**WorkforceGPS**

**Transcript of Webinar**

**Performance Accountability and Reporting for State Apprenticeship Expansion Equity Innovation Grants**

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GRACE MCCALL: And welcome to "Performance Accountability and Reporting for State Apprenticeship Expansion Equity Innovation Grants." Now without further ado, I would like to turn things over to our speakers for today. We currently have Jessica Diep, Office of Apprenticeship; Shelia Lewis, Office of Apprenticeship; Maria Brady, Office of Apprenticeship; Gregory Scheib, Office of Workforce Investment; and Evan Rosenberg, Division of Youth Services. I believe I'm turning it over to Jessica, so take it away.

JESSICA DIEP: Thank you, Grace. So my name is Jessica Diep and I'm managing the SAEEI grant. You probably received – (inaudible). So anyway, let's go over this poll question. Does preparation for the performance reporting make you feel relieved, anxious, clueless, or determined? Well, if you selected – I think for the majority of – thank you, Grace – I think the majority of you are feeling anxious and just a few of you feel determined. So hopefully by the end of today's event you will be feeling less anxious and more determined to get work done. And by the time you submit your report to – (inaudible), you'll be feeling relieved.

OK. Thank you. So now we'll be going over today's objectives. So we will be discussing the importance of performance accountability and reporting, important definitions, and concepts. We'll be defining the SAEEI indicators of performance and the WIOA indicators of performance.

And we'll be responding to your questions. And now, I'll hand it off to Shelia.

SHELIA LEWIS: Thank you, Jessica. And good afternoon, everyone. Thank you for joining us in our event today. So first we'll be talking about performance accountability. Just, what is performance accountability? So this slide provides a high-level graphical representation of performance accountability. As you see, tracking performance, reporting, and continuous improvement are all interrelated and reciprocal. So before I discuss performance accountability, I know you may be wondering a few things, such as, why do we need to collect individual data?

Why do we need to collect all this information anyway? What is performance accountability? Why is my grant required to submit reports? So allow me to provide some background. 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 evident by the data collected by the Office of Apprenticeship and by the state. Then, that data is published on DOL's website and used in numerous 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 programs are achieving their goals. Performance measures provide agencies with the information they need to assess the achievement of program goals.

The data collection requirements put in place for you – for those of you using your SAEEI grant, along with ETA's other grant funded job training program, are necessary to meet our program – our performance accountability obligations to those federal grants. Generally, legislation, that is our laws, 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, in this program Congress wants to know who we intend to serve, who, I mean, – we also, want to know if this program is providing services to those we intended to serve. What happens to apprentices after they leave the program? Do they leave with the credentials? Do they still have the job? How many registered apprenticeship programs were created? What specifically is performance accountability? Well, it's a continuous cycle. It starts with the management process of tracking our performance. And then, that information is sent to stake holders.

So who are our stake holders? Well, our stakeholders are Congress, directors, the public at large, this agency, you, me, the department. So from there, the information is used in the process of continuous improvement. One of your roles as grantees is that you use this information for analysis of your program. And that information is then used to improve your services. So the recap, performance accountability is how stake holders, like, the Department of Labor, state governors, and Congress are held accountable for meeting performance outcomes or expectations.

First, we must understand the value of accurate data and tracking and reporting. This is why we must understand why performance reporting is important before you begin reporting on your grant. So what is measured? Who's measured? What outcomes are being measured? What counts and what does not count towards an outcome, or rather what is included and what is not included in the final calculation of our indicators of performance? Moving on. So in order to have performance accountability system, we have to start with high quality data.

So what is high quality data? Well, 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 not – and how well the apprenticeship system is serving employers, job seekers, and the community at large. Why do we need to collect information about our program? Well, the data that we collect is compiled and generated into reports. And we use that information to evaluate our program. Why do we need to know all of this information?

Well, as I mentioned before, the law tells us that – in other words Congress gives the agency the authority to collect this information. So later in today's event, Greg, Evan, and Jessica will discuss the outcome that we're expecting to produce from the data that you are collecting for this grant. We don't win when we collect information. The information that is collected, it flows together.

We collect information on who we are serving, how we're serving them, and what services they're using, how the – (inaudible) – is doing in those programs, and what happens to them after they leave the program. So I – we'll talk a little later about this in a different event, but the participant individual record layout, which is the data layout for this program that we're using for ETA Program or the PIRL. It 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 the apprenticeship program. In other words, it allows us to be able to compare apples to apples within the apprenticeship grant and across the apprenticeship grant. So let's take a look at where this information goes. First, let's consider reports. Grantees report this information by using the – the PIRL. And they report that information to the Department of Labor a few times year, generally, quarterly.

