**WorkforceGPS**

**Transcript of Webinar**

**TAACCCT Performance Reporting Q&A Webinar**

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LAURA CASERTANO: (In progress) – in about two business days. Now, I'm going to move us right into today's presentation. Again, I'd like to welcome you to today's TAACCCT performance reporting Q&A webinar, and I'm going to turn things right over to today's moderator, Cheryl Martin. She's the program manager for TAACCCT grants. Cheryl?

CHERYL MARTIN: Hi. Thanks, Laura, and welcome, everybody. We have a well-represented group today of our TAACCCT grantees. I wonder if that has anything to do with performance deadline coming right up. I'm sure that many of you are busy on that in this time period.

So thank you for joining us here today. You will be hearing once again from Kristen and Scott, our performance team for TAACCCT, and I will be turning it over to them very soon. But before I do that, we always like to explain where we are on our learning network map. I'm guessing those of you on this call kind of know this by now.

So basically, sometimes things come from Department of Labor. Sometimes they come from our TA provider Jobs for the Future or from CalState/Merlot about SkillsCommons, and sometimes you also get TA separately from NSF or from other TA providers. But today you're hearing it straight from DOL and our performance team. So I will leave it at that and move things to Scott.

SCOTT ESTRADA: Thank you, Cheryl. Hello, everyone. Per usual, I want to just review a couple things for the community of practice on WorkforceGPS. You should all or are already members of it, but please sign up for the TAACCCT Weekly Digest. This is an e-mail that comes out every Tuesday morning that will display new resources or announcements or blogs or webinars that we want to highlight. Unfortunately, it's an opt-in process.

So what you need to do is go to your personal page, move over to the far right tab, which is my communities, and then click the box next to the TAACCCT Learning Network, and then you should be good to go. I think a lot of people are already signing up for this, but I just want to do it as a reminder.

The next thing I want to also highlight is the performance reporting key resources page, and, Laura, if you can do a screen share here so I can walk through a little bit. Not – a lot of you are probably already familiar with it, but we just changed it to have some new resources. Let's see if I can pull it up here. Here it is. So this is pretty much a one-stop of any resources you're going to need as you're doing your performance reporting for fiscal year 2016 and for future ones as well.

As you can see, if you look in the related content page, the first one is the reporting package, which is obviously the most important that you would need. I also added the compilation of TAACCCT FAQs because one of the biggest sections in those FAQs is performance reporting, and a lot of times when you guys have questions for me in the TAACCCT mailbox, I just reference those FAQs. So that is a huge resource as well for any questions you might have.

And then moving down a little bit, what I really wanted to show you all was we had updated some resources that probably look familiar to you but we wanted to organize them and formalize them a little bit and add a little more specifics to add some dialogue to it.

So as you can see, you've probably seen this chart before, but we labeled it a new title, the TA resource number one and then a little more detail to give some context. The second one as well should also look familiar to you. This is who is our participant work flow. Again, this is resource number two, and we're just trying to organize a little bit so you guys all know that it's important and that they're all sort of related to each other.

These last three resources – and I'm not going to go too deep into them, but these are – you may have seen these before in slides that Kristen has done before or just bouncing around. But we decided to actually make them like handouts just like the first two. So this one is referencing B.8 and completion. Same thing with employment and further education, B.7 and B.8.

So again, I'm not going to talk much more about this, but I just wanted to highlight these for you all because I Think these are going to be helpful to all of you as you are trying to navigate the reporting outcomes and what – as you're finishing up your report by November 14th. There's a few more down here, but I will end it there. And we can stop screen sharing and move on with the presentation. And with that, I'm going to hand it over to the expert here, MS. MILSTEAD:.

KRISTEN MILSTEAD: Thank you, Scott. Hello, everyone. Thank you for joining us today. This is the last Q&A webinar of the year. I hope you all have enjoyed coming to them as much as we've enjoyed doing them, and we will hopefully be starting them up again next spring with your feedback and interest, if you would like to have that series again.

This slide is just a reminder that your annual performance reports and your next quarterly narrative reports will be due November 14th. And in light of that, want to let you know that today's webinar is going to be a little bit different. We're not going to have a special topic today because the APR is due. That sort of makes every outcome a special topic; right? So in light – we are not going to have just on topic.

