**WorkforceGPS**

**Transcript of Webinar**

**WIPS Training Number 1: Apprenticeship Grants WIPS**

**Tuesday, December 1, 2020**

*Transcript by*

*Noble Transcription Services*

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LAURA CASERTANO: With that, let me get myself right out of the way. Again everyone, I want to welcome you to today's Apprenticeship Grants Reporting Overview webinar. And I'm going to turn things over to your moderator today, Andrea Hill. She's a program analyst, Office of Apprenticeship. Andrea, take it away.

ANDREA HILL: Thank you so much, Laura, and welcome to everyone who's here and able to join us today. We're excited about this series of webinars. We've been looking forward to this for a long time. Just a quick reminder before we get started that this is a series of five different webinars, so that if you haven't registered for all five, please make sure that you do so. Go back to the – either the newsletter or the invitation and make sure that you register for all five.

It's different information on each one that builds off each other. So thanks for that, and I'm here today with Marcia Hampton, who is our grants team supervisory lead, here in the Office of Apprenticeship. We've got Evan Rosenberg, who's from the Office of Workforce Investment, in the Division of Youth Services, who's working on the YARG grants.

And we have Jessica Diep here today, who is going to be helping us present this first in our series, again. This is a general reporting overview, and we're going to learn a lot of information about due dates and types of reporting. Some of you who are existing grantees, you'll recognize this information, but you may still learn something new from this particular presentation as we're starting to set you up for the rest of the WIPS trainings.

And then, welcome to those of you who are brand-new ETA grantees. We are glad to have you here. Just a quick double-check for those of you, to make sure that you're on the right training. This is a reporting training for grants here with DOL ETA that start with AP, and then five numbers. So there are another couple trainings that are going on today, so want to make sure that everybody here is in the right one. So you should be here from those grants that start with an AP.

Well, hopefully we've got grant leadership here. Authorized representative and/or the official point of contact, as that appears on the SF-424 that was submitted with the application for the grant or as modified. Grant management program staff, we would love to have here because it's important that program staff know what reporting staff is doing and how to coordinate with each other.

And then, of course, our special guest today and for the next couple weeks are the grant performance staff at the grantee level. We're here for you, and hopefully you'll be able to learn something, as I said, from this presentation as well as the others.

If you haven't already introduced yourself in the welcome chat, please do so now. But, if you have, please just fill out for us, if you would, which of those folks you represent. Whether you are the authorized representative at the prime level, or the point of contact of the prime level, or if you're grants management staff at the prime grantee level.

If you are grantee performance staff, or if you're partner organization staff, and you're here by invitation by your prime grantee. I'll give you a couple minutes to fill this out. This will help us tailor our upcoming ones as well, so if you would, just take that minute and answer that poll that came up in front of you there.

Looks like we've got mostly grants management staff. That's fantastic to see, but we also have some partner organization staff that's here. Excited to see some authorized reps. That's exciting. And we've got 171 people that are on the phone right now. Give you another minute or so, because we're not quite there with the poll numbers. If I can get just a couple more of you to tell us who you are, that would be fantastic. OK, great. Thank you so much for that. Appreciate it.

So we are going to kick it off right now by introducing our sort of general concepts, and I will hand it over to Marcia Hampton. Marcia?

MARCIA HAMPTON: Thank you, Andrea. Hey everybody. Welcome. It's really great to get a chance to speak with you today. We are looking at our reporting versus performance slide here. As a grantee, you're required to report on participant-level data, which I know that you've heard a million times already. That's so we can ensure that the funding is being spent in accordance for why it was issued, and that we're meeting all of our regulatory requirements.

But we want to kind of discuss the difference between reporting versus performance because they're not exactly the same thing. Reporting is definitely a subset of grant performance, but performance is also like setting up your systems, your processes, getting everything in place so that your grant can not only operate your project, but also respond to the data questions that we have and we can show what the grant is actually doing.

So if we aren't looking at the data we're collecting and adjusting accordingly, then we're just missing the boat on being able to stay with our targeted outcomes and goals, so it's really important that you kind of know the difference between those two.

For instance, as grantees you should be analyzing your own data all of the time, and no less than quarterly FPOs will be looking at it as well, and asking questions targeted to your grants within each region. In the national office we also look at it on a more global perspective. We look at the data as a whole.

We also pay attention to outlier, though. So if we're looking at data and we see something particularly interesting on a grant, we'll start asking questions about that as well. And we're always trying to make program improvements based on what we see in the quantitative and qualitative reports. So it's just kind of for your information what happens with the data and the narrative reports that you submit.

So the series we have planned for you over the next few weeks – it'll go into much more detail about participant tracking and reporting from a macro view, reporting – (inaudible) – DOL where your grants are, what your progress is, how you're meeting your timeframes, if you've facing any challenges that may require technical assistance that we kind of need to figure out how to address.

The term progress report is like the whole enchilada. It's the narrative report, it's the QNR, and then it's the financial report, which is the 9130. Each of those is submitted to be all on a quarterly basis. It's important because numbers by themselves don't really tell a whole story, and sometimes there's some critical things that we need to know that you can put in your narratives that will help us to understand if there's numbers that don't quite look like what we're expecting.

