**WorkforceGPS**

**Transcript of Webinar**

**Performance Accountability and Reporting for Apprenticeship State Grants**

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LAURA CASERTANO: I want to welcome everyone to today's "Performance Accountability and Reporting for Apprenticeship State Grants" webinar. And I'm going to turn things over to your moderator today, Marcie Hampton, with the Office of Apprenticeship. Marcie, take it away.

MARCIA HAMPTON: Thank you. Good afternoon, everybody. Good morning to those of you on the West Coast. Welcome to our performance accountability and reporting presentation for state grantees.

This presentation is not a how-to-use WIPS presentation like the series in December. This time we're looking at the measures and what they actually mean. My name is Marcie Hampton. I am the team lead for the grants unit in the national Office of Apprenticeship.

Today you're going to also be hearing from Shelia Lewis, our lead program analyst on performance; James Strait, our program analyst for the ASE grants; and then Gabby Aponte Henkel, our program analyst for the SAE '20 grants.

So let's start off with this poll question. Does the preparation for performance make you feel relieved, anxious, clueless, or determined? We'll ask if you selected clueless or anxious, we're hoping by the end of this event today we're going to make you feel less anxious, more determined and ready to get this thing done. So by the time you submit your report into ETA, you'll be feeling a lot more relieved.

So let's take a look at what our poll results actually say. And it does look like some of you are still anxious. And truthfully, that's totally normal because you haven't done this before. And we have about – oh, almost half of you saying that you're – (inaudible) – and another quarter of you saying the determined or other.

And so my first comment on that is don't worry; we're going to help you get through this. It's going to be OK. We're going to figure it out and so – but I think also this presentation is going to help you to feel a little more relaxed once we get through it.

So today we have five objectives. They're all on this slide. Discuss the importance of performance accountability and reporting. Discuss some of the important definitions that we've heard a little bit of confusion on. Define your WIOA indicators of performance. Define the ASE and SAE indicators of performance, and we'll kind of do a side-by-side so you can see the difference.

And then respond to all of your questions that you have. And if we don't know the answers to them, we will certainly make sure that we get back to you on that so that we can get all of your questions answered either today or in the next few days. We have been trying to answer a lot of them during the office hours as well, so we're trying to keep up with all of them and figure out the things that we aren't really a hundred percent sure of.

So with that, I am going to hand it off to James to talk about the text segment. And he's going to kick off what performance accountability actually means in youth grants. So James, take it away.

JAMES STRAIT: Hi, everybody. I know people are having an interesting time with WIPS as they're – (inaudible) – grants that they're trying to report. So thanks for everybody's diligence with that. It's nice to have you here today.

So let's kick it off by talking about performance accountability and reporting. So this is sort of the whole crux behind this. This is the "why" about what we're doing here.

What do we mean when we say "accountability" in this context? It simply means that the federal government provided money for a purpose, and the recipients of that money are responsible for telling us what they're doing with it. So let's get into that a bit.

This slide provides a high-level look at performance accountability. Before I discuss performance accountability itself, I know many of you may be asking yourselves some of the following questions. Why do we need to collect individual data? Why do we need to know all this information? What is performance accountability? Why is my grant required to submit reports?

Let me provide some background because this is the meat of the issue with performance reporting.

The national apprenticeship system has a long established track record of providing high-quality training to American business – (inaudible). The quality and impact of our system is evidenced by the data collected by the Office of Apprenticeship and the states. Then that data is published on DOL's website and used in numerous studies as analyses 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, and will continue to seed further money into those funding streams.

Grants are legal instruments through which funds are transferred to support a public purpose. Federal laws and regulations establish financial accountability for that federal money. Federal agencies need to be able to measure results of grant programs to assess whether programs are achieving their goals; to assess whether the money is achieving the desired effect, basically. Performance measures provide agencies with the information that we need to assess the achievement of program goals.

So the data collection requirements put in place for the ASE and the SAE grants, along with ETA's other grant-funded job training programs, they're necessary to meet our performance accountability obligations for the federal grants.

So generally, legislation requires that information be collected by grantees. In the case of performance accountability, this information is collected in order to determine the effectiveness of the apprenticeship program.

For instance, Congress wants to know who we intend to serve. We also want to know, is this program providing services to those we intended to serve? What happens to apprentices after they leave a program? Did they leave with a credential? Did they leave with a job?

In the end, it's the people that matter. And the whole purpose of awarding the grants was to better their lives in a specific manner. So did we accomplish that?

What specifically is performance accountability? It's a continuous cycle. It starts with the management process of tracking our performance. And then that information is sent to our stakeholders. And those stakeholders are Congress, directors, the public at large, this agency, DOL at large, et cetera. From there, the information is used to process – in the process of continuous improvement.

One of your roles as grantees is that you use the information to analyze your program. And that information is then used to improve your services. We try to do the same thing at the national level, and every successive grant incorporates lessons we learned from hearing from you all. So thank you for continuing to provide that feedback.

To recap, performance accountability is how stakeholders like the Department of Labor, state governors, and Congress, and held accountability for meeting performance outcomes or expectations.

First, we must understand the value of accurate data in tracking reporting. This is why we must understand why performance reporting is so important. So what is measured? Who is measured? What outcomes are being measured? What counts and what does not count? Or rather, what is included and what is not included in the final calculations or indicators of performance?

