**WorkforceGPS**

**Transcript of Webinar**

**TechHire-Data-Driven Decision Making: Tools to Review and Manage Performance**

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LAURA CASERTANO: I want, again, welcome everyone to today's webinar and I'm going to turn things over to your moderator today, Ayreen Cadwallader. She's a workforce analyst with the Department of Labor. Ayreen, take it away.

AYREEN CADWALLADER: Thank you so much, Laura and welcome, everyone for attending today's webinar on "Data-Driven Decision-Making: Tools to Review and Manage Your Grant Performance." You might've seen earlier, as you were logging in, the polling question that we had up to determine who was on the call today.

We saw a couple authorized representatives, several program directors, IT staff, also saw a few other folks that are also, as partners, to the program. So definitely want to welcome everyone that's on the call today.

We have a very dynamic presentation for you and something with performance reporting it certainly is something that we're really very excited about here at the national office and we have a variety of speakers to – that you'll hear from and – as well as for those of you, we do welcome your participation on the welcome – on the chat for any questions or comments that can add to our discussion today.

So today, you'll hear from Brian Smith. He's a workforce analyst here at the department of labor. Also, Timmy Dudley, our performance lead. He's a senior associate with ICF as part of our technical assistance team. Also, you'll hear from the chief evaluation office, Christina Yancey and Jenn Daley who – Christina is the evaluation team manager here at the chief evaluation office and Jenn is the evaluation specialist.

And also, our colleague from Westat, Joe Gasper who is also supporting the evaluation efforts for the TechHire grants. Lastly, you'll hear from our – one of your colleagues from the TechHire grants, Flying High, Jeff M. Magada, the program director of Flying High and – as well as Gretchen Hammond and Kathleen Gallant who are with Mighty Crow supporting Flying High on their performance efforts.

And so with that, for today's objectives, we certainly hope that you'll come away from today's webinar with some key takeaways. We know that performance reporting is definitely an important piece to managing your H-1B grant and it's always a huge topic of interest. Our performance webinars are usually highly rated, but the focus of today's webinar is slightly different.

We definitely want to just talk – provide you with some strategies on how you could view your data and use it for continuous process improvements. From some of our takeaways, we hope that you can learn about the different ways that performance data can benefit your TechHire grant.

We hope that you can learn how to use or tailor data analysis tools that we'll present to you that you can use to track your quarterly outcomes and measure them against your annual or cumulative grant-to-date target outcomes. You will learn how one of your TechHire grantee colleagues, Flying High, tracks their performance outcomes and how they use it for continuous process improvements.

And lastly, we hope to provide you with some ideas on how you can use your data to benefit your organization and impact your program design, your outreach recruitment strategies for participant enrollment and partner engagement and how performance can be a tool to engage your employers and partners.

Just another quick rundown of today's agenda, during today's webinar, we will discuss how your performance data can inform a data-driven decision-making process when managing your grants.

We will preview the TechHire grant program's most recent performance data aggregated from the national level and then to do so, we've also developed a progress indicator tool to help you see your data in a way that's a little bit more interactive than viewing your data in your data file spreadsheets or your QPR forms and then Flying High will share how they track their performance outcomes and how they use their data for process improvements.

And then lastly, our colleagues from the evaluation team, you'll be able to hear how your performance data combined with other data supports the evaluation process. This segment will highlight the role of evaluation data and learning and continuous improvement and the importance of the relationship between evaluation and performance.

We will also get an update on the status of the evaluation impact on TechHire grants. So certainly, stay tuned for that. And then we will also address some of the common performance reporting FAQ that we've been addressing in our performance office hours. So a huge agenda, but we'll get through it shortly. So in this next slide, we just wanted to talk about the value of reporting your quarterly performance outcomes.

We certainly appreciate all your hard work and your efforts to ensure that accurate reporting is submitted to the department of labor in a timely manner. We have gone through a process of learning about the WIPS system, how to upload your data files and generate a QPR form.

Now we're still understanding the aggregation rules that make up your QPR form and then I think everyone's got in the habit of submitting their final progress reports in the WIT system. So now that we are in the second year of your programs and well into it we know that you're starting – you know, that you have served participants and enrolled participants in your training program.

Some folks are completing and then we're also seeing a lot of the employment placement and credential outcomes, but to kind of step back a little bit, all of this information is really valuable to the department of labor and for your organization. Tracking your performance outcomes can help you develop and sustain workforce development strategies that is a part of your program design.

And so from the national office perspective, performance data is used to illustrate success. Your quarterly progress reports allow us to share your successes with national and local stakeholders. This includes Congress, DOL leadership, the office of management and budget, the government accountability office as well as members of the media and others in Washington, D.C. as well as local stakeholders across the country.

But it also allows you to illustrate your success to your own stakeholders as we noted – as we'll note later in this presentation, which we'll discuss in a moment. Knowing your performance data on a quarterly basis allows you to develop continuous improvement processes to ensure that you're meeting the need to program participants and business partners.

Your quarterly performance data is your quarterly checkpoint tool to let you know that you are on the right track of meeting your outcome. There is a huge opportunity here for you to analyze your program based on what the data is telling you and again, we'll be able to talk about that a little bit in more detail in this webinar. You can use your performance data to promote your programs to engage participants, employers and other partners.

We know that potential participants may be more willing to enroll in your training program if your performance data can guarantee successful training outcomes and employment outcomes and on the other hand, potential partners are more willing to join you if you can illustrate that your program is effective and successful.

Next, tracking performance outcomes helps to ensure sustainability and evaluate the effectiveness of future grants. Having mechanisms in place to track and report your performance outcomes should be an integral point to your sustainability plan if you can show that your performance data – that this program is effective for the H-1B TechHire grants.

You have the opportunity to replicate that program in other industries or new target populations for future projects. Also, we also know that being able to show a history of successful past performance is always an added plus for future grant solicitation. Lastly, performance data does help you identify areas of opportunity. Discretionary grant programs allow flexibilities for grantees to propose and implement innovative strategies for training and employment.

Therefore, reporting successful outcomes will help all of us to identify strategies that could be replicated and meet various needs in other parts of the country.

So performance reporting ensures program activities are not just effective, but have the greatest impact and improves the lives of many people across the country, those who are what the TechHire grants are serving, youth and young adults, individuals with barriers to employment, such as those with prior records, disabilities and limited English proficiency and overall, those who are unemployed, underemployed or incumbent workers that need to advance their skills.

And so just remember, great programs plus great data equals great outcomes, which really just means more opportunity for the American worker.

So now that you know the importance of how your performance data is used from a national and organizational perspective, we do want to emphasize that your performance data is not just about reporting to DOL, we definitely want to just encourage you to view your performance data's map in your grants management toolbox when managing your program.

