**WorkforceGPS**

**Transcript of Webinar**

**Apprenticeships: Closing the Skills Gap**

**Performance Reporting Orientation 3.0**

**Wednesday, July 22, 2020**

*Transcript by*

*Noble Transcription Services*

*Menifee, CA*

LAURA CASERTANO: With that, I'm going to get myself right out of the way. I want to again welcome everyone to today's "H-1B Performance Reporting Orientation 3.0." And now I'm going to turn things over to your moderator today, Ayreen Cadwallader. She's a workforce analyst grant program lead for the U.S Department of Labor Employment and Training Administration. Ayreen, take it away.

AYREEN CADWALLADER: Thank you so much Laura, and good afternoon everyone to this third performance webinar for our Apprenticeship Closing the Skills Gap grantees. We're certainly grateful to you for attending today's webinar to help us – to help you get prepared for your upcoming reporting deadline in August. I do want to acknowledge the polls that we had earlier on and – while you were waiting for the webinar to start.

We did see a significant number of program directors, program managers that are on the call, with a handful of authorized representatives as well. Certainly, welcome to your employer partners, and other staff that is supporting your H-1B grant program. And the other polling question that we had, we really wanted to know how many of you have started to access WIPS. And there was a good, significant number that have logged in to WIPS and are still trying to figure out the system.

And then the next group was the group that has not yet logged into WIPS, but will plan on doing so. And we do have some updates related to that for you later on in today's presentation. Today's webinar, including myself, are our subject matter experts on performance Kevin Mauro and Gregory Scheib. And well, we don't have her image here, Kristen Milstead is also a key, key member of our performance team, and will be monitoring the chat, and will also present some case scenarios for you during our webinar today.

So, from here let's go ahead and get started with today's objective/agenda. What we really want to do is, our goals with these performance webinars is to help you prepare for the report quarter ending June 30th 2020. We want to help provide guidance on how to report training and employment outcomes using PIRL data elements. We do have some important WIPS updates and PIRL updates to provide before we get to the nitty-gritty.

We'll be talking you through how to track and collect participant level data, and that's how reported in the PIRL data elements. The second task of the webinar will be to go over the H-1B QPR, or your Quarterly Performance Report. And the aggregation rules that will be used to aggregate your outcomes on a QPR. And then lastly, we'll just briefly go over again our performance reporting guidance, and help remind you the next steps to prepare for the reporting deadline.

With that – here's the WIPS access that we wanted to ensure that everyone is aware before we start. We did issue the WIPS password after our last webinar, webinar 2.0, but for those of you who have not yet logged into WIPS within the five days that that WIPS log in credentials was issued, it has expired. And so you will need to send the – well, you'll have to ask the system to resend the log in credentials back to your authorized representative.

And so there is a password request – password request form here, the link is here on doleta.gov for you to click on to request for technical assistance. And you'll fill out the form that's marking password reset. And you'll receive an email from BPMS – U.S. Department of Labor password change. The email address is admin@appiancloud.com.

So the next step here is to really make sure that you can – ensure that you can receive this email address to your email messages, so that you'll get this email. Also perhaps check your spam or junk mail folders, as well as any of your deleted message that the message may have gone into, if you didn't recognize the email address, and thought it might have been spam. It's not, it's us.

Here's another update on our PIRL data elements. We did send a correction. There was an incorrect code value that we – that was in the PIRL data elements Excel spreadsheet that we provided, the code value for special project ID PIRL 106. If you are not providing pre-apprenticeship training, the code value is noted here in red. It's SANON008 = None. So that is the minor edit to the PIRL – H-1B PIRL spreadsheet. With that, I'll turn it over to my colleague Kevin. Kevin?

KEVIN MAURO: Thanks Ayreen. We would like to take this opportunity to dig in to how the specific data elements apply to your participants, and when. So to start off, we're going to talk about some of the main things you will need to know about recording on your participants. The purpose of this part of our webinar, is not to walk through each data element, but to drill down into the data elements, and code values as they are applied to apprentice.

These are the five sections of the PIRL, and we'll walk through each section, and discuss some of the main nuances, and the data elements that you should pay attention to. Don't get too hung up on the order of the PIRL data elements we present today. Sometimes we will present a data element outside the section, and which is related, so that we can show you how it's related to the others in a different section, help you understand how to report each one.

Over all however, these sections represent categories of the types of information that you will record each quarter. Section one covers most participants' demographics. The employment status of entry and what are called special project ID code, where you report on the apprenticeship type. Participant demographics are things such as gender, age, and racial and ethnic background. In the interest of time, we're not going to spend too much time going over all of these today.

However, the demographic categories you should record for your participants and the appropriate code value can be found in the PIRL and the corresponding handbook. For the purposes of reporting in WIPS, your participants' employment statuses and program entry will fall into one of four categories. Unemployed, underemployed, employed, and incumbent worker. The data elements for each are reported are shown here.

Please note that this field is mandatory, and cannot be left blank, or you will receive a logic error on your report. An unemployed worker is an individual who is without a job, and who is seeking employment, and who is available to work. An underemployed worker is an individual who is employed, but they're not employed in a full time position that is in line with their level of educational skills, or worker wage or salary that they've earned previously, or they can only find sporadic, short term, or [distorted audio].