Take a look at this slide. You can look at it from left to right and it'll make sense. In order to have a performance accountability system, you have to start with high-quality data.

So what is high-quality data? It's timely, it's standard, it's consistent, and it's accurate. Without high-quality data, it's not possible to determine whether or how well the apprenticeship system is serving employers, jobseekers, or the community at large. The data we collect is compiled and generated into reports that we use to evaluate our programs.

And why do we need to know all this information? Well, the law tells us. In other words, Congress gives the agency the authority and the responsibility to collect the information. And later in today's event, Shelia and Marcie are going to discuss the outcomes that we're expecting to produce from the data that you're collecting.

We don't randomly collect information. Information that is collected all flows together. We collect information on who we're serving, how we're serving them, what services they're using, how are participants doing in the programs, what happens to them after they leave the program. For instance, do they leave with a credential; do they leave with a job; et cetera?

So the Participant Individual Record Layout – or the PIRL – provides a framework to help the workforce system, including the apprenticeship system; that is, grantees like you. This framework ensures that the data collection reporting is consistent and comparable across apprenticeship programs. In other words, it allows us to be able to compare apples to apples within an apprenticeship grant and across apprenticeship grants.

Now, where does all this information go? Well, that's where your reports come in. It starts with you. Grantees report this information, by using the PIRL, to the Department of Labor a few times a year. There's a quarterly report – it's called the ETA 9173 – and there's the quarterly narrative report. (Inaudible) – these reports are the way to tell us what's going on.

Let's talk a little bit more about high-quality data. As I mentioned before, in order to have a performance accountability system, we have to start with this high-quality data. If you remember from the previous slide, it's data that's timely, standard, consistent, and accurate.

Without high-quality data, it's not possible to determine whether or how well the workforce development system is serving employer, jobseekers, or the community. And we have to have that information to determine how we're going to serve them in the future.

Performance accountability begins with tracking. Tracking includes data collection, data validation, reporting, and finally analysis. So if the basic data is flawed, then all the subsequent analyses and applications of the data are also unreliable. Again, that goes back to your very important role for accurately collecting and (incurring ?) the data from participants and individuals who are seeking to enter into an apprenticeship program. It has to be accurate from the beginning so we can make correct determinations.

So let's sum up. There are three main reasons why performance accountability and reporting are important to the apprenticeship program. First, they provide program operators, like you and frontline staff, with information for decision making and continuous improvement. Second, they provide the department with information to ensure program accountability, to assist in identifying technical assistance needs, and to aid in evaluation. And lastly, to demonstrate program success to stakeholders such as the community and Congress, where the money comes from.

Now I'm going to hand off to Gabby, who will talk about some important definitions in this reporting process.

GABRIELLE APONTE HENKEL: Thanks, James. Hi, everybody. And again we want to thank you for joining us today. We're going to talk about, as James said, important definitions. Next slide.

So let's take a look at the definition of "participant." We talk about this a lot at DOL and we think we've got it pretty well figured out now. We look at participant as meeting two different criteria. The first one, an individual must be deemed eligible for the program. And the second one, the individual must have received grant-funded service.

So we might be asking, hey, what's a grant-funded service? It can include, but is not limited to, services such as training supported through the grant funds, supportive services, or/and on-the-job learning. Next slide, please.

So we're going to go through some definitions of "incumbent worker." An incumbent worker is someone who's already working in a company and then transitions to be in apprenticeship program within the same company. If the same individual moves to another company and becomes an apprentice, that individual is not an incumbent worker.

So let's look at an example. Jada, well, she works at ABC Electrical. She's currently entered into the electrical apprenticeship program at the same company; therefore, she is an incumbent worker. However, if Jada transitions to a different company – let's say XYZ Electrical – she would not be an incumbent worker. Next slide, please.

We're going to talk about exit. Generally, a participant exits a program when they have not received services for 90 consecutive days and there are no future services planned or scheduled. Some important things to remember about the concept of exit.

One, these services may either be grant-funded or services that an apprentice receives from a partner program. Two, these services do not include self-service, information-only service, or follow-up services. Three, an exit may be applied retroactively to the last date of service. Four, an exit may include both successful completion of the program and dropping out of the program. And five, apprenticeship activities, such as on-the-job learning, related training instruction – or RTI – are considered services and exit should not include – excuse me, should not occur for apprenticeship grant participants while participants are still in their program.

Now I'm going to send it off to Shelia and she's going to discuss the WIOA indicators of performance as they apply to state apprenticeship grants. Shelia, you're up.

SHELIA LEWIS: Thank you, Gabby. And good afternoon and good morning to everyone. Thank you very much for joining us in our event today.

I want to ask Laura to advance the slides for me because my internet connection has been going in and out this entire event. So Laura, I want you to back up to slide 14 for me.

So while Laura does that, I wanted to talk to you a little bit about the chat room. Feel free to – if questions occur to you during, then type the question in the chat room. And we hopefully will be able to get to all of those before the end of today's event.

But before I begin to talk about the WIOA performance indicators, I wanted to back up and talk a little bit about exit. I'm going to be talking about this concept quite a bit today because it's very important; I just wanted to reiterate something.

So as relates to the part – the definition of exit that's – it's very different for participants. So to be a participants, the trigger is that you receive a grant-funded service. But you'll notice that to stay a participant in the program and as a participant – meaning you're not exited yet – you don't necessarily need a grant-funded service.

