**WorkforceGPS**

**Transcript of Webinar**

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

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GARY GONZALEZ: I'm going to turn things over to Cheryl Martin. Cheryl, take it away.

CHERYL MARTIN: Thanks, Gary. Hi, everybody. Thank you for joining us today. I wanted to start off with our usual little map of all the different places where you can get technical assistance and tell you where we are on that map today. We are in the upper left-hand corner. You're hearing from U.S. Department of Labor, the national office team, and specifically you'll be hearing mostly from Kristen Milstead who many of you have talked to individually, heard at conferences, and/or heard on webinars.

This is the beginning of a new round of performance webinars that we are starting for this year. We did a similar kind of thing last year where we take your questions each month, and then we do a webinar to respond to those so that everybody can hear the answers to those. So we wanted to let you know that the next month's performance reporting webinar will be on Wednesday, June 15, and we'll be doing one each month after that. Never too soon to be working on performance.

Even though you only have to turn in the numbers once a year, I know you have to be collecting them throughout the entire year. We do ask that, if you want to have a question featured on that webinar, that you send it to us a week before the webinar. If we don't get any questions, we might cancel it. So please do send in your questions, and if you prefer, questions can be presented anonymously.

Today we might say, this question came from John Doe, but if you'd prefer that we don't do that, just tell us that when you send your questions. And of course all of those questions would come to the TAACCCT mailbox, TAACCCT@dol.gov.

So before I turn it over to Kristen, I would like to go back to that poll that Gary talked about, which is in the upper left-hand corner. And again, this is for something that we're doing in the future, and Gary had the good idea of asking you all today if there are some people that would be willing to be called back at some later time to help us out with something.

And so what we're looking to do is to talk to grantees who use alternatives to wage record data to get their follow-up employment outcomes and that kind of thing. So if you're using surveys or follow-up calls or any of those other approaches, we would be interested in talking to you. And if you would put your name in there, then we will follow up with you.

So I'm going to turn it over now to Kristen, and she's going to address first of all the two questions that we got from folks before this. And then because we only got two questions, she decided to give you some bonus material. So she has a couple of special topics that she's going to talk about after that. So, Kristen, take it away.

KRISTEN MILSTEAD: Thank you, Cheryl. I'm real excited to be doing this today, and I want to thank you all for joining us. As Cheryl said, we're starting these early. We're having these starting now in May because we want to get you to start thinking about, if you're not already, reporting year-round because it really is a year-round topic. Hopefully you're tracking your participants now, thinking about reporting, and if you're a consortium, collecting that data a little bit early, thinking about your students finishing.

A lot of you, if you're on a semester basis, you may have had your students or you're about to have your students finishing some courses. So you may be getting that data on your students and starting to think about who completed and who may or may not have exited and thinking about things like follow-up outcomes or credentials that were completed, credits that were completed.

And so these are the kinds of things that you probably should be thinking about right now so that you can have that data down the road and don't have to be scrambling to collect that in September and October for reporting purposes.

So we're having these webinars right now, again, to try to get you thinking about those things, and so it's quite all right. Ask away. Ask your questions now. And we get some questions in the TAACCCT mailbox year-round, but we want to have these webinars to ask some of these questions for the general group. We ask that you submit them beforehand because we realize that having the scenarios that you all have, some of your scenarios are complicated.

This isn't easy material, so having those scenarios beforehand of what's going on specifically at your program enables us to think through what you've got, sometimes do a little bit of research. Sometimes we have to ask people outside of our general group. For example, we may have to ask the grant officer something or something like that. And so when we get on, we can have the information for you readily available, and not only that. We can ask follow-up questions too or you – and you can ask follow-up questions.

And so really what that means is we don't have to waste a lot of time, and other people can hear direct application of this material instead of me just getting on here talking to you about, oh, what's the definition of a participant, things like that. We can actually apply it to a scenario so you all can see how these things actually work. (Inaudible) – to provide getting some questions beforehand enables us to provide some correct and thorough responses for you.