We're going to have the questions that came in and then we're going to have open question period. So if you have any question that you want to ask or you think of any questions and start thinking of them right now or if you're with somebody, if you're working on your NPR, if you're sitting in the room with somebody, may talk amongst yourselves, be thinking about what you might want to ask because now is the time.

I can't promise you that we can answer every single question. It's been really good because on these webinars we've been able to answer probably 98, 99 percent of the questions that have come in. But there are occasional times where we're not able to. Sometimes it's a matter of time. That's usually not why, but the questions we can't answer, sometimes we have to go ask somebody. We might have to go ask the grant office or something.

Sometimes we need to go and talk to your FPO, or sometimes a question comes in and it's really detailed and so we just need to take it offline so we can talk to you a little more detail. Maybe we need to get on the phone with you and just really talk about what your situation is. But if you have a question, please type it into that chat box, and we will tackle it for you here this hour. This is your hour. So don't hesitate to ask those questions.

So before we leave this slide, I want to have a plea, a request to please get your reports in by the 14th because after that time the reporting system is going to be up and down for some maintenance. They're going to be taking it down and working on it, and so what that means is you might have a little problem submitting or with accuracy in your report. And we all know what that means. So you really don't want that to happen. So we're going to make a plea. Please, please, please try to get your reports in on time because you don't really want to have to have any problems with that. OK.

So again, here's the agenda. Just to let you know, we're going to do the questions that already came in first and then just have an open question period. Again, no special topic today. And with that we'll start with question one.

"What constitutes a TAACCCT funded credit hour?" And then that grantee gave several different examples. "Would they be credits completed which are directly grant funded, credits completed within a grant-funded program of study, credits completed while registered in a grant-funded program of study, inclusive of credits taken outside of that program of study, or credits completed while attending the college offering the grant-funded program of study, including credits completed before or after registration in the funded program of study?"

OK. So we have an FAQ that addresses this. If you've had a chance to look over our combined FAQ, it's really kind of a neat document. If you haven't, I really highly recommend that you do. There's a section on performance, section three that combines all of the FAQs that we've ever answered, except for the ones on cohorts, which are not relevant to rounds two, three, and four. But we have an FAQ that addresses this. It's question III.H.2 and it asks, "What counts as a grant-funded program or course?"

So that response is partially, "Instances of grant-funded programs and courses include, but are not limited to, a course where the curriculum was developed, purchased, or modified using grant funds, a course for which training equipment, for example, simulators, that is required for the course were purchased using grant funds, a course that is taught by an instructor whose salary is paid for in whole or in part with grant funds, an internship program developed with grant funds, a course that uses classroom supplies purchased with grant funds, and a course held in classroom space that was altered with grant funds." So those are all really specific examples of where the course would be considered grant funded.

So grant-funded course literally means that the course has to be in some way touched with grant funds. So when we're talking about credits, those credits have to apply to the courses that were touched by the grant funds. So if we look at all these types of scenarios, which ones would meet the criterion? So the first one, credits completed which are directly grant funded. So that specifically does meet those definitions. So yes. The next one, credits completed within a grant-funded program of study.

So no. Based on the way it's worded here, not if the courses referred to here were not in any way touched with grant funds like the examples just described. So the next one, credits completed while registered in a grant-funded program of study, inclusive of credits taken outside of that program of study. So the answer would be no. If the credits here aren't in the program of study, they wouldn't be relevant here for reporting purposes in almost any case.

And then finally, credits completed while attending the college offering the grant-funded program of study, including credits completed before or after registration in the funded program of study. So again, the answer would be no. So based on the way this is worded, definitely if they're taken before, but even after, if they're not grant funded, it doesn't matter the fact that they're in the program of study.

They have to be courses that are funded by TAACCCT. So any course that's not funded by TAACCCT would not be relevant for reporting purposes in B.6 which pertains to credit.

OK. Question two, "Can a participant be counted in both B.7 (further education) and B.10 (wage increase) if they are an incumbent worker who receives a wage increase and completes a program, exits, and goes on to further education?" And then there were a few more details added to supplement the question. I didn't put them up here because they pertained to one of the flow charts which I'm going to put up in just a minute. So it says, "The table one flow chart from updated 2016 has exit points, but it does not indicate whether a participant can go to further education and get a wage increase." So let's take a look at that flow chart.