So performance data can inform the way you manage your grant when you – by evaluating the effectiveness of your program by reviewing your performance data is one method you can use to make important decisions that will achieve your goals.

The data analysis process should be done at least on a quarterly basis at minimum, but depending on what makes sense for your organization, this could be done before or after the last reporting quarter at your quarterly stakeholder meetings or during monthly meetings or weekly team meetings.

It should involve all members of your team, not just the executive-level authorized representatives and program directors, but other staff and representatives from your grant partners, including case managers, job developers, business developers and data analysts, which is why I was really pleased to see some of the folks from your partnerships also on the call today.

From a program analysis standpoint, your performance data is your tool to analyze the success of your program. You should definitely closely examine your performance data to analyze how your program is effective and draw various conclusions about your training design and delivery. We asked you to provide annual target outcomes for several performance outcome measures, such as total participants served.

Those that began training completed training and entered employment. As you look at your quarterly performance data, we definitely want you to measure that against your annual targets and you may want to ask yourself where should you be in accordance to your statement of work and your work plan with meeting your target outcomes.

Lastly, reviewing your performance data on a quarterly basis is the key to achieving your performance goals. We know that it's always a sign of relief when your performance data shows that you're on track to meeting your performance goals, but what happens when there are gaps in your data from what you're seeing, this is when you can start to ask yourself, are your performance goals attainable and what do you need to do to achieve those goals?

And then again, based on what you've learned, you can use that opportunity to improve various aspects of your grant program before the grant ends. So just a few last things to remember data-driven decision-making is a team effort. It is an effective method for managing your grant program.

It is the goal that you set out to achieve in your statement of work to make sure that it's attainable if you incorporate the data analysis process in your data-driven decision-making as part of your grants management. In the next slide, let's go over some of the strategies that you can use when you review your performance data with your team.

It's important to stop and ask these questions, what should you already know, what are your target outcomes, how is your performance to-date, what else do you need to know? These are things that you should already know through your grant statement of work.

We definitely encourage not just you, as the program manager, but all members of your team to thoroughly know your grant statement of work and any modifications that have been done so that you're all on the same page as to what your final goals are for your grant program. With that, we could transition to a participant polling question to certainly hear from you as to how often you review your performance data. I'll transfer this to Timmy.

TIMMY DUDLEY: Sure. How often do you review your performance data? Is it every day, every other week, every month, quarterly or never? Be honest.

MS. CADWALLADER: So it looks like there's a few of you that are dropping in every month and quarterly, some every other week. You certainly acknowledge that every day and never are too extremes and definitely excited to see that everyone's in the middle of that spectrum. Are there any questions that folks want to pose before we transition? All right.

Well, we can go ahead and move on to the next section of our presentation. We will have Brian go over the performance data progress indicator tool, which is a sample tool that you could use to analyze your data. It is available in the FileShare window as an Excel spreadsheet that you can download. And Brian, we'll turn it over to you.

BRIAN SMITH: Thanks, Ayreen. I'm going to go over the Excel tool, the performance data progress tool. As she mentioned, it is available in the FileShare window at the bottom of the screen. Using an Excel or any other spreadsheet software you can track your progress towards outcomes targets and/or internally set targets. The following resource is an example of a performance indicator tool that can help you track progress and inform data-drive decision-making.

So as you can see, we have a screenshot of the Excel tool and when you're using the input screen here, there'll be an input tab and an output tab at the bottom of the screen. You don't have to fill in every cell, it's much easier, though, with more cells with information entered. It will become a little bit more useful to you and provide an accurate analysis of your performance progress.

You can enter the most recently cumulative aggregate participant data for the grant into the current cumulative results column based on data reported to ETA in your grants quarterly progress report. This includes both the performance report form, i.e., the H-1B QPR form and a narrative report or internal grantee records. In addition, enter data for the grant targets column using the projected goals identified in your grant statement of work or in the internal grantee records.

Once data is entered into the input tab, key ratio results will be reflected in the output tab. The ones shown here are just for illustration. Obviously, you can replace them with your own grant information and when you do this, this will automatically populate the other tabs with your grant's information. The second tab on the Excel tool will be the output tab and that's you see here.

There'll be three separate outputs. The first one is for outcome progression, the second is the process indicator table in the middle of the screen and the third is credential attainment employment outcomes. And we're going to take a closer look briefly at all three of these on the next few slides. Any questions on this screen at the moment?

The first output chart is the outcome progression charts and these show participant progression, target populations served and other target populations served, excuse me. And these are simple charts that just illustrate the data that you put into your input tab. We have the total achieved in blue and then these left to hit target in, I guess we'll call that green.

We'll call it pea soup. The second one is blue, achieved, a little bit lighter shade of pea soup to hit the target and then the third one, same deal. These are pretty self-explanatory and again, you can access this from the FileShare box at the bottom of your screen.

The second output – or never mind. Participant progression shows the number of people that have achieved each type of grant-funded service in blue and the number of additional participants needed to reach the target goals of the grant as indicated in the grant statement of work. We already briefly went over the target population. So we can move onto the next one.

The second table is the process indicator table. As you see here, it's a little bit stretched out, but if you have the tool open, you can take a look at it yourself. Process indicators are used to measure outcomes for the number of participants that complete training after starting training and obtain credential after completing training.

The current ratio versus target ratio, each of the indicators two ratios are provided. The first is the current ratio and represents the percent of participants that have successfully moved from the first service listed to the second or for example, from starting training to completing training.

The second target ratio represents the percent of participants who were targeted in a grant statement of work or the grantee's internal records to successfully move from the first service listed to the second. And the third output is credential attainment and employee outcomes. The first chart compares the percentage of participants who complete training both with and without receiving a credential.

And the second one compares the number of participants who are employed workers at the start of the program and advanced to a new position. And finally, the third chart compares the number of participants that were unemployed when they entered the program and subsequently obtained employment. Grantees can also use these chart formats to track progress against other targets set internally.

Does anyone have any questions on this? It's, again, available at the bottom for you to poke around with and use yourself and if you have any comments, you can reach any of us.

MS. CADWALLADER: And so certainly, this tool is something that you could use and tailor according to your needs. We really just focused on the outcome measures that we look at in the QPR and in which you provided target outcomes to in your statement of work, but you could certainly add more and tailor according to your grant program. We do have a participant polling question next. I'll turn that over to Timmy.

MR. DUDLEY: All right. Do you use any tools to review and analyze your data? Yes, we use a proprietary tool customized to meet our needs, yes, we use an Excel spreadsheet and it works just fine or no, I'd like some help in tailoring something to meet our needs.