You can tell from that list, it kind of goes through the different things that we look at: the grant outcomes, the private timeline, the strategic partnership activity, the promising practices, continuing success stories and leveraged resources.

As you fill out those narrative reports, and you'll see these different topics in there, just take the time to put in there what's going on in your grant, because that really does close the loop for us sometimes when we're looking at things.

We always need success stories, because people are always asking for them either from the hill or leadership on the second floor in the Department of Labor at the secretary's level, for different things. We're always looking for specific industry-related success stories or something. So really tell a story about the people we're serving, so make sure that you take the time to put those in as well.

So why is it important? Here's a list of why all three parts in the report matter. You demonstrate the outcomes to your stakeholders, funders, and partners, obviously. It's hard evidence to show employers what we're talking about from the return on investment in apprenticeship, identifies how the grants are building additional strategic partnership and leveraging resources.

It supports the project and the partnership's sustainability. You'll hear sustainability a lot now in grants. It's very important to every funding opportunity. We have to show how this work lives on after the funding disappears. And then the report shows how a grant is continuously improving to address the customer.

All of this information allows us to report an accurate picture up the hill, up to congress, OMB, GAO, OIG, and the public. And, as I said, we get a lot of requests for data and information about the grants. So we really want that information to be as up-to-date and accurate as possible. And not just for numbers, but through the entire picture.

So here's a reference guide that we have been working on. It will help you with reporting in grants management. We've created the reference guide that will be shared later in the series. You can see from this slide, it will give you a very detailed information regarding the policies and the procedures being addressed in this training and the others. And it will provide tools for reporting and the policies applicable to each of the requirements.

Once you receive the guide, please hang onto it, as well as the five PowerPoints that are coming, and the other resources we distribute, because they're going to answer a lot of your questions as you go through the transition period. And, you may not have those questions now because you haven't really started getting into it, but at some point, you're going to have a whole lot of questions in a short amount of time, and so some of these resources should kind of take care of that on the front end. And then anything else that is not answered, obviously you're going to have all of us available to you at that time.

So this slide lays out the basic structure of the reference guide. It's actually the table of contents, but you can see how it's laid out, so that you'll see what's just around the corner. In addition to the guide, please be sure to keep all those other related resources. We're going to have a booklet for you. It'll have the slides from all the presentations in pdf form, and you can use that as a reference later.

As Laura said earlier, these trainings are being recorded, so you can listen to them again and refer your other staff that may not be able to be on today, by clicking the link to the registration page. And, if you haven't already, be sure to visit the different WorkforceGPS communities for practice on a regular basis. Be sure you check them at least once a month, because there are constantly new resources being added out there, and you want to make sure that you keep up with that page because it's really helpful in a lot of different ways. And it will definitely help your grant succeed.

So now I'm going to turn it over to Evan Rosenberg, and he's going to talk about our reporting policies. Evan?

EVAN ROSENBERG: Thanks Marcia. Hi everybody. So I'll talk a little bit – this is just going to be a high-level overview of reporting policy, and keep in mind as Andrea said, these are five trainings, and we'll get more in-depth with each training, so don't worry if you don't hear all the details you were expecting today.

The other thing I wanted to make sure folks out there knew is that we have a combination of different apprenticeship grants that are logged in to the webinar. So many of you are state apprenticeship grants, but there are also some youth apprenticeship readiness grants that Andrea alluded to earlier, who are pretty new, so I want to make sure that – some of this might be old information to some of you who've been grantees for a while, but there are other grantees that are much newer.

So if you are hearing some repeated information, that is the reason why. So bear with us if you know some of the stuff we're sharing today. So just an overview of reporting policy, and Marcia alluded to the three types of reports that we get. This should hopefully be review for all of you, as you are required to submit three quarterly reports. A quarterly performance report, a quarterly narrative report, and a quarterly financial report.

We'll talk more in-depth about the quarterly performance report, or QPR and how that is auto-generated from our WIP system once WIPS goes live. And, we'll talk about when WIPS is going live later in the training, and who it applies to, and all of that stuff. But, eventually, once we are where we want to be with our reporting system, that quarterly performance report will be auto-generated based on the individual record information that you submit to us.

The narrative report, if you're familiar with that, we've all been doing narrative reports so far and same with the financial report. You've been submitting financial reports so far as well, so those shouldn't be new to you.

So we have a quick poll, because as I just recognized, there are different grants on the line, and in different places in development of their systems. So Laura, if you could put that poll up, that would be great. So what we want you to do is tell us the stage of development that your information collection system is in, and you can see all the choices there. Like, you haven't even started yet, you've been waiting for this training to start development, or maybe you've been waiting for this training to finish development, but you've already started.

You have a system in place, but you need to do some revisions based on the information we're providing in this training. Maybe you're good to go with your system, although I have a feeling that's probably not going to be the vast majority of you all. Some may be using – this would be for the state-based grantees, you're a State Title I WIOA reporting system. So I'll give you another 30 seconds or so to respond to that. This is really helpful information to us, to give us the sense of where you are in your system development.