OK. So Scott described earlier the new set of resources. So this would be the first technical assistance resource. This would be number one. It's available on WorkforceGPS, and we're just – we're going to use it right now to address question number two. And so the grantee had referenced exit points on the flow chart, and what we mean by that is that each TAACCCT participant will have an exit point for reporting purposes, and when it is reached, he or she is no longer going to be tracked or reported.

So there are four possible exit points, and the first one is way over on the left-hand side in the purple box. I know this is – this may be really small. So if you're able to access – if you have this flow chart, that's good, but this first one is way over on the left-hand side. Now, this is the one referenced in the question where it says going on to further education. The next one is just to the right below, retained in employment, which you can only access if you were also placed into going on to employment just above it.

And then there are two others, leaving a TAACCCT program prior to completion and entering another non-TAACCCT-funded program, which you'll see in a red box. And that is the second to the right, and it's stated there, still enrolled in a non-TAACCCT program. That's the third exit point. And the final is just to the right of that one in the red box. Says exit from institution. So those are the four exit points that are being referred to there.

So the question was, can the same participant be counted as having gone on to further education, that is having that particular exit point where you would no longer track them, and receiving a wage increase if that participant was an incumbent worker because basically what you're saying there is, if that's an exit point, we're not supposed to track them anymore; right? But then if they're an incumbent worker, can you then count them as having a wage increase if they receive one? So that's what the grantee's asking, and that's a really good question.

And I'm going to tell you right now the short answer is yes. The wage increase outcome, B.10, is always going to be the exception to almost anything else you can say about reporting, and it's the weird one. You should think about it as a separate outcome that doesn't interact with or affect any of the others.

So the definition of B.10 is, "Of incumbent workers who enter a grant-funded program, enter the number who receive a wage increase in their wages at any time after becoming enrolled." OK. And it's that last part that makes it an exception. That's because it doesn't matter if they complete or not, and there's no time limit on how long you can track them. It just says at any time after they become enrolled.

Again, it doesn't matter if they complete, and there's no time limit. So that makes it an exception. All the other outcomes will have some sort of stipulation like after they complete or after they exit or – so until something happens or after something happens. This one doesn't have that. So that makes – that always is going to make it an exception.

So for this one that means, if they receive the wage increase at any time during the life of the grant after they enroll, you should report them in B.10, again, regardless of whether they completed a program, whether they counted in B.7, which is what this question is asking, in other words, whether they go on to further education, and regardless of which of the other outcomes they get counted in in the APR.

So in summary, yes, a participant can be counted in B.7 as having gone on to further education and in B.10 as having received a wage increase if they qualify for both.

OK. Question three, "If a student has taken courses that were created or enhanced through the TAACCCT grant program but fails or withdraws from all their courses, do we still count them on the APR?"

So this is a question about who counts as a participant, and it's asking about two possible scenarios, what if the student withdraws, what if the student fails. So I want to start by asking all of you what you think before I give the answer. So let's put that up as a question for you all. So we have the poll question.

MR. ESTRADA: Laura, you have that poll question available to bring up? Awesome.

MS. MILSTEAD: Yeah. So this is – it's OK to get it right or wrong. I'm not going to know who answered what. I just want to see what you all think. If a student has taken courses that were created or enhanced through the TAACCCT grant program but fails or withdraws from all the courses, do we still count them? So yes in both, yes if the student fails and maybe if he or she withdraws, yes if the student fails but not if he or she withdraws, or yes if the student withdraws but not if he or she fails. I'll just give you a minute or so to respond.

OK. It looks like a lot of people have answered. The majority of you said, yes in both circumstances, and maybe that's because that's what your institution does. And if so, that is fine because that should be the way it happens. But that would make the correct answer be – I'm going to say the "correct answer" in quotes. That would actually make the "correct answer" for everybody be B because it depends on the policies of your institution. It would always be yes if the student fails and maybe if he or she withdraws.