And so if we don't get questions that fill up the entire hour, what that means is we're going to try to have each month a special topic for you. So this month, again, as Cheryl said, I chose extension and closeout because we just had a lot of materials released to you on this. Extension we had an FAQ, FAQ number six released, and then we just had a webinar on closeout and some additional material released on that.

And so we're going to go through the performance materials on that. They can be a little extensive, a little tricky. So we're just going to go through what it says in those, and if you have follow-up questions not only on that but if you have any follow-up questions on any material on performance, assuming that we have some time at the end, we can try to get through some of those. But if we don't have enough time or if we do need to do a little research on those, I will follow up with you after the webinar through e-mail or we may get on the call with your FPO, depending on what type of question it is.

So with that being said, we can go ahead and get started. So we have question number one from Christa Smith. Her grant name is Can Train, and her question was pertaining to two of the metrics. This was outcome number eight, the total number employed after program of study completion, and outcome number nine, total number employed after retained in employment after program of study completion. So her question, she has a particular scenario. So I'm going to let you all know what that is.

Can Train had group of about 60 new participants in August 2015, which would be quarter four. So that's the end of her year one. So they entered the programs, and outcomes one through six were reported in year one APR for the group. Then they subsequently completed and exited in quarter five. So that's for year two. So specifically, she said that they completed and exited in December 2015. So then she says many entered employment in quarter six, and they're tracking their employment retention in quarter seven and eight. So and here's her question up there, question number one in the slide.

"When should employment outcomes eight and nine, so employment and retention, be reported for the group? Should they – in year two APR when they actually entered employment, or are we to ask our FPO to open the year one reporting system to report the outcomes in the reporting year they entered the programs?"

So this is a really good question. So she's trying to figure out – they have this group that started in a particular year, but they completed and exited and then they're tracking follow-up outcomes in a different year. So the summary response to this is that you should always report the outcome in the year it was actually achieved.

So since she's asking about follow-up outcomes employment and retention and stated here in her scenario that they have become employed and then she's tracking retention in the second year, so whichever participants achieve employment and retention, she should report them in the second year.

MS. MARTIN: So, Kristen, can I make sure I understand the answer to that?

MS. MILSTEAD: Of course.

MS. MARTIN: So they became a participant in year one, before September 30th of year one, and so that's the year that you would report them as a participant. But the employment occurred in year two. So it should be – that should be reported as part of the year two reporting; is that right?

MS. MILSTEAD: That's correct.

MS. MARTIN: OK.

MS. MILSTEAD: And I want to ask Christa Smith, if you're on, you're welcome – if you have any follow-up questions or clarifications, you're welcome to unmute and ask.

MR. GONZALEZ: And I think a message came in from Christa saying, "Thanks so much, Kristen. That's what we were anticipating to hear."

MS. MILSTEAD: OK. Great. Thank you for your question. OK. All right. Let's move to question two.

OK. This question – actually, this is a series of questions. These are all really good questions. This is from Jennifer Poe (sp) at the IDRC grant, and this pertains follow-up questions. Looks like outcome measures. It says six through nine, but I'm going to put these at 7 through 10. And then if Jennifer is on and wants to clarify, you're welcome to do so. So the question is specifying follow-up outcomes, and we at DSI specify the follow-up outcomes as 7 through 10.

So the question is, "How long do we need to follow up with the participants to verify specific information after they complete their program of study? Are we expected to follow up a minimum of one time or for the duration of the grant? Do we follow up by the six-month mark? Any specifics or helpful tips to get them to respond? We have been struggling with getting them to return phone calls and e-mails. Is there a better way to contact them?"

OK. These are all again excellent questions, and we've got to unpack this a little bit because there's a lot of different details and questions here. So I'm going to start with the first part. How long do we need to follow up with participants to verify information after they complete? So again, we consider the follow-up outcomes to be B.7 through B.10. So I'm going to talk through that a little bit because the answer there is it depends on which outcome that you're referring to.

So B.7 is the outcome that refers to whether the participant has gone into further education after program of study completion. B8, again, we just talked about that one in the previous question. That's whether a participant goes into employment after program of study completion. B.9 is whether the participant retains employment, and B10 refers to only incumbent workers and that's whether the incumbent worker receives a wage increase after enrollment.

