**WorkforceGPS**

**Transcript of Webinar**

**Youth Apprenticeship Readiness Grants (YARG)**

**Youth Apprenticeship Readiness Performance Accountability and Reporting**

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GRACE MCCALL: Welcome to "Youth Apprenticeship Readiness Performance Accountability and Reporting." Without further ado, I'm going to turn things over to one of our speakers for today, Shelia Lewis, Office of Apprenticeship. Take it away, Sheila.

SHELIA LEWIS: Thank you, Grace. And welcome, everyone, to today's event. On behalf of the Office of Apprenticeship and the Division of Youth Services, welcome to our Performance Accountability and Reporting event.

So, Grace, let's take a look at our poll question. Let's go back and see if everyone has finished. The poll question basically, does preparation for performance reporting make you feel anxious, relieved, clueless, or determined, or you just don't have the word to describe how it makes you feel?

So thankfully, no one is clueless. So that's a good sign. I see that most people are anxious. So hopefully, by the end of today's event, we can move you from feeling anxious to more determined and relieved. OK, Grace. Thank you. So I'll move on and talk about today's objectives for this event. We're going to discuss performance accountability and reporting, as the title suggests. We'll also give you some definitions of some of the most common definitions that we've been asked about participants and exit.

And then we'll round up today's event and Evan will talk about the YARG-specific performance indicators and the WIOA youth performance indicators. He'll also discuss the purpose of the indicators and which ones you should prioritize. But before we move on to Evan's presentation, I wanted to talk a little bit about performance accountability and reporting – specifically performance accountability. Just what is performance accountability?

The next two slides are related. This is more graphical, and the other one is not. This slide sort gives a high-level graphical representation of performance accountability. So why do we collect individual data? Why is your grant required to submit reports? Allow me to give you some background. Generally, at some point, laws require that information be collected by grantees. In the case of performance accountability, this information is collected in order to determine the effectiveness of apprenticeship programs.

So for instance, in this program, Congress wants to know who we intend to serve. They also want to know what program services are we providing? And did we serve who we intended to serve? So we collect the information. It's called the information collection request. We won't talk about that in today's event. Let's move on. And we'll talk a little bit about reports that are generated by the Workforce Integrated Performance System, or WIPS. And as I stated, Evan will give you more information about our performance indicators or our performance outcomes.

So now, as we move forward, we talk a little bit more about performance accountability – specifically, what is performance accountability? Well, it's a continuous cycle. It starts with the management process of tracking performance. And then that information is sent to our stakeholders. Who are our stakeholders? Our stakeholders could be Congress, directors, the public at-large. It could be this agency, the Department of Labor; or the subagency, the Employment and Training Administration.

So from there, the information is used. We continue to use the information for continuous improvement. So one of your roles as grantees is to use this data or information to analyze your program. And then that information is used to improve your services. So to recap, performance accountability is how stakeholders – like the Department of Labor or state governors or Congress – are held accountable for meeting performance outcomes or expectations.

So first, we must also understand the value of accurate data and tracking and reporting. This is why we must understand why performance reporting is important. So what is "measures"? Whose measures? What outcomes are being measured? What counts? And what does not count? We'll talk about all those things later today. So in order to have performance accountability systems, we have to start with high quality data. So what is high-quality data? High quality data is timely. It's standard. It's consistent. And it's accurate.

So without high quality data, it's not possible to determine whether or how well your apprenticeship system is serving employers and job seekers or the community at large. So to give even more of a full background with regard to the apprenticeship system – the National Apprenticeship System has a long-established track record of providing high quality training to American businesses and workers. The quality and impact of our system is evidenced by the data collected by the Office of Apprenticeship, grants, and grantees, and is shared on the Department of Labor's website and used in newer studies and analysis of the system.

The introduction of federal grants into the National Apprenticeship System brings increased accountability and reporting requirements for apprentices served with those grant funds. Grants are legal instruments through which funds are transferred to support a public purpose. Federal laws and regulations establish financial accountability for federal grants. Federal agencies need to be able to measure results of grant programs to assess whether or not programs are achieving their goals. Performance measures provide agencies with the information they need to assess the achievement of program goals.

Data collection requirement put in place for the Youth Apprenticeship Readiness grant, along with other ETA grant-funded job training programs, are necessary to meet performance accountability obligations for these grant funds. So basically, performance accountability provides program operators and front-line staff with information for decision-making and continuous improvement. It also provides the Department of Labor with information to ensure that the program accountability to assist in identifying technical assistance needs and to aid in evaluation.