And I'm going to direct you here to FAQ III.G.1. There's a question about determining if the student is a participant that includes part of this as the response. So what it says there talking about what happens if the student stays or doesn't stay beyond the add/drop period. So if the student has decided to stay enrolled in the course according to your institution's own policies, they're considered participants. So the maybe part just comes in because DOL doesn't make that determination. That's going to depend on what your institution's policies are, but you should be consistent in TAACCCT with the way that you are doing it normally at your institution.

OK. Question four, "I’m reading through the new FAQ and FAQ III.M.2" – this FAQ is really important today – "FAQ III.M.2 declares that certificates of completion are not acceptable credential. Does this mean that our one-year certificates of completion cannot count as completion?"

OK. FAQ III.M.2 pertains to industry-recognized credentials. Generally, certificates of completion do not meet the rigor identified in the TEGL 15-10, which is attachment two which are discussed in that FAQ, to be qualified as industry-recognized. And there are specific reasons for that. A lot of times they don't have course and grade requirements or industries may not recognize them as academic or preparatory in nature.

But I want to say if you feel like you have a particular certificate of completion that does go beyond these and does meet the criteria set forth in the TEGL, then as that FAQ states, you should document why and how it does meet the criteria. For example, you might have employers or the industries in your area do accept that on its own for participants as entry into employment. They don't need any other certificate to get a job.

So if you have some sort of documentation to support that, that it meets the criteria in the TEGL, then you could have that on file. ETA will not and cannot make that determination for you.

OK. Question five, "If a certificate of less than one year is earned in separate years, couldn't that be reported once in each year?"

OK. A participant can only count – remember there are three types. There's certificates of less than one year, certificates of more than one year, and degree. A participant can only count in the three types of credential outcomes one time each during the life of the grant. Now, this is not one time per year but one time ever for each.

So if a participant earns a certificate of less than one year then the following year earns another certificate of less than one year, you cannot count them again in that second year as having earned that certificate of less than one year because they've already earned a certificate of less than one year.

Think of the participant as going through sort of a process, and you're counting did they get a certificate of less than one year? OK. They did. Think of that as sort of a checklist. They got that one. Are they getting some kind of other certificate, one of the other types. So you only count them when they earn that type of credential the first time.

But if that same participant then earns a certificate of more than one year, you can count them in that category because it's a different type, but it doesn't matter which year they get it in. If they get it in the first year, even if they got the other type in the first year, you can count it in that year as well, even though a certificate of more than one year, not to be confusing, but maybe was an accelerated program. I'm just using that as an example, but it doesn't matter what year you count the different types in. But you can only count each type one time during the life of the grant.

OK. And that actually concludes all of the questions we received beforehand, and that leaves us half an hour to talk through any questions you'd like to ask today. And again, if you have any, this is your time. So I encourage you to submit them. If you've been with us before, you know how it works. Scott and I are going to go offline, and we're going to go through as many as we can so that we can come back in and answer several at a time.

During the pause we're going to give you some questions that help us learn more about you. If you've been here before, you actually may have seen some of these before, but some grantees are coming along that haven't been here. So it helps us learn a little more about you. Some of your answers may have changed. So even if you've answered before, please respond again because it helps us get a bigger picture of what's going on out in the world of reporting right now. So thank you. We're going to go offline now and take a look at some of the questions that are coming in.

MS. MARTIN: All right. Thanks, Kristen. And Laura's going to put up our first poll question, which is are – yeah. So where are you in the process of APR reporting right now? Are you gathering your data and you're working on it? You have your data but you haven't gone in there and started working yet? Still have a lot to complete? Again, we don't know who's answering what here. So you can be very honest. You've completed a substantial portion, or you have completed and submitted, which is so far our smallest number? Not surprisingly because we're a couple of weeks out yet. So most people it looks like are gathering and preparing and have started work on it but still have a lot left to complete. OK. Great. Thank you for that.

Let's move to our next question. OK. What is your biggest challenge when it comes to reporting? Collecting data from new or attending participants, collecting follow-up data, collecting data from consortium members, understanding what to report, or the big something else? OK. Follow-up data, not surprisingly that's just – that's a big challenge for a lot of people. And sort of – well, not quite a tie anymore but collecting data from consortium members. Sure. That can be challenging just because getting data from a lot of people always is.