That's the quarterly report of the QTR, also known as the ETA 9173. And we also, collect our qualitative data to a narrative report or the QNR. So as you already know, we'll discuss these reporting instruments in a future event where we'll go over those reporting instruments in depth. So moving on. Let me go back and talk a little bit more about high quality data. As I mentioned, in order to have a performance accountability system we have to start with high quality data. So what does that data look like?

It's timely, it's consistent, it's accurate. So without high quality data it's not possible to determine whether, or who will, or how well the apprenticeship system is serving employees, apprentices, or the community. Performance accountability begins with tracking. So what's included in tracking? Well, data collection, data validation, reporting, and finally analysis.

So if the basic data is flawed then, all sub point analysis and applications of the data are also, unreliable. Again, that goes back to your very important role of inputting and collecting the data from participants and individuals who are seeking to enter into an apprenticeship program. So in conclusion, there are three main reasons why performance accountability and reporting are important to an apprenticeship program. First, they provide program operators, like, you and frontline staff with important decision making and continuous improvement opportunities.

Next, they provide the Department of Labor with information to ensure program accountability to assist in identifying technical assistance needs and to aid in evaluation. And finally, to demonstrate program success to stake holders such as you, the community at large, and Congress. Next, – we'll begin our next segment on important definitions that you will need to know as you collect and report on your data.

So now I'll hand off to Maria Brady, who will begin with our definitions.

MARIA BRADY: Thank you, Shelia. And hello everyone. It's great to be here. Let's start with those important definitions. First off, what is a participant? Well, in any OA-managed grant a participant is an individual who receives a direct grant funded service after being determined eligible for the grant. Now, in the case of SAEEI grantees, you're going to have two types of participants, a registered apprentice or a pre-apprentice. So again for a registered apprentice their receiving a direct grant funded service. For instance, financing part of the OJL, the related instruction, supportive services, and also, services for a pre-apprentice.

So that still enables them to successfully enter a successful apprenticeship program. Now, incumbent workers, the good news is that grant funds can be utilized to support the upscaling of an employer's workforce. So employees who participate in that upscaling are incumbent workers. It's like the definition that's in Webster's Dictionary. It's somebody who's already on the job. And when we talk about grant funded upscaling, we're talking about the OJL, the related instruction, or both.

Now, those incumbent workers would be subject to the same reporting expectations and requirements as any other grant participant. Why am I emphasizing that? Because many grantees here are state workforce agencies. And you know that companies treat incumbent workers differently. So incumbent worker training is an employer service and there's limited reporting. So the individuals are not considered participants.

So in the SAEEI grant you can provide services to incumbent workers. But you would have to report again, all of the data required for participants. Let's talk about pre-apprentices and pre-apprenticeship. So a pre-apprentice is a type of grant participant. And it is a grant participant who was enrolled in a quality pre-apprenticeship program. Now, that's key, it can't just be any pre-apprentice program. It has to be a quality pre-apprenticeship program. And we talk about that at length in your funding opportunity announcement, specifically page five.

And many of you are already familiar with TEN or Training and Employment Notice 1312. And in those documents, it provides attributes of what makes a quality pre-apprenticeship program. And obviously, the documents describe them at length. So of course, it has to be designed in collaboration with sponsors and employers, because that's the intent, to go into a registered apprenticeship program. It has to have meaningful hand-on training. And obviously it can't displace employees who are already there.

And then number three is key, because you know, you want to succeed in a pre-apprenticeship program, so you can enter a registered apprenticeship program. So a quality pre- apprenticeship program has debilitated entry or articulation. For instance, through a Memorandum of Understanding. There's also, sustainability and partnerships that just doesn't disappear. And access to appropriate supportive services, which is critical for a lot of pre-apprentices. And that brings me to the next bullet.

Pre-apprenticeship can support your diversity, equity and inclusion efforts. Now, a lot of people think of pre-apprenticeship as the purview of youth. It doesn't have to be. Yes. Those who are let's say, 16 to 24 years old can benefit from pre-apprentices – apprenticeship, but so can adults. And there are many populations that have been historically underrepresented in registered apprenticeship or that have lacked access to those opportunities. And pre-apprenticeship really supports those kinds of situations, because it can prepare individuals. So that they can enter and succeed into a registered apprenticeship program. And there is the link to the TEN 13-12, if you don't already have it. And I believe I'm turning it over to my colleague, Evan at this point.

