**WorkforceGPS**

**ETA Cohort Event**

**Reporting Apprenticeship Training Activities for H-1B Scaling Apprenticeship Grants**

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JON VEHLOW: Welcome to "Reporting Apprenticeship Training Activities for H-1B Scaling Apprenticeship Grants."

So without further ado I'd like to turn things over our moderator today, Zodie Makonnen, workforce analyst, U.S. Department of Labor, Employment and Training Administration. Zodie?

ZODIE MAKONNEN: Thank you, Jon. And thank you, everyone. Good afternoon. Again, my name is Zodie Makonnen. I'm a workforce analyst at the Department of Labor. I'd like to first say thank you for taking the time to join us today for this very important webinar.

And next I'd like to introduce our speakers. We have Kristen Milstead, who's a workforce analyst at U.S. DOL Employment and Training Administration; and Timothy Dudley, senior technical project management analyst from ICF.

So today we will be focusing on the specific information you will need to know to report participant training for your Scaling Apprenticeship grants. By the end of the webinar, here's what you should be able to do.

Number one, know the difference between a participant, a pre-apprentice, and an apprentice for your grant's reporting purposes. You should be clear on the grant policy that determines apprenticeship training.

Secondly, know when you can report that a participant is an apprentice and what data elements you must report at that time. You should be clear on when and how apprenticeship training should be reported in WIPS.

Understand how a participant's employment status at entry determines how to report the apprenticeship training. You should be clear that the training activities of incumbent workers are reported differently than those of underemployed, unemployed, and employed workers.

Learn how to check your QPR to ensure you have reported data elements accurately for your apprenticeship training. You should be clear where apprenticeship training data elements aggregate – or show up – on the QPR.

Finally, you should understand what you should and should not be counting on the section B outcomes in the QNR. You should be clear on the difference between a participant outcome and a program outcome and how to report your program outcomes.

We have a lot of material for you today and we want to make sure that you have the opportunity to get this information. We ask that you type your questions into the chat box and we will try to answer a question or two throughout the webinar. But our goal is that by the end we will have some time left over to get through as many of the questions as we can.

So before we start, we want to acknowledge this unique time we're all currently facing. As the COVID-19 global pandemic continues to impact our communities, we want to reassure you that we are here to support you and committed to work with you to meet your needs. We understand the concern and uncertainty you may be experiencing surrounding the COVID-19. We ask that you prioritize the health and well-being of you, your family, your staff, and the individuals you serve.

Many of you are seeking guidance about continuation of services, performance, et cetera. These are very valid concerns. And provided in the slides here is a link to an FAQ to share information for all grantees on issues such as adjusting program budgets, where needed to adapt services, and how to record service disruptions for performance purposes.

We understand you may be adjusting services to be only – to be online only, or are suspending some or all of your services. Please keep us informed, where possible, of where you have suspended service. If necessary, please defer to your organization's and local community's policies and the situation on the ground.

Again, safeguarding your health and safety is our number one concern at the moment.

So now we would like to take some time right now to hear any strategies you might be using to minimize the impacts of COVID-19 or to respond to any concerns or questions you may have. You can enter them in the chat window. We'll just respond to a few of the questions today since you'll have the webinar with your peers on April 20th that I hope all of you have registered for. But if you have policy questions after reading the FAQs on WorkforceGPS, please contact your FPO.

So if you have any questions or you want to share any strategies you're using now to minimize the impacts of COVID-19, please enter it into the chat box. (Pause.) I see somebody typing.

So – (inaudible) – Bernie Lambert (ph) says, "We're leveraging the time to attend virtual networking events." (Pause.)

I see a couple more people typing. We'll take those and then I'll pass it on. (Pause.)

Marga Myer (ph) says, "We are taking this time to better train our project managers and partners within our industry sector partnerships." (Pause.)

And Mary Benson (ph) says, "Our entire team is continuing to work remotely."

Thank you for sharing your ideas with us. I will now turn it over to Kristen to take us further into the webinar.

KRISTEN MILSTEAD: Thank you, Zodie. I see Erin Jeffseck (ph) – I'm sorry, I know I butchered that name, I'm really sorry – "Can you please share the FAQ link again?" There is a web link option down here. You can click on that and it'll take you to the FAQ. So it's right there if you want to check that, so we have offered it here. And it will also be on the slide when that's available for download.

So we do appreciate you sharing these. And again, there will be a peer sharing opportunity on April 20th and we hope that you will come to that. And do again thank you all for being here today during this challenging time.

We're going to kick things off today with some definitions. So let's just start at the beginning. Let's start with the basics, with grant participant.

A grant participant is an individual who is deemed eligible to participate in your grant, and then receives a service or a training that's funded by your Scaling Apprenticeship grant. So commonly at this stage the types of services might include assessments to determine the type of training, drug testing prior to hire by an employer, case management services, among others.