We're hoping that this webinar series helps people better understand what to report, but obviously, it's not the only way you can get your questions answered. We get a lot of questions at the TAACCCT mailbox at this time of year, and a lot of people go directly to their FPOs and we never hear about it. So that's one way. You can send your questions to us and copy your FPO when you do that. If you have something else that's an issue that we can help with, let us know. If the issue is something that's on your end, then we'll just say, well, we'll commiserate with you about that. OK. Thanks.

Let's go to the next poll question. Who is the lucky person or people at your institution who gets to complete the annual performance report? Is it you the project manager? Do you have somebody who is dedicated to doing that? A few of you do. Does an evaluator do that for you?

So far only one on this call. Somebody else that's not listed or several people work on different aspects? So looks like for most people it's the project manager or it's a combination of people. 10 or 11 of you have dedicated data manager or analyst. Interesting. OK. You can compare yourself with your neighbors and hopefully not get too jealous or anything. All right.

Let's go to the next poll question. What – how is your experience reporting your annual performance report this year as opposed to last year? Oh, dear. It's more stressful this year. I would actually like to hear – and I can answer Tara's question, Tara Moledo (sp), which is – and I wonder if this has something to do with it being more stressful that people are having to go in and do data validity and going up and entering.

Tara's question is, "We have data to revise for years one to three. Do we have to enter and submit the year one revised data prior to year two opening up for revisions?"

My understanding of that is yes. If you have stuff for year one, two, and three, go and reopen one first and until you close that you won't be able to open two and until you close that you won't be able to open three. So you should do them in that order.

If you are having stress about – I'm curious if people can add into the chat box why it's more stressful this year. Good for – oh, good. I'm glad that there are 13 or 14 of you for whom it is actually less stressful. About the same is in the middle there. So if you tell me why it's more stressful, maybe we can help with that. I don't know.

I – yeah, Barbara. I have – I think I can answer your question about the column business, but I'm going to wait and get Kristen to answer that because sometimes I remember the wrong thing and I don't want to give the wrong answer there.

OK. Let's see about the – do we have another poll question, Laura? If we do, we could put that up. OK.

MR. ESTRADA: Hi, Cheryl. Actually, before we do that, we are ready to go. So thank you for – (inaudible).

MS. MARTIN: OK. Save poll question six, and let's go back to Scott and Kristen.

MR. ESTRADA: So, Kristen, do you want to answer this question from Amber Boar (sp)?

MS. MILSTEAD: Sure. OK. "If a student doesn't identify in an ethnicity, how do we report that?"

You – we would encourage you to do your very best to get all the demographic data that you can, but we also understand that for a lot of different reasons students may not want to disclose that and you may not be able to get that. And if you're not, you're not required – you can't report that data. So if you don't have it, you'll still be able to submit without having that data available. So that's really all you need to know there for that question I think.

MR. ESTRADA: OK. And, Amber, you had another question. You were asking about the F fields, which is – which can be a source of confusion for a lot of people. So I just wanted to kind of review specifically what each question was asking and give a little context because I think you're maybe just not quite looking at it the way that it might be intended. So the F fields are in general really trying to look at what TAA-eligible students are doing in comparison to the larger population of students that you're serving.

The first one is F.1, which is provide a description of how the programs have served TAA-eligible – excuse me – the number of TAA-eligible individuals who participated in TAACCCT-funded programs. So that is similar to B.1 essentially. So basically, you're going to count the number of TAA-eligible participants in that year. So let's say for last year, how many of them participated in your program for fiscal year 2016?

Then if you move on to question two, how many TAA-eligible individuals enrolled and obtained credential certificates or degrees? And you were right there. You had mentioned that they would be counted – that they're essentially completers. That's exactly right. These are TAA-eligible individuals who completed a program, and that's where you would count them for whatever fiscal year you're reporting.

Now, it gets a little trickier, unfortunately. The third question is, how many TAA-eligible individuals enrolled and did not attain credential certificates or degrees? So that's a little trickier because these would be students who are – have been enrolled but did not complete a certificate. But I think that's where it ends; is that right, Kristen? I mean, they don't need to – yeah. So that's actually in – I think what we're going to have to do is actually get back to you with a more firm answer on that because we're just – that's a very good question about whether they still need to be enrolled or not.

