**WorkforceGPS**

**Transcript of Webinar**

**Youth Apprenticeship Readiness Grantee Orientation**

**Wednesday, August 19, 2020**

*Transcript by*

*Noble Transcription Services*

*Menifee, CA*

LAURA CASERTANO: With that, I'm going to get myself right out of the way. Then if you haven't done so already, please introduce yourself in the chat in the bottom left-hand corner of your screen.

I want to welcome everyone to today's "Youth Apprenticeship Readiness Grantee Orientation" webinar. And I'm going to turn things over to your moderator today, Toni Wilson. She's a program co-lead with the Division of Youth Services. Toni, take it away.

TONI WILSON: Thank you so much, Laura. And welcome, everyone. We are so excited to welcome you to the orientation today. We will – we love to call this YARG, so I'll be saying that term throughout. But we are excited.

Once again, my name is Toni Wilson and I'm from the Division of Youth Services here at DOL. And I am one of the co-leads along with Andrea Hill. And she is also a co-lead and she is from the Office of Apprenticeship. So we have a joint partnership going on, which has been really great in reference to really leveraging both apprenticeship office and the youth aspect of it.

Also on the call today you also will hear from the grant officer, Melissa Abdullah; and the grants management specialist, Andrea Chism. And then last but definitely not least, our YARG performance lead, Evan Rosenberg.

All right. So now we'd like to have a chance to hear a little more about where you are and what roles you fulfill and what you do with the grant. So we're going to put a poll up and if you can please enter what role you play in reference to your connection with the Youth Apprenticeship Readiness Grant.

So if you are the authorized representative, or maybe you're the grant director and manager, maybe the training provider for the apprenticeship, possibly an employer partner or supportive services, or if we have any case managers or the performance data analyst. If you can check that in.

Looks like we have a lot of the authorized representatives, which is great. I know in orientation, just getting a sense of the grant, so – but also it looks like it's moved to even more in the grant managers. So that's great.

So if you can continue putting that into the – putting that information into the chat as we move forward in the agenda.

We do have a full agenda today. We're going to be discussing information that is very specific to your Youth Apprenticeship Readiness Grant. I do ask that you put any questions you have in the chat section. And feel free to share any comments or information that you have along the way. We will try to answer as many questions as we can during the session. Otherwise, we will capture your questions and respond following the webinar.

Our agenda today includes, obviously, the welcomes and introduction. But we also want to provide you with support you need to be successful. We'll discuss types of technical assistance that are available and who to contact when you need help. We'll cover the overview of the Youth Apprenticeship Readiness Grant program. We want to make sure we share our vision for the grant program and how you fit in.

We'll explore the grant package and answer questions that you have about what it contains. We'll also discuss the statement of work reviews included in your grant package and what it means for you and your project.

We'll also touch briefly on the DOL performance reporting requirements and instructions. And we'll review the grant communication plan, remembering that communication is a two-way street. So we'll look first on how you can communicate with us, who you need to contact when you have those questions, and how we can communicate with you and who's best to contact.

And lastly, we will discuss next steps, including what you should do after this call.

But first, let's do another quick question. We like to know what kind of ETA grant experience do you or your teams on the ground have with apprenticeship. I'm going to pull up this poll. We have a few options here.

So basically, yes, you have another apprenticeship grant; maybe you have something with AAI or SA or one of the others. Or maybe it's more that you're connected with one of the partners that has a grant with apprenticeship. Or no, but you work with ETA on some of the other discretionary grants. Or no, but maybe with one of the formal formula grants. Or you have not worked with any of the DOL ones that maybe another federal agency. No new grants.

Or maybe you're not even really sure what we're talking about and this is your first experience ever. I see we have a few of those. And no worries; you're in good hands.

All right. So it looks like there is a good – at least half of you already have some connection with DOL and DOL apprenticeship grants. And then we have a good chunk that have at least had some kind of ETA apprenticeship-focused grant.

All right. Thank you for that. So we at least have a good sense of our audience.

All right. So over the past few weeks, various members of the Department of Labor team have been in contact with you about your grant. Let's sort out who's who. The Employment and Training Administration is one of several agencies in the Department of Labor. We are made up of staff of national office, located here in Washington, D.C.; and six regional offices throughout the country.

In the national office, a partnership between the Office of Apprenticeship and the Office of Workforce Investment, specifically the Division of Youth Services, serves as the program office for the YARG grant. The program offices work together with the Office of Grants Management to support you in implementing various aspects of the project.

The national office. The national Office of Grant Management – or OGM – runs the grant competition and makes selections for awards. After the grants are awarded, all official grant documents are maintained in the grants office. The regional grant officer can approve budget modifications and equipment purchases over $5,000.

The national grant office is the only one who can approve changes to the grant agreement. They also review and approve more complicated modifications, such as a statement of work changes and the signatory. OGM provides the program office and FPOs with the official determination of regulations and grants administration, and fiscal policy for federal and departmental.

Other staff in OGM provide guidance on important policy issues and training on the fiscal and administrative requirements of the grant.

In the program office – which is, reminder, a joint effort of the Office of Apprenticeship and OWI's Division of Youth Services – and we support your FPOs and all other ETA staff involved in your grant. We also provide policy clarification and guidance on the YARG grant program, as well as providing technical assistance.

This may be to all grantees on universal topics such as performance reporting, recruiting underserved populations, or developing a robust pre-apprenticeship. We also provide customized TA grantees to address specific aspects of your grant. Some of this TA includes creating peer networking opportunities so you can learn from one another.

Another key role for us is performance management. We work with our Office of Information Systems and Technology to collect the performance data that you compile for your grants and track your overall progress. This data is used in the quarterly reports that you submit. We will touch on quarterly reporting requirements later in this presentation by Evan Rosenberg.

In addition, we review some grant modification statements of work changes in coordination with the grant officer and the regional offices. We are also often asked to report on grant outcomes by the White House, Office of Management and Budget, and the Government Accountability Office and others.

So we will periodically request additional information about your grant outcomes for our quarterly reports to Congress. We do appreciate your timely response to these requests for information when received.

So for the federal – for the regional staff, the federal officer who is based in your region – and we have some on the call now, so a shout-out to all of them – has been assigned to work with each grantee. They are identified in your grant package and should have been contacted – and should have been contacted by them at this point on the onboarding process. If you have not, please make sure that we help you get connected after this webinar.

The role of your FPO is to assist you and to serve as a resource on all grant-related matters. FPOs are the primary point of contact for all technical matters and the person with whom you will have the most frequent and direct contact. They are responsible for providing compliance assistance, conducting oversight and review of grant performance, and delivering or arranging technical assistance to assist you in reaching outcome goals.

Your FPO is the single most important person you will meet during your period of performance and plays a critical role in the success of your grant program.

Also located in the region or in the state is your assigned OA subject matter. And we also have some of them on the call, so shout-out to them. They provide expert advice to the FPO, the TA coach, and sometimes directly to the grantee regarding specific registered apprenticeship processes and requirements, and will assist in the development of registered apprenticeship programs.

So with all of that said, once again, if you do have any questions, once again please put those in the chat and we can try to answer some things along the line. And we'll have a section at the end for Q&A.

But for now, I'd like to hand it over to Andrea Hill, who's going to talk about some of our grantee technical assistance. Andrea?

ANDREA HILL: Great. Thanks. Thanks so much, Toni. Hi, everybody, and welcome. So glad that you're here with us today. Just want to talk a little bit right now and give you a brief TA overview. More to come shortly, and we'll get to that a little bit later.

But the biggest thing that we want to emphasize is that we at DOL collectively, we all really want you to succeed. So we want to go over again the types of support in general that will be provided to you to be successful.

TA can be conducted virtually; and if we ever get out of our COVID situation, sometimes even in person. It may be as simple as answering immediate questions that you have, or as complex as an onsite monitoring review. We want to provide the support you need to build capacity in your staff and ensure that you achieve the goals that you outlined and that are required by us here at DOL.

Some of these avenues for TA are listed above in the slide. But the biggest one is coaching – one-on-one coaching. And it helps grantees in the following ways. It'll help you with implementation of program components. It'll help you develop strong relationships and good communication practices among your grantee staff, but also within the wider grant world that you're operating in now.