Employed individuals are those who enter your grant program, employed at the level for which they are appropriately skilled. So their level of education and skills do match the job they currently have, unlike underemployed workers. Often however, they are lower skilled and work in low skill positions. Finally, an incumbent worker is an individual who is employed particularly in a lower skill, lower wage and frontline job, but who needs training to upgrade their skills in order to either secure full time employment, advance in their career, or retain their current employment.

Now, here's the key for understanding how incumbent workers differ from underemployed and employed workers. Incumbent workers are provided with their apprenticeship training in partnership with the employer, with whom they are working when they are determined eligible to participate, and become participants in your grant. There are referred to you by the employers with whom you are in partnership with, and with whom you are developing your apprenticeship program.

Because of that, you will treat them differently than underemployed, unemployed, and employed workers when you are [inaudible]. Each participant can have only one employment status, and program entry. These data elements, 105, 106, and 107 were added to the H-1B scheme to address the unique needs of different H-1B grant programs. These data elements have significance to apprenticeship grants that differs from all other H-1B grant programs.

Closing the Skills Gap grantees will use PIRL 105, and PIRL 106 to report information. In PIRL 105, you will report the type of apprenticeship for each participant. PIRL 106 is for reporting pre-apprenticeship for those participants who enter a pre-apprenticeship program, and meet those conditions to be counted as participants in your grant program. So I will turn things over very briefly right now, to talk more about apprenticeship – apprentices. I'll turn things over to my colleague Greg.

GREGORY SCHEIB: Thanks Kevin. Hey everybody. It's nice to be with you all today. I'm going to talk about a little about reporting – (inaudible) – and apprentices. And again this is something that we went over in our first performance webinar, but we wanted to again review when you count a participant for our – as an apprentice for our performance reporting purposes. First, as you all know the apprenticeship program into which a participant enrolls can either be a registered apprenticeship program, or an unregistered apprenticeship.

Unregistered apprenticeships must align with the program design of your statement of work. Regardless of whether you're developing registered apprenticeship programs or unregistered apprenticeships obviously, they need to adhere to the five quality standards that were shared in your [inaudible]. And what's important here is, is that for the purposes of performance reporting, an apprentice is an individual who is hired by an employer into an apprenticeship, and has started their apprenticeship training.

That is, they must have started either the work-based learning component, or the educational instructional training component, as well as being hired by the employer before you want to report that in the WIPS system. In terms of reporting on the types of apprenticeship, once a participant has been hired by an employer into an apprenticeship, and started the apprenticeship training, you'll enter that type of apprenticeship in PIRL 105 with the special project ID one, which we are using specifically for the Closing the Skills Gap grant for the type of apprenticeship program.

You'll put in one of the three code values. You'll also will not want to leave this blank, so if you've got a participant in your system, if they have not started the apprenticeship yet, but they are participants, and received your grant funded service, you will want to put none until the point that they start their apprenticeship training. A little nuance here, as you all know, the funding opportunity announcement didn't allow grant funds to be used for pre-apprenticeship activity.

However, there may be some grantees who are doing pre-apprenticeship activities as – through some leverage funding, or is in partnership with some of your other partners. And if you have a case like that, and if the pre-apprentices who meet the criteria be counted as participants, they should be reported, and they can be reported in the WIPS system. So if you are using a leverage fund to support a pre-apprenticeship, if those individuals are also receiving grant funds, or the services something like that, they are technically a participant, and you can report the pre-apprenticeship activity using PIRL 106 and the code values therein.

Again, you can also – you don't want to leave PIRL 106 blank, so if they're not participating in a pre-apprenticeship, you can just put no, none, the code value for none there. That was a very little quick interlude. I'm going to go ahead and pass things back to Kevin to continue our conversation.

MR. MAURO: Thank you Greg. Section two and three of the PIRL contain data elements pertaining to the dates of program entry and exit, training and services. In this section, we will cover how training for apprentices should be reported. Let's continue with how to report underemployed, unemployed, and employed worker. We'll start with PIRL 900 data program entry. Program entry is not the date someone enters an apprenticeship program.

The date someone enters your grant program, which is not necessarily the same thing. After you deem someone eligible to participate in the grant, the date someone first received the grant funded service, is the date of program entry. If the grant funded service is either the date that they began instructional training, or the date that they started work-based learning with an employer, you will enter that date here.

When a participant has been hired by an employer into an apprenticeship, and started apprenticeship training, as previously explained, you must report the type of apprenticeship in PIRL 105, type of apprenticeship, either registered apprenticeship, or unregistered apprenticeship. You must also enter the date that the participant entered the apprenticeship training in PIRL 1302, date entered training.

The date you enter should be the date that the work-based learning component, or the educational, or instructional training component of the apprenticeship started. PIRL 931 captures whether a participant is in a registered apprenticeship. There are two possible code values which essentially mean either, yes they have, or no they haven't. If the participant has entered a registered apprenticeship program, you will record a one.