You see, that parenthetical there in the first bullet titled "exit," it says either grant-funded or partner program service or not. That's very intentional. And it relates to the last bullet that anyone in a registered apprenticeship, they're going to be participating in those two components, on-the-job learning and related training instruction of registered apprenticeship.

So it doesn't matter if your grant is funded – it doesn't matter if your grant funded those pieces or if an employer funded those pieces. The RTI and OJL are considered services that would prevent someone from exiting.

So the reason this is so important is because a lot of our indicators that I'll cover in the next few slides are exit-based indicators. And we 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's perfectly fine. We expect that to happen.

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

So let's move back to slide 16, Laura.

So you see there's a graphic indicating the five WIOA indicators of performance that will be used to measure apprenticeship grants. So before I move on, just to – so that we understand, I'll be talking about the WIOA indicators of performance and – or WIOA – Workforce Innovation and Opportunity Act – and Marcie will cover the state-specific grant indicators. They're listed in your Training and Employment Guidance Letter – or your TEGL – 15-19 and TEGL 19-18.

So since this audience is primarily state grants, I'm sure that most of you already know this. But under the Workforce Innovation and Opportunity Act, the governing – that's the governing legislation for most of our workforce programs. It has four indicators that all ETA programs report on. And there are two sets of indicators. One, there are adult indicators, which is what we'll be talking about today. And there's also a set of youth indicators.

These are very familiar to – these should be very familiar to you guys. The adult indicators, except for the first two indicators are slightly different from the – the youth are slightly different in the first two indicators. So let's move forward to the next slide.

So I'll cover five of the six WIOA indicators. But let's just review at a high level – I'll give you some information about those indicators.

So the data elements that calculate the WIOA indicators are included in the PIRL. Of course, James just introduced you to the PIRL and of course you learned about the PIRL in our five webinars that we had in December.

The PIRL – we talk about the PIRL a lot in those trainings and the PIRL contains the data elements that are essential for the data that we use to calculate the indicators of performance. The data you're entering are those required for the PIRL's data elements. And those elements automatically calculate the WIOA indicators for you.

All but one of the WIOA indicators – and that's measurable skill gains – are long-term, exit-based indicators. So as I've already said a few times already, you may not have data for some of those indicators prior to the end of your grant. And again, that's completely fine.

For the employment-related WIOA indicators, the primary data source is unemployment insurance, or UI wage records. So we're going to help you do a wage record match through a wage record system that we have so that you have a Social Security number for your participant.

And that's one of the PIRL data elements; it's a Social Security number that you'll be asked to collect if you do get the Social Security number and report it into the WIPS system. Then we'll be able to take that and do a wage record match to get employment-related data for the employment portion for some of those indicators.

So let's take a look at the five WIOA primary indicators of performance. The first two are very similar; they just have different quarters in which you're reporting, the employment rate second quarter after exit and employment fourth quarter rate after exit. Next slide, please, Laura.

The third one that I'll talk about is median earnings in the second quarter after exit. The fourth will be the credential rate and the last measure will be measurable skill gain. So let's move forward and talk about each one of these.

So as I said, the first one is the employment rate second quarter after exit. So this is an exit-based measure. You don't report on this until the second quarter after exit. So going back to the example I gave you of somebody who exits the program today, their second quarter after exit would be, for instance, July through September 2021. So we're just looking at that first – that three month period and reporting on what their status is in that three-month period.

So they're in their unsubsidized employment any day between July 1st and September 30th, 2021. For the example of someone exiting today, then their success – that would be an indicator of success in this measure.

For those who are familiar with the WIOA adult indicators and maybe operate programs under WIOA as well, you know that the adult indicator is different in that it only recognizes employment as a successful outcome. Whereas the youth program it includes – it also – it recognizes employment but also education and training as a success. So those are the difference between those two measures.

And as I said before, 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; it's looking at the status in the fourth quarter after exit. Next slide, Laura.

So going back to our example, if someone exits today, that second quarter after exit was July through September 2021. So the third quarter would be October through December 2021. And then the fourth quarter would be January 1st through March 31st, 2022. So we're taking – so we're looking pretty far down the road.

So if someone exits today, we're not looking at what their status is until that January through March time period in 2022. And it's simply their status in that three-month time period. So as long as they're employed one day during that time period, they are a success.

It doesn't matter what their status was in the second quarter after exit. This is not a retention measure; it's just simply looking at what someone's status is related to the employment in the fourth quarter after exit. So someone could not be a success in this indicator in the second quarter but then they could be a success in the fourth quarter. Slide 20?

So let's move on and talk about the third WIOA indicator, which is median earnings in the second quarter after exit. So again, the time period for this one is two quarters after exit. So using our example today is the exit date, we're looking at July through September 2021 as the period. And we're looking at their earnings in that third – in that three-month period. Again, the unemployment wage record is the data source.

So as long as you have a Social Security number, we can get their earnings information from that quarter to calculate it. And it's just looking at the median earnings of all the individuals who are in their second quarter after exit at that point.

So I imagine all of you remember the median from school. But the example you have there, the median is the middle number in a series. So if you have seven numbers, like the example on the slide, it's the middle number, where there are three numbers below and three numbers above. However, if the numbers in your series are even, you would take the average of the two middle numbers to get your median.

So let's continue and we'll talk about the next three indicators. The last three were fairly simple and the next two are a little more complicated. So we're on slide 21.