And it looks like a mix. I'm not surprised to see that the lowest percentage, one percent is that you're good to go. That means that this training is coming along at the right time. It looks like a lot of you have a system already in place, but need to revised data elements. That's probably a good place to be right now, and that's about a third of you.

Another third of you are using your state's reporting system, which is also a good place to be. And, the 20 percent of you that have been waiting for this training to start development, there is a lot of work still to be done, but we're here to help you. So all right, thank you for responding to that poll. That's really helpful information.

Moving on, so, establishing your process for reporting. Tracking participant information is really important. Marcia shared a number of the reasons for that. But we want to make sure that you're accurately tracking how the participants in your grant program are performing for lots of reasons. To help you figure out if your participants are successful, to help us get a sense of how you're doing, for technical assistance purposes.

But, setting up a process is important for a number of reasons. One, is you're going to use your data collection – and I would say it's not just a reporting process. The reporting is more of the act of giving us the information, but what we're really talking about here is the entire process, which is the data collection and reporting system. And, you collect that data in order to determine participant eligibility, to collect intake data on who your participants are, to track your participants as they move through their apprenticeship program, and then to update their progress in that tracking system.

So you're going to need a system in order to do that. And, we'll talk more about that in a moment. So I mentioned one of the purposes of data collection is to determine participant eligibility. For most of your grant programs, there's not a lot of eligibility for participants in your grant programs. I also work on the WIOA Title I programs. For example, the WIOA Title I youth program. For any of you that are involved in that there's lots of participant eligibility information to collect.

In these grants, not quite as much. So there's not a ton of participant eligibility information you need to collect, but there is some. And so, you do need to determine eligibility based on an intake process, and that eligibility is found either in the TEGL that laid out your funding or the funding opportunity announcement, FOA for short. You'll notice we use lots of acronyms. It's what we do really well in the government, is use lots of acronyms. I'll try and make sure to define any of those acronyms that aren't defined on the screen, but FOA is funding opportunity announcement.

So you can find your eligibility information either in the FOA or the TEGL that lays out the requirements of your program, as well as in your statement of work. And then the other piece is to think about whether or not there are prerequisite skills or education needed for the individual in order to be able to participate in the training that you're offering. So that's the other piece when you're doing that intake assessment to determine participant eligibility.

Now, some tips for collecting and tracking participant data. And, that first bullet is really the big one. You're going to need some type of system. Case management system or data collection system to collect and track the information. And that's why we put up that polling slide earlier, is we want to make sure everybody knows that the Department of Labor has not provided a data collection or case management or tracking system to you.

We have the WIP system, but that's essentially just how we collect the individual record data from you, how you submit the data to us. But WIPS is not a case management system, it's not a participant tracking system, it's not a data collection system. It's just the mechanism for us to get the individual data from you. So that's the biggest piece here, is make sure you have some type of data collection or participant tracking system in place where you're entering the individual participant data into.

And we saw on that polling slide where you are in that process. Some of you are still at the very beginning, and likely you are some of our newer grantees, and that's okay. We'll help you along with that. You have options. You can either develop the system yourself, you can tap into your state to use the state Title I system. That's probably more likely if you are a state grantee.

There are off-the-shelf products that you can purchase and modify. There's lots of ways to get what you need for that data collection system. But the bottom line is you're going to need some type of data collection system in order to input the participant information that we're asking you to collect.

The other stuff, is many of you are going to have partners that may be collecting data for you. There are lots of different ways for you to collect the data. And different grant programs and ETA, we see it done differently. Sometimes the grantee themselves are the ones that input all the data into the system. Other times, it's a much more decentralized process where the different partners or sub-grantees are all entering data into the data collection system.

And there's no one right way of doing it, but the key here is that if you're going to have partners entering information, or even collecting the information and giving it to you to enter, the partners are going to need to know definitions of data elements. They're going to need to be familiar with the performance outcomes that are required.

You see a reference there to the PIRL. What the PIRL is, is the participant individual record layout, which lays out all the individual data elements that you need to report to us for your participants. So that is a document that you and your partners should be very familiar with, because it does lay out the definitions of all those kay data elements.

So that's another big piece of collecting and tracking the data, is making sure your partners and sub-grantees have all the information and are as familiar with it as you are. So I talked about the electronic case management system, or data collection system. And it should have the capability to capture information about participant-level information.

So it's not just a spreadsheet with aggregate information that collects how many people did something. It needs to actually have the capability of collecting the individual-level information on demographics, services, and outcomes obtained by the participant. And it should capture the progress of the participant throughout the life of the grant. So those are going to be things like begin dates and end dates.

We collect all the information that is required for the Workforce Innovation and Opportunity Act core indicators. All of our ETA grant programs submit information for those core indicators, and so that means you'll need to collect the data elements, like I'll calculate those core indicators, so when you look at the data elements we require you to collect, they’ll include things that will enable us to calculate the measurable skill gain and the credential attainment indicator.