For all other participants, you will record zero. The – (inaudible) – has the two other options that you can report in special project ID code 105, unregistered apprenticeship and pre-apprenticeship are coded zero for no, for PIRL 931. Note that H-1B grants share many PIRL data elements with the larger WIPS system, and this is one of them, and that's why it seems duplicative.

Paid work experience data elements are a place to record the work experiences of pre-apprentices. In PIRL 1205, there are five possible code values for H-1B grant. If your participant is a pre-apprentice, you will record three. You should select the appropriate type of paid work experience for participants who are in a paid work experience outside registered and unregistered apprenticeship, if that's relevant.

Those include, code value two for employment opportunities, such as internships, four, for job shadowing, and seven for other work experience. There are several opportunities to report the entry into and type of training for your participants. Reporting these training activities as based on PIRL 105, which is the special code for apprenticeship program. If you recorded an individual as a registered apprentice in PIRL 105, you must report them as the same here.

In PIRL 1302, 1309, and 1314, you'll record the date entered training for a participant. There are three different data elements because you can record up to three different training sessions. This will be used if a participant did three kinds of training in the course of the grant. In the corresponding data elements for each of the training dates, you'll use 1303, 1310, and 1315 to record the type of training service. Please take note that skill and apprenticeship can only record one of two code values for the training type, 06, occupational skills training, or 09, registered apprenticeship.

For participants who enter a registered apprenticeship program, you should enter 09. For all other participants who have entered training, you should record 06. This includes participants in both unregistered apprenticeship. Whatever type of apprenticeship you entered in PIRL 105, type of apprenticeship should correspond to the code value you enter here.

The last thing we'll touch on in this section, is what counts as a supportive service. Grantees may use up to 10 percent of grant funds to provide supportive services to individuals, who are participating in education and training activities provided through the grant. Under this announcement, supportive services for training participants include services such as transportation, childcare, dependent care, housing, and needs related payments that are necessary to enable an individual to participate in education and training activities funded through this grant.

Supportive services may also include items such as tools, or uniforms, or other tangible items, necessary for apprenticeship participation. Participants must be unable to obtain these services through another source. Supportive services activities may include but are not limited to provision of the actual supportive service, providing participants with a voucher for the service, or providing a stipend directly to the participant. Each quarter, grantees should record the most recent date participants received a supportive service.

MS. CADWALLADER: Kevin, why don't we take this time to see if there are any questions that folks want to enter into the chat window. We certainly acknowledge that a lot of this information is very dense, there's a lot of details, and it's really meant to supplement what you may have already reviewed in that Excel spreadsheet for the H-1B PIRL data elements. Any questions here? All right. Kevin, why don't we continue on, and then we'll tackle any questions that come through if they do.

MR. MAURO: Sure. Section four of the PIRL is all about program outcomes of your participants, specifically you'll record the dates that they enroll, and the dates that they complete programs, what types of credentials they received, and the dates that they received them. When a participant has been hired by an employer into an apprenticeship, and started apprenticeship training, as previously explained, you would report the type of apprenticeship in PIRL 105, type of apprenticeship, either registered apprenticeship program, or unregistered apprenticeship.

In addition, you must enter the dates that the participants started the apprenticeship in PIRL 1302, date entered training, either the work-based learning component, or the educational instructional training component of the apprenticeship. You should also enter the dates that the participant was hired by the employer into the apprenticeship in PIRL 2118. These three data elements, PIRL 105, 1302, and 2118, must be recorded together when your participants start the apprenticeship.

And again, PIRL 2118 must not be blank. If PIRL 105 notes that the participant is part of an apprenticeship program, PIRL 1302 notes that the individual has entered training, and PIRL 907 notes that they are not an incumbent worker. It's a lot of information for me. I can turn things over to my colleague Kristen to talk a little bit more.

KRISTEN MILSTEAD: Thank you, Kevin. So, it's nice to be here this afternoon to talk with you. This is Kristen Milstead. And we just wanted to go through a couple of scenarios with you to show you how this works when it's time to report a participant as they start their apprenticeship. This is the first one we wanted to go through. So just keep in mind that these are just a couple of examples.

There could be other things that are going on, so this isn't the only way that this could play out. This is just to show you what might happen – (inaudible) – how you would put these things in to WIPS. OK. Tom starts the educational instructional training component of his apprenticeship on July 1st, 2020. On July 15th, 2020, he is hired by an employer into an apprenticeship, and starts the work-based learning component of an Industry-Recognized Apprenticeship Program, or IRAP.

OK, so let's go back and think through our definition of apprenticeship for the purposes of recording. An apprentice is a participant who has been hired by an employer into an apprenticeship, and has started apprenticeship training and that can be either the work-based learning and/or the educational and instructional component. So, here is a situation where someone becomes an apprentice, and they've met all requirements to become an apprentice in the Closing the Skills Gap grant.

So in this case, how would you go about reporting accurately that Tom's in an apprenticeship program? So remember what Kevin just went through, there's three data elements you got to report to do that. PIRL 105, the type of apprenticeship – excuse me, apprenticeship, PIRL 1302, the date entered training number one and PIRL 2118, the date entered employment. So let's – let me go through these together with you, and then we'll do one, and you can do that one on your own, and we'll put some things in the chat box and see how you do.