EVAN ROSENBERG: Yeah. Thanks Maria. So now I'm going to talk about a couple of tricky concepts, as it relates to performance and reporting. The first one is reportable individuals. So this concept is something that we started applying to apprenticeship grants. An issue we were seeing with a lot of the state grants were different state apprenticeship grants have different models.

And some of the models were more compacity building, where the grantees weren't providing direct services to participants. But rather creating apprenticeship opportunities by working with employers, sponsors, etc. And we wanted to make sure that grants used were getting credit, so to speak, for those registered apprentices that they weren't directly serving, but were creating the apprenticeship opportunities for. So that's how we landed on this concept of reportable individual.

Keep in mind, it's not a perfect concept to apply to these grants, but it's the best we could do to make sure that grantees were getting credit for apprenticeship opportunities that they created while not directly serving participants. So with that being said, I'll walk through the slide. Reportable individuals are individuals that enter a registered apprenticeship program that was developed with grant funds, but who don't receive a direct grant funded service.

And so, because they don't receive a direct grant funded service, they are not considered participants in that definition that Maria was just talking about a few minutes ago, for what a participant is. And what this means for you all is that you're getting – if this applies to your grant and keep in mind depending on grant models, not every grant might have reportable individuals. Whereas other grant models may have a number of reportable individuals.

But if your model includes these types of individuals that go into a RAP that was developed with grant funds, but don't receive direct grant funded services – what it means is that you don't have to report all of the data elements required for apprenticeship grant participants. And instead, you only have to report four data elements, which I'll cover in a moment. And then, the other piece where reportable individuals come into play is in two of your SAEEI performance indicators, which Jessica will cover all of those shortly.

But the first two of the seven participant indicators that she'll cover shortly, reportable individuals can count in. So even though the name of those performance indicators include the word participants, don't be swayed by that. Reportable individuals can count in both the participant serve number and participant serve to enroll in a registered apprenticeship program.

So that's where reportable individuals will fall in your grant if you have them as those first two SAEEI indicators that we'll talk about shortly. And then, on that last bullet point, that lists the four data elements that you'll report for reportable individuals. It's straight forward. The first one is the individual identifier. The second one is called the date of most recent reportable individual contact, but what it is, is the date the individual registers for an apprenticeship program.

And then, the third one is just apprenticeship grant programs status, which identifies what your finding stream is, your apprenticeship grant, and the last is the grant number. So minimal information for reportable individuals. Now the next concept I'm going to talk about is also, a bit of a tricky one, which is exit. Anyone who has had ETA grants before should be familiar with our definition of exit. But if your new to ETA grants, this might be a new concept for you.

So in ETA all of our programs have the same definition of exit, which is on that first bullet. An exit occurs when a participant has not received a service for at least 90 days, not including self-service information, only services, or follow-up services. And then, the exit date is then applied retro-actively to the last date of service. So if somebody's last date of service is today, September 22nd – you wouldn't know it was their last date of service officially until 90 days went by.

But then their exit date would be September 22nd, as long as they didn't get any more services, other than self-service information, only services, or follow-up services. Now, how this gets applied to apprenticeship grants including SAEEI grants is slightly different than how it applies to the WIOA programs. So if you also work on Workforce Innovation and Opportunity apps core program, exit dates might be a little bit different that what you are used to there.

So SAEEI grants, exit is going to likely occur either when the individual completes the registered apprenticeship program or leaves your program – withdraws from a registered apprenticeship program, and is no longer receiving services from you. The reason is because as long as they're in a registered apprenticeship program, they are receiving apprenticeship services. They're either doing their related instruction or their on-the-job learning. And so, they're active in the program, if they're in a registered apprenticeship.

So they should – if they're successful in the program, they should not complete the program and exit until they complete that registered apprenticeship. And then, the ones who drop out of the program, which just haven't received the services for 90 days, those are also exiters. So what this means, is that as you know, a lot of registered apprenticeships are long term in nature.

They can be two, three, four years, and so there will be plenty of your participants that will still be in process of the registered apprenticeship when your grant Period of Performance ends. And so, those participants will never exit, and that's okay. It is okay to not exit the program when the grant ends. They're just still in process. And we have a technical assistance aid on this. We provided the link there. I also should have noted on the previous side, we have a technical systems aid that discusses reportable individuals as well as the concept of exit and participants.

