



Developing Subgrantee Administrative Training for the Weatherization Assistance Program

Juliana Williams

National Renewable Energy Laboratory

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List of Acronyms

CAP	National Community Action Partnership
CCU	Clean Cities University
CFR	Code of Federal Regulations
DOE	U.S. Department of Energy
EERE	U.S. Department of Energy Office of Energy Efficiency and Renewable Energy
FY	fiscal year
IREC	Interstate Renewable Energy Council
LMS	Learning Management System
NASCSP	National Association for State Community Service Programs
NREL	National Renewable Energy Laboratory
SME	subject matter expert
WAP	Weatherization Assistance Program

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1 Project Background

During Fiscal Years (FY) 2019 and 2020, the National Renewable Energy Laboratory (NREL) developed a series of online trainings for the U.S. Department of Energy (DOE) Weatherization Assistance Program (WAP) to support Subgrantee administrative professionals. NREL's FY19 Annual Operating Plan with WAP stated the following need for the training:

“As identified by stakeholders and field workers associated with the WAP program, this task is needed to increase the aptitude of Weatherization Assistance Program (WAP) administrative staff at the subgrantee level.

Grantees and subgrantees must comply with all WAP rules, regulations, and reporting. Solution Summits held in Fiscal Year (FY) 2017 identified a need for training resources for WAP administrative staff at the subgrantee level, related to WAP compliance...

The goal of the task is to develop training resources for three types of WAP administrative staff at the subgrantee level: Subgrantee Weatherization Director, WAP Fiscal Manager, and Quality Assurance Manager. The training will cover relevant aspects of 2 Code of Federal Regulations (CFR) 200 and 10 CFR 440, as well as best practices related to organizational management, fiscal management, and quality assurance.”

NREL entered into a subcontract with the Interstate Renewable Energy Council (IREC) to develop a series of online administrative trainings for WAP Subgrantees. IREC in turn hired eLearning Brothers to support the technical development of the trainings. The subcontract with IREC went into effect on December 14, 2018.

In total, 29 administrative training courses (also referred to as modules by the project team) were developed for WAP Subgrantees, available for free to the WAP network at <https://wap.litmos.com>. As of September 8, 2020, 2,840 users in nearly all WAP Grantee jurisdictions had registered with the learning management system and completed over 23,000 courses. This report provides a summary of the development process, rollout, and outreach to the WAP network, user response, and lessons learned.

2 Training Development Process

Development of the subgrantee administrative trainings took place from December 2018 to March 2020. The 29 administrative trainings were created and rolled out to the WAP network in the spring and summer of 2020. A high-level training development timeline is shown in Figure 1.

Phase	Timeline	Approx. length
Discovery	Dec 2018 - Feb 2019	3 months
SME meeting and preparation <ul style="list-style-type: none"> Orientation call: 2/21/2019 Golden, CO meeting: 2/26-27/2019 	Jan - Feb 2019	2 months
Identify, refine and validate topics <ul style="list-style-type: none"> Attend Continuous Improvement Workshop 4/4-5/2019 Tasks and learning objectives April 2019 Stakeholder questionnaire 5/13-21/2019 	Feb - May 2019	4 months
Gather content from subject matter experts (SME)	Feb - Aug 2019	7 months
Analysis & design strategy (design strategy documents)	March - June 2019	4 months
Learning management system (LMS) selection	April - May 2019	2 months
Look & feel development and approval	May 13 - June 13, 2019	1 month
Activity development	June - Sept 2019	4 months
Develop modules <ul style="list-style-type: none"> Module 1 development 7/1-8/30/2019 Storyboard (layout of course content) Alpha course (1st draft of functional course) Final course review and approval 	July - Dec 2019	6 months
Ready the LMS <ul style="list-style-type: none"> Prepare/learn LMS Set up LMS for WAP Upload modules Test modules 	Oct 2019 - Feb 2020	5 months
Pilot modules <ul style="list-style-type: none"> Develop pilot plan Invite participants Participants access modules Evaluate feedback Make changes to modules 	Dec 2019 - March 2020	4 months
Outreach	Feb - Aug 2020	7 months

Figure 1. Training development timeline from IREC report to NREL: *Training for Administrative Professionals at the Subgrantee Level Within the DOE WAP Final Report*

Due to the broad scope of the task, NREL worked with IREC to refine project objectives and tasks. IREC and NREL engaged in a period of discovery, involving research into existing WAP training resources, non-WAP resources related to financial training and procurement, as well as scoping out the range of skills and roles that Subgrantees provide. IREC recommended development of a series of brief learning modules based on individual job tasks, which learners could take according to their job needs. The number of users to complete the trainings and the self-reported responses to the trainings were selected as indicators of project success. NREL and IREC agreed, and DOE approved, that the trainings should include activities to reinforce learning comprehension but not include pass/fail tests or quizzes. The intent was to help learners see the trainings as a resource for them to return to as needed, rather than a requirement they needed to pass once.

2.1 Subject Matter Experts

To identify the content of the trainings, NREL researched existing non-WAP-specific trainings and IREC researched WAP-specific resources that were relevant to the task. NREL recruited a cohort of 16 subject matter experts (SMEs) to be facilitated by IREC, to provide input on training content, refine job-related examples and review training content for accuracy. IREC selected and subcontracted with three “lead” SMEs to provide deeper content contributions and review, and to model engagement for the rest of the SMEs. From February to December 2019, the lead SMEs contributed approximately 350 hours to the project.

