**WorkforceGPS**

**Transcript of Webinar**

**Quarterly Reporting for State Apprenticeship Expansion Grantees**

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JONATHAN VEHLOW: So without further ado I'd like to turn things over to our moderator today, Chad Aleshire, investment operations and performance, Office of Apprenticeship, Employment and Training Administration. Chad?

CHAD ALESHIRE: Thank you, Jon, and thanks everybody for joining us today. Again, as Jon mentioned, this webinar is targeted at our state apprenticeship expansion grantees and it's going to give us an opportunity to review with you all some of what we've found in your first submission of quarterly performance reports, the submissions that covered November through December 31st of last year.

As you ramp up to submit your second round of quarterly reports we wanted to make sure that we got this information out to you. There were some issues that we found that we think can be corrected. So from our office, Maria Brady and I and our team have done a lot of analysis of what we found. We're using this webinar to share this with you in the form of TA to increase what you're reporting, make sure what you're giving us is complete, and helps us do a really good job of telling your story.

That's really the goal of this quarterly performance reporting. We want to be able to track your progress so that we can do a good job of highlighting your successes. Maria's got a lot to cover today, so I won't take too long. I just want to let you know, again, Maria Brady is our multistate navigator out of our region four office of apprenticeship.

Maria will go through the slides today, share with you some of what we've found, and then we're excited to take your questions at the end of the presentation. Again, no question too small. We want to make sure that we get you in a place where you are comfortable and able to fill out these reports in a way that help us tell your story.

So with that, I'm going to get out of the way. I'm going to hand it off to Maria. Maria will go over the presentation and again we'll follow it up with Q&A at the end of the session, so please hold your questions. With that, I'll turn it over to Maria. Maria Brady?

MARIA BRADY: Thank you, Chad, and thank you, Jon, and hello everyone. It's my privilege to be here with you today to talk about your first quarterly performance report, or QPR. Let's go ahead and get started with some background information.

Just by way of some background, the period of performance began November 1st. It ends May of 2018. We are talking about only an 18-month period of performance. So the first quarterly report, which was due February 14th, only covered two months, November and December of 2016; so this webinar is going to highlight the issues that we've noted with the first QPR submissions.

Our objectives here today are to provide feedback on the initial QPRs and to explain next steps for reporting in general.

Here's the sections on the state apprenticeship expansion quarterly performance report. There are five pieces, and the first piece is basic and grant information. Section one is information on individuals served by the grant, and I want to highlight that – served by the grant.

Section two is information on services provided to individuals and highlighted again – under this grant. Section three, information on programs and sponsors served; again, under this grant. Section four is the narrative information. For sections one, two, and three we are asking for both cumulative and current quarter information.

That's a look at the structure of the expansion grant QPR. Let's talk a little bit about the template that we provided.

Although we said that it was a suggested format, if you decide to not use that template, all of the information in the template must still be provided; and to some extent that's not happening consistently across grantees. There are some examples on this screen.

For instance, we received from one grantee an 11-page document that listed the events that they have planned. No other information was reported or provided. That's insufficient for us to track performance.

Another submission had a very long narrative but none of the required information was provided. And again, if you don't use the template we still require all of the information in the format – as long as it's in the format that we have asked for consistent with the reporting instructions. You may use a different template but the information has to be reported.

OK. Let's take it one section at a time. The upfront information includes five data points: the name of the grantee, the grant number, quarter ending – which is December 31st or 2016, the date of submission, and the contact information. Many grantees were missing some or all of the contact information that we needed. Some did not include a telephone number. Some did not include email addresses. Some did not include either. In some cases we wanted to get in touch with the grantee and that information wasn't readily available.

So about a quarter of grantees did not fully complete the upfront information, and we would definitely like to see that in the next quarterly report submission.

Section one is information on individuals served by the grant. And again, I'm highlighting "served by the grant." This is the expansion grant quarterly performance report. To report on other grant activities is not appropriate unless those activities have also impacted the expansion grant.

And as your initial bullet shows on this slide, if there's no activity to report, you must report zero. Many reports had blank information or "n/a" was reported. What we're asking is that you report zeros if nothing is being reported.