And those are helpful resources for you. So in – so, just to quickly contrast this with the WIOA program, because I know some you maybe, either current enrolling participants in WIOA or are familiar with WIOA, or maybe, even provide WIOA services. In the WIOA program, if we're talking about an adult or youth, that is in a registered apprenticeship, they often will exit the WIOA program before completing the registered apprenticeship. Often times, getting someone into the registered apprenticeship is the end of the WIOA program.

And that placement in a registered apprenticeship represents the end of the program, not the beginning, like, it might for apprenticeship grants. So we made the exit for WIOA – when WIOA services are done towards the beginning of the apprenticeship. And for WIOA a lot of those participants may exit the program long before they complete the registered apprenticeship. Which is not true for your grants. I know that's a lot of information all at once. We will have Q & A at the end if you have any questions on either reportable individual or exit. So with that, I'm going to turn it to Jessica, to talk about the SAEEI indicators of performance.

MS. DIEP: Thanks, Evan. OK. So there are ten indicators of performance listed in the WIOA. And there are seven participant indicators and three non-participant expanding apprenticeship programs indicators. (Inaudible.) So like, I said, there are seven parts. These are the seven participant level outcomes you set performance goals for listed in the WIOA. And these are the primary indicators that you will be accessed on and that you submit targets for.

One thing to note here is that indicators three and four will likely be the same outcomes, because everyone who completes a RAP will receive a certificate of completion. And we'll go into depth in the next couple of slides. OK. So here are the first four participant indicators. Number one is total participant served. And this is the total number of all participants served. Eligible participants are as defined in the WIOA – a person 16 years of age and older who are not enrolled in a registered apprenticeship program of the time of initial grant service.

The next indicator is total participant served and who enroll in a registered apprenticeship program. These are participants who newly enroll into a RAP during the grant period of performance, so between July 1st of this year and June 30 of 2025. And for indicators three and four, total participants who complete a registered apprenticeship program and total participants who receive a certificate of completion of a RAP, are those participants who successfully compete their registered apprenticeship program.

They are essentially the same, because everyone who completes a RAP will receive a certificate of completion. This is defined in WIOA under national industry recognized credentials. As a completer of a RAP receives an industry recognized credential, referred to as a certificate of completion, which is issued by the DOL or federally recognized SAA. For incumbent workers, if employees of a company is newly enrolled and are in a RAP, they count.

Even though they are not new to the employer, they are new to the registered apprenticeship. So incumbent workers do count if they are newly enrolled. OK. Continuing on from the previous slide – meeting and earning second quarter after exit. So while grantees provide a target for this indicator, this information will be collected through CRIS, the Common Reporting Information System.

Now, for the next indicator, this should, be total participant in training related implement during the second quarter after exit, if an individual that received training services and obtained employment directly related to those training services. This outcome is recorded in PIRL 1608 and found on COD2 of the QPR. And although this outcome references retention, we are only looking for whether or not the participant was in training related employment in the second quarter after exit. And for the last of the participant indicators, total participant.

Again, it's in training related implement in the fourth quarter after exit is not reported in the PIRL and it is not found in the QPR. Therefore, this outcome is reported in the QNR, quarterly narrative report, under section Roman Numeral 11A, additional information. You'll only report this if any of your participants reach the fourth quarter after exit during your grant Period of Performance.

OK. So now we have three, expand the apprenticeship SAEEI program indicators. These are the non-participant indicators, the expansion indicators, and should be reported in section 11A, additional information of your quarterly narrative report. The first one, total number of all newly created RAPs. It's newly created registered apprenticeship programs. So if you created a new registered apprenticeship program, you should count it in this indicator. The next one, total number of existing RAPs are expanded. So what does expanded mean?

That could include extending the registered apprenticeship program to new industries or new occupations, or a new service area, or you increase the number of registered apprentices in the apprenticeship program. And the last of the program level outcomes is, total number of new employers engaged due to the grant. So these include employers that adopt apprenticeship programs, as a result of the grant. An employer that you engage and got the adopt registered apprenticeship program due to the grant.

We encourage, if you also set any goals for your apprenticeship program, please add that in addition to your RAP program level goals. But please separate them in your quarterly narrative report. So we can see the output for pre-apprenticeship programs and registered apprenticeship programs. And I think we're taking a break now to answer questions.

GREG SCHEIB: Hey folks. It is Greg Scheib. Nice to be with you all today. We're going to take – we're going to go back through the chat and adjust some of the questions that have come into the chat. Amy, early on in this thing asked about whether she would be interested in learning how other states, how many people, or how they're inputting data for their grant. So I would like to encourage those of you who are on the call to just write in the chat.

