**WorkforceGPS**

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JON VEHLOW: Welcome to "Industry-Recognized Apprenticeship Program: A New Approach to a Proven Model." So without further ado, I'm going to kick things off to our moderator today, Zach Boren, Division Chief, Quality, Standards, and Policy, Office of Apprenticeship, U.S. Department of Labor. Zach?

ZACHARY BOREN: Well, thank you, John. And welcome, everyone, to this very first webinar where we're going to be introducing Industry-Recognized Apprenticeship Programs to the public. And we're so excited to have the opportunity to talk to you and to get your questions today.

If you have questions, go ahead and get started putting those in the comment box. We'll be getting to those later on during the webinar. We'll get to as many questions as possible, and it will help us do some future thinking, too, if you have other questions that you'd like to ask about this new initiative. Next slide.

So I'm very pleased to be joined by John Ladd, who's our Administrator at the Office of Apprenticeship here at the U.S. Department of Labor. Real briefly I want to turn over to Bronte Wiggins on behalf of Laurie for a quick note.

BRONTE WIGGINS: Thank you, Zach. And on Laurie's behalf, I'm here today. And I just want to say thank you to everyone for joining, and we're looking forward to hearing feedback. And we greatly appreciate it. So thank you.

MR. BOREN: OK. Great. So let's get to the objectives of the webinar. So first, we're going to be talking a little about why Industry-Recognized Apprenticeship Programs – we'll be referring to them often as IRAPs – are being launched and to expand the National Apprenticeship System. We'll also be learning about the major components of IRAPs and how they benefit businesses and career seekers.

And finally, we'll also be talking about how you can get started with IRAPs, so looking forward to talking to you a little bit about that. I think first, we really want to talk about why we're doing IRAPs and what they are all about.

IRAPs are really a new pathway for both career seekers and job creators to access the success of the apprenticeship model, a proven model. With almost 6 million jobs that can't be filled currently in the labor market due to the growing skills gap, America's education systems and workforce development programs need a more modernized system to keep up with workforce demand.

So Apprenticeship Program, long successful, and then helping them close this gap. But innovations in this approach are required to fill the need for skilled workers with a lot of companies and a lot of industry. As industries rapidly grow and innovate, it's important for companies to have the flexibility to implement apprenticeship programs that meet their diverse workforce development. And we need to expand on our apprenticeship model to help Americans obtain those relevant skills and high-paying jobs.

According to the Bureau of Labor Statistics, U.S. businesses will need to fill approximately 19 million job openings by 2026 to meet today's labor shortages. And it's unlikely that the current training models that are available today are going to meet the new collar jobs of tomorrow. So IRAPs really put industry in the driver's seat to meet the skill need by expanding the number and diversity of apprenticeship programs. And this new apprenticeship model will help businesses build the skilled workforce they need, be competitive, and start apprenticeship programs based on standards set by industry.

Let's get into a little bit of a time line about where we are in the implementation. So really we started back talking about Industry-Recognized Apprenticeship Program through President Trump and his executive order on expanding apprenticeships in America back in June of 2017, contained a lot of important ways that we are really intending to modernize America's education and training systems. It also established a task force on expanding apprenticeship. And this was composed of business, education and labor, and government leaders.

Then from November 2017 through May 2018, the task force really took on this effort, conducted several meetings on how to expand apprenticeships in United States. And by May 10th, the task force presented its final report to the president recommending a wide range of strategies to expand apprenticeships, including a special focus on sectors where apprenticeship are currently insufficient.

July 27th, we released the IRAP guidance. It's in the Training and Employment Notice that we'll show you later on. And you can have a chance to view it. And on September 20th, we put out an application form that really invited the public to comment on the application to become an accrediting organization for Industry-Recognized Apprenticeship Programs. So acting on the executive order of the task force recommendations, the Department of Labor now is moving forward to launch its Industry-Recognized Apprenticeship Programs.

Let me turn over to John to cover a little bit more about what we mean by Industry-Recognized Apprenticeship Programs.

JOHN LADD: That's great. Thanks, Zach. I really appreciate the opening here. Great information, great background for everybody as we move forward. And thanks as well, Bronte. I know Laurie had really hoped to have been with us here today, but unfortunately, could not be with us this afternoon. So we're going to drill down a little bit more on the Training and Employment Notice that Zach had mentioned earlier, TEN 03-18. That training employment notice did set out some initial interim guidance on IRAPs. And it really answered three very big questions:

First and foremost, it addressed and answered the question around what are IRAPs? What do we mean when we talk about industry-recognized apprenticeships? So we're going to spend a good chunk of the rest of this webinar really drilling down more specifically on what is meant by IRAPs. But there were two other things that were laid out in that TEN at a minimal – one was the role of accreditors of IRAPs, and a third was who can be an accreditor and what's that process to become one?

We will talk a little bit about those last two items. But we're going to hold off going into a lot of detail on that. We do intend to have a second webinar later in the year where those entities that are interested in become accrediting organizations can learn more about the process, the requirements as laid out in the current PRA package. And again, we encourage people to view the full PRA package through the Federal Register Notice that was published last month. And please, please, provide us comments. We want your input. We want your feedback on how we continue to move forward with the implementation of IRAPs.

So when we talk about IRAPs, we want to be clear about what is meant by an industry-recognized apprenticeship. And so first and foremost, we really want to emphasize that IRAPs are high-quality apprenticeship programs that includes a paid work component as well as an educational or instructional component through which the individual obtains work-relevant knowledge and skills.

This is a very common definition of apprenticeship around the globe, the idea of apprenticeship being a combination of both on-the-job learning and classroom learning as a hallmark of any apprenticeship program; and as a result that program, apprentices leave and exit and successfully graduate from those programs with evidence of workplace-relevant knowledge and skill. That definition holds very true for IRAPs.

And very significantly about IRAPs is this idea that these will be accredited by an independent organization as meeting the high-quality criteria of an IRAP. And so we're going to get into that a little bit more. But this definition and the idea that the quality and strength of the IRAP is validated by the independent accrediting organization is core to the idea of an IRAP. But within that, there are some very fundamental elements of what is meant by an IRAP. And you see that display here. We're not going to be able to cover all of them in today's webinar. They all are critically important. But again, we just don't have time in this hour to cover all of the elements.

But we do want to be clear that when the Department talks about IRAP, we mean this type of work-based learning program that includes a paid work component, a work-based learning component. It has mentorship. It has an educational instructional component that results in industry credentials, that has provision for safety and supervision as well as equal employment opportunity. So again, when we talk about this idea of what is an IRAP? IRAPs must include all of these core elements.

We're now going to drill down a little bit on each of those elements and what they mean. All of this information is contained in that TEN, but we do want to talk about it in a little bit more detail here today. So the first component that was mentioned earlier is the idea that an IRAP, as any apprenticeship, and apprenticeship is a job. Apprentices earn as they learn. And IRAPs will pay the apprentices at least the applicable federal, state, or local minimum wage or a federally-approved stipend under federal wage requirements.

But the key takeaway here is that apprenticeship is distinguished from other forms of work-based learning in that it is a pay job. It is not an unpaid internship. It's not work-based learning or just OJT – apprenticeship is a job in which apprentices are earning as they learn. Next slide, please. Core and related to the idea that every apprenticeship is a job is that every IRAP must include work-based learning. And when we mean work-based learning, we mean a well-designed and highly structured work experience for our apprentices. We're not talking about people just going on a job and learning as they go.

There should be a plan for how people will learn on the job and what skills they will acquire as part of their apprenticeship. What is unique here and makes IRAPs distinguishable from Registered Apprenticeship Programs is that there's no minimum requirement for the amount of time someone must be in that work-based learning component. Under a registered apprenticeship, there is a minimum requirement for 2,000 hours or the equivalent of about one year of work-based learning. That standard is not set for IRAPs by the government.

This standard will be set by the industries themselves, and industry by industry will decide what is the appropriate level of work-based learning that must take place for IRAPs for their specific industry. As part of any IRAP, there must also be the provisions to provide mentorship to the apprentices to support their work-based learning experiences. As people are coming in, learning new skills, learning the culture of their organizations, learning how to adapt to the workplace, mentorship is a critical component in helping those apprentices not just succeed, but to be able to complete their apprenticeship. So mentorship is a very critical component of IRAPs and is one of the core elements of an IRAP.

As we mentioned earlier, apprenticeship has always been understood as a combination of work-based learning and classroom learning. And so the same with IRAPs – every IRAP must contain an educational and instructional component. It must be a technical training that's high-quality and helps apprentices achieve their proficiency goals and earn credentials. Similar to what we said before with the on-the-job learning, there is no minimum requirement for the length of time or the amount of educational or instructional training that an apprenticeship receives. That will be determined by industry.

This is a distinction from registered apprenticeship that does have a minimum requirement of 144 hours per year of educational training, educational instruction. There is not a set minimum for IRAPs. That will be determined by industry and what industry determines is appropriate for apprenticeship in their industry.

Industry credential – this is a very critical component, something that there was a lot of discussion during the task force deliberations as to what should an apprentice walk away from during their apprenticeship. And it was the very strong recommendation from the task force that every IRAP must offer the apprentices the ability to earn nationally portable, industry-recognized, competency-based credentials.

A big distinction here between registered to the extent that the training that a person receives from an IRAP is tied to the credentials that they will earn, that apprentices in an IRAP must earn at least one industry credential. They can certainly earn many more, but they must earn at least one. But those credentials must be nationally portable. They must be industry-recognized. And they must be competency-based. So by definition, an IRAP is a competency-based approach to learning.

All right. So hopefully, that helps provide more clarity as to what is meant by an IRAP. It meets that definition that we laid out. And it must include all of those core elements that we just covered here in a little bit more detail. As Zach mentioned, there are numerous benefits for IRAPs for both job creators and for career seekers on the job creator side. IRAPs provide significantly more flexibility to design apprenticeships that meet their specific industry's needs. So those things that we laid out and highlighted in terms of some of the distinctions between Industry-Recognized and Registered Apprenticeship Programs highlight some of that flexibility that IRAPs offer for industries that want to use the IRAP model.