So now we'll be talking about credential attainment. It's a little more complex than the other three. So you'll see we have a few different – you'll see that I have a few different slides to explain the fourth indicator of 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? It's anyone in education or training. Anyone who's in a registered apprenticeship is by definition in training, so they would be included in this indicator.

So 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 an apprentice is only included in the credential rate one time, regardless of how many credentials they attain. So an apprentice is only in the number and the denominator one time. Next slide, please.

So 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 credentials that meet our definition. There are degrees, which would include an associate's degree, bachelor's degree, secondary school diploma or equivalent. And then there are other license and certifications and certificates and occupational licenses, occupational certifications and other recognized certificates. Lots of different credentials count for this indicator.

So I'll talk about some specific definitions, particularly for those non-degree diploma credentials and diploma credentials. That's where it gets a little tricky about what counts. So I'll talk a little bit more about those shortly, but – so here's our definition of postsecondary credential. These are – I've highlighted those definitions and they're on the next slide, number 23.

First is a credential needs to be awarded in recognition of attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance in an industry or occupation.

So some important things to remember about credentials is they're only included in the numerator and denominator of the credential indicator one time, regardless of the credentials attained. Even if obtained a secondary school diploma or another credential, only one time – it only counts one time in the indicator. And the measurement does not take place until after the fourth quarter following exit. Slide 24.

It just lists there the types of credentials, which I already named: occupational licensure, associate's degree, bachelor's degree, and so forth. Moving on to slide 25.

So let's take a deeper dive and look at the definition of postsecondary credential. These are the highlights. So the key parts here are the skills that need – the skills need to be technical and they need to be industry or occupational. So they're not general skills.

And then those technical or industry/occupational skills need to be based on standards developed and endorsed by employers or industry associations. So that's where the industry-recognized piece of credential comes in, as we want these to be credentials that employers or industry associations recognize and endorse.

So these last two bullets are more about what does not 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 and general work readiness skills. And while they are very important, they don't count for our credential definition.

And then the credential must be recognized 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 an entry-level employment or advancement in employment, it still doesn't count.

As an example, we often give – an example we often give are the OSHA – Occupational Safety and Health Administration – trainings, where they get an OSHA certificate for completing safety training. While it's important that you need to be in certain – it's important that you have those certificates or certifications for certain jobs. It's not an industry or occupational-specific skill. They're related to general safety and hygiene skills, so that's why they wouldn't count. Next slide, please; 26.

So we move on to the definition of secondary school diploma. Secondary school diploma definition is essentially more straightforward. It's what the state has recognized. The state – 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 we have a training employment and guidance letter, which is TEGL 10-16 Change 1. If you refer to that document, it'll give you more information about our indicators of employment and about credentials in particular. I believe we have a hyperlink later on in the presentation.

So let's move on to measurable skill gains, slide 28. Thank you.

So I know that was a mouthful about credentials. So let's move on to measurable skill gains. So you can count in this indicator one time per program year, July 1st through June 30th – that's our program year – 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 the measurable skill gains indicator, regardless of how many skills you gain. But we have it each program year.

So an individual in an apprenticeship program that crosses more than one program year, they're going to show up in this indicator each of those program years where they are receiving services. Next slide, number 29.

So they will likely show up a couple of times since registered apprentices take a long time to – registered apprenticeships take a long time to complete. And then – just like the credential indicator.

So as I said before, participants who are in an education or training – who are in education or training are included in the indicator. And they're included regardless of how long they participated in a program year. That is probably the oddest part of the indicator. 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, in 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 into the program year doesn't have much of a chance to obtain a gain before the end of the program year.

And you know that these individuals who start in the program late – late in the year – probably won't have a chance to obtain a gain. It's just how it works and we recognize that. But don't let that impact your enrollment behavior.

In other words, please don't delay enrollment for 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 achieve a skill gain. The important part is getting them into the program and serving them. Slide 30.

So let's look at the types of measurable skill gains. There are five types. And keep in mind that this indicator applies to a lot of different ETA programs and so some of these skill gain types may not apply to your program model and that's completely OK.

So the first gain type is achievement of at least one educational functioning level. And what an educational functioning level is, is a measurement of basic skills. So this is essentially a measure of basic skill gain of participants. So this is more for programs that are requires to assess an individual's basic skills when they come into the program and then help them achieve basic skill gain.

The second measurable skill gains type is attainment of secondary school diploma or equivalent. As you'll see, it's a little bit redundant to the credential measure. Attainment of a secondary school diploma or equivalent.

The third one is secondary or postsecondary transcript for sufficient number of credit hours that shows the participant is meeting state academic standards. So for secondary school, a transcript or report card for one semester. For postsecondary, a least 12 hours per semester for part-time students (sic) and a total of at least 12 hours over two completed semesters during a 12-month period. Slide 31, please.

So the fourth gain type is satisfactory progress toward an established milestone from an employer or training provider.

And the fifth is passage of an exam required for an occupation or progress attaining technical/occupational skills as evidenced by trade-related benchmarks.

So as you can see, there are lots of opportunities for a program model and for participants to achieve skill gain or to achieve an attainment toward a measurable skill gains indicator.

So let's move on to our knowledge check. That actually completes my review of the five WIOA indicators of performance that we'll be using for the apprenticeship program.