And Amy, I don't know if you want to share your email with everybody, but I'm sure the rest of your colleagues would be happy to reach out to you and talk to you about how they're dealing with data for the grant. Let's see. The second question we got, oh, so Amy had a bunch of questions about, is a pre-apprentice a participant for the SAEEI grant. And who wants to help me out with this one?

MS. LEWIS: Yes, they are.

MR. SCHEIB: Right, because –

MS. LEWIS: (Inaudible) – FOA and pre-apprenticeship services are allowable. The hope is that they will go into a registered apprenticeship program during grant participation, but that may not be realistic. So you may only be serving a pre-apprentice who stays a pre-apprentice.

MR. SCHEIB: Right. And another way to look at this is, whether someone is a participant or not, is not dependent on whether they do pre-apprenticeship or RAP. If they get some sort of grant funded service, they're a participant. Now some of those folks may go through pre-apprenticeship and then onto a RAP. Others may just do a RAP. Others may just do a pre-apprenticeship. But if you're giving somebody direct participant related service and you determine them eligible for the grant, then you should be reporting that as a participant. Let's see.

We've got some more questions. How is the data on the third program level? I'm not sure what the third program level refers to – different than one or two? That's something – (inaudible) – you can elaborate on in the chat, perhaps?

MR. ROSENBERG: I think this – these two questions are related to each other. And they're asking for the expansion indicators, how the third expansion indicator is different than the first two.

MR. SCHEIB: You mean the three – are we talking about the three that are on the quarterly narrative report? Is that what you're saying?

MR. ROSENBERG: Yeah. The ones that are on the slide right now, the expanding registered apprenticeship program outputs that we referred to as the expansion indicators. And I can take a shot at this one. And then, if someone wants to jump in – so, that third one is about engaging new employers. And the first two are about actual registered apprenticeship programs.

So either new industries, new occupations, new service areas, or expansion of existing ones. So you could have brand new employers, or you could expand within existing employers. So it's employer verses actual registered apprenticeship, is my understanding of how those are different. If someone else wants to jump in and elaborate, that would be great.

MS. BRADY: You could have one employer, but you could have them develop brand new registered apprenticeship program that actually includes multiple occupations. So it's not necessarily a one to one. So and the number of existing RAPs, I mean, you already will have a relationship with them – (inaudible) – with that employer or sponsor. And so, in that case you're basically, adding occupations or adding apprentices. And when we say adopt, we're really talking about register. We're not talking about an – (inaudible), an employer acceptance agreement. We're talking about they register a program.

MR. ROSENBERG: Greg, I think at this point we can keep moving with the presentation.

MR. SCHEIB: Yeah. That sounds good. So keep the questions coming. We'll try to come back to some more of them later. So now we're going to switch over a little bit. So in addition to the indicators that Jessica just talked about, we're also tracking the WIOA indicators of performance for the grant. The WIOA – so, you either – a couple of things about these – again, the ones that Jessica talked about, use that target score in your grant. And you are being held accountable for meeting those targets. For this grant, we are also tracking WIOA primary indicators of performance.

And these outcomes are reported on by all ETA grantees. And with one notable exception you did not set targets for these outcomes. We capture these WIOA outcomes for your grant through a combination the data you guys are submitting through WIPS about your participants. And also, through wage data that we collect to the Common Reporting Information System or CRIS. And that is a system that pulls together the unemployment insurance wage data from all the different states. And so, we're able to get information about outcomes for our participants.

Just a heads up, we're going to go into this more in the next one, but all – but one of the WIOA indicators are long-term exit-based indicators. So you're not going to see data come out on these indicators for some time and, in fact, in some cases until after grant is over. So these are the WIOA Primary Indicators of Performance. I'm sure many of you are very familiar with these. Again, you didn't set performance outcomes for these, with the exception of the median earning second quarter after exit, which was highlighted here on the screen.

So basically what's going to happen is we are going to be tracking the outcomes based on each of your grants for these, but you aren't going to – but you have no targets for them. They are just going to be tracked and it creates a way that we can compare results across different programs in ETA. I'm just going to quickly go through the first three indicators. The first is employment rate seconds quarter after exit. And that is a percentage of participants who are unsubsidized employment during the second quarter after exit from the program.

And again , success on the indicator is only based on the status of the second quarter after exit, regardless of how somebody comes into the program. Whether they be an incumbent worker, unemployed, or under employed. As you might have guessed, the next one is employment fourth quarter after exit, which again, measures the employment rate of your participants this fourth quarter after exit. And is finally, for me, anyway, the median earnings second quarter after exit. This is a WIOA on outcome, but you did set targets in your grants for this.

