**WorkforceGPS**

**Transcript of Webinar**

**WIPS Training Number 3: Introduction to Apprenticeship PIRL, Valid Values and Logic Rules**

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JON VEHLOW: Welcome to the "PIRL and Apprenticeship Schema, WIPS Presentation Series Presentation Number 3." So without further ado, I'd like to kick things off to our moderator today, Marcy Hampton, supervisory program analyst, Office of Apprenticeship. Marcy?

MARCY HAMPTON: Thank you, Jonathan. Welcome, again, everybody to our WIPS presentation series. This is number three, our deep dive into the PIRL and the apprenticeship schema. As Jonathan said, I'm Marcy Hampton, advanced team lead in the Office of Apprenticeship.

Today you're going to hear from Shelia Lewis, our new senior program analyst on the grants team, Andrea Hill, our senior program analyst who most of you know has been leading the grants performance activities for us for a couple of years and Evan Rosenberg who's the senior program analyst with the Division of Youth Services who's been working with us to help with the arts grantees.

So this presentation is a bit longer and it's going to really drill down into the PIRL, what it looks like, what some of those elements are actually asking and what types of error messages you might get as a result of your upload process. So there's a whole lot of information in this session. So we're going to get started right away. So at this point, I'm going to turn it over to Shelia Lewis to kick us off.

SHELIA LEWIS: All right. Thank you, Marcy and greetings, everyone. Welcome back to those of you who joined us in our last two webinars. So we have a lot of material to cover today. So let's get started. So our first slide, basically, you hear PIRL and you hear WIPS a lot.

So we talked about both of those in the last two webinars. So I'm just going to give a short review today about WIPS and about the PIRL. So basically, WIPS, of course you know, is the Workforce Integrated Performance System. It's an ETA operated reporting tool used to calculate grantee performance.

It's a secure data mechanism or system by which grantees can upload participant-level data according to a specified schema and of course, you know schema is short for schematic. So you'll hear that term a lot today as well. Grantees can upload their participant-level data into WIPS using a data layout called the Participant Individual Record Layout, or the PIRL.

Once data has been uploaded into WIPS the system generates – it eventually generates a quarterly performance report, which is our goal. So again, WIPS not only aligns reporting mechanisms and definitions it also streamlines reporting for grantees that operate more than one program.

So data provided through WIPS are used for a variety of purposes that we discussed last time, but foremost it's used to – used for grantee performance reporting and accountability. Taking a deeper dive to look at the PIRL, the PIRL provides a standardized set of data elements, definitions and reporting instructions that grantees use to describe the characteristics, activities and outcomes of WIOA and apprenticeship participants.

So you'll hear us talk about this a lot today. WIPS is a dynamic system as monthly release notes are published frequently on our performance website, which we'll talk about a little later. So another thing to note about WIPS, and we've had this question several times, is that WIPS is not a case management system.

So we've also talked about WIPS versus RAPIDS. We received that question in our last webinar. So RAPIDS requires employers to only enter data once whereby the apprenticeship system – and then when the apprenticeship program is complete, it generates a completion certificate, but WIPS provides data elements for WIPS that are tracked by each participate and they're uploaded quarterly.

So there's a big difference between RAPIDS and WIPS, they're not comparable, they're two completely different systems. So moving on, we talked about this last time, I reminded you to visit our PIRL reporting online resource, which is found on WorkforceGPS.

So hopefully you had a chance to review that resource. If you didn't, please take the opportunity to do so. You'll find the information very useful, especially as you review the content that we present today. So just remember it's a self-paced online e-learning tool and you'll find lots of information about the PIRL and you'll also see some very informative videos about WIPS.

So moving on, let's talk a little more about this thing that we are calling the PIRL. So I'm going to give you a little overview of the PIRL. It's a pretty dynamic document.

Right now the information collection, which is what the PIRL is part of, is actually being considered for revision and it's being – it's out – it's currently published for a 60-day comment period by which the public, that being you – we invite you to review the documentation that's on our website and it will – the information that's proposed for changes are highlighted in red.

You'll find those changes on our performance website and we'll give you the link to that in a moment. So that's what we mean by when we say the PIRL is a dynamic document. The PIRL and its most recent quarterly performance report are also found on the WIOA performance reporting page.

And if you click on associated links that you find on that – on the report – I mean, on the page, you'll find the PIRL in a PDF document and also in an Excel spreadsheet format. So – and as you see on this slide the hyperlink to that document. So the reporting website is at the top of the slide.

So let's talk a little bit more about reading the PIRL. So as you see there, it contains several columns and we'll talk a little bit about those in a minute, but WIPS and its associated PIRL is currently used by 17 program offices across ETA and the apprenticeship grantees make up the 18th office.

So you'll find apprenticeship data elements in the very last column of the full PIRL and you'll hear us call that – you may hear it referred to as the apprenticeship schema. So it's in the far right column. So as I mentioned earlier or we've talked about this in previous events, you'll see certain data elements that are – that have the acronym WIOA and there – those data elements are also shaded in blue.

So why are they shaded in blue and why is WIOA after their name? Well, those data elements are those that are specifically – they're specific requirements of the WIOA statutes and/or they are also data elements that are used to derive required data elements. The reason why they're in blue is to easily identify those that are collected by the core titled one, two and three programs.

So moving on, so you see, again, there's several other column headings. It includes the data element number, data element name, the data type in the fields link. For instance, looking at data element 101 it's an alpha-numeric field and the field is 2 characters in length.

It also includes the data element definitions and instructions and then the final column on this screen is the code value, which gives you the specific data – I mean, code values that are acceptable for that particular data element. So I'll move on, next slide. We'll talk a little bit more about the apprenticeship PIRL.

So for your convenience, we provided the apprenticeship or the OA PIRL layout with only apprenticeship data elements in an Excel file. That Excel file you will find in our – in your FileShare window in your chat room and this – it's also referred to as a schema but in the full PIRL format.

So again, we abbreviate schematic by just saying schema. Again, the schema is located on the WIPS page link and you'll see that link there, it's highlighted and circled for your convenience. So if you click on that link, you'll be able to download the Excel file document as well.

Again, the full PIRL has 544 data elements. Don't let that scare you. That many data elements are not required to be collected for the apprenticeship grantees. So the next two slides are just visuals. I'm just going to show you a little different way that the schema is presented.

