**WorkforceGPS**

**Transcript of Webinar**

**America's Promise Program: New Grant Director/Manager Orientation**

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JON VEHLOW: Welcome to "America's Promise Program New Grant Program Director/Manager Orientation."

So without further ado, I'd like to turn things over to our moderator today, Greg Scheib, America's Promise project lead, U.S. Department of Labor Employment and Training Administration. Greg, take it away.

GREGORY SCHEIB: Thanks, Jon. It's really good to have everybody here today. I just lost the stream so I'm looking for it again. Hold on a second. Bear with me. I want to be able to see everybody. There you are coming back up. Can you all hear me all right?

MR. VEHLOW: I can hear you fine, Greg.

MR. SCHEIB: OK. I apologize for that. Anyway, I do really appreciate everybody being on the call today. You know, obviously, we're happy to have you. We thought that this webinar would be a good idea. Many of you have just started with America's Promise. And we wanted to make sure you knew what kind of resources were available to you and answer any questions you might have and just make sure that you all get off to a good start. So thank you for being here.

With me today, is Heidi Sheppard, who is our onsite TA lead here in the national office. We also have Erika Humphrey, who is the TA coaching lead. We're also going to be hearing from a couple of program managers on our America's Promise grants. Rana Al-Igoe and Julie Parks are both going to be talking to us and to you a little bit today about some of their experiences. And then we really want to move quickly through some of the resources that are available to you and then open it up so that you have an opportunity to ask us any questions, or if we can guide you to anything, we'll be happy to do that today.

We're going to just quickly do a poll. And Jon, if you could bring that up, we want to find out a little bit – for those of you that are new – what are the key grant concerns that you're facing right now? I only gave you the option to pick one of them, so you have to pick your biggest challenge. I understand that you might have more than that, but – OK.

And performance reporting – that's right. We aren't going to get too much into a lot of details about performance reporting today, but we are going to direct you towards a lot of good resources, and leading into our next reporting quarter we'll have a lot more information to share with you at that time. So thank you for those responses. And we'll just keep moving along here.

As far as today's objectives, what we really want to do is we do want to provide you with an overview of the America's Promise Grant. We do want to highlight some key programs and performance resources, direct you towards some of the technical assistance material that's already out there. And we also want to show you the America's Promise community of practice and some of the key pieces of information there. And again, certainly, we want to spend the bulk of today just having an open conversation and finding out if there's anything that we can help address right away so that you can move forward with the grants and keep the momentum rolling that you already have.

At this point, what I'd like to do is just give a really broad overview of what the America's Promise grant is all about. I'm sure you're already getting yourselves well versed in it. But I'll go over some of the basics. And then I want to start talking about a little bit about some of the resources that we have. So back in November of 2016, the department awarded over $111 million in America's Promise Grants to 23 different workforce partnerships in 28 states. And some of the grant awards range from $2.3 million all the way up to about $6 million.

The grants are designed to create or expand regional workforce partnerships between employers, economic development, workforce development, community colleges, and training programs that are making a commitment or a promise to provide a (biplan or ?) workers to fill existing job openings, meet existing employer needs, and attract more jobs from overseas, which is always a goal of H-1B grant programs.

Each grant is targeting middle to high skill, H-1B industries and occupations and is ensuring that regional economies are fully leveraging their federal, state, and local funds to build a competitive workforce. It's the primary drive of the grant regional workforce partnerships are creating sector-based pathways and providing training to meet the needs of workers and businesses.

The America's Promise Grant can serve unemployed, underemployed, and incumbent workers. And can specifically within those groups target low-income individuals or target populations that are otherwise underrepresented in a particular industry that you're focusing on – dislocated workers, things of that nature.

The grant supports a wide range of sector-driven strategies, including work-based learning, classroom instruction, and competency-based education that provides workers with the skills in industry recognized credentials that they need to get in demand H-1B industries and occupations. We have created – over this last year or so, as we're closing in on about the second year of the granted – we've created a number of resources to help you manage your grant, and we've listed them here on the screen.