So we will be tracking it, but we will be using the CRIS data to track that information. And of course, for those of you who are data – (inaudible), the median is a little different than an average wage placement or something that. The median takes a look at the value that's the midpoint between all your grantees for any particular period.

So it gives us a bit of a more accurate picture of where your grantees sit in terms of their median earnings. So you're not – your grantees, but your participants sit with their earnings. That's the – those are the ones I'm going to cover. I'm going to pass it over to Evan to take care of the last two of the WIOA indicators. So let me just pass it over to you, Evan.

MR. ROSENBERG: Thanks, Greg. Looks like you gave me the fun ones to cover. All right. So here the two are slightly trickier WIOA performance indicators. First, credential attainment. This one should be straight forward for apprenticeship grantees. So the individuals that are included in this are those in education or training. And anyone who is in a pre-apprenticeship, or a registered apprenticeship is by definition in education or training. So your credential attainment will include all of your participants.

And then, it's of those or of all of your participants who attained a recognized post-secondary credential within one year of exit from the program. And I discussed earlier what the definition of exit is. So the good news for you all, is anyone who completes a registered apprenticeship is definitely going to get a recognized post-secondary credential, because the certificate of completion for a registered apprenticeship program is a recognized post-secondary credential.

So at worst, individuals will get, as long as they complete the registered apprenticeship successfully, they will get a recognized credential and be a success in this indicator. In addition, there might be in-term credentials that meet our credential definition. So it's possible that some of your participants would even get a credential prior to that certificate of completion that also, meets that definition. And if so, you would report that in WIPS and the PIRL data for achieving that interim credential.

For example, a credential can include a secondary school diploma or equivalent. So if you're doing any pre-apprenticeships, and that includes a component where individuals are working on their secondary school diploma or equivalency, they might get a credential payment for that. A little bit more about our definition of what counts as a post-secondary credential, and this is so you will know if some of your interim credentials might meet our definition.

Credentials are rewarded in recognition of an individual's obtainment of measurable technical or occupational – technical or industry occupational skills necessary to obtain employment are advanced within the industry occupation. So the key parts here are that the skills are measurable and that they're either technical or industry occupational. So for a registered apprenticeship, it is likely to meet that definition. And as I said before, the certificates of completion for registered apprenticeships do meet that definition. But there might be in-term credentials before that, that do meet the definition.

And then the technical or industry occupational skill must be based on standards developed or endorsed by employers or industry associations. And a couple of notes about what doesn't meet our definition of post-secondary credential. Work readiness certificate do not. While important, they don't meet the definition. And then, certificates for general skills related to safety, hygiene, etc. also do not meet the definition, because they are not technical or a specific industry or occupation, and they're broader skills.

That's credential and then we'll go to our last WIOA indicator of performance, which is measurable skill gain. Now the difference with measurable skill gain compared to all of the other WIOA indicators is that it is not exit based. Meaning this is the one WIOA indicator where individuals are being measured in this indicator prior to exit. And for this one, just like credential, it's going to include all of your participants.

Because it includes those in either education or training, and anyone in a pre-apprenticeship or registered apprenticeship is, by definition in education or training. And it's of those individuals, how many achieved a measurable skill gain. And I'll talk on the next slide of the different types of measurable skill gains that we have. And then, participants are included in this indicator regardless of how long they've participated in the program. Our program year runs from July 1 through June 30th. So this measure is based on that program year timing.

And the individual is included in this measure one time during that program year. So there are five different measurable skill gain types. And keep in mind these are the WIOA measures. So they are applicable to all of our ETA programs. And all ETA programs report on the WIOA measures, but they're not always a perfect fit for all of our grantees. And so, as an example, it's likely that the first three gain types for the measurable skill gain indicator are probably not very relevant to your participants.

And it will be gain types four and five that are much more relevant. But I'm sharing with you, all of the information just so you'll have it. The first gain type is about educational functioning levels, which is essentially increasing the one basic skill level on basic skills assessments. And we don't expect y'all to be doing basic skills assessments with your participants. So this is not something that will generally apply to your participants.

Second indicator, also, unlikely to apply or second gain type, I should say also, unlikely to apply to your participants is attainment of a secondary school diploma or equivalent. As I mentioned earlier, there may be pre-apprentices that are working on their high school diploma or equivalency so, it applies to them. But most likely, you won't have many participants where gain type two is relevant. Gain type three potentially relevant if you have individuals that are in secondary or post-secondary education.