So the system that you have is going to need the ability to capture all of that individual-level data, all the data that is shown in that PIRL, or participant individual record layout that I referred to earlier.

And then, I think we have one more slide on some tips for collecting and tracking data. You know, not only making sure your partners understand what information to collect, but why they need to collect it, is important. And, I think the why is really important for everybody in this, is to get folks bought into why we're collecting so much data. Because we are collecting a lot of data, and there are a lot of required data elements.

But the why is important, which is to make sure that the participants are successful, to be able to report to stakeholders our successes, to be able to report to us information that'll help us target assistance to you all. You know, the grant-funded programs, particularly the apprenticeship programs, there is a very high, level interest in our programs, so that is part of the reason we're collecting all of this information. So making sure your partners are on board with the why of collecting this information is really important.

Also, if you're using intake forms or other forms to collect the information, adding disclaimer language and guidance around the information is important. And then, those types of forms, they're living documents, so you may want to update them, periodically revise them, particularly if we change our information collection requirements, you would obviously want to change any forms that you have, to collect that information.

So that's just a quick high-level overview of the processes we'll expect you to do in order to collect the data. And again, we'll get into the specifics in the next week or two about the actual information we're asking you to collect. So with that, I'm going to turn it to Andrea, and she's going to talk about collecting personally identifiable information.

MS. HILL: Thanks Evan. So everybody, that's a lot of stuff that Evan was talking about, and good stuff, and if you're still confused, that's okay, because we've got – that's why we've got the series for. And the other webinars for. But one thing that we do want to make sure that we convey to all the grantees on the phone right now, and everybody that you talk to in turn.

It is the responsibility to collect and protect PII, or personally identifiable information. In this age of cyber break-ins everywhere, particularly now that so much of the workforce is now working remotely, we want to make sure that grantees really understand the responsibility to protect that information of their participants.

PII is information, as it says on the slide, that can be used to distinguish or trace an individual's identity. So that's not – it's not public information. It's not something that is published on a website. So typically a website would have the president of the 501 or the secretary of the state department of labor published on a website. So a name and an office address would not be considered PII, but other combinations would.

So there's more information that's available on PII and handling and protection of that PII that's available at this link. It's training and employment guidance letter, or TEGL 39-11, that will go into more of the responsibilities around, and procedures to, protect PII. But, PII must always be protected, by grantees and DOL. During collection, storage, transmission, and then later on, years down the road, disposal.

So make sure that your intake forms include disclaimer language around the collection of social security numbers, that grantees are required to request. And there will – there's language – we'll provide you with some disclaimer sample language within the reference guide that Marcia spoke about earlier. And there's also some, I think, in the TEGL as well. And, we will continue to bring this up always. Cannot possibly stress the importance of protecting PII.

Do not ever, ever e-mail PII. And, that's one of the reasons why the WIP system is so important. Because it does provide a secure upload for the participant information that you will collecting. Additional information we just wanted to point out for those of you who have not already visited your communities on WorkforceGPS, there is for the ACE grants, there's an ACE grant community at ace.workforcegps.org, which has a number of materials to help your ACE grants succeed.

Links to additional WorkforceGPS resources, newsletters, web chats, announcements. But this is also where, for ACE grants, there's information about the WIPS webinars that you are currently in the process of attending will be posted. But there will also be the reference guide posted there, as well as additional language and tips for you. There is the SAE2020 website, which is within the larger apprenticeship community on WorkforceGPS.

Since those are brand-new grants, those are – it's a brand-new page, so the resources are not quite as robust as some of the other grants. But it's the same types of information that will be available for you there. Including specific reporting requirements will be posted there as well.

We also have the YARG or the youth apprenticeship ready grants. And we've got new grantees that are here as well, as Evan mentioned. It's at YouthASReady.workforcegps.org. And the same types of information are available there. So please do be sure to visit your appropriate community and register, please. By registering, you'll get first dibs on new postings. You'll get automatic e-mails when new materials are posted that pertain to you, as well as there are wider communities.

There's a wider performance community that's also on WorkforceGPS which will help you. And we'll also give you e-mail notifications when new materials pertaining to WIPS and the PIRL are posted, that Marcia mentioned. So let's talk a little bit more about, again, data collection in general. And, I think we're going to Marcia on this one, if I'm not mistaken.

MS. HAMPTON: We are. Thank you. OK, so, let's start with who is a participant in apprenticeship grants? So when we're reporting in the QPR, a participant is actually a registered apprentice who receives grant-funded services, which is on-the-job learning, related technical instruction or supportive services – and supportive services.

Pre-apprentices who receive grant-funded programming or services. And, the following information is reported on the QNR: registered apprentices who enroll in a program demonstrably developed with grant funds. Do not include statewide population of registered apprentices or individuals who participate only in outreach and career exploration events.

The board of services alone do not designate a participant. Individuals must be appropriately receiving training from some DOL/ETA grant. Check the funding vehicle for definition of who counts towards program outcome goals. This slide is really important, and you should keep it where you can constantly look at it. We've had a lot of questions in the last year that I've been here, about what actually is a grant-funded participant. And so, I know that this definition is new to a lot of you.