It cultivates a holistic learning experience for grantees through trainings that are there to augment your one-on-one coaching. And then other TA strategies that may appear, depending on your needs as you get going.

TA also ensures that the YARG participants are prepared for successful transition to their postsecondary education or the career pathway that they're going to move into.

We've gathered some additional resources. We've got a community of practice that we'll talk about a little bit later. A newsletter, you should have received the first one the other day. And if you didn't, or if you have somebody at your organization who you want it to go to and didn't get it, please send that information to the mailbox.

We've got trainings just like this one about all sorts of stuff on deck. And then you may have cohort calls where specific subgroups of you grantees may talk about specific subject matter.

Ultimately, at the end of the day, we're here to help you. So please keep the cards and letters coming. Again, we're very invested in helping you succeed. So keep those lines of communication open both ways, and regularly make sure that you're touching base with your FPO and particularly keeping in touch with your assigned TA coach, who's there exclusively to help you.

We've got another poll. Just really quickly, we're wondering within your partnership itself, what's your strongest element you think within your partnership? Is it employer engagement? Is it developing and maintaining strategic partnerships? Is it data-driven decision making or the analyzation of participant data and tracking? Is it recruitment and outreach to participants? Is it making those connections between dots in order to best serve participants through co-enrollment?

That's awesome. We've got a lot of partnership folks here. That's fantastic. And good, since your partnerships were the ones that applied for the grants.

Let's see. How many do we have? We've got about 20 partnerships. Wow, that's awesome. Great. OK. The numbers have stopped rolling, so let's move on to the next slide, which is another poll.

Just really quickly, just off the top of your head – and having got the newsletter and just at this point in your onboarding and your experience with your FPO – which of the following types of peer learning groups are you most interested in? Peer groups based on industry? Based on specific target populations?

There's two blurbs there, and so really the unemployed special needs are supposed to be a subgroup there. So thanks for realizing that, folks.

Peer groups based on training strategies? Peer groups based on geographical considerations? And we mean geographic considerations in the largest sense of the word. Whether you want to serve rural populations or urban populations, or if you have a regional partnership that maybe crosses different state boundaries, or if you want to be able to maximize your impact in opportunity zones.

And if you have no idea at this point, that's OK. And if you have a really good idea of specific peer learning needs that you would like at this point, but it's not here, please click "other" and send us an email and let us know what it is.

All righty. So thanks for that, for paying attention to those questions. I'll pass it back to Toni for a brief overview.

MS. WILSON: All right. Thank you so much, Andrea. And once again, if you do have any questions, please put those in the main chat.

So let's go over a few specifics around the grant program. First – looks like there's a – I didn't realize that moved.

We have a poll in reference to what level of apprenticeship experience is the average across your partnership team. So kind of using our kind of summer pool example, are you kind of dipping your toe in? Kind of you're excited about the grant and you're learning a lot, but your primary experience is either youth programs or other types.

Or maybe you're wading into the kiddy pool; you understand the general idea and have read some information around apprenticeship.gov and just trying to get a sense of that. Or maybe you're doggy-paddling; you have partnered with a sponsor (ARAP ?) or something like that. So you've got your – you're swimming a little bit there.

Or maybe the crawl; you're freestyling your way through with a significant portion of partners and some apprenticeship experience, so you're doing well there. And then the butterfly, which is do all – do you have all partners have apprenticeship experience? And then the last one is kind of just more of huh? You're not really connected in reference to any of the apprenticeship.

So it looks like a lot of people are in the higher end here. You're either kind of dipping toes in the pool here. We've got a lot around that doggy-paddle, so really you're having some partnership or sponsor experience. Or those that are excited about learning but you've got more of that youth experience or other type that you're bringing.

So, good. All right. So we've got a broad range of experience. All right. We can come out of the poll now and go to the next slide.

So for those folks who are just dipping their toes in, or for partners who are new to apprenticeship, or just to get a better sense of what apprenticeship grants are all about, please review the Apprenticeship 101 Bootcamp. And that's indicated here at this link. And we want to make sure you look through those resources. They are available at apprenticeship on our Workforce GPS.

And then also here in the file share we have a resource package for you. And that – and we have some links that we'll have also at the end.

And so for these grants to be successful, each of these elements need to be operating well. And this is our success factor framework. We have the industry engagement; this is engaging employers in providing insight into industry and workforce needs, becoming partners in design, implementation and investment of resources, and developing your longer-term relationships.

Then we also want to make sure that we have our partnership building. I know in the last few polls we've seen a lot of partners' engagement, even at the very beginning of this call, which is great. We want to make sure you're identifying and collaborating with a broad range of partners needed to implement your grant effectively.

It's also important to engage underrepresented populations. Having a continuum of processes and services that enable you to effectively serve underrepresented populations to improve diversity and inclusion in apprenticeship is very important.

And then leveraging resources. Leveraging local, state, federal, and private sector resources to increase the impact of grant funding. There is a 25 percent leverage requirement in these grants to emphasize the importance of this. Which also speaks to the program sustainability over time, so it's very important in reference to the leveraging resources.

And then this is a very data-informed decision making aspect of the framework. Using your labor market information, industry and occupational trends, assessment data, and other information to guide programmatic decisions and adjust the programs to the period of performance. Because we are in a pandemic, so it will be imperative that grantees be able to understand their service area and be able to adjust when necessary in regard to grant planning, implementation, and system capacity.

To get the data and perform decision making, you must of course be collecting individual-level participant data accurately, and also utilizing your local labor market information – or LMI.

And the lastly, we have this policy alignment. Aligning and connecting with policies and initiatives in workforce development, economic development, education, and other systems to improve grant outcomes, improve participant services, and create longer-term conditions for grant success and program sustainability.

All right. So it's time for another poll. So what area of your grant managing is your greatest interest in having TA cover first? We have a great TA contract that comes with these grants. We have TA providers and we plan to be providing TA resources to everyone. So we're very interested in what some of the things that you guys are interested in, in reference to TA.

Are you looking for help in reference to coordinating partnerships? Or just starting your grant during this pandemic, so resources around virtual and PPE, et cetera? Developing proper written policies and procedures? Or financial tracking requirements for a federal grant? How to chart your own compliance? Or maybe you just come into this – you were very strong on the youth side but just lack the apprenticeship experience and may need a little more guidance on that.

And then there may even be others, which we would love for you to share in the chat – other TA things that you would be interested in for us to cover. As I said, the future will hold other TA opportunities. This will not be the first (sic) time that we come together. There are 14 grantees and we plan to do a lot of peer sharing in the future.

All right. Sounds good. So a lot of that policy writing at the beginning, so it looks like there are some good things to start there.

All right. So let's move to grants management overview. And this gives you a chance – you now heard from Andrea and I. It gives a chance to hear from Melissa Abdullah from the grant office. Melissa?

MELISSA ABDULLAH: Hi. Thanks, Toni. Good afternoon, everyone. I'm Melissa Abdullah, a grant officer in ETA. If you saw your grant agreement, you saw Brinda Ruggles had signed the grant agreement. She's also a grant officer in ETA. We both are part of the Division of Discretionary Federal Assistance.

So we want to congratulate you on receiving your award again. Today I'll go over the grants management overview and specifically go over your grant award package.

So every grant authorized representative and point of contact indicated in the application should have received from our office a grant award package, which consists of your grant award letter, the actual grant agreement, and the grantee handbook.

The grant award letter was labeled as the PMS letter and it contains information about the Payment Management System, ETA's grantee fiscal reporting system, and passwords and PINs for online security when accessing your account.

The grantee handbook gives you specific instructions on how to navigate the ETA grants management process; and also your entire grant agreement, which has the terms and conditions of your grant were included in that email transmittal package.

So the grant award letter contains important information about how to access your funds via the Payment Management System – or PMS – which is operated by the Department of Health and Human Services. And it also shows you how to access DOL's grantee reporting system for financial reporting. These systems require two separate passwords and PINs.

Additionally, information and forms for these systems can be found at that link on the slide under "manage your awarded grant." There you'll find information about the grantee fiscal reporting system and the federal financial reporting form, also known as the ETA 9130. Your passwords and PINs are sent separately after you will supply the necessary information. And once you have it, please do not lose it.