So let's start with B.7 and B.8, and the reason why we're going to put those together is because a participant can only enter one of those. And so all participants, once they exit, will enter either B.7, B.8, or neither.

OK. So which one of those are they going to enter? So if they're going to enter B.7 or B.8, whichever one of those they enter first – so if they enter – if they go into further education after completion and exit, you're going to enter them there. If they go into employment after completion and exit, you're going to enter them into that one, but here's one to keep in mind. They're only eligible for that one in the first quarter after exit.

So you only need to track employment through the end of the first quarter after exit. Once you get to the end of that first quarter after exit, you no longer need to track that participant for B.8. But you continue to track them for B.7 through the end of the period of performance. If they enter further education, you can count them in that one. But remember, whichever one they enter first, that's where you would count them. If they never enter either, they would obviously never count into either.

If the participant enters employment in B.8, then you would begin to track them for B.9, and B.9 is whether they retained that employment. So if they retain employment in the second and third quarters after exit, which is really the next two quarters after they've entered employment, then they would count in B.9. So you have to count them if they entered employment through three quarters after they exit.

OK. And finally, for B.10, which is only for incumbent workers, once they enroll they're eligible to be counted here through the end of the period of performance. So they don't have to complete, and they don't have to exit. If they receive a wage increase at any time during the period of performance, they would count in B.10.

So I'm a visual person. So I realize that stating this out loud may be a little difficult to follow but this is just a run-through of how to count the follow-up outcomes. And this is really the first part of the question, and again, getting to the summary, it depends on how you want – how you need to count them.

So the next part, are you expected to follow up a minimum of one time? Well, this is really up to you. So I feel like what this is really asking is, how do we do this? How strongly do we have to do this? And what we're asking you to do really is to do your best. Do your best. Some of these are difficult to capture, and with each one you may have to follow up more than once, and it depends on what method you're using. It depends on how well that you're able to capture these.

And so if you're doing it for the duration of the grant, some of these we would like and expect you to do it for the duration of the grant. If you have particular numbers that you're trying to meet, targets you're trying to meet for your outcomes, it's – it might be to your benefit to do – to try to go ahead and do this more than once and obviously do the best that you can. And we're hoping that you'll continue to follow up, but we understand that sometimes it's difficult to try to keep doing this. And so that's our expectation.

In terms of how to meet the documentation for this, we have the sources documentation toolkit, but it's a good thing to keep in mind that the items that we have in there for meeting this and ways that you can go about meeting this are just examples for doing this.

If you're having trouble getting this information back from grantees, we have technical assistance providers and technical assistance resources available to you. We just had a wage record webinar, and we're going to have a follow-up webinar on June 30th. Cheryl, do you want to say some more about that?

MS. MARTIN: Yes. So the webinar that we had most recently was how to get this kind of information through wage record data, but we realized that a lot of people can't do that and are using other approaches. And I've seen the questions that are up here about – that say, by the way, I thought we couldn't use other approaches. Well, we'll address that here.

But anyway, there are other approaches that you can use and some of those are going to be talked about in the June 30 webinar and that will be upcoming on June 30. So we'll be talking about how people are going about that at that time.

MS. MILSTEAD: OK.

MS. MARTIN: So, Kristen, do you want to take a pause now to look at some of these questions or do you want to go through some of the other topical areas or –

MS. MILSTEAD: I think we can probably take a few of these –

MS. MARTIN: OK. OK.

MS. MILSTEAD: – because I see some that seem to be kind of reiterations of some of the information.

MS. MARTIN: Exactly. Exactly.

MS. MILSTEAD: Let's see. In terms of – let's see.

MS. MARTIN: OK. So just give us a moment. We're going to put you on mute here and we'll take a look at those and we'll be right back.

"We were told that we couldn't use the alternative data, that self-report data was not allowed." Kristen?