In some ways, the most important thing in your guiding document is the funding opportunity announcement itself, which really spells out the purpose and the goals of the grant and provides a lot of specifics around allowable H-1 industries and occupations, the requirements around leveraged funding in support of service costs, limitations on incentive payments to help get employment outcomes, participant eligibility, limitations on serving incumbent workers, and allowable program activities. But that is always the first place to start when you have a question about what the goals and what the requirements around the grant itself are.

The department has also produced a good grantee handbook that really provides and nice broad overview of how the department deals with grants management and some of the fundamentals of that. This is available on the community of practice. And we'll talk about that a little bit more. But this guide – which we have a screenshot of here – includes ETA approaches to grants management. It provides an overview of award documents and regulatory requirements that go along with the grant, information about requesting modification and close-out information.

Additionally, it specifies requirements that can be found in the FOA. This is a nice broad overview, but it works sort of hand in hand with the funding opportunity announcement in the other technical assistance and guidance material that we have provided.

Another piece, something else as a resource that can be useful to you is the orientation webinar that was actually conducted near the beginning of the grant. But it does provide a good basic overview and does talk about specifically some of the requirements and goals of the grant. What you see here are just some, actually bits and pieces of that orientation. But this is some of the kind of information that will be useful to you in terms of understanding the communication channels, some of the roles of your FPO, your TA coaches, how to reach us, what to do when you have questions around performance.

It also has information about how to approach your modifications, if it turns out you need to change something in your grant over the course of the program. We're going to get into it a little bit more and tell you exactly where those are in a little bit. But at this point, what I am going to do is I'm going to turn it over to Erika Humphrey, who is going to talk a little bit about some of the technical assistance that you have available to you. So Erika, if I can just hand that over to you.

ERIKA HUMPHREY: Great. Thank you, Greg. Hi, everyone. I hope everyone can hear me clearly. I wanted just to share with you. And I know that you've already met your coach and you've been speaking with your coach the last couple of months, but just wanted to reiterate some of the services that we provide.

And just to begin with, our team is made up of HIP Impact Partners (sic). And HIP Impact Partners is made up of America's Association of Community Colleges and the National Association of Workforce Board.

And so this partnership really allows for just some real expertise and workforce investment boards, questions that you may have around that, things that focus on grants are made up of colleges. So there's a lot of experience there as well.

And so we're looking at RTA, we're looking at – based on the grant life cycle where you are in the grant, which is Year 2 – what kind of services and support do you need. Because of this team that we have here, we're able to really pull on our team members who have a lot of expertise in those areas.

One of the things that we do provide that you're already getting is the one-on-one coaching. And those are your monthly calls and where your coaches are assisting with different strategies. The one thing that we want to share with you is that any type of policy modification questions, those questions really do go to your FPO. We're here to support you, help you with different strategies. Also just want to share some of the types of TA that we provide and what we've provided in the past and that you can get access to some of those previous webinars that we did on our community of practice, which Heidi will talk about.

But we had a webinar on outreach and recruitment, support of services, thus far performance data, which a lot of you were on that particular webinar. So we offer a lot of different services, so not only one-on-one, but then we have these monthly webinars. And then we also have peer-to-peer sharing. The peer-to-peer sharing is great because they can be in a small group or they can be a large group.

But if there's something specifically like recruitment is a challenge, so that suggests to us and the other grantees who are still having some of those challenges will particularly small group and we'll do on outreach and recruitment. And that way you're able to talk to some of your other peers. And then we'll have some peers who are really doing – were able to have different strategies and really doing quite well in that area can share some of their strategies with you.

When we're thinking of TA, it's really about what your needs are and where you are in the grant cycle. That's why I mentioned here the live TA events. And then we have written resources from the monthly base. We really do want you to get part of the community of practice, which Heidi will talk about, because we'll post the webinars right there on the community of practice. If you have a question for one of your peers, or just for example, you say, hey, what type of supportive services are you using? You can actually state that question and then have other peers give you strategies or just share what they're doing as well.