And we also use performance and reporting to demonstrate program success to our stakeholders, such as the community at large or Congress. So moving on, we're going to talk about definitions. One definition that we're asked about frequently is the definition of "participant." I would recommend that you look at the definition of a participant as a two-pronged approach. So ask yourself first, has the participant been deemed eligible for the program? And then the second prong of that definition would be, has the participant received a grant-funded permit?

So those are the two basic ways of looking at or determining whether or not your individual is actually deemed a participant. Moving on to the definition of "exit," it's a little more complicated. Basically, exit is determined when a participant has not received services for 90 days – either a grant-funded service or a service provided by a partner program – and then no future service is scheduled. In addition, we should look at exit as if it applies retroactively to the last date of service. It does not include self-service information only or follow-up service. It includes both successful completion of the program and dropping out of the program.

And with apprenticeship activities – because apprenticeships are longer programs, for instance, with on-the-job learning, or related training instruction – those services are considered services, and exit should not occur for apprenticeship grant participants while participants are still in their apprenticeship. So basically, if the program lasts longer than the grant, the apprentice is still in the program.

So I'm going to hand off the rest of the presentation to Evan, who will talk to you more about the YARG-specific performance indicators and the WIOA performance indicators. Evan?

EVAN ROSENBERG: Thanks, Sheila. And hi, everybody. Just a reminder, if you have any questions, feel free to enter them into the chat when the questions come to you. We'll monitor the chat. If I see a question that comes in that I feel like will be helpful to answer during my presentation, then I'll try to do so. If I don't take them during the presentation, we'll have a Q&A period at the end. I'm actually going to go back to the last slide Sheila talked about because I want to reiterate one point and hear that last bullet because it's a really important one.

And it relates to a part of the definition of exit that is very different for participants. So to be a participant, the trigger is that you receive a grant-funded service. But you'll notice that to stay a participant in the program – an active participant, meaning you're not exited yet – you don't necessarily need a grant-funded service. You see that parenthetical there that says, either grant-funded or partner program service or not. It's very intentional. And it relates to the last bullet point, that anyone in a registered apprenticeship, they're going to be participating in the two components, OJL and RTI, of registered apprenticeships.

And it doesn't matter if your grant is funding those pieces, or if an employer is funding those pieces. Those RTI and OJL are considered services that would prevent somebody from exiting. So the reason this is so important is because a lot of our indicators that I'll cover are exit-based indicators. And we all know that some registered apprenticeships take a number of years. So you could have participants that don't exit the program before your grant ends. And that is perfectly OK. We expect that to happen.

I'm going to make this point a couple times in the presentation, because it's a little bit different than a lot of other ETA grants in that participants exit and you're held accountable for them. But in the YARG grant, a lot of the exit-based measures you will never report on for some of your participants because they'll still be in their registered apprenticeship when grants end. So I just wanted to reiterate that point. And I will probably mention it again when I talk about some of the indicators.

So there are two sets of indicators. The first set, or the Youth Apprenticeship Readiness grant performance indicators that were listed in your FOA, these indicators you set targets for in your grant proposal or grant application. There are six participant-based indicators and three expanding apprenticeship program indicators. And I'll cover each of these indicators on the next few slides. The YARG indicators – these nine indicators – these are the primary indicators to use for program management and assessing the success of the YARG grant.

And these are the ones we're going to look closely at. So in one of Sheila's intro slides, she talked about how I will be talking about which indicators to prioritize. The YARG performance indicators are the ones to prioritize. Most of them are real-time indicators. So we'll have information pretty quickly on them as opposed to the WIOA indicators, which are mainly exit-based indicators. And like I was talking about before, a lot of those indicators we may never have information on for some of our participants who are still in registered apprenticeship when the grants end.

So focus on the YARG indicators first. It doesn't mean the WIOA indicators aren't important. They still are. But YARG indicators are the primary indicators to use for program management. The YARG indicators are counts rather than rates. And they are reported as they occur. And that's an important point to make. You'll see that the WIOA indicators, they're rates. And four of the five indicators aren't reported until after exit. Whereas, the YARG indicators are counts of what happened.

And you'll see what I mean when I walk through each of them. And they're reported as soon as they occur. And then the first four of the participant YARG indicators are not exit-based. And the last two indicators are exit-based. And what I mean by exit-based is the trigger for those indicators is exit from the program, which Sheila talked about what that meant. That's why that's such a key definition is because a lot of our performance indicators – both YARG and WIOA indicators – are triggered based on that concept of exit.

The first three participant indicators – number one is total participants served. And this is the total number of all participants served, meaning receiving a grant-funded service in the program. So the trigger for this is just being a participant. Sheila talked about that – the two things to be a participant are number one, eligibility, determination. Eligibility's pretty straightforward for these grants. Essentially, it's just being a youth in the age range identified in the FOA. And then number two is that they receive a grant-funded service. As soon as that happens, they are a participant and they go into this count.

