



QUARTERLY PERFORMANCE & NARRATIVE SUMMARY

Quarter Ending
09/30/2022



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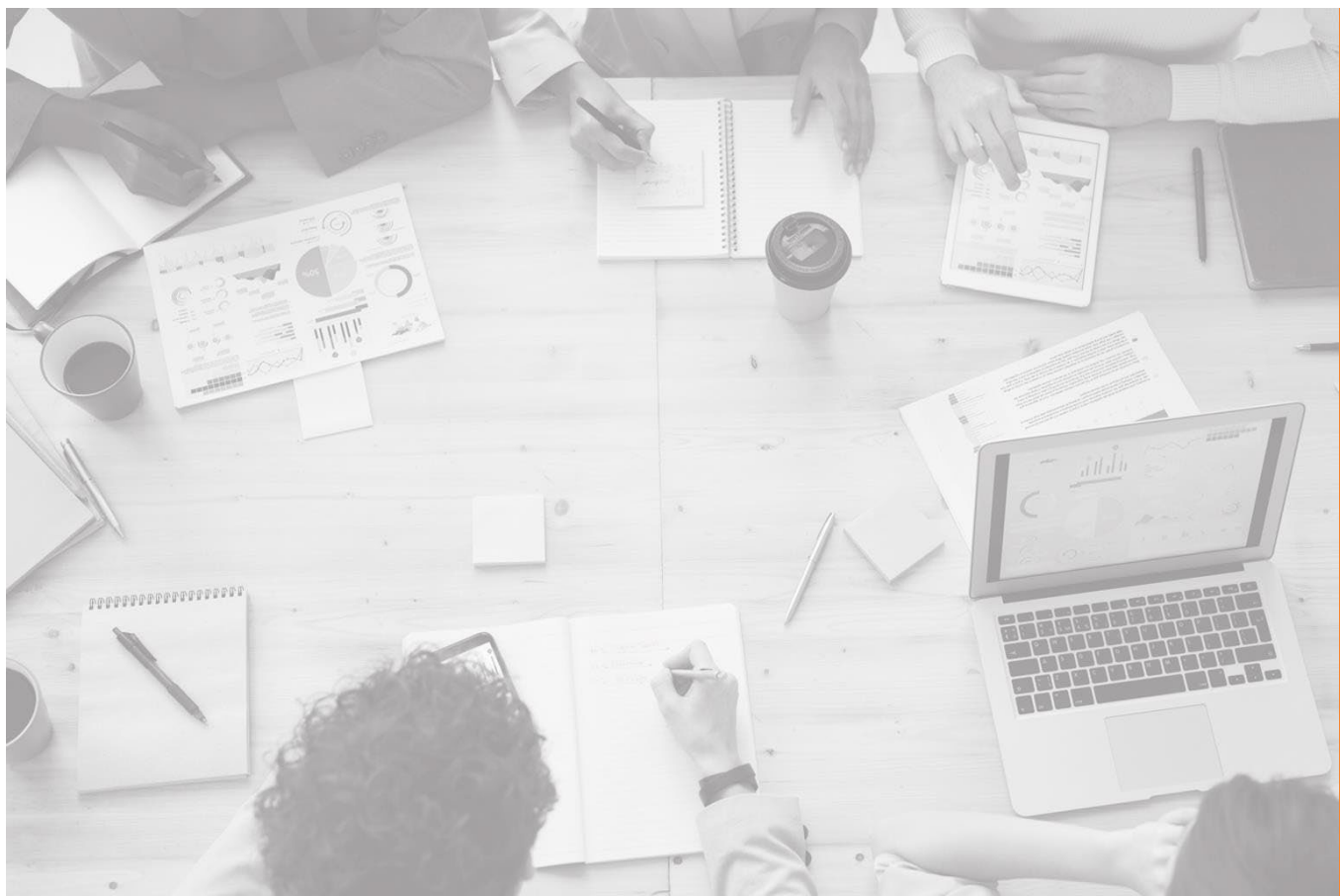
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This project has been funded, either wholly or in part, with Federal funds from the Department of Labor, Employment & Training Administration, the contents of this publication do not necessarily reflect the views or policies of the Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement of same by the U.S. Government

ABOUT

The U.S. Department of Labor (DOL) has awarded \$171 million to fund 39 grantees, including more than \$78 million focused on equity and partnerships as well as pre-apprenticeship activities, to strengthen and modernize Registered Apprenticeship programs and enable workers to find a reliable pathway to the middle class. The Apprenticeship Building America (ABA) grant program advances the DOL's efforts to expand and modernize Registered Apprenticeship by increasing the number of programs and apprentices, diversifying the industries that use Registered Apprenticeship and improving the access to and performance of Registered Apprenticeship Programs for underrepresented and underserved communities.

