**Workforce 3One**

**Transcript of Webinar**

**Understanding TAACCCT Performance Metrics**

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*Transcript by*

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GARY GONZALEZ: While you're doing that, I'm going to turn things over to Cheryl Martin. She's the TAACCCT program manager here at the Department of Labor. Cheryl, take it away.

CHERYL MARTIN: Thank you, Gary. It's good to be with you again, and it looks like a number of you were with us for either the first or the webinar on the 10th – I mean – sorry. Yeah – the webinar on the 10th or the webinar on the 7– whatever those dates were – the first and the second webinars that we did of this. We've been doing so many webinars that we've kind of lost track perhaps.

Anyway, I noticed from the poll that a number of you were on the first and the second one, and some of you are new to that today. So I'm going to explain how we will do this today.

My name is Cheryl Martin, and with me I have Kristen Milstead who is our workforce analyst/performance guru and – on the team. Many of you maybe have already communicated with her over the years or the months or the weeks about your performance questions. And she answers many, many, many questions every week, month, and year but especially around this time of year.

So one of the things I wanted to not forget to say is to encourage everybody to not think about November 13th as a day that you are going to actually submit your performance reports because this is the year that we have the most people putting in reports. We've got all four rounds of TAACCCT, and that means that we have two reports from each of nearly 250 grantees, the annual report and the quarterly report.

So there's a lot of people and a lot of activity in the system. That means it's going to get a little slow toward the end, and our response rate on your questions might get a little bit slower too, so in terms of the questions you submit to the TAACCCT mailbox. So please think about seeing if you can get yours done early, and the fact that you're on this call today is a good sign for that.

Like I said, this is one of a series. We had them on October 13th, 20th, and 27th, and this will be the last one in this series. If you have questions after this today or any questions that we don't get to on this webinar, please send them to the TAACCCT mailbox. And you can enter questions into the chat box here, and we will try to get to them at the end, if we make it through all of those that were submitted previously. But if we don't, like I said, please just send them to the TAACCCT mailbox and we'll respond that way.

We have – you can – we have resources available for you on the TAACCCT community of practice, and you see the link there on the slide right now. That has a number of resources. There are some that are for all grantees. There are some that are for round one, some for round two, three, four. I wanted to highlight a couple of them. Actually, seven of them are also downloaded into the file share section of the window that you see there, and Kristen will be referring to those today as they relate to the questions that she will be answering.

But there are a couple of flow charts that others have found very helpful. That first one that says who counts as a participant flow chart, that's a one-pager, and then the third one down, the table one flow chart is about completers and exit points. Those are a couple of one-pagers that other people say they find very helpful to have next to them as they think through the questions that they have. So I just wanted to highlight those.

OK. I think we're going to jump in, and what we're going to do is go down through these questions. If you are the person who asked this question, I will mention your name. And if you have a follow-up person – follow-up question, you can unmute yourself by pressing \*6 and ask that. However, I'm going to make an exception on this first question because the first one is just to let you know, this was a question that was left from the webinar last time and we are still researching the answer to this question. So we haven't forgotten you, and we wanted to let you know that. But that one, Barbara Walden from Western Nevada College, we don't quite have an answer for yet.

So I'm going to go to question number 33, and the next few questions that we have here through 38 are ones that were left from last week's webinar that we didn't have a chance to get to. So we're going to go to those now, as we said that we would, or else they were ones that were submitted during that webinar.

So question number 33, this was from the – looks like Arizona AMI grant. "We paid for curriculum to be aligned with industry certifications and credentials like NIMS and AWS. In addition, many of our students are incumbent workers looking for industry certifications for increased employment opportunities. On the APR we have many students who have acquired these certifications while in their program of study, and we would like to count them in the certifications and credentials section of the APR."

Kristen, what do you have to say to that?

KRISTEN MILSTEAD: OK. So first of all, being an incumbent worker doesn't preclude someone or – yeah – doesn't preclude anyone from being counted as having earned a credential. So it's more important to look at the type of credential that they earned. It has to be industry-recognized, and so you – and to go along with that, be something that would be portable and all of those other things that we talked about in the past webinars.

And so there's a TEGL and then an attachment 2 that are in the file share that you would really need to take a closer look at. The attachment 2 has some really specific information to the credential resource guide. It talks about defining credentials and gives some specific information. It defines what industry-recognized means and talks about what portable means and gives some examples of different types of credentials there.

So that's what you really should take a look at to whether your industry certifications and credentials fit into that category. And so the incumbent workers would need to be getting those types of certifications and credentials.