There are some registered apprenticeships that combine school and apprenticeship, so it's possible, but you may not participants where that gain type is relevant. So here are the two that are most relevant to registered apprenticeship programs – gain type four and five. Gain type four is satisfactory progress report toward an established milestone from an employer or training provider. That is something very likely you would see as part of an apprenticeship program.

And then, the last one, passage of an exam required for an occupation or progress obtaining technical occupational skills is evident by trade related benchmarks. Also, something we would anticipate this being a part of a registered apprenticeship program. So it sounds like – looks like that, for both of these gain types it's likely that you would have individuals that would obtain measurable skill gain either through gain type four or five.

And then, just a reminder for where these WIOA indicators fit in. As mentioned earlier these aren't your primary indicators of performance to assess your grant. Those are the SAEEI indicators of either, indicators where we collect data in order to calculate these measures. And all of that data will be input-based on PIRL elements when you submit your data into WIPS. So with that, that concludes our content we wanted to share. Before we get into more Q&A, we wanted to do a couple of knowledge checks. So here's our first knowledge check.

True or false, an apprentice is in the last year of their five-year electrician registered apprenticeship program. But the grant officially ended during your fourth. The apprentice should be exited from the program prior to the grant end date. True or false, should you exit the apprentice prior to the grant end date? Answers are coming in fast. I'll give you another few seconds. And I am very excited. Ugh, I was so excited to see that every single person got this right. But right as I started to say that we got a couple of incorrect answers.

The answer is false. Ninety-one percent of you are correct on that. The reason the answer is false, is as I mentioned earlier, some of the long-term registered apprenticeships might take longer than your grant period of performance. But you should not exit the participant just because your grant ended, as long as they're still working on that registered apprenticeship. If it's still in process, the grant just ends. But don't exit them just because the grant is ending. Exit should only occur either because they haven't received services for 90 days or they have completed their registered apprenticeship program and are no longer receiving services.

All right. So then we have one more knowledge check. Greg is putting that one up there for us. Which indicator of performance can be described as not an exit-based measured? Only count one time, the numerator, or denominator regardless of the number obtained during the reporting period. I will give you a few minutes to think about that or a few seconds to think about that question. Which of these is not an exit-based measure?

All right. So for this one, let's see, answers are still coming in. The majority did get it right, 59 percent of you correctly identified measurable skill gains as the non-exit-based indicator. As I mentioned earlier, measurable skill gains is our one indicator that happens during the program. Each program year end is not based on exit. And it's also, an indicator where you only count one time the numerator and dominator regardless of how many skill gains you obtain in the program year. All right. So with that, let's move on to more questions that might have come into the chat.

MS. BRADY: There's a question here, Evan. I believe it's from Mark Burchess or Burgess. Is there a data standard to industries and occupations, such as – (inaudible) – or SNC, or should we be using the RAPIDS Swift (sp)? I'm not clear on your question. Are you asking about the apprenticeable occupation list? I'm not clear. Mark, would you mind providing clarity? OK. Well, Mark if you want to provide some clarity in the chat, that would be great. Thank you.

MR. SCHEIB: While we're sorting this out, I see that there's a question about, why don't we receive reports for placement in employment second quarter and fourth quarter after exit? And I think you're talking about the WIOA Indicators of Performance for employment rating second in first quarter. If that's the case – you will get outcomes for those indicators, but the thing is, is that you don't do anything.

We go and use the CRIS data to get that data and then it will be down the road. It is not actually active on the QPRs yet, but down the road, those outcomes will in fact, be reported on your GRPs. You won't be certifying the data for those. It will just be added when those outcomes are available. I don't know. Hopefully, that clears it up. But if not, let us know in the chat. OK. Folks, do we have anything else before we move on and wrap up.

MS. BRADY: Didn't everyone use the stamp mark to provide clarification? Shouldn't there be one used the same definition of occupation. What is that definition? You would use the O\*NET Stop Code. That's what is required when you have standards of apprenticeship for a particular occupation. Is that what you're looking for? (Pause.)

MR. SCHEIB: While we're waiting on that, I'm just going to back, because Viviana was asking – she's asking the question, see how we're doing in that WIOA performance measure. Right. And the only problem and this is often the problem with these exit-based measures. You won't even see an outcome for that until two quarters after your participants have exited.