Another advantage is that these programs will be based on standards created and driven by industry. They will be competency-based, nationally portable, recognized by industry. So this is an opportunity to not only create an immediate pool, but to grow that pool of workers for the industry for today and for tomorrow. And certainly we hope that as more people move into the space as we bring accreditors online, that there will be the opportunity to provide more standardized models and tools for our employers to quickly start or expand new apprenticeship programs that bring in these new players, these new accreditors, and others will help scale apprenticeship in these new industries as they raise the IRAP model.

For career seekers, similar to other apprenticeship models, the ability to earn and learn is a very valuable and desirable way to obtain skills for people that they don't have to take time out of the marketplace, go back to school. This gives people a chance to earn why they learn, but also while they're receiving and obtaining these important and valuable actually portable industry-recognized, competency-based credentials. So it's a win-win for the career seeker as well as the industry. And certainly it gives them the opportunity to be trained in the highest skill standards set by that industry.

So what else is valuable to know about IRAPs – (inaudible)? We covered what is an IRAP. We'll talk a little bit more about the accreditation process, but three other things that we want to make sure people understand as set forth in the guidance to the TEN back in the summer. First and foremost, this is that IRAPs offer an additional option for employers. Registered apprenticeship continues to be another option for employers, but IRAPs are another option for employers that we should start and establish apprenticeship programs for their industry.

It's important to note that IRAPs, to meet those definitions or those standards particularly related to the credentials that must be offered, IRAPs really need to be national in scope with all the programs meeting these nationally set, industry-driven standards. So that's an important distinction here that these are like industry-wide standards. And so that benchmark would have to be met for all those that are interested in establishing IRAPs are becoming an accreditor.

And then lastly, currently as the guidance lay out, IRAPs will not be available in the construction or military sectors. Both of those sectors have been determined to be areas where registered apprenticeship is already prevalently used. And IRAPs are intended to really expand apprenticeship into industries where apprenticeship is not prevalent. So based on the TEN, IRAPs will not be available in the construction or military sectors.

OK. So moving on from beyond what is an IRAP really gets into the next two questions that were laid out in the TEN, which is: What is the role of IRAP accrediting organizations, and what is the process to become one?

In terms of a role for these accrediting organizations, and really one of the hallmarks of IRAPs and what distinguishes it from traditionally Registered Apprenticeship Programs is that the third party, these accrediting organizations, will validate the quality of these apprenticeship programs. Historically, that is done either by the Department of Labor or state apprenticeship agencies or other entities. In this case, now it will be leaders in their industry who will make the decision to serve as, play this accrediting role. And they will be the entities responsible for validating the quality of the apprenticeship programs.

They can offer industry-created IRAP sponsors. So there's a role that they can play in providing new off-shelf solutions for employers that wish to start on apprenticeship program. And they can make sure that they are validating that these programs are providing nationally portable credentials and value. So these organizations play an incredibly important role in quality assurance, in helping to scale apprenticeship, and helping to be that subject matter expert that understands the needs of their industry and ensures as they're growing the talent pool for the future of their industry.

So who can be an IRAP accrediting organization? So on this question, the TEN is very clear that now we are not limiting the type of entity that may seek to become an IRAP accrediting organization, so we are not limiting this to a specific type of organization. The TEN does lay out some examples of some organizations who could play this role. But it is not limited to those organizations. However, an accrediting organization that wishes to see a favorable determination from DOL to play this role, must meet all of the key qualifications identified in the Training and Employment Notice, which are laid out here below.

So we'll go through them in a little bit of detail here. The first area is that accrediting organizations must demonstrate their validity and standing in setting sector standards. So we need to see evidence of why you're organization is well-positioned and has the validity within that industry to set sector standards. So that's the first key qualification.

Accreditors must also show that they have clear policies and procedures. So we need to understand that the procedures for accreditors to approve employers that wish to offer IRAPs, that those policies and procedures are clear to those employers that it's a documented and clear policy and procedure for doing that. Related to that, there must be transparency and accountability in that process that employers that wish to offer IRAPs should understand what that process is.

Apprentices that want to participate in an IRAP should understand how their employer received that accreditation. There must be some accountability. There needs to be data. There needs to be results that are made available to the public on the outcomes of these programs. We really want to see that the consumers and employers have the data and the information they need to make clear and informed decisions about their interests and ability to pursue establishing an Industry-Recognized Apprenticeship Program.

So transparency and accountability are critical as well as impartiality, objectivity, and independence. We want to make sure that there's a clear line of distinction between the accrediting side of the house and other services that might be offered to employer members or other member entities, but that the process for accreditation of an IRAP is impartial and independent from potentially other parts of business of that organization, and that that organization can ensure that process adheres to those clear policies and procedures and provides the transparency and accountability that we laid out earlier.

And then, of course, the accrediting organization will have to demonstrate how they will meet all of the elements of a high-quality apprenticeship program that we laid out earlier, those hallmarks of high-quality apprenticeship, including work-based learning, classroom learning, and the industry-recognized credential. So for those organizations that are interested in serving in this role, we really ask you to look carefully at all of these key qualifications.

We will be doing another webinar later this year to go into more detail about the process and the expectations for becoming accreditor. But we want to make sure that people have that information as was laid out in the TEN, and certainly encourage people to look at the PRA package that is publicly available and to provide us comments to that process before the comment period closes. So with that, I'm going to stop here. I'm going to turn it back to Zach.

MR. BOREN: Great. Thanks, John. So we'll talk a little bit about the next steps for establishing Industry-Recognized Apprenticeship Programs. And it's important to cover two particular milestones: First, is we are working towards developing federal regulations over Industry-Recognized Apprenticeship Programs that would start with a notice of proposed rule-making. We expect that the proposed regulations would be released for public comment sometime in the near future over the next year.

So going through the next stage is really going through what John had just referred to is the accrediting form. So that form is currently up on the Federal Register Notice. And we want everyone that's on this webinar to have a chance to take a look at that and provide your feedback back to the Department about that particular form. It's currently available for a 60-day comment period that will close about mid-November.

So we're also working to grow apprenticeships through the IRAP initiative to give businesses with our workforce and education partners more options for using apprenticeship as a talent-development solution. And in order to do that, we've partnered with Maher & Maher to create the apprenticeship powered by industry or API as we're calling it. And Maher & Maher has worked with our office over the last day really helping us think through how we expand apprenticeship. And this is really the next iteration of that. And they're going to help lead this transformational initiative that will really impact the connection between the workforce, education, and economic development.

They have a team of industry engagement professionals working through the API initiative to grow apprenticeship both through industry-recognized apprenticeship, as well as the existing Registered Apprenticeship Program. So API's really intending on helping apprenticeship expand by building a network of national businesses and industry association to collectively engage businesses across the country on a variety of sectors to promote apprenticeship, whether it is both in the IRAP space and the registered space in working with this network and other partners to develop a business development guide for determining the apprenticeship model that's the best fit for the business.

Ultimately, we're putting business in the driver seat here and to connect them with their local, state, and national contacts. And finally, they're going to be creating a toolbox of models, promising practices, tools, and other resources for anyone to use, whether you're getting ready to start an apprenticeship program or you're looking to expand your existing program. And let's go to the next slide, please.

So to promote apprenticeships and provide businesses and partners with the tools they need and to launch apprenticeship programs, we launched a new website that's called apprenticeship.gov. And we encourage you to go visit and see the tools that are currently there and to learn more about the apprenticeship opportunities that are both there for businesses, as well as for career seekers.

While apprenticeship has been growing, it's still only used in a small fraction of jobs across the U.S. And now with two options for apprenticeship models, apprenticeship can really be the talent development solution that many industries and employers are looking for to create a skilled workforce. So consider where you are in your greatest workforce needs. And see if you can close the gap by either starting an apprenticeship program or looking at your existing apprenticeship programs and figuring out where else in your organization you would like to use the model to create that skilled workforce and that talent pipeline. Next slide, please.

So for decades, our apprenticeship advocates been told that our systems are not flexible enough to meet all the needs of business. Together, we have implemented many of the innovations across the registered system to really create a lot of flexibility. And now the Industry-Recognized Apprenticeship Programs offer another way for businesses to increase the adoption and expansion of apprenticeship in a variety of industries and new occupations.

I encourage you to think about what those opportunities are for you in this new model and what it means for your portfolio in your business. Stay connected with us. Let us know what you think. And help us work with business and industry to create new programs to close that skills gap that the U.S. is currently facing with the 6 million open jobs and as well as those attainment gaps that a lot of folks are seeing in their own community.

There will be other opportunities for public comment – surveys and other avenues to provide your feedback and input. This is just our first webinar, so this is the start of the dialogue with the public. I look forward to talking with you moving forward.

So really across the country, workforce development organizations, community colleges, and community-based organizations are really the champion of these strong public-private partnerships. And they're a great mode for sharing this opportunity in building new and effective apprenticeship programs. So please share your IRAP opportunity with your current partners. I think that's critical in really building these quality programs. Moving ahead, that's really going to support your workers and your business.

So with that, let's move into your questions. I just thank everyone who's already been populating our chat box here, and encourage you, if we haven't covered a question yet or you want to make a comment to us, please go ahead and start entering that. And to Jon Vehlow, if we could scroll up, and we'll start off our questions, and I'll go ahead and start asking the first one to John, which is, "What is the main difference between the Registered Apprenticeship Program and the IRAP Program?"

MR. LADD: Sure. Thanks for that question and thanks for everybody that's participating today in sending in your questions.

Just a heads-up that we certainly won't be able to get to all of your questions, but we are keeping a record of every question, and certainly if we can't answer them today, we'll work with the team here to try to see if there's a way that they can answer some of these additional questions. Some of them we might not be able to either because the PRA package is still open for public comments or that there's still policy decisions that are yet to be made here. So we'll do the best that we can here today. But please bear with us in recognizing that we can't answer all of your questions.