We also have the blogs where we highlight different grantees and what they're doing and what some of their strategies are. So we provide all of those different types of services to really meet your needs. And then the team menu, that shows what type of services that we provide – participant retention, we focus on sector strategies, outreach and recruitment, employment placement, leveraging resources. So we do have that TA menu on our community of practice as well.

And so I will go ahead and turn it over to Heidi because I have been talking about community of practice and she'll just drill down deeper. Heidi, are you there? Heidi may be on mute.

HEIDI SHEPPARD: Hello?

MR. VEHLOW: Heidi, I just unmuted you. You're good to go, Heidi.

MS. SHEPPARD: I thought I had unmuted myself. OK. Community of practice is a virtual community designed to provide America's Promise grantees with a place to communicate with your grant peers and access the latest program technical assistance and resources designed to support your America's Promise Grant Program. So you will have access to the FAQs, any upcoming TA events and registration, materials from previous TA events, success stories, blogs, case studies, tool kits, and other resources specifically for new grantee staff.

And you'll see there's a link that you can click on to direct you to the community of practice resources for new grantee manager's page, which contains a lot of the resources that we've been discussing on today's webinar. This just shows you the landing page for the community of practice.

As you see at the top, it says, Join now! So I would encourage you to do that and set up a profile and click that you are a member of the America's Promise community. And now I will turn it over to Julie Parks, who's the executive director of workforce training from Grand Rapids Community College. And she will give you some tips from her perspective as to how to be a successful America's Promise grantee manager or director. Julie?

JULIE PARKS: Hi, everybody. I hope you can hear me. It's a beautiful day in Michigan. I'm going to address to you the things that I think you need to be successful as a program manager and some lessons we learned. And then I'm going to give you two tips on performance reporting, because I thought that was an area of interest.

So first of all, some of these are going to seem simple and you're probably implementing them already. But we really start with new program managers here talking about the project and the people who designed the grant, the people who wrote the grant to really understand what they're thinking was behind the application and behind the budget and to understand who was at that table when that grant was developed.

That'll really give you the overview that you need when that really organized. And we have a plan that literally on the board that we adjust every week. We work that plan every day. And we meet at 3:00 every day as a team for 10 minutes just to take a look at the board and see what's happening.

And then it sounds trite, but communication, communication – we have a communication plan that our TA helped us work on so we could communicate with our internal team, our employer team, our community members, and our workforce board. Then we actually send out updates every other week via e-mail and we keep them really short, like two or three points. And then once a month we send them, here's the numbers so everybody's on board. If we have something we need their help with, we say it quick.

And you wouldn't believe the positive feedback we get from that. So lessons that we really learned – and please don't be afraid to ask for help – because you need a TA does not mean that you are not doing a good job on your grant. It's a sign of strength to ask for help when you need it. It isn't a mark against you. And at first I think we didn't know that. And then we realized it's better for you to bring people in and get the help. So don't be afraid to ask those questions. It doesn't mean you're a poor program manager – really.

And then for performance reporting, what I would tell you to do is – we keep, as a group, weekly notes in a Google Drive where we just type in, like, this is something that happened this week. This was a success that we had. This is something new, a new employer or a new connection. So when we have to do those quarterly reports, it's really easy because we just pull that information all together. We don't have to spend hours rethinking what have we done during this period of time?

And then we hired a data person part-time whose number one job is just – because we have seven counties and tons of partners that are intaking participants. And so we really have this person doing those data checks, making sure the data – and that's their job. That's what they do. And we didn't plan for that when we first did the grant. But then as it changed and we used the WIPS system, we knew that that had to be a priority. And we worked with our FPO to help make that happen. So that's what we did in Grand Rapids.

And is it a piece of cake? No. But if we keep working that and we stay disciplined, it seems to work for us. So I hope that's helpful in some way to you. And if you wanted to reach out through your TA, we'd be happy to just talk to you.

So I think we're going to my colleague on the other side of the State of Michigan. Rana, are you there?