MS. MARTIN: But, Kristen, those do have to be certifications or credentials that were TAACCCT-funded; correct?

MS. MILSTEAD: Yes. Yes.

MS. MARTIN: OK. So if, for instance, there were some other kind of certifications that people were getting that were not TAACCCT funded but they were getting them somehow or another at the same time, that would not be relevant here?

MS. MILSTEAD: Yes. Yes. So when you say you paid for the curriculum to be aligned, so that has to be paid for with grant funds.

MS. MARTIN: OK. I don't know if that was reading into the mind. I don't know. Is the person who submitted this question on the last webinar, do you happen to be here now and would – and if so, you can unmute yourself with \*6 and ask any follow-up questions, if you have them? OK.

We will move on to question number 34. So this was from Keith on one of the – on the last webinar. "Sometimes problems arise when a student completes a BSN program and gets a four-year diploma but then can't pass the state certification exam. She has a BSN, which is a recognized credential, but not the state certification, which means they can't get a nursing job. The BSN is just an example. Other similar situations arise." Kristen?

MS. MILSTEAD: OK. So this is one of those that seems to have a lot of questions packed into it. It doesn't really state exactly what problems arise, but I can help talk about where the student might fit in the outcomes. If Keith is on the line, we can delve a little bit more into detail about what problems that could arise here. Keith, are you here?

MS. MARTIN: OK. If you are, Keith, you can press \*6. I know sometimes it takes a little while for all that to work out, but go ahead, Kristen.

MS. MILSTEAD: Well, so if the student – if it's a recognized – an industry-recognized credential, then obviously the student would definitely be a participant and has completed a program, so could be counted in B1 and B2 in the year in which they complete it. It sounds like it's a four-year diploma. So if they complete it in the time frame of the grant, they would be able to be counted as having earned the certifi- – excuse me – earned the – as completed and earned it.

But if they do not, they would not be able to be counted as a completer during the time frame of the grant but they could be counted as a retainer and that still counts as a success in your grant. So that's not something that should be taken as something to be looked at negatively, but if they – if they're on some kind of an accelerated program – I'm not sure.

Keith, you're not here. So I'm not sure how your program was developed, but if they're on some kind of an accelerated program to get the diploma and they complete it within the time frame of the grant, then they would be considered a completer and their certificate would – or sorry – their credential would be counted in the – or sorry – it sounds like they would be counted as getting a diploma, the degree. So that would be counted. They'd be counted as a student having earned a degree, and then their degree would be counted.

And then they wouldn't be able to be counted as having gotten employment until they got the credential. However, if they get any form of employment, they could be counted as having earned employment. They don't have to be counted as having earned employment in the field in which they get their degree.

MS. MARTIN: So I have a follow-up question, Kristen. In this situation if somebody did get a four-year diploma or let's say even the two-year LPN or something, they got that diploma and then they also got the state certification, would that be two credentials or two certifications or whatever?

MS. MILSTEAD: Well, the certification itself is not counted as – we – it only counts as – sorry. In the APR it only counts certificates and degrees –

MS. MARTIN: OK.

MS. MILSTEAD: – not state certifications.

MS. MARTIN: OK.

MS. MILSTEAD: So that would be a good – this is a good opportunity, something to look at in terms of creating customized measure if you want to count something like state certification.

MS. MARTIN: OK. All right. Good. And if people have any other follow-up questions related to these as well, you could type them in there, and we'll try to take those. But meanwhile, I'm going to go to – okay. There is a follow-up question. Just a moment, please.

OK. We're going to go to question number 35 and then go through these, and if we have time at the end, which I think we might, we will go back to questions that people are asking in the chat box. So 35 is, "Is Workkeys considered a credential?"

MS. MILSTEAD: No. Workkeys is not considered a credential because as an assessment tool it doesn't meet the requirements of an industry-recognized credential. So it's not something that would be considered you could take it out into the workforce and become employed with that.

MS. MARTIN: OK. Thank you. Question number 36, also from last week's webinar. "Are we required to have the social security number for a participant that is enrolled in TAACCCT?"

MS. MILSTEAD: The FTA does include language about using some sort of state agency or some sort of wage data in order to gather the follow-up data on participants, the employment data. So in order to gather that data, you would need social security numbers. However, it is recognized that you may not have that information. So you should make your best effort to do that because it is a requirement of the grant, but if there is some reason why you're unable to do that, you should be – have some documented explanation for why you're unable to do that.

MS. MARTIN: OK. I don't know who that question came from last time, but I think we'll move on to the next one. Question number 37, also from last week's webinar. "Is there an OMB circular for rounds two to four?"