However, they might also include aspects of the apprenticeship. If the first thing that happens after you deem them eligible is that the individual is hired into an apprenticeship and their wages are paid with grant funds, then that individual is an apprentices – or excuse me, is a participant. Not an apprentice yet; we'll get into that later.

If the grant funds are first spent on pre-apprenticeship training for an individual, then that could also be when that individual becomes a participant. So just to figure out when someone is a participant, you just follow the money.

Let's talk about some key terms. Two key components of a high-quality apprenticeship are, number one, the on-the-job learning; and number two, the instructional training. These are two of the five hallmarks of a quality apprenticeship as referenced in the Scaling Apprenticeship FOA and all five of the hallmarks are equally important. But because you'll hear these two terms many times today, we want to define them here first.

On-the-job training, or OJT, refers to a well-designed and highly-structured work experience. Instructional training is the shortened version of the term from the FOA, educational and instructional component, also referred to as classroom training.

So this covers related technical instruction – or RTI – and related instruction, which are terms used for registered apprenticeship programs and industry-recognized apprenticeship programs, respectively. For the purposes of Scaling Apprenticeship, we're just going to use this broad term "instructional training."

Now here we go. Here we with the definition of apprentice. All right. So what is an apprentice? A participant is counted as an apprentice when they have started the instructional training and OJT components of apprenticeship and when they've been hired by an employer. All right. So this is very important for reporting purposes because until both components have taken place, you won't be able to report participants as apprentices in WIPS.

In the next section of the webinar we'll talk about how the timing of that works for reporting. But before we do, a note about the apprenticeship programs. Regardless of whether you are developing registered apprenticeship programs or unregistered apprenticeships, they must adhere to the previously referenced five hallmarks of program quality, as specified in the funding opportunity announcement.

OK. So you know they're listed here. Paid work based component; the OJT training and mentorship; educational and instructional component; the industry-recognized credentials earned; and safety, supervision, and equal employment opportunity.

All participants you're reporting as apprentices should be in programs that meet all five hallmarks of program quality. Later in the webinar we will be talking more about where you report your programs, which is different than reporting on your participants.

Let's touch on pre-apprentices. Pre-apprenticeships provide career-specific training and readiness skills in preparation for an apprenticeship. And while pre-apprenticeship can be a grant-funded service, it is not an apprenticeship. The training data elements are for reporting apprenticeship training, and we'll see that when we talk about the data elements themselves and where all this training ends up on the QPR.

I'm going to turn it over to Zodie now for a knowledge check.

MS. MAKONNEN: Thank you, Kristen. So yeah. So on the slides you will be able to see the question and the responses right next to it.

So the question is, "Which of the following may be considered a grant-funded service?" So number one, pre-apprenticeship training; number two, instructional classroom training; number three, being hired by an employer into an apprenticeship; number four, drug testing for employment; and number five, all may be considered grant-funded services.

We're going to give you a few – a minute or two to respond to that question. (Pause.)

OK. So seems like most of you have responded to the question. So the correct answer is number five, all may be considered grant-funded services. All of these activities may be grant-funded services after an individual is deemed eligible to participate in the grant. Any of these training, wages, or activities may be appropriate grant-funded services if grant funds are used to pay for them.

I'm going to turn it over back to – oh, I'm not. I'm going to see if you have any questions about anything that we've covered thus far. Please enter your question in the chat. (Pause.)

I see multiple people are typing. (Pause.) So Renee's (ph) question is, "A pre-apprentice is service not a participant?" Kristen, I'm going to turn that over to you.

MS. MILSTEAD: A pre-apprentice – well, someone is a participant when they receive a service, as long as they've been deemed eligible to participate. So when someone becomes a pre-apprentice, if that's the first thing that happens, then that can mark them as a participant.

MS. MAKONNEN: OK. Thank you, Kristen. And then Lisa Rice (ph) asks, "Can setting up a Wi-Fi hotspot be considered part of the grant funding?" And that is a question that can be sent to your FPO for a response.

Let's see if we can take one more.

MS. MILSTEAD: OK. Question, "Did you say that pre-apprenticeship training would not be entered as a training event in PIRL?" And that is correct. And we're going to get into that more in the next section when we talk about how to enter training activities – apprenticeship training activities in PIRL.

Pre-apprenticeship is not considered training. It's – you enter it – like I said, if that's the first thing that happens, in the knowledge check we just had it can be considered a grant-funded service. But once you start talking about training, it's not part of training. The training – the training – training data elements are where you enter apprenticeship training.

So that was just – when we had the definition of pre-apprenticeship we were just sort of getting into what that means. So we're going to talk more about the PIRL data elements next.

