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TRAINING VENDOR

Customer Interview Form

PURPOSE

This instrument is used to collect information for determining whether a training vendor contracted to provide occupational classroom training complies with the terms of the contract and is providing quality training.

PRIMARY CONCERNS

- Appropriateness of training for our WIA customers
- Quality of training process
- Training outcomes and other benefits to customers
- Compliance with terms and conditions set forth in the contract

Vendor Name: _____

Date of On-Site Visit: _____

Date of Customer Interviewee: _____

Names of Interviewers: _____

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**WIA MONITORING
ON-SITE REVIEW AGENDA**

	<u>TASK</u>	<u>RESPONSIBLE PARTY</u>	<u>APPROXIMATE TIME</u>
1.	Introduction/Purpose	WIA Staff	5 minutes
2.	Agency Overview	Training Vendor/ Service Provider	5 minutes
3.	Facility Tour <i>(optional)</i>	Training Vendor/ Service Provider	10-15 minutes
4.	Overview Review	WIA Staff	15-30 minutes (each)
5.	Participant(s) Interview	WIA Staff	1-2 hours
6.	Compliance Review	WIA Staff <i>(optional)</i>	2 hours
7.	Records/Review (Part./Fiscal)	WIA Staff <i>(optional)</i>	1-2 hours
8.	Exit Interview	WIA Staff <i>(optional)</i>	15-30 minutes

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INSTRUCTIONS:

If customers are to be interviewed as a group, try to assemble them in the classroom if possible. Use the following questions to learn the customers' perception of their training experience. It is important that no one individual dominate the discussion and that the trainees not feel that they or their instructor are being investigated. Begin the interview with introductions, recording their names below. Use respondent initials to attribute significant responses to a particular individual, particularly if the information requires some additional follow-up. Respondents should be representative of the class, not the "best" or "poorest" students.

Name of Customer (Interviewee): _____
Training Course: _____

1. How long have you been in training? Did you have this training or some similar course before:

This question establishes the respondent's experience with this course and any prior training and confirms the extent to which the class is fully operational.

2. a. How did you get into this course? _____

- b. Did you receive an assessment through the WIA system? _____
- c. Did you tour other schools? _____
- d. Who is your Case Manager? _____

These questions verify how the appropriateness of the training was determined and that the participant was involved in the decision-making process.

3. Before starting the training or soon thereafter, were you told: 1) what to expect in terms of attendance or other requirements: 2) what you would learn: 3) kinds of jobs that you could get: 3) who to contact for help with problems; and 4) generally what to expect? If so, how has the training been different from what you were told?

The purpose of this question is to test whether the customer(s) entered the training with a good understanding of what to expect and the extent to which the training met their expectations. Probe for their understanding of other features of the training that are significant. Does the customer's description match the statement of work?

4. How do you know how well you are doing?

Do customers seem to know where they stand as far as class standards for acceptable progress? Do they know what specific areas they excel in or have trouble with? How is this feedback provided?

5. What happens if you fail a test or have trouble with the class work?

The purpose of this question is to confirm how slower students are accommodated in the training and whether the first signs of difficulty are responded to in some constructive way. How do the customers feel about the response given to slower students? Is there an indication that more than 20 percent of the students are having problems?

6. Is attendance recorded every day?

This question confirms whether necessary records of attendance are made.

7. What happens if you are late?

The purpose of this question is to determine if being on time, an important work-related behavior, is being reinforced by the classroom training. Probe to learn if the instructor's response to lateness reinforces good work habits.

8. What happens if you miss class time?

As in question 7, are good work-related behaviors being reinforced? How is lost time made up so that progress in the class is maintained. Are attendance requirements understood by the customers and enforced by the instructor?

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9. Are there enough books, materials, time in the lab for practice and attention from the instructor?