MS. CADWALLADER: And it looks like we have equal numbers of folks that use a proprietary tool. Oh, actually, more folks that use an Excel spreadsheet, which is great. We love Excel spreadsheets. And there's a couple of you that might need some help in tailoring something. That's certainly a performance TA that we could provide to you.

Just send us a note in your TechHire mailbox. Definitely, download the Excel spreadsheet here that we've created for you first and see how that could be tailored, but certainly, we'd be happy to support your efforts in this process.

We could transition to the next section of our slide, which is just to give the TechHire grantees an overview of our performance to-date so that you'll see our cumulative grant to-date outcomes. We're looking at performance data for the quarter ending September 30, 2018. So I'll turn that over to Timmy.

MR. DUDLEY: All right. Thank you, Ayreen. As Ayreen just mentioned, we're going to start to look at this data from the quarter ending September 30, 2018 and we're going to start off with some of the aggregated data for all of the TechHire grantees as a whole. We'll start with the target populations.

As you can see, youth and young adults was the largest target population with 7,605 and then it was followed by the other target populations of individuals with disability, individuals with limited English proficiency and individuals with criminal records with 707, 858 and 983. Employment status and participation was largely unemployed individuals at 6,112, then followed by underemployed workers at 2,720 and incumbent workers was 1,331.

Now we'll look at some of the training and program completion outcomes. Again, these are from the September 30, 2018 quarter. And for participants served, we had 11,006 and then also for participants who began training, 8,999 and participants who completed training we had 2,577, which you'll also see the orange line above your outcomes and those are the year 3 target outcomes for the TechHire grant as a whole.

So you could see they're reaching towards those target outcomes. And then also, the gray outcome is the target outcomes for the program as a whole where you can see they're even a little bit further to reach for the program as a whole. I'll give you guys a second to look at that. Next, we'll look at some of the employment placement outcomes.

We had 1,615 entered employment for TechHire programs and it's a target goal for year 3 of 7,391. So you're still a little ways to go. Of those 1,615, 1,033 were training-related employment. So a good bit of those were directly related to the training that they received within your programs.

The next slides we're about to show you will rank H-1B TechHire grantees from highest to lowest based on the percentage rates of where you are for the quarter ending 9/30/18 to meeting your year 3 target outcomes as noted in your grant statement of work. The two outcome measures that you will see are number of participants who began training and then also the number of participants who completed training.

A few reminders, the percentage QPR outcome is compared to the target outcomes from the statement of work for year three. Every grantee has different year three target outcomes. So it's based just on your particular target outcomes. Grantees are ranked from highest to lowest using the outcome measures, again, adults who began training or education.

So that's the outcome that we're using to rank you guys in the next slide coming up. The chart allows TechHire grantees to see where they stand in comparison in – by training outcomes to the other grantees within the TechHire program.

Also, it's important to note that the completion outcomes on this chart are low for a variety of reasons and it's because the last quarter recently rolled out PIRL 1813, the PIRL data element to note if an individual has completed all training activities as proposed in the grantee's program design. So those are first quarter grantees who reported that.

So you guys are still getting used to that, we definitely understand. And then we saw that grantees weren't completing these participants for 1813 in the data file. So hopefully, for future quarters, that will look better. And then also, there – and so therefore, it could be an issue with some reporting outcome or some grantees could have a particular – (inaudible) – program design and participants have not yet completed their training.

So that's why the completion outcome could be a little bit low. So here are those outcomes that we mentioned. As I said, they're ranked from highest to lowest, the highest percentage being 202 percent and meaning that grantee has more than doubled their outcome target for year 3 and on this page, the lowest is 73 percent. Keep in mind, we do have a second page that we will go to next.

As we discussed on the earlier slide, you will see some zero percent of training completed because of PIRL 1813. So just keep that in mind that those numbers will decrease. I'll give you guys a second to take a look and see if you do see your grantees. As I mentioned, these are ranked from highest to lowest based on those who began training.

I'll move to the next slide with the rest of the grantees. And this slide, the highest percentage is 68 percent and goes down to 29 percent based on your training completion of those target outcomes. I'll give you guys a second to look at this.

MS. CADWALLADER: So we definitely wanted to show all the TechHire grantees on these two slides so that you'd know where we're looking at as well when we're trying to gauge where grantees are to meeting their performance outcomes and how we could provide you with technical assistance and support. And just to note, please don't be alarmed when you see the number completed training outcome measures as very low.

These are things that, based on what Timmy had mentioned in the previous slides, there could be reporting issues that's noted – that's reflected here and may not accurately report what's happening with your grant program.

MR. DUDLEY: Now we'll take a look at some of the grantee training outcome progress for participants served, participants who began training and participants who completed training. As you can see, this is ranking grantees from on target, which is 75 percent or higher, ramping up, which is 50 to 74 percent, 25 to 49 percent, which is at-risk and 0 to 24 percent, which is high risk.

Again, these are based on your 9/30/2018 QPRs and it's based on your statement of work target goals for year 3. So that's kind of how the grantees rank with participants served, participants who began training and participants who completed training. As you see, participants served is definitely the highest than participants who began training and then participants who completed training.

You can expect that to be like that, because as grantees are served first, they begin training and then they complete training. So grantees are still completing training. So you can expect all those in red from completed training. Those grantees will slowly move to – (inaudible) – over the next few quarters and towards the end of the program. Please do let us know if you have any questions.

MS. CADWALLADER: This here question, "Is there a reason why a grantee would not appear on these last two slides?" And we should have all 39 grantees reflected in that table and if you didn't see your grant program, please send us an email and we'll maybe perhaps personally tell you where we are and where we're seeing you.

And Allison, I see that you are responding back. We do have a polling question to gauge your reaction to the performance data that we've shown you. Timmy.

MR. DUDLEY: After reviewing this performance data, I am: not surprised; I know exactly where we are to meeting our target outcomes, surprised; I didn't know where we stood on these outcome measures or not sure; I need more information. And please do keep in mind your year three target outcomes, those are meant to be reached by the next June 30, 2019 quarter ending.

So there is some time to still reach those year three and then obviously, the end of program outcomes you definitely have to get the program to reach your statement of work target goals.

MS. CADWALLADER: Right. And it looks like at least a significant number of you are not surprised in that you know exactly where you are to meeting your target outcomes. So we are certainly excited to hear about that. And then there's another group of you who are also not sure and that you need more information and I certainly understand where that not sure may come from.

There's a lot of things in play when you're looking at your quarterly performance report form, how things are being aggregated, what our performance reporting definitions are as it applies to those outcome measures and again, as part of our ongoing technical assistance for performance reporting, that is one of our goals to just really ensure that everyone is on the same page with the performance numbers that are being reported in your QPR forms.