This report provides a summary of key trends and technical assistance (TA) needs reported by 39 grantees during quarter ending September 30, 2022. The report includes a summary of participants served, progress on grant timelines, and recommendations for Technical Assistance (TA).



GRANTEES BY CATEGORY

1		Grant Amount
	Indiana Department of Workforce Development	\$3,907,725
	North Carolina Community College System	\$4,000,000
	Pennsylvania Department of Labor & Industry	\$3,900,000
	South Dakota Department of Labor & Regulation	\$3,124,059
	Texas Workforce Commission	\$3,660,090
2		Grant Amount
	Able-Disabled Advocacy, Inc.	\$3,343,000
	CareerWise New York, Inc.	\$2,000,000
	Dallas College	\$5,000,000
	Jobs for the Future, Inc.	\$5,000,000
	Project L.I.F.T., Inc.	\$5,000,000
	SER - Jobs for Progress of the Texas Gulf Coast, Inc.	\$4,585,000
	Wilderness Education Project	\$4,999,450
3		Grant Amount
	Alaska Primary Care Association	\$3,000,000
	Chicago Women in Trades	\$3,000,000
	City of San Antonio	\$2,983,433
	City of Springfield	\$3,000,000
	Economic Development and Industrial Corporation of Boston	\$3,000,000
	Electrical Training Alliance	\$2,999,916
	Mt. Hood Community College	\$2,999,983
	National Urban League	\$3,000,000
	Reset to Success Foundation	\$3,000,000
	Staten Island Performing Provider System	\$1,998,854
	Vermont Healthcare and Information Technology Education Center	\$2,999,240
	Workforce Development Board of Herkimer, Madison and Oneida	\$2,999,993
4		Grant Amount
	Adaptive Construction Solutions, Inc.	\$8,000,000
	American Association of Community Colleges	\$8,000,000
	BuildWithin, Inc.	\$7,903,560
	Central Community College	\$3,962,324
	Chabot-Las Positas Community College District	\$5,818,057
	Community College System of New Hampshire	\$5,820,000
	Economic Growth Foundation	\$5,818,008
	Ivy Tech Community College of Indiana	\$4,736,976
	Madison County Employment and Training Department	\$5,819,104
	NYSUT Education and Learning Trust	\$5,657,497
	Philadelphia Works, Inc.	\$4,704,311
	Riverside Community College District	\$4,697,637
	Southeast Michigan Community Alliance	\$5,820,000
	South Bay Workforce Investment Board, Inc.	\$5,820,000
	Washington State Employment Security Department	\$5,682,883

GRANT PROGRESS

September 30, 2022, marks the end of the first quarter (Q1) of program year 1 (PY1). During this quarter, grantees focused on immediate needs for the implementation of the grant. The needs included planning and supporting activities, such as hiring staff; stakeholder engagement and partnership development; learning reporting requirements; and outreach, recruitment, and enrollment.

PROGRAM YEAR 1 July 1, 2022–June 30, 2023												PROGRAM YEAR 2 July 1, 2023–June 30, 2024											
2022						2023																	
Q1			Q2			Q3			Q4			Q1			Q2			Q3			Q4		
July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June

This reporting period also included narrative from grantees that signaled receiving their award notice during the reporting period and grantees that at the time were “temporarily under conditional offer from DOL.” In their narratives, they also expressed putting their efforts into getting their infrastructure and processes up to speed, which include identifying key community partners, revising and re-submitting budget modification requests to the Federal Project Officer (FPO) and attending DOL-hosted trainings and connecting with ICF.

The following are select excerpts of grantee narrative organized by topics of implementation.