OK. So how is this reported in WIPS? For PIRL 105, type of apprenticeship, you would report the code value. And I know that you just got the code value so you might not remember code value, and that's OK, just (think ?) into the concept. You will report the code value SAUAP22, and that's the code value for unregistered apprenticeship. Because unregistered apprenticeship includes, but they are not limited to IRAP. The PIRL 1302 date entered training, you would report July 1st, 2020.

That's the date his training first started, and use for PIRL 2118, the date entered employment, you would report July 15th 2020 to indicate the date that he was hired by the employer into apprenticeship, and started his work-based learning. OK, so reporting all three of these data elements is what tells WIPS your participant is now an apprentice. There's logic rules in WIPS that will prevent you from reporting any of these without reporting the other two. So it's important to understand what WIPS is waiting for when you're ready to report that somebody is now an apprentice.

OK. So let's try one more. Bob is hired by an employer into a registered apprenticeship program, and starts the work-based learning component of his apprenticeship on August 1st, 2020. When the semester starts on August 22nd, 2020, he starts the instructional educational training component of his apprenticeship. So I'm going to give you a minute or so to think through what you would report for PIRL 105 type of apprenticeship, PIRL 1302 date entered training number one, and PIRL 2118 date entered employment.

And again we don't expect that you would remember code value, but if you have an idea of what concept you should report and particularly for PIRL 105 type of apprenticeship, and the name of the day element, that's really what we're looking for, what we're talking about. So again, this is PIRL 105, type of apprenticeship, PIRL 1302, the date entered training number one, and PIRL 2118, date entered employment.

So I'll give you a minute to think about that, and you can type some things into the chat box, even if you only have an idea about one of them. That's fine. You can type in one, two, three of them to start thinking about it. If you got – if you think you know all three of them, put it in. Let's see what you've got.

MS. CADWALLADER: It looks like we do have a few folks that might be typing in – all right. (Inaudible) – your – you noticed PIRL 1302 and 2118 as August 1st? Julie also noted SAURAP81822, excellent. Kristen?

MS. MILSTEAD: Yeah. So we've got a couple of ideas here. And thank you for entering this information. Let's see how this works out. So, PIRL 105 type of apprenticeship would be – it looks like Julie had maybe – looks like Julie had the right idea. You would enter the code value for the registered apprenticeship which is SARAP11. So you're telling PIRL 105 type of apprenticeship that Bob entered a registered apprenticeship program.

And for PIRL 1302, and PIRL 2118, you're actually going to enter the same date. You're going to enter August 1st, 2020, unlike in scenario one, and that's because when he got hired, it was before, when he started the instructional training component. And since he did go ahead and start the work-based learning on the same day, you would enter that date, August 1st in PIRL 1302, the date of training number one, as well as PIRL 2118, date entered employment.

So, that's how that would work in that type of scenario. So I want to point out here those are – and this is also important. These scenarios we're talking about apply to underemployed, unemployed, and employed participants in your grant program. And they wouldn't apply to incumbent worker participants to become apprentices, and that's because incumbent workers are already employed by the sponsoring employer at enrollment.

So the only difference here in this situation, is just to just – I'm just talking about this situation, there's going to be some other differences, and then there's going to be some places where they're not different. But in this particular situation when you're reporting that someone started apprenticeship training, you're not going to enter PIRL 2118, the date entered employment because they already are – when they start the apprenticeship training, they're not hired into apprenticeship. They're already hired by an employer.

So, but instead what you're going to do is report the type of apprenticeship, and then you're going to report the date they entered training, whichever type of – whichever component it was for incumbent workers. OK. So thank you for allowing me to provide you with those scenarios, and thank you for participating in the – thinking through those. Now I'm going to turn it back over to Greg.

MR. SCHEIB: Thanks Kristen, and thanks all of you. Just when you thought it couldn't get any more detailed, I'm going to follow up and talk a little bit more about reporting training and training types. So just bear with us here and bear with me here. There's lots of material as Ayreen mentioned before, but it's all there and we can help you with any of it after the webinar.

So, what you've got here is, we are going to talk a little bit about how to report different training types, and some of the distinctions between them. What you've got here is a little diagram of how they work together. They're all elements that the DOL grantees use, from the DOL PIRL and they reflect the WIOA training types.

H1-B programs also have their own data elements for the type of training services for the place specifically the H1-B grantees. These are PIRL elements, 2109 through 2117. You have the option in elements, 2109, 2110, and 2111 to report more specific information about the specific types of training reported in PIRL 1303.

And the flowchart in this slide demonstrates how these relate to each other. Remember that for data element 1303, grantees have three options for code values shown here at the top of the chart on the right, 09 for apprenticeships, 06 for occupational skills training, which includes all other training, including pre-apprenticeship, or 00 for no training being offered. You must report one of those three for each participant, for the appropriate, WIOA code.