So our first knowledge check of the day is the question, "An apprentice is in the last year of their five-year electrician program. But the grant officially ended during the fourth year. This apprentice should be exited from the program prior to the grant end date. True or false?" (Pause.) I see we have 31 people who've all chosen no or false. And you are correct. Oh, 40 people; that's great. Thank you for participating.

So that's correct. The answer is false. The individual would not be exited prior to the grant. Why? Well, this is an important point that we spent time on earlier today. While this concept may not apply to a lot of participants in our program, it is still important to revisit. 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 their program, that's OK.

So what is important to remember here? First, you don't need to put an exit date on them. Second, you don't need to report them in any of those exit-based indicators. And lastly, they should not be exited from the program prior to the grant end date if they are still in a registered apprenticeship program.

So next, Marcie will discuss the state-specific apprenticeship indicators. I'll hand it over to Marcie.

MS. HAMPTON: Thanks, Shelia. Folks, here we have a really nice, simple graphic that you can see the three ways we get to apprenticeship expansion. The indicators of performance help to measure whether or not the grants are fulfilling the primary goals of apprenticeship expansion.

And so obviously we're looking to expand the number of apprentices in RAPs nationwide. We're trying to support and encourage RAP diversification, including increasing diversity of apprentices and growing apprenticeship across the country and industry sectors. And supporting the integration of RAPs into statewide workforce development, education, and economic development strategies and programs and (trying to ?) – apprenticeship is viable as a career pathway to youth, adults, career-seekers; and is a viable working strategy for employers to hire.

So on this one, I want to kind of just walk through these side by side so that you can have kind of a quick picture of how they're different.

So aside from the common measures that Shelia talked about earlier – and those are, as she said, primarily focused on post-exit – we have the apprenticeship performance indicators for both grants that track grant participation as you – (inaudible) – period of performance.

So on the left side of this graphic are the ASE measures and then on the right are the SAE '20. And you can see there are a little bit of overlap on the first two; in fact, they're identical. And then when you get to the third one for ASE, it's written a little bit differently. And I think the intent was it was addressing pre-apprentices and youth in the second half of that measure.

Then fourth one on the ASE side was modeled after the H-1B measure and would include credentials beyond certificates of completion. So for that one, if you had 50 apprentices with completion and 10 of those maybe got an official credential, then you would end up with 60 in that column. It could be an (interim ?) credential or anything other than a certification of completion.

So for number of participants identified as unemployed, long-term unemployed, or incarcerated are in that final one on the ASE side. Meant to track those under-served populations and help with the statewide integration. On the SAE '20 side, it was – it didn't specifically call out any one group; it just said we were increasing diversity of RAPs for the total percentage. So you need to know the percentage that you actually start with on that one.

Then on this one, the first three are ASE only, the first one focusing on incumbent workers. So this would include incumbent workers who completed the RTI portion or the pre-apprenticeship portion. And I think the word "or" is missing out of that. It doesn't read right, but I think it's – (inaudible).

The last one is focusing on the total number of newly-created RAPs. The SAE '20 indicator (call about ?) new industries, which is a key focus as we're trying to build with the expansion of apprenticeships. And every time that we roll out one more funding thing, we're looking to see how we can push the envelope each time. So there's always a slight variation in how we're – (inaudible).

So here's sort of an overview, things we want you to remember about the reporting. ASE you're going to report by the end of next week; it's on the 15th. If you – if you're having trouble getting your WIPS file in, don't forget that you can send your interim report to mailbox and we'll accept that if it's on time and continue to work to try to get your report in there to get it uploaded on time or shortly after.

SAE '20s, you'll wait until next time to put your first WIPS report in, but continue with your regular interim reports and make sure that you meet the due date of the 15th.

Grantees are not required to submit a QPR – QNR, sorry. Rather, grantees should include any data on the nine indicators within the narrative report for that quarter.

Yes. Many of the indicators will not have data during the first year of the grant in which – obviously because their exit date – it's going to be a while before we have any data to calculate on that. Most of the WIA (sic) indicators, with the exception of measurable skill gains, do not have data during the first year.

So we are going to do a knowledge check on this one, a brief one. "Which indicator of performance can be described as not an exit-based measure–" I'm sorry. (Inaudible.) "– and only count one time in the numerator and denominator, regardless of the number attained in a reporting period?" And looks like we're split between measurable skill gains and credential attainment, but now it's (jumping ?) a little bit. (Pause.)

The answer is measurable skill gains because it is not an exit-based indicator, whereas credential and median earnings are. It's a really important concept – (inaudible) – concept of exit. So measurable skills indicator is the only WIOA indicator that's not exit-based. So that's why – so keep that in the back of your mind as you're going through this.

And now I'm going to turn it back as we talk about questions in the chat and we're going to answer these as a group. So Shelia, do you want to start?

MS. LEWIS: Yes. I'm actually going to take the one – the question is, "If a participant drops out of an apprenticeship program, should we wait 90 days to report their exit date in WIPS?" So let's go back and look at that definition for exit. When a participant has not received services for 90 days, either grant-funded or partner program services, and there are no future services scheduled.

So the answer to your question would be, you need to wait 90 days. And then, after the 90 days has elapsed, then whenever that next reporting period is, then you would report them in WIPS. So they did not receive services for 90 consecutive days and there's no future services planned.

MS. HAMPTON: So I think we have a (Chris ?) question. I think number three.