So for the first quarterly report only, the current quarter figures, that column, is supposed to equal the column for cumulative total figures. Unfortunately that wasn't always the case, so we recognize there is some confusion. But for the first quarterly report only, those two columns must be identical.

And many grantees included a lot of activity that we're pretty sure has nothing to do with the expansion grant; and some even mentioned, for instance, that they were highlighting accelerator grant activities.

Now, the accelerator grant is another apprenticeship grant that we have out on the street, and if you're doing something with your accelerator grant that has a direct relationship on the expansion grant – for instance, you're expending expansion grant funds – then of course include that in the report. But if it's solely accelerator grant, then that's not to be reported on the expansion grant QPR.

I'm noticing that – someone is saying that my mike is cutting in and out. Is anyone else having that difficulty? If so, then we'll stop and figure out what it is. If it's just an issue in one state, perhaps they could call back in.

OK. The last sub bullet on your slide, many grantees reported large number of apprentices; in some cases, almost 70,000 in two months. So let's take a look at section one. This is a snippet of a section one that was turned in as the initial QPR.

Now, I know that the print is very small, but the first thing that you notice, even without being able to read all of the figures, is that there are no figures for the current quarter. That should either be zeros – well, not either; those should be zeros if there is no activity to report. And in this case, the grantee is reporting cumulative total of 14,752 apprentices.

We're not sure if that was through the expansion grant through November and December activity, but that is the only thing that is supposed to be reported on the QPR; not apprenticeship activity that's taken place as a regular course of business or through simply the accelerator grant or if you have an AAI grant. So this wasn't clear to us.

Also, something else that we can highlight in this section one submission is disability status. The grantee is reporting that all of these apprentices – so it's almost 15,000 – none reported disability status. Now, just as a reminder, individuals with disabilities is a specific target group of the expansion grants; so therefore we absolutely need to collect and transmit this information. We recognize that it's relatively new for many grantees but it's going to have to start being collected, and we hope we'll see that in the second quarter reports.

OK. As I indicated, many grantees are reporting high number of apprentices being served by this grant and no individual records were submitted at all. No grantee submitted individual records with their first QPR submission. Six grantees reported over 1,500 apprentices; one grantee, more than 68,000. So we question whether that took place in November and December of 2016, and that's the only activity that's supposed to be counted in the QPR.

Section one, again, as your second bullet indicates, only information on individuals served by the grant should be reported. It was clear that some general apprenticeship-related activities not directly related to the expansion grant were included.

OK. Now, I did mention something about individual records. What we said at the initial webinar – the introductory reporting webinar for grantees – was that if you do not utilize RAPIDS or you're not a RAPIDS state, that individual records will be required to be submitted. What you're looking at on this slide are those states according to our records that will have to submit individual records for apprentices – not pre-apprentices, but for apprentices.

OK. Let's talk a little bit about section two. This is information on services provided to individuals under the grant. There are two subsections, the services that you're provided and how they're being funded. If there's nothing to report please enter zero. Many grantees did leave this section blank. If there's nothing to report please enter zero.

In some cases grantees were reporting high number of apprentices but the section on services and funding sources was blank, and we question that because it didn't necessarily make sense. Why would you be reporting thousands of apprentices if the expansion grant is not being utilized to support anything related to their apprenticeship activity? OK.

Let's look at an example of a section two submission. I know it's small on your screen, but again, this is information on services provided to individuals under the grant. We're looking at pre-apprenticeship, OJT, RTI, supportive services, or other, and then a variety of funding sources. Now, the first thing you note in this example is that no figures were reported for the current quarter. That should be zeros. Also, rather than report "n/a" or "none" please enter zeros.

Section three is information on programs and sponsors served under the grant, and what you're looking at is a snippet of what section three contains. It's just those four data elements. Now, just to highlight something. Element 3.1 is number of new businesses engaged, and we are only asking you to report substantive engagement as we defined in the reporting instructions. Now, let me read the instructions to you for number of new businesses engaged.

"Report the total number of new businesses engaged through the expansion grant to include targeted presentations on registered apprenticeship and pre-apprenticeship; meetings to discuss registration of new programs; the creation of talent pipelines and career pathways; employer roundtable events, and the like." This does not include basic business outreach efforts or the transmission of grant or programmatic information; but rather, substantive engagement.