Planning & Supporting Activities

ABLE-DISABLED ADVOCACY (A-DA) (Cat. 2)

The grantee recruited and hired P2P staff members as identified in their ABA grant budget, except for a Substance Abuse/Employment Specialist. A-DA notes that all nine staff members assigned to the P2P are representative of the population to be served under their P2P program including people with disabilities (PWD) and people of color. In addition, 80 percent of A-DA’s P2P staff members are bilingual.

CAREERWISE NEW YORK (Cat. 2)

The grantee is partnering with their ICF Coach to seek understanding and guidance on best practices on delivering on their grant goals. They attended ABA grant orientations to understand the structure of grant reports—QNR/QPR. Also, they are actively researching partner organizations responsible for

primarily databases management and data collection of registered apprenticeship datapoints/fields/data models.

CHABOT-LAS POSITAS

COMMUNITY COLLEGE DISTRICT (Cat. 4)

Following notification of their grant award in late August, the grantee has spent September through November getting systems in place to manage the grant, learning the reporting systems, and meeting with their Grants Officer. The grantee has submitted a draft budget modification and are working on the next round. The grantee is also in process of developing the Memorandum of Understanding (MOU) for their subrecipient and partner in the grant, the Communication Workers of America District 9 (CWA-D9).

CWA-D9 is undertaking administrative tasks to begin the hiring process for their Program Administrator and the first Facility Administrator, and it is refining its plans for the apprenticeship expansion through engagement with the California Division of Apprenticeship Standards. They also made headway in purchasing important equipment needed to prepare the San Jose training center to deliver fiber-optic splicing courses.

CHICAGO WOMEN IN TRADES (CWIT) (Cat. 3)

During the quarter, CWIT staff met with the Ironworkers' Locals #63 and #444 to begin planning for the launch of their Ironworkers' pre-apprenticeship program, tentatively scheduled for June of 2023. The locals and district council are currently working to complete the curriculum, and, in the coming quarter, CWIT expects to finalize the program plan and begin recruitment. The grantee also met with the Teamsters to begin planning for their pre-apprenticeship program, now scheduled for March of 2023. In addition, CWIT initiated their first planning meeting with leadership for the Bricklayers and Allied Craft Workers to begin developing the mentorship model they expect to roll out over the next year.

CITY OF SPRINGFIELD (Cat. 3)

Grant staff have attended available ABA grantee orientation, trainings, coaching calls, and office hours. They have also participated in several internal planning and brainstorming sessions to finalize the grant outline, delegate duties, establish immediate key activities and to prioritize the next steps for next quarter outlined in Section III, *Progress Toward Grant Goals*.

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE (CCSNH) (Cat. 4)

Since receiving the award notification in August 2022, CCSNH has focused on the several key activities related to grant start up, partnership development and preliminary coordination. This includes hiring key grant personnel; planning events for National Apprenticeship Week; communicating their grant award to both internal and external stakeholders; holding weekly internal

planning meetings to define industry sectors for each regional hub and identify key community partners; and revising and resubmitting budget modification request to FPO. There has not been progress towards grant deliverables based on their statement of work and work plan given the delayed award notice and start-up.

ECONOMIC DEVELOPMENT AND INDUSTRIAL CORPORATION OF BOSTON (EDIC) (Cat. 3)

The grantee introduced a timeline to goal set for the project and then requested individual timelines from each subrecipient to understand their organizational objectives for the next year. So far, EDIC and subrecipients have initiated a joint marketing and outreach strategy using EDIC's website and social media platforms, designing a joint flyer. To streamline reporting, the grantee has also created a portal for payment and quarter requests/reports. Another key step is that all contracts have been executed or nearly executed for all partners. The website now includes a landing page dedicated to the project. EDIC has also introduced the Slack communications platform to subrecipients during the times when they are not meeting. Subrecipients have used it to share their individual flyers and ask questions of staff.

JOBS FOR THE FUTURE, INC. (JFF) (Cat. 2)

The grantee conducted required grant start-up activities including meeting with their FPO and technical assistance (TA) provider at ICF, attending a grant orientation with USDOL, and resolving conditions of the award. JFF also executed subgrantee agreements with five partners: Bitwise, Educate Maine, Goodwill of North Georgia, JEVS Human Services, and Shenandoah Valley Workforce Development Board, and a contract with consultant Scott Ellsworth, who will support employer engagement and program registration efforts. JFF met individually with each partner to develop their respective scopes of work, address questions around grant requirements, and finalize budgets. This supported JFF's partners' ability to implement the work in their communities and a shared understanding of the work ahead.