But that question is a great question. I hope I've covered some of that in terms of the difference between Registered and Industry-Recognized Apprenticeship Programs. Clearly, one of the big differences is who plays the role of quality assurance and validates these programs. In the industry-recognized model, industry will play that role. These third-party accrediting organizations will have that responsibility for ensuring quality and provide the oversight for those programs.

In registered apprenticeship, DOL plays that role for our state partners. State apprenticeship agencies play that role at state level. So that's kind of one difference being who plays that role, but then clearly the other big distinction is that industry-recognized apprenticeship offers significantly more flexibility for each industry to really define what apprenticeship looks like for their particular industry. So rather than having one set of requirements and elements that are the same for every industry, each industry can customize them for their particular needs.

And the big one that stands out are those time limit requirements where registered – you really can't do an apprenticeship program for programs under a year. Those are our pure competency-based Registered Apprenticeship Programs as well. But for the IT industry, that might not be an appropriate bar for the IT industry. It may be a shorter apprenticeship makes more sense for that industry. Other occupations and other industries may have similar needs. So again, in the industry-recognized apprenticeship model, there's more flexibility for industry really to be in the driver seat to lead that conversation and decide, for our industry, this is what apprenticeship looks like.

MR. BOREN: Great. Thanks, John. We had another question come in. It says, "For clarification with IRAP, is there still an employer-employee relationship whereby the apprentice is hired by the company?" Absolutely.

Yeah. And it's even more than just the employee-employer relationship. As John had covered, there's going to be structured, on-the-job training. There will be classroom instruction that will be a part of that. The apprentice will be mentored through the apprenticeship program. And wages are definitely a key component of the relationship.

And a big difference between what looks like a typical internship – which might be paid, might be unpaid – (inaudible) – and Registered and Industry-Recognized Apprenticeship Programs there's a requirement for compensation. Let me go to the next question. Are IRAPs implemented differently than SAA states versus – and I should say SAA states are State Apprenticeship Agency states versus Office of Apprenticeship states?

And just for clarification, if you are wonky enough to know the answer to this – what these two organizations are, I congratulate you. The National Apprenticeship System is really made up of a combination of states. It's a bit of a bifurcated system where about half of the country is overseen by federal staff and about 29 state apprenticeship agencies have been recognized by the Department to operate Registered Apprenticeship Programs in their states and to oversee those programs and to recognize them for federal purposes.

Now let me turn to John. Is there going to be a difference whether or not you're in a State Apprenticeship Agency state or an OE state?

MR. LADD: Sure. That's a great question and an even better explanation of the distinction between the two. No. I guess I'm going to sidestep this question a little bit and maybe broaden the question.

"What is the role of states in the industry-recognized apprenticeship model?" And I think not only will IRAP differ in SAA states versus OA states, but there'll probably be difference amongst SAA states and amongst OA states and will really be critical, the role that states play, how they can align their workforce and education systems to broadly support apprenticeship expansion.

We very much want states to play a strong role in this effort. States have historically played a very important role in supporting apprenticeship, growing apprenticeship, and expanding apprenticeship. We've had investments at the state level over the past years where we're seeing really exciting things happening across almost every state. We're seeing numbers growing. We're seeing that this year we're likely to have the largest number of new apprentices in over a decade. And much of that growth is coming from states and places where there are strong state initiatives.

So it'll really depend on each individual state – the role that they want to play in supporting, expanding apprenticeship broadly, including how IRAPs fit into their workforce development strategies. There's really a very strong role to play. But I do think that role as the role is changing, it will be less about the state's role in oversight and setting the standards for IRAPs, because that will be done by industry. So that's something that it's the hallmark of IRAPs that role of oversight setting standards and accountability is driven by industry – not government – and that applies to federal government and state government.

But that doesn't mean that the state doesn't have a strong role in promoting apprenticeship, aligning federal and workforce and education systems to support apprenticeship, thinking about how to grow apprenticeship in our states, how IRAPs can play a big role in meeting the talent needs for your industries for the citizens of your states. So there's a tremendous amount of things that can be done at the state level to the point that the distinction between SAA states and OA states is probably less relevant here. And it's really more about how you all can work these industry leaders and industry partners to help grow the industries and support the workforce in your states.

MR. BOREN: Great. Thanks, John. Next question that came in, "Is there an age minimum for the apprentices?" And a follow-up to that is, "Could an IRAP be geared for high school students, for example?"

There's no prohibition for IRAP programs to have high school students. So certainly, high school students could participate in Industry-Recognized Apprenticeship Programs, just noting that all organizations that participate in an employment situation such as an IRAP would have to follow applicable wage and hour laws, as well as any applicable laws for young people getting started in that occupation. So just be wary of what rules that you have in your state, and make sure that you ask those questions of your local state affiliates.

So let me ask this next question. I'll ask it to John. "Have any approvers been determined yet?"

MR. LADD: No. That's an easy one. Not yet. Again, as we said earlier, there is a PRA package and a draft application form that is available for comment. So we have to complete that process. There are a number of steps involved in that process, most of important of which is getting comments from the public, from you, and our stakeholders. And so we do encourage people to go view that application, provide us your comments. But we have to complete that process before we can move forward with a formal process of issuing favorable determination letters for accrediting organizations.

MR. BOREN: Great. So the next question comes about the section on the military. And it says: Not available – IRAPs, at least at this beginning stage, will not be applicable to the military sector. The follow-up to that is: What about veterans and transitioning military members? Again, no prohibition for veterans and military transition military members to participate in our IRAP programs. Actually, a lot of apprenticeship programs today offer that opportunity for veterans, even as they are GI-eligible, to tap into those GI bill benefits in our Registered Apprenticeship Program. So veterans and transitioning service members make a great recruiting pool for industry-recognized programs.

Let me turn over this next question. I'll ask John the next one. The question is about the hours for the educational component of Industry-Recognized Apprenticeship Program. And it asks: Does there have to be a specific on-the-job training or a related instruction component?

MR. LADD: Yes. Just to reiterate on that, absolutely. That is one of the hallmarks and elements of quality apprenticeship programs is that they must include a specific OJT and related instruction components. You have to have the on-the-job learning, as well as the classroom learning component to be considered as an IRAP. Without one or the other, it's really not an apprenticeship program.

If you don't – if we're not combining both, if we're not providing the ability to earn and learn, that contextual learning, that blended learning, that is what fuels a lot of the strong results and outcomes that we see from our apprenticeship programs is that it offers people more than one way to learn and values that there is more than one way to learn and to advance your career.

MR. BOREN: Great. So the next question is, "Can an existing Registered Apprenticeship Program be designated as an Industry-Recognized Apprenticeship Program?" And the answer to that is potentially.

You know, what we're seeing today is that industries will be making a decision on really what is going to best suit their industry, whether it's Registered Apprenticeship or an Industry-Recognized Apprenticeship Program. And for some occupations, registered apprenticeship is going to make perfect sense, and for other occupations potentially an IRAP will make sense. So there may be some opportunity for employers to be utilizing both types of apprenticeships.

Let me turn to the next question. I'll ask John this one. "Does the accrediting organization accredit the apprenticeship program; or in each instance, the local implementation by an employer?"

MR. LADD: That's a great question. The accrediting organizations would approve each employer's adoption. In some cases, it could be a group of employers, but they're accrediting a program.

So the accreditors accredit a program, so whoever is the holder of the program or the administrator of the program – in most cases that's going to be an employer – that the review has to set that program level. Now they may be providing similar sets of certifications and standards that will be adopted by employers, but they still must review what typically we refer to as the sponsor in the registered apprenticeship space. That may or may not be a term that is adopted for IRAPS.

But you're accrediting the program that will run the program, so each program that is being stood up and wishes to receive that accreditation must be approved. That could happen at the employer level. It could happen at a consortia of employer level. It could happen on a regional basis. But whoever is ultimately responsible for that program seeking that accreditation must receive that approval from the accrediting organization.

MR. BOREN: All right. Thanks, John. Lots of questions coming in, so I really do appreciate everyone coming in and having an opportunity to get – we're going to try to get as many questions in today in the few minutes we have left.

The next one is, "Do accrediting organizations hold the standards of registered apprenticeship?" And the answer to that is a bit nuanced. Accrediting organizations are really going to be involved in Industry-Recognized Apprenticeship Programs, likely less involved in registered apprenticeship.

So we see, really as this initiative gets underway, that accrediting organizations are both going to be certifying Industry-Recognized Apprenticeship Programs that are currently delivering apprenticeship programs today, as well as helping organizations with the tools that are really going to be needed to get started with an apprenticeship program, whether that's the curriculum, on-the-job training, the tools to get started. So we really see accrediting organizations playing a role across the board in really helping this initiative get off the ground.

And maybe let me turn to this next question, and I'll ask John this one, "Will employers have to be the "sponsors" for IRAPs? Or will there be potential for intermediaries or other organizations to serve as sponsors as can be done under state apprenticeship offices?"

MR. LADD: Yes. That question goes to what we were trying to address there earlier, but yes. We absolutely are interested in different models, innovative models, particularly models that could help scale IRAPs both quickly while it's maturing that quality. So if there are group models, consortia models, intermediary models, absolutely there will be different ways for different organizations to play that, what we've seen historically, as the sponsor role. But again, that will be determined by the industry.

That's something we would want to see in the accreditors' application process for how they would manage that, what their plan would be for that type of arrangement, how they would ensure that their training standards are being met by all those that are participating under that arrangement. We want to leave as much flexibility to industry to be able to identify and develop innovative models. But we would also be very interested in hearing from the accrediting organization for how they will manage that arrangement and ensure the quality of training throughout those different models.

MR. BOREN: All right. We're going to take one last question. Thank you for this one. "Do IRAP accrediting organizations need to meet all five" – and I think there are seven here; I'll just make a quick correction – "to be an approved accrediting organization?" So I assume that the questioner here is really asking about the components of paid work, work-based learning, mentorship, education and instruction, industry credential, safety and supervision, and equal employment opportunity. And the answer is yes.