MS. MILSTEAD: OK. Actually, you can use some self-report data. This is something that's been allowable in WIA. This isn't a WIA grant obviously, but we try to sometimes, if possible, follow some of the WIA guidelines. But also in WIO the FPOs generally go by the guideline that it's expected that you should randomly follow up on some of these self-reports and then have documentation on that follow up. So again, of course we have the source documentation toolkit, but the things that we have in there for what you should use as documentation are just examples.

MS. MARTIN: OK. Thank you. Let's go to this question from Ian Burke (sp). Do follow-up – "Do employment follow-up outcomes achieved in the third and fourth quarters of the year count for that year's reporting or the following year's?"

MS. MILSTEAD: OK. Again, that' a good question, and I think this one goes along with the question number one that we had. So whichever year that they achieve the outcome, that's where you should report them.

MS. MARTIN: OK. So right. So the follow-up outcome achieved in the third and fourth quarter, then you would count it for that year's reporting. However, one of the things that we know from some grantees is that you don't find out by September 30th of that year that that information – or that that thing – that they achieved employment in that year. Kristen, you want to say what the – what we have for you if that happens?

MS. MILSTEAD: Yes. If you're – whether you're using wage record data or whether you're using surveys or whatnot, if you get that information after the first year or after the year in which they achieved it, whichever is true, then you would ask your FPO to have that particular year's report unlocked and then go back and enter that data, again, for the year in which it was achieved.

MS. MARTIN: Right. So it always gets reported in association with the year in which it was achieved, but it may not be reported exactly in that year because you might not have found out about it. Some people don't get their wage record information until two quarters later, and then boom. All of a sudden their employment numbers for the previous year look a lot better because they suddenly found out some information of what happened during the previous year. That would be one example of when you do that.

OK. Another question from Linda Hess (sp), "If not placed in employment in the first quarter after exit, are they ineligible to be counted as employed, if they're hired after that first quarter?"

MS. MILSTEAD: The answer there unfortunately would be no. According to the definition in the OMB package, they have to be employed in the first quarter after they exit.

MS. MARTIN: So actually, the answer is yes. They are ineligible.

MS. MILSTEAD: Right. Sorry.

MS. MARTIN: No. You cannot count them. Yes. They are ineligible.

MS. MILSTEAD: Sorry. Yes. They are in ineligible. Sorry.

MS. MARTIN: OK.

MS. MILSTEAD: No. They're not eligible. Yeah. So yeah.

MS. MARTIN: Whatever way.

MS. MILSTEAD: The definition is that they have to be employed within that first quarter after exit. They can get the employment after they complete or they can get the employment after they exit but they have to be employed in the first quarter after exit and after they complete the first program.

MS. MARTIN: OK. Thank you. So now, we have a question that goes back to number two, and that question is, "What if they do both?" So we'll repeat the part of the question that that refers to, which is – which I'm going to let Kristen do.

MS. MILSTEAD: OK. I believe this refers to if a participant both goes into further education after program study completion and goes into employment after program of study completion. If this isn't what you mean, please let me know, and I'll follow-up clarify.

Again, you should report whichever one happens first. So if a participant goes into employment and then follows up at some point goes into further education, you would report them as going into employment first and then begin tracking them for whether they retained. If they go into further education, you don't need to track them for whether they go into employment or not. They're both exit-based outcomes for reporting purposes.

MS. MARTIN: So if one happens on one day and one happens on the next day, you just report accordingly whatever happened on the first day.

OK. So another question from Mindy Watson (sp). Can grantees provide this information – okay. "Can grantees self-report?" We kind of started talking about that. "I thought we were previously told that we had to only use wage record data, not self-report." So I think we already addressed that.

Let's talk about the question from Pam McCarty (sp). "What if a student is in a paid internship during their last semester and then they continue with the same employer?"

MS. MILSTEAD: That's a good question. If there are two stipulations for thinking through that, obviously the student has to have completed a program, first of all, because that's part of the definition of being counted in the outcome B.8 for placed into employment.

And then there are two additional stipulations regarding an internship, and you've already covered one. It has to be paid. The second one is that the employer who gave them the internship has to consider employment. So if they're still employed after they exit, then the participant can be counted in B.8.