And so, we just want to make sure that you understand – when you report into WIPS, you have to report on the actual individual, and so it's really key. Now, that doesn't mean that you can't talk about the programs that you're creating. Those can go in the narrative report. And you can talk about the different things that you're doing there. But, for the WIPS process, a participant that's recorded into this system will have a grant-funded service attached to this grant, that you're actually working for.

Sorry, I'm not great at doing all these parts on different screens and stuff. I'm much better in the office.

OK. Overview of data collection requirements. You are required to collect and report on the following: the participant-level data for each participant who received the grant-funded service, the training outcomes that each of those people receive, and then performance follow-up and tracking activities during the period of performance.

We'll get into a lot more of this as the presentations go on, but this is just so that you're a little bit familiar with that on this intro. The PIRL actually looks like this. Across the top, you're going to see – this is just like a kind of snapshot of it. You see a data element number, the element name, the type and the field length, data element definitions and instructions, code values.

When you're uploading a file, you have to – you'll have this big horizontal PIRL and it will kind of walk through all of the different things, and it's really important that you follow the instructions when you're looking at the field length and the types. You have to collect and report on the participant-level data for all of the participants who received the grant-funded services beyond any determination of eligibility.

And then, the PIRL describes the data elements that enable DOL to collect information required to assess the performance of federal investments for various training and employment programs. PIRL data elements include number, name, field type and length, definition and instruction, and code values. All of these cells – we will give you information that will be in the schema, but also on the WIPS page, you're going to be able to find resources that kind of have a lot more in-depth explanations, like when you're trying to understand what your QPR is actually populating.

There's a lot of different resources to help you get through this process. They key when you're first starting out is just making sure that you're really paying attention to what the elements are actually asking for, because there's different things, like you can use a blank. Sometimes you have to use a zero, and so there's all these different rules for each different element.

And so, that'll be kind of the frustrating part when you're first trying to get used to it. We will be there to help you every step of the way. But just be patient with yourself, because when you're first trying to learn how to do it, it's pretty – it takes a while to adjust. But you'll get there, and after doing a few of them, you'll know what they're trying to ask for. And it's really just making sure that you understand what the definitions are, and which code the – (inaudible) – is using.

So when you're looking at the actual PIRL – we'll take a deeper dive into it in the third presentation next week, but for now just know that all of the data elements fit into one of these five sections within the PIRL. The first 8- or 900 elements are all based on characteristic information, and then you get into basic career service information and individual services.

And then it goes into the training, and then it goes into program outcomes, like any employment outcomes. And then, eventually it gets down to specific program elements that don't really belong anywhere else. And so, they're just for a purchaser [??] program. I think Andrea's probably told you that the whole PIRL is very large, but you're only using a subset of them. But, they'll all flow in the same kind of order. Like, the numbers are just based on these different kind of categories.

And I'm going to turn it over to Jessica, and she's going to tell you about reporting your information.

JESSICA DIEP: Yes. Hi everyone. So reporting requirements. As mentioned earlier, the quarterly progress reports are made up of three reports. The quarterly performance report, the quarterly narrative report, and the quarterly financial report, each contributing a different facet.

The QPR is the data, the QNR is – (inaudible) – information, and the 9130 is financial reporting. The initial financial reporting information can be found in your welcome letter, and links are also available on your grantee communities on WorkforceGPS. If you have any questions about the financial reporting, please refer them to your SGO.

Together, the quarterly progress report tells the entire story for the quarter. ASE grantees will have an annual report due every July 31st, and the final report will be a summary of the entire grant.

The quarterly performance report. The QPR is generated from the data uploaded in WIPS. It is participant-level data, so that is why it is necessary to collect information through a case management approach. This report will assist grantees in knowing where they are in meeting performance outcomes and we will go into depth regarding WIPS on later sessions.

The quarterly narrative report. The QNR is currently submitted on the suggested template to the appropriate program mailbox. It will also be in WIPS in the future, but for now, please use the suggested template as outlined. One thing that we really want to emphasize is that you send in a new report every quarter. The QNR reports are very useful to FPOs and national office staff, as you get a better understanding of the work that is going on.

Please include individual success stories from the current quarter. Individual success stories are what paints a picture to those in DOL leadership and congress as well of the good work these grants are doing. We often access the success stories to share with DOL leadership.

This is for ASE grantees only, the annual report. This annual report does not have a template, and is a maximum of 25 pages. It must include a table of contents and an abstract. It can include all statewide apprenticeship activities and their inter-relationship, as well as apprenticeship expansion activities and progress as a whole.

ASE grantees have the freedom to expound on all of the work going on to serve apprenticeship expansion. Grantees should take advantage of this opportunity and talk about all the great things – apprenticeship – regarding apprenticeships going on.

And the final performance report. At the end of the period of performance, is a final performance report which provides a cumulative picture of the specific grant activity. The report is a comprehensive analysis of what happened during the grant. It is outcome focused. This report includes any outstanding deliverables and speaks to total outcome achievement and also lessons learned.