So this is the very first indicator that we will see data on for the YARG program. And hopefully, a lot of our grants are starting to have participant numbers now. We structured these where the indicators are listed in order in which they'll occur, so the next indicator is total participants who enter a registered apprenticeship program. So it's not pre-apprenticeship – it's registered apprenticeship. And the other piece about this one is it does not include participants who enter your YARG program already in a registered apprenticeship.

So let's say, for example, you are serving somebody who is co-enrolled in a different program and they already went into a registered apprenticeship in a different program and you're providing them some additional services, making sure they're successful in that Registered Apprenticeship Program, etc.

That's perfectly fine to serve them. They count as a participant. They'll count in the other indicators. But if they come to you and enroll in your program – so their date of program entry is more YARG is after their date that they started their registered apprenticeship – then you don't count them in this second YARG indicator the number who enter a registered apprenticeship. Everybody else, just count them in there once they enter their registered apprenticeship.

Third indicator, total participants who complete a registered apprenticeship – it's exactly what it sound like – those who successfully complete their Registered Apprenticeship Program. So for this one, it can include that group of participants that maybe they were already in a registered apprenticeship when they came to your program. If they were already in it but they completed during the program, then you can count them as indicator. Next three participant indicators – the fourth one is total participants who receive a degree or other type of credential.

And the definition we use for "credential" is the WIOA, Workforce Innovation and Opportunity Act, definition of degree or credential. And I will go over that definition when we get to the WIOA credential indicator. And this you report on it as it occurs. There might be some credentials earned, or maybe even a high school diploma if you're serving in-school youth, that occurred during their Registered Apprenticeship Program. But at a minimum, when they complete their Registered Apprenticeship Program that registered apprenticeship completion certificate is a credential that meets the definition.

So anyone who completes a registered apprenticeship should also be a success in the credential indicator. But there could be interim credentials during their registered apprenticeship that also meet our definition. And now the last two YARG participant indicators – these are the two that I was referring to as exit-based indicators. The first one is hourly wage of apprentice at exit, so the point in time which they exit the program. Hopefully, it's the same point in time when they successfully complete their registered apprenticeship.

The other way to exit is maybe the program prior to completing the registered apprenticeship or drop out of the registered apprenticeship. We hope that doesn't happen, but we know it certainly will for some participants. And this is the hourly wage of apprentice at exit as you report on the average hourly wage. So that is an exit-based measure. But you don't report on that until an individual exits the program.

And then the last YARG indicator is total participants in post-exit, training-related employment in the second quarter after exit. So when I say the second quarter after exit, we think about them as quarters. So if today, February 3, is somebody's exit date, then they're exiting in the quarter of January 1 through March 31. So the first quarter after exit would be the April through June quarter. And the second quarter after exit would be the July through September quarter. So if someone exited today, then you're looking at, were they in training-related employment between July and September of 2021?

And what we mean by training-related employment is a pretty broad definition. It's an individual that received training services and obtained employment directly related to those training services. So for example, let's say somebody did an apprenticeship in the health care field. If they got a job in the health care field, then that would be an example of a training-related employment. So those are our six participant YARG performance indicators. Now we have three expanding apprenticeship YARG program indicators.

And these are more about the creation or expansion of apprenticeship programs and working with employers. They're not the participant-based measures. First one, total number of all newly created apprenticeship programs, including newly created Registered Apprenticeship Programs. So this one, it was broad. It's newly created apprenticeship programs. So that means both Registered Apprenticeship and pre-apprenticeship programs. So if you created a new Registered Apprenticeship Program or pre-apprenticeship program, you should count it in this indicator.

Then the next one is essentially the same thing except instead of looking at newly created programs, we're looking at expanded programs. So the total number of existing apprenticeship programs, including Registered Apprenticeship Programs that are expanded. So what does "expanded" mean? That could include you expand the Registered Apprenticeship Program to new industries or new occupations or new service areas. Or you increase the number of registered apprentices in the apprenticeship program.

Or it could include an expansion of a pre-apprenticeship program that's already existing. So it's essentially expanding any existing pre-apprenticeship or Registered Apprenticeship Program. And then the last one is the total number of new employers engaged due to the grant. And these include employers that adopt apprenticeship programs as a result of the grant. That's any new employer that you engage due to the grant. And that's a pretty broad definition. So those are all the YARG indicators. Those are the key indicators. So now I'm going to move on to the WIOA youth indicators.