Now, I recognize that reading over a webinar platform is definitely not ideal, but part of that was to indicate that, yes, we did define substantive engagement in the reporting instructions, and a lot of what was reported would not necessarily be considered substantive.

All of these figures – all, one, two, three, and four – anything that's reported here is required to be explained in the narrative section and specifically in the first question in the narrative section. That's Element 4.1.

OK. Here's an example of section three that was transmitted in the first QPR. Now, you'll notice number of new businesses engaged, there was nothing reported. If there are no new businesses engaged that should be zero. The other thing that is left blank besides current quarter is number of sponsors receiving WIOA-funded support. If that's zero we need to see a zero.

Now, number of new registered apprenticeship programs is being reported as "19," but what we're unclear about is how can there be 19 new programs if there are no new businesses engaged? So there are some things – the reports have to make sense, and that's a question that we had when reviewing this particular section three. That's an example of how we were confused by a transmission that we received.

And remember those individual records. What you're looking at right here is a slide – it was slide 8 from the webinar that we did on February 6th, and let's just go over what we said on February 6th. Yes, grantees have to maintain individual records on businesses engaged, programs registered, programs expanded, and sponsors receiving services from the workforce system. This is not something your OA consultants will be able to do and it's not something they can do through RAPIDS. Grantees are responsible for this.

Now, many grantees reported new business engagement but did not provide specific information on the businesses as we require in the reporting instructions; and we recognize that individual records "for programs and sponsors," that sounds incredibly complicated but it doesn't have to be.

One of the things we'd like to do is share a sample from Louisiana. Louisiana in their first QPR reported five new businesses engaged during the report period, which is November and December of 2016. And on this slide, this is a snippet of part of what they transmitted. So in addition to utilizing the template QPR that we provided, what Louisiana did for Item 4.1 – which is the item for you to clarify data in other parts of the QPR – what they did was include a note to see the attachment.

On the attachment what you're looking at is two of the five new businesses that were engaged. This is what was described and this is adequate. This is an example, and as you can see, it doesn't have to be onerous. What Louisiana put here is very good, and that's information that we can definitely utilize.

OK. So section four is the narrative information and you're only reporting on the current quarter. In some cases use the template from the accelerator grant for this narrative. That is not necessary and it's a little confusing. We recommend that you utilize this template; and if not, that you include the information that we require in section four, and you can take a look at your reporting instructions for what we're requiring.

Many grantees transmitted a separate narrative, and again, that's not necessary; and many grantees did use the narrative from their accelerator grant, which is also not necessary. Really we recommend that you use the QPR template and that has a section for narrative information, the information that we require.

Now, item 4.1 is that catch-all item in the narrative section where we're asking you to clarify the data that you're reporting. Now, in addition to the first and second items, all of section three is required to be described and explained in item 4.1 – new businesses engaged, new programs, all of that that's reported – must be described in this data element; and then other clarifications of reported data. As the last bullet indicates, many grantees did not explain the figures that they reported, and we definitely would like to see that moving forward.

Next, success stories. This is item 4.2 in the narrative section of your QPR. We do request success stories so that we can sing your praises, so that we can tell the story of these expansion grants from very specific perspectives.

So the example that we saw from a QPR was, "We had a great quarter and engaged with multiple businesses to discuss the benefits of registered apprenticeship." That's a generic statement and we would hope that everyone, all grantees, would be engaging with multiple businesses to discuss the benefits of registered apprenticeship. What we're looking for there are very specific success stories, however.

Let's say you started somebody off in a pre-apprenticeship and they go into a new registered apprenticeship program. That might be a success story you would highlight for that particular registered apprentice. Or let's say you've just registered a healthcare registered apprenticeship program and it's the first healthcare occupation in the state. That would be a success story. We're really not looking for general information here. And if there's nothing to report, it's OK to say that there's nothing to report.

Item 4.4 is describe capacity building and outreach efforts. Based on what we received I think that some grantees are confused by this item. If you take a look at the reporting instructions, in parentheses we say A, policy documents tax credits; B, another example of what you might include; C, another example of what you might include; D, another example. That was never intended for you to separate out A, B, C, and D.