NREL convened the SME group in Golden, Colorado, in February 2019 for a 2-day working session to prioritize administrative tasks and brainstorm authentic learning activities and sources of content. Between April and July 2019 volunteer and lead SMEs met almost every week to provide detailed examples and feedback for learning activities for the various courses. The SME cohort also provided feedback at various points in the course development process.

2.2 Content Validation

Building on the research of available training resources, the April 2019 WAP Continuous Improvement Workshop, and SME input IREC identified a list of major tasks performed by the target audience related to fiscal responsibilities, quality assurance, and program management. IREC prioritized this list of tasks and proposed 29 topics and learning objectives, which were approved by NREL and DOE in April 2019.

In May 2019, IREC developed a questionnaire with the proposed topics and a brief description of each for broader validation. This questionnaire was distributed to WAP stakeholders by IREC, the National Association for State Community Service Programs (NASCS), and the National Community Action Partnership (CAP). IREC received 112 respondents, which represented 35 states, the District of Columbia, and 4 territories. Over 70% of respondents said they were somewhat or very likely to take each course. With approved training topics validated by stakeholder feedback, the project transitioned to content development. Table 1 lists the courses and the learning paths they were grouped into to help users customize the trainings applicable for their job roles. Some courses are included in multiple learning paths.

Table 1. Subgrantee Administrative Courses Grouped by Learning Path

Budget & Planning	Procurement	Client Relations	Economics of Weatherization	Fiscal Tasks	Management	Quality Improvement	Multifamily
Welcome to the WAP	Subcontractor or Employee?	Meet Your Clients: Client Eligibility	The House as a System	Track Production Budgets	Basic Employee Management for Weatherization Directors	Managing Subcontractors	The Basics of Multifamily Weatherization
Federal Statutes, Regulations & Grant Guidance	To Purchase or Not to Purchase?	Coach Your Intake Staff	Understanding the Savings-to-Investment Ratio (SIR)	Is Your Work Order in Order?	Support Quality Work with Training & Technical Assistance Funds	Maintaining Complete Job Files	
Weatherization Budget Basics	Develop Scoring Criteria for Evaluating Proposals	It's a Deferral, What's Next?		Show Me the Money! Reconcile Invoices	Request the Right Training for Your Agency	Identify Work Quality Issues	
Effective Production Planning	Draft and Issue a Solicitation	Managing Client Expectations		Managing Assets & Inventory	Coach Your Intake Staff	Support Quality Work with Training & Technical Assistance Funds	
Managing Multiple Funding Streams	And the Winner Is... Selecting a Subcontractor						
Implement WAP Budget or Contract Modifications	Crossing the Finish Line: Subcontracting						
Track Production Budgets							

2.3 Learning Management System Selection

To ensure that the trainings would align with the requirements of the eventual Learning Management System (LMS), NREL began the process of LMS selection in spring 2019, prior to content development. IREC had experience with several LMS platforms and provided NREL with a memo identifying recommended criteria for LMS selection. NREL had previously completed procurement of an LMS, Litmos from SAP, for the Clean Cities University (CCU) program. NREL compared the recommended criteria with the features available through Litmos. After discussion with the CCU team, DOE, and IREC, NREL selected Litmos. The platform provided cost- and time savings and allowed NREL to leverage the CCU team for internal training and support.

2.4 Course Development

To ensure consistent graphic design, IREC and eLearning Brothers used the Office of Energy Efficiency and Renewable Energy (EERE) Identity and Guidelines for Communications (Version 8, updated November 2018) to develop a design template approved by NREL and DOE.

Following the validation of course topics, IREC worked with the SME cohort to develop the content, activities, and examples to be used in each course. Once the design template and content were determined, the project team developed the “Welcome to the WAP” course first to test the development and review process. The remainder of the courses were then developed

concurrently on an 8-week cycle in groups of three courses. Each course was developed in two phases: storyboard with all the text, narration, and graphics but no interactive functionality or live narration; and live course with full functionality and live narration. Each phase involved an alpha and beta stage of review. SMEs provided review and feedback on the alpha storyboards and courses, DOE and its delegate from Simonson Management Services typically provided review and feedback on the beta storyboards and courses, and NREL provided review and feedback for all alpha and beta storyboards and courses. A sample of the course development schedule is provided in Appendix A. Given the rapid and concurrent pace of course development, eLearning Brothers needed to dedicate more staff to the project than originally planned.

2.5 Pilot

With NREL's approval, IREC developed a plan to pilot the courses with a group of Subgrantee users who were not involved in the development of the courses. Pilot participants were recruited by IREC, NREL, NASCSP, and CAP through a variety of communication channels. Seventeen individuals from across the country were invited to participate in the month-long pilot. Each participant was assigned two learning paths and some completed unassigned courses, providing additional feedback. Following each course, participants completed an evaluation to identify any technical issues as well as feedback on the individual course and the scope of courses offered. A small number of technical issues were identified and addressed following the pilot.