We're going to – I know you all have lots of questions. We're going to move to the next section because the next section I think might help answer some of these questions. Because what we've just done is provide basic definitions, but now we're going to talk about how to report it in WIPS. And what I would like for you to do is get your notebooks and pens ready because these next slides are going to be intense. But I hope it's going to provide some clarity to a lot of this.

OK. So dates are key to understanding how to report the definitions we just went over, as well as other training activities that we're now going to cover. So this goes back to talking about pre-apprenticeship and apprenticeship and what we mean when we say "training."

The four dates shown here are PIRL data elements you enter in WIPS for participants throughout the period of performance as they progress through their apprenticeship programs. The data program entry is the date a participant enters into your grant program and become a participant.

The date entered training number one is the date that a participant starts the first of the two necessary training components of apprenticeship, either on-the-job training or instructional training. The date entered employment is the date that a participant is hired by an employer into an apprenticeship.

OK. So note that this is only the case if your participant is an underemployed, unemployed, or employed participant. We're going to cover incumbent workers later in the webinar.

Finally, the date completed training is the date that the participant has completed all training components of the apprenticeship.

The participant's employment status at entry is absolutely crucial to determining what data elements you must enter in WIPS to show that your participant has enrolled in the grant-funded apprenticeship.

The status are unemployed, underemployed, employed, and incumbent workers. So briefly, let's review the definitions. We won't spend a lot of time on them here again. For more information on each of these, you can review the recording of "Performance Reporting Webinar 2.0," as well as the funding opportunity announcement.

Mainly what I want you to take away from this review of the employment statuses now is how someone who is an incumbent worker differs from someone who is employed or underemployed This determines how to report apprenticeship training activities.

We'll start with the definition of unemployed workers because that one is pretty straightforward. An unemployed worker is an individual who is without a job, who is seeking employment, and is available to work.

An underemployed worker is an individual who is employed but they're not employed in a full-time position that is line with their level of education or skills; or not with a wage or salary that they've earned previously; or they can only find episodic, short-term, or part-time employment.

Employed individuals are those who enter your grant employed at the level for which they are appropriately employed. So their level of education and skills do match the job they currently have, unlike underemployed workers. Often, however, they are lower-skilled and work in low-skilled positions.

Finally, an incumbent worker is an individual who is employed particularly in lower-skilled, lower-wage than frontline jobs, but they need training to upgrade their skills in order to either secure full-time employment, advance in their career, or retain their current employment.

Now, here's the key for understanding how incumbent workers differ from underemployed and employed workers. Incumbent workers are provided with their apprenticeship training in partnership with the employer with whom they are working when they are determined eligible to participate and become participants in your grant.

So they were referred to you by the employers with whom you're in partnership with and with whom you are developing your apprenticeship program. And because of that, you will treat them differently. And we will devote the next section of the webinar with how to report incumbent workers.

Let's continue with how to report underemployed, unemployed, and employed workers. We'll start with PIRL 900, date of program entry. Program entry is not the date someone enters an apprenticeship program; it is the date someone enters your grant program, which is not necessarily the same thing.

After you deem someone eligible to participate in the grant, the date someone first receives a grant-funded service is the date of program entry. If the grant-funded service is either the date they began instructional training or the date that they started on-the-job training in an apprenticeship, or the date they started a pre-apprenticeship, you would enter that date here.

Now, here's where things are about to get interest. When does a participant become an apprentice? It's all about timing. As we saw in the last slide, to be counted as a participant in PIRL 900 someone only needs to have started instructional training or have been hired by an employer and started on-the-job training. But to be counted as apprentice, the participant must do both.

For apprentices then, PIRL 1302 date of training number one, and PIRL 2118 date entered employment, are linked together.

So let's go through some scenarios. Scenario number one, Tom starts the instructional training or classroom component of his apprenticeship on January 15th, 2020. On April 10th, 2020, he is hired by an employer and starts the on-the-job training component of his apprenticeship. How should this be reported in WIPS?

Let's start with the most recent event of the two that occurred for Tom. PIRL 2118 dated entered employment is April 10th, 2020. Now, moving backward in time, PIRL 1302 dated entered training number one, is January 15th, 2020. That's when those events took place for him and that seems clear, right?

However, you will not report PIRL 1302 until PIRL 2118 has occurred. In other words, even though Tom started instructional training in January, you can't report that for the quarter ending March 31st, 2020, because he has not yet been hired by an employer and started his on-the-job training. He is not yet an apprentice. He has to do both.

In the next quarter, when he has been hired by an employer and started the on-the-job component of his apprenticeship, you will then report the dates that both of those things have happened in their appropriate data elements. Now he is an apprentice.