For instance, several grantees said for A, no new policy documents or tax credits. That was just given as an example of what you might include under this particular item. There's no need for you to go, A, none this quarter; B, none this quarter; C, explain it; and then D, none this quarter. Those were just examples. I hope that's clear. I hope I didn't muddy the waters on that. Basically the general thing that we're looking for is capacity building and outreach.

And then some of what was reported under "any additional comments" really should have been reported elsewhere, most likely under capacity building efforts or number of new businesses engaged. In some cases, although the grantee reported zero or just blank for number of new businesses engaged, under the any additional comments section we saw what looked like some new business engagement, and we wondered why that wasn't reported previously.

OK. Let's talk a little bit about next steps before opening it up for questions. Each grantee is going to receive an email from the Office of Apprenticeship. Copied on that email will be your federal project officer, your OA consultant, and your TA coach.

Now, what's going to be in this email? It's going to clarify the areas of improvement in your first quarter report. In addition to highlighting those areas for improvement we will attach, once again, to make sure we're all on the same page the QPR template and the QPR instructions.

We will highlight in the email those areas for improvement. In some cases we don't have specific areas of improvement for some grantee QPRs, in which case they will not be receiving this email that we're referencing.

We will not require a resubmission of first quarter reports. Rather, what we want is to work with grantees and their FPOs and OA consultants to review quarter two reports, and we could even review them before they are submitted. So within the 30-day period that we receive the second quarter QPR we will review and respond with a request for resubmission if necessary.

But will grantees have to go back and revise their first quarter progress reports? No. You will not. We want you to work directly with your FPO, your OA consultant, and your TA coach if you need additional TA to report timely and accurately.

OK. And just as a reminder, reports are submitted to apprenticeship.grants-ETA@dol.gov. Whenever you transmit a quarterly report you must copy your FPO, your OA consultants, and your TA coach. Let's make sure that all three stay on the same page.

And with that, I'm going to start with questions that have come through the chat.

"So if not using RAPIDS, what is the format for reporting individual records?" That's a wonderful question, and actually we are preparing a template for individual records for apprentices and individual records for sponsors. That should be available, I believe, by the end of this week. All grantees will receive a suggested format for the individual records.

MR. ALESHIRE: Maria, this is Chad. Real quick, I'm sorry. I want to give Jon a second here to just give some instructions to the folks that may want to chime in via phone, so just bear with us 10 seconds. Go ahead, Jon.

MR. VEHLOW: So for those of you who have dialed into our teleconference line right now, you can type in \*6 on your pad and you can unmute your line; \*6 to unmute and then mute your line if you want to ask a question without typing it in.

MR. ALESHIRE: So go ahead.

MS. BRADY: Thanks, Chad. Thanks, Jon. And one more thing about the individual record template that you're going to receive. We are not going to be requesting Social Security numbers. We definitely do not want that personally identifiable information transmitted over email.

OK. So the second question, "When reporting the number of registered apprentices in section two, it is being broken out by either RTI, OJT, or other; correct?" Let me grab the – offhand, yes, but let me get it in front of me, section two. I'll come right back to that after I get a copy of the template in front of me. (Technical difficulties.)

"Does registering a program mean helping an employer register their program – the OA approving the employer's program?" I'm not – perhaps that could be rewritten or somebody could press \*6. I'm not sure I understand the question.

"Would it be possible to send the email with the template and instructions to all grantees even if there are no areas for improvement?" Absolutely, and that's a great idea.

"It appears there are multiple versions of the expansion grant QPR and sending the latest to all" – (technical difficulties.)

MR. ALESHIRE: On that question, I'm not sure why there is confusion because there is not more than one template. But we are happy to re-send the quarterly performance template for expansion grants and the quarterly reporting instructions. We're happy to send them out again. But there are not multiple versions. There has only been one version that we've shared with grantees.

As Maria did mention on the individual data, there will be additional info provided. But as of now, there are only the template and the reporting instructions that we've shared out with grantees.

MS. BRADY: Thank you, Chad. So we will go ahead and send out the template and instructions to everyone just as a reminder.