I have a few more slides before we hear from our guest speakers. I did want to provide you with some data analysis tips and strategies. Here are some of the data assessment questions that you can ask yourself when you're looking at your performance data. You want to ask yourself what is happening with this data, what area needs improvement, how would you address these areas for improvement and what have you done or what will you do to resolve it?

But using the example of the performance data that Timmy provided we saw that there was a large gap between the number of participants who are completing the programs in comparison to the proposed target numbers.

You know, we sort of have some ideas as to why that gap is there for – you know, we're not seeing the program completion outcomes as readily as some of the other outcome measures, but again, we just have to sort of understand the reason why participants haven't completed the training program and taking that into account in our analysis.

For example, are these individuals still enrolled, are they dropping out and then what kind of support can be provided to these individuals to be successful in completing their program? So keeping an eye on the data to identify gaps and patters is certainly an important process to learning what areas might need improvement.

For – another example is looking at the relationship between all of the outcomes as well as who the program is serving and whether their needs are being met can provide clues as to what resources can be targeted to better meet the needs of the participants. These are just some of the few questions that you can ask yourself about – to identify areas that need improvement.

Once you've looked over your own data and found areas for improvements can be made you can then devise a data-informed solution on how to resolve those issues. Here are some program factors that impact some of the decisions that you might make based on performance data. For recruitment and enrollment, some questions you might want to ask is do you need to expand your outreach and recruitment strategy to increase your program enrollments?

For the length of training designed, is the length of your training appropriate for the length of the grant program? Will we still be able to capture credential outcomes if your training program includes credential attainment programs? Will you be able to capture employment outcomes in the time that you have with your grant program?

For program completion and credential attainments, will participants be able to complete the – your program within the life of the grant? Back to employment outcomes, will you have the window of time to track employment outcomes for those participants that don't only – that just enroll – that don't enroll in training, but only receive supportive services?

And beyond that, some of the external factors that could be influencing your data are challenges to obtaining employment and then evolving economy. I know the economy is changing. Or there could certainly be market design challenges in H-1B industries and occupations that could impact your program. So there's – again, you need to take into consideration some of the external things that could also be influencing how you're meeting your target goals.

Here's the performance data feedback loops that we wanted to show you, certainly, several strategies that you might use to change course, some strategies for changing directions. There are process improvements. Are there internal challenges or changes to your policies and procedures that you can make to improve the way you manage your grant? Can you improve the way your team works with your training providers and sub-partners?

There could be program management changes. If the data shows that there are areas for improvement that requires changes in the way you manage your grant, this could involve your organization's leadership, it could involve your partners, your program staff and other stakeholders.

And then lastly, making program design changes, we certainly encourage you to identify areas where you could improve your program design so that you can meet your target outcomes. We do acknowledge that that could mean significant changes to your statement of work.

And so a modification to your statement of work definitely takes careful consideration both from their regions and the national office and should be discussed closely with your federal project officers. We do have some TechHire policy FAQs that I'll transition over to Timmy and then I know we have some questions that came in that we'll address shortly after Timmy's presentation. Timmy.

MR. DUDLEY: Thank you, Ayreen. So we want to go over some of these performance frequently asked questions that we've been getting in our office hours and then also through the TechHire program mailbox. All right. Here those are. First, we'll start with the request to change the definition of performance outcome measures on your QPR.

Those outcome measures are part of the Funding Opportunity Announcement and grantees were scored on their responses. Since they're required for all H-1B grants, we need to maintain consistency for all grantees. So we won't be changing any of those outcome measures that you see on your QPR.

Participants served versus participants who began training, I believe most grantees are really understanding this and are reporting these outcomes properly on their QPRs, but I think there's just a little bit of confusion of participants to serve those who received grant-funded services and those who are deemed eligible, but it goes past understanding that those individuals are deemed eligible.

So if they are just in the process of being deemed eligible and you're working with them off that, they need to go further than that to be deemed as that participant. Participants who began training are obviously those who began part of the training program. Now, understand that there's two separate PIRL data elements to record both of these.

So they can't – so they are different and should be recorded differently within your CSV file for your quarterly reporting. Recording grant-funded services, this would be case management services, assessment services, things of those nature. I think grantees are just having a little bit of confusion on where each one falls under that.

What we'd like for you to do is please do – look at your original FOA for the TechHire grant and then also look back at our October performance webinar 3.0. We go into a lot of detail about how to decide where these specific services that you're offering your grantees should follow along in. For reporting participants who exited the H-1B program, grantees are thinking that their numbers are lower for those who exited the program.

It's needed to be understood that it takes 90 days for those to show up on your file. So when a participant hasn't received services for 90 days, then they're counted as an extra within your program. So they won't show up even if you put a date down, for example, that they've already exited the program. You know, they're done receiving services.

Until 90 days have passed, they won't show up as an exiter within your QPR. And then also, for reporting credentials and measurable skills gained, each participant can have three credentials reported for them. It does not have to be part – three different training services. All three credentials can't come from one training service and also there can be overlap between the credentials and measurable skills gained.

So they don't have to be kept separate, they can overlap. If you have any questions about those specific ones, please do ask them if you have them now, but also you can always write the TechHire mailbox. We wanted to talk a little bit about PIRL 1813, we've mentioned it a few times already. The purpose of PIRL 1813, which is date completed during program participation and education or a training program leading to a recognized post-secondary credential or employment.

It's meant to capture the data an H-1B participant completes the file training. They participated in it during the grant. This data element does not reflect either that a participant has successfully received a post-secondary credential for employment. We have separate data elements to record whether or not they have received a credential or employment.

You can see both lists here for both – for credentials. We have 1800, 1802, 1804 and other data elements and for employment, we have 2118, which is date entered employment 2126, which is entered training-related employment. So please also refer to the diagram available at H-1B Training Activities and Outcomes, which we do have a link here for you.

And this is going to show you how to track the training progress of participants from participants served to training to credentials all the way to marking their completion of the program. So we just really want you guys to keep in mind the 1813 is here to mark the completion of those participants completing their program. It does not have to be with a credential or an employment even though it may, but it does not have to be.

MS. CADWALLADER: So we wanted to add this slide here just to clarify. I think we've had several H-1B Performance Office Hours in which there was a lot of confusion as to the original intent for this PIRL data element 1813. It is a program completion PIRL data element. The title is very misleading, but just really, as Timmy said, please think of this PIRL data element as the PIRL data element to report your program completion outcomes.

Once an individual has completed all the training activities that is listed as part of your program design you could then complete them and be on your – and that should be reported in your H-1B QPR. There was a question about stop enrollments as of June, 2019. I think there might've been some misunderstandings there in what we've shown you.

