into the program, generally it's easier to document measurable skills gain over a broader period of time than a quarter. So my understanding is that ETA will be looking at the measurable skills gains on a quarterly basis, but it's not a pass/fail every quarter.

Rather, in the first quarter and maybe even into the second quarter, if someone has lower measurable skills gains for their participants, ETA will take a look and say, okay. Who is doing fine with that measure? Who is ramping up on that measure where they've got folks in a pipeline and we expect that they'll get – they'll achieve some measurable skills gains? And who might need some technical assistance?

So that it's looked at on a quarterly basis, but it's not graded as pass/fail every single quarter in such a rigorous way. Rather, it is used to figure out, okay. Who might be struggling with this and could use more assistance versus who's on the path and we expect that by end of several quarters the MSG rate will be looking like we expect it to look?

MS. IBAÑEZ: Thank you, Andrew. I see that we have – "How do we get on the e-mail listing of the grantee staff if you're not the authorized representative?"

So please e-mail NFJP@dol.gov if you are interested in being added to our regular e-mail distribution list as a program staff.

Thoa, we also have a question about, "Who do we contact to request a new WIPS account?"

MS. HOANG: Yeah. And I just sent a message in the chat box with the link to the request form.

MS. IBAÑEZ: Great. Thank you. And, again, if you could just repeat any information about what to do about the performance goals, if they haven't received them.

MS. HOANG: Yeah. So I'm going to check the e-mail list again and send out those performance goals. They're meant – we included your FPOs, and, again, they're meant for if you're authorized. So we'll look at that and update that list and I'll send that out to you.

MS. IBAÑEZ: Thank you, Thoa. And I know we just sent those e-mails out. So the fact that you have Andrew and Thoa on the line, I definitely encourage you, if you have any questions about this performance targets, how did we reach those results or how did we identify the enrollment goals – and what you'll notice as a career service and training grantee, you have a performance target in enrollment goals, and as a housing grantee you'll have the performance indicators in what you proposed in your project narrative.

So I'm going to pause for a minute just to see if we do have more questions here. So if I could just – let's see.

Steven's asking, "Are youth and adult clients automatically delineated into youth/adult performance. It is my understanding that we have the option to select if enrolled clients as youth or adults – as adults or youth."

Andrew, could you say a little bit more about that?

MR. WIEGAND: Yes. You do have discretion as to who you delineate into the youth and adult performance measures. Obviously, they need to be age-appropriate. You can't put a 37-year-old into the youth measures. But assuming that they fit within the age classification for both – for either youth or adult, you do have some discretion there.

And within the PIRL, you can now identify folks as either an adult or a youth, and it is that delineation that will determine how the performance measures are treated. So anybody that's identified as a youth within the PIRL, we automatically count within the youth measures, and anybody that is identified as an adult is then put into the adult measures. So it's – there's program discretion or grantee discretion on that fact, but once you report them as youth or adult, that's how we determine which set of measures they go into.

MS. IBAÑEZ: Thank you. And, "What is data element number 808 in the PIRL?"

Or if you're looking at TEGL 23-19 Attachment II, you'll notice there that data element number 808 will give you that option, and it says here to record one if you're – I'm sorry. Record two if the person's – if you're NSFW and it just continues to give you those options. So that's 808. Thanks, Andrew.

"Did we develop a performance-related mailing list?"

Oh, Thoa, this is probably for you. Would you like to answer that?

MS. HOANG: Yeah. Krister (sp) from the western region, thank you for that suggestion. Yes. We could. I can loop in with you to see how we can do that.

MS. IBAÑEZ: Yeah. And this – if there is such a strong interest, we could do this several ways; right? Through the performance technical assistance – (inaudible) – perhaps the office hours. But also, if there's a very strong interest in having a targeted conversation around this, we can also consider this as a peer-to-peer – developing a peer-to-peer cohort around performance reporting. Just an idea.

So let's see. "For clarification to performance goals for housing, we work directly with our FPO; correct?"

Thoa, would you like to give clarification on this?

MS. HOANG: Sure. So you – when you're – if you're making any adjustments, e-mail your FPO but also include us because we also want to track any adjustments and we also want to be a part of this conversation because we will be looking at your performance targets. So yes. In that e-mail, please include the NFJP@dol.gov e-mail.