2.6 Outreach

NREL and IREC developed a communications and outreach plan that targeted conferences, webinars, direct email, and partner social media. NREL produced a postcard for distribution at conferences and a recorded webinar demonstrating use of the LMS. The trainings were announced through EERE and partner channels in February and March 2020. IREC coordinated state-specific outreach with NASCSP and CAP to states with fewer than expected users in Q4 FY20. IREC estimates that over 3,500 individuals were reached through the following outreach activities:

- Conferences:
 - Aug 28–30, 2019. CAP Annual Convention
 - February 26–28, 2020. NASCSP Winter Training Conference
 - April–May 2020. Building Performance Association National Home Performance Conference (virtual)
 - August 26–28, 2020. CAP Annual Convention (virtual)
 - September 28, 2020. NASCSP Annual Conference (virtual)
- Webinars:
 - March 28, 2020. CAP webinar
 - April 16, 2020. NASCSP webinar
- Direct email outreach:
 - February 18, 2020. NREL email to SME cohort that trainings are live

- March 3, 2020. IREC email to IREC list
- March 9, 2020. GovDelivery email announcement
- March 25, 2020. Included in the IREC Monthly Report to IREC list
- April 23, 2020. Included in IREC Monthly Report to IREC list
- June 18, 2020. GovDelivery email to announce COVID-19 Workplace Safety course
- August 18, 2020. GovDelivery email to announce Spanish version of COVID-19 Workplace Safety course

The trainings were also mentioned at each 2019 and 2020 WAP Continuous Improvement Workshop.

2.7 COVID-19 Workplace Safety Training

In the third quarter of FY20, DOE requested that NREL host a COVID-19 Workplace Safety training developed by the Energy Smart Academy on the LMS. NREL worked with the Energy Smart Academy to transfer the 4-hour course into Litmos. The version of the training hosted on Litmos consists of three mandatory courses and three optional courses, tailored to specific job categories. The English version of the training was announced via GovDelivery on June 18, 2020 and the Spanish version of the course was announced via GovDelivery on August 18, 2020. Both versions will be available to the WAP network through June 30, 2021.

3 User Response to Trainings

The key indicators of project success agreed to at the beginning of course development were the number of users completing trainings and user feedback. This section discusses user characteristics and feedback from the launch of the pilot through September 8, 2020.

3.1 User Activity

Based on the geographic distribution of users shown in Figure 2 and Table 2, there is relatively widespread usage of the training platform across WAP Grantee jurisdictions. While most states and territories have seen increases in usage since the trainings went live, it may still be valuable to conduct specific outreach in Grantee jurisdictions with fewer than 10 users.

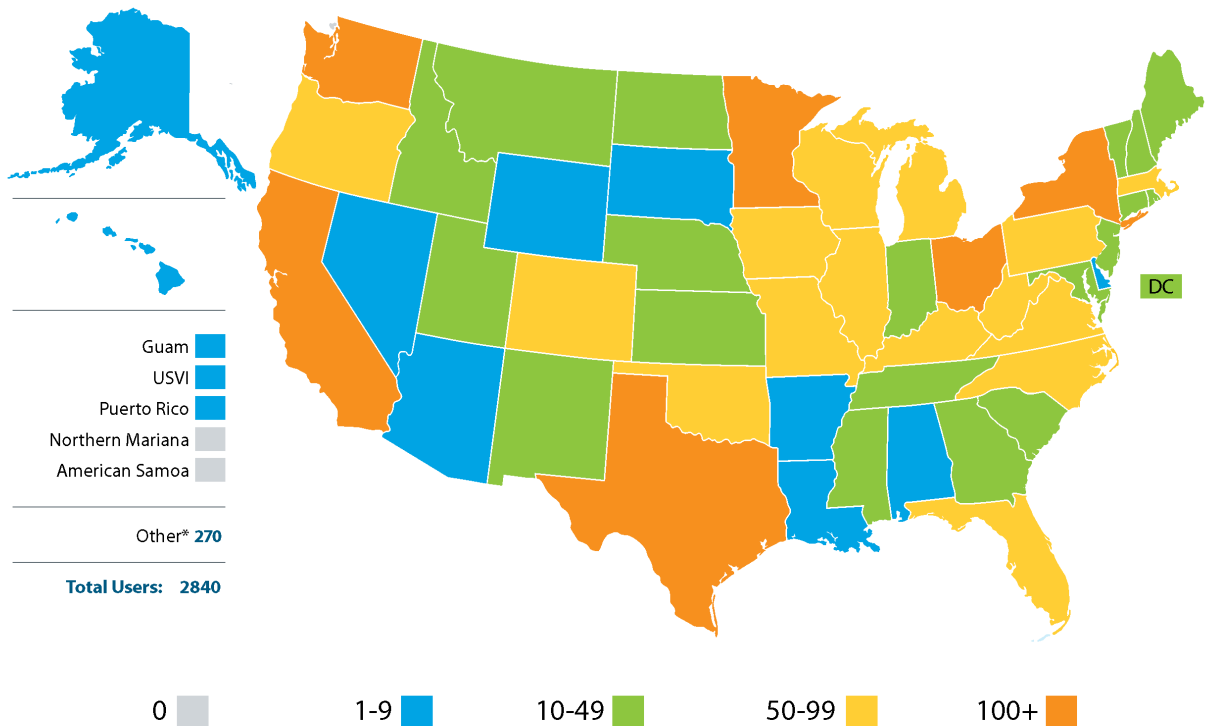


Figure 2. Map of LMS users by Grantee as of September 8, 2020

*Other includes users who have never logged in and users with incomplete registration data.

Table 2. Total Users by Grantee as of September 8, 2020

Grantee	Users	Grantee	Users	Grantee	Users	Grantee	Users
AK	3	IN	35	NH	24	VA	66
AL	7	KS	17	NJ	21	VT	47
AR	9	KY	60	NM	24	WA	167
AZ	9	LA	7	NV	5	WI	57
CA	194	MA	63	NY	200	WV	53
CO	76	MD	26	OH	128	WY	2
CT	14	ME	32	OK	53		
DE	3	MI	92	OR	67	American Samoa	0
DC	23	MN	127	PA	61	Guam	3
FL	75	MO	61	RI	40	Puerto Rico	3
GA	29	MS	33	SC	29	N. Mariana Islands	0
HI	3	MT	23	SD	4	U.S. Virgin Islands	1
IA	78	NC	84	TN	34	Other*	270
ID	16	ND	36	TX	102		
IL	82	NE	18	UT	44	Total	2840

*Other includes users who have never logged in and users with incomplete registration data.