We don't provide specific guidance to grantees as to when you should stop enrolling participants in your program. It certainly is a part of what you've proposed in your work plan.

If you need to make changes or decisions on your work plan, that is a conversation that you should have with your FPO and something that we – if we need to be kept in the loop, the FPO will reach out to the national office, but we definitely just want to make sure that you are closely following your work plan and what your intentions were when you are enrolling participants in your grant program and running them through the program design and ensuring that they can complete and get the credential attainment outcomes and employment placement outcomes that you could report.

I think we've gone to the tail-end of our presentation. I do want to transition now to our colleagues from Flying High. Jeff Magada, can I turn it over to you to talk about your grant program?

MR. MAGADA: Yes, ma'am. Thank you so much for having us. We – I know I speak for Mighty Crow also. We're honored to be part of the webinar and hopefully we can give some information here that can help the other grantees. So our project is called the Mahoning Valley Partnership for Employment and we offer multiple trainings and we specialize in the healthcare and manufacturing.

Our healthcare tracks are state-tested nurse's assistant and also with chemical dependency counselor assistant and our state-tested nurse's assistant also bridges to an LPN and an RN training.

And in manufacturing, we offer trainings in welding and machining and we found, of course, with those, we also have a specialty population that we serve of individuals with criminal backgrounds and those have been very effective with helping them get into careers in those industries. So I think I'd like to introduce to you Dr. Gretchen Hammond who is the CEO of Mighty Crow and her assistant Kathleen is with her and I'll turn it over to them.

MS. GALLANT: Hi, everyone. This is Kathleen. So what we've developed for Jeff and his team are a couple performance management tools that we'll talk about in a little more detail on the following slide, but as a quick overview, when participants come into his program, they do a web-based survey and part of that they capture several of the demographic PIRL elements that we need to collect.

And then we also internally – the staff keeps an internal spreadsheet, a big old spreadsheet that collects all – that tracks all of the PIRL elements. He has a staff person dedicated to making sure that that is kept up-to-date. And we transfer the handful of questions that come from that online survey onto that spreadsheet so it's all in one place.

And then that Excel spreadsheet is what we use to upload into the WIPS system once a quarter and it also feeds into a dashboard that we've developed, which we will talk about here in a moment, to allow us to look at his outcomes more in real-time so we don't need to wait until the end of the quarter to see where we are on things. And the beauty of that is that one spreadsheet does two things so we don't need to have staff put duplicate information into things.

And then also from that master spreadsheet is we do a yearly or twice a year what we call a deep-dive into the data where we are essentially just manipulating that and asking questions of the data. Again, we'll talk about that in a little more detail here in a moment.

DR. HAMMOND: OK, everyone. So this is Gretchen Hammond. And again, we have had the pleasure of working closely with Mr. Magada and the team at Flying High as they've built this program since inception. And so it's been exciting to work with their data and see the program grow.

We knew early on, with the amount of data that was going to be required from the department of labor to be collected, that we wanted to quickly set up an electronic system to not only capture our data, but also to display it so that Jeff and his team have a way to look at things in real-time so that they can be making decisions quickly rather than having a lot of lag time to really understand what's going on.

So our dashboard is the tool that displays that information in real-time and it runs parallel with our WIPS measures. So we've shown you here kind of a screen clip of what we have around training services. And so he can see – again, it updates every 30 minutes. He can see individuals who've received education and job training, on-the-job training, incumbent worker training and people in a registered apprenticeship.

So this allows him, again, to maintain that regular monitoring of what's going on in his program and those of you who have a large number of clients served you know that this can become complicated very quickly, because it's a lot of people to track. So again, these are some screenshots from our dashboard and we've built it so that we can track progress to-date or individually by the quarter.

So the way that our dashboard is built is that it's interactive, we can download data clips from it if we want to dig into the specific PIRL elements that are feeding this data clip, we can sort the data by quarter or Mr. Magada can take a look at the entire year or the entire project and that gives him the opportunity to really understand his data in different ways.

And as earlier in this presentation Ayreen was talking about, it also allows him to educate the community about what's going on with his program, to advocate for his program, help bring partners to the table. So we added some additional outcome measures based upon some staff needs as well. So at the bottom of our slide, you can see our credential rate.

So we're tracking who's earned their STNA, who's gotten a state license associated with the STNA, who's completed the CDCA course, who will get their state license, who's completed welding and inside of welding, we've got 3G testing, our machining course and NIMS certification. So this gives, again, the team an idea of who folks are progressing. I'm going to go ahead to the next slide and pass this back to Mr. Magada.

JEFF MAGADA: Thank you, Dr. Hammond. Yeah. It has been a privilege to work with Mighty Crow and I've got to tell you, it's probably one of the best things that we did with our project and – because it's really helped us and you'll see that as the first bullet up there and I purposely put that up there, because working with someone else that is helping you think through the project has been crucial to us getting the outcomes that we're currently on track to getting and keeping on track to our goals.

So we're on a constant quest here at Flying High of asking how can we do it better, how can our processes be better, how can they be better for the students coming through, how can they affect our training completion and employment rates? So by working with Mighty Crow and also the tool that they've created, we've had a chance, of course, as she mentioned, have real-time stats on a –

I can look at that dashboard day to day and keep up on it, because it's live-time and they're updating it and we know where we are toward our goals, but even more important than that we have regular meetings with Mighty Crow. So I pull the whole team together that's involved in our project and Dr. Gretchen and Kathleen and her staff come on up and boy, we spend about four hours together doing nothing but looking over the data and dialoguing.

And that dialogue has played an important role on how we have improved our process and getting her opinion and all her years of experience and seeing what the data is trending and telling us has really played a crucial role in us trying to stay effective with the programs we're offering for our students. So on that second bullet there, we set up a whiteboard to track clients and this is a little old-school.

I understand this is kind of me, but I bought this big eight-foot long whiteboard and we put every student up there and I do this, because it is a good supplement to the dashboard, but we put every name of every student that's going through our process and through the program. You know, really – and each of my staff, the case managers, the job developers, intake is responsible for keeping that board up there.

So we can see as they move through the intake process and to training and then into employment, where they've been placed.

Their names are being written on that board and it's really created a point of contact for the staff, that they're looking at that on a day-to-day basis and then as we move them through goals, up on the top of that board we have our goals put right up there where we want to be with our benchmarks and as we accomplish each one, we just keep adding and we set goals for that particular quarter and then of course, for that year.

So it just kind of – you know, it keeps a live – that's a person there that has a life and we're moving through them and I want my staff to always have that foremost in their minds. So that's one thing we've been doing that's worked effectively. And then how do we use the dashboard to inform us of our work? We put some just things that I –

Really, the list is so much longer than that, but one of the things we're doing is evaluating the trends. Who are the people that are coming into our programs? Where are they coming from? What is their gender? You know, where are they? Are we getting more females into a particular program than males? If so, why? Where are they coming from?