MS. IBAÑEZ: The NFJP@dol.gov. Yeah. And they should notify their FPO and copy the national office, and that's to let us know by this Friday; is that right?

MS. HOANG: Yes. This Friday, an exciting day.

MS. IBAÑEZ: Yeah. Yeah.

MS. HOANG: If you have any clarifications around the goals – and I know it's a little bit unique for housing grantees – we're happy to have that conversation.

MS. IBAÑEZ: All right. Let's see. "Can you repeat when the deadline is for CST grantees to negotiate their performance goals?"

MS. HOANG: Yes.

MS. IBAÑEZ: And, Thoa, you're probably answering that right now.

MS. HOANG: Yeah. So you want to e-mail us – e-mail your FPO and cc the – our – the NFJP inbox when you want to negotiate the performance goals by this Friday, and then we will start negotiating those goals with you next week. So if you send that e-mail and I see it, I will start tracking this and working with you to schedule a time. So if you want to negotiate your goals, please be prepared to provide data and just supporting evidence as to why this is important and – or if this is justifiable; right?

Take a look at those spreadsheets, and if there's any questions about any of those adjustments, the hold harmless, feel free to ask that now.

MS. IBAÑEZ: Yeah. This is a great time to ask.

All right. Are you sure there's no more? Yeah.

MS. HOANG: Great.

MS. IBAÑEZ: That's great. (Inaudible).

MS. HOANG: We're so excited. Go ahead – (inaudible).

MS. IBAÑEZ: Any questions? Go, Andrew.

MR. WIEGAND: Sure. So the hold harmless, what that is is a mechanism within the regression adjustment process to make sure that no grantee's performance gets increased or decreased dramatically from one year to the next. So sometimes say you have a 65 percent target and if you run the regression adjustment model for a given grantee, all of a sudden it – based on the characteristics or the economic conditions, you might see that it adjusts up to 80 percent target.

And that's a pretty substantial leap from 65 percent to 80 percent. I should have done the math – should have done this to make math in my head a little bit easier, but I guess that's – it's about a 20 percent increase in the target itself. And so that's an awful lot to expect of a grantee to go from 65 percent to 80 percent in a single year.

And so the hold harmless comes into play and sort of as a limiting mechanism where if – it says, okay. No matter what the adjustment model says, no grantee will be asked to do – to have a target of more than 10 percent higher or 10 percent lower than what they were asked the prior year or from the departure point.

And so it's just a way of making sure that there's no wild swings in performance expectations from one year to another. It was set at 10 percent for this year, which is a pretty common bounding point and is used on a lot of other WIOA-based programs. But that's really all it is is a way to say nobody should have such wild swings where you're suddenly expected to do way, way, way, way better than you did before, or nobody should have something where the expectation is so much lower than prior years.

And so it just bounds all of the targets set within that 10 percent above or 10 percent below range. And really, based on the model that we ran, it only affect – the main area it affects is the median earnings in this year's goal. Most of the other models didn't have such wild swings – didn't have particularly wild swings, and so the hold harmless didn't come into effect very much.

But it did come into effect for some grantees for the median earnings such that no one is being expected to do more than 10 percent higher than they did last year, and no one – than the target from last year, and no one is expected to do less than 10 percent worse than the target from last year or lower than the target from last year. Hopefully, that explains it, and, hopefully, I didn't bungle it even more.

MS. IBAÑEZ: Thank you. And feel free to ask several times. I know that on our side when we have these conversations, it definitely feels like need to hear it a few times.

So all right. It's around 3:24, and I'm not seeing any more questions. So I believe – Andrew and Thoa, do you think we should wrap it up for today or – oh, there's one more. OK.

Gloria, keep it going. This is great. "When considering enrollment number in COVID and late grant announcements, will there be more consideration for the entire four-year period versus each year?"

Thoa, would you like to answer this or –

MS. HOANG: Can I not?

MS. IBAÑEZ: Yeah. That's okay. Yeah. Are you just kidding? OK.

MS. HOANG: Go, Laura.

MS. IBAÑEZ: OK. And – (inaudible) – just make sure. So you're right in the sense that you did not receive your awards in July. And so I just want to make sure – "and the late grant announcements, will there be more consideration for the entire four-year period versus each year?"

And so this is a great question because I think it's often confusing that although you get a new grant number each year, how does that – how are we looking at your performance over the four years?