Now let's look at another scenario. Bob is hired by an employer and starts on-the-job apprenticeship training on December 1st, 2019. When the semester starts on January 22nd, 2020, he starts the instructional training component of his apprenticeship. Now, this is the reverse situation from the first scenario because Bob has started the on-the-job training before the instructional training.

In this scenario, you will enter the same date for both PIRL 2118 and PIRL 1302, December 1st, 2019, because the date he entered employment and the date he entered training are the same. However, because he did not enter the second required component for apprenticeship – his instructional training – until the following quarter on January 22nd, 2020, you will not enter PIRL 2118 or PIRL 1302 until the next quarter ends. You may enter the date for his instructional training, January 22nd, 2020, in PIRL 1309 dated entered training number two.

OK. So why do we have three dates to enter in this scenario and not in scenario one? So let's think that through for a minute. Because the date entered employment is always entered in 2118, no matter what, no matter if it occurred first or second, if it occurs first it's also entered in PIRL 1302. So then you would enter the instructional component of the apprenticeship training elsewhere, in PIRL 1309.

Finally, let's look at one more scenario. Linda is hired and begins her apprenticeship on-the-job training through her employer on March 1st, 2020. A couple of weeks later on March 15th, 2020, she starts the instructional training classroom component of the apprenticeship. So like Bob from scenario two, Linda was hired by an employer into an apprenticeship first. That means you will have three dates to enter.

PIRL 1302 and PIRL 2118 are the same, March 1st, 2020, because the date she entered training is considered the date she entered employment. You will enter the date of her instructional training component as March 15th, 2020, in PIRL 1309, as with Bob.

The difference between Bob and Linda, however, is that Linda was both hired by an employer and started on-the-job training and began instructional training in the same quarter. In other words, you would not need to wait to report any of the data elements in a later quarter. You would report them all after the March 31st, 2020 quarter ends.

Sorry. We're about to have a knowledge check. Before we do that I want to tell you one more thing. We realize that may be a lot. You got all that, right? You got it all down. You understand it all, right? But this slide summarizes the data elements you must report to count someone as an apprentice, what you should be reporting and when.

But there's one other PIRL data element that you must report when a participant has been hired by an employer into an apprenticeship and begun the instructional training. You must also report the type of apprenticeship that your participant has entered. So when you report 1302 and PIRL 2118, you also must enter PIRL 105 the type of apprenticeship, either a registered apprenticeship program or unregistered apprenticeship. So all three of these data elements must be entered in the same reporting quarter.

You should not use the code value PIRL 105 for pre-apprenticeship when you are reporting apprenticeship training activities, PIRL 1302 and PIRL 2118. Pre-apprenticeship training activities are not reported in these data elements.

So what about the code value for "none" in PIRL 105? Use "none" when the participant is not a pre-apprenticeship or an apprenticeship but has received a grant-funded service. You would also use "none" if the participant has started one of the two components but hasn't yet started the other component.

OK. Now let's have a knowledge check and try a scenario together. Zodie?

MS. MAKONNEN: Thank you, Kristen. So for our knowledge check the question is, "Teri starts instructional training in an apprenticeship program in quarter one of your grant. In quarter two she's hired by an employer into a registered apprenticeship program. Which of the following is not correct?"

So one is, after quarter one Teri is reported as "none" in PIRL 105 to indicate she's not yet an apprentice. Second one, after quarter one the date Teri started instructional training is reported in PIRL 1302. Three, after quarter two the date Teri started working as an apprentice is reported in PIRL 2118. And then four, after quarter two Teri is reported as being in a registered apprenticeship program in PIRL 105.

So if you could respond. I'll give you a minute to – (pause). Just a few more seconds and then I'll – (pause).

OK. So the correct answer is number two. After quarter one, the date Teri started instructional training is reported in PIRL 1302. You would not report Teri's instructional training in quarter one; you would wait to report it until after quarter two ends, when Teri's also hired by an employer and starts on-the-job training.

Why? Because for the purposes of the Scaling Apprenticeship grants, both components must be true before a participant can count as an apprentice. Teri has not officially begun an apprenticeship until also being hired as an apprentice. PIRL 1302 is reserved for training that occurs once the – (inaudible) – has taken place.

Kristen, I'm going to pass it back to you.

MS. MILSTEAD: Thank you, Zodie. Well, that's great. I'm glad to see that most of you got that one right.

We're going to talk about reporting training types. So after you've reported the date entered training number one in PIRL 1302, you will enter the type of training service number one in 1303. And as you can see, there's only two options for Scaling Apprenticeship grantees and they correspond exactly with what you entered in PIRL 105.