The user login activity represented in Figure 3 shows the major spikes in activity. The initial outreach activities resulted in modest increases in user logins, until the first major spike of login activity on March 9, 2020, associated with the GovDelivery email. The sustained increase in activity in late March and April corresponded with the increase in remote work due to the coronavirus. User activity declined into May and early June, in part due to reduced network-wide outreach activities; however, state-specific outreach during this time did generate new users. The second major sustained increase in user activity occurred following the announcement of the COVID-19 Workplace Safety Course on June 18, 2020. Although many new users logged in specifically for the COVID-19 Workplace Safety Course, users continued to also complete the Subgrantee Administrative trainings.

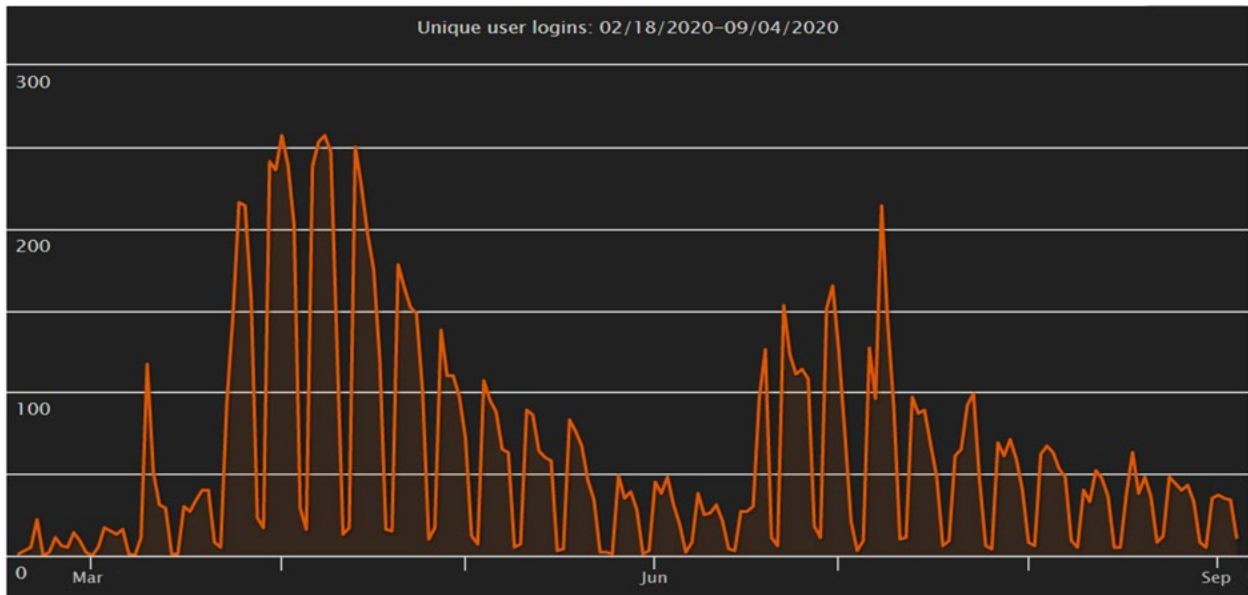


Figure 3. Unique user logins February 18, 2020, through September 4, 2020

3.2 User Experience in WAP

Upon registration, the LMS requires that users provide the number of years of their experience working in WAP.

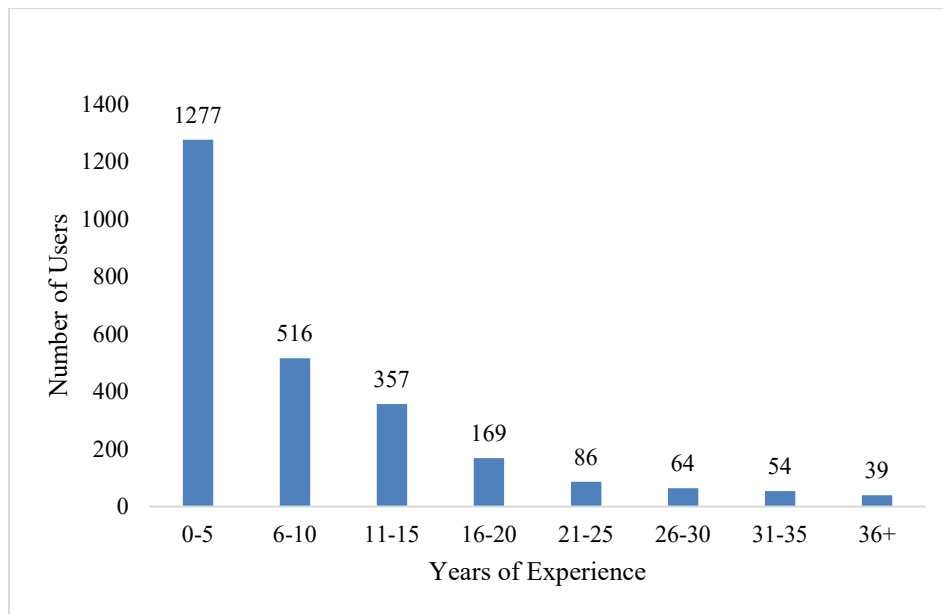


Figure 4. Years of user experience with WAP

Note: Totals reflect users with completed registrations as of September 8, 2020.