Whether your participant is enrolled in a registered apprenticeship program, or an unregistered apprenticeship determines the path, the PIRL data elements that you would use to report the training types, for PIRL 1303, and PIRL 2109. After you've reported the date entered training, number one in PIRL 1302, you'll enter the type of training service in 1303. As you can see, there are only two options for scanning apprenticeship grantees, and they correspond exactly with what you entered in PIRL 105.

If your participant is in a registered apprenticeship program, you will enter 109 in PIRL1303. And if your participant is in an unregistered apprenticeship, you'll record 06 in PIRL 1303. If your participant is in an unregistered apprenticeship, you'll have multiple options to choose from, but don't select number six for participants with his employment status. We use number six only for those who enter the program as incumbent workers.

PIRL 118 is the data element in which you will record the dates that participants begin training and apprenticeship programs. Please note that you should only report participants here if they begin training and registered apprenticeship programs, or an unregistered apprenticeship program, that, for example a pre-apprenticeship. PIRL 1811, and PIRL 900 are not interchangeable and verbally represent different things.

PIRL 900 is the date that a participant enters the program, in other words receives a grant funded service. So that might be case management, or assessment, something like that. PIRL 11 – excuse me, PIRL 1811, is the date that a participant actually begins their apprenticeship training. In PIRL 13, I keep – sorry, just a little dyslexia here. In PIRL 1813, when the participant completes the training plan for them during the grant period of performance, you should enter the date that that occurred.

You can use PIRL 1800, 1802, and 1804 to enter up to three types of credentials for each participant. If you use those data elements, you should use the corresponding data elements, 1801, 1803, or 1805 to enter the dates for each of those credentials. Something to keep in mind is that if an apprentice does earn more than three credentials which is possible in some scenarios, you can use the last two, 1804 and 1805, and replace the data there for the most recent or highest credential that they receive.

So for example, if someone is in the apprenticeship program and they receive a number of credentials as part of a training, but then ultimately complete the apprenticeship, and get their certificate of apprenticeship completion, you'd want to make sure to record that terminal credential, if you will, in the system. So when do you report credential outcomes?

Corresponding with the data element 1303, and the two other options shown here, cause you can record, several types of training, after reporting PIRL 1307, 1312, or 1317, you must indicate the types of training credential received. These credentials are reported in PIRL 1800, 1802, 1804, which are all type of recognized credential.

If the participant received education or training services, but did not attain a recognized diploma, licensed degree, or some other recognized postsecondary credential, you should use code value zero in the – for those data elements. Finally, we'll talk a little bit about completion and employment.

So PIRL 1813 is actually an important PIRL data element for those of you that aren't really into your PIRL data elements. PIRL 1813 records the date that your participant completes all the training and components that was – that were intended for them during the grant. So for example, if a participant finishes the entire apprenticeship during the life of the grant, that is both the instructional component and the OJT component, you should enter the last date that the participant received any training for the apprenticeship in this data element.

Now, alternatively, if you're supporting only a portion of the participant's apprenticeship training, so for example, a participant in a long – an apprenticeship that it takes a long time, maybe it's a four year apprenticeship, but it's only involved under the second or third year of your grant, you're only going to take that participant through a portion of their training.

So you'll enter the last date that the participant received the training that had been planned for them in that data element. And again, understanding that you may have questions about some or all of this. So, don't be afraid to reach out to us at the Closing the Skills Gap email with any specific questions or issues you're having with your own grants. Underemployed under – underemployed, unemployed, employed participants that remain in their positions of employment into which they were hired, should also get reported in PIRL 2126, which indicates that they entered a training related employment.

So, in most cases, especially in an apprenticeship situation, as long as the individual is staying into the job that they started the apprenticeship with, you're going to – when the apprenticeship is over, you'll be recording the – enter training related employment outcome with 2126. But wait, there's more.

Yes, underemployed, unemployed, or employed participants who completed the program and were reported an 1813 as having done so, remain in their apprenticeship, or obtain the new position after completion, you should report – this is also the same thing. You should report that, with the appropriate code value of 2126.

Incumbent workers of course are already in the job generally when they start, and you're going to be reporting whether they retain or advance in employment, so you won't use PIRL 2126 for them. There are six outcomes. Yeah, in terms of reporting the outcomes for incumbent workers, you're going to use the PIRL data elements, 2119, 2121, and 2123 to report whether someone retained their position. If someone, ends up advancing into new employment, you'll record that in 2120, 2122, and 2124.

So data program exit. Data program exit is the date in which a participant received their last grant funded service. It's not necessarily the last day of their training, as again, you may be providing some job placement, or case management, or other services after someone completes their training, but maybe before, maybe they need some additional support.

Participants are only considered exited from a program when they've not received a grant funded service for 90 days, and there's no planned break in service. So in other words, if someone isn't – hasn't received the service, but is intended they – that you knew there was going to be a break, you don't have to exit from the program. But otherwise, if someone has not received a service for 90 days, they're considered exited, and you should put in the date of the last grant funded service that they received.

OK. So if that didn't confound you with numbers and all sorts of things, this chart will do the rest. So, we are not going to go through this now, but this is something to look at. It is in the form of handbook that you have already received, but it does summarize the flow of how you are reporting training activities.