If your participant is in a registered apprenticeship program, you will record 09 in PIRL 1303. And if your participant is in an unregistered apprenticeship, you will record 06. There are options for reporting more detail in PIRL 2109 for the type of training that corresponds with what you recorded in PIRL 1303, and those are listed here.

Finally, let's just talk briefly about completion and employment. PIRL 1813 is the date that your participant completes all aspects of the apprenticeship program. This includes the instructional training as well as the on-the-job component of the apprenticeship by the employer.

Underemployed, unemployed, and employed participants that remain in their positions of employment into which they were hired as apprentices once the apprenticeship ends and grant funds are no longer paying their wages, can be reported in PIRL 2126 as having entered training-related employment. They are now employees and are considered to have entered training-related employment. These participants may also enter a new job with another employer and be reported in PIRL 2126.

OK. We've just covered a lot of information. To help guide you through it, we've created a flowchart to help you determine how to report training activities. And this is just for underemployed, unemployed, and employed participants. I'm not going to go through the flowchart on the webinar. It's basically a visual representation of what we've just gone through.

So we've attached it to this presentation and we encourage you to use it as you prepare your QPR in this quarter and going forward.

In this section we're now going to talk about how to report incumbent worker participants who become apprentices.

Incumbent workers must meet the same criteria as underemployed, unemployed, and employed participants to be considered apprentices. And that means that they must be employed by the employer offering the apprenticeship and they must have started their instructional training component.

However, remember that, where incumbent workers are concerned, the apprenticeship program is developed in partnership with an employer before they become participants in your program. What this means is that you will not be reporting participants as being hired by an employer when they start the apprenticeship because they were already employed by the employer who referred them to your grant.

As with underemployed, unemployed, and employed participants, when an incumbent worker has both started the apprenticeship with the employer and the instructional training component of the apprenticeship, you will be able to report them as apprentices. You report date entered training number one as either the date the participant started the on-the-job apprenticeship training with the employer, or the date the participant started the instructional apprenticeship training, whichever occurred first. However, they must still enter both components before you report PIRL 1302.

You will also report the type of apprenticeship, either RAP or unregistered apprenticeship, in PIRL 105. You will not enter a date entered employment in PIRL 2118, however. Instead, you will document separately outside of WIPS that your participant has begun apprenticeship training with their employer.

Let's take a look at a scenario. Donna is an incumbent worker who starts the on-the-job apprenticeship training with her employer on February 1st, 2020. She starts the instructional training component of her apprenticeship on April 1st, 2020. And how do we report in WIPS for this?

PIRL 1302 will be the date that Donna starts her apprenticeship training with her employer on February 1st. However, you cannot report this date into WIPS until the quarter ending June 30th, 2020, because she does not start the instructional component until April 1st. This is when you may enter her instructional training component, and you can enter that in PIRL 1309 date entered training number two.

Because Donna is already employed when she begins the apprenticeship training, you will not enter anything in PIRL 2118 for date entered employment.

As with underemployed, unemployed, and employed participants, if your participant is in a registered apprenticeship program you will enter 09 in PIRL 1303 for training type. And if your participant is in an unregistered apprenticeship you will enter 06.

However, there's a difference here for PIRL 2109 because there's only one option for incumbent workers, and that is the code value 6 for incumbent worker training. So this is a different tier from underemployed, unemployed, and employed participants.

We'll briefly cover completion and employment outcomes for incumbent workers. There's no difference for PIRL 1813 for date completed an education or training program leading to a recognized postsecondary credential or employment.

However, PIRL 2120 is an incumbent worker employment data element. To be counted here, the incumbent worker must advance into a new position after their apprenticeship ends, either with the current employer or with a new employer.

As long as the incumbent worker uses the competency that was acquired during the grant-funded apprenticeship in the new position, it can be counted as advancement to a new employment. So this is true even if the incumbent worker retains the same job title, as long as the new job skills are applied, with the same employer or a different one.

And again, we have a flowchart for you to show you how to report training activities for an incumbent worker participant. And we've attached it to the webinar here and we also encourage you to use this one as you prepare your report. And it's going to show you the differences for incumbent workers.

Zodie?

MS. MAKONNEN: Hi. In the interest of time I think we'll move forward, Kristen, and then answer questions in a little bit, if that's OK with you.

MS. MILSTEAD: OK. That sounds good. We do want to leave some time to answer as many questions as we can.

We want to just tie some of these data elements for you to the QPR. Because you did provide targets for six real-time apprenticeship-related outcomes in your statement of work, as you know. And the six real-time outcomes match up with outcomes on the QPR, but only if you use the WIPS data elements to report apprenticeship as described.

Otherwise, some of your participants may not show up in the outcomes where you expect them to, and you may be undercounting participants instead of getting credit for them, and undercounting apprentices instead of getting credit for them. Or what may happen is you start receiving data file errors because you forgot participants with certain employment statuses do or don't count in some of the data elements.