"What are the requirements for reporting for pre-apprentices?" Well, the good news is that we are not requiring individual records for pre-apprentices; only for registered apprentices. So in terms of the requirements for reporting for pre-apprentices it's the information that's in the QPR – the demographics, ethnicity and race, services that are provided, funding sources; and if there are specific success stories with pre-apprentices that you'd like to describe in the success story question in section four. That would be it for pre-apprentices. If there are additional questions please let us know.

"Do you have a good example of what would count as a grant-qualifying outreach effort with an employer; and what is normal business outreach?" Normal business outreach is the course of everyday business. One of the things that apprenticeship consultants do on a regular basis is business outreach.

Chad, do you want to weigh in with some normal business outreach efforts? I mean, that could be the transmission of promotional materials. That could be attending a meeting with the chamber of commerce and presenting. Something that could qualify as grant outreach efforts would be – specifically for the expansion grant – having an industry roundtable with employers and talking about the expansion grant and what it could mean for them.

Chad, do you have any other examples that come to mind?

MR. ALESHIRE: I think the way you described it is right, and we have had this question come up offline, if you will, with direct contact with grantees. I would say employer outreach – grant qualifying outreach with an employer is part of the normal business outreach effort.

I would say this. If you are communicating with employers in relation to the grant project and it's direct contact with the employer in the form of, as Maria mentioned, having them join you for a meeting – an industry focus meeting – or to drill down on occupation training needs or – you know, something related to the grant project itself – administering RTI to an apprentice – related technical instruction to an apprentice.

What we're looking there for is direct outreach to an employer. Point being, if you shot an email to 500 folks on a distribution list that has some detail on what you're doing around your grant project, I would not consider that direct outreach related to the grant. I would say use that as your barometer.

If you've got specific questions on what that would mean, you have an example you want to see if that qualifies, if you will, don't hesitate to reach out to me directly. But again, it's direct outreach related to the grant project is how I would pose it.

MS. BRADY: Thank you. OK. Next question. "Does registration refer to staff helping an employer register their program or new programs that have been submitted to and approved by the Office of Apprenticeship?"

This is a question by Colorado and it's important to state this – to mention the state because that is an OA state, not a state apprenticeship agency state. So when we say registration we're talking about being registered with the Office of Apprenticeship.

When you talk about staff helping an employer, that would be perhaps going through standards development but not necessarily registering the program, which would be done in Colorado only by the Office of Apprenticeship. Hopefully that's clear. If not, please feel free to put a question in the chat room or to press \*6.

"In all fairness grantees may have more than one version. A QPR version was provided in the first training and then that document was slightly revised for the second training." Actually, that's true, because for registered apprenticeship programs we also added competency-based hybrid or time-based and we clarified one other element. I think we did that before the initial webinar for the grantees, but it's always good to clarify. If we don't say what we mean, people will interpret it for us and that often leads to confusion. So no problem there.

MR. ALESHIRE: And just to follow up again, point well taken. We appreciate that. But again, we will send out after this webinar to every grantee, we'll make sure that you have the version to use moving forward. Thanks.

MS. BRADY: OK. "How will you – DOL – be able to know whether a grantee is reporting pre-apprentices or registered apprentices in section one?" Well, the answer to that would be that the clarification would be provided in section two where we ask for information on registered apprentices and pre-apprentices.

"It does not look like there can be a distinction between the two. How is the section one distinction made?" We would see pre-apprentice and apprentice information separated in Section 2e.1, which asks about the state expansion grant if you're serving registered apprentices or pre-apprentices.

What other questions do you have? We see some attendees are typing. (Pause.) If you have a question please feel free to enter it into the chat room or press \*6.

"How do you recommend getting accurate numbers of apprentices being served by local WIOA funding?" Well, that depends on your management information system. Some states who are grantees have a management information system that could provide ad hoc reports of those individuals who are receiving – those WIOA-eligible individuals who are engaged in registered apprenticeship.

For instance, the WIASRD data or the PIRL data – participant information record layout – that information under type of training would include registered apprenticeship. And the person asking this question I know is from Louisiana, so this would be in Louisiana's HiRE system, which is the name of the MIS in Louisiana and we can definitely talk further about that, but I do have some recommendations.