Approximately half of users have 5 or fewer years of experience with WAP; however, the robust number of users with 6 or more years demonstrates the value of the trainings to the broader WAP network. Since the launch of the trainings, users from all levels of experience have continued to register and complete courses.

3.3 Course Completions

Through September 8, 2020, users completed 23,318 courses, of which 4,055 course completions were part of the multicourse COVID-19 Workplace Safety training. Figure 5 shows the number of completions by course.

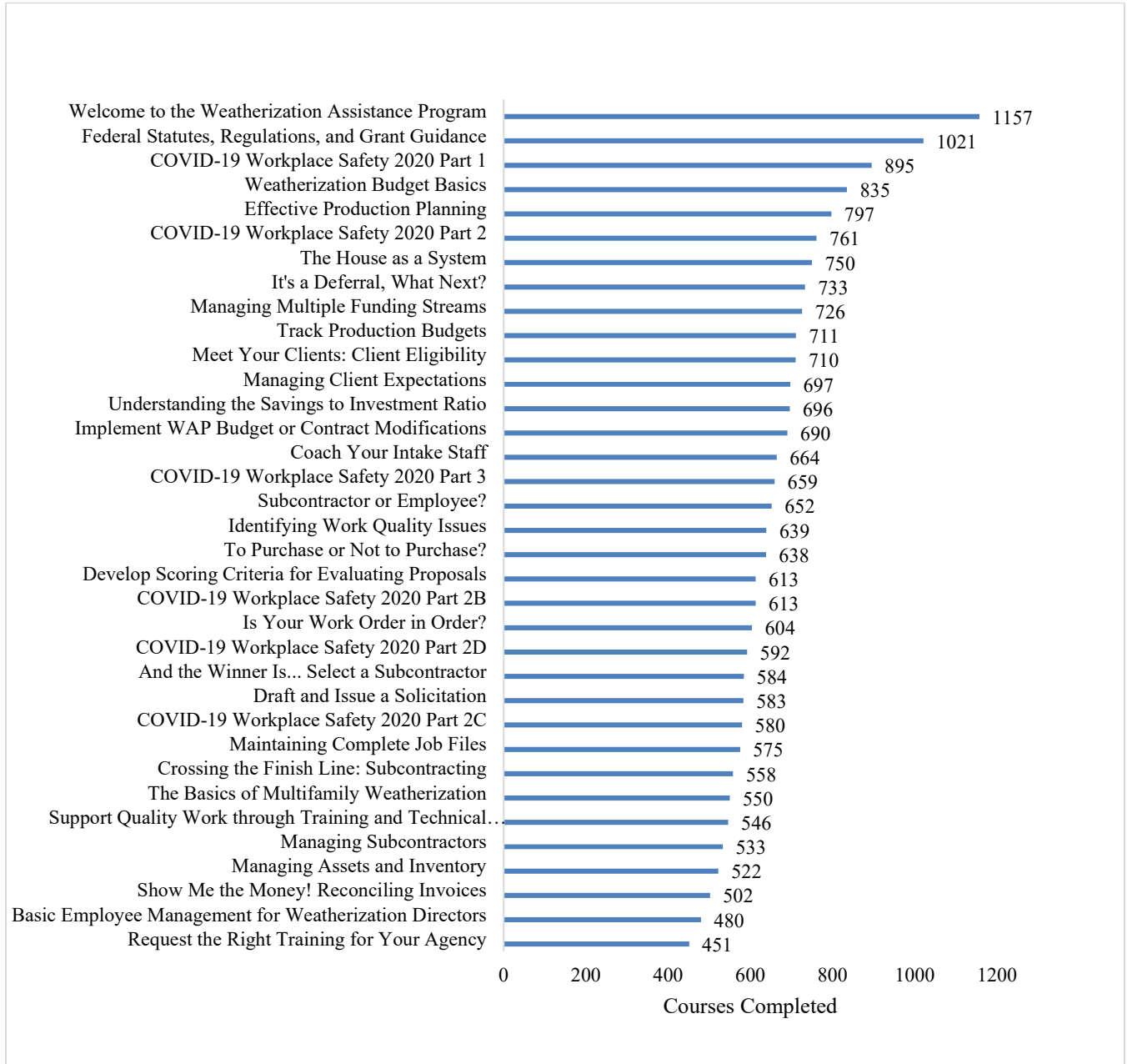


Figure 5. Course completions as of September 8, 2020

Note: Totals may not add to the reported total above due to the timing of downloading user and course reports. Spanish version of the COVID-19 Workplace Safety Courses excluded due to no completions as of September 8, 2020.