MS. MILSTEAD: Yes. It is actually attached to this webinar and so you can download it here and also it's on the community of practice in the performance reporting section. There is a special section for rounds two, three, and four. You'll find all the documents that are related only to rounds two, three, and four, but you'll also find a section there for documents that – on performance reporting that pertain to all the rounds.

So anything that's just not specific to your round that you may want to take a look out there. So that's where you would find – if you lose the copy that – somewhere out in your cloud or whatever, if you lose any of the copies of the flow charts we have here, you would go to the section that says all rounds to get the copy of that because that would pertain to all rounds. But anything specific to rounds two, three, and four you would grab in that folder. So that would include, for example, the OMB package for your round.

MS. MARTIN: OK. Thank you, Kristen. Question number 38 from the webinar. "For reporting item C4b, eligible veterans, the toolkit says that source documentation – says the source documentation to be provided. Can we use self-declared with no DD-214?"

MS. MILSTEAD: No. And that's a good point is the toolkit is – does say source documentation to be provided. So you would need the DD-214 for that. Self-declaration is not a source for that. There's been – there was more information provided in the last webinar. So you may want to take a look at the transcript on that about – just take – hearing a little bit more about eligible veterans in general, but you would need the actual documentation, the DD-214.

MS. MARTIN: OK. So thank you, Kristen. We are going to go on to question 39. This one is a question that came in since the last webinar from Leanne Perkins at Cincinnati State Technical College, and, Leanne, if you're on the phone and you want to respond to this one, you can press \*6 and jump in. If you're not or if you don't want to, that's fine too. "How would you report a participant in B3 who was retained in a grant impacted program of study in year one and year two and then completed a program in year three?"

MS. MILSTEAD: OK. These are great questions. Leanne asked several questions about B3, and as a reminder, B3 is the one about being retained in a program of study. So that just – that one says the total number of unique participants enrolled who have not completed their programs. Enter the total number of enrollees who are still enrolled either in their original program of study or a different grant-funded program of study at the end of the reporting year. So this is the first of the questions.

So how would you report in B3 – a participant in B3 who was retained in a grant impacted program of study year one and year two, then completed in year three? So let's take a look at that. In year one you would first report them in B1. So B1 is just where you're talking about the total number of unique participants served or enrolled. So you would report them there in year one as a new participant. Then if they're still enrolled, you report them in B3 as having retained.

Then in year two you report them in B3 again as having retained because they're still there, but you don't report them again in B1 as a participant because you already reported them in B1 as a participant because B1 is for unique participants only. So you don't count them again in B1, nor – you only count them once and that's the year they enroll. But in year two you would count them in B3 because they're still there.

Then in year three, if they complete, you would move them in your mind – theoretically you move them from B – you remove them from B3 and then they would go into B2 as a completer. So that's B2, the total number who have completed a grant-funded program of study. So now, they're a completer in year three, and so then again, like in year two, you don't count them in B1 as a participant because you already counted them in year – you already counted them in year one. So again, you only count them one time as a participant the year that they enroll.

MS. MARTIN: OK. Leanne, are you on the line, per chance?

Q: Yes. I am.

MS. MARTIN: OK. Did that answer your question?

Q: Yes. So we can count them more than once in B3?

MS. MILSTEAD: Yes.

Q: OK.

MS. MILSTEAD: For every year that they're retained, you can count in there.

Q: OK. Great. Thank you.

MS. MILSTEAD: Yeah. Sure.

MS. MARTIN: And then when they are not retained anymore, then they move on to the next box?

MS. MILSTEAD: Right. What – right. Right. And then we'll follow up with your – the rest of your questions too.

MS. MARTIN: OK. Right. So Leanne also had question 40, which is, "How would you" – excuse me – "How would you report a participant in B3/B4 who was retained in a grant impacted program of study in year one and then changed majors and now is retained in a non-grant impacted program of study?"

MS. MILSTEAD: OK. So this one I'm going to assume you mean in the same year, and then if it's not, you can tell me. So in year one they would – it would – you're – I think you're saying they would have more than one status in the same year because they start out as a participant in a grant-funded program. So theoretically they're in B1 and B3; right, because they're a retainer for a while and then they switch and they go into B4? And B4, if you don't have the OMB package open in front of you, B4 is the total number retained in other education programs.

So the way you should think about this is, what is the status of a participant on the last day of the reporting year? So if they are in B4, they have left the grant-funded program and they're – in – they're to be counted as retained in another education program.