And so these next couple slides are just going to show you sort of a summary of what we just talked about. If you're reporting the apprentices and participants correctly, here's where you're going to see that on the QPR.

So this is not a list of aggregations; it's a list of what data elements will trigger one participant to show up in a QPR outcome when WIPS calculates the aggregation.

So in your – (inaudible) – the real-time outcome A1 is total apprentices services. And participants who have a data program entry in PIRL 900 show up in your QPR in A2.

FOA outcome A2 – so not A2 on the QPR, but A2 in your FOA – is the total apprentices hired by an employer and enrolled in the apprenticeship education and training program. And that is E6a in the QPR, for those who have begun receiving education and job training activities. So this is those who have – those are considered who have started their apprenticeships. That's where PIRL 105 type of apprenticeship, PIRL 1302 date received training number one, and PIRL 2118 date entered employment come into play.

However, if your participant is an incumbent worker, you only need to record the first two. However, remember you still will need to document that your incumbent worker participant has started the apprenticeship with the employer.

WIPS knows if you need to enter all three or not because you'll be specifying in other data elements what the employment status of your participant is.

Data elements that trigger completion and credential attainment outcomes are pretty straightforward and they do not differ based on employment status. In the interest of time, we will move to the employment outcomes.

The employment outcomes are very distinct from one another, in that depending on what the employment status of your participants were when they entered your program, that determines which one they are eligible to be counted in. They can never be eligible for or end up in both.

So FOA outcome A5, total number of unemployed and underemployed apprentices who complete an apprenticeship education training program and maintain their employment status with a current or new employer, corresponds with entered unsubsidized training-related employment on the QPR.

So as this FOA outcome states, this is for underemployed and unemployed participants. However, employed participants will also be counted here by default in WIPS. And you can see over in the right-hand column, to be counted here participants must have completed the program, PIRL 1813; they must have the date entered employment, PIRL 2118; and the participant must have entered training-related employment, PIRL 2126.

Finally, FOA outcome A6; this is the incumbent worker outcome and it corresponds – it's solely incumbent worker outcome. It corresponds with G3 on the QPR. And participants must have been designated as incumbent workers in PIRL 907 to count here. They must also have a date of completion in PIRL 1813 and they must have been reported as advancing into a new position in 2120.

Let me introduce this section. OK. This was a lot and we are leaving some time at the end for you to ask questions. But this is our last section and we're going to switch gears a little bit to talk about program outcomes and how reporting program outcomes is different from reporting participant outcomes.

Scaling Apprenticeship grants were asked in the funding opportunity announcement to provide targets for three outcomes regarding expanding apprenticeship. And this is section B of your performance outcomes table and this is what it looked like in the FOA.

These are program measures and not participant measures, so you should report them in your quarterly narrative report. Most of you are doing that, but there's still – there's a few of you who aren't doing it and we're going to talk about what some of the issues are with whether you're not – whether you're doing it, whether you're not doing it.

For those of you who haven't started doing it yet, this is just a reminder that you should report them in your quarterly narrative report. Section F11a is the section in your Q&R for reporting additional outcomes.

Our suggestion is that you – this is the format you clearly write out each of the three outcomes, followed by the cumulative to-date amount achieved, and then list the overall grant target from your statement of work. This makes it easy to track the progress on the outcomes each quarter.

So the three outcomes – just to sort of reiterate before we go into the next part – is the total number of newly-created apprenticeship programs, including registered apprenticeship programs; the total number of employers engaged; and the total number of expanded apprenticeship programs, including registered apprenticeship programs.

Regardless of whether you are using this template or are not, here's a few tips for reporting clearly on your section B outcomes. Make sure that you do list the names of them clearly. Do this every quarter, even if you have nothing new to report. If you have no information to report, make sure that's clear as well by either stating zero or just repeating the cumulative to-date number from the previous quarter, depending on what format you've chosen. Just make it clear what you're reporting on.

Be sure to clearly label what your numbers represent. For example, current quarter, cumulative to-date, annual target, or total target. Without labels it's not clear what the numbers may mean or how you're representing the progress from quarter to quarter. So whatever format you choose, just make sure it's consistent and clear what it is that you're choosing to tell us and how.

Let's talk about what it means to report progress on one of these measures. Make sure the programs you report meet the five hallmarks of quality designated in the FOA and as shown at the beginning of the webinar. If the program is a new one, it should have all five hallmarks and documentation should exist that this is the case before you count it in B1. If the program is an expanded one, you should also ensure that it has all five hallmarks before you count it in B3.

And here's a few other things to know about how to count your programs. For all three of the outcome measures – B1, B2, and B3 – you should not duplicate counts of program employers. So for example, if you expand a program in different ways, you should not count it multiple times; it's still one expanded program.