So it just gives you another way that we have – that we're presenting those data elements for you. So I'm going to hand it off now to Andrea who will talk a little bit more about specific program schemas. Andrea.

ANDREA HILL: Thanks, Shelia. Yeah, everybody. So all those previous slides were showing you how to navigate through different websites and how to get to the meat that we're going to start getting into now. Right here I just want to point out at this link, this is where you can access all the schemas and this is an old image. So it's got different column numbers for some stuff, but remember always that your apprenticeship schema is available here.

You can see the little point over there with 131 columns. It's a spreadsheet download, it'll download right away and keep in mind that this is the order of the columns and the data elements for your developers. It'll show up, as you can see here from that last image, this is an image that it will download and it's in a vertical format.

Keep in mind that each individual who is coming in as a potential participant should be evaluated against each one of the 131 data elements in the apprenticeship schema at intake. Keep in mind, too, that as Shelia had said before about sort of the one and done thing that each one of these – well, not each one, but many of these elements can change over time.

And so the status needs to be tracked by the grantee through time to make sure that the participant progresses are being reported accurately. But this now is the image of the apprenticeship schema and as Shelia had mentioned, it's available down below in the file. Actually, here it's called OA WIPS schema documentation and it has the full PIRL and as well as the apprenticeship schema there.

You'll notice that this one is in a horizontal orientation. It has the same 131 data elements. And so this is actually the format or the orientation that you'll use to populate your records and upload. This is kind of a close-up view with some sample data in it. I wanted to just have you be able to get an eyeful kind of what it might look like.

We talked a little bit before about the data types and fields. And so you can see what it would roughly look like in an actual populated schema. Remember always that the schema itself does not include the full definition of each data element, as included in the PIRL.

So if just these headers, sort of the cliff notes, if you will, of a data element seems confusing to you, make sure the first place you look is to the full definition in the PIRL and then also to associated documentation coming out in the handbook and that's also available for you within the presentation slides' PDF here. So make sure that you do download everything that's here for you today.

So one thing that you need to keep in mind now, though, is that when you upload data, you can't upload the data with any of the column headers or indicators, it's just a data file. So that has to be removed and this next image is just an image of the information that you would remove from a CSV file.

You wouldn't have any of those headers up there in orange or the red to the left or below. So the data files that you actually upload look really just like this, a bunch of data. This was taken from an actual CSV file and again, the number of columns in your upload file should total 131, it should have no column headers and no row headers.

The last column for data in the OA schema is PIRL 2920, which is the apprenticeship grant number and that's the grant number that you're reporting on. So that will always be populated. So you'll be able to know always where the end of your schema is. We will have a sample case management and data file available for you by the end of the year, but that's actually still in production since we're still in test.

So that's just a rough overview of the schema and I'm going to pass it off now – oh, look at that fancy animation. I'm going to pass it off now; we're going to talk a little bit more deeply about the data elements themselves. So Shelia, back to you.

MS. LEWIS: All right. Thank you, Andrea. So before we talk about the data elements themselves, the PIRL is divided into five different sections. The first section you see there is the section on individual information and then it moves on to program participant information and then services and activities.

Section D is program outcomes information and finally, Section E is on program specific data elements. So of course, in this section, we'll talk a little bit more about each data element. We'll give you an overview of some of the ones that had been a little more challenging or that we've received questions on.

So if there's a specific data element that we do not cover today that you have a question about, please enter that question into the chat room. We may not have time to get to it today, but we promise to come back to you with an answer later on. So again, be sure to download all the documents and resources that you see there in the FileShare and there will be other resources coming soon.

So moving on, Section A is about – contains information that we're collecting on individual participant information, such as demographics, which includes employment, status at participation and so forth. Moving onto the next slide, another thing you'll notice about the layout of the PIRL is that each section header is indicated – it's of – it has gray shading and in some cases, there are multiple subsections.

Some have multiple subsections and some do not. So now I'll talk about some specific data elements. Just as a reminder there is a little box on your screen where you can make the screen bigger. Can you point that out to people, Jonathan?

MR. VEHLOW: Yeah. It's the four arrows icon in the upper right-hand side. You should be able to enlarge the screen on your – or enlarge the presentation on your screen. You can also download the presentation in that FileShare window under today's presentation. Just select today's presentation and click download files to enlarge that presentation as well. They're both options.

MS. LEWIS: All right. Thank you, Jon. Yes, because the next few slides, some of the writing is a little small. So use that feature in order to make it bigger if you're not able to see it. So the first one we're not actually calling it a data number – I mean, a data element, but the OBS number, or the Observation number, it has to be a unique number that you create, but it has to be unique for every single row in your upload.

And the first data element we'll talk about is PIRL 100. As you'll see in our documentation, we refer to the PIRL data elements as PIRL and then the actual data element number. So for the unique individual identifier PIRL 100, that number, it stays constant for each participant.

So grantees develop this number – I'm sorry, you develop that number, but it's going to stay unique to individual participants for each time you upload information. Each time you change the file for a particular participant, that number will remain the same. The next number – next one we'll talk about is data element 101, state code of residence.

I'm not going to read the whole thing for you, but basically, FIPS, the FIPS number, is an acronym for a system which actually no longer exists, but the U.S. Census Bureau still uses the name when referring to its system to have a unique identifier for geographic areas.

You'll see there it must be two digits long and this code is not the same as – (inaudible) – for postal codes, but you'll see that the FIPS code can be found at the hyperlink in the – on the slide. So moving onto the next slide, so I'm going to talk about a few of these data elements that we're going to recommend that you leave blank, because you may not be able to collect some of these data elements from your apprentices.

So for data elements 105, 106 and 107, again, they're for future use. So you can definitely leave those blank. Moving onto the next slide, I think these slides are pretty self-explanatory. If anybody does have any questions about the collection of any of those data elements, please put it in your chat room, but I'm not going to spend a lot of time on those.

I'm trying to see if there's anything I wanted to mention in particular. I guess I would say that data element 301, the participant can self-identify. It is a required data element. If you have problems collecting the information from your apprentices or your participants, just know that the – as far as documentation, the participant is free to self-identify there.