I think most of you know this – particularly our state grants – but WIOA, Workforce Innovation and Opportunity Act – that's the governing legislation for most of our workforce programs – and it has four indicators that all ETA programs report on. There are two sets of indicators. One, are adult indicators. And the other are youth indicators. And because youth apprenticeship readiness grants are obviously youth participant grants, we are using the youth indicator. These are very similar to the adult indicators except that the first two indicators differ slightly from adult indicators.

So the data elements that calculate the WIOA youth indicators are included in the PIRL required data element. The PIRL – hopefully, you all attended that five-part training we had a couple months ago for all of our different apprenticeship grants. And we talked about the PIRL a lot in those trainings. The PIRL stands for participant individual record layout. And those are essentially our data elements that you report to us through the WIPS system. We will talk later on about timing in the WIPS system. Hopefully, you all know that starting in May for the quarter ending March 31, you'll be entering data into our WIPS system.

The data you're entering are those required PIRL elements. And those elements automatically calculate the WIOA youth indicators for you. All but one of the WIOA youth indicators – the measurable skill gains – are long-term, exit-based indicators. So as I've already said a lot today, you may not have data for some of those indicators prior to grant end. And that is completely OK. And then for the employment-related WIOA youth indicators, the primary data source is unemployment insurance wage records.

We are going to help you do a wage record match through a wage record system that we have so that if you have a Social Security number for your participant – and that's one of the PIRL elements is Social Security number that you're asked to collect if you do get the Social Security number and report it in WIPS – then we are able take that and do a wage record match to get employment-related data for the employment portion of some of those indicators. So let's take a look at the five WIOA youth primary indicators of performance.

The first two are very similar. They just have different quarters in which you're reporting – the education employment rate second quarter after exit and education performance rate fourth quarter after exit. Third one is median earnings in the second quarter after exit. Fourth one credential rate. And last one measurable skill gains indicator. And I'll talk about each of these. The first is the employment education training rate second quarter after exit. So exit-based measure, you don't report on this until the second quarter after exit, going back to the example I gave you of somebody exited the program today.

Their second quarter after exit would be July through September 2021. So we're just looking at that three-month period and reporting on what their status is in that three-month period. So if they are in unsubsidized employment, secondary education, postsecondary education, or occupational skills training, any day between July 1 and September 30, 2021, for the example of someone exiting today, then there is success in this indicator.

For those of you who are familiar with the WIOA adult indicators or maybe operate programs under WIOA as well, know that the adult indicator is different in that it only recognizes employment as a successful outcome. Whereas, for our youth program, including our youth apprenticeship readiness grant, we recognize employment, education, and training as a successful outcome for this indicator. And as I said, it's just based on the status in the second quarter after exit. So this measure is almost identical, except the time period is different if looking at status in the fourth quarter after exit.

So going back to our example of someone exits today, that second quarter after exit was July through September of 2021. So the third quarter would be October through December of 2021. And then the fourth quarter would be January 1 through March 31, 2022. So we're talking pretty far down the road. If somebody exits today, we're not looking at what their status is until that January through March time period in 2022. And it's simply what is their status in that three-month time period.

As long as they're employed in education or training, one day during that time period, then they are a success. And it doesn't matter what their status was in the second quarter after exit. This isn't a retention measure. It's just simply looking at what someone's status is related to the employment, education, or training in the fourth quarter after exit. So someone could not be a success in this indicator in the second quarter, but they could be a success in the fourth quarter.

Third WIOA youth indicator is median earnings in the second quarter after exit. So, again, the time period for this one, two quarters after exit. So using our example of today is the exit date, we're looking at July through September 2021 as the period. And we are looking at their earnings in that three-month period. Again, UI wage records is the data source. So as long as you have a Social Security number, we can get their earnings information for that quarter to calculate it. And it's just looking at the median earnings of all of the individuals who are in their second quarter after exit at that point.

I would imagine everyone on our webinar is familiar with what a median is. But we have an example for you just in case you've forgotten the math concepts from years ago. Median is the middle number. So if you have seven numbers like that example on the slide, it's the middle one where there are three above and three below. You have an even number of numbers, then the median is the middle, the average of the two numbers in the middle. So continuing on, those first three indicators are fairly straightforward. The last two get a little bit more complex.

You'll see we have a few different slides to explain the fourth indicator credential attainment rate. This is the percentage of participants enrolled in education or training during the program who attained a recognized postsecondary credential or a secondary school diploma within one year after exit. So there are a few different parts of this indicator that I'll break down. Number one, who is included? And it's anyone in education or training. So for our youth apprenticeship readiness participants, that's probably going to be all of our participants – at least most of them.