RANA AL-IGOE: Yes. I'm here. I hope everyone can hear me. Thank you, Julie. So I'll second what Julie said. Those are wonderful, wonderful points. And just to second in terms of don't be afraid to ask questions. It's not a mark against you. Ask questions of your TA coach, of your FPO. Make sure you're in constant communication with them about what's going on. It's really very helpful to have someone to talk through any issues or any thoughts that you might have related to your grants. I'll add some other things that have made our program successful.

I think relying on our partners' strengths and not duplicating services – so find out what everyone does well and make sure that everyone's on the same page in terms of what their roles and responsibilities are. Having clear project guidelines are really very important. Making sure everyone knows what the eligibility guidelines are, what are the types of allowable training that you're going to be providing through your grant?

Small things that you might not have thought about are: cost per participant, support of services policies. Having everything documented and very clear for everyone is really very important. Having clear MOUs with partners has really been great for us as well. Whenever I have a meeting with any of the partners, I have a binder with my application in it so I have my documents with me all the time, so I know if a question that's more technical in nature comes up, I can point to the page in our proposal where it addresses the issues that anyone might be having.

Then in terms of performance, having a clear way to measure your outcomes and measure your performance is really very critical. Making sure everyone knows what data needs to be collected and how it needs to be reported back to you is really very critical. And then a way for you to measure in real time how things are going is really important for our grant.

We have a wonderful team that works on data entry and I'm able to at any point go into our system and look and see how everyone's doing by subrecipient level. So it's really very good for me to be able to provide some technical assistance to them. So if I see that they are lagging behind maybe in where we're expected to be in terms of benchmarks, I can give them a call and we can address anything.

I can see through the narrative reports if they're reporting things that I'm not seeing in the performance reports. I can flag that and ask more questions and see if there's an opportunity to provide additional assistance. So those are some things that have made things go smoothly in our area. And I'll echo Julie. If anyone ever wants to reach out through our TA coach or any other means to talk peer to peer, I'm welcoming of that as well. Jon, I think I turn it back to you now.

MR. VEHLOW: I believe that would go to Greg.

MR. SCHEIB: Can you hear me now? I think I was on mute this time. Thank you both. We really appreciate your insights and being part of the conversation. What we'd like to do now is just really open it up. I mean, obviously, we've given you a lot of resources for you to check back into. And we've really just skimmed them. But what we'd like to do now is just sort of open up the conversation, see if you have any particular issues that you're addressing right now that we might be able to help with, if we can steer you to something, anything like that.

We've got it set up so that if you hit \*6 on your phone lines, it should unmute you. And we can answer any questions you have. You're certainly welcome to type them in the chat box, as well, if that's easier. But there's very few of us here on the call – well, there's a lot of coaches and other folks on here, as well, but there's very few of you that are here on the program side of things. So we'd really like to get you engaged and hear what you have to say.

MS. PARKS: Well, while they're doing that, Greg, Gary says, "Would there be a way to set up a conference call with multiple H-1B recipients to brainstorm ideas? So we can definitely do that, Gary."

MR. SCHEIB: Absolutely. What do you want to brainstorm around, Gary?

GARY: Yes. Thank you. In addition to that, I guess you could probably facilitate it for us, right?

MR. SCHEIB: Sure. Absolutely. I mean, is there anything that's on your mind right now that demands it, or just as an ongoing kind of conversation around program-related things?

GARY: Well, it's really just to understand some best practices. We've got some real gems out there that are succeeding beyond what my level is. So I'd like to just kind of understand some of the things that they're doing and would be for that reason. And Erika and I had a conversation this morning on a one-on-one.

And she's obviously going to be sharing the names of some of the other IP-specific grantees that I'm going to reach out to. So I can do that one-on-one, but I feel like if we can get all those that are interested that are doing IP together in the same room, if you feel, then we can all answer each other questions and responses.

MR. SCHEIB: Yeah. Absolutely. Youth enrollment – well, we can take some of these on. Let me just start from the top. Are there specific strategies that you can share with respect to youth enrollment? Absolutely. Just bearing in mind that the grant is limited to serving folks that are out of high school and over 17.