Moving onto the next slide – I'm sorry, I'm having a problem moving to the next slide. Same thing here, so for data element PIRL 400, it is a required data element and participants can self-identify as to the status immediately prior to enrollment as participant. So that data element is employment status at program entry and you see the code values there.

They're either employed, employed but not – but does not – but received a notice of termination of employment, number three is they're not in the labor force or zero is they're unemployed. Data element 401, UC eligible status, you may leave that blank if you're not able to collect that information as well.

Same thing with 402, the participant can self-identify as to whether or not they have long-term employment. Let's see, number three. PIRL data elements 407, high school completed at program entry, 408, highest educational level completed at program entry. So 407, yes, it requires, again, the participant for 407 and 408. There's a typo right there beside 408.

The participants, they are able to self-identify as well. For data element 409, grantees, you may leave that data element blank. Moving onto 531, so the main one I wanted to point out on this slide, I'll let you read the note, but it's a data element for 804, basic skills deficient, low levels of literacy at program entry.

If you are not able to collect that data element if you're not currently providing an assessment test for participants, you are able to leave that information – that field blank if it's unknown. And finally, data element 807, same thing here, you can also – grantees, you are also to leave – displaced homemaker at program entry, you're able to leave that information blank if you're not able to collect that information.

So now moving onto – sorry, I didn't advance the slide. I'm going to transition over to Evan who will pick up on slide 33. Evan.

MR. ROSENBERG: Thanks, Shelia. Hi, everybody. So I'm going to continue on with our deep-dive into the program elements. I've been monitoring some of the questions that have come in and as Shelia mentioned earlier, we're not going to be able to address all of your questions. You're asking great questions on specific data elements and we will get to some of them today.

We'll get some of them on future trainings, some of them we'll answer through an FAQ, but one way or another we'll make sure and answer your specific questions on the data elements. So the second section I'm going to cover, Section B, is data elements that relate to program participant information, things like program entry, program exit and a few other items that are important.

So before I get to those PIRL elements, I wanted to define two terms that are very critical to reporting and understanding our performance system. One is the definition of a participant and the other is the definition of exit. Hopefully you've heard these terms before, but if not, I'm going to cover them today to make sure you understand them.

These are key terms in any ETA program we use. So the definition of participant is an individual who has received a grant-funded service after being determined eligible for the program and that's essentially the definition that all of our ETA programs use. There's some specific information within various programs, but this is kind of our common participant definition.

And so this is what triggers you having to enter all of these data elements is once someone becomes a participant, then you have to give us all this information and I've seen lots of questions in the chat that they've had – you guys are having the same reaction I would, which is are we really collecting 130 data elements, are these data elements really applicable to youth apprenticeship participants, all very reasonable questions to ask and I'll talk a little bit about why we collect information, why we may not need you to collect some of these data elements and so forth.

But the point in which you begin to report this information to us is when someone becomes a participant. That's why that definition is really important and that point is when they received a grant-funded service after being determined eligible. So then the other really critical point is exit.

Part of the reason exit is critical is because it triggers a lot of post-exit reporting and you'll see some of that in Section 10 that I'll cover and the other piece of it is you're going to give us data elements that relate to our WIOA core indicators and the trigger point for all of those data elements and those performance indicators is this point of exit.

So this point of exit is really important to understand. So our definition of exit, for all of our ETA programs, is essentially the same, which is when a participant has not received services for 90 days and that includes either grant-funded or partner program services and there are no future services scheduled.

So that sounds like a mouthful, to kind of put it plain speak, it's essentially when someone is done with the program either because they've successfully completed it or they've dropped out of it and we see that in sub-bullet three under the definition of exit.

So the key here is that you don't put in an exit date when you know they're done, it's something that happens after 90 days of no service and there are no future services scheduled and then this date of exit is applied retroactively to that last date of service. So you don't really know that someone has exited until 90 days goes by and they haven't received the service or been part of the program.

The reason is is maybe someone could contemplate dropping out of the program and stop receiving services, but within that 90-day period they decide to reengage and then if that happens, they're never exited. So it kind of gives you this nice 90-day window to really make sure someone is done with the program.

So a few key points about exit, it's applied retroactively to the last date of service. So the exit date will coincide with that last date of service, you just don't know it for 90 days. Secondly, when we're talking about the last service and there are no more services, this doesn't include self-service, information-only or follow-up services.

So a good example of self-service or information-only is in our workforce system, you can access some online services through the One Stop Career Center or the online portal for a state workforce system and if our participants are doing that, that isn't considered a "service that would keep someone still in the program."

As I mentioned before, the exit is both successful completion of the program or dropping out. So those are the kind of two things that would mean someone has exited the program. They've either successfully completed it or they've dropped out of it.

And then the last part, and this is really key for apprenticeship, is that we are considering participants as still active in the program and receiving services as long as they're still active in their registered apprenticeship.

And so while you may not be able – or while you may not be continuing to provide grant-funded services necessarily, once they've received the grant-funded service and they're in the program as long as they're still in their apprenticeship, then they're still an active participant and they won't be exited until they are no longer in the apprenticeship, they have completed the apprenticeship or they have dropped out of it.

And so that's a really important point for all of you for apprenticeship grants is as we all know, registered apprenticeships can go on for a really long time. And so it may be a number of years, in some cases, before a participant exits if they're still in the registered apprenticeship.

And so I want to make sure folks are aware of that. So now I'm going to go into some of the specific PIRL data elements and you can see 900 and 901 are what I was just talking about, data program entry and date of program exit.

And so program entry, that's essentially the participation date, the date they become a participant and date of program exit is what I just spent all that time talking about, which is when 90 days have gone by without any service, then it's retroactive to that last date of service. So hopefully all that makes sense.

There will lots more opportunities to talk about that concept of participant and exit. So then the next set of data elements in this 900 Section, hopefully you've caught onto the way we number these elements, there are different sections of them, so this Section B, the 900 series, has to do with partner programs as you'll see in a moment and you'll see that there are a number of partner programs listed in the 900 Section and you'll also notice that we have the – (inaudible) – apprenticeship grantees can leave this field blank if the information is not known.