MS. MARTIN: But if they were in year one, they were retained in that program. They would stay in B3 and then, if year two they move to this other major, then year two they would be reported in B4; is that correct?

MS. MILSTEAD: That's correct. Yes.

MS. MARTIN: OK. Leanne, do you have any follow-up questions on that?

Q: Nope. After you explained 39, I think I answered 40.

MS. MARTIN: OK. Good.

MS. MILSTEAD: OK. OK.

MS. MARTIN: Let's go on to 41, just in case you or other people still have questions about that. "How would you report a participant who was retained in a grant impacted program of study in year one and then dropped out in year two?"

MS. MILSTEAD: OK. So in year one they're obviously a participant. So they're going to be counted in B1, and then in B2 – sorry. Year two. Let me go back. In year one they're counted as a participant in B1, and then sounds like they're going to be retained. So then they would be counted in B3 as a retainer.

And then if they dropped out in year two, they're not going to be counted anywhere because, again, you wouldn't count them in B1 as a participant because you only count them the first year that they're enrolled. But then there is no box, there is no outcome to count people who drop out. Even though that's the theoretical status, there – we don't count that anywhere in the APR.

There's basically four statuses. You can complete; you can be a retainer in your grant-funded program; you can be a retainer in a non-grant-funded program; or you can leave. You can drop out, but we don't count those who drop out. That's just a status in our minds somewhere. So those people would not show up anywhere in the APR in year two.

MS. MARTIN: You might keep track of that for your own reporting purposes, but we don't include it in the APR?

MS. MILSTEAD: Correct.

MS. MARTIN: So I know that was a little hard for me to get my head around when I first was learning this stuff because it was like, what do I do with them? And it's like, well, they just sort of fall off for our purposes, but for your purposes you may want to keep track of them somewhere. Any follow-ups on that, Leanne?

Q: No. I think I'm great now. Thank you.

MS. MARTIN: OK. Thank you –

MS. MILSTEAD: Thank you.

MS. MARTIN: – for your questions. OK. Jessica Hines (sp), number 42, has a question from Milwaukee Area Technical College. Because the participant will not complete a grant program – a grant-funded program of study – I think the question is, if the participant will not complete a grant-funded program of study, then will they not be followed for placement, retention, or wage gain?

MS. MILSTEAD: If the participant doesn't complete a grant-funded program of study, that's correct. They will not be followed for any of the follow-up outcomes because the definitions – well, first, let's start with employment. The definition of being placed into employment in B8 designates that you have to complete a program and exit the institution in order to be counted in placement. And then in B9, which is looking at retained in employment, by definition you have to be counted in B8. So those two would automatically be out.

But in looking at wage gain, which is B10, if the participant was an incumbent worker and at any point during the grant period after they enroll they receive a wage increase, they can be counted in that outcome. So from the day after they enroll to the very end of the grant period, if they receive any sort of a wage gain from – for any reason, they can be counted in that outcome.

MS. MARTIN: OK. Jessica, I don't know if you're on the line and if you want to do any follow-ups on that. If you are, you can press \*6.

Q: Hi. I'm on the line.

MS. MARTIN: Hi.

Q: I didn't ask that question. I asked the next question, 43.

MS. MARTIN: Oh.

Q: It makes sense to me.

MS. MARTIN: OK.

MS. MILSTEAD: OK. Sorry about that. It must have gotten mixed up –

Q: No problem.

MS. MILSTEAD: – incorrectly.

MS. MARTIN: We get a lot of questions.

Q: No problem.

MS. MARTIN: So let's go to your question, number 43, while you're on the line. So you say, "At Milwaukee Area Technical College, we developed a review course with TAACCCT IV funds. This is a one-credit course that allows non-program students to take this course. Are these students counted as completers once they complete the one-credit course?"

MS. MILSTEAD: OK. This is a really good question. This is a good one to take a look at the flow chart who counts as a participant about. The thing to determine is not whether they're a completer. Well, in order to determine whether they're completers, you first have to determine if they're a participant because if they're participants and they complete the one-credit course, they're – by – they're necessarily by definition going to be counted as completers. So the things to keep in mind are – it sounds like – let's see. Let's unpack just a little bit. It says, they're non-program students. So that's okay. They don't necessarily have to be in the program, if the course itself is grant-funded.

So if you take a look at the – if you take a look at the flow chart, so you're looking at does the student enroll in a credit or non-credit course that is grant-funded? So let's ask that question. Jessica, is the course grant-funded?

Q: It is.