And so we're definitely looking at each year is just as important, but we're also looking at the bigger four-year goal that you have in mind. And that's specifically true when you think about enrollment numbers, and so we're just going to be tracking what you proposed in your project narrative for the Funding Opportunity Announcement. We'll keep that four-year goal in mind.

And, for example, let's say you – easy number here. You decide that you were going to serve 400 adult participants. Year one you said you would reach up to 100 participants, but you're a little bit lower for year one; right, taking time to ramp up? You've got your announcements late. And so we're going to take that into consideration. I know that the FPOs are going to look closely at that number on an annual basis, but we're close – (inaudible) – this – (inaudible) – so that you can reach that goal over the four-year period.

And so if – let's say that you instead of meeting 100 or serving 100 individuals in year one, you serve 75, then we would take that 25 individuals and try to work with you to attain that goal within the next three years to make sure that you overall reached your four-year enrollment goal.

And feel free to ask a follow-up if necessary. I just want to make sure that that was sort of what you were asking around enrollment numbers.

I know that one thing that we have discussed is that some of you are asking to reduce their enrollment numbers, and we are looking at what you proposed in your FOA and especially it's up to you – especially since you submitted your application during COVID, we want to believe that you had a strong understanding of how many individuals that you could serve so that if you're thinking, I said 300. I'm not sure how I'm going to get there. You would have to have strong supporting documentation to be able to negotiate that enrollment goal.

For example, you received less funding than you had anticipated, and I think, Thoa, another example that you gave earlier today is, for example, the cost of training has somehow jumped within the last few months. I mean, I'm sure there's other reasons out there that we're not thinking about, but, again, we definitely encourage you to reach out. And thank you, Gloria, for confirming that's where you were going with that.

So, Marty, let's see. "For permanent housing grantees, using the PIRL could be pretty challenging." Yes. "In the future could we have a session specific to this issue and the challenges therein?"

Wonderful question, and so for housing grantees – (inaudible) – the HUD – (inaudible) – we are currently updating the PIRL. As you know, it's set to be updated by 2021, and so we're working closely with our colleagues here at Department of Labor to update the PIRLs that we can include PIRL data elements that are very specific to the housing indicators. And so far we believe we can accomplish that by proposing minor tweaks.

As you know, once the PIRL is updated and at least that we submit the PRA package, the public will have an opportunity to provide feedback. So I definitely will keep you in the loop when that happens, and we'll definitely ask for your feedback that you submit it for the formal process if you feel like you believe we're missing the mark.

So in the meantime, to report your housing performance, you are going to continue to use the quarterly narrative report, and then include your specific numbers around when you talk about how your progress is going for your grant. That's where we'll ask you to share how you're doing each quarter in order to meeting your performance indicators for housing grants.

And, again, this is a great topic to continue to discuss during our performance office hours, specifically because I know there's – there were some pages that we had to adjust too from WIA to WIOA.

I see that Krister is typing. And Francesca, although she's definitely on the line listening to this, and Francesca Rios (sp) is also thinking about how to provide ongoing technical assistance to our housing grantees.

So, "Yes. We need a session for all housing grantees."

Absolutely. And I know, specifically around performance reporting, but I know also around program eligibility because, although the program eligibility requirements apply to housing grantees, there are some nuances there as you think about the housing indicators. Specifically around performance reporting for permanent housing, you can either be an eligible NSFW individual or an eligible NSFW family, but then you also have the option of another individual and other family. We definitely need to dive deeper, discuss what that may look like for housing grantees.

So I see, "A housing grantee session would be great. Also to include things like the One-Stop and other requirements and how that fits housing."

Absolutely. Thank you, Suzanne. This is also great information for us to consider as we think about developing this ongoing conversation through our peer-to-peer cohort that we're planning to develop and also with our partnership with AFOP. So we definitely can keep these topics in mind.

I'm looking to you, Andrew and Thoa, virtually, to see if I missed anything. Would you like to add anything?

MR. WIEGAND: I don't think that I saw anything that you missed. I can always add plenty of random stuff, but I think I'm good for now. If there are any specific questions, I'm happy to try to answer them, but I'd rather not complicate or muddy the waters.

MS. IBAÑEZ: Great. I'm so glad that this webinar could capture your dry sense of humor. It's amazing, and I'm sure you guys will all get to see us again in person someday soon. But yes. Thank you, Andrew.