So for example, you see 903, adult WIOA, that is our WIOA-funded adult program. And so keep in mind, all these PIRL elements are used by our various programs and if you know that information, for example, you happen to know that the participant you're serving is co-enrolled in the adult program or you know that they're not, you can enter that, but if you don't know that information, it is okay to leave it blank.

And I saw earlier in the questions that someone asked if we could provide them with a list of fields that can be left blank and the answer is, yes, I think that's a really good idea, because there are a lot of fields that if you don't have the information, it's okay to leave it blank.

We can give you – they're all mentioned in this PowerPoint, but we can give you the list of those fields, because I think that'd probably be a useful list for you to reference rather than having to go through this entire PowerPoint at a later date figuring out which fields can and cannot be left blank. We can do that for you.

But as I scroll through these, you'll see these, these are all partner programs, dislocated worker program, youth program, adult education, Job Corps, Indian and Native American program. All of these, if you don't know the information, it is okay to leave it blank. You will note 907, incumbent worker trainer – training, we have a specific definition for what an incumbent worker is within the context of apprenticeship.

And so that is an element that you need to input and you can look at our definition there, I'm not going to cover that in-depth, because we have lots of slides to go through today. A lot of these, again, are fields that if you don't have the information can be left blank. These are a number of partner program fields, more partner program fields, YouthBuild is another one.

And then now here we get – we talked about the concept of exit. We do have a field that all of our programs enter, which is called other reasons for exit and the reason why we have this data element is because if someone exits for some of these reasons, they end up getting excluded from some performance measures.

And so if – for example, you can see code three, if someone dies, then you're not held accountable to their outcomes after exit. So that's the reason we have that field. Continuing on, this is another partner program, H-1B. So let's go onto Section C, services and activities.

These are data elements that focus on the types of training services that the participant receives and I know we've had some questions about these. So hopefully this helps, that 1210, received pre-vocational activities, you can leave that blank if you don't have that information.

But here's where we get into some important data elements for apprenticeship grantees and this is the training section, the 1300 Section. You'll see that there are three spots to enter training. There's date entered training number 1, 1302 and then – I'll go back to this slide in a second, but I just want to show you then there is date entered training number 2, 1309 and a similar corresponding set of data elements that go with that.

So I'll go back to the beginning here and you see that the first thing is yes or no, did they receive training? And then if the answer is yes, we ask you to enter specific information about that training.

So these are required for your registered apprenticeship participants or – and one very important point I want to make sure folks understand, because keep in mind, there are different types of apprenticeship grantees that are part of this training.

For example, we have our youth apprenticeship readiness grantees that are out there and for the youth grants, some of the participants may start in pre-apprenticeship before they go into registered apprenticeship or maybe even with some of the other ones that's the case. So the key part here to understand is that pre-apprenticeship is not training.

So if someone starts off in pre-apprenticeship, that's a service, but it is not a training service. And so you should not enter any of these 1300s for someone in pre-apprenticeship, it's only for someone in registered apprenticeship. That's the training for the apprenticeship grantees.

So you see in the note there that for field 1300, that yes/no, that is the first training services they received that is part of the registered – that is part of a registered apprenticeship and hopefully we all know that 2 primary components of a registered apprenticeship are RTI and OJL-related training and instruction and On-the-Job Learning.

And so whatever the first thing they receive as part of the registered apprenticeship is what you enter for that first type of training. So if RTI is the first thing they do, then the first training you're entering is that RTI. If OJL is the first thing that they do as part of their registered apprenticeship, then the type of training you're entering is OJL.

So you'll see in field 1303 we have that type of training and we tried to make this easy for you. Keep in mind, all of these codes are codes that apply to our – you know, I think Shelia said it was 18 different ETA programs that use the PIRL. So this is my kind of disclaimer on why this stuff can be so confusing is because we needed to create fields that 18 different programs could use, because a lot of different programs are sharing this data element 1303.

So just for example, if you look into 1303 and look at all the different codes, some of these codes only apply to a specific program, like WIOA youth and no one else would use it other than WIOA youth. And so that is why there are all these different fields and not all of these code values apply to apprenticeship grantees.

And so in order to try and make this as simple as possible for you, we've basically said for the type of training for 1303, if it was OJL, enter code 1, which is our code for On-the-Job training and if it was RTI, enter code 9, which it says registered apprenticeship for that code, but that is your – you know, that's how we're interpreting this for apprenticeship grantees.

If the training you're entering is RTI, enter code 9, if it's OJL, enter code 1. So now we get into other fields that relate to training and for the most part, they're fairly self-explanatory, like the – did they complete the training, the dates of completion, things like that and then you see all of these fields repeated.

So you have date entered training two, type of training service two, etc. And so for 1309, it's the second training that occurs in chronological order within the registered apprenticeship and then the ones that follow it correspond to that second training.

And so you enter the appropriate information for whether it's OJL or RTI again, just like I talked about for type of training one and then the same thing applies for the third training and you see all the elements that are associated with that. So continuing on, some of these elements are fairly self-explanatory, if they were a Pell Grant recipient or not.

If you don't have that information, then leave it blank. And then a couple of these others are related to some of the ways our WIOA indicators are calculated. For example, 1332 and 1401, the reason we collect that information is because we need them in order to calculate the WIOA indicators and hopefully those fields should be pretty self-explanatory as well.

Well, I'm trying to advance the slide, but it doesn't seem to be going. Here we go. So then the last section that I'm going to cover is Section D, program outcome information and a lot of this information is post-exit information. I talked a lot about that concept of exit and this is where the post-exit information comes into play.

So all this stuff that I'm going to cover that is post-exit that relates to exit quarters you never enter this information until the participant has exited from the program. So if they don't have a date of exit, you're not entering this information yet. So PIRL 1600 through 1604, these are required data elements that relate to capturing outcome data and most of this outcome data relates to our employment-related WIOA core indicators.

You know, a couple notes about this, again, these are all exit-based measures. So you can see, for example, 1600 is employed in the first quarter after exit, 1602 is employed in the second quarter after exit. So it's outcome information after the participant has exited, which again, as a reminder in a lot of cases, your participants aren't going to exit for a pretty long time.

So this isn't information you're going to have to enter for a while. Now, the WIOA core indicators, they're – some of you may be more familiar with them if you've worked on other ETA programs or you work on multiple state programs, but for others of you, the WIOA core indicators may be brand-new and you may not be very familiar with them.