MS. MARTIN: OK. Thank you. So I know that there have been some other questions that have come in. At this time we're going to save those for the end, if we have time, and we're going to go on and cover the other material here in our special focus topic. So, Kristen, why don't you tell us about the six-month grant-funded extension of program activities?

MS. MILSTEAD: Yes. Thank you. I just wanted to say that, again, this part came from an FAQ number six that was recently released, and we've had a few questions on that in the TAACCCT mailbox. And because this is such a salient topic for this time for several of the grantees, I thought it would be a good topic to cover.

And I'd also suggest taking a few notes on this because I did put some bullet points but I obviously didn't copy word for word from this. And I'm going to try to go through this. Some of it can be a little bit tricky, and maybe when you hear it, you'll understand why. Of course reporting can never be easy; right? It's just the way it is.

MS. MARTIN: So these are also in an FAQ; correct, Kristen?

MS. MILSTEAD: Yeah. That's what – yeah.

MS. MARTIN: OK.

MS. MILSTEAD: This information is in the FAQ that just came out. We're not going to go through all the information in the FAQ, just the information related to performance. OK. So the first question, during the final year, if I use any part of the extension of program activities, which outcome do I track and report?

So obviously, you can take up to six months to continue to use grant funds for program activities. You don't have to take all of it to do that, but if you do, what that means is all of the outcomes may be relevant but only until March 31st at the very latest, depending on the length of the extension you've selected. But the interesting thing is that you're only going to report one time. You're going to report at the end of the reporting year like you normally would.

So starting on October 1st your final year report will come open. But beginning April 1st, as far as your tracking goes, you should only track any follow-up outcomes that are relevant for your participants. So all those outcomes we just went over, those would be regarding enrollment and further education and then all your employment outcomes, whether anybody entered employment, retained employment, or for your incumbent workers, whether they received a wage increase.

So it's also important to point out that you only want to put in outcomes that were achieved with grant funds. So if you have any participants who then go on to complete later but those participants took classes that were not with grant funds but they were in programs, for example, that were originally paid for with grant funds, then you wouldn't want to count them in your – you wouldn't want to count them as completers, for example.

MS. MARTIN: OK. You ready for the next one, Kristen?

MS. MILSTEAD: Yes. OK. So the extension ends mid-semester. So the extension ends, remember, March 31st. If you took that full extension, you may be wondering what do you do about counting participants who won't complete or get credentials or credits until the end, for example, May or June, if that extension does end March 31st?

So this is particularly relevant for the entities who are operating on the traditional semester schedule. So you may or may not be doing that, or you may have some participants who are in some shorter stackable credential-type programs. But this is if you're thinking through what to do for those who are on the traditional schedule. And the answer is you may not be able to count certain program-related outcomes for those students, for example, those who don't complete courses or programs by March 31st, who don't complete, for example, until May or June.

So this is a chart that will help you determine which outcomes may be relevant during each month during this extension period and applicable to each student. So you may be able to enroll any participants, depending on when they enroll, through March as delineated by the X's in each box. And then you can count any completers through December. So this is only if you're operating on a traditional semester schedule.

MS. MARTIN: And this chart is in the FAQ; right, in a larger format?

MS. MILSTEAD: Yes.

MS. MARTIN: OK.

MS. MILSTEAD: And so if they – if they're retained, you can count them up through March, and we'll talk more about that in just a minute. If they left your grant-funded programs but they retained in something else, you can count them through March. If they did complete those programs, you can count their credits and their credentials. So it's B.5, B.5A, B.6, B.6A, B, and C.

And then remember starting April 1st you can count all of those follow-up outcomes. You continue to count all those follow-up outcomes. So that would be B.7, B.8, B.9, B.10. And you'll see further – we've got closeout there for October, May, and December, and I'll tell you more about that in just a minute.

OK. Next question, because the extension of program activities ends mid-semester, can I count participants who haven't completed their courses or programs in B.3 as having been retained if they're still enrolled on March 31st?