It should give a clear picture of how the grant performed, the challenges addressed, and best practices that came from it, and the training approaches. And, this is a reminder that all of these reports, the QPR, QNR, annual report, and final performance report are in addition to the quarterly 9130 financial report, and do not replace these reports. And the financial reports must always be filed no later than the 45th day after the end of the quarter.

OK. And now we are moving on to reporting timelines. Now I'll turn it back to Marcia.

MS. HAMPTON: Thank you, Jessica. This graphic, this pretty nice box showing the entire reporting cycle within the quarter. So throughout the quarter, grantees are going to be collecting this data at the participant level, updating it whenever it's necessary, and showing that your data is protected as always.

But then, at the end of the quarter, the grantee has to begin assembling the information for upload. So if you have subgrantees, you need to provide data – that need to provide data to the prime. That's the time that you're going to get that information from them. Then, this data is to 45 days after the end of the quarter. And that's every time after the 45th day, then apprenticeship begins to analyze those reports.

The GPRs are manually reviewed right now, but at some point, we will be looking at the aggregated data in the national system. At some point WIPS will have us – we'll have the ability to pull down a total apprenticeship report. I don't know if we can do that yet, but it's in the beta testing, but at some point, we'll be able to do that.

The data isn't just staying within apprenticeship. It's shared with the secretary's office, congress, and the public like we talked earlier. So it is really important that it's accurate and timely. Just make sure that you know that 45 days after the quarter ends, if it's a Saturday or Sunday, that's the day. So it doesn't fall on a Monday if it's a Sunday. It is that day, so it is considered late if it's not in on that actual day.

This is just the actual reporting dates for you. They never change. My advice is print off this page and just stick it somewhere where you have access to it all the time, just so you remember. It's easy to default to the 15th, but if the month before has 31 days, it's actually the 14th, so just make a mental reminder of that one. And annual progress report year end is June 30th, so these will be due July 30th. And that's ASE grantees only.

Who should be aware of key reporting dates? Well, it's a lot of people. So your grant leadership obviously needs to know. If you have an authorized representative, they will know that and they will usually get a lot of e-mails. So if there's somebody that actually isn't involved in the process, make sure that you have a designated – that has actually gone through the process of getting the e-mails and stuff.

I've seen in the past where we have sent things to authorized representatives, and that person was in Europe for three months or something, so the information never got to the person that was actually doing the work. So just keep an eye on that. Make sure that all of your information is up to date. (Inaudible.)

Grant management staff, grant performance staff, case management personnel, service and training providers, and sub-grantees. All of these people need to know about the dates. And you just want to make sure that they all know it, so that you don't have any reporting dates that are not met. And there are really a lot of people in your grant that need to know this information.

So now, I'm going to turn it back to Andrea for questions.

MS. HILL: Great. Thanks, Marcia. We've got them rolling in, so that's cool. I'm just going to – a couple of quick ones here. There was – somebody asked a question about the ASE annual grant reports that are due on the 31st of July. So just wanted to go back a couple slides here and point this out, that these are the quarterly report submission dates, as Marcia said. You know, be careful that – in three out of the four quarters, the due date is actually the 14th, not the 15th. So those are the quarterly reports.

But then, as Jessica and Marcia both talked about, the ASE grants also have an annual progress report that is due at the end of July. That's for ASE grants only. So if you don't have an ASE grant, you don't need to worry about it. But if you do have an ASE grant, every year at the end of July, there is that annual report due that Jessica had talked about. There was guidance that came out – or there were instructions that came out, rather, in the newsletter for ASE February, or I guess March – March, April, May, and June of this past year.

So if anybody is on this webinar who is an ASE grantee and not getting the newsletter, please be sure and send your e-mail to apprenticeship.grants@dol.gov to make sure that we can get you added.

So that's true that the July 30th or 31st doesn't line up with the quarterly dates, and that's why. Let's see – let's take a look at what we've got here. We can start talking about some of these. Let's see, what do we have?

We've got a couple questions that have come in about data validation, and if data validation is required for the ASE grants, or for the apprenticeship grants. And the answer is yes-ish. There was a data validation TEGL. Again, TEGL is short for training and employment guidance letter. And TEGL No. 23-19 came out earlier this summer. And again, for those of you who don't know what this is just yet, we will be covering it later on in the series.

But there is a data validation TEGL that came out and for a number of reasons, the apprenticeship grants could not yet be included in that TEGL. So the language that's in there requests apprenticeship grantees to please adopt, as much as possible, the data validation policies and procedures that are outlined for many – across many of the grants within that TEGL.

We will, in the future, have formalized data validation guidance and we can give you some tips and tricks. And we'll give you some even a little later on in this series, but we don't have formal requirements yet. So right now, we would suggest that you contact your FPO. They're the ones who will be monitoring you for data validation procedures and ask what your FPO requires.

Marcia, here's one, I think, for you. Will we be providing guidance on reporting or performance for the states that were awarded the SAE2020 Tier I grants?