MS. LEWIS: Yeah. The question is, "You may –" well, I'm sorry. I'm reading the first part of it. It says, "Will the Department of Labor complete a UI data matching, or will the states be required to complete this data matching ourselves?" And I did cover this. And the answer is that our system will do that for you – for the grantee.

So the information that I have today is that, no, you don't have to – the grantees or your state will not have to do that. If you're reporting the Social Security number in WIPS, then that will enable our system to do a UI data match.

And Marcie, I may not know enough about the apprenticeship program for this question, but it's the first one on our screen. It says, "The slide said that exit shouldn't occur for participants while still in training, even if it's a five-year program." That is correct. If they're still in training but your grant ends, they should not be exited. So I'm not sure if there's a – if the five years has anything to do with it. But if they're still in their apprenticeship program, it's perfectly OK that the grant ends and that the participant not be exited.

MS. HAMPTON: That is correct. Somebody brought that up, that they thought we needed to exit them if the grant was ending so that they would – it would affect the credit or something like that. But we just decided it was just not – it was just better to leave it alone because they're not done with training and it's not going to hurt the grant.

MS. LEWIS: So –

MS. HAMPTON: So just leave it in there. You don't have an exit date; they're still in training, so just let it go.

MS. LEWIS: I'm sorry. I thought you were finished, Marcie.

MS. HAMPTON: No, that's OK. I was just thinking out loud.

MS. LEWIS: OK. So there's a question I'm not really sure of the context. So if I get this wrong, please put a follow-up question in the chat room. The question is, "Can you explain numerator and denominator in this context?"

And I may get this wrong, but – I mean, I may not interpret your question in the intent – in the manner in which it's intended. But basically, for the WIOA indicators, they are percentages. So the final number or the final measure is collected as a percentage. So the denominator would be the total population and then the numerator would be the participants that are actually included in that measure.

(Cross talk.)

MS. LEWIS: I'm sorry?

MS. HAMPTON: Sorry, Shelia. I didn't mean to interrupt you. I was just going to say, there are tools on WorkforceGPS that have little videos and tutorials that walk through those measures. So you can walk – go into those and see them because they actually did a really good job of explaining some of them. And measurable skill gains is probably the most confusing one for everybody and so they did put some substantial effort into trying to clarify that one. So that's one of the tools on there.

MS. LEWIS: Marcie, that's a good point to make, yes. They're called e-learning modules. So there's two of them; there's one e-learning module which goes over all of the WIOA indicators of performance, and then there's another one that's specific to credential attainment. So yeah, if you would look those up on WorkforceGPS, they're pretty good. They're online, interactive, self-directed tools.

So the next question is, "But we do exit those who drop out of or get kicked out of the apprenticeship program before the grant ends?" Yes, that is correct. Again, though, you are allowing 90 days to elapse to be sure that there are no services rendered and no planned services.

MS. HAMPTON: "What is the difference between total participants hired and enrolled in RAPs and total participants who enter RAPs?" (Chuckles.) A good question; I had the same one. I'm not really sure. I don't think there's a difference, honestly. I was trying to figure that out. I wasn't here when they wrote that TEGL so I'm not really sure, but I don't know what the difference would be.

If there's anybody on here that – Maria Brady (ph), maybe she – and I think I saw her name. Maria, do you happen to know that? (Pause.) I'll have to do a little research on that one because –

MR. STRAIT: Maria says they're the same.

MS. HAMPTON: OK. Perfect.

MR. STRAIT: She responded in the chat. Thanks, Maria.

MS. HAMPTON: Oh, thank you. (Pause.)

All right. "Earlier in the webinar Gabby mentioned a participant is someone who receives grant-funded training, supportive services, or on-the-job training. In a WIPS training webinar it was mentioned that providing supportive services only did not qualify someone as a participant. Would you please clarify?" Yes, we will try.

So I know what you're referring to because I actually am the one that said it on the webinar. Normally, for those of us that came from WIOA (side ?) programs, supportive services is given to a person that is already enrolled as a participant in a grant and you don't have enough resources to do what they need and so you co-enroll them or give them supportive services and contribute in that way. And so that was my interpretation of supportive services.

I don't think it's being interpreted that way in apprenticeship. And I've gone back and asked a lot of questions about this because it's causing a lot of panic and concern in the field, which upsets me because I didn't want to do that.

I think for your purposes, you guys are saying that you're giving an employer funding because you don't have enough to fund everything. You don't have enough money for all of the RTI or all of the OJL. And I don't know who wrote this question, but if you can just jump on, or else type in the chat, that that's what you're asking, because I want to make sure I get the question right before I try to answer it. (Pause.)

MS. LEWIS: Someone's asking for the link to the e-learning modules. Give us a minute and we'll get those and put that in the chat room. (Pause.)

MS. HAMPTON: We're going to come back to that one. So let's see. "Is the ASE QNR expected to be uploaded into WIPS or emailed as usual?" You will email it as usual. And I don't even think you're able to submit it yet in the system.

MR. STRAIT: No, they're not able to. So you'll have to submit it through email like before.

MS. HAMPTON: Yep. "Can you provide additional information on the SAE 2020 grant QNR not being required? Are we just supposed to submit the QPR?" James, you want to take that one?

MR. STRAIT: I think Gabby may know that, actually.

MS. HAMPTON: OK. (Pause.) I don't think we meant to say the QNR wasn't. (Inaudible) – Gabby.