This particular chart is designed for the underemployed, unemployed, and employed participants. Incoming workers are a little different because you won't be reporting employment dates, but people are already employed when they start. But this will give you a better sense of how the flow of it works.

MS. CADWALLADER: All right. Well, thanks, Greg. We are –

MR. SCHEIB: Yeah – (inaudible).

MS. MILSTEAD: We are at the break in our presentation to take any more questions that might have – that you were thinking about. Anything that's, you know, as you were looking at the PIRL data elements, and from what we presented today, any questions. And we can pause for just a minute or two.

Here you go. Here's one. And I'm going to read this out loud, Amy, and then we might need like, another minute to pause and think it through. But the first question here is, for an employer partner that is using the apprenticeship to onboard new employees. For example, they are hired by the company as apprentices for their first year of employment, would these be reported as incumbent workers or not? They would begin their position at the employer as apprentices, not standard employees. All right. Who wants to take this one?

MR. SCHEIB: Sorry. We're all having to think about this, so bear with us for a second.

MS. CADWALLADER: And Amy, just to clarify, this is a new employee. Their employment status at participation, you do – as either unemployed, underemployed worker, is that correct? Yes. It's a new employee, that would be correct.

MS. MILSTEAD: From the way – I'm sorry. This is Kristen Milstead. From the way that you've described it here, it sounds as if the – if they're not employed with the employer already, they go to the employer – sorry. They go to the employer and then the employer hires them into an apprenticeship, their status would be whatever they – their status was whenever they got hired.

So if they were unemployed or underemployed, that would be their status at your grant program. So that is what you would then consider them. Because they weren't incumbent at the time they became an apprentice or participant. Yeah. At the time. Sorry. Because you're saying they hire into an apprenticeship.

They weren't already incumbent workers with the employer at the time they became an apprenticeship – entered the apprenticeship. It would be whatever their status was when the employer hired them into that apprenticeship.

MS. CADWALLADER: Excellent. It sounds like Amy confirmed that that was along the lines of what she was thinking, and certainly appreciate the question, Amy is it helps flex our guidance on our end to making sure we're all in the right place. Any related questions here that we can take on? Check to see if there's someone that will be entering something in the chat window?

All right. Well, let's go ahead and continue with our presentation. And I'm going to take this one, this next section on aggregation rules. And again, the information that we presented to you in our technical assistance webinars, they really have been geared and to layer upon knowledge that you've learned from one webinar to the next.

So the next really big lift here is the aggregation rules in terms of how the web system is calculating the data file that you enter – the information that you enter in your data file, and how that informs the QPR. So you'll see here a reminder slide of the overview of what the H-1B aggregation rules are. And again, you have the data file that you pull out from your grantee database system. This includes PIRL data elements for each – and code values for each participant record.

And when you upload that in WIPS, the WIPS system runs through the edit checks, which is either valid values or logic checks to ensure that your data is correct. And then in the WIPS system, a QPR is then generated based on the aggregation rules that we've developed on our end to ensure that the numbers are being reported as they should in your QPR form.

So, generally these are business rules to aggregate the performance data using the H-1B real-time outcome measures. And for this presentation, we are going to go through just some of the outcome measures. We won't go through the full QPR outcome measures that's listed there. And hopefully too, well, if there are further questions, we'll build on this knowledge.

So for this next slide here, the WIPS system is really dependent on the way things are aggregated, it's dependent on the PIRL data elements. And for the most part, most of the outcome measures are dependent on PIRL 938. And this is the PIRL date element to report the type of H-1B grant that you have.

And so, for all participants, this is the H-1B grant number that you received for your grant program. And so this tells the WIPS system that this is a participant record. It's a valid record that exists. And all the data for that participant record will be aggregated into the QPR. So there are seven major sections of the QPR. I do want to note here that the QPR order on the slide has slightly changed.

The way you have primary indicators or performance is now in section C of the QPR. And then obviously the other sections have moved down accordingly. But regardless of the flow, the section headings do remain the same. And these sections are the grant summaries, the participant summary, employment status at program entry and program services and training activities. These are all aggregated by the sum of the individual PIRL data elements for the most part.

So the sections that do focus on training and employment outcomes on the QPR, these are a little bit more complicated because the outcomes are dependent on two or more PIRL data elements, and it will – the WIPS system will cross check them to aggregate these outcome measures. So these are the training program outcomes, the employment outcomes, and the EOL [ph] primary indicators for performance.

So, we will go through some of these in the next couple of slides, but we definitely encourage you to review these aggregation rules. It's a tab – it's tab seven in the Excel Spreadsheet, the H-1B PIRL spreadsheet that we've provided to you. So take a look at those aggregation rules. And if you have an intricate data management system, you can certainly program your MIS system to use these same aggregation rules, so that your internal records will match what is being reported in the QPR.

So this slide, this next slide here, it does show just a quick chart of the outcome measures in which you were required to provide target outcomes as part of the requirements in the funding opportunity announcement. And then how that translates to which line item in the QPR outcome here, and then which PIRL data elements are used to inform that specific outcome. So certainly this chart is just the big overview, but just know this helps to identify which PIRL data elements inform, which outcomes are being reported on your QPR.