The purpose of this question is to learn if the class is adequately supplied and equipped and that the instructor/trainee ratio is adequate. Ask about each item separately so that the responses are focused clearly and can be recorded as follows:

Books: _____
Materials: _____
Laboratory Time: _____
Instructor Time: _____
Other: _____

10. What problems have you had in attending class or getting the most out of the class?

The purpose of this question is to identify possible supportive service needs or other problems that may result in poor attendance. Probe for health, childcare or transportation problems and any indication of a lack of basic education skills that may stem from a poor match between customer capabilities and needs and the training.

11. Who do you go to when you have a problem? What generally happens?

Explore to what extent customers have access to an appropriate source of assistance when they have problems. This question may also confirm that counseling or case management services are being adequately provided or that there is a need for such services.

12. Would you recommend this class to a friend who needs job training? Why or why not?

This is another question aimed at learning how much customers value the training and why. Probe for specific examples.

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13. What would you change?

This question is another way of learning what the weaknesses of the training may be from the customers' point of view. If the responses confuse you because they introduce new information, probe to be clear that you have a correct understanding of their response.

14. What types of jobs do you expect to get after completing the course? At what wages: Is this what you expected?

Probe for customers' expectations for employment. Are they realistic and in keeping with the ITA goals?

15. How will what you are learning help you get the job you want?

Does the customer see the relevancy of the training to job goals? If not, probe for what particular aspect of the training seems irrelevant. Is it the content, instructional method or books and materials that appears at fault.

CONCLUSIONS

To what extent does the information from the customer interviews confirm or refute information from other sources? Where there appears to be discrepancies, restate the question or probe more thoroughly to assure that there is no confusion. Note areas of disagreement with other data sources, particularly the contract statement of work, for further investigation.

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CUSTOMER RECORD REVIEW FORM

For each participant record sampled, provide the following information or summarize the information required relevant to the course being monitored.

Customer Name and SS# _____

Period of Participation:

Enrollment Date: _____

Graduation Date: _____

Progress in Class - Look for grades, scores on tests, instructor comments, or a listing of competencies achieved to measure progress.

Services received and date received - In addition to classroom training, what other supportive services, referrals, needs-based payments, placement assistance, etc., were provided? How does the record of services provided compare with the stipulations of the Individual Employment Plan (IEP)?

Information supporting choice of training - Look for results of assessment, vocational counseling, or a connection between intake information and the occupation or training approach selected. All of this should be contained on the IEP and should show that the training being provided is recommended by the IEP.

Placement Information - employer, address, hourly and weekly wage, fringe benefits, and date of employment.

Comments: _____

Completed by: _____

Date: _____

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**CITY OF ANAHEIM WIA
MONITORING REVIEW FORM**

CONTRACTOR: _____ **STAFF MEMBER(S):** _____

I. PROGRAMS

1. What training programs are being provided to the WIA participant?
2. Were these programs approved by RTVD and/or State ETPL?
Yes _____ No _____ Comments _____

3. Do these programs appear on the Anaheim pay-for-training Demand Occupations List?

II. FACILITY

1. Does the service provider/training vendor maintain appropriate facilities and equipment to implement their program objectives?
Yes _____ No _____ Comments _____

III. DELIVERY

1. Does the contractor require additional assistance or services from the Anaheim One-Stop system to successfully serve the WIA customer?
Yes _____ No _____ Comments _____

- 1b. What kinds of technical assistance would be valuable?
 - Customer flow/referral
 - Invoicing/payment
 - Enrollment
 - Supportive Services
 - Understanding WIA performance measures

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2. What kind of placement assistance is provided to your students?

What is your past performance with regards to placement?
_____ (# of enrollees vs # placed)

What has been your average wage at placement? _____

3. What does the contractor feel are critical elements needed by a client to retain a job?

4. What is the contractor doing to assure job retention for all WIA-funded customers?

5. What "client" barriers have hindered the service provider/training vendor from training and/or job placing a client successfully?

Comments: _____

IV. STAFF

1. What is the service provider/training vendor doing to keep their instructors current on changing methodology and up to date in their instructional methodology and program content?

2. Does it appear that staff is adequate to provide services and training to assist clients in actualizing program success?

Yes _____ No _____ Comments _____

Recommendations for Immediate Follow-Up: _____

Other comments or suggestions from clients: _____