We really do want accrediting organizations to ensure that the programs that they accredit really meet all of these standards for high-quality apprenticeships. And you're going to be showing that through the form that will be made available later this year. So why don't we go ahead and move now over to some of the resources that we've made available so far. So I want to show you those. Thank you, again, for all those great questions coming in. We got to as many as we could during the hour.

We'll work on getting answers to the other ones up on the website at: www.apprenticeship.gov where we'll be talking a little bit more about Industry-Recognized Apprenticeship Programs. If you didn't get your question answered today, feel free to pop us an e-mail at: apprenticeship@dol.gov. We'll get back to you just as soon as we can.

We had a lot of questions about where you can find the accrediting organization application form that's open for public comment at the moment. So you can see that at: regulations.gov and then that will take you to the docket in particular for the Employment and Training Administration.

Additionally, if you're interested in reading the guidance that sort of undergirds the Industry-Recognized Apprenticeship Program, it's under the Training and Employment Notice 03-18. Pop yourself over to LAURA CASERTANO: With that, I'm going to move right into today's presentation. I want to welcome everyone to today's H-1B Performance Reporting Webinar 3.0: Enhancing Your WIPS Performance Experience. I'm going to turn things over to your moderator today, Megan Baird. She's the program manager with H-1B grants with the Employment and Training Administration for the U.S. Department of Labor. Megan, take it away.

MEGAN BAIRD: Hi, Laura. Thank you and good afternoon, everyone, maybe good midmorning where you're calling from. Welcome to the H-1B Performance Reporting Webinar 3.0, focusing on enhancing your WIPS performance experience for TechHire, Strengthening Working Family initiatives, and America's Promise grantees.

I'm glad to see that we have a full house today. We have great distribution across the grants and it looks like we have all of the right people joining us as well. Just a reminder that this will be recorded, so if you have colleagues who are not able to attend work or perhaps you'd like to view this multiple times at your leisure, this will be recorded and shared after the event.

I would like to introduce the familiar faces to all of you. Again, I'm Megan Baird. I am the program manager in the national office of Employment and Training Administration for the H-1B grant. Joining me today, Ayreen Cadwallader, workforce analyst at the Employment and Training Administration; Timmy Dudley, also a workforce analyst with ICF International; and Gregory Scheib, another workforce analyst at the Employment and Training Administration. You probably know all of these folks very well, having talked to them over the last two years of your grants, and you will hear from them again today.

Our purpose of today's webinar is a couple of things. We wanted to provide a performance policy refresher and also an opportunity to review the amended ETA-9172 DOL PIRL for H-1B grants updated for the quarter ending September 30, 2018. I know that you have received lots of e-mails about this now for a couple of months, so we're going to walk through it again to make sure everyone is on the same page.

We will also be reviewing the H-1B performance outcome and walking through, again, the WIOA primary indicators of performance. We've gotten a lot of questions on those two in our office hours the last few quarters.

We will also be talking about the new quarterly narrative report submission process.

Finally, we will be making sure to leave a lot of time for questions and answers after each section as well as at the end. We are committed to having a lot of Q&A time on today's webinar, so we will be pausing for that. Also, if you have any additional questions after today or that we do not get to in the hour-and-a-half you were with us, we will make sure to respond to those during the next set of office hours.

I'm going to turn it over to Timmy really quickly to get us started with our first polling question.

TIMMY DUDLEY: What are you most excited about learning today? Is it identifying the employment status of your participants; submitting your participant data for the quarter ending September 30, 2018; reviewing the WIOA primary indicators of performance; or previewing the quarterly narrative report submission process in WIPS?

MEGAN BAIRD: Don't be shy. OK. It looks like a pretty – no one is interested in the WIOA primary indicator performance, which is okay. It looks like lots of folks want to know about submitting their new data from 9/30, as well as the quarterly narrative report. Excellent. We think you're going to be excited by the quarterly narrative report.

Good. To get us kicked off and started, I just wanted to make sure that everyone has seen the communication from us around reporting deadline. For your 9/30/2018 the report, the reporting deadline has been extended to November 30, 2018. This is due to enhancements to the WIPS system that are being released to align with new OMB-approved reporting requirements for ETA grantees. These requirements impacts all of ETA grantees that submit in WIPS, but there are a few new ones that do impact the H-1B grantees only and we wanted to make sure to start collecting those.

The enhancements to WIPS unfortunately will not be rolled out until November 1st and that is the reason that we have extended the deadline to November 30th. This includes the new PIRL elements that we will be walking through in detail. It also includes the new submission process for the quarterly narrative report. You'll no longer be submitting it via e-mail; you'll be submitting it through the WIPS system. That means the two components of your quarterly report – the participant data, that participant QPR, and the quarterly narrative report – will both go into the WIPS system as your official certification.

Finally, you'll also now be certifying your QPR form. In the past you were just generating one you had to put a little disclaimer in there letting us know it was your final. You don't have to do that anymore. You can now certify it, which means that you'll hear from us less, contacting you to find out if something is your final submission.

We will also be walking through what that QNR submission looks like later today in the presentation. We did want to make sure that it was explicitly clear that this extension only applies to your quarterly performance report; it does not apply to your quarterly financial report. There is not an extension to the quarterly financial report, just the performance report.

With that, I will turn things over to Ayreen that's going to talk a little bit more about guidance for this reporting quarter.

AYREEN CADWALLADER: Great. Thank you so much, Megan, and thank you to everyone on the call today to listen in on our performance 3.0 webinar. Just wanted to go over some of the high-level changes for this next reporting quarter for September 30, 2018.

Again, the reporting deadline will be on November 30th and so at this point grantees should have an internal strategy for collecting your cumulative grant-to-date participant level data for your data file that you upload in WIPS. At this time you should be preparing to submit your data file, identifying and resolving errors and reviewing aggregate outcomes in WIPS. WIPS will not be available until November 1st, so if you're trying to access WIPS at this time, you should not be able to do that.

But there are a few things that you should keep in mind as you're developing your data file. You will be submitting a data file with 89 columns to account for the five new data elements that have been added. You will use the certified button for your QPR form once it is complete and then you'll also be submitting your quarterly narrative report in the WIPS system. Again, the WIPS system will take your QNR, your QPR, your data file, and will generate a QPR event you will submit and certify officially in the WIPS system.

Just again, that process for submitting your QNR in WIPS, you should be able to access WIPS using your access credential that have been issued to your grant program. Grantees should not be e-mailing their QNRs to your grant program mailbox for the quarter ending 9/30. If you send us your QNRs to the mailbox, we will ask you to resubmit it in the WIPS system.

There will be a tab in the WIPS system that you will select to enter your QNR in the WIPS system, and you will be using the approved joint quarterly narrative performance report template that we provided last quarter. So, you should definitely be reporting this template to submit your data files, and grantees may submit up to five supplemental documents in either Word or PDF to support your QNR submission.

With the addition of these two PIRL data elements, I wanted to go into detail in terms of what they are. PIRL data element 1813 is date completed during program participation and education or training program that leads to a recognized post-secondary credential or employment. The second PIRL element is PIRL 2126. This is entered training-related employment. For this reporting quarter and moving forward grantees are responsible for collecting these PIRL data elements and reporting them in your data file.

What's not required is a retroactive collection of these PIRL data elements for participants that have exited your program before the September 30th reporting quarter. So, for all individuals that are active in your data file, you should have program completion dates – PIRL 1813 – and if they entered employment and if that training of that employment was related to training, you will also have code values responses for PIRL 12126.

With that, that will impact your QPR. Next slide. Now that we are reporting those two PIRL data elements, these three outcome measures – number completed education/job training program activities, completed education/job training program activities, and obtained a credential, and entered unsubsidized training-related employment – these are three outcome measures in your QPR that was previously left blank.

If you're reporting program completers in your data file, you should see the first outcome measure that they've completed the program. If they have obtained a credential and completed, you'll see that outcome measure. Again, if they've entered employment and completed training, you'll see that entered unsubsidized training-related employment.

One thing to note is that there're QPR outcome measures for incumbent workers that either retained their position or advanced to a new position that will also be calculated differently with the addition of the program completion PIRL data element 1813. These outcome measures for incumbent workers will also be reported in your QPR if there is a date entered in PIRL 1813 date completed training.

I will advance to the next slide, which is a pop quiz. Timmy?

For the reporting quarter ending September 30, 2018, grantees are required for collecting PIRL 1813 and 2126 for all participants. Is that true or false?

MS. CADWALLADER: All right. It sounds like we're getting a range of responses. I'll give you a couple more minutes to respond. Timmy?

MR. DUDLEY: That's false. Grantees are responsible for collecting Data Elements 1813 and 2126 for participants that haven't exited their program at the time that the new PIRL has been approved. Grantees are not responsible for collecting these data elements for participants that have already exited the program. Now, you can report 1813 and 2126 for all participants, even the ones who have exited the program, but you do not have to.

MS. BAIRD: I know for a lot of you, that you may have been collecting this anyway for those individuals. You are welcomed to report them for people that have already exited, but it's not required. However, for people that have not exited, it is required that you track and report those two measures.

MS. CADWALLADER: Moving on, I did want to point out the three additions of PIRL data elements that we've added. PIRL 105, 106, and 107 are Special Project ID codes that we have added for H-1B grants, and at this time these are PIRL data elements that are to be left as blank fields for existing H-1B grantees. These PIRL data elements were added to allow flexibility for future grants. At this time, like I said, they should just be left blank; however, you need to account for them in your CSV data files. As a reminder, you should now have a total of 89 columns in your CSV data files.

MR. DUDLEY: For the reporting quarter ending September 30, 2018, H-1B grantees should record what values for PIRL 105, 106, and 107 – Special Project ID 1,2, and 3? Is it A), 20180930; is it B), 1; or is it C) these values should be left blank?