If you work with an employer more than once at different points in the period of performance, it's still the same employer. A program cannot count as both new and expanded.

So always go back to your statement of work to determine whether your program is new or expanded, whether the program existed prior to your grant's start date, how you're implementing the program based on your statement of work.

This concludes the material that we're presenting today. I'm going to turn it back over to Zodie and we're going to bring on the entire H-1B performance team and start answering some of your questions.

MS. MAKONNEN: Thank you, Kristen.

MS. MILSTEAD: So Zodie?

MS. MAKONNEN: Yes. Thank you. I'm sorry. So we have several questions that you've been asking as Kristen was going through the material. So I'm going to start off with one. Given our time, I'm not sure how many of these we're going to be able to answer, but we're going to start off.

So one question was, "So if they are simply hired into an apprenticeship but you spend no grant funds on them, does it still count as an apprentice in the outcomes?" To me, I'm going to send it back over you, if you could respond.

TIMOTHY DUDLEY: So in the PIRL data elements, to be counted as an apprentice you have to enter training and you also have to be hired as – be hired by the employer. So both of those have to be satisfied to be accepted into the appropriate element and to be counted as an apprentice in your file.

Also, just keep in mind that in most situations they will get training – they should get training. But also the services that they receive, you will have spent some grant funds on them, whether that be assessment services, case management services, make sure you record those as well; 2103 for case management services and 902 – 2103 for assessment services and 902 for case management services.

MS. MAKONNEN: Thank you, Timmy. The next question we have is, "If you perform an assessment on the candidates and then they are hired into an apprenticeship, can the grant pay for the assessment?"

MR. DUDLEY: Correct. So that would be a part of the grant-funded services. Make sure to record that in 2103 as the most recent date of received assessment services. And you can put them in your data file even before they're an apprentice, but you just have to make sure that the employment and the training have happened until you can record them as an apprentice in your data file. So just keep those in mind.

Everything is going to be dependent on – for the apprentice recording, is dependent on them having received training and you record that in the date in 1302, and also you record the employment in 2118. So those two things must be satisfied.

MS. MAKONNEN: OK. Thank you, Timmy. The next question, "Is there a logic rule for making sure PIRL 1302 is not entered before PIRL 2118, and vice versa?"

MR. DUDLEY: Nope, there is not a logic rule that requires that. They both just have to be on the date of or after the date of program entry, which is PIRL 900. And that's every date that you include in your data file will have to be after – on or after the date of program entry, which is PIRL 900, which makes them a participant. So your employment or your training can come first; they just both have to recorded for them to count as an apprentice.

MS. MAKONNEN: OK. Thank you, Timmy. So the next question, "How do you classify students – they are students first and employees second? Meaning they enter the workforce at designated times throughout their college career."

MR. DUDLEY: So in the program you record each participant as what they are program entry. And that's going to be unemployed, underemployed, or you can also record them as an incumbent worker. So if they're not employed at that time, then they would be an unemployed worker at program entry. But if they're employed at that time, they could possibly be an underemployed person at program entry as well, or an incumbent worker in some situations I suppose.

MS. MAKONNEN: OK. Thank you, Timmy. Looking at the time. "If someone receives RTI before hire that is hired into an apprenticeship and starts receiving OJT, then you report the participant in PIRL. Do you report the person who received RTI before being hired as unemployed?" Or – it says unemployed, but unemployed.

MR. DUDLEY: So you would record them as what they – when they come to you at program entry, what are they at that time? Are they unemployed, are they underemployed, or are they incumbent worker? So whatever they get from the program isn't going to be counted, but what they are at program. So it's going to be one of those three options.

You want to record the training for that RTI, as I keep repeating myself. You won't be able to record the training as the date in PIRL 1302 and then count them as an apprentice until they receive training and they've also received employment in PIRL 2118 as well. So both of those have to be satisfied.

MS. MAKONNEN: Thank you, Timmy. I think we have time for probably one more question. "Where do you document the income that (has begun ?) the apprentice program with an employee?"

MR. DUDLEY: So incumbent workers, there's a data element for the recipient of incumbent worker training, which is PIRL 907. So you want to put them as 4, for – and that's just H-1B funded grants for all of our incumbent workers will be recorded in PIRL 907. And then you'll record the rest of the training data elements after that funding.

That's the one that kind of triggers that they're an incumbent worker, which is PIRL 907. And then that'll affect what employment outcome you can choose for them and other logic rules that are only applied to incumbent workers.

MS. MAKONNEN: OK. Thank you, Timmy. And one last additional information that, Kristen, I'm going to turn to you just to add to the response that Timmy gave to the logic rule question that was discussed a few minutes ago.