On this particular training, we're not going to go into steps on what the WIOA core indicators are and how they're calculated, we're collecting the individual information from you so that once that information is entered into WIPS, WIPS will be able to calculate those indicators for you, but I think it is really important for all of you to understand what those core indicators mean and how they're calculated and there will be further training and that training will be done by type of grantee so that you understand more of these outcome indicators.

So for example, the youth apprenticeship readiness grantees, you all will receive, in late January, hopefully we'll have a date nailed down soon, when you'll get training on specific apprenticeship indicators that'll include both the WIOA core indicators as well as the youth apprenticeship readiness specific indicators that we covered in the FOA.

And likewise, the state grantees will also get training on specific program indicators for your programs sometime early in 2021. So another important piece of information related to some of these employment-related indicators is that much of this information will be generated from UI wage data.

UI stands for Unemployment Insurance. So the unemployment insurance system, where for most jobs in our country, the employer enters data into that system. We are going to create – or we're working on a way to access that UI wage data. So a lot of this information will be generated from that UI wage data rather than you all chasing it down yourselves, which is a really great thing.

And I thought it would be helpful if you could hear a little bit more about that process. So we've invited our colleague Cesar Acevedo to talk a little bit more about the UI wage data and the process with which you'll be able – or will be able to get that information for you. So Cesar, are you out there?

CESAR ACEVEDO: I'm here. Thanks, Evan. Good afternoon, everyone or for some of you, good morning. Yeah. So Evan's right, we're working on access to what we actually call the CRIS MOU for apprenticeship grantees. It stands for the Common Reporting Information System.

The way it works is for certain ETA programs, DOL collects identifying information on the participant. That information is reported by the grantees to DOL and we in turn query UI databases for outcome information. Now, that information is really sort of well-protected, it's limited in its authorized access and use.

So we get back aggregate information that we can apply to certain grantees or we can scale it up to a national program or by region, but all of it's aggregate. So these individual-level data elements, for those grantees that are not housed in a state workforce agency and don't already have access to UI wage information at the individual level, you would leave those blank.

And of course, when you submit the information, those results will be blank in WIPS. We'll generate whatever performance outcomes we can off of your file as submitted based on whatever other supplemental wage information you are able to provide, but at a later date, once the report quarter has closed and after all of the grantees are in for that quarter we send the individual information requests to another grantee.

CRIS operates under a grant with another state and we query the UI wage information and then we'll later populate those reports for you. So we're still working on the notification for how that all operates, but we – but that MOU is in progress.

The other side of this, and I guess I'll speak directly to those apprenticeship grants that'll be assigned to – or that are awarded to state workforce agencies, where possible, I think the expectation is that you would provide this information if you had access to it and you are able to collect it at an individual level and you had access to UI wage records.

But otherwise, for the rest of you, these would largely be left blank. You won't run into edit check score those the way some of our state grantees do for the formula programs and we'll hand over the calculation and the collection of the information for you on our end.

EVAN ROSENBERG: All right. Great. Thanks, Cesar. I really appreciate you sharing that information with the grantees on the line. And you'll be hearing more about the CRIS process and all of that when we have more information. So getting back to these post-exit program-related indicators I see a few questions coming in.

I'll try to address a couple of them as I talk, because I think they're relevant. One person asked – said, "Just to clarify, do we have to track exit data on participants who drop out of their registered apprenticeship?"

That's a great question and the answer I'll give is the same answer I give to any ETA grantee who wonders this information, which is if the participant drops out of the program and you can't find them and you have no ability to contact them to get some of this information, then you just can't get it, but yes, the hope is that –

Well, the short answer is yes, all exiters go into our performance measures with the exception of those other reasons for exit I briefly mentioned earlier, I think it was data element 923. But with the exception of those, all of these exiters, they end up in the performance indicators.

And so ideally, we want to have outcome information on them, because we can't have a successful outcome unless we have the information and believe it or not, like let's say they drop out of their apprenticeship, if they get a job and they're in a job in the second quarter after they exit the program from dropping out, that's still a success for our first WIOA core indicator.

So even though they dropped out of the registered apprenticeship program technically they're a success in our employment-related quarter two indicator. I know I said I wouldn't go into the indicators, but I sort of am now, but – so it's important to be able to get that information if you can get it.

So as Cesar said, a lot of this information for wages is going to come from wage records. So that employment piece we will get from a UI wage match and you'll get a successful outcome for someone who exits and then is employed in the second quarter after exit even if they dropped out of the apprenticeship program.

So that was kind of a long way of saying, yes, all this stuff still applies to people who drop out of the program without completing their registered apprenticeship, however, if you don't have the information, then you can't give it to us. So for non-UI wage data type data elements, it's kind of do the best you can.

So I'm going to keep going here. So a lot of these 1605 through 1610, same thing, these are employment-related indicators that are post-exit. Now we're getting to third and fourth quarter after exit indicators. The furthest out we go is four quarters after exit. So we're looking a year out from exit and much of this information is generated from UI wage data like we talked about on the previous slide.

PIRL 1614 through 1706, these are, again, required elements, really just capturing outcome data. Some are specific to employment-related core indicators and will be captured through UI wage data like all of this information on wages and first, second, third and fourth quarter after exit.

Now, 1800 through 1804, these relate to a specific WIOA indicator, which is our credential attainment indicator. And so of course, this is not data that we can capture through our UI wage match. So this is information that if you can get it – like the only way we get it is by you entering it into the PIRL.

So hopefully you'll be able to enter this data related to if they attained a credential, a type of credential and so forth. 1805 also relates to the credential indicator and then 1806 through 1810, this relates to another one of our WIOA core indicators, which is the measurable skill gain indicator.

That is probably our most complex WIOA core indicator. So I'm not going to provide any training on it in this forum, but this is one I promise we will provide training on so you understand what these measurable skill gains are and what you report on them. That'll come in the early 2021 training I referred to and we'll let you know everything you need to about measurable skills gain.

And then 1811 through 1813 also relate to that measurable skill gain indicator and then 1900 and 1901, these are only required for youth-related apprenticeship grants. We have a little bit different way of capturing a couple of the outcomes for the WIOA youth indicators and the WIOA adult indicators and these two data elements relate to the youth indicators.