Thoa, would you like to add anything?

MS. HOANG: No. I don't. Thank you, Laura.

MS. IBAÑEZ: OK. All right.

So we never like to say goodbye, but maybe this is a good time to end our call here if there aren't any other questions.

Again, it's such a pleasure to have you all on this webinar. We are really grateful that you decided to spend some time with us this afternoon.

We do have a post follow-up webinar that we're planning, and so as of right now, it's on our calendars for October 27th and the idea there is to create an open space where you can just take some time. You at least have a week to go through all this great material that we presented from day one through day six. Think about things that you want more information on, and we're happy to answer any follow-up questions on that post follow-up session.

All right. Well, if there isn't anything else – and I see that Jen and Sylvia are typing. So thank you, Jen, for adding that link to the session.

And, "Can you maybe try and say a little bit more about the format? I mean, is it going to be the typing in the chat box? Are we going to use video, or what are the – (inaudible)?"

MS. HOANG: Yeah. Well, through WebEx it would be less formal. You can turn on your video camera. We can actually look at each other. Depending on the size of the group, we will be able to break out into smaller groups and have discussions, and if performance reporting is a really hot topic, that's something that we can do. And you're all able to unmute and mute your phone.

We can hear the pets and your children in the background. It would be – it will be a more informal format for sure and we will have discussion questions but we – this is an opportunity for you to talk to us because I know this – everyone's muted here. But in WebEx, depending on how the background noise goes, you will not be muted.

MS. IBAÑEZ: Yeah. And we'll definitely get through it because, as you know, pets and children have somehow merged into our conference calls at times. So definitely encourage you and all of your other colleagues to join us for that post session.

And we have one more question, and it's a question regarding credential attainment. "If we enroll 50 participants, 40 of them were enrolled in training that will lead to credentials, then we exit 20 of them, from those 20, 12 of them were enrolled in trainings, what would the percentage of the credential attainment be?"

So a stat question, a GRE question. I was like, well, Andrew, I'm sure you have an answer for this.

MR. WIEGAND: I don't see the question typed in, and so I'm trying to sort through where you're –

MS. IBAÑEZ: Oh.

MR. WIEGAND: OK. There it is. Give me a moment.

MS. IBAÑEZ: I feel like this is a quiz. OK.

MR. WIEGAND: OK. So credential attainment isn't measured until the point at which – actually, a year after which – after the point at which someone exited, though in the particular example we see here, it doesn't matter how many participants you had and how many of them are enrolled in trainings that lead to credentials until the point at which they exit them.

So the denominator here would be 20, and the numerator would be 12 because 12 of them – let's see. Well, hold on. We exit 20 of them. From those 20, I'm assuming you mean 12 of them had attained a credential. Then the credential rate would be 60 percent, 12 over 20.

So the credential rate is defined by only those who have exited and who have had a year since the point at which they exited, and then you look at doing the program – doing the program or at any point in the year post-exit, did they attain or obtain a credential?

And so I think what the question here is asking is saying that 12 of the 20 that had exited had obtained a credential, and, therefore, that response would be 60 percent. Oh, I see. 12 were enrolled in trainings but only got six credentials. Then it's 50 percent. And we can keep doing this. Since you used 20 as the number, I'm pretty good with the math. I can do it boom, boom, boom right away.

MS. IBAÑEZ: Yeah. That was impressive, Sylvia and Andrew. Thank you

MR. WIEGAND: – (inaudible) – double.

MS. IBAÑEZ: Sylvia, does that answer your question? And I really appreciate your asking these very specific questions and, Andrew, you just being prepared to answer them.

Yes. You got a, "Thank you, Andrew."

MR. WIEGAND: I got a smiley face too. Don't forget that.

MS. IBAÑEZ: I won't forget the smiley face.

Let's see. We have a few more people that are just thinking, processing all this information. So let's give them some time.

OK. We are getting lots of thank-yous. I think we're ready to wrap up today. If we didn't answer anything, definitely feel free to follow up with your FPO, and if you are interested, copy the NFJP office, the program office by cc'ing NFJP@dol.gov. And we hope to see you all on the 27th. Have a wonderful afternoon, and thank you, Thoa and Andrew, for joining me today.

MS. HOANG: Thanks, Laura.

(END)