So as long as we're talking about youth or young adults that are already out of high school and looking to get into post-secondary education, then we can certainly do that. I know of some grants that have been working with high schools in insofar as they're looking at ways to outreach to young people that once they are out of high school could potentially benefit from the programs that they're offering.

I really encourage you guys to unmute your phones too. It'd be much more fun to talk to you in person than through your computer screen.

MS. AL-IGOE: If I could, this is Rana with Workforce Intelligence Network. So our grant is focused on robotics and automation. And we look at high school as a pathway. So we look at folks that have, for example, robotics equipment in their high school.

Maybe they've recently purchased some. So we know that they have robotics equipment. And we look at that as a pathway for recruitment. They've already taken courses and they already have some level of interest and aptitude. And we think that's a great opportunity for our pipeline. So connecting maybe through the community college or the CTE programs at our high schools is really a great way to reach those interested youth.

MR. SCHEIB: And then, I'm just curious, Greg, what is your target population you're trying to serve?

GREG: Sure. So for the youth side of it, obviously, definition it's 16-24. We're obviously looking at 18 and above to get in the grant requirements. But it's really the opportunity youth in our region, and we have thousands of them in theory within the Portland metro area. It's just very difficult for us to connect with them and to get them interested or excited about health career tracks and occupations. So I guess part of it was a recruitment question from the standpoint of how do you connect with individuals within that age bracket?

And also, given the low unemployment, given the amount of training required to go into a health care occupation, how have other grantees focused on getting a participant to engage in that because it's such a hard path to make a participant. We haven't had too much luck from the youth contingent side – so the 18-24 side – of folks really getting excited about training opportunities as opposed to having the ability to go straight into the workforce and be able to earn a wage immediately.

So I guess what are some of the strategies that folks have used to get individual participants excited about a training grant versus going straight directly into employment is the other component of that?

MR. SCHEIB: Absolutely. And actually, I'm looking as I'm thinking of how to respond, I'm looking at – (inaudible). Have you tried social media avenues and had any luck in that regard?

GREG: We've had a little bit of progress in that. I'm sure they're moving the needle. But it's really more for career exposure and more so for events in the community when we try to put something together around a specific health career occupation, so whether it's a CNA, whether it's an EMT, etc. But we haven't had necessarily luck of getting candidates to go to that next level of actually signing up and going into a training.

And I know that our youth participants have a lot more barriers to overcome. They've got different challenges to address. So it's a lot more time intensive from the career coach's standpoint. But I guess for what is some of the messaging that's been in the community from other regions, other boards, other providers where you've had success of actually getting candidates to go to that next level?

Because social media is one thing and you can only get them for so long using that, whichever platform you're on. It's really more of that continuing engagement is what we're striving for. And that's where the struggles are.

MR. SCHEIB: Absolutely. I mean, I do see some feedback coming in from Julie and others about reaching out to some of your nonprofit partners and folks that are working with some of those populations. I'm also kind of curious to hear from Hayley (sp). Hayley, you mention that you're mostly focused on social media. Can you tell us a little more about some of the other challenges with recruitment, and maybe tell us a little bit about your target populations as well?

MR. VEHLOW: And I'm just hearing some feedback, some background noise right now. This is Jon. If you are not speaking, please make sure to mute your line, \*6. I see a few people that are not muted. OK. Thank you very much. Great. Thank you.

MS. HUMPHREY: So Hayley is saying that they target 17-29 years old in their county not enrolled in education or underemployed.

MR. SCHEIB: Yeah. Right. And but you're primarily focused on social media? Have you looked at other, or have you considered other forms of that? Or are you just looking for some feedback from some of the folks here regarding how they've done that?

GREG: I'm sorry. This is Greg. Was that question at me directed or somebody else in the group? I'm sorry.

MR. SCHEIB: Well, I think I was – I'm sorry. Well, I guess say a little bit to everybody, but I'm also looking at – I'm still sort of following up on Hayley's line of thought here where she says: We targeted seventy 29-year-olds, but it's primarily through social media. And I just wanted to see if there was any – we were having a lot of success posting on job sites. Yeah. So I mean, it sounds like good avenues.