So for purposes of the grants on this training, the only grantees that would report for 1900 and 1901 are our youth apprenticeship readiness grantees. Another question I can quickly address that I saw come in is the question – and clearly, this is a person who has some history with our indicators and how we measure performance.

They asked if states should build in a soft exit process that would close apprenticeship records for no activity after 90 days and no future service. For a lot of you, that question like probably sounds like Greek, but for some of you who have been around a while, like that's a question that makes sense.

I'm not going to give you the context on the question, but I'll answer it, which is yes, when – you know, if you're a state-based grantee and you're building your data collection system, it would be ideal to build in an automated process like most of our WIOA measurements – or management information systems have, that if there is no service entered – or no activity for 90 days and no future services, then it'd be great to automate that process.

My one caution on that is keep in mind what I said, which is if someone's actively in a registered apprenticeship, then that's considered receiving services. So if you are automating it, then you would want to make sure you're entering that someone is still active in the register apprenticeship as a service so that your system doesn't inadvertently exit a participant when they're still active in their registered apprenticeship.

For some of you who are new to this, what I just said probably doesn't make a lot of sense. So you can just ignore it, but for those of you, particularly the person who asked the question, I think that answer will make sense and you'll know what I'm talking about. So I know that was a ton of information in a very short period of time.

You know, we're going to continue to help you with this, I know this isn't easy. But now I am going to turn it back to – I think Andrea is going to cover Section E; is that right, on that some of the more apprenticeship-specific data elements? Andrea.

MS. HILL: Thanks, Evan so much. And yes, as he said, everyone, we know this is a lot of information and there are a lot of questions coming in. We are going to get to as many as we can. Would point you to, again, the resources that are available for you down in the FileShare section of this presentation.

It has the PDF of all the slides so that you can look at the notes which are next to every data element. Someone had asked about a list of things. And so there's those further programmatic instructions that are included on each of those slides that just – (inaudible) – today.

We do have a preliminary FAQ that we constructed from some of the questions that we've gotten so far for you. That will be a great document starting with some of the questions from today as we continue on through this series and through – well, from here on, really.

And then also then there is the schema document for you. Someone had asked about will you be providing us with the schema and yes, we do actually have the schema for you there ready for your download. So thanks, again, Evan for all that great information. We're going to launch now into the Section E, which is new data elements and miscellaneous data elements.

Section E is where all the program-specific elements that have been added in recent years live, including all of our new apprenticeship data elements. And so I want to just quickly circle back around to a quick schema question for you all to keep in mind as we continue on.

There are three schemas that are available for these grants. If you are not a state reporting agency, you are an apprenticeship grant that is located in another state agency that is not affiliated directly with WIOA or if you are and you're partnering with the WIOA reporting entity or if you've elected to not have a shared intake or any sort of regular sort of co-enrollment kind of situation with WIOA programs, you would be using the apprenticeship PIRL with the 131 columns.

So state agencies can use the apprenticeship-only PIRL. They are not required to use this whole PIRL or the SERS schemas. So it depends on your particular construction. So if you're still confused about that, we've got the TA coaches for you and your FPOs and as – (inaudible) – new mailbox, oagrants.wips@dol.gov.

So let's move forward into some of these new apprenticeship elements a little bit and take a look, but first, before we get there, in the schema, there are three data elements which we have borrowed from other programs. And so just want to go through these a little bit, because we've already gotten a lot of questions.

We've got in a couple of questions, actually, that are in the FAQ, I think, about them. Some programs – some apprenticeship programming does begin while persons are still incarcerated. And so that's why PIRL element 2413 and 2414 are both included. We've got a little bit more instruction there to the right, as we talked about.

And again, we've gotten in a lot of questions about the Social Security number and that's PIRL 2700 and yes, it is a required data element that grantees are required to request from participants and prospective participants. Jumping back on then into the apprenticeship PIRL elements themselves we start off with a RAPIDS number.

Now, we realize that not all of the states are currently using RAPIDS and it is a little confusing maybe because we've said over and over again how RAPIDS is not a case management or grants reporting system, which it's not, however, the RAPIDS number is a number that is assigned to every apprenticeship, which – every registered apprentice within a state that does use RAPIDS.

And so we need to ask for that for data validation purposes, frankly. Some of these, going forward now, are reflected in the QPR directly and I wanted to just mention this that QPR highly resembles the QPR that ACE grantees have been submitting during the interim period.

During the interim period, however, you were reporting the already-aggregated numbers that are primarily in this 2900 series. So the rules that we're talking about here and that are to the right of the data elements on each of these slides pertain to the individual element as it applies to an individual participant, not as aggregated.

And with some of these, too, we've made a few clarifications throughout beta testing, which continues. And so this information will help you continue with your system development, but do know that we're still working on the QPR on our end. So below the RAPIDS number then, we've got a section that's all about pre-apprentices.

We are unique in that we do have pre-apprentices and registered apprentices all in this data element series. Someone had asked earlier whether data element 900 should align with the start-up participation of a pre-apprenticeship. And so 900 should start – should align – if the data program entry should align with when the individual participant actually entered into the program.

So if they enter into the program as a participant as a pre-apprentice, then yes, the 900 should align with that date. Keep in mind, each new funding vehicle is a new program at this point. So as to who can and cannot be considered participant, you should be sure and refer to your program guidance and your program office.

Someone asked, also, a little bit earlier if pre-apprentices are reportable individuals only. And so again, that's not anything that we can really answer here on the training because that's program-specific. So you need to make sure that you contact your program, whether it's SAE 2020 or ACE or YAR to be able to get the answer to that question.

Now, somebody asked about registration in both Wagner-Peyser and WIOA and that's co-enrollment and yes, that can happen, but that's not the same thing as someone who is a pre-apprentice and then who rolls into an apprenticeship. So it's important for everyone who has been long identified with apprenticeship to realize that the way we're looking at this data is a little bit different, again, than maybe you're used to having seen it before.

So we've got our pre-apprenticeship program status. So if they started in pre-apprenticeship, then that would be the same date as in 900 there for 2902, the date enrolled in pre-apprenticeship. We have an expected completion date for both pre-apprentices and apprentices and that may change through time.