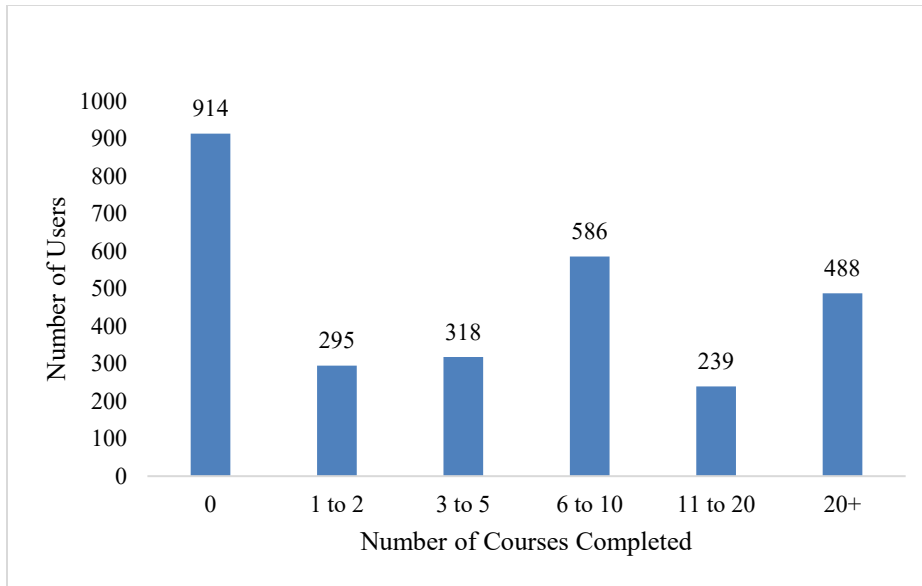


Figure 6. User course completions as of September 8, 2020

While most users have completed courses, nearly one-third of the 2,840 users have not completed any. Of users who have completed at least one course, more than one-third have completed more than 10 courses. This indicates that once users are active, they tend to continue to take courses. Table 3 shows that the completion percentage for users who start courses, which also supports the finding that once users begin to take courses, they typically complete courses.

Table 3. Course Completion Statistics

	FY20 Q2	FY20 Q3	FY20Q4	Total
Courses Started	1,064	18,663	5,368	25,095
Courses Completed	754	17,565	4,999	23,318
Percentage of Started Courses That Are Completed	71%	94%	93%	93%

3.4 User Evaluations

To complete each of the administrative training courses, users must respond to a course evaluation. A selection of user testimonials is provided in Appendix B. The course evaluations ask users to respond to statements with Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, or Not Applicable. Table 4 shows cumulative results of user feedback across all Subgrantee administrative training courses. A table of evaluation responses by course is provided in Appendix C.

Table 4. Summary of Course Evaluation Responses

Evaluation Question	Average Percentage of Users Who Agree or Strongly Agree Across All Courses	Range of Percentage of Users Who Agree or Strongly Agree Across All Courses
The level of content was just right	95	87-97
The examples in the course were realistic and simulated what I see on the job	83	78-88
I can apply what I learned in the course immediately to my job tasks	80	72-85
Having taken the course, I feel more prepared to perform my job effectively	78	71-83
I will use, or will recommend my staff use, the downloadable job aids	76	72-82
I would recommend this course to my colleagues	82	78-85

While most users responded that the level of content for most courses was just right, 5% or more of users responded that the level of content was too basic for the following courses:

- The House as a System
- Subcontractor or Employee?

5% or more of users responded that the level of content was too advanced for the following courses:

- Federal Statutes, Regulations and Grant Guidance
- Weatherization Budget Basics
- Implement WAP Budget or Contract Modifications.

In addition to the proportions of users responding that Agree or Strongly Agree with the evaluation questions, we found an average of 0.9% Disagree or Strongly Disagree responses across all courses. Overall, user feedback is positive and indicates that the training filled an important need for WAP Subgrantees.

4 Lessons Learned

The project delivered high-quality trainings on schedule and under budget, and the trainings have received a robust and positive response from WAP Subgrantees; however, there are several elements that could be improved upon for future training development. NREL and IREC debriefed the project and developed a list of lessons learned. High-level lessons learned are included here to inform future training development.

4.1 Project Scope

The initial project scope was broad and identified a few topics to be covered by the trainings. A substantial amount of time in the project was spent identifying specific topics and number of courses to develop. Additionally, the project did not initially have clear metrics for success, so these needed to be agreed upon once the project was underway. For future improvement:

- Provide clarity during procurement and development of the contract Scope of Work on the goals of the training and the specific areas where DOE desires to see improvement among the target audience.

Toward the end of the course development, it became apparent that certain learning activities (such as drag-and-drop) are not optimized for learning on mobile devices. The e-learning authoring tool selected by the project team at the beginning of the project could not easily address this issue. For future improvement:

- Determine preferences for optimizing for mobile learning during the development of the Scope of Work.

4.2 Discovery and Content Development

The project team spent multiple months collecting relevant content, data, resources, and reference documents to inform the potential topics to be included in the trainings. The duration of this step was in part due to the decentralized nature of the program and differences in publicly available information from various WAP stakeholders. The SME cohort was critical for identifying the tasks involved in the three Subgrantee roles the trainings were targeted toward. The SME cohort also generate most of the on-the-job examples used in the trainings. For future improvement:

- Additional support from NREL and DOE to identify appropriate data, guides, and resources could shorten the amount of time needed to collect information to determine learning objectives and content.

4.3 Course Design and Development

Because a significant portion of the training content and learning activities were developed by the project team, content refinement required more cycles of review before receiving final approval than anticipated. This often spilled into the course development phase, where the SME cohort and NREL reviewers reviewed the draft storyboards and courses developed by eLearning Brothers and requested modifications to the content or learning activities. As a result, the more extensive revisions were required by eLearning Brothers than initially expected, which increased cost and lengthened the project timeline. For future improvement:

- Spend more time to develop, review, and approve learning activities prior to technical development of the storyboards and draft courses.

The approval process for content was not adequately defined at the beginning of the course development process. SMEs provided input on the realistic qualities of the activities and narration during the alpha storyboard and alpha course phases. NREL reviewed for consistency and tone at alpha and beta storyboard and course phases; however, it was initially unclear which steps required approval from DOE (or its delegate) to move forward.