So if you paid a little attention to the chart, you'll see that I had X's in the boxes for January, February, and March. So the answer is yes. You will want to treat March 31st as if it were the end of the reporting year, as if it were September 30th. So if the participant was still enrolled, assuming – thinking through if this was a traditional semester, you would want to be able to go ahead and count them as having been retained because, if they're still there, they're retained in your program. They haven't completed it yet.

And then again, remember starting on April 1st you'd only be tracking follow-up outcomes for those who have completed and exited. So those individuals you wouldn't track the information for them because they're still retained. You would think of them as sort of that's the end for them, except – and see here it says except for incumbent workers. So the reason – you would track for then B.10 because once you enrolled, it doesn't matter for them whether they complete or not. You would continue to track for them whether they receive a wage increase, which is B.10.

OK. And one final question for extensions that we're going to talk about today. "The form in the OMB packages shows the performance outcomes that are related to program activity, B.1 through B.6, blacked out for the fourth year. Do I have to report these outcomes in my final fourth year report, if I take the six-month extension of program activity?

OK. And the answer is yes. Go ahead and do that. The original OMB form was aligned with the intent of the original SGA reporting requirements. As you know, the decision to allow program activities through the final – the six months of the final year was made later, but the SGA requires that all the reporting requirements, whatever they might be, must be fulfilled. So the OMB reporting requirements were – those decisions were made and have changed at different times. So yes. You should and would report those if you took any part of the extension.

MS. MARTIN: OK. Thank you, Kristen. We're going to take a short pause here, and we'll be right back.

OK. So we have a number of questions that relate to self-reporting, and I understand that that can be a confusing issue. We are not going to try to finish addressing that here today, but we will definitely be addressing that one in the June 30th webinar where we talk about alternative ways to get those records besides wage records.

So we are actually going to – so we will take all of those questions that you put in here today, and we will look at addressing those in the June 30th webinar. So thank you for those. Appreciate that, and appreciate that there is some confusion about what we said and what was said by various parties. But we're going to keep going here.

So we are going to move to – right; Kristen? You want to go to the grant closeout section now; is that correct?

MS. MILSTEAD: Yeah. Let's get through that information, and then we'll come back to the other questions.

MS. MARTIN: OK. All right. So what you need to know about performance reporting with respect to grant closeout, a few highlights.

MS. MILSTEAD: Yeah. Just – again, just – yeah. The few highlights is we – some of this may be related to the extension. So that's why I wanted to put this out there for you and see if we have a few follow-up questions with that as well. So just when are the final reports due? So this is not going to be that different from what you normally get because both the APRs and QNPRs are due 45 days after the period of performance end day. So that will be November 14th. It's not different from what you're used to.

So then we're going to move to what exactly do you report, and then the big question, are you going to report cumulative data in your final APR? So for the QNPR you're going to first of all do what you would normally do, provide some information on your grant activities during the last quarter and then just kind of like a highlight. It says cumulative information on grant activities during the entire period of performance, but think through what's the one thing that you want us to know, the big picture you would like us to know about your grant that you accomplished.

So this is kind of a little bit of both there, and if you have any supplemental documents that you'd like to give us, things that just didn't fit in, there's these character limits and we recognize that. But if you have anything that you'd like to add – sometimes we know that you have brochures. You have finished products. You have things that you want to give us or tell us or you have things that you'd just like us to see.

MS. MARTIN: Even videos or fact sheets or that kind of thing.

MS. MILSTEAD: Yeah. You're welcome to send those to the FPO and copy the TAACCCT mailbox, but make sure you put the highlights in your OMB package – or sorry – in your OMB reporting form.

So this is kind of a little bit of both. It's going to be your annual and your cumulative, but in your APR do what you would normally do. Put your annual information for the final year. Do not report cumulative information for the entire period of performance. So why would you do that? Because that's going to give picture of both. It's going to tell us what you did in your final year, and then when you go to what we've always called your thermometer report, that's going to sum it all up for you.

So you don't have to do – you can do it at your individual grant if you want to, but the system will do it for you too. So by doing that we get the picture – you get the picture of both. We get the picture of both. Some of the data might not be in there for you yet, but if you've ever gone to that report for some – especially for some of the earlier rounds, you may have seen that you've been able to look at that information for year to year and sometimes even compare it against your targets that you can list. So even for your final year, you'd be able to do this, if you put your annual information in.