MS. CADWALLADER: All right. Everyone has been paying attention. One hundred percent of these values should be left blank. There are some questions related to the addition of these five new PIRL data elements. We will definitely address them in our Q&A as we get closer later in the presentation.

As a summary, in our e-mail that we sent to you, we have sent you the amended ETA-9172 DOL PIRL for H-1B grants. That's that massive spreadsheet that has multiple tabs that provides specific guidance for our grantees for what you should be collecting. Tab 2 is the H-1B-only PIRL. You'll see there that we've added PIRL 1813, 2126, and PIRL 105, 106 and 107 to the H-1B-only PIRL.

In Tab 6 we've added logic rules that's associated with these new PIRL data elements in addition to some of the changes that were added system-wide with the rest of our WIOA program.

Tab 7 there are H-1B aggregation rules that I mentioned earlier. The aggregation rules were those three outcome measures are now effective and you should start to see outcomes for this next reporting quarter in those outcome measures.

Then we do have changes to the definitions and/or code values, which, again, it's WIOA-wide and specific to H-1B, and those PIRL data elements are listed here in both Tab 1 and Tab 2, and then Tab 4 has valid value checks for the five new PIRL data elements in terms of what is a valid code value that should be entered there.

With that, we can certainly advance to any questions that you might have.

MS. BAIRD: Great. We have a couple lined up in our chat feature which we will start addressing. While we start answering these questions, we encourage you to continue writing your questions in the chat function on what we've covered so far. If it's a topic that we are going to cover later on today, we're going to hold on to that question until we get to that section, but we will not lose it or forget about it.

The first question, Greg, I'm going to turn this over to you. There is a question from someone that has obviously radically updated PIRL – thank you very much – and they have a question about PIRL Element 935, which is related to exit status, so why did someone exit the program. They have noticed that in the full PIRL there is a new option that can be selected, option three TAA participate, they can only – (inaudible) – TAA benefits. But in the H-1B-only tab, Tab 4, that option is not available. The only valid value that you can select for exit status are 1, 2, and 0. The question is: is that new value for someone as a TAA participant is it an allow H-1B value?

GREGORY SCHEIB: Yes. Thanks, Megan. The answer to that question is no. That code value is added specifically to address TAA program so it doesn't change how you're going to be responding to that particular element. I noticed in the chat box that, Kyle, you also had kind of a follow-up that in one of the sample files that there was a date instead of the code values, and we will double check that and if we made a mistake or there's something wrong in there we will correct that.

MS. BAIRD: Greg, you mentioned something that I want to make sure to highlight. With this new OMB approved updated version there are a lot of changes to the full PIRL. Not all of those changes also impact H-1B because you do not report against the full PIRL. The full PIRL has over 500 PIRL elements, we now have 89. So, make sure when you're looking at the H-1B tab that you are aware that you may only use the code values in the PIRL elements that are in the H-1B tab.

We have a good question on the extension. "Does it apply to the quarterly narrative report or just the data submission?" It applies to both and that is because the QNR should now be submitted via WIPS and not via e-mail, which is our next topic we're going to cover in today's presentation. Those two pieces are both extended until 9/30 and both of them are officially submitted through the WIPS system. Good question.

A question on – the five new PIRL Elements will require a change order to I guess it's the data management system contractor. "There will still be an additional cost of the grant and how many more times will this be changed?" All good questions though I don't necessarily have the answer to. Cost related to performance reporting is allowable cost. Hopefully you have factored that in. If you have not, please talk to your FPO.

We have talked about this from the start. We are rolling out a brand-new system. Instead of reporting the requirement department-wide, unfortunately, we don't get it all right the very first time and we have been modifying things to account for what grantees are doing. So we have been giving guidance that you should be prepared to have updates as we go forward.

Our hope is that we keep these to a minimum. So far we've released WIPS and I believe this is our second update to the WIPS system. There may be some down the road, but that is something that you should keep into account that as we are working across the department with a full PIRL that there are things that may impact your data reporting and tracking system.

Our hope is to make sure that we are giving you as much advance notice as possible and keeping you in the loop when we do things that things will be updated.

I think there's one more question we can answer. That may actually be one that we cover later on. We're going to hold on this question because it's covered later on about the aggregate accounts for 1813, so stay tuned for that to be addressed.

OK. We're going to move on. Again, there's still a lot more opportunities to ask questions, but I'm excited. Based on what you all are interested in, we're very excited to do our WIPS showcase, which is going to cover certifying the quarterly narrative report in WIPS and also certifying the quarterly performance report in WIPS.

With that, I'm going to turn things over to Greg.

MR. SCHEIB: Thanks, Megan. I'm hoping that by now you all are feeling pretty comfortable about submitting your CSV files into WIPS and generating a QPR. But, unlike previous quarters, after November 1st, the certify button is now going to be available to certify those reports for the September 30th reporting quarter.

Once you have uploaded your participant level data and verified the information is accurate you're going to want to indicate that the report is a final by selecting the certified button which that's not a picture of it but it at the lower right-hand corner of the screen when you get to the end of the process. Again, that goes in lieu of putting any sort of comment in the comment box. Again, this communicates to us that the report is complete and accurate and will serve as the official submission for that reporting quarter.

I would put a little reminder in that certifying this report does indicate that your grantees' authorized representative has reviewed the final document and certifies that it's true and accurate. When you are submitting that certified button, that is what you are telling us.

Moving on, the other thing that we are all very excited about is you are now going to be submitting the quarterly narrative report through the web system. Starting this reporting quarter, and then for all future quarters, you all are going to be the submitting your QNR report through WIPS and you should discontinue submitting the QNRs to the grant program mailbox in your FPOs; we will be accessing your reports through the WIPS system through our access. The WIPS' online QNR is identical to the OMB-approved narrative report that we have provided last quarter and you should complete the form using the fields provided in WIPS.

An easy way to do this, of course, is to complete the QNR as you normally would in a Word document and then cut and paste the final text into the appropriate sections of the QNR just to save yourself time and energy making corrections. Then after you've entered the data in the QNR you can save the data by hitting the save button at any time, which is in the bottom of the screen. And when you're done, you will hit the certify button.

The other thing is once you've submitted you only hit the certified button, you also have the option to submit up to five supplemental documents along with the QNR in case you have something else to share with us. I would say it just because we will probably – in fact, I'm almost 100 percent sure we will send it back to you – please do not submit your queue QNR as an attachment and then put, “See attachment in the online WIPS.” Part of putting all this data into WIPS through the field is so that we can better look at the programs across things and be able to look at technical assistance needs, so it helps us in organizing that data.

If you want to verify that the narrative report has been successfully submitted, you can check your My Reports tab in WIPS once you're finished and it should, as it indicates here, have a little certified by it, which means you have successfully submitted it and you are done for the quarter.

Finally, we did just want to make one note. You may be getting more used to it now – we've had a couple of quarters to be thinking about it – but one section that was added in the approved final narrative report was Section 10 evidence and evaluation.

This section should be used to document your efforts either in participating what the national evaluation is currently getting started or it has been started, or your own self-evaluation efforts. If you don't have anything to report there, simply indicate that with either nothing to report or N/A, something that just indicates that you don't have anything to report in that area.

I think at that point we're going to take a break and I'm going to hand it back to Megan for any questions.

MS. BAIRD: Thanks, Greg. Are there any questions on the quarterly narrative report, both the template that you've been using for a while and the new process for submitting into the WIPS system? We'll give you just a minute. We're still going to hold on the one PIRL Element question that we will address later on.

OK. Great. It looks like you did a great job explaining it. We're going to move on to the next section. WIOA primary indicators of performance, how do we calculate these outcome measures on the QPR and which of these measures does ETA track on your behalf? We have gotten quite a few questions on these in the last few office hours so hopefully we have taken all of those into account and are able to address those. I will turn it back over to Greg.

MR. SCHEIB: Thanks again, Megan. Even though the WIOA indicators of performance were not very highly valued at the beginning of our little poll, they are very important and they do help us evaluate programs not just across H-1B but also across other programs DOL-wide.

But we are going to just do a little quick refresher on these WIOA indicators of performance. There are six of them that are included on your QPR and that we are collecting. As a reminder, these measures were not required and you did not provide outcome targets for these indicators of performance in your SOWs, but we are collecting them to help assess performance across the many programs that we do administer here at the department.

I'm just going to quickly go through each. There's employment rate, second quarter after exit, which is the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program; there's unemployment rate in the fourth quarter after exit, which is the percent of participants who are in unsubsidized employment in the fourth quarter after exit; a median earnings outcome, second quarter after exit, which is the median earnings of participants who are unsubsidized employment during the second quarter after exit; credential attainment, which is a percentage of participants enrolled in an education and training program who obtain a recognized postsecondary credential during participation; measurable skills gain, which is the percentage of program participants who during a program year are in education and training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains which can be measured in numerous ways.

Finally, there's effectiveness in serving employers which, in the case of H-1B grants is the retention with the same employer in the second and fourth quarter after exit.

We are collecting these six indicators in two separate ways. First, WIPS is going to utilize the participant level data that you provide in your submitted CSV file to create an aggregate outcome for the measurable skills gain and the credential attainment measures. I would add here at this point that, and in the materials that we've provided, we have put two e-learning modules about those two measures onto workforce GPS, which explains how these indicators are calculated and provides examples to help understand if an individual is going to be counted in a particular measure.

For the four retaining WIOA primary indicators by employment rate for second and fourth quarter, median earnings, effectiveness in serving employers. DOL is going to be collecting those outcomes on your behalf. Why are we doing this? Well, because we recognize that many grantees may not have access to their state wage records in order to track and report exit-based outcomes like these. So, what we're doing is we're taking the Social Security numbers that you provide us in the CSV files and we're going to use those to match with the wage records across the country so that we can capture those outcomes and they will be dropped into the report when they are available.

We have highlighted the four measures that we are collecting on your behalf in the H-1B performance handbook, so you can see which ones those are.