Additionally, JFF conducted two project kick-off events: one for internal staff only and one that also involved NGA+T partners. Both sessions outlined grant goals, outcomes and deliverables, key terms and definitions, reporting guidelines, TA strategy, and compliance requirements.

MT. HOOD

COMMUNITY COLLEGE (MHCC) (Cat. 3)

The grantee began the hiring process for new grant staff—a Student Resource Specialist, Project Director, WorkSource Portland Metro Gresham (WSPMG) Navigator/Career Coach, and Administrative Assistant, including the recruitment of internal and external partners to review position descriptions, interview questions, and participate on the hiring committees. All hiring committee members participated in diversity, equity, and inclusion in hiring training prior to reviewing candidate materials. During this quarter, MHCC completed hiring for a WSPMG Navigator/Career Coach and Administrative Assistant. Hiring is still in progress for the Student Resource Specialist and Project Director.

SER - JOBS FOR PROGRESS OF THE TEXAS GULF COAST, INC. (SERJobs) (Cat. 2)

The beginning of this first quarter was for the team who would implement and run the program. The Director of Programs teamed efforts with the Human Resources Department at SERJobs to begin advertising for two open positions: The Program Coordinator and Career Coach(s). The goal was to find potential candidates with experience in apprenticeships who could bring to the table extensive knowledge to implement the program within the timeframe provided. After a couple of months and many interviews, the leadership team realized that expertise in the apprenticeship field is not a common skill and decided to change gears to move forward. The Program Coordination position was offered to an internal candidate who was promoted by the end of September. The Career Coaching position was also filled in September. The grantee is currently reviewing candidates to hire an additional Career Coach. Also, MOUs are being reviewed to find potential candidates with experience for a Mental Health Counselor to lead the peer support groups for the youth.

STATEN ISLAND PERFORMING PROVIDER SYSTEM (SI PPS) (Cat. 3)

Over the past year, SI PPS has been working with New York State Department of Labor, Division of Employment and Workforce Solutions on RAPs for three job titles: Community Health Worker (CHW), Certified Recovery Peer Advocate (CRPA), and Certified Nursing Assistant (CNA). SI PPS has partnered with City University of New York, College of Staten Island (CSI) to provide training for CRPA and CHW. SI PPS has partnered with New York City College of Technology (City Tech) to provide training for HHA. SI PPS has met with New York Community College (NYCC) who has a virtual training program for CNA. SI PPS has partnered with Central Family Life Center who will help with recruitment and employment for CHWs. SI PPS has also partnered with Carmel Richmond Healthcare and Rehabilitation Center and Eger Healthcare and Rehabilitation Center for recruiting, training, and employing apprentices under the CNA and HHA apprenticeship program.

SI PPS is also in discussion with Richmond University Medical Center and Staten Island University Hospital which are the two main hospitals in the county. These two hospitals could serve any function within the apprenticeship program, and they will be integral to help link people from underserved communities to healthcare careers. SI PPS has partnered with CANVAS Institute/Island Voice for recruitment of individuals from underserved communities.

VERMONT HEALTHCARE & INFORMATION TECHNOLOGY EDUCATION CENTER (VTHITEC) DBA INSTITUTE FOR AMERICAN APPRENTICESHIPS (IAA) (Cat. 3)

During this quarter, activities focused on establishing an internal infrastructure and communication plan to manage grant activities. The grantee scheduled weekly team meetings and initiated the planning phase of the grant.

Conditions of award were submitted, including financial and administrative policies and procedures, a complete financial system risk assessment and a revised budget narrative itemizing supplies. Team members attended ETA grant related orientations.

As a part of the planning phase, the timeline outlined in their statement of work was reviewed and initial outreach to employer partners was discussed. As part of this project, VTHITEC will partner with two minority serving organizations who will support the project's outreach activities to underrepresented populations and provide guidance in a successful supportive services practice. During this quarter, strategies were developed for establishing these partnerships. An initial collaboration discussion with Npower took place in late September.

Outreach & Recruitment

During Q1, some grantees were able to begin their work on outreach and recruitment to hit their target outcomes.