So the grant agreement includes your notice of award – or NOA – followed by the conditions of award page; a table of contents of the grant terms; the grant terms and conditions; and attachments, which includes the application for federal assistant – also known as the SF 424 – the budget, which includes the SF 424A and budget narrative, the statement of work, and if applicable the indirect cost rate agreement.

The NOA contains the grant recipient's identifying information, which is the name of your organization, address – (inaudible) – and DUNS number. It also contains the federal award identification number – or FAIN – otherwise known as the grant number, the period of performance, award amount, uniform administrative requirements, and cost principles. And signatures are also included on this document.

Also, it should be noted that funding for these competitive grants are discretionary money, which comes from a direct congressional appropriation to expand registered apprenticeship. It's important to remember that discretionary grants are project grants, and grant funds should be tracked and expended only for the benefit of this grant's activities, in accordance with the funding opportunity and other federal regulations.

So as grantees, you're required to fully comply with not only this grant agreement, but also all applicable statutes, regulations, and cost principles in performing your responsibilities under this grant agreement.

Cost principles are a set of government-wide rules that apply to all ETA grantees and are outlined in 2 CFR 200, which is the uniform guidance; and 2 CFR 2900, which are the DOL exceptions. And they define the conditions under which grantees may charge costs within federally-funded grants.

These regulations provide guidance to help you determine whether specific planned expenditures are allowable, unallowable, or allowable with conditions. Additionally, you should refer to the terms and conditions of the award for other requirements imposed.

After the NOA page of the award agreement is the condition of award pages. The Office of Grants Management conducted reviews of grant award packages, identifying areas of concern within the submitted applications that required either clarification or modification from grantees. Those areas of concern were noted as conditions of award for COAs and were listed in your grant award.

Any questions, responses to requests for clarification, and/or revisions or modifications relating to the COAs must be submitted to the federal project officer – or FPO – assigned to your grant within 30 days of the receipt of your grant award package. If you have not discussed your COAs noted in your grant agreement with your FPO yet, you should do that immediately.

Note that submittal of revised documents does not in and of itself constitute approval by ETA. If a modification is required, final approval must be given by the grant officer through the grant modification process. Your FPO will walk you through that process and we'll go over it a little bit later in this presentation.

Once approved, the revised documents will comprise the official modification to your grant agreement, as appropriate, and the COAs will be resolved.

So the conditions of award pages are grouped into three sections. The first one specifies the condition or conditions for grantees that are conditionally approved. The next group of conditions are statement of work related conditions and the last group of conditions are pertaining to your budget.

Not all these – not all grantees have this condition, but I'd like to highlight the conditionally-approved funding.

All grant applicants were required to submit a completed financial assessment, or FSA (ph) form. Grantees that did not provide the FSA form or provided an incomplete form received conditionally-approved funding. Also, grantees that are new to ETA receive conditionally-approved funding.

This means that these grantees are placed on a drawdown restriction and can only access up to $80,000 of their grant funds until they have resolved condition one. Condition one is specified on the condition of award page in the grant award agreement. The release of additional funds up to the amount approved for the project will be based on the grantee's ability to address condition one. Until condition one is resolved, the grantee is not authorized to incur costs above $80,000.

Again, submission of the requested information specified in condition one does not in and of itself constitute approval by ETA. This restriction will be lifted when condition one is resolved. If the provided documentation is sufficient to resolve the condition, a full notice to proceed will be incorporated into the grant agreement as an official modification and the drawdown restrictions will be lifted.

Questions pertaining to your submission responding to these conditions should be directed to your FPO.

In addition to those COAs, there is also a general program compliance notification. Federal staff are still conducting an initial compliance review of the awards. But absent anything that may cause serious deficiencies or findings later on, we will not initiate any revision or modification processes.

The notification outlines key areas where we have identified potential compliance issues and indicate areas where grantees should pay particular attention as you further develop and roll out your projects, which include some performance items, some program items, and also some financial items.

This notification conveys the responsibility of grantees to manage their award in compliance with the grant agreement and the FOA, but also in compliance with all federal regulations, which means that all grant staff should read the agreement and the organization should become familiar with the standard grants management process as they pertain to federal awards, learn the nuances of the program, and then looking with a critical eye to your own project and being proactive in identifying potential issues and addressing them with your FPO.

Your grant award package also included the terms and conditions of your grant, starting with the order of precedence if there's any conflict in what federal laws require. This is followed by any other applicable federal statutes and the implementing regulations, and finally by the terms and conditions of the award.

Next is the reference to the funding opportunity announcement – or FOA – in the amendment one, followed by other pertinent grant information.

I'd like to point out a couple of terms that were listed in the FOA and incorporated by reference into the grant agreement that you must adhere to. For safeguarding data, including personally identifiable information – PII – can be found on page 48 of the FOA. And more information on subrecipient monitoring can be found on page 51 of the FOA.

So one of the terms and conditions in your grant has to do with reporting. All ETA grant recipients are required to submit quarterly financial and progress reports. I will briefly go over the quarterly financial report and the program team will talk about the others in a little bit.

All recipients must use the ETA 9130 quarterly financial form to report expenditures charged against the grant. The quarterly report is due within 45 days from the end of the quarter. As a reminder, you will access the ETA 9130 through the ETA financial reporting system, which is separate from the ETA performance reporting system that grantees will use. Instructions for accessing the financial reporting system are found in the PMS letter that I talked about earlier.

So attachments A, B, and C of the grant agreement contain the SF 424, SF 424A, and budget narrative, respectively. All three of these documents are taken from your proposal.

Just a quick note about financial management. All expenditures should be directed towards a specific activity of this grant and be not only allocable and allowable, but also necessary to the successful execution of the grant, and reasonable. That means that an expenditure would not seem either excessive to any degree, large or small, to a reasonable person.

So attachment D is your statement of work, commonly known as the SOW. This also comes from your application and includes the project narrative and all required attachments, such as the abstract, project work plan, performance outcomes table, and documentation of partnership commitment.

So lastly, for those applicants claiming indirect cost, attachment E includes the negotiated indirect cost rate agreement, also known as the NICRA. If you claimed indirect costs but did not provide a NICRA from your federal cognizant agency, you were put on a 90-day temporary billing rate. If that is the case, please send your approved indirect cost rate agreement to your FPO.

Please note that until a negotiated agreement is received, spending on indirect costs will be limited to the lesser of either the total indirect cost of 10 percent of the personnel budget. The remaining funds you claimed as indirect costs, which have been awarded for indirect costs, are restricted and may not be used for any purpose until the awardee provides a signed copy of the NICRA or cost allocation plan.

Once ETA receives the NICRA or CAP, ETA will issue a grant modification to the award to remove the 10 percent restriction.

So that concludes the grant management overview. Thank you all for listening and I'll now turn things back over to Andrea.

MS. HILL: Thanks, Melissa. So that's an overview of the grant agreement. And we went over a brief overview of the program requirements.

Again, these grants provide an opportunity to expand registered apprenticeship to youth, opportunities in new ways and in new industries for youth. And particularly for underserved youth. And so that's why we awarded just a little over $42 million to these 14 grants and partnerships, to provide services with the awards.

The awards range from $1.5 million to $5 million. And the grant period of performance, as Melissa said, is 48 months.

The money is distributed through all of our six regions that Toni went over earlier. And we've got some really broad service areas. Some are very urban and some are very rural. So we really cover the entire gamut of the United States, really, with these grants, even though there was just 14 of them, which is kind of amazing and very exciting for us.

And you're in good company wherever your service areas are, because we currently have active apprenticeship grants among different grant programs here just at DOL in all 57 states, territories, and outlying areas that we serve.

So let's go again over some of those requirements that we are talking about. You're here today because your project was one of the proposals selected out of many for this grant award. So congratulations.

We want to just clearly give you a vision of the intent of this award and the goals that we want the program to achieve. The central goal of these grants is to, again, increase the number of youth who are enrolled in registered apprenticeship programs. And we've got four primary (roots ?) of activity that are outlined in the FOA to get there.