Anyone who's in a registered apprenticeship is by definition in training, so they would be included in this indicator. Anyone who's in school youth is by definition in education, so they would be included in this. So the only individual I can think of that might not be included in this would be a participant who is an out of-school youth who maybe they do a pre-apprenticeship program and they never go into training or a registered apprenticeship program before they leave the program. That's the only example I can think of for our participants that wouldn't fall into this indicator.

And then the credential can be obtained at any point during the program or within one year after the exit date, so 365 days after the exit date. So you're only included in the credential rate one time regardless of how many credentials you attain. So you're only in the numerator and the denominator one time. So let's say, you're serving an in-school youth. They start the program in high school. And they obtain both a high school diploma and another recognized credential – say, a registered apprenticeship completion certificate – while they're in the program. They're still only counted in the numerator and denominator one time.

You would report both credentials within the PIRL. But the way the indicator is calculated, they only count one time in the indicator. So there are lots of different types of credentials that meet our definition. There are degrees, which would include: associate's degrees, bachelor's degrees, secondary school diploma or equivalent. And then there are also licenses and certificates and certifications and occupational licensure, occupational certification, other recognized certificates.

Lots of different credentials count. And I'll talk about the specific definition, particularly for those non-degree and diploma credentials. That's where it gets a little tricky about what counts. So I'll talk a little bit more about that shortly. So here's our definition for the postsecondary credential. These are the highlights of our definitions. First, is the credential needs to be awarded in recognition of attainment of measurable technical or industry occupational skills necessary to obtain employment or advance in industry or occupation.

So the key parts here are the skills need to be technical. And they need to be industry or occupational, so not general skills. And I'll get into that in the last two bullet points. And then those technical or industry occupational skills need to be based on standards developed or endorsed by employers or industry associations. So that's where the industry-recognized piece of credential comes in is we want these to be credentials that employers or industry associations recognize and endorse. So these last two bullets are more about what doesn't count. Certificates awarded by workforce development boards and work readiness certificates are not included.

They don't meet our definition because they don't document technical or industry occupational skills. That's more broad, general work readiness skills. And while they are very important, they don't count for our credential definition. And then the credential must recognize technical or industry occupational skills for a specific industry occupation rather than general skills required for safety or hygiene, for example, even if those general skills are broadly required to qualify for entry-level employment or advancement in employment.

An example we often give are the OSHA occupational safety and health administration training where they get an OSHA certificate for completing safety training. While it's important and you need it to be in certain jobs, that's not an industry or occupational specific skill. They're related to general safety and hygiene skills, so they wouldn't count. Secondary school diploma definition is more straightforward essentially. It's what the state recognized. So the secondary diploma recognized by a state or a secondary school equivalency that shows that a student has completed requirements for a high school education, that is also recognized by a state.

And then I'm not sure, but hopefully most of you know this, that we have a system of guidance in ETA called Training and Employment Guidance Letters, TEGLs. And we have a training employment guidance letter, which is number 10-16, Change 1, which is our performance accountability TEGL where a lot of the definitions of these WIOA indicators are found in. So there is more information about a lot of this stuff, including secondary school diploma definition in this. And then the last indicator is the measurable skill gains indicator.

And this is the one indicator that is not exit-based of the WIOA indicators. So that's really important to remember is that this occurs during the program. And it's not exit-based. So this is probably the one WIOA indicator that you should be most familiar with, because all of your participants are probably going to fall in this indicator at least a couple times, I would imagine. So what it is it's a percentage of program participants who during a program year – and our program year in ETA is July 1 through June 30 – so in a program year who are in education or training and achieve a measurable skill gain defined as documented, academic, technical, occupational, or other forms of progress toward a credential or employment.

And I will break down what all that means shortly. And I know that's a mouthful. So you count in this indicator one time per program year, July 1 through June 30, regardless of how many skills you attain. So it's kind of like the credential measure that you count one time. Regardless of how many credentials attained, you count one time in measurable skill gain indicator regardless of how many skills you gain. But we have it each program year. So if an individual is in the youth apprenticeship readiness program or that crosses more than one program year, they're going to show up in this indicator each of those program years where they're receiving services.

So they will likely show up a couple times since registered apprenticeships take a long time to complete. And then just like the credential indicator, I would expect that most of our YARG participants are going to be in this indicator because most, if not all, are going to be in an education or training program. So, as I said, participants who are in education or training are included in the indicator, and they're included regardless of how long they've participated in a program year. That is probably the oddest part of the indicator and one I personally don't love. But it is what it is. So I will explain that piece to you.

It doesn't matter when they start the program in the program year. Even if they start toward the very end of the program – for example, in June and the last month of the program – the individual is still included in the indicator as long as they're in education or training. So someone who comes in late in the program year doesn't have much of a chance to obtain a gain before the end of the program year. And we know that those individuals who start in the program late in the program year probably won't have a chance to obtain a gain. It just is what it is. We recognize that. But don't let it impact your enrollment behavior.