The concurrent course development process required a larger team of developers than initially planned. Likewise, the concurrent review of draft storyboards and courses required reviewers to dedicate a significant amount of time on an aggressive schedule to adhere to the project development timeline. The speed and volume of review was difficult to maintain, and delays in approval affected the entire development schedule, not just the individual module. For future improvement:

- Clarify the responsibilities and timeline for approval at each stage of course development.
- Extend the review timeline to allow more time for necessary review and approvals and to reduce the degree of overlap in concurrent course development.

4.4 Outreach

Course development took over a year to complete, and the development of an outreach plan did not occur until a few months prior to the launch of the trainings; however, the project team was still testing course functionality, configuring the LMS, and checking course consistency. Outreach was not the priority this late in the process, so NREL Communications staff were not initially involved in the development of the outreach plan. This led to delays in the development and approval of outreach materials and announcements. For future improvement:

- Develop an outreach and communication plan in coordination with NREL Communications staff during initial project planning
- Plan for attendance and distribution of collateral at targeted conferences for outreach
- Identify target audience at the beginning of project to allow for setting success metrics, such as geographic participation or percentage target for audience participation.

Appendix B. User Testimonials

Below are a sample of user testimonials regarding the WAP Subgrantee administrative trainings drawn from pilot participants and course evaluations.

B-1. Pilot Participant Feedback

Sarah Murphy, SLS Helps, New Hampshire

“This new training is extremely helpful and engaging. When I joined our agency’s WAP program 2 years ago, I used the auditor’s field guide and policies and procedures manuals as training materials. It is great to have everything in one place now focused on the job responsibilities of program administrators.”

Joseph Chairs, SLS Helps, New Hampshire

“I recently joined Weatherization. For someone like me with little to no construction or non-profit agency experience, I found these resources to be of great help. The training tutorials were excellent! Especially since office and field time is so restricted with production on hold. The "Learning Path" option on the website makes things much easier to process as you view them. When I first started the tutorials, I randomly selected them from the master list but then I discovered that these learning paths work great since they coordinate the tutorials by category. It gives the viewer a direct route to taking the courses on a journey from one subject to the next in an order that makes sense. At the end of every course you take a short survey and then, "ta-da", you get a Certificate of Completion and in not even two weeks I've got 27 of them!"

Tina Jansson, Utah Community Action

“I love the interactive design, and I see a lot of different applications for the training, from onboarding new hires to ongoing professional development for incumbent staff. The length and level of the modules are just right and will help us fit training into the day-to-day. We will use these training topics as springboards to dive deeper into certain aspects of our program administration.”

Anonymous Pilot Feedback

- Informative and interactive.
- The information was clear and concise, and the presentation was professional and engaging.
- I liked the use of various characters and voices to keep me engaged, and the interactive elements.
- The information was solid and choosing the best way to approach a client's concerns was useful.
- Having previously been on the intake side of WAP, some of the staff-client interactions were spot on. Appropriate client interaction is not always easy. Listening to the phone conversations of the three intake staff was the best part. It illustrated what not to do or say--not all training or other courses do this.
- I enjoyed the interactive sections, good topics, and realistic to everyday life in

the WAP.

- Tracking inventory and calibrating equipment is so important and I was glad to see this in its own separate course.
- I like the spreadsheets and the emphasis that staff should be regularly monitoring job costs and ACPU.
- I liked the reminders to review the individual line items on the work order for accuracy before approving the job. Our Energy Auditor reviews the individual line items on the work order for accuracy, but another set of eyes is a good idea.
- This is very good advice and I will be doing this from now on.
- Great content. Love the interactive aspects. Very helpful.
- The photos of real-life deferral situations were great.

B-2. Anonymous Course Evaluation Responses, February–April 2020

- Great information that will help with organizing clients
- I can go back as many times as needed for additional learning and training
- This course directly addressed the parts of WAP services that I work with
- This course gave me a better understanding of the reasons behind why we do the work that we do, which is really going to help while weatherizing home.
- Loved learning about the house as a whole system and how it affects the quality of living for the homeowner.
- Relatable information that is common when Weatherization stalls and you have to consider whether to defer.
- I would have loved to have this course when I started with my WAP Agency because it explains a lot of the things I have learned by trial and error.
- The examples given were an exact representation of items purchased for the program.
- Having previously been on the intake side of Weatherization, some of these staff-client interactions were spot on. Appropriate client interaction is not easy with difficult clients. Listening to the phone conversations of the three intake staff was the best part. It illustrated what not to do or say--not all training or other courses do this.
- These coaching strategies can be used across all programs within the department.
- Real life situations and multiple situations at that. Helps to make sure I'm prepared for a number of situations!
- The information provided was very spot-on, as we manage multiple funding sources at work.
- The course covered the topics that I have been encountering and provided solutions and ideas that are easy and quick to implement.
- I like that there is interaction and that the scenarios are what we deal with daily.
- I like the problem-solving aspect of this module.
- It pertains to my job description and it helps explain my job more.