One is to develop and expand registered apprenticeship – or RAP – opportunities for youth. And youth, for the purposes of this grant, means people who are 16 to 24 years of age who are in or out of school. And we want them into new registered apprenticeship programs. We want new apprentices. Or expanding registered apprenticeship programs that currently exist. This includes quality pre-apprenticeship programs that lead to a RAP.

We'll go a little bit into that in a little bit. But all of these little details you need to pay attention to, if you would, because there's a lot to apprenticeship.

We want to increase the awareness of registered apprenticeship as a viable model to self-sustenance and employment to youth, parents, and teachers. We also want to increase awareness of the benefits of the apprenticeship model to employers.

And additionally, sort of as a tangential effect of these grants, we want to increase the alignment between state and workforce systems along with the apprenticeship system. So look for opportunities where you might be able to co-enroll, or looks for areas within your local system where efficiencies might be gained. And pass the word on up to DOL because, if you've got a good idea, we may be able to share it with other folks.

In order to achieve these – or to work down these four avenues, it requires folks with different levels of expertise in many different areas. And that's why we paid so much attention in the FOA to partnership design. We dedicated three pages in the FOA – pages 12 to 15 – to partnership design. So this is one of those areas, as far as compliance goes, that you want to pay particular attention.

The leads, you all know who you were because you wouldn't have gotten the grant if you didn't have the appropriate lead partner. There are also the required partners. So you have to have a minimum of the two employer partners or industry trade associations that represent at least two different employers; an education or training provider; and states that the apprenticeship system is administered by a state apprenticeship agency rather than the federal government, the state apprenticeship agency is a required partner.

And another partner is also an entity that is carrying out activities under WIOA. And that could be a workforce development board. It could be individual One-Stop Centers. There are a bunch of options there.

And you were scored on this. So hopefully all of your partnerships are strong and have the required partners. But if you're missing anything, then you need to get in touch with your FPO and address that.

There are also a bunch of optional partners which can be in there. Some are the same that could be the required partners if there are additional partners for that. But it could include philanthropic organizations industry intermediaries. If you don't know what that is, that's OK because you're new to apprenticeship and we will let you know. Service providers, again training providers, many different kinds of folks.

The one thing that's really important about these grants – for those of you, first of all, that proposed a project with a national scope, you weren't required to partner with any individual FAA; that was contained in amendment one to the FOA.

But the biggest thing is if you want at any time to propose a change to the service scope of your grant or the partnership structure of your grant, that change would require both program office and grant office approval prior to the implementation of that change. And that would come in the form of a modification. We'll talk about that in a minute.

But first we'll go into some more specifics about grant program design. These are methodologies that are used to achieve those four overarching avenues that we talked about before – that I talked about before. The methodologies to get to both the lesser goals and the central goal of these grants – again, to increase the number of youth enrolled in RAPs – are required program design elements.

Your program needs to enroll folks, again, in registered apprenticeship. And whether that means that you're expanding currently existing registered apprenticeships or developing new ones or a combination of both, that's fine; but it's only registered apprenticeship. In the outcomes table that Evan will talk about a little bit more in a minute, we'll address who goes where and what counts for what.

But that also includes quality pre-apprenticeship programs that lead to a registered apprenticeship, as mentioned before. We have guidance about that and some of that is contained in the resource package that's available for download, that Toni and Laura both mentioned.

Youth considerations. We want to tailor programming to the needs of youth to increase their viability to the employers. Employers aren't always looking for youth who may be just embarking on their first real job. And in these current days, we're going to have to figure out what's going on and figure out a way to address it. Who knew we would be here when we published the FOA? But to ultimately address the needs of youth to increase the likelihood, again, of their successful completion of their apprenticeship.

We want to ensure that wraparound services are provided, supportive services and specialized services, and also that these grants are being managed responsibly.

So moving on. The first of those program design elements is registered apprenticeship. This is a cycle, sort of, of the elements of registered apprenticeship. And the first thing is that employers are the foundation of every apprenticeship program. And the skills needed by employers' workforce are at the core.

So businesses have to play an active role in building new programs or expansion of programs and be involved in every step of designing the apprenticeship. In order for it to be successful, we have to get buy-in from the folks who are going to be employing our registered apprentices.

A second element is related technical instruction or related classroom learning – or RTI. This instruction is that which delivers the technical – the workforce and academic competencies that apply to the job that ultimately the apprenticeship will fulfill. It can be provided by a community college or a technical school or an apprenticeship training school, or maybe by the business itself.

Education partners collaborate with business to develop the curriculum based on the skills and knowledge that are needed by apprentices, as identified by the employers. But all partners work together to identify how to pay for the related instruction, including the cost to the employer and then other funds that could be leveraged.

Another element in every registered apprenticeship is the structured on-the-job learning component, or on-the-job training. Apprentices get hands-on training at the job. But they also have access to an experienced mentor at the jobsite, and that goes on for typically not less than a year.

OJT is developed through mapping the skills and the knowledge that the apprentice must learn over the course of the program in order to be fully proficient at the job, the physical-technical competencies of the job, in addition to the book learning, as represented by RTI.

Another component of all registered apprenticeships is that registered apprentices receive increases in pay as their skills and knowledge increase. So initially they'd start with an entry wage and their ending wage would be closer to what you would expect someone who was employed in that job position to actually be.

Progressive wage increases help motivate the registered apprentices as they advance through their training. But then they also help by helping the employer be able to stage the pay scales as they increase their competency on the job.

And then finally, at the end of the day, regardless of whatever intermediary credentials that a registered apprentice received during the course of their program, every single one receives a nationally-recognized credential upon completion.

So as you build new programs or expand existing programs, keep in mind that registered apprenticeship programs are designed to ensure that registered apprentices master every skill and have all the knowledge needed to be able to be fully proficient for any – for the specific occupation that's aligned with the apprenticeship.

Moving on. With registered apprentices – and Melissa mentioned this already – but wanted to make sure that we just reiterated that grant funds must be used primarily to support development in new or expansion of existing registered apprenticeship programs and participant services within those programs.

So allowable activities include training costs. And those can be work-based learning for pre-apprenticeship, where it's not the formal RTI or OJT, but the formal RTI and OJT for those who are in registered apprenticeship. Supportive services are allowable costs, such as child care and transportation, designed to help the youth remain in their registered apprenticeship program. And then we also want to make sure that the RAP processes are of quality in alignment with all pertinent registered apprenticeship regulations.

Just want to make sure that to be considered a participant, an individual must receive a grant-funded service on an individual basis for these grants.

Keep in mind too, if your grant may seem short in one of these areas or in any of the areas that we're going to highlight even in the next few slides, please again contact your FPO and work through the potential issue. And be sure your statement of work is in compliance with the FOA and with the compliance review notification.

This is just a further breakdown of some of the allowable activities. And you can see how they align within the registered apprenticeship model. So RTI, again an example would be development of secondary level courses. An expenditure would be tuition or educational fees or instruction delivery.

Just a quick note that wage progression is an element – a required element of registered apprenticeship programs. However, grant funds cannot pay for direct wages.

Pre-apprenticeship. Pre-apprenticeship is an allowable cost for these grants, as long as they adhere to the Training and Employment Notice – or TEN – number 13-12, "Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources." That document is available at the link that's on the slide and also in your resource package.

The big thing about pre-apprenticeship in this particular program too is that we would expect them to be articulated. Or if you're new to apprenticeship, that means that the pre-apprenticeship would roll into a registered apprenticeship. Sort of a pre-requisite type fulfillment course before someone got into their registered apprenticeship.

So stand-alone pre-apprenticeships, if there's a lot of stand-alone pre-apprenticeships that are not articulated, then you'll want to contact your FPO and your FPO can talk to the OA subject-matter expert and then everybody and then we can get that all straightened out to make sure that it's in compliance with the grant agreement.

Youth considerations. Again, we are only serving those who are 16 to 24 years of age at the time of enrollment. We can recruit and enroll youth; those costs are allowable. And then other costs that are allowable there.

We want to, wherever possible, combine credentials and different types of education to be able to most efficiently get youth to the point where they have developed those industry-specific workplace competencies.