And please don't delay enrollment of a participant until a new program year just because they might not have time to make a skill gain. It's OK for them not to make a skill gain. The important part is getting them into your program and serving them. There are five types of measurable skill gains. And keep in mind, this is an indicator that applies to lots of different ETA programs. And so some of these skill gain types may not apply to the program model you're doing. And that's completely OK. And you'll definitely see at least one of the gain types that fits our youth apprenticeship model pretty well, which is not the first gain type.

The first gain type is achievement of at least one educational functioning level. And what an educational functioning level is, it is a measurement of basic skills. So this is essentially a measure of basic skill gains of participants. So this is more for programs that are required to assess an individual's basic skills when they come into the program, and then help them achieve basic skill gains. And that's not a requirement of the YARG Program to assess for basic skills and measure basic skill gains. So this is not likely to be one of the types of measurable skill gains that we would see in the Youth Apprenticeship Readiness Program.

Not to say it couldn't happen – it certainly could. But it's not the one I would anticipate being very likely for our participants. Second skill gain – you'll see it's a little bit redundant with our credential measure – obtainment of secondary school diploma or equivalent. This is something we could see with some of our in-school high school youth in YARG.

Third, this is another one we could also potentially see, which is postsecondary transcripts gain type. And this is basically for high school students who are meeting the necessary gains and moving through high school or for postsecondary school students, same thing. And then moving on to the fourth gain type, this is the one that I would expect to see the most for Youth Apprenticeship Readiness participants. And this one is satisfactory progress toward an established milestone from an employer or training provider.

So an individual in a registered apprenticeship is probably going to have some specific milestones that either the employer or training provider of the registered apprenticeship sets up for them. And then when they achieve them, that would be counted as a measurable skill gain. So I would anticipate seeing a lot of this type of measurable skill gains. And then the last one we can also see with some YARG participants is passage of an exam required for an occupation or progress attaining type of occupational skills as evidenced by trade-related benchmarks.

So some of the types of industries and occupations that our youth are doing their registered apprenticeship and could certainly have exams that they're required to pass, and passing those exams would be a type of measurable skill gain. So lots of opportunities for our program model and our participants to make gains in the measurable skill gains indicator. All right. I know that was a lot of information. So we're going to do a couple quick knowledge checks before I turn it over to Sheila. And I see we do have some questions.

And we'll get to your questions at the end of the presentation. So first knowledge check, which indicator of performance can be described as not an exit-based measure? And they also only count one time in the numerator and denominator of this indicator. So which indicator is not the exit-based measure? Put your answers in the chat. They're coming in. I only see 10 people answering. I want to see a higher participation rate than that. So I'm going to give you a few more seconds to enter. Don't be shy. It's OK if you miss it. We don't know who you are.

Oh, I see someone change their answer from all of the above. Oh, no. Now I see all of the above again. All right. So luckily, the majority of you are correct – it is the measurable skill gain that is not an exit-based indicator. Whereas, credential and median earnings are exit-based indicators. And again, this is a really important concept, that concept of exit. So the measurable skill gain indicator is the only WIOA indicator that is not exit-based that you'll report on while the participants are still in the program. All right.

Moving on to our second knowledge check, this is a true-false question. An apprentice is in the last year of their five-year electrician program, but the grant officially ended during the fourth year of their electrician program. Is it true or false? – this apprentice should be exited from the program prior to the grant end date. It looks like more people are feeling comfortable to enter an answer here. All right – 95 percent of you got this one right. The correct answer is false. The individual would not be exited prior to the grant.

And this is a point I spent a fair amount of time on, is for a lot of the indicators and for the concept of exit, it may not apply to a lot of participants in our program. If someone is in a Registered Apprenticeship Program that will take longer than the life of the grant, or the grant ends prior to them completing it, that is OK. You don't need to put an exit date for them. You don't need to report them in any of those exit-based indicators. They should not be exited from the program prior to the grant end date if they're still in the registered apprenticeship program.

So with that, I am going to turn it back to Sheila for a few more slides.

MS. LEWIS: Thanks, Evan, for such a thorough explanation of the indicators to performance. So we're going to move on now and talk a little bit about reporting, specifically your reporting due dates. But before I do, I want to circle back, recap, and then we'll finalize our discussion. So I began by talking about performance accountability. And of course, it begins with tracking, which includes your data collection, your data validation, reporting, and finally, your data analysis. Evan gave you a very thorough recap of all of the indicators for performance for the youth apprenticeship program.