ABLE-DISABLED ADVOCACY (A-DA) (Cat. 2)

The grantee updated marketing materials to recruit youth from underserved communities and underrepresented populations in the workforce as identified in their P2P program. They drafted a P2P PowerPoint presentation that will be finalized before the end of the next reporting quarter. Additionally, the grantee posted links and fliers on key stakeholders' websites; and, sent digital marketing materials to One-Stop Career Centers, high school counselors, and community college representatives. They also presented information and distributed fliers to three church youth groups located in underserved communities near their Youth Center; and performed targeted outreach to two organizations (Urban League and Barrio Station) that exclusively serve youth of color.

BUILDWITHIN, INC. (Cat. 4)

The grantee's biggest accomplishment in Q1 was a pre-apprenticeship program that they established and managed in their DC/Northern VA hub. This program was in partnership with the District of Columbia's Department of Employment Services (DOES) and focused on preparing out-of-school youth (OSY), ages 18–24, for careers in technology. BuildWithin enrolled 53 opportunity youth in this program and worked with them over 12 weeks in a tech accelerator pre-apprenticeship program. The

grantee prepared the participants for roles in IT/ Help Desk, Digital Marketing and Customer Service/Success. Participants earned a variety of industry recognized credentials (e.g., CompTIA A+, Excel and Intercom) and four of them have already been placed in technology roles throughout the region. Additionally, the grantee has plans to serve additional cohorts of out-of-school youth (OSY) and will also start an additional program for a broader age range of participants through a partnership with the DC Workforce Investment Council. The first cohort of pre-apprentices for that will begin on August 10th and will provide training to a minimum of 10 individuals.

CAREERWISE NEW YORK (Cat. 2)

The grantee enrolled 171 new apprentices into their CWNV apprenticeship program, stemming from over 50 NYC Department of Education schools; spanning 10 employers (Accenture, Amazon, Brooklyn Navy Yard, CWNV, Citi, Credit Suisse, Ernst & Young, JPMC, Mastercard and Memorial Sloan Kettering), the 171 apprentices are employed across 11 occupations: Quality Assurance, Business Operations, Project Coordinator, Graphic Designer, Data Analyst, Financial Services Associate, Software Engineer, Human Resources Associate, IT Support, Marketing Coordinator, and Sales Associate.

CITY OF SPRINGFIELD (Cat. 3)

Grant staff have met with and/or scheduled meetings with each grant employer partner, community-based organization, and training provider. Outreach for expanded employer partnerships have begun within the 10-county grant service area. Internal weekly meetings have continued to occur between grant staff, compliance staff, finance staff, and their DOL Office of Apprenticeship ATR Trace Laughery.

CHICAGO WOMEN IN TRADES (CWIT) (Cat. 3)

The grantee began one general pre-apprenticeship cohort, launched the first of the trade specific pre-apprenticeship programs proposed for this initiative, and began planning for four more in the spring of 2023 and provided ongoing case

management and placement assistance to connect women to apprenticeship opportunities and related employment.

The program conducted outreach and hosted 12 virtual information sessions, a millwright orientation, and two open houses for aspiring tradeswomen. In all, 127 women attended these events and 89 were assessed for enrollment into a training program.

CWIT began its fall cohort of the Technical Opportunities Program (TOP) on September 13th with 26 participants. TOP is a 180-hour course providing math and test preparation, workplace readiness, physical conditioning, basic construction skills and hands on experience. As part of this initiative, the program is expanding the curriculum to include additional certifications, including OSHA 10, First aid/CPR and NABTU, and anticipates graduating 23 participants on December 8th.

CWIT had been in conversation with the Mid-America Carpenters Regional Council and the Millwrights' local #1693 for many months prior to the submission of the ABA proposal for the purpose of addressing women's underrepresentation in the trade through the creation of a pre-apprenticeship program designed to give women an advantage in the application process with signatory contractors. The grantee, therefore, was able to launch the program with six participants on August 15. The program included two weeks of training at CWIT, including OSHA 10, taught by an experienced Millwright Journeywoman, and two weeks of training at the Carpenters' Apprenticeship School taught by a Millwright instructor.