Just a reminder that those fields aren't going to be populated for some time until the second or fourth quarter after someone exits the program, so, in many cases, you will not be seeing outcomes in that or you will only be seeing partial outcomes as results come in over and the various quarters of the grant.

With that, I think I'm going to pause again for any additional questions.

MS. BAIRD: This is Megan. I would like to add, in the particular, we really encourage you to view on that hyperlink on the screen and also on the performance webpage the two modules per measurable skills gains and credential attainments.

It explains it better than we ever could ourselves; and, certainly, if you look at that and still have questions, let us know and we'll with you on an answer. I saw a great question coming in about are there performance e-learning modules for the other primary indicators of performance. Greg, do you have an update on that? These would be the four measures that ETA is tracking on your behalf of SSN.

Yes. Well, the e-learning modules were developed sort of with the formula programs in mind, the WIOA formula programs. The only reason that we focused on those two particular ones is because they are the same as the formula programs.

Some of the others, you can certainly look at them and they may help you understand them, but you'll want to take those with a grain of salt because there are some things that do not apply to H-1B grants – some categories of participants, things like that. So, again, it may be helpful for your own knowledge, but if you have questions we would really encourage you to come back to us so that we can clarify any questions you might have about the other measures.

MS. BAIRD: We are working down the road to modify those aggregation rules for WIOA. We are working to modify them to remove the things that do not apply so the grant is a little bit clearer. That's a little bit longer term project just because we won't be getting results back for a while, given how those are tracked. But it is something on our radar.

But strongly encourage you – those two modules that were created for the WIOA grantees are really great and really helpful, especially around the measurable skills gains, aggregation knowledge, which I know a lot of you had questions about.

MS. CADWALLADER: Any other questions? OK. We will move forward to our next part that is on performance policy FAQs. These are commonly asked performance policy questions. I think some of you may have realized this. You might be writing into us and letting us know that there is something wrong with the WIPS system.

When you go to edit check you think it's a technical issue and it actually comes out as a policy issue, but there's a reason you might be getting an error return or that you can't report something in the system. We have compiled what are the top four questions either that you've asked us or we've noted through looking at your quarterly data that we wanted to collect here.

So I will turn it back over to Greg, and in no particular order, he'll get us kicked off.

MR. SCHEIB: Thanks again, Megan. One of the things that we get technical existence questions about quite a bit is about how do we classify or what do we put down for the employment status at program entry? In America's Promise and TechHire programs an individual must be unemployed, underemployed, or an incumbent worker as defined in the FOA, and it aligns with the grantees SOW. In the case of SWFI grants, employed individuals may also be served if they meet other grant eligibility criteria.

I'm just going to quickly go through the three definitions and then get a little bit deeper into that.

An unemployed worker is defined as an individual who is without a job and who is seeking employment and is available to work. You would report that outcome in PIRL 400 employment status at program entry.

An underemployed worker is defined as an individual who is not currently connected to a full-time job commensurate with the individual's level of education, skills, or wage, and salary earned previously, or it was obtained only episodic, short-term, or part-time employment. TechHire and SWFI grantees should follow the definitions of underemployed as it was recently amended by their grant officer when determining eligibility. To record underemployed workers you use PIRL 2101 underemployed worker if they meet that definition.

Finally, an incumbent worker is an individual who is employed, particularly in lower skill, lower wage, and frontline jobs that needs training to upgrade their skills to either, one, secure full-time employment; two, advance in their career; or, three, retain their current employment in an H-1B occupation or industry. I would say a key piece of the incumbent worker definition is that the training provided to incumbent workers is developed in partnership with an employer or an employer association.

In other words, you as the grantee has a relationship with the employer to train their employees, and those are the only individuals who we consider incumbent workers. They are reported in PIRL 907, recipient of incumbent worker training. Again, those of you that are SWFI grantees, that's the only program that may serve employed participants. In other words, they do not need to fall under any of those categories. Employed individuals would also be reported in PIRL 400 employment status at program entry.

Just to dig into that a little deeper, making a determination whether an individual is eligible for services, either as an incumbent worker or an underemployed worker is going to depend on each individual's particular circumstance. An example that I like to use is, for example, let's say a high school student is working at McDonald's.

They are probably at the commensurate level that they're working in and so they are neither underemployed – now, even though they are working, that, for some folks, might be considered an incumbent worker, but if you do not have a relationship with the employer, and in this case it would have to be an H-1B employer, they would not be an incumbent worker. So that person is probably not a good candidate as a H-1B participant.

We can go into this more into detail, and certainly if you have particular questions we can dig into that more. At this point I'm going to go ahead and turn it back over to Megan.

MS. BAIRD: Thanks, Greg. I think the main thing we want to point out is that a person cannot cross those four types of employment status. They are all distinct and unique. You cannot be reporting someone in more than one.

The most common question we get is someone is trying to figure out if someone is underemployed or they're incumbent. They're very distinct definitions. There should not be crossover. Further, when you report their employment status, you should be recording only one of those employment statuses for an individual, not more than one. It should align with what is allowable under your FOA and it should also align with who you said that you would serve.

If you have questions on specific scenarios, you can send those to your FPO and to our mailbox. We ask that you do not send us any hypotheticals; that you send us real-life situations and we're happy to help you identify which status that person would fall within. But to Greg's point, it's important to note that these are distinct and separate types of employment status and the biggest one is incumbent workers.

Again, an incumbent worker means that their employer is involved in the training with the grantee. If someone's employer is not involved, they are not an incumbent, they are an employed person, which may not be eligible, or they might be in underemployed person. A few questions to ask yourself first is: is the employer partner involved in their training, and that might help lead you to the right answer.

Again, you can certainly send in these scenarios. We just ask that they are real-life scenarios and not hypothetical so we do not go down a black hole of answering a scenario that may never happen.

MS. CADWALLADER: Then, we also have issued recently AP, TechHire, and SWFI policy FAQs that do provide a little bit more details on these reporting definitions, so definitely check out your FAQs from a policy perspective.

MS. BAIRD: If you have not seen those, we can make sure to provide the links during the webinar today. Those FAQs were issued separately and they cover the employment status eligibility for each of those programs and the SWFI and the TechHire one, again, cover the same information on the amended underemployed definition that went out as the grant officer letter as well.

I think I'm going to turn it over to Ayreen who is going to talk about maybe our number two question that comes in at office hours in the reporting incumbent worker employment outcome.

MS. CADWALLADER: Great. One of the things that I wanted to clarify in this slide is that there are two outcome measures that are being reported in your QPR for the employment outcomes for those that are incumbent workers. The first outcome measure is those incumbent workers that retained their current employment, so this is an employment retention outcome. Because this is a retention outcome we want to know that the individual capture their current job for three consecutive quarters after program completion.

Again, we talked about the new PIRL data element 1813. If there is a date that they've completed that program in that PIRL data element, we also want to see in PIRLs 2119, 2121, and 2123 that this incumbent worker retains their current position in quarters one, quarters two, and quarters three after they've completed the program. So there must be a one equals yes code value in those PIRL data elements. When that retention outcome is reported on your QPR, it won't be reported until three quarters after they completed the program and we have code values of those data with those three PIRL data elements.

That is a little bit of a delayed performance outcome here, but, again, it's to measure retention and to ensure that they've kept their position for at least three consecutive quarters.

The second outcome measure that we look at is those incumbent workers that advance to a new position or those that got a new job. We do also then look at this outcome measure at the new employment outcome, and this PIRL data element is a little bit different. If they've completed the program we want to know if they got a job at any quarter after they completed the program.

The PIRL Date Elements used to report that is PIRL 2120, 2122, and 2124. These are three PIRL data elements that you can use if an incumbent worker has advanced to a new position. If they retain their position in the first quarter but advance to a new job in the second quarter, PIRL 2120 would be 0 in your PIRL data element, however, PRIL 2122 would be 1 in your data file.

The way this is aggregated is in real-time, so there isn't a delay here on your QPR if that individual completed the program and then advanced in a new position in the next quarter, that outcome measure is reported in the reporting quarter in which the advancement occurred. So, there isn't a delay for those that advance to a new position.

Sort of related to an earlier question – I think this is a more appropriate way to address it – is the question on how will the QPR account participants for those aggregation counts that depend on 1813 or 930? Greg, do you want to take that on? In 1813 would be the new measure for program completion.

MR. SCHEIB: Yes. In terms of how we're going to count the QPR, for those folks that do not have 1813 as the data element, those folks will actually not be counted towards those measures. They will be excluded from those aggregate counts.

MS. BAIRD: I think to add there that this is why you may want to report program completion for individuals that have exited if you know that information because it will appear on your QPR. You're not required to an obviously if you don't have it to report, they would not show up in that aggregation because you did not report that information.

I would direct you to the PIRL document that we sent out – Tab 7 does have the aggregation rules for that measure completed, education job training program on there if you want to see the PIRL elements that go into that measure showing up on the QPR. Basically it's are you an H-1B grantee, have you served someone, and did you report measure PIRL Element 1813?

MS. CADWALLADER: There are very specific other questions related to reporting 1811 and 1813. Let's hold on those briefly to finish up the policy questions that we've received.

The next slide here is a quick quiz related to the earlier slide of reporting employment outcomes for incumbent workers. You're just going to use your chat window here to respond, but the scenario is that Sam is a cyber security specialist for ARC Security Services. They recently completed their H-1B training program and received a bachelor's degree.

In the first quarter after program completion Sam did not find a new job, but in the second quarter after program completion Sam got a new job as a cyber security consultant. The first question is how do you record Sam's employment in your data file for this next reporting quarter? Does anyone want to take a stab at answering the question in the chat window? A few folks are typing in. Again, this is a little bit of a trick question because it is dependent on the quarter that you're reporting that outcome.