So the next slide here, this is where we can get into the nitty gritty for those target outcome measures, that we're – we'll be closely looking at here throughout the grant life cycle. And so for total participants served, we are looking at PIRL data 900, the data program entry, and the number of participants that have a date in PIRL 900 that will aggregate and to section A2 of your QPR.

The next outcome measure here is total participants unemployed at program participation. This is the employment status at participation – employment status at program entry is what we call it. So that is PIRL 400, and if the employment status is code value zero, or unemployed, which is code value two – sorry, code value zero unemployed, or code value two employed, but receive notice of termination.

And then again, the data program entry PIRL 900, if there's a date there, all of those individuals will aggregate into that line item of your QPR section D1 QPR. The third example here is total participants that began training on the line item section E6A. And again, it's dependent on PIRL 900 data program entry, and then PIRL 1302 date enter training number one.

So all those individuals that have that date, it will be aggregated here, and total participants began training. And so something to note here that you see consistently is PIRL 900 data program entry. In most cases, a lot of the outcome measures are dependent also on the state of program entry, but not all. So we didn't really – we didn't call it out specifically the way we did for the H-1B PIRL data element 938. But for the most part, we – there does have to be a date in PIRL – PIRL 900 that this individual is a participant in your grant program.

So for this next slide here, this is the – did I advance? Here I am. Number of completed education and job training. These are – this is when it starts to get complicated when we are pulling from multiple PIRL data elements for program completion that is dependent on – date completed, PIRL 1813.

If there is a date that an individual completes their training, either training one, two, or three, and that, PIRL 1813, they've completed the program, these individuals that have the state will aggregate in section F1 of your QPR. Total participants entered employment, that's – this is all pulled from PIRL 2118, and that will be reported in section G one.

And then for incumbent workers that advanced to a new position, it is dependent on PIRL 18, the program completion date, and that the individual is PIRL 907 is a recipient of incumbent worker training, and that they do have an advancement in those PIRL data elements, 2120, 2122 and 2124.

So this is just a sample of the QPR outcome measures that we wanted to point out to you, but certainly, take a look closely again at that tab seven to see how your QPR is informed. And of course this is applicable if you are reporting participants in this reporting quarter. If you are not yet reporting participants, it'll certainly be something that we can tackle in the next reporting deadline.

So the next slide here is just a note about the WIOA primary indicators of performance. We do – we'll use PIRL data elements to collect outcomes for measurable skills gains and credential attainment. I have not advanced my – here we are. And then for the other real primary indicators of performance, the employment rates, the second and fourth quarter, the median earnings, and then the effectiveness in serving employers.

These are – these four WIOA primary indicators of performance are something that the department of labor will track and report on behalf of grantees. We do acknowledge that grantees may not have access to wage records. And a lot of this information is based on exit based employment rates, or exit based outcomes. So that's something that we'll do on our end where the participants' social security numbers will be used to match wage records, and we'll do the calculation to get these outcomes.

So you will not see these outcome measures for the first several quarters of your grant program. They do – they don't populate really until after the second or fourth quarters after the participants have exited. So there is – these are a longer term outcomes that we'll track on our end. So on the QPR, you'll see that there's an asterisk that says these figures will be populated on your behalf as they become available.

With that, because those outcomes are dependent on social security numbers, we do want to again, reiterate here that grantees must ask for all participants social security numbers. However, if a participant declines, you obviously cannot refuse them services. But just to note here that PIRL 2700 is the PIRL data element to report the SSN.

This is a code value that has nine digits. And for those individuals that don't provide an SSN, grantees should enter nine nines as the code value. So we do want to clarify here that, simply by putting in all nines, that should not be a substitute for not collecting social security numbers. We certainly advise you to not enter fake social security numbers or, SSNs that's fewer than nine digits. That will result in an error.

But please certainly you have two options here to report SSNs. I think this is where we pause for questions, and I thought I saw some coming up. And while we're waiting for questions, one thing I do want to note – questions. One thing I want to note here is the scenarios that Kristen provided, the scenario there was how to report, but I think our follow up marching orders on this end is when is – are those outcomes reported?

And that is certainly dependent on the aggregation rules for those PIRL data elements. So definitely think through as outcomes are being reported and you're not seeing things on the QPR, you want to circle back on the aggregation rules, and that will be a good indication to let you know when those outcomes will be reported.

Questions? We're very close. We could certainly advance. There is another polling question here. Do you plan to report participants for this reporting quarter ending June 30th? There's some options here, and I'll certainly wait for my colleague, Laura, to pull up that poll. Here it is. All right.

So you should be able to see these results in real-time, and I'm seeing 11 grantees have not yet served any participants. That's certainly all very well. We do have 20 percent of you that do have program participants that you can plan to report in your data file and submit that in WIPS this reporting quarter. Excellent. We are unsure if individuals qualify as participants to report in this reporting quarter, that's also a great clarification that we can provide in our upcoming technical assistance. Excellent.

So, yes, so please continue to fill in the polls. One thing I want to note here for those of you that selected four, we have not yet served participants. We still want to note that in our QPR, and there's a checkbox that you select in the QNR section in WIPS to note that no participants have been served. And by selecting this checkbox, a blank QPR will be generated in WIPS.