MS. MILSTEAD: OK. And we already know because it – well, we don't know that for sure. It sounds like you're saying that it's part of a program that leads to an industry-recognized credential, but is that true?

Q: Yeah. So we developed a review course that allows individuals that work as a medical assistant to come back to take a review course to help them to certify them for their medical assistant program, but they don't have to be enrolled in the program itself.

MS. MILSTEAD: Right. Right. As long as they meet all these other criteria on the right in the flow chart, and I don't know if you have it open in front of you.

Q: I do.

MS. MILSTEAD: OK. It says it's a one-credit course. So I'm just asking whether it's industry-recognized. It's not the –

MS. MARTIN: Or does it lead to an industry –

MS. MILSTEAD: Right. Right. Right. It's not the number of credits, and it's not whether it's credit or non-credit. It's just is it industry-recognized? That's the important part of that.

Q: OK.

MS. MILSTEAD: That second box under there. And then the next piece of that is, is every student who enrolls in the program retired – required to take the course? But it sounds like since it's a one-credit course, by definition they have to be because it's only that – well, that course is part of the program. Is every student who enrolls in this program required to take this one-credit course? That's – that would be the next question.

So these students are non-program but the students –

Q: Yes.

MS. MILSTEAD: – who are in this program, are they required to take the one-credit course?

Q: They are not.

MS. MILSTEAD: They're not? OK.

Q: No.

MS. MILSTEAD: So in this case then it sounds like the non-program students would not be considered participants because the course itself is some kind of – I don't know that I would necessarily call it an elective, but it's not required to get the credential. So it's not part of what the definition of a program of study would be, and so the program of study is inherently tied into the definition of a participant.

MS. MARTIN: Is it kind of a stand-alone thing, Jessica?

Q: It is.

MS. MARTIN: Just for those sort of incumbent workers who are already doing that and then they come in and take this one review course?

Q: Exactly, or individuals that just graduated from – that will complete our medical assistant program, then they decide to take it.

MS. MILSTEAD: Right.

MS. MARTIN: OK.

MS. MILSTEAD: So in thinking about that, in thinking about an entire program that's grant-funded, to make a program grant-funded all of the courses in the program, the people are enrolled – all of the courses have to be required for people to be taking. All the people who take these courses have to take it in order to make the participant. They don't all have to be – it's kind of hard to get – to say this, but when somebody gets into a program, as long as some piece of that program is grant-funded and they're – the course that they're taking is required, those students would be participants. But it doesn't work necessarily the other way around. If you're taking a course and that course isn't required, that doesn't make those students participants.

MS. MARTIN: Right. And this one review course sounds like it may not be an industry-recognized credential in and of itself. Is that correct, Jessica?

Q: Well –

MS. MARTIN: That's what you're trying to figure out?

Q: Right. Well, okay. So our TAACCCT IV funds, we purchased software for the entire program to enhance the program for the medical assistant, and we developed this course. So would it still count or no?

MS. MILSTEAD: Do students receive a credential when they complete the one-credit course?

Q: No.

MS. MILSTEAD: OK. So it's not a piece of a stack up – I was just trying to determine the way sometimes that we at DOL define program is different from the way institutions and grantees are defining it. Not any kind of a stackable piece. This course isn't giving its own credential, and because it's not a required course that's part of a program –

Q: OK.

MS. MILSTEAD: – it's – this – these students would not be considered participants, and that goes back to the way that participants is – are defined in the original FAQ on participant reporting where it says a participant in TAACCCT is an individual who enters or enrolls in a grant-funded program that was developed, delivered, or offered or improved in whole or in part by grant funds or a course that is part of such a program. But if the course isn't part of such a program in the sense that students are required to take it in order to meet the criteria of getting the industry-recognized credentials, then the students who take it who are not enrolled in the program itself would not be considered participants.

Q: Got it. Thank you.

MS. MARTIN: OK. Thanks, Jessica.

Q: You're welcome.

MS. MARTIN: So now you all can see why a simple question sometimes takes a long time to answer as we unpack it and tease it out. So what we're going to do now is give you a moment to look at your participant flow chart or one of those other handouts because this was the last question that had been submitted before this. I'm going to put you on mute for just a minute, and we're going to talk amongst ourselves here on this end and see if there are other questions that came in that we can answer. So just hold on for one moment, please.

OK. We are going to post the question. Just give us a minute here. Gary, if you can scroll up so we can see. Yeah. The question is, "Are you saying that we can serve and count four-year degrees?"

MS. MILSTEAD: OK. So –

MS. MARTIN: And I think this was related to one of the earlier questions in here where we were talking about an example that was about somebody completes a BSN program and so on.