MS. LEWIS: So someone is asking if we will be providing answers to these verbal questions. And the answer is yes. I do not have a timeframe. But what we are trying to do on all of our live events is to collect the questions from the chat room and provide them in the form of an FAQ.

So there's a – for those of you who may recall, there was an FAQ document posted to our new apprenticeship performance accountability and reporting landing page on WorkforceGPS. That document we plan to update periodically. I don't have a timeframe. It could be once a month; it could be once every three months. It just depends on how many new questions we receive.

So the short answer to your question is yes. And the place will be in our FAQ document that's currently published on WorkforceGPS. (Pause.)

And I believe that at least one link has been loaded – published in the chat room for the e-learning module. (Pause.)

MS. HAMPTON: We have a WIPS question here. "How do you do the following for recording? Record one if the participant at program entry is a person who is a youth living in a high-poverty area." Shelia, do we have anything on that one?

MS. LEWIS: It would be helpful – well, I think it would be helpful for me if I knew the PIRL data element number.

MR. STRAIT: So we talked about this one the other day. And –

MS. LEWIS: We did, yep.

MR. STRAIT: And I believe the answer is, if you know and have a measure already in place that they are in one of those areas, then yes. Otherwise, the default is no. Maybe Shelia, you can confirm?

MS. LEWIS: I'm looking through the PIRL now. (Pause.)

MR. STRAIT: And for today's grantees, if we don't answer all your questions today, which we may not be able to, join us at the next office hours and bring those questions there too. (Pause.)

MS. HAMPTON: "Which PIRL field does that mean we do not need to input? Wages one through four quarters after exit?" So if the element is on our (schema ?) we want to answer it if we have that information.

And are you asking how we turn that into aggregate data? I'm not really sure. (Pause.) I would just say, if it's a PIRL element and we're requesting information and we have it, we put it in there. If we don't have it and it's optional to leave it blank, do that. But if you're asking about maybe the (postsec ?) – (inaudible) – calculations, I'm not sure. We may have to come back to that one. We might have to answer that one after because I'm just not sure what the question is.

"Regarding UI wage match and Social Security number, how/when will we know if the SSN we provided is incorrect, perhaps due to a data entry error?" I mean, it's going to accept it if it's in right formatting context. I'm not sure – Shelia, have you see that before with your other programs?

MS. LEWIS: (Inaudible.)

MS. HAMPTON: It says error message if it's not – it's one about the Social Security number being wrong and – well, entry – it's not going to pick up on that as a formatting error or a – (inaudible) – or anything. I don't know –

MS. LEWIS: Yeah. When you upload into WIPS, it's not going to reject it unless it's in incorrect format. The data validation piece of that is going to lie on the side of the grantee. The grantee would have the information in order to validate the Social Security number. We would not have that.

Now, as far as what happens on the other end once it bumps up against the UI wage match, I do not know. I'm not able to answer that question.

MS. HAMPTON: My guess is it's going to run through there and it's not going to find anything, right? Or it's going to find something that doesn't look right.

MS. LEWIS: Right. That's true. So –

MS. HAMPTON: So I mean, I don't know –

MS. LEWIS: So in other words, there wouldn't be a wage match.

MS. HAMPTON: Yeah, exactly. Like, I don't know that we can do anything about that.

MS. LEWIS: Yeah. In other words, there would not be a wage match if it's an invalid Social Security number or if it doesn't match the participant that it's submitted for. But the WIPS system is not going to detect that part of it. It's only when it bounces off – against the UI wage records.

MS. HAMPTON: Yeah. I just wanted to make sure I was on target for that answer.

Alaska, "Are you saying that states themselves do not need to try and get wage data from the UI department for partnership participants? That we would leave it blank in apprenticeship PIRL?" They don't leave it blank, Shelia?

MS. LEWIS: I'm sorry. I was typing something else. Which one are you looking at?

MS. HAMPTON: (Inaudible) – 14. I mean, it's not going to fill itself in? I think this might be the –

MS. LEWIS: I wouldn't guess. I think we should ask the experts there.

MS. HAMPTON: Yeah. I mean, if we have the information, we should be putting it in. (Pause.)

"Can you provide the link to the e-learning modules?" We probably can. We'll get back on that.

MS. LEWIS: We did already.

MS. HAMPTON: Oh, OK.

MS. LEWIS: Yeah. I think we can delete that one, Laura.

All right. So there's a question, are we going to alert the grantees when the FAQ document is updated? That answer is yes.

You will – we will take care of that in several means. Your newsletters, through emails. I believe all of you are on the email chain when we announced the publication of the FAQs and the other documents. And also, there'll be a new flag for new information on WorkforceGPS. In the document we will highlight the new content. So yes, you will be notified.

So there's a question. I'm not quite sure what context. It says, "Will we be notified by WIPS?" I'm not sure – could you elaborate on that question, please? (Pause.)

MS. HAMPTON: "Can you confirm that registered apprenticeships – (inaudible) – funded by grant is not a direct service and the apprentices in RAPIDS do not count as a participant?" Yes, that's what we've been saying. We're working on that one.

It does say in the ASE grant that apprentices that come about as a result of a new registered apprenticeship program count for purposes of the grant. And so we're working on that one. Stay tuned.