MS. HAMPTON: And, that's a great question. If you're not serving participants at all with the Tier I money, you just need to submit a QNR. If you do end up serving participants, you do have to report into WIPS eventually. The only thing I'm aware of that you would have gotten would have been the TEGL, the conditions of award, any messaging that came out in the newsletter, and maybe other ways that Michelle put things out. Michelle left a couple weeks ago. I can follow up with her on if there was anything else in draft that I'm not aware of or just not thinking of.

If you think that is something you definitely need, you can put that in the chat, and I can figure out if we need to draft additional information for you. That's a great question, and I will certainly figure out how we need to take care of that. But, at this point in time I am not aware of anything that went out separately, as far as guidance. But, let me look into that for you, okay?

MS. HILL: Cool. Thanks. We have a couple questions here about WIPS. And we've talked a little bit around WIPS. This first one, again, was a general reporting sort of introduction. But we've gotten several questions about what is this WIPS you keep talking about. So we will go into that, I promise, more in depth in the following series.

But, just because the volume of questions that have come in, yes, WIPS is a system that grantees log into. We'll give you the processes to request access and how to do that, I promise, as we go along. But it's a system that you log into and that you upload the quarterly participant individual record information into. It's a secure system, so that PII is protected. And then, from there, then the QPR is generated within the system. It's web-based and it's hosted by DOL. So that's just sort of a general short, short explanation of what WIPS is, which we are going into over the next three working sessions that we have.

I got one question here that came in. Can you clarify if a participant receives pre-apprenticeship only, then are they reportable only? So this webinar is, again, to general performance – general reporting and we're talking to three different grant programs here. So the specifics for that question, you really need to send to your program mailbox.

The program mailbox for the SEA2020 grants and ASE grants is the same. And actually, let's go ahead and we'll go – we'll just leave this down so that you guys can write this down. For performance and reporting – well, and – is oagrants.wips@dol.gov. So that's for reporting questions, if you have specific reporting questions about WIPS and PIRL elements as we move along.

This WIPS technical assistance that we have here, is if you have technical issues with the WIPS system, once we get along. And, you all should already have your program mailboxes. So specific questions about how do pre-apprentices count, and what is a reportable individual for this grant, or other types of really program-specific questions should go to your program office. And again, you all should hopefully have that, but I'll say it slowly so you can hear. The SAE2020 and the ASE grants, the program mailbox is apprenticeship.grants@dol.gov.

And the YARG grants program mailbox is useasready, just like that WorkforceGPS start, so useasready@dol.gov. You can send your performance questions there, and be sure and copy your FPO. Or, some of these questions that we've answered previously, maybe for other grantees, the FPOs may already have the answer. So you might want to start with your FPO.

Let's see what else we've got. Yep, so there's another pre-apprentice question about supportive services. That's a program-specific question that you would need to ask. We've got a lot of supportive service questions here. Again, that should go to the program office.

Someone asked about the procedure for alerting individuals or participants about data breaches. Either the local, state or federal level. So if you're at a state, your state should have policies and procedures in place on how that would be handled within the state. As well as every local should have some kind of policy and procedure already in place on how they would notify both participants and also prime grantees, so up and down the chain.

We do have a plan here at the federal government, whether if we have one, to my knowledge, we have never had one, knock on wood. But, there is a plan in place. That's a team that I am not directly affiliated with, but there is some information, I know, within that TEGL that I mentioned before about – earlier on. Let's see, we can go back in the slides. Or not. If we go back to that PII slide, and go to that TEGL, there is some more information there about how to set up that sort of thing if you are at a 501 or a for-profit.

And again, all three of these grants also have technical assistance. So that's a great kind of thing to ask your coach, if they have any established policies and procedures that they're aware of in place, as well, if you're at a local, or at a nonprofit or a for-profit that does not currently have those type of protocols in place.

Let's see, we have another program question about supportive services. So again, please direct that either to the apprenticeship.grants@dol.gov address or the useasready@dol.gov address.

Someone has asked about QNRs. So QNRs currently for all three programs that are on this today are – it's currently in a Word format that is based on the QNR that will be available in WIPS a little bit down the line. The question specifically asks if the QNR will be reduced in length. And, the answer to that is, not to our knowledge. The QNR is used across several different programs, actually, within ETA, not just apprenticeship. And everybody uses the same narrative report. It makes it easier for folks to be able to ascertain across different programs, the types of information coming in, if everybody looks the same place. So that's that.

In this training, are we going to cover how we should start collecting data if the participant is not in our DOL-approved system? Whoever asked that particular question, if you could add a little more information in, that would be great. It's not clear to us on this end exactly what it is that you're asking. So if you could put a little more information in, that would be great, and we'll get that.

Have one question. Working on the transition now. Have questions. Is there a subject matter expert we can talk to to help us answer questions? So I would say first, watch the rest of the training, then see if some of your questions aren't answered throughout the rest of the training first. Then, definitely, we have subject matter experts.