And that also helps us with the marketing piece. So if we're lacking in a certain program and we want to go out and do some recruitment for that program, it helps us give us a geographic location of where we can partner with various other organizations that may have that population there. And the second is it reveals really where the trainings are lacking too.

So if we have a – since we have multiple trainings, we want to know which ones have the highest completion in employment placement rates. So if we can see exactly what – how it's broken down, who are the individuals who are graduating from those, it really keeps an emphasis on the programs that we see being successful and really sets a prototype as to why is it being successful.

So we get a chance to take a look at that. And then the third bullet, and this has kind of been very curious to us and unique in that we're looking at what are the support services that are helping the people or the students complete the training and get into employment? And this has been an interesting connection that we've been able to make.

You know, is it the transportation support services that we may be helping them with? You know, is it some other support service? What is the connection? And so we're trying to draw a line on that that we know if we provide this support service, it's increasing the probability of that person completing training and then another level is then getting employment.

So that's been an interesting analytic review. And then overall, what are the client success indicators? You know, what are all the things that really are making – what makes up a person who completes training and then ultimately gets to employment?

And so we know that it's telling us that this person has transportation, they can pass a drug screen, of course, they have scored at a certain level going through the training process and it gives us a benchmark, again, where we want all students to get to, because we know they have a higher probability of completing the training and then ultimately being placed in a job. So I will then pass it back to Dr. Hammond for the next slide.

DR. GRETCHEN HAMMOND: Thank you, Jeff. I'll add a couple of sentences here and then I'll advance our slide. So it's always interesting when we go and do the deep-dive with the staff at Flying High.

Jeff is correct, we're there for about half the day and the time actually goes by very quickly, because we have found that frontline staff really appreciate having information that gives them an idea of what's going on from a bigger picture, because they are in the day to day. You know, they're dealing with whatever the crisis is at the moment or the issue that needs to be fixed.

And so to be able to step back and say, looking back at the last six months here's who's been walking in the door, here's what we know about them as groups of people, because none of you serve a homogenous group of people. They're very diverse, which means that they're going to progress through your program differently. And so we run the data based upon questions.

We asked Jeff to give us questions for the data prior to our coming out, say, what do you want to know at this time so that we can start to say, in looking at these groups of people, we've got a cohort of very young people and then we've got a cohort of the 40 and over crowd, my people and they're progressing through the program differently.

What else do we know about them? And then we toss that back to the staff to say, what does that mean in terms of our services? And we found that there are certain groups of people who need a lot of case management early on in their interventions, because they're not used to coming into a program where they're having to take classes and show up on time and do certain things, because maybe they've been incarcerated for quite some time.

So this is slightly overwhelming to them, they're not used to this level of independence. And so the staff has been so responsive in figuring out what does that mean for day-to-day on service so that we can help as many people be successful as possible. So I share that to say to you I think that when you can break your data down and turn it into something that's meaningful and help people think about sub-groups and trends, they will take it and they will run with it. So we've really found that time with the staff extremely valuable.

MR. MAGADA: Absolutely. And Dr. Gretchen, if I can real quick here just add onto what you're saying there, one of the key things that have come out as we analyze that data and talked it through is the backward mapping process that all my staff now uses. That means what needs to be done with that potential student prior to them even starting training that will increase their probability of completing training and then ultimately gaining employment?

And that has dramatically improved our processes as we've put very strategic points in there and that's come right out of those dialogues that we've had, those open dialogues with Dr. Gretchen and all the staff.

DR. HAMMOND: So an example from one of our deep-dives that we did, we looked at our special populations and we found that they're more likely to exit before completing training and they tend to complete training at a lower rate than the general population. So that's helped, again, the staff say, that's interesting.

For folks who've got either a background in criminal justice or perhaps have a co-occurring disorder of substance use, they seem to not make it all the way through. So what are we going to do? And so we talked about, again, putting services around them.

And I say we, meaning the Flying High staff. We also increase their vetting prior to program enrollment, meaning they front-loaded some things doing a career match assessment earlier in the life of the client with MVPE and that allowed them to evaluate the suitability of the career. For example, going to a welding bootcamp to evaluate a person's aptitude, attitude and attendance to really know are they going to be able to make it through this program.

And that has, again, shifted the way that students are brought in and how they're prepared to be successful and also really increasing that engagement by case managers and the use of support services. The folks that are coming in the door of MVPE have faced a lot of hardships. Many of them have either been unemployed for a very long time or have been – so they are long-term unemployed or they didn't complete their education or they've got all these barriers.

And because of that, we know they're going to have additional struggles, but we know that they want to be successful. And so the staff has really tuned into to what does that mean, how am I going to get them to the goal, what kinds of things do we need to put in place to help these folks?

And so again, them being able to see the numbers and think about the groups of people differently has been really meaningful and allowed the program to change in real-time in a way that's dynamic and responsive. I'm going to pass to Kathleen here for this next slide.

KATHLEEN GALLANT: OK. This is just a couple more examples of similar sort of concrete situations where we use this data to help performance improvement. So again, this is one that has examples too. What we did was we pulled out each of the four different programs, which is more detail than we get in a WIPS report, but we used our data to look at it and saw what the sort of success rates were for each program.

And if you can – the one on the very left column is our STNA program and it's kind of small, but essentially, what this told us was we don't have a problem getting people into the STNA program, the problem was making sure that they attained the credential or they passed the licensure exam.

So then Jeff and his team were able to see we're doing fine on recruitment, but we need to add some supports around test-taking skills or extra training, whatever it would take to start improving those exam results for that program. And then the last one was more about vocational tracks.

Again, here we put together comparisons of people who entered our healthcare track and then the manufacturing track and then compared them to those people who, on entry, didn't have an identified track and perhaps not surprisingly, those people really were much less likely to engage in the program.

So that just proved to Jeff and his team early on, what he spoke about earlier, we need to make sure that we're having conversations with people and really set up some goals and identify where they want to go right at the onset to make sure that they are successful in our program.

So again, those are just some examples of how we are using the data that we're already collecting in sort of a different way than we need to present it to the WIPS system to improve our outcomes. And that is our last slide. So we'll pass this back to Ayreen. Thank you, everyone on behalf of Mr. Magada, Flying High, Kathleen and myself, we appreciate the time today.

JENN DALEY: This is Jenn. I can start with data for evaluation purposes, if that works for everyone.

MS. CASERTANO: Yeah, please.