So it's important that your basic data be reliable. So if your data is flawed, your subsequent analysis and the application to the data may also be unreliable. So that's why performance accountability and reporting go hand in hand and they are both important to the success of your grant. So let's talk about your reporting due date. For your data that falls between January and March 2021, your quarterly performance report, or your QPR, is due on or before May 15 by uploading your PIRL file into the Workforce Integrated Performance System, or WIPS.

For your data that falls between October and December 2020, that quarterly report is due in just a few days on February 15. You are not required to submit a quarterly performance report. But rather, you should include any data included in the nine indicators of performance in your narrative report. So moving on and going back to the report that's due on May 15, for your data that falls between January and March 2021, the WIPS system will generate a quarterly performance report that will contain the YARG and the WIOA indicators.

So you should expect two things. Many of the YARG indicators will not have – you will not have data during the first year of your grant. And second, most of the WIOA indicators, with the exception of measurable skill gains, will not have data during the first year of your grant. I see that you're getting a little warmed up and some people have put a few questions in the chat room. But to hopefully encourage you to later on unmute your phone line or to type more questions in the chat room, we're going to go over a few questions that we received before today's event.

So we've already talked about the first one, when do we start submitting apprenticeship quarterly performance reports, or QPRs, via the WIPS system instead of email? YARG grantees, you will upload your first PIRL file for the quarter ending 3/31/2020 no later than May 15. So that's your target date, no later than May 15. Second question, where should YARG grantees send their WIPS designation letter? For those of you who attended the five WIPS presentations in December, the initial email address that we had to submit designation letters has changed. That email box is no longer active.

So you should submit your request to the link there. It's youthasready.grants@dol.gov. And be sure to copy your federal project officer as well. The next question – if a Job Corps student is enrolled in the YARG Program, should the grantee use the center or the student's hometown as a locality to report? The answer is, the grantee or the participant can choose which locality can report. The Department of Labor does not have a specific requirement for this.

And finally, if a grant has no participant, is a file upload into WIPS still required? And the answer is, no. A file upload would not be possible if your grant has zero participants. So rather than attempting to report via WIPS, you should submit any information on your quarterly narrative report, your QNR. I'm going to open up the floor. We encourage you to don't be shy. Unmute your microphone. We'd like to hear from you. Or if you're a little shy, you can type your questions in the chat room. So we have a few. And I see Evan is ready to take the first one.

MR. ROSENBERG: Thanks, Sheila. The first one is a great question, which is, "Where do we report on the expanding apprenticeship program indicators? They are not included in the PIRL fields." And you're correct. They're not included in the PIRL fields because they are not participant-based indicators. And the PIRL is the participant individual record layout. So it's only for data on participants. For now, I have two answers for you. For now, report that to us in the narrative. But I need to go back and double-check.

I'm not completely up to speed on – there is also a smaller employer record layout. And I'm not sure which of our apprenticeship grants are required to use it actually. So I need to find out. And I will definitely get back to you on this, whether it's our expectation for you to give us that information as part of this employer record layout versus if we'll just get it from you in the narrative report. But at least for now for this quarter coming up and until you hear otherwise, you can report those three expansion indicators in your narrative report.

And the next question is, "What if they are in a registered pre-apprenticeship?" My guess – and you can enter into the chat if I'm wrong about this – my guess is this question relates to a couple of our indicators where you're included in the indicator if you're in education or training. So if you recall, the credential and measurable skill gains indicator only includes if they're in education or training. And so that question was somebody in a registered pre-apprenticeship – is that considered education or training, and are they included in the denominator of those two indicators?

And for that one, I would need more information about what you mean by a registered pre-apprenticeship. Pre-apprenticeship is kind of a tricky one of whether we consider it training or not. If we strictly use the Workforce Innovation and Opportunity Act definition, it categorizes pre-apprenticeship as a work experience. So for youth programs in WIOA, we don't consider it training.

But if a registered pre-apprenticeship is more of an actual occupational training type program, then it could potentially fit under the definition of training and they would be included. So I think for that one, I would just need more information about the actual registered pre-apprenticeship program, and I can help you figure out if it meets our definition of training or not.

And Sheila, I think the next couple questions are for you.

MS. LEWIS: Yes. There's a question, "When will we receive access to WIPS?" Very popular question. I'm assuming you're asking that question because you've already submitted your designation letter.

So as of last week, I had received six designation letters from YARG grantees. Your access information should have been sent out already. It was until last week. I would say if you haven't received it, check your spam folder or your junk folder. If you work for a state grantee and you already have access to WIPS – like say, for instance, you would have a grant like WIOA formula programs – you will not receive an email message. But your profile would have already been updated with apprenticeship. So I would log into the system and check.