I mean, they're – part of it is being nimble and trying different things. If one thing isn't working or it doesn't happen, then try something else. I see Julie's got some good advice there as well, some other avenues that you could focus on.

MS. HUMPHREY: And then Michael Laidlaw (sp), one of the coaches said depending on the age group, try IG and Twitter for the 25 and under.

MS. PARKS: You know, Mike, really we hired some younger coaches intentionally and the relationship between those young coaches and 18-24-year-olds has made a big difference.

MS. HUMPHREY: That's a very good point. And then Mike also went on to say that youth groups and meetups can be very effective as well.

MS. PARKS: And you might think it's weird, but McDonald's has a huge campaign about being the first employer and giving them some customer service skills. So we worked with our local employer at McDonald's and other fast food places to help do a job fair. And we spoke about health care.

And individuals use some of that McDonald's money along with America's Promise to start in the health care area. And they have to still work 10 hours a week at McDonald's, but it's really a very interesting connection. We've never tried this before. And so we were at a meeting in Washington and talked to some McDonald's people. It's a very committed group of people. So it might be worth talking to your McDonald's.

MS. HUMPHREY: Great. Thank you for that event. And we still see others typing now. And Libby stated that her grantee innovative Birmingham leveraged a local music fest by sponsoring a charging station where they could share about the program while they charged up. That's a great idea, too, especially if you're trying to reach that specific audience. We have others that are typing.

And while they are typing probably addressing the youth issue, are there any other challenges or any questions that you heard Greg mention about the grants that you needed clarification? Please share that at this time as well.

MR. SCHEIB: I would also emphasize again, we've given you a lot of – there's a lot of resources currently available. And I really would encourage you – many of you have probably already done this and done your homework – but going back to the FOA, making sure that you understand what the goals and the requirements around the grants are and also some of the material in the orientation just in terms of lines of communication.

We always say that – and it's true obviously that your FPO is really your first point of contact. If you've got questions, if you've got concerns about budgeting or a potential modification that you might have to make, you're going to want to go to your FPO. In a case where they might not be 100 percent sure, they're still going to come back to us in the National Office. And then we can work with them to come up with a potential solution or give you some good policy advice or guidance.

Starting with the FPO, you can always copy the America's Promise e-mail that we use so that we can monitor that. And certainly, with any sort of performance-related questions, you can write us directly and copy your FPO. So if you have any questions about how you're documenting outcomes or the WIPS system, which is what we use to report the performance, you can reach out to us directly at the America's Promise e-mail address. And we try to get back to folks just as quickly as possible.

MS. HUMPHREY: There's a question for you from Mason, Greg, where he says – (Crosstalk) – biggest challenge is the tuition-free financing and managing that appropriately giving leveraged resources in what still needs to be covered by grant funding.

MR. SCHEIB: Right. Yeah. That came up. We recently did a site visit with Mason and his folks out in West Virginia. And especially with things that are of a fiscal nature, we want to make sure the FPO is really the one that's going to give the ultimate response to that. But we always work with them.

As a matter of fact, I think Jan Bray (sp), the TA coach that works with you, Mason, she just talked to Chris Ransom today, who's the FPO. And I think we're going to be following up on that. Oh, good. Yeah.

The other thing I would say is that people have different ideas about what the role of their FPO is. But at the end of the day, the FPO can be your advocate. And while they are also responsible for making sure that all the grantees are in compliance with all these various rules and requirements, they can also really be a great way to help you solve problems. So between your TA coach and between your FPO, the communications with them I find is key.

As someone who is a former grantee – I used to work in New Mexico – one of the best things that I certainly learned as someone with the DOL grant was getting to know my FPO, because when I did have problems and came to them, in many cases, they helped me solve those problems. And it's much better to come in with a question up front rather than coming at the end and finding out they don't like the way you've been doing something or it's not in alignment with some guideline or another.