Their expected completion dates may change and that's okay, but that is a required element for everyone who is being reported pre-apprentice. 2904 is another pre-apprenticeship that they are enrolling in as a participant, is a program with an articulated agreement with a registered apprenticeship.

Again, another required element. I can't see the bottom of my slide on my side there. There we go, okay. So we have date completed apprenticeships and I think that's fairly self-explanatory, but something that's new and unique to our program here is data element 2906, date change status from pre-apprentice to apprentice.

If someone is enrolled as a pre-apprenticeship participant and is getting a grant service there and then continues to receive a grant-funded service as a registered apprentice, it's particularly important that this element be filled out to avoid them being exited. So the next segment then has to do with apprenticeship and registered apprenticeship.

In much the same way as the pre-apprenticeship – actually, you know what, one thing I do want to, sorry, go back here really quickly and just mention, too, I just saw something that came in. So I want to just talk quickly about the program status up here in 2901 where you can see pre-apprenticeship program status has the same status as many of the other programs, however we also – we have three types of completed for a pre-apprenticeship.

We have that they just completed, we have that they completed and continue into a registered apprenticeship program and we also have completed and continue into an IRAP. Now, that's there for our tracking purposes, but keep in mind, if they complete a pre-apprenticeship and continue into an IRAP, they can no longer be considered a participant for appropriated grant funding.

Thanks for that little aside. So our program status, we've got a general program status and the same kind of thing, 2908, 2909 for when they are completing their apprenticeship and the date that they started apprenticeship. Somebody just said that IRAP is not a part of registered apprenticeship.

Yes, we know that IRAP is not a part of registered apprenticeship, we're just tracking pre-apprentices who move into IRAP. That's the only reason that that's there and again, if that's there, then they would not be receiving funding after that. So we've got the type of apprenticeship program, 2910.

As you go on, we've got the three types that you're all, of course, fully familiar with, date completed apprenticeship and then we move into some new types of data elements. We've got the type of RTI provider. So here the RTI provider would be the primary RTI provider within a registered apprenticeship program.

And then we move onto type of supportive services received – I'm missing, I think – there we go – supportive services funding, we've got the OJT services. Somebody had asked earlier that, yes, OJL and OJT are very similar. The OJTs have the formal contracts while OJL has a little bit of a broader meaning, but for purposes of reporting, we are using them fairly synonymously.

So if they received OJT services, if they received RTI services throughout the course of the quarter. Now, one thing I want to point out here, 2917 and 2918, are an exit wage from apprenticeship and the entry wage into apprenticeship. These are not the same exit wage data elements that Evan just spoke about a little bit earlier.

This is the actual exit wage at the time of exit from the grant program and obviously, then we would need the wage at entry into apprenticeship. So that's pretty clear and self-explanatory there.

And then as mentioned earlier, the final data element in the 131 is data element 2920, the apprenticeship grant number and that's the apprenticeship grant number that you are reporting on, which has to be the same within the file and aligned with the number that you select within WIPS.

Tada, we're done with all of your data elements, but there's more to the PIRL functionality and also ability. There are edit checks that we talked about a little bit. There are valid values that we talked about a little bit earlier, duplicate rules and logical rules and we'll go a little bit more into that in our next sessions, but this is here to just remind you that the PIRL is not unto itself.

WIPS is, as we talked about earlier, a living system with all these sorts of different gears that continue to work together in order to have the reporting system work. So keep that in mind. Big breath and I'll pass it over to Marcy.

MS. HAMPTON: Yeah. Well, thank you, Andrea. So that was an awful lot of information and you definitely have questions, we have 48 and we anticipated a few on our own in the beginning. So we want to get started. There's no way in 10 minutes we're going to get through all of them.

And so we will probably kind of figure out the ones we think are probably most popular questions that you guys want to know and then the rest of them we'll type them up and put them in some kind of email format or something to make sure that they go out and you have the answers to them.

Like I said, though, there's probably just too many to get through in the little bit of time we have left. So I think the first one is for me and this one is probably a question for more than one person. It says, "When reporting to ACE participants on the PIRL, when should the participant start participation? Is it when they start the first service that triggers participation or is it when funds have been expended and paid on the participant?"

When someone is determined eligible for a program and has received a grant-funded service, then they are a participant. So that's the definition you should go with for that. Andrea, you want to take the next one?

MS. HILL: Sure. Let's see, also, for reporting on the ACE grants, yes, this is another question about the schemas. Grantees all have the choice of what schema to use. And so that's up to you which schema you use, however, grantees who are not states do not have the option of using the SERS as a full PIRL and must use the apprenticeship schema.

I see a couple more here, I guess, that are mine, it looks like. So it says, "Can you supply header rows for the full PIRL in SERS that include apprenticeship fields?"

So earlier on, I want to say back probably in slides when we were talking about the schema starting in slide 15, we've got a way to walk you through, on the website, where to download the different schemas that are available. And again, the choice of schema is up to the state that is reporting.

Many states are utilizing their WIOA system to report, they have a system in place where they are co-enrolling from the get-go, if at all possible, and it's a very integrated system and others are a little more separate from the workforce system. So it all really depends on how you're constructed.

That's all I can say. If you're not sure how you're constructed, then you're probably not paired with your WIOA agency. So yes, probably look at the apprenticeship schema with 131. So we will not, however, be sending you a schema for your WIPS upload. That's something that your developers need to work with your particular system on how to generate the data file for upload.

Someone, too, asked about if someone has multiple RAPIDS numbers per participation period, which one do you report if they're in the same reporting quarter? And I did verify this with our RAPIDS team, actually, while we were on this presentation and there's no case where someone should have two RAPIDS numbers.

We're not aware of any cases where someone is actually trying to complete two apprenticeship programs at the same time. If there is a case of that, then please do contact your program office and then we'll figure out how specifically to deal with it.

"So the WIPS schema says OA, does that apply to SAA as well?" Yes, the OA refers to the Office of Apprenticeship, which is the administering office for the apprenticeship grants. Let's see here what we've got. Marcy, it looks like there's someone who asked that if they have a Job Corps student in their (yards ?), do – should they use the center or the student's – (inaudible) – the locality to report?