And then for – you also asked a question about F.4, which can create some confusion where – well, I'll read the description. It says, the average duration, whether duration of education and training was longer or shorter for these individuals than for other non-TAA-eligible participants. So again, you're comparing the duration of these TAA-eligible participants to the larger population, and the key here is also in weeks.

So if it took them 52 weeks to – for their – for them to complete the program versus if you're at the average for the rest of your – your larger population was 42 weeks, you just want to put that into the field. And it is actually a descriptive field. It's not a strict integer field. That's something important to note. So hopefully that's answered some of your questions. I know we didn't answer about F.3, but we're going to take that offline and come up with a more definitive answer because it's a very good question. OK. Yeah.

MS. MILSTEAD: OK. We have a question from Barbara Hayes (sp) about the annual performance report and asking about some information doesn't appear to be showing up. And, Barbara, if you would please send us a screenshot of what you're seeing to the TAACCCT mailbox and copy your FPO, that would be great because that would be the best way for us to help you because it's going to be hard for us to be able to troubleshoot the issues that you're having. But we'd be happy to help you with that.

MR. ESTRADA: We have a question here from Gail (sp). She says, "We have four to six months' lag in getting our wage data. So we don't always know in time for the APR which came first or even if a student has attained employment. Should we delay reporting on B.7/B.8 on a student until we have the wage data?"

Yes. That's the answer to that question. Wage data is always a lag time it seems and that's perfectly OK. And report everything that you can report before the deadline, and feel free any time to e-mail the TAACCCT mailbox, copy your FPO, and say, we now have wage data. We want to update our outcomes. It doesn't have to be just for B.7 or B.8 or B.9 or B.10. It can be any of your outcomes.

Just request to unlock that APR, and you can revise it any time you want. I will say for me and Kristen and Cheryl, what that means when you ask to unlock it is you want the APR to reflect more accurate information. So for me, I'm the one who unlocks it. I think it's always a positive when you make that request. So feel free to do it as often as you find necessary and don't hesitate and by all means request to unlock.

MS. MILSTEAD: Yeah. If I could just add a couple more things just to say everything – every time you get information from wage data or any of the follow-up outcomes, make sure you report them in the year that they actually occurred. Just a reminder about that. So even if you get the data for, for example, year three but the participant got employment in year two, you would want to make sure and go back and unlock year two so you could report that information in year two.

And then also, once your report is unlocked, please enter that information as soon as possible so your report's just not hanging out there unlocked. So those are the only two things I could add. Thank you, Scott.

MS. MARTIN: So they do not roll it into the next year? They unlock the previous year, and they update the previous year's data; right?

MS. MILSTEAD: Yes.

MR. ESTRADA: That is correct.

MS. MARTIN: Thank you.

MR. ESTRADA: So Bobby Eaton (sp) asked, "What if they completed their degree or more than one year certification during our first semester of the grant, so they had credits before our grant started?" We might move on from that one. Sorry. We're going to take that one offline one more time.

MS. MILSTEAD: No. That's OK. OK. Sorry.

MS. MARTIN: Sorry.

MS. CASERTANO: I just wanted to remind everyone that a copy of the PowerPoint as well as the transcript and the recording of today's webinar will be made available on WorkforceGPS in about two business days. And again, it's going to be the transcript, the recording of today's webinar, and the PowerPoint you can find at WorkforceGPS in about two business days.

MS. MARTIN: OK. And while Kristen and Scott are conferring there, it's like stump Kristen and Scott; right? If you want to go back to that – are you ready?

MR. ESTRADA: Yeah. We're ready. We're – sorry.

MS. MARTIN: OK. Great.

MR. ESTRADA: We just had to re-confer a little bit, but we're going to go on to a different question with – so Malika Matthews (sp) asked –

MS. MARTIN: OK. But wait. Are you going to answer that one separately? Should she send it to the TAACCCT mailbox, or how does that work?

MR. ESTRADA: We will answer it separately to the TAACCCT mailbox. Thank you.

MS. MARTIN: OK. Great.

MR. ESTRADA: Yeah. So Malika Matthews asked, "For question one" – I think this was the first question that you had presented in the – in your slides – "can you talk more on the separation of grant-affected programs of study versus grant-affected courses? I would think that all credits within grant-affected program would count in this outcome, but you seem to indicate otherwise."