MS. LEWIS: So I just wanted to give sort of a broad answer with regard to the UI wage match and – (inaudible) – the apprenticeship grant. As all of you know, this is new. The collection of data through WIPS is new. So we don't have all the answers to your UI wage match questions. We will get those and we will – we'll get those answers when we have them.

And again, the system's not even really programmed completely yet to accommodate that. So once we get those answers, we will be sure to – I'll get that information out to you. I just hesitate because we don't want to give you incorrect information. (Pause.)

MS. HAMPTON: "If you're only providing oversight and the participants are not getting direct support from the grant, do (we have ?) participant data to upload?" Only providing oversight. (Pause.)

My gut is you don't have participant-level data, so no. But I'm not sure if I'm missing something about that question. I mean, to be a participant they have to be getting some sort of direct grant-funded activity. But if you mean something else, put that in the chat.

"I'm sorry, but I'm still stuck on the don't exit them if they're not done with the apprenticeship. As SAE '20, we're serving apprentices in – (inaudible) – wouldn't experience those outcomes until after the grant ended. That doesn't look very good for the grantee. (Inaudible) – say they're all still in apprenticeship, so we have no outcomes." Yeah, that's exactly what they should say. (Pause.)

We'll have another discussion about that. It's coming up a lot. So I think we'll add that to our roundtable and see what the impact is of not doing it and what the impact is of doing it. So Shelia, add that to our list to (use ?).

MS. LEWIS: OK.

MS. HAMPTON: (Pause.) OK. I'm going back up here. (Pause.) Sorry. There's a lot and we're kind of trying to scroll through. (Pause.)

I think we've answered all the ones that we can. There's a few that we need to put research into. But they're all great questions and we'll try and get answers in the next couple of days.

(Cross talk.)

Yep. Go ahead.

MS. LEWIS: Oh, I was just going to say with that, Marcie, yeah, we've answered pretty much all that we are able to answer and we actually did answer most of them. So we're going to hand off now and we'll hand it back over to Gabby, who will give us some reminders and resources and upcoming events. Gabby? (Pause.) And Gabby, you might be muted. (Pause.)

MS. APONTE HENKEL: Hello? Hello?

MS. LEWIS: We can hear you now.

MS. APONTE HENKEL: OK. That was weird because I wasn't on mute. Apologize for that.

We just wanted to remind everybody to be sure to register for WorkforceGPS. That way, you will get automatic updates whenever new content is posted. So that's really important.

And we want to thank you for your participation. And we will follow up with any questions that we could not answer during the question-and-answer series and make sure that we get you the information that you need. Just want to thank you again for participating.

Anything else? (Pause.) Thanks, everybody.

MS. LEWIS: OK. Gabby, were you going to do the reminders for the slide 41, slide 40?

MS. APONTE HENKEL: Oh, sorry about that. (Pause.)

In addition to what I just said, don't forget to submit your designation letter for WIPS to apprenticeship.grants@dol.gov by Friday, April 2nd – before Friday, April 2nd, 2021. Non-registered certifiers and submitters, please look for an email from admin@dol.appiancloud.com. Registered certifiers and submitters, you'll get access to PIRL 2020. And for the user ID and temporary passwords, be sure that is all in lowercase.

Some good stuff that's coming up soon in terms of events and technical assistance, we've got the WIPS office hours for ASE on February 10th, 4:00 to 5:00 Eastern; February 12th at 4:00 to 5:00 Eastern. And WIPS office hours for SAE 2020 are Tuesdays and Thursdays and that will begin on April 20th through May 13th; and that as well is 4:00 to 5:00 Eastern Time.

MS. LEWIS: Gabby, I want to interrupt you just for a moment. With respect to the WIPS office hours for SAE 2020, those days may change. We just found out just before we went live that one of our grant managers will not – may not be available on those days.

So just stay tuned and look for an Outlook invitation and there'll probably be a newsletter article and other communications as well as we get closer to April. But we will try to have at least three weeks of office hours twice – well, twice a week for the three weeks prior to your report due date. That was it, Gabby.

MS. APONTE HENKEL: Thank you. In terms of funding opportunity vehicles, we've got TEGL 17-18, which is "Funding for the State Apprenticeship Expansion Grants;" and TEGL 15-19, which is "Funding for State Apprenticeship Expansion Grants, Building State Capacity to Expand Apprenticeship Through Innovation."

Guidance for performance reporting; we've got that out there for you. We've got TEGL 10-16 Change 1, and that is about WIOA indicators for performance.

We've got TEGL 14-18; take a look at that as well. That's "Aligning Performance Accountability Reporting and Definitions, Policies and Workforce Employment and Training Program Administration."

And we've got TEGL 07-18, which is "Guidance for Validating Jointly Required Performance Data Submitted under WIOA."

So key performance resources at a glance. This slide is a helpful tool to have all your resources in one place. So we've got DOLETA resources and WorkforceGPS resources about WIPS performance. We've got those great WIPS webinars that we did and then PIRL resources for 3.0.

And contact us if you have any questions. Performance reporting qual – policy positions is apprenticeship.grants@dol.gov. And WIPS technical assistance you can see the link there; I won't read that out to you.

Thank you all very much. Shelia, do you have any last comments?

MS. LEWIS: No, but thank you, everyone, for your questions and we will get back to you on those. We do not have a timeframe but we will be able to respond to those questions and add to the FAQs that are already published on WorkforceGPS.

So thank you for attending today's event and I'll hand it back over to Laura. Thank you.

(END)