So in particular, in the case of apprentices, if they're either still completing or don't complete until late in the grant cycle, some of those outcomes won't come out for six months or a year until after that participant exits the program. So those outcomes are quite delayed. So you may not see those outcomes for some time until the grant's up and running. I hope that helps.

MS. BRADY: There's a question about verifying Selective Service Registration on enrolled apprentices before they get grant services. If – and if they don't provide a Social Security number – you can't deny someone service for not providing a Social Security number. And also, you should be able to verify Selective Service in another way besides SSN.

And there is – I forget who to reach out to for that, but typically, yes. You would for any participant – for anyone with bundled services, we're required to verify that – for males born such and such. And if there's no Social Security number, they can't be denied services. But you should do you're due diligence to verify Selective Service registration anyway.

MR. SCHEIB: You know, while you were on the – while we're on the subject of SSNs or at least contingently on the subject of SSNs – one of the reasons why, in fact, the primary reason why we ask you to submit or at least request Social Security numbers from your participants is, because that's how we're getting the CRIS data that we were talking about earlier. We take those Social Security numbers through a secure manner and that is the information that we use to get the outcomes in the – exit-based outcomes in WIOA indicators.

It is really important to re-emphasize what Maria said though. You cannot deny someone services – participants are not required to give you a Social Security number. We ask that you ask them, and we ask that you tell them why they – why we are asking for their Social Security number. But if someone decides or that they don't want to give that to you, you can – you should serve them.

MS. DIEP: OK. I think that is it with the question portion. So I'm moving on. I'm just going to send you a few reminders. Thanks to those who have already submitted your WIPS Designation Form. Remember, the WIPS designation form is not optional. We highly recommend that authorized representatives submit your WIPS designation form for your grant, sooner rather than later. Once submitter or certifiers have their WIPS user ID and temporary password, they should sign into the system as soon as possible. Please do not wait, as your temporary password may expire.

Submitter or certifiers who already have WIPS access, you will not receive an email with a user ID – (inaudible). You should simply log into WIPS and access the PIRL 2021 or 2021 version. The system will default to the PIRL 2018 version. So just make sure you select 2021. And in order to access the apprenticeship profile, use the pull-down menu to access PIRL 2021 version. If you have received your access information, remember that the user ID and password are all lowercase.

OK. So what's next in apprenticeship and technical assistance? Well, we have two sessions of WIPS office hours for SAEEI grantees, and they will be held on November 4th and November 10th, both at 3:00 p.m. The invitation is forthcoming. If you know anyone that should attend or maybe interested in attending, please forward the invitation or contact your SPO. Additionally, there's a SAEEI TA orientation webinar taking place on October 15th at 1:00 p.m. You received an email announcement earlier this week and you should have already received the calendar invitation; both are from Maher & Maher, the TA coaching provider.

Here is policy guidance that we recommend that you become familiar with. The first is TEGL 10-16 Change 1, and that provides more information regarding WIOA indicators of performance. TEGL 14-18 outlines DOL-only information regarding performance accountability reporting definitions and policies that apply across workforce and apprenticeship training programs. During the next two months, we will be working to update this guidance with apprenticeship – sorry – apprenticeship specific information. And TEGL 23-19 will also be revised to provide data validation information that's related to apprenticeship specific grants. So be on the lookout for an updated version of this guidance as well.

OK. So next we have a few reminders. So these reference the FOA. Always remember to protect PII and never transmit it via email. And lastly, there are TAAs available in the file share room for downloading. And that should be in the lower right-hand corner.

All right. And here are more performance-related resources with which you should become familiar. There's the ETA performance by DOL ETA. It has links to performance related guidance, the workforce integrated information system or WIPS, and information on the current information collection request. For WorkforceGPS, there's technical assistance resources that can be found. You will find on the apprenticeship performance reporting landing page frequently asked questions, apprenticeship schema, and the Apprenticeship Performance and Reporting reference guide. There's also the WIPS webinar.

Recordings and presentations for all five WIPS training webinars are available on WorkforceGPS. So if you missed them or need a refresher, please be sure to access them on WorkforceGPS. And the PIRL resources can also be found there as well.

OK. So to get in touch with us for performance policy-related questions and it could be a question about exit or a question about a PIRL data element, you can contact SAEEI.grant@dol.gov and please copy your FPO. If you're having a technical issue with WIPS, click on the link that's provided there and complete the form. This type of issue can be anything from a password reset request to a file upload error.

And on behalf of the Office of Apprenticeship and the Employment Training Administration, thank you for attending today's event. Thank you.

(END)