MS. MILSTEAD: Yeah. So I think this – this is one example somebody was giving. Four-year degrees, it depends on when they're completed. Again, if it's part of an accelerated program, obviously the grants were designed to be completed in three years with a year for follow-up, or if you're a round one grant – I'm not sure if we have any round one grants on the line – in three years or if you've got an extension. So and the FTA asks for some programs to be designed that were – could be completed under the grant. So I'm not – if those degrees are – can be completed within the time frame of the grant, then yes. Yes. We want you to be able to count those, and you would be able to count those. If they're completed after your grant ends, then it would not be possible to count those.

MS. MARTIN: So perhaps this arises from the fact that somebody used an example about a BSN that maybe the question – and the question could have been asked equally about an LPN, a two-year program, or an LVN or something like that. So because we were trying to address the question, it doesn't imply that we necessarily do or don't support that four-year degree would have to be completed in the time that the grant-funded period.

MS. MILSTEAD: And another point to make is that it says, "Are you saying we can serve and count four-year degrees?" You should always serve and count what was in your statement of work. So don't add anything new without speaking with your FPO.

MS. MARTIN: OK. Good point. Good point. OK. We are going to take a couple of other questions here. Just give us one moment, please.

OK. So this one was in relationship to question number 33, and I'm going to go back and review that one slightly just so that we have the context there. It was about paying for curriculum in alignment with industry certifications and credentials like NIMS and AWS, and then the question was whether – "On the APR we have many students who have acquired these certifications while in their program of study, and we would like to count them in the certifications and credentials sections of the APR." I'm not going to go back and re-answer number 33, but the person here in the chat box said, "I'm confused by the response to question 33. The FTA for round four states the following: An allowable academic fees include the testing and license or fees required for individual students to receive an industry-recognized credential. If this is the case, how can credentials be grant-funded and thus counted in the APR?"

MS. MILSTEAD: OK. That's a really good question. The FTA doesn't allow for any individualized or student costs to be paid like tuition or licensure fees or testing or anything like that, but the idea here is that any of these credentials we're talking about, certificates and degrees, can be counted because the education itself, the more – the bigger pieces of that such as the equipment being used, the instruction that led to the credentials being obtained can be – were grant-funded. So that is – that's why they would be counted here in the APR.

MS. MARTIN: And that's unique to TAACCCT in a lot of ways, and I think it's why it's sort of counterintuitive a little bit. You have to stop and think about it. Like, wait. But this is the nature of this capacity building grant, that we're paying for the capacity to be built and then as a result these other things happen and those are really the measures and the outcomes of how we sort of say what kind of capacity was built there. If the person who answered that question had – okay. Just a moment.

If the person who had question number three – it wasn't number three. It was on our internal – the follow-up to question 33 has any follow-up questions to what we just said, do you want to jump on and \*6?

Q: This is Leah Palmer (sp). Can you hear me?

MS. MARTIN: Yes. Hi, Leah.

Q: Hi. I'm the one that wrote the question.

MS. MARTIN: OK.

Q: And the reason is is that, just as was stated, the curriculum was paid for by the grant. The equipment was paid for by the grant, and the alignment of the curriculum to the industry standards was one of the outcomes of our grant paid for by the grant. So – with our faculty. So as they're moving through their program of study, they haven't gotten an academic credential yet, but they've been acquiring the industry-recognized portable credentials. And so we just wanted to make sure that we could count those as they were moving through and continuing in their program as they acquired these industry-recognized credentials along the way.

MS. MILSTEAD: As long as they meet the definition that's in the OMB package and the – and which – and also follow the guidelines – sorry. They're not guidelines, but follow what's in the TEGL that's provided here as far as the – you say they're industry-recognized, but that information is really what's important for determining what goes in your APR.

MS. MARTIN: So – but it sounds like yes, as long as it meets those other criteria; right, Kristen?

MS. MILSTEAD: Right.

MS. MARTIN: OK. Does that answer your question, Leah?

Q: Yeah. We're good.

MS. MARTIN: Great. OK. We are going to go on to another question from Anthony. So, Anthony, you could unmute your line with \*6. The question is, "So if a state certification is not part of the program, it does not count as a grant certification, but if the certification is part of the class, it does?"

MS. MILSTEAD: Hi, Anthony. I just wanted to ask for a little more clarification on that. What exactly did you mean by – when you say it's part of the program? Are you asking – is the distinction you're making program and class?

MS. MARTIN: You're talking about state license or which?

MS. MILSTEAD: Right. Just if you could say a little more about what you're asking.

Q: Yeah. So I guess it was a response to the – one of the earlier questions that kind of threw me a little bit.

MS. MILSTEAD: Right. Right.

Q: It sounds like you were saying that let's say we have a welding class, and as part of that class you take a welding test to be certified, to be a certified welder. In that case that certification process is part of that class. So that certification counts and can be paid for, but if we have a welding class and at the end of the class they say, you know what, you're set. Go out and go – go take that test on your own and – and get certified, then that's – then in that case the student could go out and take the certification, but it wouldn't count and we couldn't pay for it; is that correct?

MS. MILSTEAD: Right. It can't be paid for with grant funds.

Q: In both cases or just in the second case?

MS. MARTIN: In either.

MS. MILSTEAD: In any case because it's precluded by the FTA that any individualized costs can be – cannot be paid for with grant funds.

Q: But the question you just answered, wasn't that the question that was being asked?

MS. MILSTEAD: No. It was more about how those individuals can be counted in the APR.

Q: OK. So if, for instance, we didn't pay for individual tests but instead bought a basket of tests, say 1,000, and had them available for free to students, would that still be counted as paying for tests?

MS. MARTIN: That's a fiscal question, and we are dealing with performance questions here. So that one's going to need to go to Maggie Ewell's office because that's allowable costs. What we're talking about here is allowable tick marks on your – on your APR, what you can count.

MS. MILSTEAD: It's a good –

Q: OK.

MS. MILSTEAD: – question, though.

MS. MARTIN: Yeah.

MS. MILSTEAD: If you can send it in to the TAACCCT mailbox, we can follow up with you on that because I can see how it is related to reporting because –

MS. MARTIN: Right.

MS. MILSTEAD: – you're asking about, if we do this, can we count those people in the APR? But it does –

Q: Exactly.

MS. MILSTEAD: – relate to cost. So we're going to have to follow up with – yeah – with Maggie Ewell on that.

Q: No problem. I'll send an e-mail. Thank you.

MS. MILSTEAD: Yeah. Thank you.

MS. MARTIN: Great. Thank you.

Q: Bye.

MS. MARTIN: OK. We're going to pause for another moment here and see if we can grab another question. Please hold on.

All right. We're going to address a question that here it states – yeah. You can move that one over there. OK. So this question talks about an RN. I'm going to change the language in this to be an LPN just so that we don't get confused about four-year versus two-year. So let's just say with an LPN or some other two-year degree like that, it's not a state certification. It's a license, and without the license the person is not employable. So the question there says, "I think the BSN or the LPN is not a recognized credential because you need both the license and the degree to become employed in the field."

That may be true but – for the employment purposes of it, but for the purposes of this grant program, we've stated that a degree counts. And so you get the degree, you can count them – you can count them for the purposes of this program. Kristen, you want to say more there?

MS. MILSTEAD: Yeah. Yes. Because in the definition in the TEGL, you become employable. It doesn't necessarily say that you become employable in a certain field, but that degree becomes recognized in – as a credential you can take across many different fields and say that you have completed a specific recognized –

MS. MARTIN: You have a four-year degree.

MS. MILSTEAD: Yeah.

MS. MARTIN: You have a two-year degree of some kind.

MS. MILSTEAD: Right.

MS. MARTIN: Yeah.

MS. MILSTEAD: Right.

MS. MARTIN: So this is where some of these distinctions become tricky, and I'm going to say that the questions that relate to Workkeys and that – that gets into interpreting how TEGL 15-10 and the attachments there are. And that's just the way that DOL has decided to interpret that in there. So I don't have any further response than what's in that TEGL and the follow-up piece there.

We did have a question. Here's an easy one I hope, Gary. "Has the transcript from last week's webinar been posted yet?" And Gary says yes. So you should be able to find those as part of the webinar thing, and then in the invitation for this webinar on the 27th, there's links to the webinars on the 20th and the 13th, and for both the 13th and the 20th those transcripts have been posted. The transcript for this one should be posted within two business days after this – after today.

So another little pause here, and let's see if we can pull down a few more questions.

OK. There was a question about where are the definitions for a credential. And this is the piece that is described in TEGL 15-10. It's an attachment to this in the file share source section of this webinar. It's also posted in our community of practice under performance reporting. And an important thing about TEGL 15-10 is the attachment to it, which is called attachment 2, and it's called the Credential Resource Guide. And that one goes into a lot of details about things there that you can hopefully get your answers for that. So that would be where the definitions are for credentials, and Kristen is working on a couple of other questions right here. So please hold, and we'll be right back with you.

OK. So following up on that, there was a question, "Is there a definition of industry-recognized somewhere?" And that one is in attachment 2 to TEGL 15-10, what I just talked about. It's on page 6, and there's a paragraph there that is called industry-recognized on page 6 of attachment 2 to TEGL 15-10. How's that for a map that you have to go through? Let me – go ahead.

MS. MILSTEAD: Read the first –

MS. MARTIN: OK. I'm going to just go ahead and read it. It says, "An industry-recognized credential is one that either is developed and offered by or endorsed by a nationally-recognized industry association or organized – or organization representing a sizeable portion of the industry sector or a credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment, which may include credentials from vendors of certain products."

Now, it goes on in that document that I'm not reading here, but that's the beginning part of that definition. And as with some of these things, there's a certain amount of interpretation on that. So I think you just need to show so if somebody ever comes, if you're the lucky recipient of an audit or something like that, document who said that this was industry-recognized and how you determined that that was because maybe you had three of your local companies who told you, yeah. I would hire people if they had this, and that would make a difference to me. Well, just document that, and then – but obviously, if it's a national thing, something that is NIMS or one of those big nationwide things, then I think you've got the documentation there by looking on their website or something like that.

OK. Going to pause for a moment and see if we can get a few more of these in.

OK. We are going to answer a few more questions. Go ahead. OK. So this is – sort of looks like half of a question, but if the course is not required but is one of three that are equivalent, does it count, I guess is the implied question there?

MS. MILSTEAD: I think what's being asked is, would the students who take those courses be participants? And the answer – the answer there would be – I think that's the question but –

MS. MARTIN: Well, let's ask because the person's on here. So maybe we can get a little bit more amplification from the person who asked this question, if you press \*6.

Q: Yeah. So we have a – there are various ways to enter into our programs. One – each – one of the three ways, it's required that you take one of the three, but not all of the three are required. So that definition of a participant where the course is such that every participant must take it –

MS. MILSTEAD: Right.

Q: – that doesn't really – that doesn't bear out for that but one of the three is required and the outcomes for all of the three are exactly the same. It's just a difference of how we get to there.

MS. MILSTEAD: Yeah. That would count because if it's – if you have three and you have to take one of them, it's still part of the program itself.

Q: OK. Thank you.

MS. MARTIN: OK. Thank you. Now, we're going to go to a question – well, "Will there be a transcript available of this webinar that we can go back and listen to again?" Yes. There is, and even better than that, you can read it. So if that works better for you, you can either listen to the webinar again, or you can read the transcript. That will be available two business days after this webinar, and like we said, the transcripts from the previous two should already be posted on that site.

OK. We have one other question here. It has to do with entering employment. So we'll move this question into the question box. It says, "I'm not sure if this has been answered, but if a participant" – I can assure you that it has been answered some time, somewhere. Sorry. I'm getting flap happy here, but it may not have been answered today. "If a participant enters employment and then changes employers and is still employed two quarters later, can you count that as retained in employment?" Kristen?

MS. MILSTEAD: Yes. You can. If the participant enters a different form of employment, whether it's in the quarter that they got employed, whether it's the second quarter, or the third quarter, as long as they're still employed in the first quarter after exit, they can be counted in B8 which is – (inaudible) – into employment. And then if they're still employed in both the second and third quarter after they have exited, they can be counted as having retained employment. It doesn't matter if it's with the same employer or not.

MS. MARTIN: OK. Thank you very much. And we're about – one moment, please.

OK. So we did – we do recognize that we received a few more questions in the chat box that we were not able to answer here on the phone. We tried to select the ones that we thought would be helpful to folks – to many people. Obviously, some of the other questions would be as well, but I'm sorry. We just couldn't quite get to all of them. So if you still feel like you have a question that you need answered, please just send that to the TAACCCT mailbox and that's taaccct@dol.gov and we will answer those questions in that way.

So thank you so much for being with us today. Thank you for sticking with us on this APR and QPR process. I know it's tricky. It's not an easy set of data to provide to us, and we really do appreciate your time and effort to get the answers right because it matters. If we feel like the – yeah, it matters a lot. We aggregate all these numbers, and we're constantly being asked to report them to Congress or this or that source or the White House or so on. And so it really matters that the numbers be accurate, and we appreciate your efforts on that. I'm going to turn it back over to Gary to close out the webinar today.

And again, if you have further questions, please send them to the TAACCCT mailbox. Thank you so much.

(END)