MS. HAMPTON: Yeah. My inclination is to say their hometown and their actual address. The only – and when I was thinking about it, it's like the only reason I think you would use the Job Corps Center is if they were homeless and – because Job Corps jobs have quite a few homeless kids, but I'm going to put a little more thought into that just to see if I'm missing something that –

And I might call one of my Job Corps contacts just to verify, but in my mind, you should just use their regular address, not their Job Corps address.

MS. HILL: Cool. Thanks. I think Shelia probably – somebody asked, "Are these elements really applicable for a youth apprenticeship grant?"

MS. LEWIS: So I'm here, my phone locked and I had to unlock it and – (inaudible). So I mentioned before earlier on in the presentation that this information collection is actually currently still open and out for – it's published for public comment. So I think this is a perfect example where you can submit your comments and that will be a good one to our public comment period.

It's in the – you'll find it's called an information collection request. It's in – it's loaded on – the information is loaded on our performance website and that hyperlink is somewhere in this presentation earlier on.

It gives you all the information and it also tells you what we're proposing to change and – but it also gives you an opportunity to submit, for instance in this case, data elements that you think maybe should not be collected in this information collection or in this – with this collection.

So I can't say yes, it shouldn't be or no, it shouldn't be, but that's an opportunity for you to – I encourage you to use that opportunity to submit a public comment. There's a person's name that you can send your comments directly to, his name is Toker Amed [ph] and his email address is in that information collection for public comment.

You have two opportunities for public comment and that – the 60-day comment period ends on January 25th. Thank you.

MS. HILL: Thanks, Shelia. All right. Again, somebody else asked about data fields that can be left blank. Those are outlined in the PDF of the slides that are available for download for you. Marcy, "Should we anticipate that source documents referenced in the data validation – (inaudible) – will also be used for the apprenticeship program?"

March Hampton: Yeah. Probably. You know, anytime you're looking at data validation proof across programs a lot of things are common and most of them – I think if you just look at it like from a common sense perspective, because when we're writing them, we're trying to do that, like what do you have access to that is really good, solid proof and like if you're asking somebody how much money do they make an hour and they produce a paystub, that's proof.

So it has the employer's name on it, it has everything that you need. So anytime you're trying to figure out what a good source document is for data validation is it really showing you something that there's really no better item that would prove it or it's comparable to the best thing that's out there?

So in most instances, when you're looking from program to program, the data validation documents are very similar. So for the most part, I would say yes.

MS. HILL: Thanks, Marcy. We're rounding up just on 4:30. We'll just answer a couple more questions and then the rest of them we will save for our next FAQ document, but just really quickly since we have our special guest here today, Cesar, since the OBS number is the question –

Since the OBS number is system generated, what do states where one system, like WIOA, use as one number and a system that operates apprenticeship uses that same number, is that a situation that's going to happen?

MR. ACEVEDO: I mean, it's possible. It depends on how the – or who's sort of generating the file for you. I think what I would recommend in that instance is to not generate the observation number until just before the file is submitted via WIPS, right, because we are going to force that observation number to be unique for every single record in the file.

So if – (inaudible) – get their – you know, two records have the same number in that observation column, then the file will be rejected. So you do have to either coordinate – it's an observation number; right? So it's meant to help us identify records that could be a problem with edit checks and things like that.

So it's a good reference to have, that's the purpose of you guys including it. So what I would recommend is that that observation number get generated just before it's submitted to WIPS, not before any data files are sort of appended together or merged.

MS. HILL: Thank you, Cesar. I've got one quick more question, please, Cesar and then we'll have one more before we call it a day and I'll pass it back to Marcy, but Cesar, would you advise using the Social Security number also for the unique identifier?

MR. ACEVEDO: No. Under no circumstances should the unique ID be the individual's Social Security number. Social Security number should be reported in PIRL element number 2700. The unique ID should be something else. You know, we take precautions here at DOL when accessing the information to suppress out SSMs.

That gets a little bit harder when there are SSMs in a field where we don't expect them. That doesn't mean that we don't sort of scramble with unique IDs as well, but there's – you know, we take extra precautions with PIRL 2700 and that's where SSM should be recorded, not in the unique ID field.

So to reiterate, PIRL 100 should not, under any circumstances, include the individual's Social Security number.

MS. HILL: Thanks, Cesar so much. Marcy, why don't you answer the very last question of your choice. There are some good ones in there, guys. You gave us some good ones, that's for sure.

MS. HAMPTON: Yeah. A lot of good – well, they're all good questions, but I'm trying to find one that's an easy one that doesn't need a lot of explanation. Let's see, – (inaudible) – –

MS. HILL: Forty-two looks like a –

MS. HAMPTON: Which one?

MS. HILL: I was going to say 42 might be a good one.

MS. HAMPTON: "If none of your apprentices finish their apprenticeship until after the end of the grant, does that mean you don't need to do follow-up reporting?" Yes, that's what that means. Once your grant ends you're not funded to carry on. So actually, yes, that's a true statement.

I do think, though, we will probably add a little bit to that. We'll put that one in writing – we'll put all of them in writing, but I think some of them need a little bit more narrative than others, but we were having a discussion about that earlier and should you exit the people when your grant is ending anyway.

So I think we'll add some to that, but we will get answers to every one of these questions. We will probably not get them sent to us for up to a week or so, because when they process this thing, then they have to make reports from it and then send it back to us and we will eventually get all of the questions in the chat, though, and we will find a way to either incorporate them into the reference guide or issue them as a separate document, but one way or the other we will get them all answered for you.

And I do want to say thank you very much to all of you. I know that was a really long session and there was so much here and it can be very intimidating, but you hung tough and we appreciate that you stayed on the entire time and like I said the other two sessions, we're going to be with you guys every step of the way.

So there'll be bumps, but we'll get through them and don't worry about it, we're going to get you there where you need to be. The next session is Thursday and we hope that you'll return for that one. Andrea, is that WIPS 101? I believe that's the name of it.

MS. HILL: Yes, it is.

MS. HAMPTON: Yeah. And so just information in what you heard today, but everything is kind of building on your knowledge base. So by the end of session five, you should be a little more comfortable with what you're going to be looking at here in the very near future. And so I will sign off and tell you thank you very much and we'll talk to you Thursday. Back to you, Jonathan.

(END)