"Could you go over the pre-apprentice reporting again, please? I'm still not clear." Absolutely. So for pre-apprentices we're not looking for individual records. We are looking for you to count them in terms of how many people you're serving under the grant. We want to know their gender, their age, disability status, veteran status, ethnicity and race, and obviously they're receiving pre-apprenticeship services, which is what would be entered in section two. You would clarify the number of pre-apprentices in Section 2e.1.b. And Marcia (sp), hopefully that's clear. If not we could always talk further.

But again, individual records are only for registered apprentices, not pre-apprentices. Pre-apprentices we're really just looking for aggregate information unless you have a success story.

What other questions do you have?

MR. ALESHIRE: This is Chad. As we're waiting for other questions to come in, I encourage all of our grantees that are on the call today, any question you have related to reporting is the right question to ask.

So as you're sitting there hopefully some of you are sitting there with your teams, just don't hesitate. There's no question too small. We want to make sure that we cover as much as possible. We allocated enough time here to answer as many questions as possible, so hesitate if you've got additional questions. Please let us know, and I'm looking up now.

MS. BRADY: "We had a TA question on our Q1 report but they didn't hear an answer." What was the specific question on the report, if you don't mind highlighting again? And that's to Marcia. We didn't go through all 37 and look for specific questions; we did kind of a quick analysis, if you will.

One question, "I'm still not clear on the difference from Section 2d.1" – which is pre-apprenticeship – "and Section 2e.1.b. Can you clarify?"

So actually the information that is likely entered into 2d.1 – offhand it would seem to me that it would equal what is reported in 2e.1.b. Does that help? In other words, if you're reporting 100 pre-apprentices, then you would assume that they're receiving pre-apprenticeship services; and then you would assume that the 100 are going to be reported under the state expansion grant, which is 1b of subsection E.

MR. ALESHIRE: And I'm noticing also – this is Chad – the note from Marcia, they had a TA question on the Q1 report but didn't hear an answer – thanks, Marcia. Just know we are collecting this TA – those areas that you may be requesting TA on, we are logging those.

And through webinars and communications to the larger grantee community we're going to make sure we try to cover everything that we receive in the form of TA-related needs or questions. We'll either include them in a FAQ that'll be going out to grantees shortly, cover them in another webinar, or provide some sort of communication around that TA for the benefit of all the grantees.

Another thing I want to bring up as we are waiting for questions to come in, I just want to make sure all of the grant teams did receive the announcement of the May 3rd state expansion grantee conference here in DC. Obviously you want to be planning around attending that event.

We want to make sure that if someone didn't receive that information, reach out to Chad Aleshire directly. All of you should have my email by now to make sure we do get you all the information that's going out around that conference. I just want to make sure we put that out there. All of you should have received it. If you haven't, let me know ASAP.

MS. BRADY: OK. A question came in. "Is there a way to get a login for RAPIDS for us to view the numbers or is that solely I guess from our federal director? Would be very beneficial to view numbers without asking them every quarter."

Well, one of the things to keep in mind is that this is specifically for the expansion grant; and if you have apprentices there are going to be individual records attached to those apprentices; and if you're an OA state then you would get that information from your OA consultant.

Chad, do you want to add to that?

MR. ALESHIRE: I agree with you. The short answer is, would you be able to get a login to RAPIDS, I think the answer would be no. The system's not set up for anyone with a login to join. You would definitely need some background training and things like that. It's a staff-driven – for the purposes of this grant I would say you should be coordinating closely with that OA consultant.

MS. BRADY: Thank you. "If there are new apprentice counts, am I clear that there must be some data entered in 2e, funding sources?" I could see where there may not be data entered in 2e yet because perhaps the expansion grant has not yet funded any OJT or RTI or supportive services. So I could see how that could happen. Does that help? (Pause.) And region five is typing; they'll let us know if that's helpful.

MR. ALESHIRE: One more thing to add as questions come in. At that May 3rd expansion grantee conference we will be covering a session on reporting requirements. So as you continue to submit your quarterly reports we will make sure during that session to just continue to provide TA. So I just want to put that on folks' radar, but obviously between now and then do not hesitate to reach out to us if you've got additional questions, and this is a great opportunity to ask those questions as well.

MS. BRADY: Going back to Marcia's question about subawardees' leveraged resources, I want to say that's a question for the 9130; that's your financial report question. I'm not sure that we could address it here in the programmatic reporting.