MS. MILSTEAD: Yes. There was a question about whether there was a logic rule. I don't – the exact wording of the question is not in my screen right now, but it had to do with whether a logic rule was going to force PIRL 1302 and PIRL 2118 to – I don't know if it was have one date entered before or have them be the same date or something like that.

There is going to be a logic rule that is going to make them be entered at the same time. The dates don't have to be the same. One date is not going to have to be before the other in terms of one needs to be before the other. But the logic rule is going to be that you can't enter one unless the other one is also entered. And that is not going to be taking place now, but it's going to be in the near future.

So it is in your best interest to report like this even though there's no logic rule right now, because if you don't do it now, your data file will eventually have to be put in that way or WIPS will not accept it.

MR. DUDLEY: Yeah, exactly. So you've just got to make sure that when the logic – so when you put someone in PIRL 105, is it a registered apprentice or an unregistered apprentice? It's going to force you to have a date in PIRL 1302 and that's for entered training. So you have to have a date for entered training. And you're also going to have to have a date for entered employment, which is PIRL 2118, as Kristen said. So make sure that you're doing those things now.

But there's not – but you don't have to have one of the dates before the other because each program is different and each could happen before the other. So there's no requiring that. As I said, the only date that it has to be after is date of program entry, which is PIRL 900, which all dates in your data file have to be on or after the date of program entry because that's the beginning of their services they received within your program.

MS. MAKONNEN: Thank you, Timmy. And for those of you that had questions that we weren't able to get to, if you could send your questions to the Scaling Apprenticeship mailbox with a cc to your FPO, that would be great. And we will respond to it in a timely manner.

I'm going to turn it over to Kristen now to finish us off.

MS. MILSTEAD: Yes. We alluded to changes coming to PIRL with the logic rule. But there's also another change that we want to tell you about. Currently you report pre-apprenticeship in PIRL 105, as we talked about earlier in the webinar. But soon, pre-apprenticeship will be removed from PIRL 105 and there's going to be a distinct place to report it.

And we think that this is going to make things a little clearer for you with reporting. These questions that you're having about training activities and distinguishing between pre-apprenticeship and apprenticeship, we think that this change will make that a lot clearer.

So the structure of the PIRL is not going to change. We want to make that clear. There's still going to be 89 data elements. We're just going to realign some code values elsewhere in PIRL so that we think it's going to make it more user-friendly. This change is going to allow you to report participants who transition from pre-apprenticeship to apprenticeship without changing code values here in PIRL 105.

So as we said, pre-apprenticeship is not reported as a training activity. So what we mean when we say that is that data elements like PIRL 1302 dated entered training number one, are for reporting apprenticeship training only. And this is not going to change in the future. We just think that by separating here pre-apprenticeship out from PIRL 105 it's going to clear up a little bit of this confusion for you.

So this is coming after this quarter. You don't have to worry about that right now. We just wanted to give you this little preview that this is coming. So you should continue now reporting pre-apprenticeship as you do in the current PIRL. We're going to be giving you plenty of time to update your systems when we're ready to go.

And I'm going to turn it back over to Zodie to give you the reporting reminders.

MS. MAKONNEN: Thank you, Kristen. And I know we're at 5:00, so in advance thank you for your patience. But I just have a few reminders and announcements to make.

Your next quarterly progress report is due on no later than May 15. We encourage you to start now and don't wait to submit until the last minute. For some of you, this will be the first time to submit a data file. And as we have said before, there can be significant learning curve to understand how to properly upload the file and deal with the validation errors.

Additionally, we have a lot of technical assistance coming up. As I mentioned before, on Monday, April 20th, there's a peer sharing call. And although it's not performance related, we want to make sure you're aware because it's centered around COVID-19 and strategies grantees are using to deal with challenges at this time. Some of that may pertain to performance, but there are probably other things you're dealing with as well. So we want to make sure you have the opportunity to attend that.

We also have three office hours opportunities coming up in the next few weeks. And as always, this is where you'll be able to dial in and get your questions answered. Those will be on April 23rd, May 5th and May 11th. You'll receive invitations shortly to those office hours.

As always, don't forget to review the handbook, the PIRL, the toolkit, the WIPS tips webinar recordings and all other key activities that are available at our dedicated performance reporting resources site that is on the slide in front of you.

And I've mentioned before, and as always, if you have any questions please send them to the Scaling Apprenticeship mailbox at scalingapprenticeship@dol.gov. And don't forget to copy your FPO. Please make sure to include your grant number and – grant name and number in the body of your email.

So this ends our webinar. I wanted to say thank you so much for taking the time to listen and we hope this was very helpful to you. And we will see you at our next webinar. Thank you, everyone.

(END)