**WorkforceGPS**

**WIOA Performance 101 Series, Part 1: Introduction to Performance Accountability**

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GRACE MCCALL: And welcome to "WIOA Performance 101 Series, Part 1: Introduction to Performance Accountability." So without further ado, I'd like to turn things over to our moderator for today, Christina Eckenroth, workforce analyst, U.S. Department of Labor, Employment and Training Administration. Take it away, Christina.

CHRISTINA ECKENROTH: Hi. Thanks, Grace. Hello and welcome, everyone. We are so glad that you could join us today for this WIOA Performance Accountability 101.

We are happy to see so many of you joining us from American Job Centers. I'm happy to say that today's presenters are originally – came from AJCs. So they will be presenting today with that unique perspective.

We've got Cesar Villanueva, who's a workforce analyst from the U.S. Department of Labor's Employment and Training Administration, originally from California's AJC system. And Shelia Lewis is a workforce analyst with the U.S. Department of Labor Employment and Training Administration originally from Richmond, Virginia's system.

A quick housekeeping note. Grace already let you know that the presentation will be available for download at the end of today's session. And that's because we have incorporated some knowledge text throughout and we don't want to give you a hint ahead of time.

Today is the first part of a two-part WIOA 101 Performance Accountability series. So if you're new to workforce, if you're new to WIOA, if you're new to performance, or you just really want a refresher about how all of this works, this session is geared to you.

We will be setting the stage today for how we got here, why we collect performance information and how we collect it, and we're going to provide you with a solid foundation of the requirements for performance accountability under WIOA. We're going to cover a lot today, so keep an eye out for yellow icons that signal the key takeaways. And again, you can download this whole presentation at the end of today's presentation or from the recording in a few days.

We have a ton of materials that are available online. So in our second session, which is scheduled in May, our presenters are going to walk through our training materials with you in depth. However, today we will provide links of resources at the end of the presentation and we hope that you will have the chance to review those areas that interest you.

So with all of that, we're going to begin our presentation with Cesar. Cesar?

CESAR VILLANUEVA: Thanks, Christina. So today's presentation will provide us with an overview of the workforce development system, focusing mainly on WIOA performance accountability.

So to start, we just want to provide with a very brief history of federal workforce policy to gain a better sense of where we are now with WIOA. So as you can see in this graphic, since the 1930s there's been several legislations that have each contributed to the performance accountability system that we have today.

So these laws created jobs and workforce programs that have both served both jobseekers and employers over the years. But the main takeaway here is that through these acts, training programs and services have evolved into our current workforce system and have established workforce investment boards and a nationwide network of American Job Centers.

So some basics here. The statute, regulations, and guidance really set up the performance requirements for all WIOA programs. So through statute, Congress enacted the governing structure for WIOA. It established performance indicators to assess how effective states are, how effective local areas are, in achieving outcomes for those who are being served.

So regulations are then issued by federal agencies that carry out the intent of the law. And guidance just provides further instructions to grantees. So ETA provides policy guidance through training and employment guidance letters, which are also known as TEGLs; and training and employment notices, known as TENs.

So WIOA's six core programs derive from the four titles authorized in statute. So Title I is the adult, dislocated worker, and youth programs administered by the Department of Labor. Title II is the adult education program administered by the Department of Education. Title III is the employment services program, also administered by the Department of Labor. And Title IV is the voc rehab program, which is administered by Ed.

So Shelia will now provide us with a roadmap of the WIOA data life cycle. So Shelia, take it away.

SHELIA LEWIS: Hi. Thank you, Christina, and thank you, Cesar. And welcome, everyone, and thank you for joining us. And yes, I was a quality analyst at the three workforce – resource workforce centers in Richmond, Virginia, so I'll be a sending a special welcome to those who are joining us today from the central Virginia area.

So let's move forward and we're going to talk about this roadmap. I call it from the law to performance outcomes, or a data life cycle.

So moving on, you hear me talk a lot about data. So data, data, data. So what exactly do we need to know about data? So for those of you who may not work the data or may not be in workforce performance on a regular basis, let's look at some pretty basic data.

Before we begin, you may have seen similar charts, graphics, infographics, displayed around your American Job Centers or in a state workforce report or in your – on your (center's ?) website. So let's briefly look at this graphic and the data – or the information – that it represents.