I did pull Alaska's QPR while Chad was talking and I have it in front of me. I don't specifically see a question; just, "Would like clarification on this issue" and then there's a couple of paragraphs, and I didn't read the couple of paragraphs. What comes to mind, though, is that if you're talking about leveraged resources, that that would be reflected on the 9130, not on the QPR.

MR. ALESHIRE: All right, grantees. Are there any other questions or is there anyone that wanted to chime in via the phone? Use \*6. (Pause.)

MS. BRADY: You know, we do recognize that especially for grantees that have the accelerator grants and AAI grants in addition to the expansion grant, this may be confusing because those are three different grant opportunities with three different reporting formats on a quarterly basis.

This is specifically for the expansion grant and we appreciate your patience and we appreciate your desire to report completely and thoroughly. Chad?

MR. ALESHIRE: Yep. Just watching the screen to see if we had additional questions coming in. I'm just going to give it another minute here. I do see some folks –

MS. BRADY: OK. Unfortunately one person was able to just get on at the question portion. Rose, we could always talk separately.

MR. ALESHIRE: And Rose, as we mentioned to you on our call earlier today, the webinar was recorded, so we'll shoot out the links. I'm sorry you were having technical difficulties there. We'll try to make sure any issues you're having will get rectified before the next webinar.

MS. BRADY: OK. Another question came in. "Can you describe the WIOA titles a little more?" I'm not sure what the questioner is specifically asking.

For Title I, Title IB, those are formula funds. And really, we're required because of the funding opportunity announcement to include engagement with WIOA, and WIOA has several titles. Title I is going to be adult, dislocated worker, and youth services. Title II is adult education. Title III is labor exchange, or Wagner-Peyser. Title IV is vocational rehabilitation, which might be called RSA in your particular state.

What we're looking at is engagement with the expansion grant. So let's say you have an apprentice who happens to be disabled. We would imagine that we would see that in the disability information and perhaps there's engagement with Title IV and maybe Title IV is providing support services. So you would enter "support services" as a service and you would indicate that Title IV is involved in providing assistance to an apprentice under the expansion grant.

And I believe – OK. If that wasn't clear we could always talk offline.

MR. ALESHIRE: Maria, there was one additional question that came in earlier and I think you referenced and answered a very similar question. "Does registering a program mean helping an employer register their program?" Then it says, "The OA approving the employer's program."

MS. BRADY: Yes. That question was clarified further.

MR. ALESHIRE: OK. That's what I thought. OK. I just wanted to make sure we didn't leave it out there.

MS. BRADY: Right. And basically when we say register a program in an OA state – such as the state that asked the question – we mean that the program is registered with the Department of Labor Office of Apprenticeship.

MR. ALESHIRE: Great. Thanks, Maria. I saw that Carla Whitlock's typing; I was just waiting to see if she has a question.

MS. BRADY: "What if WIOA information is not provided by the company?" Well, chances are the company wouldn't know; you would; and that the company is not necessarily going to know about WIOA funding. The apprenticeship staff – or state staff – would let them know about the WIOA funding and would shepherd them through that process. So it wouldn't be something that the company initiates, per se.

Did that make sense, Chad?

MR. ALESHIRE: It did make sense. It did, indeed. The company would definitely now be – I would be surprised if any company was able to tell you any of the WIOA information. I'd like to think the state staff at the grantee level and/or the OA consultant can provide that information.

MS. BRADY: Yes. OK.

MR. ALESHIRE: I see Eleanor's typing again. While she does I want to take a moment just to thank you, Maria, for the thoroughness of this webinar, and to our grantees. Keep the questions coming now, but again, we're going to continue to provide TA opportunities to you around reporting.

Again, we'll have a session at our May 3rd conference and we'll continue to track the incoming reports for the quarter that just ended and we'll continue to analyze those and provide TA as best we can based on what we've seen coming in on the second round.

MS. BRADY: And the question that just came in, "SAA states can get information from the WIASRD regarding WIOA." Now, keep in mind what the WIASRD is or the PIRL. We're talking about Title I here. I don't know that you'll get PIRL data for Title II and Title IV. So any state can get information from their WIASRD or PIRL reporting. It really depends on how user-friendly your management information system is.