MS. DALEY: OK. So good afternoon, everyone. We are your last presentation of the day, but we hope that you can hold on, because we are here to hopefully share some important information with you about how the data you are already collecting can be used for evaluation purposes and how it will also be used for the evaluation of TechHire that is being sponsored by my office, the chief evaluation office at the department of labor through a contract with the research firm, Westat.

The director of the evaluation, Joe Gaspar is on the webinar with us today and in a few minutes, he will share some updates on the evaluation. Looking at this agenda we'd like to take some time today to highlight the differences between performance data and evaluation data, explain how and why you would want to leverage evaluation for your continuous learning goals and lastly, explain more about the evaluation you are currently participating in, including some of the immediate next-steps.

So we thought it would be important to start with common definitions so that we are all on the same page. When we talk about performance measurements, we are referring to the ongoing monitoring and reporting of program accomplishments, particularly, progress towards any preestablished goals.

Performance measures can help address the type or level of program activities conducted, the direct products and services delivered by a program or the results of those products and services. You are already familiar, obviously, with the performance data, because you are required to submit the performance data through quarterly progress reports of your grant.

Program evaluation is the systematic collection of information about the activities, characteristics and outcomes of programs to make judgements about that program, improve program effectiveness and/or inform decisions about the future program development.

Some types of program evaluations include implementation evaluation, which everyone is participating in under the TechHire grant as well as outcome evaluation, impact evaluation, which some of you are participating in and cost benefit, cost effectiveness analysis.

In this table here, we are highlighting some of the differences between program evaluation and performance measurement when considering issues of coverage, depth of information, cost and utility. These are general descriptions of differences and they're not meant to indicate that this is always going to be the case.

In terms of coverage, evaluations are often done on only a few programs or certain program components while performance measurement can cover more aspects of a program. The depth of information for evaluations is greater since the focus is often on gaining a better understanding of a process or determining the reasons for poor or good performance.

Performance measures only really helps to tell the score and not necessarily why you're seeing the results that you're seeing. Cost for evaluations may be high for each study while performance measurement costs tend to be spread out over time. And finally, when we're looking at the issue of utility, program evaluations contribute to major program decisions while performance measurement is used more for continuous program improvement.

And here are some examples of questions that are asked for performance measurement and during evaluations just so that you can kind of see the difference. While a performance measurement may ask what percentage of participants completed program services compared to last quarter, evaluation would ask how does completion of training vary by participant characteristics?

Or if performance measurement is asking what is the employment status of program completers, evaluation may ask what is the employment status of training completed as compared with those who did not complete the training? Again, it is important to remember that performance measurement is more about monitoring progress of a certain program while evaluation is more concerned with the systematic results of the program.

Now I'll stop here and turn it over to my colleague Christina Yancey to talk more about the importance of evaluation at DOL.

CHRISTINA YANCEY: Hello. Good afternoon, everyone. Again, my name is Christina Yancey. I work with Jenn in the chief evaluation office and we're overseeing the national evaluation of TechHire.

And we appreciate the opportunity today to talk to you a little bit about an update of your evaluation and I think just to give you some thoughts or ideas about how you might be able to take the results not only of this particular evaluation, but of other evaluations you may participate in to use for both continuous learning as well as for thinking of ways that you could use the information to either expand on what's working, scaling or thinking about doing more of the programming that you find to be effective and what has come out in an evaluation of being effective.

So on this slide, we identify some ways, for example, that when you're looking at your program logic models, that often the results of an evaluation, particularly when you're combining an implementation study with an impact evaluation like we're doing for TechHire, not only will we be able to provide information for all of you about the effectiveness of TechHire grant programs on individuals, employment and earning outcomes in the long run compared to similarly situated individuals that do not receive TechHire-funded services, but that we also are doing an in-depth study of the implementation of the different grant programs across all of the 39 grantees.

So we'll provide a lot of rich information that hopefully you'll find useful when you're looking at ways to potentially tweak your models in the future. So our evaluation is spanning past when your grant funding ends, but we are anticipating and we'll bring to you early findings as they come out. And also, once we are done with the evaluation, the information hopefully will be useful to you as you continue doing similar types of programs.

Another way that the evaluation reports and results can be helpful is thinking about applying some of those principals for other objectives and populations that are served. So we try to categorize the results so that there's some broad generalizations that hopefully you can find useful even if you're not using them for the specific program that is being tested, but that you're able to take pieces of it that are identified as being effective.

Additionally, it is – we are existing in a landscape and environment now often that when grantees are thinking of future funding opportunities, that there's oftentimes a request or requirement to submit information about the evidence base around a particular model or approach and the results of an evaluation can arm you with that type of information.

In particular, the research that we're doing for the TechHire evaluation is employing among those highest of scientific standards of rigor and this information would be fully expected and useful for all of you when thinking of future funding that requires using evidence-based programming and approaches. This evaluation will sort of give you that information about what is evidence based.

So I would like to then move onto describing some specific examples of how evidence-based grant funding has been used at DOL just to give you an example. Now, you know with your TechHire grants that we had a requirement in the application to provide some additional evidence-based information for grantees that were applying for a higher grant amount.

So those of you that filled out the applications for this particular grant are aware that we've employed this kind of tactic within DOL to try to encourage the use of evidence-based programming. So that has been one example of what we did for TechHire, but there's a variety of ways that DOL is encouraging the building of an evidence base.

Also, as part of your agreement to participate in receiving the grant funds, all of the grantees for TechHire are participating in a national evaluation, which we obviously greatly appreciate your support and contribution to this, but it's a way that DOL is supporting building evidence across all of the grantees so that we're able to document and describe those practices that show a long-term result on individuals' outcomes, particularly related to wages and earnings.

And then also, there will be other findings, because we are doing long-term surveys with the participants. Joe is going to get into some of those details for you now about the ways that we're leveraging not only the performance data that you're submitting for your performance reporting here, but also we're combining that with survey information that their team is collecting, we're combining that with other administrative data as a way to be able to piece together not only the implementation and the programs and services that are being received by the participants, but also to look at their outcomes after they are completing their programming.

So at this point then, I'll go ahead and turn the conversation over to Joe who will discuss – well, let me backslide. So Joe will go ahead and provide an overview of the evaluation and describe the status of that now. Joe.

JOE GASPAR: Thank you, Christina. Good afternoon, everyone. So as Christina mentioned, the TechHire evaluation includes two components, an implementation study and an impact study. And the implementation study involves documenting how the programs are being implemented, the partnerships, the factors that influence implementation and documenting lessons learned for future implementation.

And the impact study includes a rigorous randomized control trial in the subset of five grantees in which individuals are randomly assigned to a program group that receives the TechHire intervention or a control group that receives business as usual services.