It shows enrollments in Titles I and III. So as Cesar just told us, Title I represents adult, dislocated worker, and youth programs; and Title III is the Wagner-Peyser employment service program. So let's refer to the numbers listed along the Y axis. You see 1.5 million, 500,000, 4 million; so those are data points. So each of these data points represents an individual. These are individuals that walk through the doors of our AJCs.

In this case, they're individuals who enrolled in WIOA between program year 2016 and program year 2018. So let's not just think of these as numbers or as data points. Instead, bear in mind that these represent individuals. They represent dislocated workers, youth participants, your neighbors, mothers, fathers, all who walk into our American Job Centers in need of services. So let's move on.

The next slide is a graphic representation. We're going to talk at a high level about a roadmap of how we move through the performance data life cycle. So as you see, we'll begin with the WIOA law and end up at performance outcomes. So let's take a look at how we get from the law to the outcomes.

But before we do, allow me to take a moment to make a point of clarification. You may hear us refer to the law, the legislation, the statute; just know that all of these are synonymous. We're always referring to the same thing. So let's move forward and begin to fill in this roadmap.

So we'll briefly just – Cesar just discussed how Congress passes the legislation and our agency's responsible for the administration of the law. In this case, the Departments of Labor and Education have – are responsible for different parts of WIOA. So the agencies draft more specific policy, called regulations. The regulations provide more detail for the grantees than the original legislation.

So generally at some point, laws require that information be collected by the state. In the case of performance accountability, this information is collected in order to determine the effectiveness of WIOA's program. So for instance, in this program, Congress wants to know who we intend to serve. So we also want to know, is this program providing services to those who we intended to serve? So when we collect the information, it's called an information collection request. So we'll talk a little bit more about that later.

So from there, the agencies draft even more specific policy further explaining the law and the regulations. And as Cesar stated, there are T-E-G-Ls – or TEGLs – or our TENs – T-E-N.

From there, the agency provides specific technical assistance which might also be called training, such as this event. This is a webinar. So as you know, technical assistance may be issued in many other forms, such as webcasts, eLearning modules, in-person training, site visits, et cetera. Then states and local workforce development boards, they usually draft additional policies which are more – which are generally more specific to their state and local areas.

So moving on, we'll talk about reporting instruments. So as I mentioned, let's take a closer look. And our reporting instruments, these are specific to WIOA performance. The three reporting instruments, as outlined in the law, include our data layout, which is called the Participant Individual Record Layout – we affectionately call it the PIRL – our report templates and report specifications. So we'll briefly take a look at each one of those.

So let's talk about the data layout, the PIRL. So this word cloud that you're seeing, it represents just a few of the data elements – or the information – that we collect under WIOA. So why do we collect so much information? Why do we need to know all this information? Well, the law tells us this. In other words, Congress gives the agency the authority to collect this information. So let's take a look at what we're collecting.

We collect information on who we're serving, how we're serving them, what services they're using, how a participant's doing in those programs, what happens to them after they leave a program. For instance, do they leave with a credential? Do they leave with a job? So again, this ties back to the legislation.

We don't randomly collect information. The information that is collected, it all flows together. So we'll talk a little more about this as we talk about results and performance accountability a little later on.

So the PIRL provides a framework to help the workforce system – that is, the state grantees and all of you. This framework ensures that the data collection and reporting is consistent and comparable across state and across programs. So in other words, it allows us to be able to compare apples to apples within a program or a state, and across programs and across states.

So going back to our data graphic, the data layout with a framework allows us to compare the program year enrollment across states or across programs or local areas, et cetera. All right. So enough about the PIRL.

So let's take a look at where this information goes. So first we'll move on to reports. So states report this information, again collect it through the PIRL, to the Department of Labor a few times a year. There's a quarterly report; it's called the ETA 9173. And then there's an annual report; it's called the ETA 9169. There's also a special report which provides information on eligible training providers; that report is submitted once a year. And there's also a narrative report.

So let's talk a little bit more about the narrative. So some of you have probably – are very familiar with the narrative report, as you've probably contributed to the development of the narrative report in your own state. So you may be familiar with this report.

This report gives you an opportunity – or it gives the state an opportunity to further explain your state's workforce performance by including success stories or by explaining quantitative data that may look unusual in the report format. Or it gives you an opportunity to outline any obstacles and how your state may have overcome those obstacles. This report also gives you an opportunity to tell us about any best practices or special economic conditions that may have existed in your state.