MS. MARTIN: So let me just add to that and say, so for year four you put in your – just the information about the achievements that were accomplished during that year. It would probably be a good idea actually in every year to look at those thermometer reports and compare it to your cumulative numbers and see if they match, and if they don't, then you want to resolve that before you hit send on those reports.

OK. Moving to the next question.

MS. MILSTEAD: OK. "How do we report additional follow-up outcomes that were achieved during the grant closeout?"

So, for example, if you have participants that exited during your final grant quarter and those participants took grant-funded courses at some point during your grant, not during your final six months but at some point during your extension period, and then they exited during your final grant quarter, this is interesting because during your closeout period they may be eligible to be entered in employment or make the definition for having been retained.

And if you have that information, you can count them there. So if you – you want to go ahead and report the numbers you have by the due date. So that would be November 14th. But then if you get or have that information before your closeout period or it happens before your closeout period, so by December 31st because that's the end of that quarter – so it has to happen before the end of that quarter – you need – because by definition – you need to contact your FPO to reopen your final report, if it's applicable. So this is the only quarter where this could ever take place because of the definitions of these, and these are the only two outcomes in which this could ever take place because of the definitions of these outcomes.

MS. MARTIN: OK. Last question that we have.

MS. MILSTEAD: OK. And this is sort of related to the last question but not really because it doesn't have to do with when outcomes are eligible to be achieved but how long you have to enter this information. So what is the last date you can reopen final APRs to enter information?

So if you have information that you'd like to enter, again, we realize it can take some time to get it. Maybe you're using survey data on your participants or it takes a while for you to get your wage records back. You can request to reopen your APR for up to one year after your grant ends. So keep in mind this is not when participants achieve the outcomes. It's when you get the data back. So if you're waiting on that data and then you get it and you want to go back and input it, you are eligible to do that within one year of the period of performance.

MS. MARTIN: And I'll just add to that that obviously grant funding for the grant ends on the period of performance. So the person who is doing this thing, is asking us to reopen it and add that grantee data later, is not somebody who would be paid by the grant to do it. It would have to be somebody who is doing that off of grant funding. So we're not expecting you to do it. You don't have to do it. We've just had a few people who have asked.

Particularly I know there was one grantee that it took them four years to get their wage record data agreement in place, and they were like, and now we finally have all of our employment data. Can we still put it in? It's like, yes. You still can, and they wanted to do that on their own time and so that their employment outcomes could be more accurately reflected. So that's the kind of circumstance that we're talking about there.

So thank you, Kristen. We are going to take a look at the questions that you asked us already and see if we can knock off any more of them today. And like I said, some of those we're going to save to the June 30th webinar but just give us another moment here and we'll pause and we'll get right back to you.

OK. So sorry about that pause, but it does take us a little while to work through these. As Kristen said, this is complicated stuff. So we're going to go to a question that came in early from Maggie Cosgrove. "When is a participant considered a program completer, if the program of study consists of several stackable credentials?"

MS. MILSTEAD: OK. That's a really great question, and we get this one a lot. And the reason why it's a great question is because I think there's – there can be a lot of confusion out there, and so I always like to clear this one up because it seems to make a lot of people happy. For ETA and the OMB package considers someone to be a completer when they complete their very first program of study.

And so I think the confusion here is that a program of study for ETA is just – is the very first wrung on the ladder, if you envision a wrung on the ladder where somebody's in some sort of a stackable program. And many of you at your institution may consider it the very top wrung, and for ETA and OMB package purposes it can be the very first one, the very first wrung on the ladder. So when they complete that first one, they're considered a completer, and they can be counted in B.2 as a completer.

And so what that means is people may complete the first one and then they may leave or they may put on hold. They may stop, and so that's – it's good for many grantees because they don't have to wait until they get all the way to the top or they don't have to worry about if they don't get all the way to the top. If they get to the first one, they get to the first wrung on that ladder, if you envision it as a ladder, they can be counted as a completer.

MS. MARTIN: And when we talk about that, we're talking about that for TAACCCT specifically.

OK. So the next question that we think we can take here in the time that we have, which is – is that one number eight that we have? OK. "So 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? For example, if they were employed as a waitress upon entering the program and they got a raise but they are training in healthcare, would we count an increase in wage as a waitress?"

MS. MILSTEAD: That's another good question. There are no stipulations on what the wage increase has to entail. If they're employed as a waitress and they get a raise as a waitress, this can count as a wage increase. It can be training-related or not training-related. It can be hourly. It can be salary. It can be – any type of wage increase counts for this.

MS. MARTIN: Yeah. And that might be counter-intuitive, but that's the way it's written in the OMB package. So that's the way we measure it.

MS. MILSTEAD: Right.

MS. MARTIN: So – and that's to your advantage; right, because even that waitress wage increase can count in this particular situation.

OK. So we have another question. "How will the UI data reveal whether or not the employer considers an internship as employment?" So this is getting back to an earlier question that we had about does an internship count as employment.

MS. MILSTEAD: Right. In this case what many TAACCCT grantees are doing is they have relationships with the employers who are giving the internships. And so they typically already know whether the employers consider it employment, but if not, you can reach out to the employer and find out whether they consider it employment.

And generally, if it comes back through the UI wage data as payment, sometimes – I mean, a lot of times that means the employer's considering it employment, but you can develop some sort of method for how the employer considers employment. Just make sure it's a consistent policy for doing so at your institution.

MS. MARTIN: OK. Great. Thank you. One other or maybe one or more. "How are incumbent workers counted if, for instance, they retain their employment with their current employer and, for instance, receive a raise?" So I think we already covered that.

MS. MILSTEAD: Yes. So if they receive any sort of a wage increase, they could be counted there. Again, it doesn't matter if they go from part-time to full-time, if they go from underemployment to training-related employment or just receive any sort of a wage increase at their current job. They can be counted there in B.10.

MS. MARTIN: OK. I think on the question about how to get your year one APR reopened and it is still closed, you want to address that one? How – "who do I contact to get it reopened?"

MS. MILSTEAD: Sure. All you need to do is send an e-mail or have a phone call with your FPO and just let them know what you want to do, why you want to have it reopened. And then your FPO will take the necessary steps, contact us to have it reopened for you.

MS. MARTIN: OK. Thank you. Somebody mentioned that the chart on the slide doesn't look exactly the same as the one in FAQ six. We'll take a look at that and see whether there's something that needs to be clarified on that, but we aren't going to be able to do that right during this time.

I think that the remainder of the questions that are on here, I'm going to make a general statement about them. For a few of the questions that we got that were not addressed by Kristen yet, they were very, very specific, and so we will try to follow up with the individuals who asked them. However, if the question is regarding self-reporting, we're going to cover that one in a little bit more depth in our webinar on June 30.

So I'm sorry that we can't give an answer as clearly as you would like on that today but we want to make sure that we're addressing that correctly and we will do that in our June 30th webinar. So you want to say anything else, Kristen?

MS. MILSTEAD: Yeah. I also want to say that this can be a two-pronged process. If you send your question to the TAACCCT mailbox, I will answer you personally. And if you agree, I will also put it on the next webinar so other people can see the answer to your question.

MS. MARTIN: The June 15th webinar –

MS. MILSTEAD: Right.

MS. MARTIN: – that's on performance reporting. Right.

MS. MILSTEAD: Right.

MS. MARTIN: Great. OK. So thank you. Thank you for that. Thank you for your patience during our pauses here as we are looking at things. Remember there will be a June 15th another performance reporting webinar. If you have questions, send it to us before – a week before that, and if they relate to the June 30th one on alternative ways to collecting data besides wage records, we'll probably hold the question for the June 30th webinar. But anything else is fair game for the June 15th. And we – I'm going to turn it back over. I'm going to say thank you to Kristen and turn it back over to Gary to close us out.

MR. GONZALEZ: Thank you, Cheryl.

(END)