I'm going to give another second or two for a response. Anyone want to take that request? A couple of more folks are typing in. So, 1813 Data Elements – this is a program completion. OK. I'm going to advance the question as to the responses. For the quarter ending 9/30, PIRL 2119 incumbent worker retains in a current position in the first quarter, that would be one equals yes. Then for the quarter ending 12/31, PIRL 2112, that incumbent worker advanced into a new position in the second quarter, that would be one equals yes. Again, it just depends on the quarter that you're entering that information and the data file that you're reporting that for.

The second quiz is how does outcome reported on your 12/31 QPR – so this is an advanced QPR – the lineup to incumbent workers that retain their current position, that would be as zero because that individual did not retain their position; however, in the incumbent workers that advanced into a new position – it's cut off here, but that would be one, there would be a one person counted in your outcome measure that advanced to a new position.

All right. So, we could certainly advance to the next slide. I think there're a couple of things happening in the chat window, which is all good. This next is on reporting internships and work experience. This is also a frequently asked question that we've received in our mailboxes. Megan?

MS. BAIRD: Yes. This is also one that we've noticed as a reporting error based on your aggregated QPR form. It's going to cover the differences between internship, work experience, and registered apprenticeship. The secret is they are all three separate things and they are not duplicative.

When you're reporting an internship or a work experience, this is PIRL Element 1203 and that asks you to report the most recent date of either an internship or a work experience.

Note that this does not say registered apprenticeship. Work experience and registered apprenticeship are two different things. If an individual participated in either you would put their most recent date there and then under PIRL 1205 you would identify the type of work experience. These three allowable code values for H-1B are the types of work experience you should be reporting if you reported a date in PIRL 1203.

We wanted to make it clear that work experience and registered apprenticeship are two different things. We have seen a few QPR forms where they had the same number of individuals reported as enrolled in registered apprenticeship as they had enrolled in work experience. Unless you had two separate groups of different people that happened to be exactly the same number, this is probably duplicate reporting.

Just because someone is in a registered apprenticeship program does not mean that you would report them in a work experience program. It's very different. Please make sure that you are looking at the appropriate activity to report them in and that you are reporting them in only one of those. Unless an individual goes through multiple types of internship, work experience, and registered apprenticeship.

OK. Then the next question that you may have been scratching your head about, the difference between these two – we've gotten asked this as well – is, "What is the difference between recording someone receding in supportive service versus a specialized service?" The answer is not that much of a difference.

We have laid out here on this slide the general things that falls under both of these definitions. Most of you are probably familiar with the supportive service definition. It's very common; it's very similar to the WIOA definition; it's very specific on what you can cover; it's also capped at a percentage of your grant. If you don't know what that percentage is, check with your FOA.

Generally, it's things like transportation, housing, childcare and dependent care, need-related payments that are necessary to enable an individual to participate in training. All of these services are one-on-one services you're giving them to individuals. Specialized services is a term that only applies to H-1B grants and this is a much broader category.

These types of services can be group-based or one-on-one and that they address a specific barrier to employment at the population basis. In many instances this may be the service that you are providing to an individual that should not fall within supportive services. In some instances it may be the same type of activity. We just ask that if you're providing services that fall within this, how you decide to report them, that you are just consistent and that you report them in accordance with that.

Again, this slide points out that there're much broader categories that fall under specialized services, like financial assistance, behavioral health counseling, mentoring, and other types of community or health training that you may be providing to individuals.

MS. CADWALLADER: We can tackle some of the questions that came in earlier. There was one question about e-learning modules on H-1B performance, such as employment. I think this is something that we could add to our list of TA activities and prerecorded tutorials that we could include to help everyone really understand how employment is being reported under QPR.

There was a question on reporting exits and advancements. "How would it be tracked if an individual exits the program on September 2nd and advance in their current position on September 15th?" Again, we want to think first that its program completion date, that they complete the program on September 2nd and they then advance to this position in the same reporting quarter.

You would actually have to wait until the next reporting quarter to report in that PIRL data element that after program completion they advanced to a new position in the first quarter. That employment outcome won't be reported in the quarter ending 9/30; it'll be reported in the quarter ending 12/31.

Then, again, exit is retroactive, so if they haven't received any services, the date that they exit could be the same date that they completed the program and you would report that accordingly in your data file.

MS. BAIRD: OK. I think we've got a good question here. Greg, I'll defer this one to you. "For participants with multiple training, in regards to PIRL Element 1811 which is date enrolled during the program and education training leading to a recognized credential employment, and 1813 which is date completed, should they be first enrolled completed date, the last enrolled completed date, or a mixture of both?" This is how do you report these elements for individuals that are in multiple training?

MR. SCHEIB: Thanks, Megan. The answer to that is you should put in the first date that they start training. Now, in some cases if they are going to be in multiple trainings throughout their program, you're going to have other dates but you'll want to put their earliest that they start training and then at the backend you'll want to wait until they've fully completed their whole program of training.

If there are components of it, you'll want to be reporting the last date, the expectation being that's the last training they're receiving as part of their overall plan for the participant.

MS. BAIRD: OK. I'd like to make a plug for a really great training completion and credential map that is now part of the new handbook. We showed it at last quarter. We've updated it to include the two new PIRL Elements that have been added. It's part of the handbook in the back. It walks you through a flowchart of how you would report people that are in one or more trainings, when you would report at credential, when you would complete them, and then when you would report employment and then training-related employment. It's a really great flowchart, so definitely take a look at the new handbook.

We have a question in here that's a really great question about apprenticeship and incumbent workers: are they the same thing? The answer is it depends what their status is at enrollment. I think this is a great one for us to actually put in writing and add to an FAQ around reporting outcome for individuals that are in a registered apprenticeship program. We will take that great question back and put it in an FAQ, and if whoever submitted that needs something in writing now, you can shoot us an e-mail at your program mailbox and we'll make sure to get something back to you.

Another question on paid work. "Is this element only recorded if it's subsidized through the grant?" No. You can report any activity that set by participant, which means they're receiving a grant – (inaudible) – participants receives. If it's not funded by the grant, presumably it's funded through leverage resources. That means you can report it. I believe the FOA requires that all work experiences must be paid; it does not say who has to pay for it.

Another great question that came in about classifying co-ops at internships; co-ops all are allowable. I think if you could send this question in to the program mailbox, we would like to make sure we give you the right answer and provide something in writing back to you. That is a good question.

I think it, Greg, there's one more question in there about the QNR. I'm wondering if it's a version control issue about looking for the correct QNR template.

MR. SCHEIB: Yeah. I mean, I'm assuming that the person that wrote the question is looking at one of the ones we posted online, and there may be a floating track change or something in there, but the online version that you'll be using won't have that. But, we'll make sure that it's updated because, of course, if you do use a Word version of it to complete your QNR and then transfer it over to the online version, we'll want to make sure that they match. So, thank you.

MR. DUDLEY: But also remember that there are two QNR templates on our PLC. There's a template that we've given and then there's another one that shows the changes from the previous QNR to the new one. So you may be looking at the changes document.

MS. CADWALLADER: All right.

MR. SCHEIB: Very good point, Tim.

MS. CADWALLADER: Yeah. There's a question here that's a really great question. "How can we count someone who entered training-related employment prior to program completion?"

Definitely just to backtrack a little bit, for those that are unemployed and underemployed, you can report any new employment outcome at any time in your CSV data file using that PIRL data element. Somebody knows with that Data Element is, date entered employment? PIRL data element 2118; an individual entered employment, you can report that date at any time.

If they entered training-related employment, which is PIRL 2126, you can report that they entered training-related employment. However, the catch is that in the aggregation rule it looks for that individual that completed the training and so it looks for PIRL 1813 in the aggregation rule in order for that training-related employment to count on your QPR form.

Two things: you can report that it was training-related employment in your data file; however, unless there is a program completion date in PIRL 1813, that's not going to show up on your QPR form.

MS. BAIRD: We've also gotten a related question around for how long can you report employment. You can report employment for the underemployment one, which is not completion made – you serve someone and they got a job – you can report it at any point why they are active. You can also report that after they've exited if you've collected that information. There is no timeline on you not being able to report that measure other than your grant ending. If you happen to collect that information in follow-up, you can add that entered employment information to a participant's file.

To Ayreen's point, the training-related employment, for individuals that complete the program, there are two employment measures you're looking to report. One, entered employment, did they get a job; and then, two, if they got a job, was it training-related?

We got a really great question in here about the training-related measure. "Can we count students who completed training in and attain employment in a nonrelated field at a much higher pay rate?" If you look at the handbook, there is a definition in there for the PIRL Element 2126 enter training-related employment.

The qualifier for reporting a job as training-related – it did not say that it has to be in the exact occupation that they were trained in. It said that they entered employment and used a substantial portion of the skills taught in the training they received by an individual. The question you should ask yourself is if they got a job, to identify if it's training-related, are they using a substantial portion of those skills in that new job? If the answer is yes, you can report that.

I think a great example we see frequently is people that are in IT training programs. IT occupations and trainings cross multiple industries, so someone that was in an IT training program may get a job in the healthcare industry, however, they are in an IT-based job where they are using those skills. In that instance it would be a training-related job.

Another question, "When should a participant be exited or closed?" We don't use the term "closed," so I'm just going to use the word "exit." Exit means they have gone 90 days without receiving a grant-funded service. That means that they either completed the program and they're completely done or they dropped out and haven't seen them in 90 days. Exit is retroactively reported. You must wait 90 days until you have not received a grant-funded service. This is also a really good one to look at the handbook for we have some really good definitions in there related to exit, and possibly even a flipchart.

OK. Keep on tapping your questions in. We're going to move to the next section, some WIPS tips. Then we'll get back to Q&As again at the end. I think I'm going to turn it over to Timmy who's going to walk us through WIPS tips.

MR. DUDLEY: All right. Now as we've mentioned earlier, we're going to have 89 columns in the CSV file for the quarter ending 9/30/2018 and the quarters going forward. As you can see in the snapshot data file that we have here, those three columns highlighted in yellow are SWFI special ID 105, 106, and 107.