So for those who have not submitted their designation letter, you would not have received access to WIPS yet. I was actually going to talk about this a little later. I encourage you, those who have not already submitted your designation letters, please do so – the sooner the better. However, when you do, when you receive your user ID and your temporary password, it should all be in lower case. And also, you need to use the system. If you don't use it, your password will expire and time out and you'll have to get it reset again. So I hope that answers your question.

If you have submitted your designation letter as of last week, you should have received your user ID and temporary password by now. If you have not, let me know in the chat room so I can look it up for you. Moving on, the next question I have is, I thought the report was due on 2/14 regardless of it being on a Sunday. That information was communicated in December. There have been some internal discussions, and now the reports are due on the 15th. There are going to be other things that we're going to consider internally, so it may change after that. But this initial report, it will be due on February 15.

Getting a question, "What is a designation letter?" All right. Well, a designation letter is basically a letter from someone in your grant that tells us who the WIPS submitters should be and who is the certifier. There's one certifier. And there are at least two submitters. The certifier is the one who would actually go in and certify your quarterly report. And the submitters are able to just upload data. If you have access to – or you should have access to WorkforceGPS – a couple weeks ago, we uploaded a performance reference guide. That information about the designation letter is in the reference guide.

And also, there was information provided in one of the five webinars from December. I don't really know which one. It may have been a couple of webinars that we talked about the designation letter. And I'm just reading the other question. So, Oklahoma, you're saying you have not received your designation letter. There were some that were just completed today. But did you already have access? If you already had access, you're not going to get a new email. Your access would have already been granted. And we didn't know that information. Otherwise, we would have communicated it. So after this event, I'll check to verify. OK.

So the question is, "Do you have what email address the log-in information for WIPS would have arrived from?" I want to advance the slide because that's actually on the next slide, the reminder slide. It would have come from the email address: admin@dol.appiancloud.com. And I have another question. We did submit the designation letter and we are a WIOA provider. We should log in and check? Yes. That's correct. You should log into WIPS and check your profile.

And in the pull-down menu, you should see apprenticeship there now. Oklahoma, you're saying that the submitter but did not have prior access, but the certifier did. I need to check that. The emails are system-generated. There's not actually an actual person drafting those emails. So that situation's a little different. So I'm not sure what the system would have done there, so I will check on Oklahoma.

And Cheryl, which grant are you from? You're saying that you're not seeing an email with WIPS log-in information. Again, be sure to check your spam folder, your junk folder, whatever it's call on your system. So you're from Nevada. I don't remember seeing anything on Nevada, but I'll check. I think those are all the questions so far. Don't be shy. If you have any other questions, please let us know. I'm going to move on. So if you have any questions, please continue to type those in the chat room or feel free to unmute your phone line.

As I stated before, the designation letter should now be sent to the email address: youthasready.grants@dol.gov before Friday, April 2. But because there are not as many youth grant, feel free to send those as soon as possible. I'd like to get those up and going long before your reports are due so that you can get in and start uploading files and practicing. And that email address is the email address you should look for your temporary password and user ID. If you have any policy-related questions, send us a message at that same email address. Be sure to copy your FPO.

And an example of a policy question might be if you have a question about exit, a question about one of the indicators of performance, or if you have a question about one of the PIRL data elements. That would be an example of a policy question. If you have a WIPS technical issue – a WIPS technical issue might be a password issue, or you're not able to access the system, you're not even navigating through the system, or if you're having a problem uploading a file – you should click on that link, complete the form, and someone will get back to you.

I see a question in the chat room about office hours. Good question because I was about to talk about that. No. Office hours for YARG grants have not started yet. We haven't actually decided on a date. But when office hours do start, it'll be communicated to you. It'll probably be on WorkforceGPS, in the YARG newsletter. And you will also receive an Outlook invitation.

So just to remind you about some upcoming events, the February peer-to-peer on Developing Effective Strategic Partnerships will be on February 17 from 2:00 to 3:00 p.m. Eastern. And there'll be another webinar on Telling Your Story. It's on March 10, from 2:00 to 3:00 p.m. also. I don't think we have any more questions, do we, Grace? Evan, did you have any last comments?

MR. ROSENBERG: No. I didn't. Thanks, everybody, for listening in today. And we are always available to answer questions.

MS. LEWIS: OK. On behalf of the Office of Apprenticeship and the Division of Youth Services, we thank you very much for attending today's event. And for those of you who were feeling a little anxious at the beginning, I'm hoping that you're feeling a little less anxious now.

So now I'll turn it back over to Grace, who will conclude for today. Thank you very much.

(END)