And so having a QPR, whether it has participant – participant outcomes there or not, or a blank QPR, and then completing the QNR section of WIPS, that will meet the requirements of submitting your quarterly progress reports in WIPS, and your grant authorized representative can formally submit your report. It says it's not a blank QPR, it will be all zeros. Thanks guys. All right.

Any more questions? No. OK. So let's advance to our next step. Some of our action items, I could certainly turn this over to Kevin who will talk more in terms of what we should do next. Kevin?

MR. MAURO: Thank you, Ayreen. Yeah. I wanted to take some time and talk about the big picture of what you should do now, as you get closer to your performance reporting deadlines. So starting this quarter, you're submitting both a data file and a QNR in WIPS. But don't worry if you don't know where to begin working on your data file, start with the QNR now.

We're providing technical assistance on the QPR, and we're hosting office hours to answer any specific questions you have. Additionally, you can review the handbook and the amended PIRL. We've referenced many technical assistance resources during this webinar. We hope you've had an opportunity to take a look at these resources already, but we want to reiterate that they are important as you prepare your report.

These documents contain crucial information that will not only help you understand performance reporting for H-1B, they also describe in detail what is unique to this H-1B grant program. All of these documents are available on the webinar registration page for this webinar. The H-1B grants closing the skill – the H-1B grant closing the skills gap performance reporting handbook provides performance, reporting, guidance and instructions specific to the closing the skills gap grant.

The joint quarterly narrative performance report template is the OMB approved format for reporting the narrative information into with each quarter. The ETA 9172 DOL PIRL for H-1B CSG grant, is the current H-1B schema for CSG grants, that grantees, that includes all of the data elements for which to collect participant data and the WIPS validation rules for submission of that data.

The sample case management file and data file for CSG are designed to assist H-1B, closing the skills gap grantees with examples and instructions for the data file preparation that is necessary to report quarterly performance data into the workforce integrated performance system, or WIPS. Finally, the CSG performance reporting toolkit describes the basics for how to get started with reporting.

As a final reminder, your first quarterly narrative report is due, or your first quarterly performance report is due August 14th, 2020. And one more reminder, if you haven't logged into WIPS within five days of receiving your credentials, the password will expire and you will need to have the credentials renewed. You can do this through WIPS and create a help ticket to have these credentials sent to you.

An email will come from BPMS – U.S. Department of Labor password change to let you know that the ticket has been created, and when the password has been reset. We encourage you to review the performance reporting technical assistance materials if you have not already, and attend the performance reporting office hours. If you are unable to participate, we ask that you please identify another team member involved in your performance reporting who can join.

We encourage grant program staff such as data entry IT personnel case managers, program managers, and directors of H-1B grant programs who are responsible for tracking participant records, creating grantee data files, uploading data files, and submitting quarterly progress reports to attend at least one of these calls. So you may benefit from attending more than one.

We have the dates listed here for when office hours are scheduled. You should have received a calendar invite for all of these dates and times coming from the closing the skills gap mailbox. In order to sure that grantees performance questions and concerns are addressed, we encourage you to send your questions in advance to the grant mailbox@closingskillsgapatdol.gov. And don't forget to copy your FPO.

As you begin preparing your ports for this first quarter or work with WIPS, please reach out if you need assistance. When you send us an email, always make sure to include your grant name and number in the body of your email. And now, I'll hand things back to Ayreen for a little Q and A.

MS. CADWALLADER: Thanks for that, Kevin. We certainly have another opportunity to answer any further questions and to clarify a few that came in through the chat window. Vern asked when the recording for webinar 1.0, be posted, we will check with our team to confirm that the recording is available, and can be available – can be available to you to view.

I did check webinar 2.0 and the recording is available for that specific webinar. So that's the details for accessing WIPS. So if you missed webinar two, that recording is available, and 1.0 will be up shortly as well as this webinar, the recording will follow up in a week or so. It should be available. I do want to make a clarification that I made about – for those participants – for those grantees that are not yet submitting participant data.

When you check that box, a QPR will not be generated. It will just inform our team here internally that there isn't a QPR, but that should not stop you from being able to submit your quarterly progress report. I think that was a one clarification I needed to make. It was a – any questions here. All right.

Well, we are not – we can certainly end early, and before we do, we do have some questions to ask for you. Just in terms of how you're feeling about the whole reporting process. And then I know my colleague, Laura has additional follow up questions for you as well. So please hold off for that one. Laura, if we can get a poll question number four up. And certainly if there's other questions, please enter them in the chat window.

All right. Sounds like a lot of you are excited, but a little overwhelmed which is fine for sure. And the hub office hours that Kevin mentioned that will certainly be an opportunity for us to have not necessarily – an opportunity to have the conversation and answer specific questions that you might have.

All right. So that's a good number of you who are excited. So with that, we are at the end of our presentation today. Again, I really want to thank you for being available and for your participation and really for all the work that you're doing to get you prepared for this next upcoming reporting quarter. If there are no further questions, Laura, I can turn it over to you.

(END)