As you see, they're going to be left blank and there should be nothing in them. Also, the last column for PIRL 2700 will be column CK. If your CSV file, when you're looking at your – (inaudible) – just seeing how far you should go along, it should end on column CK. You can look at our sample case management data file that we have in the hot tip below as well.

Something else that also comes up with WIPS quite often is resetting your password in WIPS. You're able to do that yourself, meaning you don't have to reach out to us unless you have a problem with resetting it with the system. There's a link right there on the front page of the WIPS and it's to reset your password.

You click on that and they're going to ask you for your e-mail address and the username field, and then you request a password reset. You'll get a temporary password and then you'll have to login. Your new password has to be eight characters, at least one of each of the new follow: uppercase letter, special character, lowercase letter, and a number. You also have to do that within eight days as well to change your password to the new password. Then after changing your password you have to log in again as well.

MS. BAIRD: Just a reminder, if your authorized representative changes or needs to change, your authorized representative – (inaudible) – access to for the WIPS system, that you do need to have that changed through a formal grant modification process, so please contact your FPO.

Unfortunately, sometimes grantees don't do this proactively and they wait until the reporting deadline to realize they cannot submit timely and then contact their FPO. The modification process is not an overnight process, so if you have changes to authorized representative you want to make sure that you are prompt with the paperwork so that we can be processing that and changing the authorized representative on file for the WIPS account.

Before we move to next steps, I think, Greg, you had a comment that you wanted to talk about the schema and we had one really good question that came in on reporting employment.

MR. SCHEIB: Yeah. I did. Something just occurred to me that for those of you that if you're using an Excel format or something like that with these new PIRL data elements, make sure you slot those elements in their proper place in the schema, don't just tack them onto the end as five new data elements, or you will start getting errors all over your QPR. If that makes any sense, the 105, 106, and 107 Data Elements will get slotted in between 101, there or something like that, and 813 and 2126 should go in their proper place throughout the schema.

MR. DUDLEY: So Social Security number should be your last column in your file.

MS. BAIRD: There is a question that came in. Wat if they started the training – Sam is a new employee – and they almost completed the program, but they left and took a job instead? This individual will be counted in your data file and your QPR that they were served with the grant and that they also began training. However, the PIRL data element 1813, you won't be able to add a date there because they didn't complete, right?

It sounds like they didn't complete training, so you won't have a date in PIRL 1813, and so you won't get the program completion outcome for that individual. The employment outcome counts because you can report employment – again, that was at PIRL data element – pop quiz, everybody – in that PIRL data element date entered employment. That person, Sam, you can count their employment outcome, however, training-related employment won't count because, again, training-related employment is also dependent on PIRL 1813.

With that, if there's any follow-up questions to that, we could certainly take on – Ayreen?

MS. CADWALLADER: I'm going to summarize this because it seems like there's a lot of confusion around reporting employment. Again, in the real-time measure that you all report, you may report entered employment at any time during the grant as long as that individual is a participant. Our hope is that you are also reporting that they completed, but if that does not happen, you can report underemployment.

If the individual did actually complete the training program, you get to report a second employment outcome measure, and that is training-related employment. For those that do not complete, you can report employment, but you do not report the measure of training-related. For those that do complete, you have two times that you can report employment; entered employment, which is a date, and then, one, the training-related. So, non-completers you just get one element to report employment; program completers you get two elements to report employment.

MS. BAIRD: There's a question here on – it's my understanding through an earlier training that we can exit completed but we don't have to exit them in case they come back after 90 days. That is not accurate. You should be reporting anyone after 90 days of not receiving a grant-funded service, where they complete it or not. If someone is gone 90 days that has not received a service, you would exit them from the program.

If they come back to you after being exited, you would need to re-determine eligibility, and if they are eligible you could reenroll them as a new participant. That means you're enrolling them in the grant again. Of course, in some instances they may come back to you for some minor things that aren't a participant service and you may just be doing it as a grant, but individuals that do not receive a grant-funded service for 90 days should be exited from the program.

MR. DUDLEY: if you reenroll them into the program, obviously they're going to have the same Social Security number as when they left, but you'll have to give them a different unique individual identifier which is PIRL 100 and also data program H-1B is how we separate their two different times within the program.

MS. CADWALLADER: There's a great question in here that I think is related to reporting employment. "What if we did case management services only" – so that's a grant-funded service – "and they found a job and, but not enroll in training and only received case management services?" I think that's an employment question.

The answer is, yes; if you served the participant that means you can report entered employment. They do not need to enroll in the training program. Our hope is that you're serving people that need training. We understand that sometimes things happen, but, yes, if they were served participants you could report they're entered employment.

There's a question that came in that asks, "What is the difference between PIRL 1813 and PIRL 1317? Again, PIRL 1813, again to repeat, that is the program completion PIRL data element.

PIRL 1813 is basically the individual has completed all the training components related to your program. You know that that individual has completed your training in 1813. PIRL 1317 is training completed number three. The PIRL 1317 is related to the PIRL data elements to report training activities so that if the individual's completed training number three, then that's where you report them in 1317. In most cases, if your last training activity is 1317, that date could certainly be the same between PIRL 1318 and PIRL 1813. It just depends on if there're other training activities.

I guess there's a clarification that's moved – it's PIRL 1307 that we should clarify the difference between that. Again, that's also the same: training has completed number one. PIRL 1307 is tied to training activity number one PIRL 1302. I guess just to backtrack –

MR. SCHEIB: Ayreen, can I jump in for a second? I would also suggest that you take a look at the training diagram that we've provided. It may become more obvious how those will relate to each other.

MS. CADWALLADER: Just to note that there's different PIRL data elements to report training activities and training types, and what we really are talking about here are PIRL 1813, which is a program completion date of your H-1B training program.

MS. BAIRD: Keep on typing your questions in. We're going to cover our last two slides quickly and then come back to any remaining questions that we have. Again, this is not your last chance. We are always looking for questions to address on our office hours, so feel free after today and going forward to submit any questions.

I will turn it to Timmy who's going to quickly talk about next steps action items.

MR. DUDLEY: All right. Thanks, Megan. Here are a few important things to remember that we've mentioned already. H-1B grantees will gain access on November 1st to report for the quarter ending September 30th, and you will have until November 30th, which is the new deadline to finish that reporting in WIPS, and that'll be your QNR and your QPR. You need to review the performance reporting technical assistance material that we posted on the COP that you got in an e-mail recently.

Also, start preparing your CSV file for the submission for September 30th that you can start on November 1st. As Megan mentioned, we'll have three office hours coming up: Friday, November 2nd, Wednesday, November 7th, and Wednesday, November 14th, so you'll be invited to those, so please attend and ask any questions that you have. Then also contact the grant mailbox if you have any further questions.

MS. BAIRD: Great. If you have not seen it, this is what the performance webpage looks like. It has links to all of the resources that we've been talking about today. You can go to one place and access everything, or you can click on the direct links.

We are going to move to a few questions in the last couple of minutes. I'm actually going to see if we can bring up this great flowchart that I keep on talking about.

MS. CADWALLADER: I'm going to select the performance handbook.

MS. BAIRD: Thank you.

MS. CADWALLADER: Then we're going to pull up the handbook from the COP. If you haven't already done that, everyone, this has been updated to reflect our 3.0. With that, our training diagram is here, which I uploaded. I'm sharing my screen. Do you see it?

MS. BAIRD: There it is.

MS. CASERTANO: You don't have your screen shared. Do you want me to share your screen?

MS. BAIRD: Yes. If you could share Ayreen's screen. We've talked about that handbook being updated and we've talked just a couple of times about this really awesome flowchart. Francis, this gets to your question too and it's tied to the types of trainings and when you're reporting one or multiple types when do you complete an individual training; when you complete someone as an (entirety ?); and when do you report employment information?

As we're pulling it up, the important thing to think about when you're trying to figure out when you report someone as a completer, the good example that Francis gave is you have four classes. If someone only completes one versus a full four, can you report them as a completer? You should really be doing this in the scope of what you define for your own program as successful completion.

If you say that the goal for this individual was to go through all four courses before being a program completer, if so, if that person only completed one of the four classes and left the program, you would complete that training but you would not report them as a program completer. That means you could only capture the underemployment information and not employment and training-related employment.

Or if you have a career pathway model where you said they can take one or more, it varies by individual, then you would report the training completion and the overall program completion, as appropriate. You really need to ask yourself what was the goal and the intent of that individual, was it that they do one part of our training or do they have to go through multiple classes or report in order to be a successful program completer?

Another great question if you don't know the answer to them, to think about with your team, and you can send that to your FPO if you need help in identifying when you should be recording program completion, and we are happy to help with that. But, usually you should be looking at your grant statement of work. There're probably talks about the pathway or the training and the credential that you were intending for your participants to achieve.

We encourage you to look at this chart at your leisure. It should walk you through several different types of scenarios about people going through different types of training, whether it's one quarter, two quarter, or three, and when it triggers the ability to report a subsequent income and then a subsequent income after that. Again, as Ayreen pulled this up, this is the very last page of the most recently updated performance handbook.

MS. CADWALLADER: I'm going to close out of this screen now to get back onto the webinar platform to see if any questions came through.

OK. We can move to our last slide. It's our thank you slide.

MS. BAIRD: Thank you to you all. We know that this is not an easy task performance reporting. We appreciate all of you being actively involved listeners and sending in questions. We are here for you and definitely feel free to reach out at any time. There're lots of opportunities. We've worked really hard on our resources that we prepared for you.

You all have given a lot of feedback, especially on the handbook, to include as much guidance in there as possible. But if you do have questions, we encourage you to join us on our office hours that Timmy just covered the dates for and to submit questions to your program office mailbox that feeds it to your FPO. We will work with you in submitting your next quarterly report that is due no later than November 30th.

MS. CADWALLADER: We can certainly be available if there're any other questions. It looks like that's coming in.

Then, I know Laura has a few other things that we'd like to share with you. Laura?

(END)