PROJECT L.I.F.T. INC. (PLI) (Cat. 2)

From a programmatic perspective, progress has been made with recruitment and enrollment in pre-apprenticeship programs and RAPs in Q1, PY1. Both PLI and Associated Builders and Contractors Inc. (ABCI) have enrolled participants, with 90 enrolled in pre-apprenticeship programs and 30 enrolled in RAP programs. Marketing efforts have begun through a coordinated effort between marketing personnel from PLI and ABCI, with a vision of creating flyers, brochures, and posters to support recruitment and education efforts. The

marketing team is also targeting regional businesses to recruit into the RAP program which is now available in the Treasure Coast through the support of the ABA Grant. Phone calls, emails, meetings, literature, and events are all part of the business partnership outreach strategy. A gathering to introduce new potential sponsoring businesses for the RAP program with ABCI is scheduled in Q2.

RESET TO SUCCESS FOUNDATION (Cat. 3)

This grant project is providing job training services to fill CNA & Psychiatric healthcare job positions through the apprenticeship model. One student has been accepted and placed into the CNA apprenticeship course and two students have been accepted and placed in the Psych Tech apprenticeship course. Tutoring, coaching and psychology services have been provided to increase the number of qualifying applicants enrolling into the course and wrap around services (tutoring, coaching, psychology) provided to current students to remain in the course.

Partnerships & Employer Relations

CAREERWISE NEW YORK (Cat. 2)

The grantee is actively promoting the RAP amongst their employer partners during weekly check-ins, roadshows, pitches to their Apprenticeship Subcommittee and presented to the CEO Job Council. In addition to the efforts to encourage employers to participate in RAP, Careerwise New York have leveraged current employers (JPMC + Amazon) to further support their championing efforts by scheduling community of practice sessions where each company can hear from JPMC and/or Amazon on their experience with registered apprenticeship.

During this reporting period, the grantee held discussions with City University of New York School of Professional Studies (CUNY-SPS) and New York University School of Professional Studies (NYU-SPS) to develop pathways into their schools, while also mapping the apprenticeship experience to credit bearing courses. As their partnership with NYU SPS evolved, the grantee held discussions to

spearhead building out a new occupation in Hospitality Management; and have initiated roundtables with healthcare institutions: Mount Sinai and NYC Health and Hospitals.

Recognizing the need to develop goals and metrics for ABA, the Director of Credentialing is spearheading efforts across the organization to craft appropriate workstreams for each team. Conducting outreach to individual employer partners to have them participate/serve as signatories in the RAP. The grantee has initiated discussions with employers with current RA, who may be interested in enrolling additional apprentices in the RAP for this grant.

CENTRAL COMMUNITY COLLEGE (CCC) (Cat. 2)

The grantee developed multi-partner networks serving as a RAP sponsor. They have educated 715 stakeholders, organizations, the workforce, and the Department of Labor across multiple regions and communities. CCC's primary focus is supporting industry needs to create/expand new and emerging sectors as well as occupations. CCC RAP Hubs serve as engines for growth throughout our 25 counties while promoting RAP opportunities. During November 2022, the CCC RAP scheduled four events, in four different communities, to promote the apprenticeship program. These events were in conjunction with National Apprenticeship Week.

DALLAS COLLEGE (Cat. 2)

The grantee has engaged with high school partners to reinforce relationships and engage students for pre-apprenticeship. Dallas College has created an ABA Hospitality Industry Consortium that includes four Independent School Districts (ISDs) and 34 employer partners. The grantee has been working with industry partners and ISDs to create a pre-apprenticeship for Fundamentals Cook. They are working to expand a youth apprenticeship for Culinarian and expand the apprenticeship for Sous Chef. Dallas College is working to schedule culinary education courses for Spring 2023 that will become the Youth Apprenticeship related instruction. The youth apprenticeship and adult apprenticeship have been sent to DOL for review. Dallas College has

also met with two ISDs and two industry partners to discuss the occupations that will align with pre-apprenticeship and youth apprenticeship teaching pathway that needs to be developed.

NORTH CAROLINA

COMMUNITY COLLEGE SYSTEM (Cat. 1)

During the quarter, a committee was developed comprising of one apprenticeship coordinator and field supervisor to serve as a liaison in partnership with HBCU's and minority serving institutions (MSIs). Each university was notified of ApprenticeshipNC receiving the grant and outlining future goals for collaboration. Individual meetings were held with each university to determine collaborative opportunities. Additional meetings are set for the next quarter with each individual university to outline collaboration opportunities and partnerships.