And I should note that the TechHire evaluation is combined with the Strengthening Working Families Initiative evaluation, which is also an H-1B grant program and there are three TechHire grantees that are participating in the RCT and to SWFI grantees. So evaluation is collecting data from a number of sources, including surveys, administrative data and program data.

And I wanted to just highlight today one of the key ways in which we plan to use the program data, the PIRL data, as part of the TechHire evaluation and that's by linking the PIRL data with data on employment and earnings from administrative sources to document longer-term outcomes for program participants.

We plan to use the database called the National Directory of New Hires, or NDNH, which is maintained by the Office of Child Support Enforcement within the Administration for Children and Families and that database pulls together unemployment insurance wage records from all 50 states and the District of Columbia. The database contains information on quarterly employment and earnings and industry codes for individuals.

And that data linkage is going to allow the evaluation team to answer a number of research questions about descriptive outcomes. For example, we can examine whether employment and earnings several quarters after the program are related to training completion. We can examine the extent to which participants who were trained in H-1B industries actually continue to work in those industries.

We can examine job retention one or even two years after training completion. And then because multiple quarters of data are available over a long period of time, we can also chart how employment and earnings trajectories change for several quarters before and several quarters after the program and the department of labor has developed an agreement with ACF to access this data in a secure manner that protects participant confidentiality.

So while the evaluation team meets with the RCT grantees on a regular basis, it's been some time since we've had an opportunity to meet with all of the TechHire grantees and at the time we met last, the evaluation was in a very preliminary planning stage. And so I want to take just a few minutes to update you about the evaluation progress and some of the upcoming data collection activities.

So since we last brought in an update, the evaluation team has been busy reviewing grantee applications and conducting telephone calls with all of the TechHire grantees to learn about the programs. We finalized the evaluation design and selected the subset of five grantees for the RCT and we started random assignment in those grantees between April and August, 2018.

And just recently in January, we started a six-month follow-up survey with the program and control group study members in the RCT grantees. I want to call your attention to some data collection activities that will be coming in the next several months.

There's going to be a web survey of grantees that will be conducted in May, 2019 and once that survey is completed the evaluation team is also going to be reaching out to the TechHire grantees to gather information about partnerships and contact information for partners so that we can conduct a second web survey with partners in July, 2019.

And in the fall, we'll follow up on those surveys with some telephone interviews with all of the grantees and with a subset of partners. Those activities will occur for all TechHire grantees. And then for those grantees in the RCT only will be continuing on with random assignment. If you're in the RCT, you know that we have either recently completed or will be coming soon for an implementation research site visit.

As I mentioned, we've launched the six-month follow-up survey and starting early in 2020 we'll be launching an 18-month follow-up survey with RCT study participants in both arms. So in terms of the immediate next-steps to keep on your radar, in May, all grantees should expect to receive an email from Westat inviting them to complete the web survey.

And then in June, all grantees will receive a second email from Westat that will contain a list of partners and contact information that we currently have that we've pulled from your application materials and you'll be asked to update and correct that information. And then in July, partners will receive an email from Westat inviting them to complete a web survey.

I do want to take a moment to update more specifically on the RCT progress. The three TechHire RCT grantees have been very busy over the last year or last year and a half helping us to launch this study and get it into a steady state. The TechHire RCT grantees include CareerSource Tampa Bay, Daytona State College and LaGuardia Community College.

And some of the activities that the RCT grantees have been participating in, including completing human subjects training for IRBs for the staff that are involved in the study, modifying their intake procedures to take into account the study, in some cases, hiring new staff to specifically focus on recruiting study participants, modifying messaging and marketing materials to take into account the study, tracking the recruitment sources of study participants and perhaps most importantly, meeting with the research team on a biweekly basis and providing us with data to monitor the RCT.

And as a result of all of this hard work, I'm very happy to say that RCT grantees have collectively recruited over 500 individuals in the study to-date and one grantee, a TechHire grantee, Dayton State College, has, ahead of schedule, met its enrollment target for the RCT and has concluded random assignment. And overall, RCT grantees are more than a third of the way to meeting the overall sample-sized target for the RCT.

So quite a bit of progress has been made since we last provided you with an update. And so I just want to take a moment to ask whether grantees have any questions about the evaluation specifically.

MS. CADWALLADER: Thank you so much, Joe, for that update. And there was a question that I'd like to pose to Christina that we received from one of our colleagues. "Will the employment data be shared with local areas?"

MS. YANCEY: Right. Thanks, Ayreen. So the employment data that's being collected as part of the evaluation can only be shared with the research team that's part of the provision of accessing that data from the department of health and human services data file. There will be information shared in – at high level, but nothing at an individual participant level.

I do know that some of the employment data, though, is – I don't know if any of the employment data that's being collected as part of the grant program is possible to be shared at any other level, but for the evaluation purposes, that data is not able to be shared.

MS. CADWALLADER: Great. Thank you so much, Christina. And so we certainly are getting to the last five minutes of our webinar presentation. We did have some technical difficulties earlier when we transitioned to the evaluation portion of this presentation.

But I did want to thank our team from Flying High, Jeff, Gretchen and Kathleen for that dynamic presentation and really providing a lot of context to what – some of the things the strategies that we had talked about earlier in this presentation when we talked about strategies that you can use for data-driven decision-making.

Also wanted to acknowledge our colleagues from the chief evaluation office and really showcasing how evaluations can be used in addition to some of the work that you're doing with performance data analysis, again, to really elevate the way you are looking at your program data and getting any outcomes that you might have to either promote the successes of your program to your various stakeholders and – or again, making any process improvements as needed.

There was one last question on, "Is welding an eligible program under TechHire?"

MS. CADWALLADER: The response to that is it certainly depends. It's something that we'll have to take into consideration closely with your FPO and our colleagues here at the national office. What we've learned from some grantees serving advanced manufacturing is that there are some technological improvements to the systems used within welding that could certainly be applicable to our focus on H-1B grants leading to middle to high skills jobs.

There was also a clarification we needed to – we wanted to let Allison know, from Seattle Central, that there were some missing grantees data and information there. So we will reissue the PowerPoint slide with the revised table. So if you didn't see yourself in that table reflected, we'll make the changes in the slides. We've had a very dynamic conversation today, really appreciated your participation in the chat window.

Again, like we said, performance reporting is an ongoing technical assistance project and support that we provide to all our H-1B grantees here. Our resources are listed in the technical skills training WorkforceGPS website and the hyperlinks are provided to some of the key resources and documents that you should have access to on a regular basis.

With that, any further questions or comments, please send us an email with a CC to your FPO to techhire@dol.gov. And I want to turn it over to Laura with some other closing remarks. Laura?

(END)