Appendix C. Evaluation Responses by Course

Table C- 1. Evaluation Responses by Course

	Content level	Realistic examples		Can apply what I learned		More prepared to perform effectively		Will use downloadable job aids			Recommend to colleagues	
	Just right	Agree/ Strongly	Disagree/ Strongly	Agree/ Strongly	Disagree/ Strongly	Agree/ Strongly	Disagree/ Strongly	Agree/ Strongly	N/A	Disagree/ Strongly	Agree/ Strongly	Disagree/ Strongly
Welcome to the WAP	95%	81%	1.1%	78%	1.6%	71%	2.5%	74%	4%	1.3%	83%	0.8%
Federal Statutes, Regulations & Grant Guidance	92%	79%	1.7%	77%	1.5%	74%	1.8%	74%	4%	0.9%	82%	1.2%
Meet Your Clients: Client Eligibility	96%	85%	0.8%	83%	0.8%	81%	0.8%	76%	5%	5.0%	83%	1.0%
The House as a System	87%	85%	0.5%	84%	0.7%	80%	0.7%	78%	5%	1.0%	84%	0.9%
Understanding the Savings-to-Investment Ratio (SIR)	94%	83%	0.4%	81%	0.4%	80%	0.4%	75%	5%	0.7%	84%	0.6%
It's a Deferral, What's Next?	95%	88%	0.5%	85%	0.8%	82%	0.7%	76%	5%	0.8%	84%	1.0%
Subcontractor or Employee?	93%	80%	1.2%	76%	1.2%	75%	1.1%	72%	5%	1.1%	79%	1.8%
To Purchase or Not to Purchase?	95%	83%	0.9%	78%	1.7%	76%	2.2%	76%	4%	1.4%	82%	0.9%
Develop Scoring Criteria for Evaluating Proposals	96%	80%	1.0%	77%	2.0%	78%	1.3%	75%	5%	0.8%	81%	1.1%
Draft and Issue a Solicitation	97%	81%	1.0%	78%	0.9%	79%	0.7%	76%	4%	0.5%	82%	0.5%
And the Winner Is... Selecting a Subcontractor	96%	81%	0.9%	79%	1.5%	80%	1.0%	77%	5%	0.5%	84%	1.0%

	Content level	Realistic examples		Can apply what I learned		More prepared to perform effectively		Will use downloadable job aids			Recommend to colleagues	
	Just right	Agree/ Strongly	Disagree/ Strongly	Agree/ Strongly	Disagree/ Strongly	Agree/ Strongly	Disagree/ Strongly	Agree/ Strongly	N/A	Disagree/ Strongly	Agree/ Strongly	Disagree/ Strongly
Managing Client Expectations	96%	86%	0.7%	85%	1.0%	83%	0.6%	78%	5%	0.7%	85%	0.7%
Managing Multiple Funding Streams	95%	82%	0.4%	79%	1.0%	77%	0.6%	74%	4%	0.7%	82%	0.7%
Basic Employee Management for Weatherization Directors	95%	84%	0.6%	83%	0.6%	81%	1.0%	82%	3%	0.2%	84%	0.8%
Support Quality Work with Training & Technical Assistance Funds	96%	84%	0.4%	81%	1.1%	81%	1.1%	77%	5%	0.4%	83%	0.2%
Request the Right Training for Your Agency	95%	79%	1.1%	78%	1.8%	77%	1.3%	76%	4%	1.3%	79%	1.8%
Identify Work Quality Issues	96%	83%	0.6%	81%	0.5%	80%	0.8%	76%	5%	0.3%	82%	0.9%
Managing Subcontractors	96%	83%	0.9%	79%	0.7%	78%	0.7%	75%	6%	0.6%	82%	0.4%
Maintaining Complete Job Files	97%	87%	0.3%	85%	0.7%	82%	0.3%	78%	4%	0.5%	85%	0.5%
Effective Production Planning	90%	84%	1.3%	80%	1.4%	80%	0.6%	77%	4%	1.0%	83%	0.9%
Weatherization Budget Basics	90%	78%	1.3%	72%	2.1%	72%	2.3%	72%	4%	1.2%	78%	1.0%
Track Production Budgets	93%	82%	1.3%	78%	1.8%	77%	1.7%	75%	5%	1.1%	82%	1.0%

	Content level	Realistic examples		Can apply what I learned		More prepared to perform effectively		Will use downloadable job aids			Recommend to colleagues	
	Just right	Agree/ Strongly	Disagree/ Strongly	Agree/ Strongly	Disagree/ Strongly	Agree/ Strongly	Disagree/ Strongly	Agree/ Strongly	N/A	Disagree/ Strongly	Agree/ Strongly	Disagree/ Strongly
Is Your Work Order in Order?	97%	85%	0.2%	83%	0.5%	81%	0.5%	76%	5%	0.7%	83%	0.3%
Show Me the Money! Reconcile Invoices	95%	82%	0.4%	81%	0.2%	81%	0.2%	80%	7%	0.4%	81%	0.6%
Managing Assets & Inventory	95%	80%	1.1%	78%	1.1%	78%	1.0%	74%	6%	0.4%	80%	0.6%
Implement WAP Budget or Contract Modifications	91%	81%	1.0%	74%	1.6%	74%	1.4%	74%	4%	1.0%	80%	1.2%
The Basics of Multifamily Weatherization	95%	80%	0.2%	77%	0.7%	78%	0.7%	73%	6%	0.7%	80%	0.4%
Mean	95%	83%	0.8%	80%	1.1%	78%	1.0%	76%	5%	0.9%	82%	0.8%
Median	95%	83%	0.8%	79%	1.0%	79%	0.8%	76%	5%	0.7%	82%	0.8%
Minimum	87%	78%	0.2%	72%	0.2%	71%	0.2%	72%	0%	0.1%	78%	0.2%
Maximum	97%	88%	1.7%	85%	2.1%	83%	2.5%	82%	7%	5.0%	85%	1.8%