MS. MILSTEAD: OK. That's a good question. One of the things to remember about the outcomes is that all of them are designed to measure and to be – to report on what happens to – about TAACCCT funds. So when you think about, for example, B.1 which is about participants or B.2 which is about completion, those are about people. So it's talking about what happens to participants.

So you're reporting about – for example, completions, you're reporting about how many people complete grant-funded programs or when people enter a grant-funded course or a program in B.1. You're talking about how many people are going into the courses or programs, and then funneling into B.2, how many people complete them?

But when we move down to B.5 with credits, we're no longer talking about people, but we're still talking about what happens with TAACCCT funds. So there we want to talk about how many courses themselves were affected by TAACCCT funds. So then there's that definition of what do we mean by TAACCCT funds.

So we don't want to know any more about the people. We don't want to know about all the courses that weren't affected by TAACCCT funds. We want in B.5 to know, out of all the courses, out of all the credits the students took, how many of them were TAACCCT-funded? So that – if you think about it, that's the rationale behind the two. So hopefully maybe that clears up the difference a little bit.

MR. ESTRADA: So, Kristen, do you want to go back offline just for another minute to review these new questions that just came in?

MS. MILSTEAD: Yeah.

MR. ESTRADA: OK.

MS. MILSTEAD: Sorry we had mixed up two of the numbers. So yeah. We need to take the question that Scott read aloud, I'm going to go to the TAACCCT mailbox and then I had – the question I just answered was the one that we intended to answer. So sorry about that.

MR. ESTRADA: Great. So we're going to read a few more questions that have been coming in and just try to review them. If you have more, please keep sending them in, and we will attack them.

MS. MARTIN: OK. And meanwhile, while they're doing that, I think we had a few more poll questions. I think we were on number six. So if you're – actually, before we go to this one, you can start answering it from reading it.

But if your question is not answered during this call, which is only one short hour – you wouldn't believe how many hours Kristen and Scott spend answering these questions – please do just take it, cut it and paste it, stick it in an e-mail to the TAACCCT mailbox, and I think they do some follow up with people afterward. But if you want to do that you'll be assured of an answer that way.

So question six, if you – if you're a round three or four grantee, how would you describe your access to wage records? I don't have access to my state's wage records, seven of you. Nine I have access to them but they are only in the aggregate. I am currently working to get access, two of you.

And I have access and use them to report my employment outcomes, which may also overlap with I have access but they are only in the aggregate because, if you can get them in aggregate, you can use them to report – well, yeah. I guess sometimes you can and sometimes it's hard to do it that way. That is a conundrum.

We were just – I was just at another meeting talking about WIOA and reporting for that, and the challenge of using wage records is not a new one. OK. So about a third – about 25 percent of you don't have access to your state's wage records at all, and of course there's the issue of getting access to somebody else's state's wage records, which are – which is even trickier.

OK. Let's go to the next polling question. How many people at your institution are attending this webinar in the room with you? Some of you or all – most of you are all by yourself. I'm sorry. Sometimes it's better to have company to commiserate with you on that, but that's the way it works a lot of times too. OK. And let's see.

We have a couple more. Are you ready, Scott?

MR. ESTRADA: I am ready, Cheryl. Thank you.

MS. MARTIN: OK. Back to you, Scott and Kristen.

MR. ESTRADA: All right. So a few more questions in here. So we have one from Martha Hanks. She said, could you please go back over your answer to question four." I'm presuming this is the fourth question that Kristen had in her slides earlier. Martha says, "It seems that you said that an industry-recognized credential with sufficient rigor could count as completion."

MS. MILSTEAD: OK. That actually is – no. It's not completion in terms of reporting. The question was about certificates of completion in terms of more like education-wise certificates of completion, not completion in terms of in our OMB package for reporting purposes. So the way that I was responding to that was to say that certificates of completion would not generally count, would not generally qualify in terms of our reporting purposes for – in the B.6 field as industry-recognized credentials.

And the part where I was talking about rigor is just because those generally don't have – usually don't – or aren't considered to have the kinds of academic rigor or certain industries wouldn't recognize them as having the academic or preparatory needs for the jobs that they're looking for – the academic rigors they're looking for for the job.