So I would certainly encourage you to reach out to your FPO and let them know what you're doing and when you do have questions, to reach out to them. And certainly, if they don't have an immediate answer, they're going to come back to us and we're going to come up with something.

MS. HUMPHREY: Great. Thanks, Greg. Are there any additional questions? I see Hayley is typing now. And it's not just questions. Or if there's certain things that you feel would help you to be successful in this grant, let us know.

MR. SCHEIB: Yeah. And something else, too, for those of you who are new and maybe still finding your way with America's Promise is that your TA coach, we can certainly be working with you to help match you up with one of the other program directors in one of the other grants.

If it would be helpful for you to have someone that you could just bounce ideas off of or talk through approaches, frankly, going back to what Gary had initially raised, the notion of getting some peer-to-peer brainstorming sessions together around a particular topic might be a good approach that we would certainly be in support of and can pursue.

MS. HUMPHREY: Great. Thank you, Greg. I don't see that we have any questions coming through. I don't know if you have any final words?

MR. SCHEIB: No. Final words are thank you. But again, we really do appreciate your time today. You know, it's funny is this grant seems fresh and new and all of a sudden we're sort of closing in on Year 2. And we're right here right in the thick of it. And if you had to just pick up where somebody left off or you had some transitions and so you've lost some momentum, we really just wanted to make sure that you were aware that you had support. There are multiple places and approaches that you can go to.

You can go to the COP, the community of practice. You can reach out to your FPO. You can look to your TA coach. We're really lucky to have some really tremendous coaches with a lot of great experience from Knob and from the AACC. And it really is to your benefit to take advantage of those resources. Erika, can I pass it back over to you a little bit to talk about upcoming events and kind of point us into some of the additional resources that are available?

MS. HUMPHREY: Sure. Definitely. So some of the upcoming events that we have: On the 25th of September, we're going to be focusing on telling your story. I know that you're in Year 2, but this is a really good time to share with the community, share with your funders and stakeholders your story about how you're impacting the community from performance, be it from how your partners are working well with you, how your organization is really in the community.

So we're going to share some tips there. We're also going to have grantees share some of their strategies how they were able to get media coverage.

And then in October, we're going to have a webinar on innovative supportive services. So again, how you're supporting your participants, making sure that they're able to come to your trainings, so decent innovative ways that other grantees and your peers are doing some really good things as well. So that's some of our upcoming TA.

And then again, I just can't stress enough we're really trying to get our grantees to use the community of practice as a great resource and a tool for any questions that you may have to just post a question and getting other grantees to be able to answer that or provide additional strategies that you may have.

MR. SCHEIB: Can I just throw in, also, Erika that new program managers or new staff resource on the community of practice really pulls together some of the key pieces. And I would encourage you, if you haven't had a chance to look at that already, to go there. It's got a link to the ETA handbook. And it's got a link to all these other resources as well.

MS. HUMPHREY: Great. Thank you. Yes. And then also here in the WIPS Tips – I did see on in the poll that there were some challenges with WIPS. So that can answer some of your questions. So again, please use these resources. They are definitely available for you. And so that's all I have. Greg?

MR. SCHEIB: Super. Well, thank you very much, Erika. Yeah – WIPS Tips. If you haven't submitted in WIPS yet, you haven't really had any fun yet. Just honestly, we really do appreciate you all being here. This last slide just is a reminder that the America's Promise at DOL is really the place. If you reach out to your FPO, copy America's Promise. If you've got a performance question that you need to get resolved, write us at this address and we will get back to you.

We're lucky we have actually a very strong team here in the National Office and in terms of performance and performance of program TA and between ourselves and between all the experience that we have with our TA coaches we really can – we have the resources that can help address some of the challenges you're facing.

So, please, if you are encountering anything or we can just be a place to bounce some ideas off us, we're happy to do that. And let's see – yes – with that, thank you all very much. We are here. And we look forward to this upcoming fall and however we can help you. So please reach out to us, your coaches, or your FPOs.

MR. VEHLOW: I'll take it from there, Greg. I just want to thank all our participants and presenters.

(END)