SER JOBS FOR PROGRESS

OF THE TEXAS GULF COAST, INC. (Cat. 2)

Staff used this quarter to reach out to employer partners, to form relationships and nurturing existing relationships to result in viable apprenticeships opportunities. Staff are speaking to and meeting with agencies to begin participating in outreach programs, job fairs and event initiatives that service our targeted demographic population around the community to reach enrollment outcomes.

Training Design

CAREERWISE NEW YORK (Cat. 2)

In an effort to have higher education institutions (CUNY and NYU) recognize the apprenticeship experience as credit bearing, the grantee has held several conversations to begin charting a) pathways to their schools that align with their occupations, and b) map credit for prior learning to award college credits for parts and/or all the apprenticeship program. While they are in the early development stages with NYU School of Professional Studies (SPS), they have made progress with CUNY SPS where they have a

recommendation outline that could lead up to 30 credits that will be presented to their Academic Review Committee.

IVY TECH COMMUNITY COLLEGE OF INDIANA (Cat. 4)

The development and implementation of effective practices and program model include the participation of Sue Smith, Vice President of the School of Advanced Manufacturing, Engineering and Applied Science at the Century Foundation's Urban Manufacturing Alliance, Industry and Inclusion Inaugural Convening held at the West Houston Institute, Houston, TX. The goal was to reflect on progress and learning from the cohort activities in the areas of DEI recruitment, industry engagement, and cultural competency. The ongoing lessons and practices will be shared with the program director and will be integrated into ongoing grant activities.

SOUTH DAKOTA DEPARTMENT OF LABOR AND REGULATION (SD-DLR) (Cat. 1)

Grantee RAP staff continues to work on developing a Financial Services policy, which will allow the RAP team to better serve both sponsors and apprentices. SD-DLR staff is also talking through changes to the current RAP policy to better reflect the ongoing development of Registered Apprenticeships in the state. The new financial services policy will help serve apprentices that need assistance, especially in the first year of the registered apprenticeship. These support services will help more individuals participate in a registered apprenticeship as well as remove some of the financial barriers that can stop some individuals from participating in it.

STATEN ISLAND PERFORMING PROVIDER SYSTEM (SI PPS) (Cat. 3)

The grantee has expanded the Community Health Worker pre-apprenticeship program by offering more rotation sites which will allow participants to learn about a variety of different healthcare service settings. SI PPS will work on developing one Home Health Aide pre-apprenticeship program and expanding the Certified Recovery Peer Advocate

(CRPA), and Certified Nursing Assistant (CNA) pre-apprenticeship programs. SI PPS has expanded the apprenticeship program for Community Health Worker (CHW), Certified Recovery Peer Advocate (CRPA), and Certified Nursing Assistant (CNA). SI PPS has developed the Home Health Aide registered apprenticeship program. SI PPS will organize new cohorts in the upcoming period for each program.

TEXAS WORKFORCE COMMISSION (TWC) (Cat. 1)

The grantee works in unison with the Tri-Agency Initiative which makes up TWC, Texas Education Agency (TEA), and Texas Higher Education Coordinating Board (THECB). The Tri-Agency is one of the largest cross-agency efforts in Texas. ApprenticeshipTexas staff participated in several meetings during the third quarter to discuss potential pre-apprenticeship career pathways for high school students and ISDs (independent school districts) in addition addressing the need for more teachers in the classroom after schools experienced a significant number of teachers resigning or retiring. Staff are continually maintaining strategic partnerships. Future meetings will include Tri-Agency members/staff, ISDs, Institutes of Higher Education, and industry to define, outline, and implement initiatives. Some of the topics will discuss how to provide equal and quality access to rural and suburban students who are interested in pre-apprenticeship career pathways, incentivizing industries to participate allowing the pre-apprentices an opportunity to work-based learning and creating multiple on-ramping entries for people who want to become K-12 teachers.

Performance Reporting

By virtue of being the first reporting quarter PY1, there is not enough reliable data to report on trends. However, there is an expectation of more robust data for Q2, particularly in the enrollment of participants, with more grantees having established partnerships, enrollment processes, and data management infrastructure.



TA NEEDS

This section highlights salient technical assistance needs submitted by the grantees. Key topics include:

- Data Management & Submission
- Employer Engagement
- Grant Award/Management
- Enrollment
- Other

Data Management & Submission

As this is the first quarter for reporting, learning the DOL reporting systems is both time consuming and challenging.

Chabot-Las Positas
Community College District

We continue to need assistance with reporting, particularly creating and uploading the data file to WIPS. We have been to numerous trainings but would benefit from one-on-one assistance to walk us through the process. We have reached out to the Council of State Governments for TA.

Chicago Women in Trades

How to satisfy the unexpected reportable individual WIPS reporting is still unresolved. We are working with our WA Dept. of Labor and Industries and our technical consultant to resolve and amend our project budget and narrative.

Washington State
Dept. of Employment Security

A challenge we are facing internally is whether our data management system is sufficient to track the data needed for this grant. Without having access to [USDOL's] WIPS and the Quarterly Performance Report template, we are unsure of whether our systems are set-up to capture everything that will be required. We are unclear as to the format and required information we will need to complete the Quarterly Performance Report, and have no experience with the WIPS, PIRL, and PMS systems. PLI is hopeful that it will receive support soon, so we can continue to move the project forward.

Project L.I.F.T. Inc.

Employer Engagement

Employers are mostly non-union in this sector, so we have an uphill task in both organizing and building apprenticeship programs. We have begun multiple routes of engagement with employers with whom we do not currently have a relationship. Current CWA employer sponsors in the Joint Apprenticeship and Training Committees (JACTs) are still assessing their positions on bidding on fiber optic construction projects. They are resourced employers but are not generally involved in fiber optic network deployment.

Chabot-Las Positas
Community College District

Employer stakeholders are discouraged by the four-hour workday, especially in this new hybrid world. They report that the four, half days of work is highly disruptive and do not allow students to maximize their in-person days with employers.

Careerwise New York

Grant Award/Management

AACC would appreciate clarification on reporting apprentices as part of Category 4—hub activities. According to the webinars, a WIPS designation form is to be completed, however, AACC is waiting to be approved from all three conditions of approval.

American Association of Community Colleges

While we are happy for our originally assigned FPO, we have struggled to get the information and support we need from the Department of Labor. We have been unable to create an account to draw down funds to cover project expenses. Additionally, the time it is taking to receive approval for budget modifications is limiting the progress of our project.

Project L.I.F.T. Inc.

Enrollment

SERJobs would appreciate any guidance in working with the youth population and learning best practices to better engage with them. Suggested flyers or narrative to make it more attractive would be greatly appreciated.

SERJobsforProgress
of the Texas Gulf Coast, Inc.

Student stakeholders report that time management is difficult when they have to travel from home to school and from school to work and then from work and back home again.

Careerwise New York

We continue to experience a large percentage of our population who are scoring low on the pre-entrance exam (TABE) requiring remedial training with a lengthy tutoring participant pipeline. We will need to add additional /tutors to reduce the number of applicants in the tutoring pipeline. We also continue to note that many of our [participants] who have experienced some type of trauma in their life requiring psychological services either during the enrollment process or during the related training process. We will need to increase the number of psychologist hours.

Reset to Success Foundation

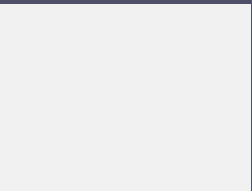
Other

We are also seeking guidance in registering apprenticeship programs. A few challenges come with the development and creating an apprenticeship program. Since apprenticeships are new to many industries such as health care and information technology, access to Registered Apprenticeship Programs in these areas are limited - we need mentorship on development and implementation.

SER Jobs for Progress of the Texas Gulf Coast, Inc.

Local Workforce Development Board (LWDB) uptake of the NGA isn't currently a challenge, but it is a risk. If not enough LWDBs initially apply to distribute all ABA funds, delays may occur in establishing all required ABA partnerships. The ATO has engaged in extensive outreach to the LWDBs over the past quarter (as described above) to help mitigate this risk. The ATO has no specific questions but needs guidance and information with regard to grant reporting requirements for pre-apprentices.

Pennsylvania Department of Labor & Industry



QUARTERLY PERFORMANCE & NARRATIVE SUMMARY