However, because we can't make that determination, if – as I was saying, if at your institution in your area you feel that the certificates of completion that you are offering, that that's not the case for some reason because it does meet the definition in 15-10 in attachment two because that is really what we're using to say industry-recognized credentials, that is the criteria that you need to meet.

So when I'm saying certificates of completion do not count, I'm using that in a general sense. I'm saying often they don't count, and I'm really just giving some explanations why that's usually not the case, but you should be using TEGL 15-10 and attachment two to determine if that's the case. And if you think that your certificates of completion meet that criteria, just document why that is.

And I was just getting some examples of if they're – it's in your area employers – perhaps you have employers who helped develop those certificates or you know employers are hiring people just based on those certificates alone, for example, they did not need any other certificates in order to get those jobs, that's an example where you could document cases where that occurred or document how that happened and that could be a case where those certificates of completion would count.

And then participants who had those certificates could be counted in your B.6 field. Does that help answer the question?

MS. MARTIN: While we're waiting to hear back from the person who answered that in the chat box, can I ask a clarifying question? This is Cheryl.

MS. MILSTEAD: Sure.

MS. MARTIN: So what if somebody completes a class that is to prepare them to get – I don't know – A plus plus certification? That isn't the same thing; right? I mean, that's not considered a certificate of completion. That would be a – you completed a course but –

MS. MILSTEAD: I wouldn't know because we're not going to make that determination. They just document – (inaudible).

MS. MARTIN: OK. So read TEGL 15-10, document how you think you're meeting 15-10, and then if somebody questions you about that on a monitoring visit, that's what you use? That what we're saying?

MS. MILSTEAD: Yes. Exactly.

MR. ESTRADA: OK. So question 11, moving on – well, question 11 for you guys but – so Barbara Hayes, she says, "Round two grants were extended for six months, but the APR form does not have a column for year four data. How do we enter this?" And I'm also going to tag this along with something Heather Nekerk (sp) has – she said a very similar thing about her APR form.

So this is actually something unique that just popped up for some round two grantees. Not all of them but some of them where the year four or the final year should be available for you to enter. We've also seen some different things where you're not able to see other years. So it's a technical glitch, and we're going to – we're addressing it. What I would say to you, if you're having that possible glitch, is to send it in to the TAACCCT mailbox so we can address it specifically. So thanks for letting us know and for that question.

Moving on is Alice Applebee (sp). Her question is, "If a student starts in the fall 2016 semester on August 18th, 2016 and the APR ends on September 30th, 2016, do we count the student as unique participant and as retained in program?"

MS. MILSTEAD: Yes. If somebody starts in the program at any time before the end of the reporting year, you would count them as a participant. The exception would be in year four. You cannot use grant funds to start anybody after that six-month extension, if you're using that six-month extension.

So I'm assuming that you're not asking in this case but – so I'm going to answer as if you're not. But if they started in a year – sorry – any time before the end of the reporting year, you would count them. And then if they're still enrolled on the last day of the reporting period, yes. You would count them in B.3 as being retained in the program.

MR. ESTRADA: Great. So I'm just going to say, moving on to question 14 which we haven't addressed – we only have about five minutes left, but Anna has a question about Smartboards or her using TAACCCT funds for her classroom. Anna, that is a very good question, but it's very unique to your grant.

So what I would do is please send that question in to the TAACCCT mailbox. We've seen that question before. It's a really tricky one, and it's definitely particular to your grant. So unfortunately, that's not something – we don't want to provide information that might be incorrect for other grantees. So thank you for asking and sending that in – and presumably sending it in. And it looks like Barbara Hayes in real time has checked her APR. Now it's working. So check that one off.

MS. MILSTEAD: Yay. Yay.

MR. ESTRADA: Do you want to take a little more time to try to wrap up more questions, Kristen?

MS. MILSTEAD: OK. So I see one, "So would a certificate of completion count in B.2 but not B.6 then?"

Completion in B.2, they said the completion must lead to an industry-recognized credential. So the answer to that would be no, unless, again, you have determined that the certificate meets the definition on TEGL 15-10.

Let's see. We have one more question. