**WorkforceGPS**

**Transcript of Webinar**

**TAACCCT Performance Reporting Q&A June 2016**

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BRIAN KEATING: Welcome today to everyone to today's "TAACCCT Performance Reporting Q&A" webinar. And to kick us off and introduce today's content, I'd like to introduce Cheryl Martin, program manager with the TAACCCT grants. Cheryl?

CHERYL MARTIN: Thanks, Brian. And hi, everybody. Thanks so much for joining us again. It seems like no matter what else, this is like death and taxes. There's always performance questions; right? So the fact that there are so many of you on today means that it's a good thing that we're doing this, and we'll keep on going as long as people have questions with finding ways to answer them for you.

So I just wanted to say to start with that, as you already heard, I'm Cheryl Martin, the program manager for TAACCCT grants. Today with us on the call will be Kristen Milstead, our staff lead for performance questions in the TAACCCT program, and also with us on the call is Scott Estrada who is our performance specialist who many of you have probably had e-mails with through the TAACCCT mailbox and that kind of thing as well. So you might be hearing from him as well.

I always like to start these with showing people where we are on the map of the many different partners that might be giving technical assistance to those of you in the TAACCCT Learning Network. And we all try to work together quite closely, but there are a number of moving pieces.

And today you're hearing directly from the U.S. Department of Labor, ETA national office. So that's myself and Kristen and Scott, who works for Maher & Maher actually is in the national office with us and supporting this call and other things that we do.

Scott, I'm going to turn it over to you for this slide.

SCOTT ESTRADA: Yeah. Thank you. So we just want to point this out to you with WorkforceGPS. There is a weekly digest that gets sent out by WorkforceGPS from our community of practice. So I'm not sure if everyone's aware of it. Some of you might be, but for those of you that are not, I strongly encourage you to sign up for it. All you have to do is go to your profile, which would just be clicking on the top of the screen.

You see I have a screenshot of my own screen there. So Scott Estrada. Just click on your profile, and then it will take you to my memberships and – well, my profile page, and then there's a my membership and notification tab to the far right. You see that's highlighted in blue as well. And that's a list of all of the memberships that I could try to be part of. As you can see, I'm obviously a part of the TAACCCT Learning Network, and you might – and next to the list says – the communities list is e-mail digest.

So if you click on the e-mail digest next to the community of practice that you're a part of, every Tuesday morning at around 7:30 you will get updates from what is new to the TAACCCT Community of Practice on WorkforceGPS. And that could mean a resource or an announcement that's made or an event. So it's a very good tool to stay on track of what's going on at WorkforceGPS and the TAACCCT Learning Network in general. So strongly encourage you to sign up for that so you're all aware of what's going on. And with that, I will move on here.

MS. MARTIN: OK. Great. Thanks, Scott. Yeah. We want people to not have to come look at the website necessarily. You're welcome to of course when you're looking for things, but this way you'll see automatically each week the things that have been posted, if you haven't had a chance to go look.

Another feature on that website that you might find useful is the one that is my content, and you can – if you find a document here that you use a lot and you want to – there's the red slide out thing. It's not showing on the screen right now, but the red slide out thing on the side. You can click something as this is my content and it will put it there in that spot and then you can always just go back and find it under my content, if you want to do that. So anyway, we'll move on from that today.

We have already done our introductions. So I'm going to turn it over to Kristen to introduce the agenda and start answering your questions. Thank you, Kristen.

KRISTEN MILSTEAD: Hello. Thank you, Cheryl, and hello to all of you who joined us today. I hope that this will be beneficial for you. If you joined us last time, you'll remember that we kind of had three parts to this. We took the questions from you that you submitted before and then we had a special topic that we went over for a little bit and then we had an open question period.

So that's the same way we're going to structure it today, and our special topic today is going to be industry-recognized credentials. So we're going to go through that a little more. It's kind of a hot topic. So hopefully that will answer some of your questions, and then we'll have open question period.

And it's limited, and what I mean by that is we're not going to be able to answer them all here today for various reasons. Sometimes we have to go research something. Sometimes the questions are detailed and we need to ask you more questions or get your FPO involved, and sometimes we just run out of time.

So if you're wondering why should I send a question ahead of time and not just do it here, that's a good reason to send it ahead of time. The questions that get sent in ahead of time will always get the priority at the beginning of the webinar and it makes it so that we can provide you a thorough answer right then and you get the opportunity to ask follow-up questions, if we didn't do that. So I encourage you, if you do have questions, to send them ahead of time for the next webinar to the TAACCCT mailbox. And we'll talk about when that is at the end of the presentation.

So let's start with question number one, and this one came from Christa Smith, the Cantoring grant (ph). And she asks, "When we asked our FPO to reopen a previous APR to enter new or additional information, is this limited to employment follow-up only (B.8, B.9, and B.10) or may we modify all the entries?"

So then she gives an example, and she says, "If a participant's transcript was unavailable at the time of the APR reporting but now it's available, we find they have earned credit hours and credentials in the previous APR year, can these amounts be increased to accurately reflect B.5 and B.6 for the previous year's report?"

Yes. You can do that. So in other words, you're not limited in how you have to report these. If you find that you have additional information to enter for a particular year or you learn new information or you made an error, please send a request to your FPO to have the report unlocked for that year in which the information applies. So for all the outcomes, the year in which the participant actually achieved it, that's the year that it should be entered.

OK. And Christa also asked us another question about the APRs. "Will the current year's APR be unavailable until we submit the previous year's?"

And the answer to that is yes. You can only have one APR open at a time. So if you think about that, the data from year to year is dependent on each other in some ways. For example, a participant may enroll in one year and complete in another. So the system is relying on what you enter to do things like edit checks in subsequent years. So if you reopen one that's earlier, it might affect data down the road. So you can only have one open at a time, and then when you close that one, the next one will become available. That's assuming that that reporting year has ended.

OK. And one final question from Christa Smith about TAA workers. "If someone becomes TAA eligible during training, are we to report them as TAA eligible in the grant year the TAA certification happened or the year they entered the program? This question is for both C.9 and Section F."

So all these references to C.9, B.12, Z.160, whatever, they're all located in the OMB package handout that is attached to this webinar in the reporting forms and instructions. It's called the – yeah – reporting forms and instructions document. So it's referencing the different outcomes that you're asked to report on.

So this is actually a really good question. There's the demographic sections of the APR that's Section C, and then in this case it's also referencing Section F because it's talking about TAA workers. But each of these pertains to unique participants enrolled within that year. So what that means is that you should tie any of the characteristics that you are entering for that year to any of the participants that you entered for that year. So what – (inaudible) – participant enrolled if their TAA eligibility changed, you would want to go back to that year and unlock that report and then enter then as TAA eligible.

OK. And then moving on. Let me ask really quick, Christa Smith, if you're on the call, I wanted to ask if we addressed your questions thoroughly or if you had any follow-up to that.

MR. KEATING: And, Christa, you can go ahead and type right into the chat window to let us know if we addressed your question. And obviously, if you have a follow-up, go ahead and type that into the chat window now.

All right. Not seeing anything so far, but we'll – the chat window's open. So want to encourage you to type in any follow-up questions or comments you have into that chat at any point during today's event.

MS. MILSTEAD: OK. Thank you very much. Moving on to the next question. This next series of questions were not answered on the last call, but they were questions that are very common and that we thought would be relevant to put into the webinar today. And so I'm going to be addressing these.

This question is, "Do employment/follow-up outcomes achieved in the third and fourth quarters of the year count for that year's reporting year or the following year?" So this is sort of related to the questions that Christa asked because it's about when you do report things and the timeline for reporting things.

So let's take a step back. It doesn't matter whether it's the first, second, third, or fourth quarter of the reporting year. You always want to report the outcome, B.1 through B.10, no matter what it is, in the year in which it actually occurred. So I'm going to show you some charts to help demonstrate when to report placement into employment and employment retention based on when a reporting year ends. So these are just going to be some examples.

OK. This slide shows what would happen if a participant was eligible for follow-up outcomes and achieved them both within one reporting year. So I'm going to be using the term quarter in two different ways. So let's describe the difference. Just hopefully it will minimize the confusion. So first, I'll be referencing the term quarter as it's used in the outcome definitions in that OMB forms and instructions document. Those are not fixed to any point in time.

Each of the quarters in those outcomes are just relative to each other once exit occurs. So I'm going to be talking about that, and then I'm also going to be referring to grant quarters as they're shown here in the chart. So that is the quarters that occur beginning the first quarter of a new reporting year, which will be October 1st for all of you, all the way to the fourth quarter, which would end September 30th of the following calendar year.

So this graph shows six grant quarters spread across the second and third years. I picked the second and third years because that's probably going to be more realistic for most grantees in terms of follow-up outcomes than first and second years, and everybody is in at least their second year now.

So these are second and third-year examples. In this example in the quarter one of year two, which starts on October 1st and ends December 31st, a participant exits the institution. And remember, according to the definition, they also have to complete at least one program of study.

So at the point that they exit, that's when the clock starts ticking to count the follow-up outcomes. So in the next grant quarter after exit, which starts on January 1st and ends March 31st, the participant must be employed and that employment had to have begun at any time after completion but the participant still has to be employed in this quarter after exit.

Now, in order to be counted as having retained employment, that same participant must have been employed in the next two consecutive grant quarters. So if they're employed during the third quarter of year two where it says March 31st and the fourth quarter of year two which says June 30th, they can be counted as having retained employment but not until the participant has actually reached this fourth quarter.

So that's why you see the line there within that fourth quarter for retained employment because they have two more quarters that have to have passed. So what this represents is a scenario in which both entering employment and retaining employment are counted in the same year that the participant exited because the participant qualified for them in the same year. So in this scenario you would enter the participant in both B.8, which pertains to placement into employment, and B.9, which pertains to being retained in employment.

OK. So now, let's look at what happens when some of the relevant quarters in the outcome definition straddle more than one reporting year. This shows the same six grant quarters as the last chart. Again, they're spread across the second and third years, but in this scenario the participant exits during the second grant quarter of year two, showing an end date of March 31st.

So then in the next grant quarter after exit ending on June 30th, if the participant's employed according to the definition, he or she should be counted in B.8. In looking two grant quarters ahead, assuming that same participant was employed in both, we now see that they're eligible to be counted as having retained employment in the first quarter of year three.

So to summarize, participant would be counted as having entered employment in B.8 in year two and as having retained employment in B.9 in year three. So two different years you would report the two different outcomes.

OK. Finally, let's look at what happens when all of the relevant outcome definition quarters straddle more than one reporting year. In this graph we shifted the period of performance further along a little bit to demonstrate a few more grant quarters had elapsed. So if a participant exited the institution in the final grant quarter of your reporting year, which is this case in this scenario – so this is showing an exit in the fourth quarter of year two.

See that's with an end date of September 30th – then you already know that both follow-up employment outcomes will not be tracked and possibly reported until the next year because the clock starts ticking there in that fourth quarter, that last quarter of the year. And so then, well, there's nothing to look at in terms of the follow-up outcomes until the next year comes along. You always want to report the outcomes in the year they're achieved. So the participant would have to be employed in this first quarter after exit, which actually is in the next reporting year.

So that quarter would end December 31st, and then if he or she retains that employment in the next two quarters, going again in that third year. So that would be – have an end date of June 30th. Yeah. June 30th. Then he or she can be counted as having retained employment. So the important thing to remember is that the participant should be counted in both during that third year here, if eligible, because that's when they became eligible.

Yeah. Just to clarify a quick question, as shown in the charts, yes. You definitely want to count the quarters from exit, not completion. So the grant – the – sorry. The participant must have completed a program, but the clock doesn't start ticking on the follow-up outcomes until they actually exit. So they have to do both. They have to complete and exit, but you don't start thinking about tracking follow-up outcomes until they exit the institution.

OK. The next question, "If not placed in employment in the first quarter after exit, are participants ineligible to be counted as employed if hired after that first quarter?"

So unfortunately, yes. They are ineligible to be counted. In other words, they can't be counted here. So the OMB package definition on page 11 states specifically the first quarter after the quarter in which the student exits the college. So no other quarters are referenced there. So if you would like to report that employment elsewhere, you can do that in the additional comments section of the APR.

OK. Question number six, "What if a student is in a paid internship during their last semester then continues with the same employer?"

OK. It's possible in some instances for internship to be counted as employment, and let's cover the criteria. The internship must be paid, which this question stipulates that it is, and the employer must consider the internship to be employment. Now, assuming both of these are true, just let's briefly go through the scenario in question and this is going to be related to what I just talked about but maybe – let's just reiterate it a little bit.

So thinking through the definition for entering employment itself in the OMB package, in order to be counted as having entered employment, a participant must have completed a program and exited the institution. So what that means for this particular question is that, if the participant has completed a TAACCCT-funded program prior to entering the internship and it meets the other criteria of employment, then the participant can be counted.

So summarizing, as long as all these criteria are met, for example, they're still in the internship in the quarter after exit and they've completed some program prior to that internship because you're considering the internship to be the employment, then they can be counted.

OK. Question number seven, "For B.10 does the incumbent employment need to be in a program-related job and the wage increase as well in the program-related employment?"

So just to refresh your memory, B.10 is the total number of those employed in enrollment who receive a wage increase post-enrollment. So this particular question isn't pertaining to employment at all. So the program-related job is not relevant to this. It's only pertaining to the wage increase. So neither the incumbent worker nor the wage increase have to be in any way program related.

The wage increase could occur if – for example, if a participant who is underemployed then moved into training-related employment, which I think that's what the question is asking but that's not a requirement to be counted here. It could be – they can be counted if they're unemployed and then they move into employment, if they're – they can be counted if they move from contingent employment to more regular employment, and they can count if they move from part-time work to full-time work.

All of these circumstances can result in a wage increase, and incumbent workers who experience this should be counted. Let me clarify this unemployed and then move into employment. If they're employed at enrollment and then they lose their job while they are in – while they're enrolled but then later on they go on and get a wage increase – or not a – if they go on and become employed again, then obviously there's the wage increase. They can then be counted in B.10.

Question number eight, "Does it count as employment for a non-profit organization volunteer such as Habitat for Humanity office worker?"

So in general, volunteering would not be considered employment because to be counted as having entered employment, a participant must enter paid and subsidized work. So I'm assuming here with the term volunteer that that's not the case.

OK. Question number nine. We had a few questions about this. So I kind of compiled them into one. It's about tracking completers, if you are using that six-month extension of program activities. So the question is, "Please provide more information and go over once again how to track completers, if we're using that six-month extension of grant-funded program activities."

OK. So let's review the chart again from the webinar in May. So we're just going to focus on completion here. So this chart, just remember, keep in mind, provides information on what would happen if your programs all operate on a typical semester schedule. But for the purposes of the question, just how you count people, there's no difference from when you can count students as completers, whether they're in a traditional semester schedule or not. It's just perhaps looking at what to do before that happens.

So when they can count, though, before that is going to depend on the length of your training program. So what this means on a semester schedule is that, if you have participants who typically enroll in a January of a spring semester and then won't finish up in May, they're not going to be considered completers because they're not finishing by March 31st.

In this chart, though, what's not represented are students who are not enrolled in semester-based courses such as short-term courses or on a rolling basis. So I just want to make that clear and make sure that people are aware of that because this is only – this is just demonstrating traditional semester schedule. So you may have students that do complete. If you look at the line for completers, it shows that you can only count them through December.

And again, that's because this is a semester-based chart. If you have students who are doing some other kind of enrollment, you may have students who complete in January or February, and that's perfectly fine because you can count them in January, February, March. But that's not reflected here because it's just for traditional semesters.

So again, though, doesn't matter whether they're on the regular semester schedule or not. If they're still enrolled in any grant-funded program on March 31st, you could not count them as completers. What do you do with them? Well, you would count them as being retained in a grant-funded program – sorry, I'm losing my voice – retained in a grant-funded program. So that would be B.3. So hopefully this maybe clears up a little bit on completion.

We're going to move now from the first portion of the webinar into the second portion and talk a little about industry-recognized credentials. We get a lot of different kinds of questions on this. As I said, it's a hot topic, but what most grantees really want to know is, can I count my credentials – can I count my credentials for reporting purposes? If you unpack this question, there's really two gatekeeper questions that need to be answered yes to in order to count them. So I'll put this up here, and we're going to go through them a little bit.

So ask yourself, do the credentials satisfy the definition as set forward in the OMB package, specifically, are they industry-recognized? We'll talk about what does that mean? What does that mean, industry-recognized? What is it we're looking for? And number two, are the specific types of credentials referenced in the OMB package awarded, specifically, certificates and/or degrees? So in other words, are you awarding the types of credentials that can be counted for reporting purposes? That's what those two questions are designed to ask – let you determine.

So let's talk about the questions in more detail, but first, I just want to let you know that I am going to be referencing those attachments, the handouts to the webinar, TEGL 15-10 and its Attachment 2 and then, again, the OMB reporting package just to get some language out of there.

So we're calling these gatekeeper questions because sort of like if you say yes to one and no to one, then it wouldn't count. You've got to say yes to both, and then you got this – you can answer the bigger question of, can I count this? So this first gatekeeper question to think about is, does this credential that I'm – I don't know about, does it meet the definition of an acceptable credential?

So just, first of all, what do we mean by credential? If you look at TEGL 15-10, they define it there as some type of a qualification issued to an individual by a third party that has the authority to issue it. So – but the expectation of ETA is that these credentials are career enhancing. If you reference pages six to seven in the Attachment 2, there's a thorough summary of four specific attributes that help determine this.

One of the primary keys is that the credential should be industry-recognized, that is somehow connected to or recognized by the specific industry in which the credential is supposed to provide some knowledge in. And so we're looking at this chart as four components of career-enhancing credentials, again, as the expectation of ETA, and so there's some other elements here.

The credential should also be portable, meaning it should not be acceptable at only one company or geographical region. If someone moves out of the area, they should be able to use the same credential to get a job within that same industry. It should also be stackable. Credentials should be stackable, meaning it should be part of some sort of sequence or series of credentials, and that those could be accumulated over time as an individual moves along a career ladder or has some sort of potential or desire to do that.

And then up here you'll also see accredited. Accreditation is important where possible, and what is meant by that is it – the quality of that credential must be acceptable as deemed so by accrediting bodies who can examine the training involved. Together these four components provide the basis of answering this first question at the top, does it meet the definition of an acceptable credential?

So the key here is industry-recognized. You see that a lot in the OMB package. You see it in our guidance. We talk about it a lot. So understanding whether the credential is industry-recognized is key. ETA's trying to encourage the development and implementation of credentials and training programs that will assist them with employment.

So in the TEGL, industry-recognized are defined here. This is the specific language. It's developed, offered, or recognized by industry associations or accepted by companies for purposes of hiring. So what does that actually mean? Can someone get an industry-related job with just this credential? If they go out there with this credential on their resume, would this get them a job in a particular specific industry, and what field or industry would that be and how do you know?

So think through what documentation you would need to show to demonstrate that. And here is where the other components of understanding what a career-enhancing credential means can help fill in some of the blanks for you. If a participant moved out of the area, could they still get a job with another employer in the same industry with the credential? And then could they continue to build on it and achieve more advanced credentials in the same field over time? And in some cases is the credential accredited, or is it the type of quality credential that would be recognized as accredited? So these are things for you to consider when deciding whether a credential is industry-recognized.

So let's look at the second gatekeeper question. The second question is, am I awarding the types of credentials that are referenced in the OMB package? If you determine their credential meets that definition of industry-recognized, then this is the next thing you'll want to consider. In the TEGL and attachment there's many different types of credentials referenced, but the OMB package references only two, certificates and degrees.

Well, where does this matter in the APR? There are four relevant outcome categories where you should pay attention, and this is where the language for certificates and degrees comes from. In B.6 in these outcome definitions – and if you're looking at these, if you're following along, they're on page 9 through 11 in the forms and instructions, but B.6 is the total number of earned degrees and certificates. So this is the number of things that have been earned, and then you have the subcategories B.6a, B.6b, and B.6c. B.6a is certificates of less than one year.

The number of students who have earned certificates of less than one year. B.6b is the number of students who have earned certificates of more than one year, and B.6c is the number of students who have earned degrees. And these are references in the OMB package that – to credentials where you're asked to report.

So when you put those together, think about how those two documents fit together and how those two questions fit together, what it actually means. In this diagram the blue circle represents what the TEGL says, and obviously, I don't have the whole definition here. But if you think about the things that I said and unpack that definition, it would fit within this blue box. The red circle represents what the OMB package says.

So those would also go into definitions and things like that as well. And what you count for this industry-recognized credential thing that people ask about is must count – must be in both circles. It must fit into the blue circle and the red circle. So by definition, if it's in the red circle, it's also going to be in the blue circle. So the red circle's key. You got to make it into the magic red circle.

So just to summarize, it must follow a definition of acceptable credential as set forward in the TEGL and the attachment, and it must be of the type as stated in the OMB package. So the OMB package fits within the circle, as said. But I just want to point out you'll see two other examples out in the blue circle. That's just to demonstrate that the TEGL does talk about other types, but the OMB package doesn't reference them. So these are just example – there are other things too, but I just put a couple in there. The OMB package doesn't reference them. So those are not things you would report in B.6 and its subcategories.

So then what can you do with them? There's an additional comments section of the APR. Referenced it a little earlier. And that's where you should use them to report progress. So if in your – there's a couple things here. If you've included a target in your statement of work for these kinds of credentials, that's where you need to be reporting your progress on those because that's where you'll be measured against that target.

And additionally, if you want to provide information or tell us about what you're doing with different – other types of credentials, you can do that in the same field because you may be doing additional types of work that's not being reflected in the standardized outcome. And so this would – this is the place to do it.

All right. The quick summary, your credential must be career-enhancing certificate or degree, industry-recognized, portable, stackable, and accredited where possible. And here's the key. Here's the thing to keep in mind. There's no list of DOL-approved credentials and DOL doesn't have information on which employers accept what. The information, as you can imagine, as you know, is fluid. It's changing.

If DOL tried to come up with a list, it would be too rigid to meet – perhaps to meet the definition of the TEGL because there could be other things out there that are being created, developed all the time that just aren't on the list, and so that would be excluded by definition. So DOL does not keep a list. So because there's no list, what your best bet, what you should do is, again, think through these two questions.

Make sure you have a thorough understanding of the TEGL and the attachment material, and then, again, make sure it's a certificate and degree. And make sure you have an understanding of what that certificate and degree is, what industry it's for, et cetera. And then document how your credential meets these qualifications.

OK. So that concludes the mini presentation portion of the hour. I hope that's been helpful. I'm going to ask you in just a minute or somebody else is going to ask you but we're going to ask you in just a minute to tell us about what future topic you'd like to hear about. So be thinking about that. We're going to move now to the question portion of the hour, and we'll try to answer as many in the time we have left and as many as we can answer right here.

MR. ESTRADA: So yeah. We'll just move on to the polling question.

MR. KEATING: All right. Great. All right. Great. And while we address – give you some questions to think about, we want to encourage you to keep typing in your questions, and we'll keep queuing them up so we can address as many as possible.

So the first thing that we're going to address here is this first question, which is, which performance-related topic would you like to see a short presentation on in a future monthly webinar? So go ahead and type your answer into the chat box, and please choose a topic that you would like to see a presentation on the most, even if you have more than one.

So go ahead, and we'd like to – it's an open-ended question. So that's why we have the chat window. Feel free to go ahead and chime in with that topic. See a few of you are doing now. So it looks like Bonnie would prefer a grant closeout presentation. So thanks, Bonnie. Barbara –

MS. MARTIN: Well, Brian, hi. I'm going to jump –

MR. KEATING: Yes.

MS. MARTIN: – in with you here.

MR. KEATING: Sure.

MS. MARTIN: I can respond to that one. The grant closeout, we have done grant closeout webinars for round two, three, and four, all of those, and they would all be on the WorkforceGPS website. So please take a look at those, and they go into a lot of detail. And take a look at those, and if you still have questions about that, then you can let your FPO know. Often the FPOs can answer those questions, or else if not, you can send that to the TAACCCT mailbox.

So I just also wanted to add – Brian, thank you for putting up the poll question – that the point of doing the poll questions now is Kristen and Scott are huddling about the other questions and getting ready to answer some of them. And so instead of putting on that music like from Jeopardy or something, we're giving you something to do with the poll question. Back to you, Brian.

Scorecard. Scorecard. Scorecard. I will just say before I give it back to you, Brian – this is Cheryl Martin again – that we are about to give out some more information about scorecards. So we have a letter that we will be sending out very soon on that. Can't say more now, but once you get the letter, I hope it will answer a lot of your questions.

Let me see. SkillsCommons, we have also done webinars on SkillsCommons and how to enter your stuff on there. There's also lots and lots of resources on the SkillsCommons site itself to help people support you through that process. And there's little mini videos about how to upload your stuff. There's a lot of FAQs posted there.

There is a support e-mail that you can use. We joke about it, that it's like calling 1-800-RickLumadue, but if you send an e-mail to that – I think it's support@skillscommons.org but go to the website. I might have that wrong. They can help you out with a lot of questions there as well. That doesn't mean that we won't keep doing webinars on this stuff, and this is really helpful. I just wanted to let you know about things that are already available.

Scorecard is such a big topic. Would be good to parse it out. Yeah. So like I said, we're sending out a letter on that soon, and once you get that letter, then I'll be interested to see what your questions – further questions are on that.

And then some of the other questions that I see on here are very specific participant questions that I think we could consider possibly for our next performance reporting webinar. So that's great.

Participant level data collection. I'm just putting a couple plugs here for a couple of flow charts that Kristen has done in the past. They are on the WorkforceGPS site, and if you go to the WorkforceGPS, the TAACCCT Learning Network section of it and then in the search part of it, if you put in flow chart, I think that that should get you the two flow charts that she's done that a lot of other people have found helpful.

One of them is about participants, and one of them is about something that I'm blanking on at the moment. But if you haven't seen those yet, those folks who have them tell us that they print them out and keep them by their computers and use them a lot. So that might be useful as well.

And the rest of them I'm not going to try to respond to right now, but it's great to have those. Thank you for those suggestions. And I think we are ready to go back to Kristen and Scott now to answer a few of these questions.

MS. MILSTEAD: Thank you, Cheryl. Yeah. We've got a few we can answer here. We have a few that are clarifying exiting – or that are asking about clarification on exit and completion.

One of the questions is, "Does exit mean leaving the institution?"

And I want to tell you what the definition of exit is in the reporting package. That's the definition that ETA will follow and that we would expect you to use when you report, and it's located in outcomes B.8 and B.9, the same definition. And that's on page 11 in the forms and instruction. (Inaudible) exit is defined as being, "no longer enrolled at the college." So the answer is yes, and then it goes on to explain some examples. "No longer enrolled at the college in any program of study and can include formal withdrawal, expulsion, graduation, and other reasons." So that's – so the answer there is yes. Leaving the institution.

OK. And the next question we're going to answer is, "What is the difference between exit and completion?"

So we just talked about exit. So let's talk about completion a little bit and then see if we can clarify the difference. If you go back to page 9 if you're looking in the OMB package, completion is defined in B.2, and the definition there says that, "a participant must have earned all of the credit hours or formal award units needed for the award of a degree or certificate in that program of study."

So in other words, a participant may complete one certificate or one degree and then stay because they want to work on the next in a series of field in some sort of a career ladder. So in that case they have met the criteria for completion, but they're still there at the institution. They haven't exited yet. So that's the difference between completion – I'm sorry. That's the difference between completion and exit. Sorry. We're trying to communicate in the room.

OK. Number four question. Sorry. The number three question, "Isn't it possible that exit and program completion are the same?"

And the answer to that is yes because sometimes someone may complete a program and then exit at the same time, exit right away. So in that case, even though the definitions are different, in this case we're talking about timing. So if they occur at the same time, then you would start right away tracking their follow-up outcome.

OK. And then we have follow-up question on volunteering. "If someone was volunteering but after completing and they get paid, does that count?"

Yeah. If it's a paid position and, again, if it's something that's considered employment by the program that in this case we think the example was Habitat for Humanity, if it meets those criteria – it's similar to internship. If the person has already – if it was not a volunteering position, if it was just a typical employment position, if it met all the criteria for that and in addition to that if, in this case, the volunteer got paid and the institution considered them to be – or sorry. Not the institution but the company considered them to be employed, then they could count.

OK. So, "If someone is incumbent at intake, loses their job, and then is employed a quarter after exit, they can be included as employed for B.8?"

So this is someone who wanted to confirm that. So incumbent workers is defined very simply in the OMB package. It's defined in – on page 11 in B.10, and all it says is, "those employed at enrollment." It doesn't matter what that employment is, but they – if somebody is at your institution then they are not – they stop working for whatever reason, they lose their job, they're still considered an incumbent worker because they were employed at enrollment.

However, at some point after they leave the institution, they may get a job, in which case that would be considered the wage increase. So the definition doesn't specify anything about completion or exit here. So I don't want to get that confused with anything I talked about before with completion and exit. This outcome only says, "the number of incumbent workers, those employed at enrollment, who enter a grant-funded program, enter the total number who receive a wage increase in their wages at any time after becoming enrolled."

So in this particular follow-up outcome only, it's only after enrollment. It doesn't matter when or if they complete or exit anything. So I just wanted to make sure and put that out.

OK. And the next question, "If someone" – this is related to the six-month grant extension. "If someone enrolls in January and doesn't complete by March 31st because remember you can't count anybody as completer by March 31st, but what if they enroll in January? Can they still be counted as a participant?

Yes. The answer is yes. Anybody up through March 31st can be counted as a participant. So that should be reflected in the chart as well. So if you – if that – that is for what – regardless of whether they're on a semester schedule or not a semester schedule, that would be true for enrollment.

OK. And I believe this is probably a follow-up question or clarification question about what we mean when we say portable as it pertains to industry-recognized credentials. And the question is, "Does out of area mean within a state or within the U.S.A.?"

The actual TEGL says – talks about it being within a geographic region. So it doesn't reference a particular boundary to which someone needs to adhere, but it's probably going to be similar to the one – in this case to the one that you referenced in your statement of work as to who you were going to serve or what areas and targets you were going to serve.

OK. Next question, "Can we submit certificates or credentials and get a definitive answer as to whether they can be counted by DOL, ETA?" And then kind of the follow-up question to that – or not a follow-up question but a similar question, "What if we think it meets the qualifications, but in the end DOL doesn't think it does?"

So the thing here remember to keep in mind is DOL doesn't have all the information to out there and research who accepts what. There are certain certificates that definitely don't count, and those are easier to find usually because they're not industry-recognized. Somebody cannot go out in a particular industry and get a particular job for whatever reason. But this sounds like you – the people asking think it does but they're just not sure and they're wanting some reassurance from DOL. And if the end result is that what you should do is make sure you have a thorough understanding of the TEGL and document. Document why you think it meets those qualifications.

OK. And this is a question about demographics. "If a school does not require a student to self-report gender, is there a way to count students for the APR?"

And the system is currently set up so that a student doesn't count as a participant unless they have a defined gender. And yes. That's true. In this case we've told individuals who've asked this in the past, programs who've asked this in the past that what they should do is just use a default of male for all the participants and then use that additional comment section to actually provide a count.

But if you have no count because you're not collecting that information, you don't collect that information, then just state in your performance – in the performance report in that additional comment section this information is not collected by our institution. And that should be sufficient. So we wouldn't use that data, and I guess you wouldn't use that data to learn anything about men and women in the program.

So we're going to go on mute again and look at a few more questions and just maybe a couple more in the time we have left. So – (inaudible) – see you in just a minute.

MR. KEATING: All right. Great. While we wait, just want to encourage you to keep asking questions, if you have them. We'll address as many as we can, and even if we don't get to yours, we definitely are collecting those questions. Meanwhile, let's bring up a quick poll while we wait.

So there's a poll question on your screen right now, and the poll is, when do you typically start entering your data after the APR becomes available for data entry? And by the way, there's no right or wrong answer. So your choices are within the first week, two to three weeks after the APR opens, within the first month, or toward the end of the 45-day reporting period. So again, can't get this one wrong. So feel free to weigh in. We'd love to get your responses anyway just to kind of get a sense of where you're at.

All right. Looks like so far the winner is toward the end of the 45-day reporting period. All right. If you haven't voted, you're just going to click the radio button on your screen to chime in.

MS. MARTIN: And this is Cheryl again. I'll chime in on that one. No surprise. We are all human, and we all do things towards the end of any deadline day. I will say that of late there have been several examples of times when the reporting systems at DOL got kind of flooded in the last few days and servers kind of got befuddled and that kind of thing. So it's always a good idea to try to not wait until the exact last minute.

If something like that does happen and it's going – there's going to be an outage that is more than just a short period of time, we do try to send out an e-mail letting people know, hey, it's not working. We're on top of it, or actually, not we because we're not in charge of that. Somebody else is on top of it, and just keep trying to come back and enter it when you can.

If for some reason the reporting system were to be down on the day that it's due, obviously you're not going to be counted as late because you didn't get it in that day if the system was down. Just go back the next possible day and enter it on that day is my understanding of how that thing works.

MS. MILSTEAD: OK. We're going to come back on and answer just a couple more questions. Before we do that there were two questions I needed just a little bit more information on. We won't get to them today, but I'll make sure to answer them on the next webinar. And this question is, "Did you say we can count them if they move from part-time to full-time?" I just need to know a little more about what you mean by them because I did reference part-time to full-time before, but I want to make sure that you heard me correctly in talking about who the them was. So if you just tell me a little more about what you want to know, I'll be able to answer that question.

And then the second question I want to ask about is, "So incumbent worker status can change over time?" So I'm not – I'm unsure about what you mean. Change over time in what way because I went over some examples in terms of how it could change to result for the wage increase? So is that what you mean? What do you mean by change over time?

OK. Going to answer one more question, and then that will be it. This is for item C.3a and C.3b, which are about full-time and part-time status. "Does it refer to any or all college programs, or does it refer to grant-funded programs of study as degrees and credit hours must?"

So this is referring to programs. So these are demographic questions, and they're referring to participants. So they would revert back to B.1, which asks how many participants were enrolled that year. And then everything in C would pertain to those participants. So it's asking how many of those participants were enrolled full-time and how many were enrolled full-time. This means everybody who's been a participant should be enrolled in a grant-funded course or program of study.

The grant-funded part shouldn't be relevant there, but whether they're full- or part-time, that's what you would report down there in section C in the demographic section based on how many credit hours that they are enrolled in. And that's specified in the OMB package.

And I am going to turn it over to someone.

MS. MARTIN: Thanks, Kristen. Thank you.

MS. MILSTEAD: Yeah.

MS. MARTIN: Terrific job here. I know Scott was going to say a few things about upcoming webinars, and then I'll wrap at the end. So, Scott, you want to talk about these a bit?

MR. ESTRADA: Yeah. Thank you. So upcoming webinars, we've got a good one on June 30th. I'm very excited about it. There's been a lot of questions and I think a lot of grantees have a lot of questions about what the rules and guidelines are for self-reporting or other strategies for reporting your employment outcomes if you don't get access to wage records or to possibly supplement wage records. So we really want to get into that, and that's what the focus is going to be for the June 30th webinar. So I know a lot of you have those questions. So please check that out.

And then the next performance reporting webinar that we are now doing monthly will be July 27th. It's normally the third Wednesday of every month, but due to a conflict, we're having it the last Wednesday of the month. And please send in your questions into the TAACCCT mailbox by July 22nd, even the really sticky ones. That's the best way to do is, if you want to send in any difficult questions that might be difficult for us to also answer over the webinar, it's great to send in the TAACCCT mailbox, and we'll address them during the webinar series.

And if you didn't have any – if possible. We'll try to address them, if possible. And if there are any questions that did not get answered here – I saw a couple that were really good ones but were very specific – send them into the TAACCCT mailbox, and Kristen and I will try to follow up with you to make sure you get your question answered. So back to you, Cheryl.

MS. MARTIN: OK. Thank you, Scott, and thank you, Kristen. Great job on answering a lot of tough questions. I sometimes think that Kristen has the toughest job of anybody in our office to sort through all of those questions with all of their different nuances. But then of course that means you've got – as grantees have a difficult job figuring out the nuances of this. So thank you for coming today, for sticking with us, for asking your questions.

And like Scott said, if you didn't get your question answered today, please send it to the TAACCCT mailbox. We will either respond to you directly, or we might use it on the next webinar as well. So thanks very much, and we'll – have a great day. We'll talk to you again soon.

MR. KEATING: All right. Very good. Thanks so much, everybody.

(END)