More program design elements, supportive services and specialized services. Specialized services is just that. That may be services that just don't fall into the regular heading of what DOL generally – or ETA – DOL/ETA look at as supportive services. And supportive services are typically transportation, assistance or child care, dependant care, housing assistance, and there are a few others.

There'll be more guidance that'll come out about the breadth of those supportive services that are allowable. But do want to point out a couple of things, that supportive services cannot exceed 20 percent of the funding level. And participants have requirements around supportive services, so that if – it's kind of complicated. It's not – and Evan will go into it a little bit.

But supportive services through YARG, if that's the only DOL funding that they're receiving, then they probably would not be considered a participant for YARG purposes. But they could receive the supportive services only from YARG if they were co-enrolled in another DOL program. There's a lot of nuance to that. And again, you'll learn more about it as we continue on through the period of performance.

Responsible grants program management was there at the final foundational level of that triangle that we looked at. And again, some of these Melissa had already talked about. There's the 25 percent leverage commitment that's in the FOA on page 15. And leverage could expand beyond just that which you had in your initial application. However, it cannot go below that 25 percent. You will be required to report that on your quarterly financial reports and you'll need to track that as well, through your financial tracking and reporting systems.

Be aware that this is a project – a grant project – and you've got a budget that you submitted in order to achieve that project. And Melissa talked about this a little bit, so just want to reiterate. These are not general operational funds. Make sure that you're talking to your accounting department regularly, or your financial folks, to see where you are and how you're on track.

You want to manage to your budget and your timeline and your work plan. If you're not sure where you had projected, or if you're not where you projected to be, call your FPO and see if any adjustments are required.

And again, remember, all expenditures must not be only allowable but also allocable, necessary to the successful execution of this grant project, and reasonable.

Finally, educate yourself regarding grants management, or hire those who already are, particularly for those who have elected to subaward with their program design. There are particular legal requirements for prime grantees in this situation. And the prime grantee is legally responsible for the organizations they choose to subaward to.

So we've got some homework here for you. Also, this is in the resource package with live links that you can go to the CFR website. But be aware that there is a lot of law and regulation which has been passed over years for grants management.

PII protection policies we talked a little bit about. There's records retention policy. Standard recognized accounting principles, all sorts of stuff. So make sure that you're getting yourself educated.

But ultimately, if you don't know where to go or what to do, ask us. You've got the FPO, the TA coach, your OA SME, and all sorts of TA resources, including the DOL website in order to help you. So don't be afraid to ask us; that's what we're here for.

If you do decide that something needs to change, then we need to go through the modification process. And so I will pass it over to Andrea Chism who's going to handle letting you know about that. Andrea?

ANDREA CHISM: Thank you, Andrea. Again, welcome. And so now we are going to discuss grant modifications.

So I will say upfront that this process for modifying a grant can take anywhere from 30 to 60 days to complete. So please note that the requested changes – again, as we've mentioned earlier – cannot be implemented until that final approval from the grant officer has been provided to you.

So during the next few slides what I'm going to do is outline the grant modification process to help you understand a little bit more about how things work.

All right. So as grant recipients you should always be monitoring the performance of your grant, in order to make adjustments as needed. Normally a modification is necessary, if so vital, in this process. So we're going to talk about the what, the why, the when, and the how so that you can initiate that proper action and communication with your FPO.

All right. So that leads us this question, right? What is a modification, or what we also call as a mod? It is a tool used to respond to conditions of award – often known as COAs – or to make changes to your grant agreement. It initiates a discussion between you, the grantee; the regional office; and the national office in the resolution of the current issue.

So this takes us to the why one would submit a mod. Section 4 of your grantee handbook is solely dedicated to modifications, focusing on the primary modifications type. But today we're going to talk about a change of scope, or what sometimes we refer to as a statement of work modification.

The first thing you should always do is contact your assigned FPO to discuss your request. Your FPO will provide input on how to submit the request based on the specific circumstances, and advise you on what documentations to include in your request. And we'll go over what that looks like in just a moment.

Your scope of work is based solely on requirements outlined in the FOA and is ultimately how you competitively won this award. So you should note that a change of scope is very rare and not always approved.

So what are some of the indicators that you as the grantee should consider if you feel like a change of scope is needed? You need to ask yourself, is a change – is there a change in the service area? Are you expanding or shrinking the area that's being served? Is there a change in partners? We mentioned earlier that partnership is important, right? Your partnership structure is crucial in the success of this grant. So if there's anything that happens or if anything changes within that partnership, you must let us know immediately.

And then also ask yourself, are there any changes in the project's management? If things have changed with key personnel, again, let us know. For an example, if a contact person or an authorized rep listed on the SF 424 changes, this will require an administrative modification in order to incorporate the new information.

So again, it's imperative to not only monitor the performance of your award, but also to know when to take the action.

So once you've made outreach to your FPO, they're going to conduct what we call an analysis – or what they do is conduct an analysis to determine several factors. And that includes the grant quality. How will services and staffing be impacted? Is there a change – is the change effective and beneficial to the grant program?

They're going to also look at the grant performance. What about the enrollments and the expenditures? Are you on target? And if you're not, why aren't you? Does the change conflict with the requirements of the FOA? And are they allowable per 2 CFR?

So the program office is going to look at all of those things in order to concur with those changes. And they have to approve and concur with those changes before they submit the modification to either the national grants officer or the regional grants officer for approval.

So once the analysis is completed and you're ready to submit your official request, all requests must be submitted on your organization's letterhead and signed by the authorized representative at least 30 days prior to the effective date that you're seeking.

The cover letter should include the type of modification, whether or not it's a statement of work change or a budget realignment. For an example, why the modification is needed, how the change will benefit the program; and last but certainly not least, any and all supporting documentation necessary.

For an example, if you're changing the authorized rep, that letter should come from or be signed from the new or incoming AR. The appropriate documentation will include a letter from either the department AR or someone in a supervisory or oversight role of that AR, such as the board chair or, if you're within an educational institution, that would come from the president of the university.

We talked about budgets a little bit earlier. And so if you're submitting a budget realignment, you're required to provide a revised SF 424 and SF 424A and a revised budget narrative. What's important about the budget narrative is that it must be concise. It must include an explanation to support the modification that you're seeking.

Because once we get the modification, there's going to be another review and we're going to be checking the allowability, the reasonableness, the necessity, and if there's any mathematical errors. We must be able to recalculate what you have submitted within your budget narrative and how it reflects in each line item of the SF 424A.

So when in doubt, or if you have any questions, always consult with your FPO for any guidance that you may have – or that you may need.

So let's do a recap real quick. When you submit a modification, you should always, again, reach out to your FPO first. We cannot stress that enough. Your FPO is there to help you and instruct you in how to submit the formal request on your organization's letterhead. And I will also note that it must be addressed to the grant officer.

The letter should include, again, the type of modification you're seeking, and needs to include the name of your grant. It needs to have the award number, the justification, and any supporting documentation that you may need.

Your FPO may have you make some corrections or additional edits may be needed in order for it to be officially submitted to the national office or regional office.

So again, once it comes to the office – the national office or regional office – and we're conducting our final review, we may ask for additional information as well. And so I will stress that if additional information is needed, this may result in a delay in processing your request.

However, once the modification has been approved, the grantee, the FPO, and the appropriate program office will receive an electronic copy of the approved, executed modification via email.

In your grantee handbook there is a modification checklist. So I encourage everyone to take a look at that and utilize that as a basis when submitting a modification in the future.

All right. So I have a little pop quiz real quick. And I'm just going to ask you all to type your answers in the chat box real quick. So pop quiz. You would like to add a new industry or occupation to your grant. Which of the following answers that describes the process when submitting a grant modification? Is it A, B, C, or D? (Pause.)

I see some rolling in. everything looks good. Absolutely. So the answer is C. Again, always reach out to your assigned FPO to discuss your request, right? Because they're there to help you through this process. Never should you ever feel like that you're out there trying to figure things out, because there is someone there to always assist you throughout this process.

So that concludes the grant modification section. I appreciate your attention. And I am going to turn this over to Evan. Thanks, Evan.

EVAN ROSENBERG: Great. Thanks. Thank you. So I'm going to talk a little bit about performance reporting requirements. And again, if you have any questions about anything, please continue to enter questions into the chat and we'll take them at the end of the session.

Before I get into the specific reporting requirements I wanted to talk about the benefits of reporting. You know, we recognize that a lot of times collecting the data and entering the data into a performance system and reporting on it is a lot of work. But we wanted to remind you the benefits of all that work.

And first and foremost, it's helpful to you all, the programs, to be able to adjust your program using data-driven decisions, continuously improve the design of your program, demonstrate your outcomes to all of our stakeholders. And as you know, these federal programs are funded by us, the taxpayer, and so we want to be able to demonstrate to the taxpayer and all of our stakeholders how well our programs are doing, provide the accountability and transparency, shows return on investment, helps improve your partnerships and so forth.

And then from our end, we really need this information in order to do our job and to help you. First and foremost, it helps us identify where grantees might need technical assistance and assesses how the – helps us assess how the program is doing, allows us to report to our stakeholders.

Particularly our apprenticeship funds, there's a lot of high-level interest in these funds and so we get asked all the time by Congress, the Office of Management and Budget, et cetera, about how our programs are doing and the data for them. So we really need this data for reporting out to all of our stakeholders.

So hopefully that convinces you why this is important. Now let's talk about what your reporting requirements are.

So there are three types of quarterly reports you'll submit on a quarterly basis. This shows how our quarters are broken down. As you would expect, it's January to March, April through June, July through September, and October through December.

The quarterly reports are due no later than 45 days after the end of the quarter. So you can see on the screen there, it shows the quarter end date and then when the report is due. So your first reporting quarter is the July through September quarter and so your quarterly reports are due 45 days after that, which is November 14th. And I'll talk about the different quarterly reports on this next slide.

So there are three different types of quarterly reports. You heard about one of them already from Melissa, the quarterly financial report. And she talked about how you access our financial system and where that information is. So that financial report will be due 45 days after the end of each quarter.

And then in addition, you also have a narrative report and a performance report to report to us. The narrative report details key milestones and achievements attained in each quarter. And we have a suggested template for you for that narrative report. And we're going to post it on our community of practice as well as distribute that to you so you'll have that narrative report suggested template in time for that first narrative report, which'll be due on November 14th.

The narrative report also describes any challenges that you've encountered, technical assistance needs, et cetera.

And then the last report, which I'll talk about a little bit more on the next slide, is the performance report. And this is the report where all of the data you capture and enter and submit to us through our WIPS system will be reported to us.

Now, the quarterly performance report, it's not actually a report you create and submit to us. You collect individual data and then – on demographics, services, outcomes – and then you submit all of that individual-level data to us through our WIPS system. And I'll show you more about this on our next slide. And then that system automatically creates the report for you. So your responsibility is just providing us with the individual-level data.

So a little bit more about that. The good news for you is that we are not requiring any quarterly performance report for your first quarter. So the July through September quarter, where your report would be due in November, you don't have to do the performance report. You don't have to submit your individual data through our WIPS system.

We are currently working on the WIPS system to make sure it's ready for you, and it won't be ready for you by mid-November. You can see the schedule of all the testing we're doing and then we're going to roll our training to you all in the fall, hopefully around October, November, December. And then your first report will be due on February 14th, so that means you'll have to submit all of the individual data by then.

We'll give you lots of training on this beforehand. It might sound daunting now without any of the details, but we'll make sure that you have all the information necessary and we're here to help you with that submission of the data.

If you want information now, you can see our performance page on the community of practice to learn about where we are and the type of data we'll be requiring, et cetera.

And so here are some links to Department of Labor performance reporting. I'm not going to spend a lot of time on this, but this'll be here as a resource for you if you want to learn more about our performance reporting requirements before we specifically train you on that.

So I wanted to quickly talk about some of the key data items that you'll be reporting to us. And these were items that you set targets on in your grant application. So if you remember, you submitted a table that included six participant targets and then three kind of program targets. And so we have those targets and then you'll be updating us on how you're doing against those targets.

And just to reiterate what those six participant indicators are, the first one is total participants served. And this is all individuals who receive a grant-funded service. So that includes anyone who enters pre-apprenticeship or registered apprenticeship. So anyone you're providing services to goes into that participant count. As long as they receive a grant-funded service, then they count as a participant.

The second target – now, this is the subset of participants who enroll in a registered apprenticeship program. And you have a minimum goal for that; that was based on your funding level. And so we'll be tracking that very carefully because we have lots of interest in seeing the numbers who enter a registered apprenticeship program.

One note about that – and I think we've received this question before – is what we're tracking are individuals who are not yet in a registered apprenticeship who then, as a part of your program, enter a registered apprenticeship. So if you're serving somebody and enroll them who is already in a registered apprenticeship, you can count them as a participant in that first number; but in the second number you cannot count them as entering a registered apprenticeship if they're already in a registered apprenticeship when they begin the program.

Third indicator for participants is total participants who complete a registered apprenticeship program.

Fourth one is participants who receive a degree or other type of credential during the program.

Fifth one, average hourly wage of the apprentice at exit from the program, which is when they complete the program.

And then the last indicator is the total participants in post-exit training-related employment in the second quarter after exit. So we'll train you on all these terms when we do the reporting and performance training about what exit means and we have post-exit measures. But essentially, exit is when they complete the program. And so that last indicator looks at who is employment related to the training they received from the program in the second quarter after exit.

All right. And then here are the three performance indicators that are non-participant indicators. They relate to creation of apprenticeships and working with employers. The first one is the total number of newly-created registered apprenticeship opportunities. So that is the registered apprenticeship didn't exist before and through your grant you were able to create a registered apprenticeship opportunity that then participants that you serve go into it.

Second indicator is the total number of existing registered apprenticeships that are expanded. As you recall, in our funding opportunity announcement we asked you to – that you had to either create new registered apprenticeship opportunities or expand existing ones. So the second indicator gets to the expanding existing registered apprenticeship opportunities.

And then the last one is the total number of new employers engaged due to the grant, which means employers that adopt apprenticeship programs as a result of your grant project that you hadn't worked with before.

So again – I see a comment in the chat that you lost audio from me. Can folks hear me? (Pause.)

MS. : We can hear you, Evan.

MR. ROSENBERG: OK. All right. Great. I think maybe it was just (on Susan ?) then.

So anyway, the last indicator is number of new employers engaged due to the grant.

And with that I'm going to turn it over to Andrea quickly to talk about co-enrollment policy.

ANDREA HILL: Cool. Thanks, Evan. So there were a couple questions that were in the chat about co-enrollment. And so what is co-enrollment? We showed you – we talked about where all the YARG grants are located. And there's a lot of money, again, that's out there on the street that's currently active in the nation supporting the apprenticeship model. And there are programs out there that you may want to partner with.

So in order to more effectively serve grant participants, co-enrollment is a way to enroll a participant in more than one program. It's a methodology to meet the educational, training, and employment needs of any individual program participant, and to provide as many participants as possible with a more comprehensive set of services than might be available or allowable under any single funding vehicle, while providing a better client experience.

Co-enrollment can also be counted towards your leverage requirement, as long as you're tracking the amount of money being utilized from which program counts co-enrollment through your case management process.

MR. ROSENBERG: Andrea, sounds like we need to pause for a second because the streaming audio was lost and we need to wait for people to call in.

MS. HILL: Oh, OK. (Pause.)

MR. ROSENBERG: Yeah. So I think the phone line works, but anyone who's not called into the phone line can't hear.

MS. HILL: OK.

MR. ROSENBERG: And I also think I should go back and finish my presentation –

MS. HILL: Yeah. I think so too.

MR. ROSENBERG: – because it sounds like they missed part of it. So can someone who is on the phone enter in the chat the point in which you lost audio? And then I will go back to that point. (Pause.) I see at least two slides.

So did we talk about the – did everybody hear about the reporting rollout as being the second quarter? (Pause.) Yeah. Sounds like yes.

So how about the participant outcomes? (Pause.) Slide 62 seems to be when it dropped. OK. So I can quickly reiterate participant outcomes. It sounded like some people got that and other people didn't. I'll wait for a minute while everybody calls in. Sorry about the audio issues.

Laura says there are about 40 people on the phone line now. So I think we probably have enough for me to keep going.

So just as a reminder, there are six participant outcomes that you all set targets on. First one, total participants served. It includes all individuals who receive a grant-funded service, both pre-apprenticeship and registered apprenticeship.

Second one, new registered apprenticeships. And this one is – I was asked to explain the timeline for this, so I can do this now. So this is the point in which you enroll someone in the program and provide them a grant-funded service.

If they are already in a registered apprenticeship at that point of enrollment, then you cannot count them in the second indicator for enrollment in a new registered apprenticeship. If at that point of enrollment they're not yet in a registered apprenticeship, then – and they subsequently enter one after they enroll in the program, then you can count it in this metric.

Third one is participants who complete a registered apprenticeship. Fourth one, degree or credential during the program. Fifth one, hourly wage at exit. And then last is post-exit training-related employment. And we will provide more training on all of the performance and reporting this fall.

So then we have the three non-participant indicators that you all set goals on in your application. So the first one is total number of all newly-created registered apprenticeship programs. So if you recall in your grant application, you were asked to discuss if you're creating new registered apprenticeship opportunities and/or expanding existing registered apprenticeship opportunities.

And so these new – these two indicators capture the first one, new registered apprenticeship that you all create; and the second one is existing registered apprenticeships that you expand. And everybody should be doing one of those two things, if not both. But at least one.

And then the third non-participant metric is total number of new employers that you engage through the grant.

All right. So with that I'm going to turn it over to Andrea to talk about co-enrollment.

MS. HILL: Here we go again. Thanks, Evan. Thanks, everybody for your patience, too. Just a reminder that the recording will be posted without the bumps, so that'll be continuous for you.

Co-enrollment is a methodology to meet the educational, training, and employment needs of any individual program participant. So you can see our little smiley face up there and he's got – or she – has money coming in from multiple areas in order to help them get a more comprehensive set of services than might otherwise be available or allowable under any single funding vehicle, while also providing a better client experience.

Co-enrollment can also be counted towards your leverage requirement, as long as you track the amount of money being utilized from which program goes towards co-enrollment through your case management process.

There's a lot of money that's out there on the street, as we mentioned before. And so there are other programs out there which you may wish to partner with in order to more effectively serve your grant participants.

Programs can demonstrate integrated systems and funding in the form of participant co-enrollment. And so as of August 12th – so hot off the presses a week ago – we here in the Office of Apprenticeship updated the previous co-enrollment policy. It was announced to grantees on those grantees' communities and through the newsletter, but now we're going to allow co-enrollment across all programs, but not within any individual program.

So for instance, State Expansion grants are all considered the same program, regardless of name or funding number. So those programs cannot co-enroll an individual. But other individual apprenticeship programs could co-enroll, even if they're from the same funding stream.

So for – as long as there's only one iteration of each program outside of the state grants. So this helps you again leverage your percentage – up your leverage percentage and it also will help the participant count for both programs to increase.

Also, I'd like to point out that although the multiple funding streams can contribute to different participant activity, all financial requirements remain. OJT can't be calculated for more than a total of 50 percent of a trainee's cost, and funding from different grants cannot pay for the same activity.

So there was a question that was in the chat. So for instance, there's another program called ACE. ACE could not co-enroll with SAE, but ACE could co-enroll with AACC. And for those of you who are new, you'll learn about AACC a little later.

And so check your newsletter, for those of you who have a previous grant, for more information. And for those of you who are new to ETA, you won't know any different, so don't concern yourself too much about trying to figure that out.

Thanks. I'll pass it back to Toni to talk about communication.

MS. WILSON: All right, everyone. We're in for the home stretch here, so we're doing some communication. And just want to touch base in reference to grantee roles.

Just stressing that your authorized representative and point of contact on your SF 424 are the individuals that are legally responsible for the grant. And as such, if either one changes, that triggers the need for a modification to the grant. It's very important that these official contacts remain updated. So you need to make sure that you stay in contact with the FPO, as we said. And these two will receive all future official notifications or communications regarding the grant.

They are responsible for distributing this information within your organization however you are structured. So you want to make sure you have the right person there in reference to any of that communication.

In reference to a role of additional program contacts, as you begin to hire staff it's important that you provide the contact information to us as soon as possible. We recommend at least one primary point of contact in addition to the two people that you've identified on your SF 424.

And please be sure to update this information, should it change, by notifying your FPO and your program officer by email. These other contacts will receive information regarding our training webinars, any kind of policy guidance, as Andrea mentioned the newsletters, any of that information.

As soon as the new staff information comes available, you can email our YARG mailbox, which is at the youthASReady.grants@dol.gov, which you'll see that information at the end of the presentation.

All right. So in reference to the community – the communication plan, you should always contact your FPO first. Can't stress that enough. That's where you start. If you have any questions, you can also check our Workforce GPS for resources. YARG has its own website, which I will go over that in a just a second.

If you are the grant lead, email your FPO. If you have any difficulties or questions in reference to performance reporting, you can email your FPO and we also have the YARG email address. And once again, if you always – anything that you send that's outside of your FPO, you should always cc: them.

And we have a great community of practice set up for you. It's here at the youthASReady.workforcegps. It is live. So I encourage you after this to go on and check out information. We have newsletters for you, but any type of webinars. It is a public site, so we're sharing other youth and apprenticeship resources are connected to it. And this is just a great place in reference to getting all information. So please check this out and let us know if you have any questions or any trouble getting on.

All right. So I'm going to stop there and see if we have any questions. We can get started on that and then we can move to closeout. So let me just start – we have a few questions that we can take. And anything that we are not able to, we will touch base afterwards.

So let me start with our first question, Evan, if you don't mind answering. It says, "If the youth are in college do you consider them to be out-of-school youth if they are over 18?"

MR. ROSENBERG: So I have a couple of comments about this question. First, it doesn't matter if a youth is an in-school youth or out-of-school youth as it pertains to eligibility for this program. As long as you are a youth between the ages of 16 through 24 at time of enrollment, then you're eligible for the program. Some of you who may work on WIOA programs, the school status is a really big deal. And I can't recall if we're asking you to report on school status in individual record data.

The answer to this question is if a youth is in college, we consider them to be in school. That's our WIOA policy and what our WIOA programs report. But to be honest, I'm not even certain that we're going to ask you to report on school status. But when we do our performance and reporting training we'll talk about all the different data elements you have to capture.

MS. WILSON: All right. And Evan, sticking with you for a second, "Can participants be 23 or 24 at the start of RAP, knowing that they will be 24 when the RAP ends?"

MR. ROSENBERG: So again I want to make a clarification about the way this question was asked before I answer it. So the way the question was asked is about age at the start of the registered apprenticeship program.

And I want to remind folks that age is only relevant at time of enrollment into the program, enrollment meaning when they receive their first program service. And many times individuals are going to receive a program service before they even start their registered apprenticeship. So the age that matters is when they enroll in the program.

And then to answer your question, they can be 23 or 24 at program enrollment. You could be 24 years old and your 25th birthday could be tomorrow. But if you're 24 today, on the day you enroll in the program, then you're eligible for the program and you can continue to receive services for as long as necessary. So it's not like once you turn 25 you can't be in the program anymore; it's based on time of enrollment.

MS. WILSON: All right. Thank you, Evan. There was a question in reference to – I know people were asking about their coaches. We're going to be talking about that in next steps. But you will be receiving that in a separate email by the end of this week in reference to who your coaches are.

All right. Evan, so one of the question was, "What is an example of a federally-funded youth-serving program?"

MR. ROSENBERG: So I don't recall exactly the point in the presentation when federally-funded youth programs were mentioned. But federally-funded youth programs – I'll give you lots of Department of Labor examples. The Workforce Innovation and Opportunity Act – or WIOA youth program for short – is probably a really good example of a federally-funded youth program that you might be working with.

Another really good example is the YouthBuild program is a federally-funded youth program. And in fact, I believe we have maybe two grantees for Youth Apprenticeship Readiness that are also YouthBuild grantees.

There are lots of other federally-funded youth programs. JobCorps is one that people often are familiar with. Those are just three quick examples for Department of Labor federally-funded youth programs.