"Did I understand correctly that you'll be sending out a template for tracking information on individual business sponsors?" Yes, you did.

MR. ALESHIRE: This is Chad again. We are in the process of putting that together now to send out in just the next few days the individual record layout that would include information to capture apprentices and program sponsors. So look for that in your inbox in the next few days. I'll send out a blast communication to all the grantees that are reporting from states that do not use RAPIDS. For states that do use RAPIDS you won't need that template.

MR. ALESHIRE: All right. I'm watching the screen here and I do see folks still coming in. Paula, you mentioned the audio chopped up. I'm not sure if you meant throughout the webinar. We did hear one report of that; we had several folks say it was OK; or was that related to the last question. If so we could repeat.

MS. BRADY: "Chad, we probably need the template on individual business sponsors." Yep. And that will be forthcoming.

MR. ALESHIRE: Yeah. That's exactly what I was just referring, Maria, is that we'll be sending out that individual record layout data, which will be for apprentices and program sponsors, which would be the individual business sponsor. (Pause.)

All right. We apologize for the silence but we're just trying to give folks a chance. We're obviously in the Q&A part of this and we've still got a good number of folks on the line. We're trying to make ourselves available.

Again, we allotted this time to make ourselves available to answer as many questions as we can. So we apologize for the delays here and the silence, but we just want to make sure – we're logging questions and giving you answers as they come in. So as long as you can stick with us we ask you to do so, as long as you have questions. I want to try to continue to get them answered here for the benefit of everyone on the line. (Pause.)

I see a few folks are typing now, so we're just going to watch the screen as they come in. We'll see what we can do. (Pause.)

Yep. And Ellen, you're more than welcome. Again, look for the templates on the individual record data in the coming days.

Literally after this webinar today I will reissue the quarterly performance reporting template and the quarterly performance reporting instructions to complete that template so everyone does have the version that is – the "blessed" version, if you will, that we're using for the first round and moving forward for the second and third rounds of reporting. So stay tuned; you'll have that today.

MS. BRADY: "What kind of information should we collect on Title II and Title IV?" If one of your apprentices or pre-apprentices or even one of your businesses are receiving a Title II service – for instance, workforce preparation is a Title II service and perhaps a pre-apprentice is receiving that. That would literally be a tick mark; that would be one. And then you would clarify that in Item 4.1, what was provided.

And for Title IV, perhaps Title IV provided supportive services or business services – Title IV provides a lot of business services. For instance, let's say an employer has never hired an individual with a disability or would like more information on working with individuals with disabilities or information on reasonable accommodation.

Title IV actually provides a lot of employer services, and that could be further clarified in Item 4.1 as well. So there's a lot that Title II and Title IV can do, but we're really just looking for stick counts, if you will. (Pause.)

MR. ALESHIRE: All right. Thanks for all the questions, Maria. That's exactly what we're looking for. Like we said, no question's too small. This is an opportunity – we've got our resident expert in Maria in the room and myself, and we want to try to get to as much information as we can.

I'm not seeing any other questions come in at this point – as I say that, I do see someone typing. So again, pardon the delays and choppiness of this, but again, I think it's great to get as many questions answered to the benefit of all the ears on the phone. You're more than welcome. We're glad to have you guys. We want you to use this TA and the information today as you fill out your second round report.

And again, the more you're able to provide in these reports, the accuracy with what you're able to provide, following those instructions to a tee, it just does a lot for us to be able to tell those stories and quickly share with folks what's happening around these grants, where the successes are, and why we're excited these grants are out there. (Pause.)

All right. Also, while we want to get everybody's questions answered, we also want to make sure that we don't waste folks' time. I don't see any additional questions coming in, so with that I want to thank our speaker, Maria Brady. Maria has been working hand in hand with me on this from the start of this grant project.

I also want to call out Gabrielle Henkel out of our office. She's been doing a lot of the analysis around the reports in addition to Maria and myself. Gabrielle's new to our team. We're excited to have her. You'll see her name more and more moving forward.

And that's all I have on my end. Jon, do you need to do anything to wrap us up?

MR. VEHLOW: I do.

MR. ALESHIRE: All right. Thanks, everybody. I'll turn it over to Jon. Maria, huge thank-you.

MS. BRADY: Thank you.

(END)