One thing that we're going to do starting after the holidays in January, is we will have office hours available for anybody, any apprenticeship, any apprenticeship prime grantee who needs assistance. So it'll be just like office hours when we were all in university. There'll be somebody manning the desk for three hours a week. Fridays for sure, for an hour and a half, and we anticipate probably Wednesday afternoons, Eastern time, for about an hour and a half too.

So from that, then we'll be able to get you started and get you hooked up with somebody if the immediate person can't answer your question right away.

Let's see. Someone asked: we submitted our first report, but didn't hear any feedback. Should we expect feedback, or are we just submitting the report? I – no news is good news as far as reporting goes. If revisions are required for any report, you will hear from us for sure. So I would say no news is good news, is the way to look at that generally.

Let's see. Do we have any more new questions coming in? We've got a couple, oh, about timing. So WIPS, and everybody is kind of getting ahead of ourselves a little bit, here. Again, we've got the trainings going on for the next five series. During the next four, the next one is the introduction to WIPS itself, which will talk a little bit more about the processes and the system itself. The timeline for submitting into WIPS varies by grant, so you'll want to be sure and check with your program office when that will be.

But the first step is going to be getting access to WIPS, and we will talk about that a little bit more later on in the series.

We are currently testing WIPS. We are testing that, and from the ASE population, we requested about a year and a half ago testers, and we've been working on the system, but if you did not volunteer for the test group, we're going to open the system up a little later on, and you will have ample time to be able to get into the system before the report is due.

Let's see, somebody asked, we received two apprenticeship grants. One is 2019 and one is 2020. This training is for – right. So you missed one of our earliest slides, making sure that everybody knew who was here. So the first – we have three populations that are on here. This training is meant for these ASE grants, the apprenticeship state expansion grants, which were awarded in 2019. It's also for the states' expansion of apprenticeship, which were awarded this year in 2020, as well as the youth apprenticeship readiness grants, which were also awarded in 2020. So all three of those populations is who this training is for.

So you'll hear us reference different grants throughout, because there are some minor differences between the three, insofar as reporting goes.

Let's see. Here's another question. For your grantees, should we treat required data elements in the description differently than other required data elements? No. For data elements that are in the PIRL, the ones that have the WIOA that are required – and we're getting a little bit ahead of ourselves, but you asked the question now. For the apprenticeship elements that are required, that do have WIOA in parentheses under the name, all that means is that they were initially created for the WIOA system. And we'll go a little bit more into the history and everything, but that's just in the title. That doesn't mean that they apply only to WIOA.

So we've got that. And I'm down to the last question, guys, so if you've got any more, get them in.

Let's see what we've got. So one of the questions here is about rapids in general. Excuse me, my other phone is ringing. Let me find the button for that. There we go. Excuse me. Sorry about that.

So rapids does not have anything to do with grant reporting. There is a data element. I believe it's 2900 that's in the PIRL, and we'll go into that a little bit later. But, systems – rapids currently doesn't talk to any other system, is the shortest way to answer that question. So rapids doesn't talk to any other system right now. It may in the future. Don't know. But currently, it does not.

So in the ASE TEGL, and I believe also in the FAE2020 TEGL, we referred to the fact that rapids is not a source of data for performance reporting for grants. And so, would want you to make sure that you have that. So to get the rapids number would be probably the easiest way would be through your intake system.

So that's a lot of questions and a lot of me talking, there. Does anybody else have any more questions while we're right here? We'll give you another minute or so. And again, for those of you who didn't have a chance to write it down, I'll just say it again. The program mailboxes are apprenticeship.grants@dol.gov and useasready@dol.gov. And be sure that any questions you have, if you don't run them through your FPO first, any that come to that mailbox, make sure that you do copy your FPO.

OK, here we go. We've got a couple more. Well, we've got a couple questions that came in about specific data elements, so that's what we're talking about here today in this introductory session, but we will be talking about it later on in the series.

Then another question about data validation that came in. And, just want to confirm – yes, so data validation for everybody out there, data validation is an internal process for each grantee, to be sure that you have the backup documents and documentation for each participant that your FPO may require on a monitoring visit, be it virtual or in person.

There is, again, general guideline information that is included in a TEGL that is back on the PII slide that is available in the PowerPoint slide deck that's available for download here onto the file share, and will be available with the recording. But that, it is not internal to WIPS, that's correct.

Wow, a lot of questions. We've gone a little bit over here, so we're still here. If anybody has to drop off immediately, that's okay, because we've got four more sessions. And now we're down to – we're down to one final question. And it is kind of a biggie, actually. Someone asked if there's a resource list for possible case management systems to collect data.

Actually, there is. If you go to the WorkforceGPS site that we talked about a little bit earlier, and go to the ASE website. That's ase.workforcegps.org. Trying to find it. There we go – almost – there we go. If you go there and look under newsletters, poke around and find the newsletters. There are some suggestions in the February 2020 newsletter that you might be able to explore.

But, in putting case management systems into a Google search will probably take you to many of the same places as well.

So with all that, that's all the questions. We thank you very much. Thank you very much, Marcia, Jessica, and Evan for being here. We'll see you all Thursday. If you haven't registered already, go do it now. Pass it back to Laura. Thanks guys.

(END)