MS. WILSON: Thank you, Evan. All right. So Andrea – Andrea Hill – here's a question for you, "In the original grant application included only apprenticeship programs, but we are developing pre-apprenticeship programs. Can we include these pre-apprenticeship programs in this grant?"

MS. HILL: Possibly. So pre-apprenticeship is an allowable cost under these grants, as we mentioned earlier. I put the link to the TEN – the TEGL – in the chat, but that's also in the resource package as well. But again, those pre-apprenticeships need to lead in directly into the registered apprenticeship program. So potentially.

Reach out to your FPO and talk that through a little bit. And if it is actually expanding the scope of work, then that would require a modification to your statement of work. But on the surface, yes, that's an allowable cost, so there is the potential that that could be included with a bunch of caveats there.

MS. WILSON: All right. Thank you so much. All right. So Andrea and probably even Evan, we have some questions around the timeline. So let's start with, "What's expected in the planning development timeline for this grant?"

MS. HILL: So we'd expect the planning continuation to full implementation to be during the first quarter. That's part of the reason why we're not requiring performance reporting for that first quarter. But we would want to start to see some activation activity during the second quarter. But you may not be fully operational, understood that, in the second quarter; but certainly by the third quarter we would expect to see that you are up and running. So some time during the second quarter we'd want to see a progression.

MS. WILSON: That's good. And then Evan, kind of in this same thinking but expanding in reference to timeline, what is considered a new apprenticeship in reference to the timeline? An example here, "Does a person need to be registered into RAPIDS after they entered into the grant participant data system? Or can they be entered into RAPIDS up to XX days before and still be considered a new apprentice?"

MR. ROSENBERG: So for this one, I talked a little bit about this when I was talking about the performance indicators and that second performance indicator for those who enter a registered apprenticeship. I wouldn't get too hung up into when you enter data into RAPIDS versus our participant tracking system – or I shouldn't say participant tracking system – versus when you upload the data into WIPS.

Keep in mind, we're not giving you a specific case management system to enter your data into, so the timing isn't about which data system you enter it into. The timing is about the date that the participant becomes a – or the date the individual becomes a program participant.

So if today, August 19th is the day they became a participant in your program, and they were already in a registered apprenticeship today, before you enrolled them, then you cannot count them in that registered apprenticeship indicator. If tomorrow they enroll in the registered apprenticeship then it's fine to count them.

So it's just based on your participation date in the program, or your enrollment date; they're synonymous. Are they in a registered apprenticeship yet or not? If they're not in a registered apprenticeship yet, then you can count them in that indicator when they enroll in the registered apprenticeship. If they are in one on the date of enrollment, then you cannot count them in that indicator.

So that's as simple as that. I wouldn't worry too much about what data system you put them in when.

MS. HILL: And with that too, for anybody who's familiar with RAPIDS, RAPIDS does not have the capacity to be a case management system for grants-related purposes. It doesn't have the required data elements that you'll need. So again, the date and what system when they enter into registered apprenticeship, as Evan said, it's about entering into the grant program. But that requires a different case management system other than RAPIDS for grant purposes.

MS. WILSON: All right. Thank you so much, Andrea and Evan.

In the spirit of time – we do want to be respectful of everyone's time – just going to answer one more question and then we're going to move forward. But if you do have additional ones, there'll be other opportunities. You can, once again, contact your FPO or you can send things to the email and we will gather up these to be included in this final recording.

There was a question in reference to the Workforce GPS, in reference to it being public. So yes, the Workforce GPS site, which is a public site, but YARG is going to also be a public site. So though it is for all YARG grantees, it'll be able to link to other worksites and be able to connect. So that's the good part. So the apprenticeship or anything that's posted on something like a YouthBuild or the youth – or any of the other apprenticeship pieces will be able to link back and forth. So that's what I meant by that.

So with that said, I'm going to –

MR. ROSENBERG: Hey, Toni?

MS. WILSON: Yes, Evan?

MR. ROSENBERG: Can I just jump – there is a follow-up question to the one I answered –

MS. WILSON: Yes.

MR. ROSENBERG: – that I could answer really quickly.

MS. WILSON: Of course.

MR. ROSENBERG: So someone asked a follow-up question about the whole entering a registered apprenticeship. And the question is, "If they were previously completed a registered apprenticeship and then go into a new registered apprenticeship, can they be counted?" And the answer to that is yes.

I mean, I don't know how common that is that someone would do two different registered apprenticeships in their life. But if they did that and they had done one previously and then they enter a new one, you can absolutely count that new one.

And then someone else asked what RAPIDS is, which is – that's an Office of Apprenticeship registered apprenticeship data system. Andrea, do you want to just quickly – for those of you who don't know what RAPIDS is, can you –

MS. HILL: Yeah. I think that pretty much covers it. For those of you who don't know what RAPIDS is, it doesn't have effect on this grant. So it's a registration system that the Office of Apprenticeship uses. But again, it's not suitable for this grant.

MR. ROSENBERG: Thanks, Andrea. OK, Toni. I think we finished up the questions.

MS. WILSON: No, no, no. Yeah. No. We wanted to make sure we got as many of them as possible. So thank you.

So let's move to what our next steps is before we let everyone go. So I'm going to pass it back over to Andrea Hill to kind of talk about that.

MS. HILL: Great. Thanks, Toni. Just really quickly here, next steps. All of these items are in the orientation resource packet. The links are all active there. But the biggest one that we want to make sure that we gave a shout-out to is your TA kickoff, which is scheduled for the 16th of September. The invite has not gone out yet but be sure to save the date.

Your TA provider is High Impact Partners. They're fantastic and we're working on a lot of really cool stuff right now. So looking forward to seeing what that presentation will have to hold.

You may hear from your TA coaches just right before that and it may be after. I don't know what the plan is exactly. But certainly you will have heard from them by the 17th of September. So be sure and make sure that you mark that off on your calendar. It'll be in the afternoon so we can accommodate those out West. So the 16th of September.

We've got some homework for you that's in here. The biggest thing, make sure that everybody on the team reads the grant agreement so that everybody knows where your target is as far as your grant performance is concerned, your outcomes, your statement of work and what it is that you propose. With everybody looking to make sure that everything is in compliance with what we talked about today.

Respond to your conditions of award in your grant package, if you have them. We want to make sure that we get those cleared up quickly, because if not, that starts to be a problem for the grant itself.

Start reviewing the DOL performance reporting requirements. There are links that also are in the resource package.

And then be sure that you review the grantee handbook that came out with the distribution of the grant agreement itself. Make sure that everybody on your grant team reads that as well as the grant agreement, please.

Register at youthASReady.workforcegps.org; that way you'll get notifications when new material – as soon as new material is posted. And you can also sign up for new communities that also have application to you.

And make sure that you review the DOL fiscal training tutorials. And those are here on this page, again in the resource packet, with live links. All of these homework, make sure that your fiscal people review all of those beforehand.

Also, general grants management resources are here on this page, with live links in the resource package again for you about the orientation handbook that we just asked you to read. General grant reporting is here. General introduction to WIPS is here. The GPS Workforce communities that are affiliated that you might find of interest.

We've got financial links here, also FAQs that were pushed during the open period. The uniform guidance and then also guidance about the handling of PII.

Additionally, we've got apprenticeship and program resources to refer you to. We've got a list right here of upcoming webinars to which you are all invited. They're affiliated webinars with us. The 21st, that is day after tomorrow. August 27th there's two of them that are super. And then again on the 16th of September is your TA kickoff.

We also have a page in here for you to fill out and hang up on your desk, your wall, put in your notebook, whatever your methodology is. You can even fill it out electronically and keep it. One place to have your grant number. Please again be sure to put your grant number in the subject line of all your emails that you send to ETA, no matter who you're sending it to, your authorized representative, your federal project officer, your TA coach, and then also your OA SME.

So we're through it all, folks. One last final poll. How are you feeling today? Geronimo, I'm ready to go. You're unsure but looking pretty good. Or you're just excited and ready to rock it. We'll let you fill that out for a minute.

And again, if you have any questions, start first with your FPO. They will get them to the appropriate entity who can answer it for you.

We really appreciate you coming out and staying on here a little bit longer than we'd initially anticipated. Thank you very much. I will pass it back to Laura.

(END)