So moving on to report specifications. So remember we talked about providing consistent and comparable information? So how do we do this with so many states and grantees submitting information on just a few quantitative reports? So how do we stay on the same page? Well, one way is by using formulas, or rather pseudocode, which uses a set of instructions that build calculations.

So what you're seeing on this screen is just one example of many pieces of pseudocode that we use. So these sort of live behind the scenes on each report template. So let's move on and take a look at the data collection process.

So how do we collect the data that's in the PIRL? Actually, most of it's collected by the local AJCs by way of information collected on paper or electronic intake documents, such as the application. Other information is collected as some of you input data in your local area case management systems. We also collect data from the services offered to individuals.

So if part of your job involves interviewing a participant or you're a case manager or a supervisor who inputs client information into your local case management system, or if you have been a participant and you've completed online intake forms, your role is very important in this process. Your role is to collect and input the best information possible from the individual or the participant. So let's take a look at what happens to that information after it's collected.

So this graphic represents how states submit their information to the Department of Labor. The three grantees at the bottom actually represent all of the state grantees that submit information to the department. That information is sent to a reporting system called the Workforce Integrated Performance System, or WIPS.

So to recap, the information moves from the local level to the state, and then from the state to the federal level at the Department of Labor. So next, the WIPS system generates the quarterly and the annual reports that we talked about earlier.

So enough about data and information. That was a lot of information, I know, in a short period of time. So let's back up a little and then I'll complete our roadmap. And remember, that was a few slides ago.

But right now, what you're seeing now, it represents as of PY – as of program year 2018, there were 592 workforce development boards. And the workforce development boards operate at the state and local level. They develop state and local plans for the workforce development activities under WIOA. And the workforce development boards also represent – moving on – they represent 2,423 American Job Centers.

So I'm going to leave you hanging for a moment while Christina has a poll question for you. So Christina?

MS. ECKENROTH: Thanks, Shelia. Those are impressive numbers. So here's the poll. Now that you've heard a little bit about the workforce development organization, we want to know how you fit into the workforce development system in your area.

So please take a moment to take this poll. And select the area that represents what you do most closely. And if you wear multiple hats, as I know many of you probably do, feel free to select as many as are applicable to you. So I'm going to give you just a few seconds to go ahead and select all that apply to you. (Pause.)

OK. Great. Well, it looks like we have a nice variety of folks joining us today. And I'm so happy to see a lot of case managers out there are taking the opportunity to learn a little bit more about performance accountability. Thank you so much for taking time to vote and let us know what you're doing out there in the field.

And with that I'm going to pass it back over to Shelia.

MS. LEWIS: All righty. Thank you, Christina. And thank you to all of those who participated in that poll question.

So now that we know who you are and your role – what your role that you represent in the workforce system – let's see how all of you fit together to contribute to the success of this system.

So the data may be collected by case managers, intake staff, or business services representatives. Then that information is forwarded to the local and state level staff for analysis. And then it moves forward for development of local and state-level reporting by data analysts; probably analyst staff or monitors, supervisors or directors.

That information is then provided to local and state boards for use as they evaluate and seek to improve our programs. So remember, our programs are the adult, dislocated worker, youth, Wagner-Peyser services.

So let's take a look at our completed roadmap. Here's our roadmap all completed. So again, as a refresher, we start with legislation. We move forward, we talked about the regulations, the information collection, and the various instruments used to collect that information to verify it, make it consistent. We talked about the intake forms and your case management system and your role, your important role, in that process.

And we moved on to talk about the reports that are generated by our WIPS system. And then we moved on to our performance outcomes.

So now we're going to move forward a little bit more and we'll talk about our performance accountability. What specifically is performance accountability? So we're going to use this graphic to give you an overview of performance accountability.

So it's a continuous cycle. It starts with the management process of tracking our performance. And then that information is sent to our stakeholders – is provided to our stakeholders. So who are our stakeholders? Our stakeholders are Congress, board members, directors, the public at large, this agency.

And then from that, that information is used in the process of continuous improvement. Again, as I mentioned before when we established what your roles are, we use that information, we analyze it, and that information is then used to improve our services, again, the individuals that walk through the AJC.

So to recap, performance accountability is how board members, AJC directors, the Department of Labor, state governors are held accountable for meeting WIOA performance outcomes or expectations as outlined in the law.

First, we must understand the value of accurate data in tracking and reporting. This is why we must understand why performance reporting is important. So what's measured? Who's measured? What outcomes are being measured? What counts and what doesn't count?

So Cesar – I want to pass it off to Cesar and he will discuss the specific information about WIOA performance outcomes. But first, we'll take a look at that data again.

So in order to have a performance accountability system, we have to start with high-quality data. So what's high-quality data? High-quality data is timely, it's standard, it's consistent, and it's accurate. So without high-quality data, it's not possible to determine whether or how well the workforce development system is serving employers, jobseekers, or the community at large.

So performance accountability begins with tracking. So what's included with tracking? Data collection, data validation, reporting, and finally analysis. So if the basic data is flawed, then all subsequent analysis and applications of the data are also unreliable. Again, that goes back to your very important role for inputting or collecting the data from participants and individuals who walk into our American Job Centers.

 So now I'll hand off to Cesar who will take this topic a little further. Cesar?

MR. VILLANUEVA: Thanks, Shelia. So as Shelia was discussing, what does data quality look like under WIOA? So ETA supports high quality through different ways. So WIPS and the PIRL, which Shelia talked about in great detail. But also data validation, which are internal controls and quality assurance techniques that verify the accuracy of the data.

So this establishes a consistent data validation framework for each program, and also regular data analysis, which is conducted each quarter. And that's to identify if there's any national or regional program trends which helps to provide further insight into this data quality.

So for instance, if we will look at date enrollment data and see zero youth participants reported, we would question the validity of the data. That would be a red flag for us. So these mechanisms really help us to ensure that there's consistent data quality in all of the WIOA programs.

So to move along, who's included in performance accountability? In order to accurately collect and report performance data, it's essential that we distinguish who is and who isn't included. In WIOA, performance accountability only includes program participants. So when does someone seeking – or using services become a program participant or when is someone considered a reportable individual? We'll take a closer look at that later in the slides.

But we are going to talk about more – a little more about how are performance targets set? So we know that WIOA's performance accountability system is based on primary indicators of performance. And they're adjusted through negotiations between each state at the secretaries of Labor and Educator, using a statistical adjustment model.

So what the model does is it helps us to make adjustment for economic conditions and the characteristics of participants being served under those conditions. So for instance, if there's mass layoffs in a state or local area, the model will take into account those types of circumstances.

So to recap, the vision of WIOA accountability is to align performance definition. It's to streamline performance indicators, to integrate reporting, and to ensure that there's comparable data collection across all programs. So WIOA is envisioning the improvement of service delivery through the coordination and alignment of services, and that regional planning across local areas will help to identify high-demand industries. And in doing so, that's going to help to better connect workers and employers.

So WIOA's primary indicators of performance are the employment rate in the second quarter and fourth quarters after exit, median earnings, measurable skill gains, credential attainment, and effectiveness in serving employers. So these core WIOA programs report on these six primary indicators.

We're not going to go into a lot of detail here, but there's many training materials available on WorkforceGPS, like an eLearning series, that goes into depth for each of these indicators. So what's important to note here is that what we measure is who and what services we offer to jobseekers and how we're serving employers.

So we measure employment at various stages after exit. We measure median earnings of program participants and whether participants in training got a credential. We also measure things like whether those in training reached a milestone or measurable skill gains while they were in training.

So we won't – like I said, we won't be going into a lot of detail, but we do want to provide a few highlights for each of the indicators. So for this indicator, employment rate second quarter after exit, this measures the percent of those who are employed after exiting the program. And that only includes those whose job is provided by an employer that does not receive a subsidy for employment. And fourth quarter after exit measures the same thing, but for the fourth quarter.

So median earnings measures the earnings of participants who are in employment during the second quarter after exiting the program. So as the image shows here, the median is the number that's in the middle of the series of numbers, and it's not to be confused with average earnings of participants as it used to be measured under WIOA – under WIA, sorry.

So credential attainment, that measures the percent of participants who are enrolled in an education or training program and who attained a recognized postsecondary credential or a secondary school diploma. So some examples are associate's degrees, occupational licenses, certificates or certifications, or any other recognized certificates of industry that will qualify somebody for an entry-level job, for instance, or advancement in their employment.

Moving along, measurable skill gains. That measures the percent of participants who are making progress towards a credential or employment. So some examples would be attaining a secondary school diploma while enrolled in WIOA, satisfactory progress in an established milestone from an employer or a training provider, or passage of an exam required for an occupation.

So next is the effectiveness in serving employers. And this indicator is a newer approach for measuring performance under WIOA. It's a pilot program in which grantees must select at least two of these three approaches, or a different state-specific approach. So the reported data will be used by the Departments of Labor and Education to assess a permanent indicator, but there's currently an evaluation study being conducted to assess which of these metrics resonates more with the workforce development system.

So these include retention with the same employer; and that captures the percent of participants who exit or are employed with the same employer after exiting the program. Repeat business customer, which tracks the percent of employers who receive services more than once. And employer penetration rate, which tracks the percent of employers who are using WIOA program services out of all the employers represented in the state.

So now let's look at some important terms in WIOA performance reporting. These terms will help us understand how we collect data for the services that are provided at the local level.

So first, reportable individual. First off, ETA measures who we serve. So there are two categories based on the level of service someone received. First, your reportable individual would be someone who only uses self-service or information-only services, like using a computer or receiving a job announcement at an American Job Center. So reportable individuals are reported, but they don't count towards performance outcomes.

A participant, on the other hand, is someone who meets the definition of a reportable individual, but they also receive one of the more individualized services, like training or career services. And participants are counted in performance.

So moving along, a period of participation starts when an individual becomes a participant and it ends once they exit the program. So a new period of participation is counted every time a participant re-enters and exits the program, even if it exists during the same program year.

So for example, if in program year 2019 someone exits the program because they find a job, and later on they found that that employment wasn't a match or something happened, they come back looking for services, that participant would have a new period of participation even if it happened during the same program year.

And moving along, exit. So program exit date is vital for accountability. And that's because we begin tracking most of our performance indicators after a participant exits the program. And this is determined on the last date of services or after 90 days from those services and no future services are planned.

And lastly, DOL has a common exit policy that's unique to the department. So does your state have a common exit policy? What does that mean? It means that a participant's exit date is recorded when all DOL program services are completed. So if you have a common exit policy, your case management system probably manages the exit date based on the information inputted into the system.

So that wraps up important definitions and I'll turn it over to Christina.

MS. ECKENROTH: Thanks, Cesar. Wow, that was a lot of information. So let's take a deep breath and pause and do a little bit of a knowledge check. So this is a lot like a poll. We're just going to have you select the answers here. So let's test our knowledge so far.

Which of the following programs is not a WIOA core program? Is it youth – the Title I youth? Is it dislocated worker? Is it adult education? Is it National Dislocated Worker grants? Is it vocational rehabilitation? Which one is not a WIOA core program? Not necessarily a DOL core program, but a WIOA core program. Make your selection now. (Pause.)

OK. I see lots of answers coming in. I'll give you maybe five more seconds to make your selection. Which one is not a WIOA core program?

OK. It looks like you all were really paying attention because you're correct. National Dislocated Worker grants are not a core program. Well done.

Let's go to the next knowledge check now that you're warmed up.

A reportable individual is a person who receives a service beyond self-service or informational and provides identifying information. Is that a true statement or a false statement? A reportable individual is a person who receives a service beyond self-serving. So something more than self-services or informational services. Give you some time to think it over. (Pause.)

OK. So let's – we might need to go back a little bit here. A reportable individual is not someone who receives more than self-service. A reportable individual – that is false. A reportable individual is somebody who receives self-services or informational services only. Not somebody – once you receive a service beyond self-service or informational services and you meet the definitions that we talked about early in the slides, you are a participant. So that was a tricky worded one. Let's try again on our number three.

All right. So read carefully. These all seem very familiar, especially if you've been working under workforce development programs for a while. So read carefully.

Which of the following is not a WIOA indicator of performance? So again, read carefully. They may all look very familiar. But one of them is in disguise; it is not a WIOA indicator of performance. Let me give you just a few more seconds to respond, but I think we have a clear winner emerging.

And you are correct if you selected average earnings. That was a tricky worded one. Average earnings was under WIA. Median earnings is a WIOA indicator, which was – that was a little bit of a tricky one.

Thank you all for doing your knowledge check. We really appreciate it. You were all paying great attention and we appreciate that. But if any of those you got wrong or you want to check again or it piqued your interest to know more information, we're going to go at the end of the presentation and go through some of our resource links where you can learn a little bit more and provide – the trainings that provide a little bit more information in depth about all of the indicators and all of the definitions.

With that I'm going to turn it over to Cesar.

MR. VILLANUEVA: Thanks, Christina. So listed here are some helpful technical assistance resources that will help guide you in learning more about WIOA. So part two of this series will take a deeper dive into the resources on performance accountability and reporting, but we encourage you to take a look at these resources now so that you can learn more about the materials covered today.

But you can also create an account on WorkforceGPS and there you'll find communities of interest to you, useful webinars, promising practices in workforce development, and other relevant evidence-based research that will give you the tools you need to help create innovative approaches in your state or local systems, and also to better serve jobseekers and employers.

So that wraps up our presentation. So now I'll pass it over to Christina to take any questions that you have.

MS. ECKENROTH: Great. Thanks, Cesar. So we again have a packed house. And we aren't going to be able to answer everybody's questions today, but we do hope that we can address some. So please feel free to put some of your questions about the presentation or performance in general in the chat and we'll take as many as we can.

If we're not able to get to your questions today, we'll be happy to review all the questions and incorporate them into future technical assistance. And we also invite you to join us back at the end of May for part two of this series. And we'll refresh your memory about that after we address a couple of questions.

All right. Let's see what we have in the chat. We have a question about, "Why are participant outcomes measured after second and fourth quarter? Why don't you begin with the first quarter after exit, for example?" So Shelia or Cesar, you want to take that and reference back to the legislation? Why do we do that?

MS. LEWIS: Sure, Christina. I'd be happy to. And we have had that question before. But I want to refresh your memory and go back to our – the law – the statute. So according to Congress, in the law they are giving us instructions to report on that particular indicator of performance on the second and fourth quarters.

And I realize there are some who may disagree and you may have valid arguments for disagreeing, because data collection may be a little hard after the participant has left the program two to four quarters out. But that is what we're instructed to do in the law. So you might want to take an opportunity to visit section 116 of WIOA and it's all there.

I hope that answers the question.

MS. ECKENROTH: Thanks, Shelia. We have another question that I think we will go back to you two for as well. So how are we measuring these people? And when do they get measured? So specifically to Cesar's point about one of the indicators was credential attainment. And we said it's somebody in training. Well – (inaudible) – somebody who's not in training, do we have to report credential attainment for somebody who's not in training? Cesar, do you want to give a brief update there?

MR. VILLANUEVA: Sorry, Christina. Can you repeat the question?

MS. ECKENROTH: Sure. So on your slide about credential attainment, we talked about one of the indicators is for folks who are in training – participants who are in training – we are tracking credential attainment. Well, what if somebody's not in training? Do we have to track credential attainment for a participant who's not in training? How does that work? And where do you find out more information about each indicator?

MR. VILLANUEVA: So for someone who is not in training, credential attainment, I believe – and you can correct me if I'm wrong, Christina – we're not qualified for this indicator. But there's been a lot of technical assistance resources done in this area, so you can look at TEGL 10-16 Change 1 to go into more depth of the indicators. And there's also a lot of available resources on WorkforceGPS, like the eLearning series, that will go into depth for credential attainment and really lay out the specifics for what qualifies for credential attainment.

MS. ECKENROTH: That's absolutely right, Cesar. That's terrific advice. I would also reference you back to all of those slides that Shelia covered earlier. This crazy thing called the Participant Individual Record Layout and all of those report specification, all that formula pseudocode that Shelia was talking about.

Those give specific instructions about who is in each indicator and whether that person is in the whole universe, which is the denominator; and if they're in the denominator, whether they were a success, which would be people in the numerator for the formulator, or not a success for that indicator.

So if you would like to dive way, way deep in understanding how we got and how you calculate each of those, you can always go back and read the PIRL if you are so inclined. Now you know what it is and it's available. There's lots of WorkforceGPS training available online regarding the PIRL as well. So we invite you to get your hand dirty, if you will, in that arena.

MS. LEWIS: OK. Christina, I see a question I can address. The question is, "Will part two provide information on how performance is negotiated?" Well I have good news for you. We just had three events on three pieces of – well, one is guidance, our TEGL – and I can't remember the exact number of the TEGL, so someone help me out. But we just had guidance –

MS. : 11-19.

MS. LEWIS: – (inaudible) – 11-19. Thank you, Christina. Right. So TEGL 11-19 talks about negotiations and sanctions. We also had a webcast that is also published on WorkforceGPS which further explains TEGL 11-19. And yesterday we had an event – a question-and-answer series on a session on negotiations and sanctions. So that will be published on WorkforceGPS probably sometime before – by early next week. That was a recorded session done through WebEx and we have a slide deck for that as well. And we have an upcoming eLearning module on negotiations and sanctions as well, that will be published some time I believe mid-June.

So there are lots of opportunities. So if you visit WorkforceGPS, I think if you just key in "performance negotiation" it should lead you to our guidance, the webcast and then the question-and-answer session that we had yesterday.

And I'll go a little bit further. Generally the negotiation process is done by the regional offices. So I do know that the region – that each process is different. It's different depending on the state and the players. So I don't know – I'm not really sure about your specific question, but as far as negotiation process, it can be different depending on the area and the regional office. But our general guidelines are published in the policy, which are explained at least three times.

So take a look – take advantage of the information that's published. And then if you have a question, you can send us another question – I mean, any subsequent questions on ETAPerforms@dol.gov. Thank you.

MS. ECKENROTH: Great. Thanks, Shelia. So some terrific questions coming in. A lot just in general are asking us for more detail about your specific experiences with some of the indicators. So we're happy to answer some of those specific questions if you need us to, but I think the first step is to go onto WorkforceGPS and get a better sense of the indicators, because we answer a ton of these basic questions in the existing training. And we'd love you to get really familiar with where that training is so you're empowered to go ahead and look at that information any time (right ?).

A lot of the other questions are dependent upon those policies that your state board or local board sets. So sometimes the answer is – the federal answer is going to be pretty bland and pretty general, and the specifics that you're looking for really depend upon your local or state policies. So please feel empowered to ask your state and local policy folks for a little bit more clarity, now that you have a better sense of where all of this comes from.

So I'm going to quickly address one question that I think is pretty good. There's a question here about continuous improvement and the continuous improvement classes. And they're sort of asking, how do you all use the data? Do you use it for more than just reporting out to Congress? And how is it used? Terrific question.

We do. We use it in tons of different ways all the time and I bet you see it in a variety of different interactions with the Department of Labor and with your state and local folks. So we look at that. Cesar spoke to data analysis and Shelia spoke to this wonderful roadmap about how we get the information. That information is constantly analyzed.

And as Cesar indicated, sometimes it's analyzed for ensuring that everybody is on the same page so that we can offer tailored technical assistance to states that might be having difficulty collecting a piece of information or may have difficulty reporting it out. So sometimes we'll see little numbers or zeros and we know that we need to step in, or the regional folks need to step in and assist.

We also take a look at how – who's being served and do they meet the requirements of the program? So are we really meeting the folks that we expected to be serving? Those folks who are adults with barriers, special conditions, disabled folks who are reporting a disability. Like, who are we serving? Are we serving them? And we look at that at state and national levels and we identify trends.

And we also take a look at all of the information about what services are we delivering and what's happening to folks? So we can look at what direction and formulate policy and technical assistance. Wow, it looks like a lot of states are struggling in this particular arena. Or, hey, we're super successful with this group of folks. So it helps us inform us about how the programs are doing and how we make policy decisions.

So any time that there's a training and employment guidance letter, we usually go back and take a look at the data analysis. Whenever we are developing technical assistance, we take a look at what might be going on in a program. So we're always looking at our data. And I suspect that that happens too at your state level as well as your local level. So it is more than just reporting to Congress.

Cesar, I think you have a question that came up that you'd like to address.

MR. VILLANUEVA: Yes, I saw a question –

MS. LEWIS: Yes, Christina.

MR. VILLANUEVA: I saw a question –

MS. LEWIS: Oh, I'm sorry.

MR. VILLANUEVA: "Don't we collect data on quarter one, quarter two, quarter three, and quarter four; but we use quarter two and quarter four for the key indicators?" And the answer is yes, we collect data every quarter. But we use quarter two and quarter four as key indicators because that's what the law and the statute have established.

But we also use the data that's used in all of those quarters for data analysis. We want to see if there's any trends going on. We evaluate the data that happens every quarter as well. So I know that at the local level, when I was working there, we would provide follow-up services for each of the participants and we would ask if they were still working.

So the answer is yes, we collect data. But the statute and the law only requires us to use quarter two and quarter four as key indicators.

MS. LEWIS: OK. Christina, I'm going to ask you this, to help me answer the first part of this question. I have the answer to the second part. The question is, "How can institutions of higher education engage in administering WIOA programs or data analysis?"

Now, with respect to data analysis, all WIOA data of course is public record. It's on – that data is published on our Department of Labor website. It may be a challenge to navigate it right now; that website is being updated. But we have several files that – there's a public use file there that you can use to analyze any of the data that's submitted to us.

With regard to institutions of higher education administer – how can they administer programs? I know that some do, but I'm not sure how they become I guess a Title I or a Title III provider.

MS. ECKENROTH: So that's an excellent question. Like, how do you become a provider? So states have their own procurement processes that they go through on a regular basis, I think at least every two to four years. So I recommend that you check out your state website and reach out to those contacts to find out how you become involved in that process if you're interested in being an American Job Center site.

If you are interested in providing training that's approved WIOA training, meaning that WIOA participants who are funded with an individual training account – or ITA – could go to your program to receive a credential, there's a process for that too. It's called the eligible training provider list. And Shelia indicated we have a report on providers. There's policies and application processes at each state for those processes and locals get involved too.

So if you're interested in either of those two things, you can start out at the state's website at Department – mostly state Departments of Labor, and they're going to direct to how to get involved there.

And I think we have just a short amount of time but there's one important item I want to get to. Folks are asking questions about COVID-19. A great time, of course, to be asking that. We do have some general information, resources regarding – the Department of Labor has resources regarding COVID-19. And Employment and Training Administration has published that on WorkforceGPS.

But I don't know if we have the link on our resources to COVID-19 – the COVID-19 page. However, luckily, if you just go to WorkforceGPS and type in "COVID -19" or "coronavirus" into the search bar, you'll be linked to the resource page. And there's a variety of different questions that we have been receiving from our program and there's some clear – some answers to those issues are published there.

So start there and begin referencing that as your starting place. And it is updated periodically as things change and additional questions are responded to. So bookmark that page; it would be useful. And there are a couple questions about that.

All right. We're at three minutes. Any other questions we think that we can address in this brief time, Shelia or Cesar? (Pause.)

MS. LEWIS: Just a moment, Christina. I'm still trying to get through some of them.

MS. ECKENROTH: So there's another question about upcoming policies. Someone is asking, hey, you know that data validation you're talking about? What about DOL-specific instructions? Well, hold onto your hats because it's coming. We are writing – we do have some joint guidance that is – that was produced jointly with the Department of Education. So that's already available and that references the framework that Cesar referenced earlier.

But there are some specific additional instructions that the Department of Labor will publish regarding our programs specifically, getting a little bit more in depth for you. And so that policy will be forthcoming. So keep an eye out for that.

MS. LEWIS: All right, Christina. I do see one more. The question is, "Why is median earnings used for performance measures rather than average earnings as used under WIA?" Well, the short answer is it's in the WIOA statute. So it's – we're directed by Congress to change from average to median earnings. But I think the longer answer is, median earnings is actually more representative of how industries measure.

And also, with median earnings – with the average you have the high and the low which skew your data. So with the median earnings, you would usually remove the high and the low and you take the middle.

So that's the short answer and the long answer. And I hope that's helpful.

MS. ECKENROTH: Well, thanks. And Cesar, we are at 2:59 and like 30 seconds, so I want to say that that's all of the questions we'll be able to take today. But again, I see a ton of questions with a lot of interest in more information about the credential – sorry, the indicators in general and specific. And I really encourage you to check out that list of resources and dive right in to learn a little bit more.

I also hope that we will see you all on May 27th, where our 101 series will be continued. And in that one, we will walk through our plethora of resources and try to guide you to those that we think might be the most helpful for you and for your job.

With that I'm going to turn it over to Grace. And I hope that you stay on for just a few more minutes to complete the poll and let us know how we did. Thanks, everybody. And please stay well.

(END)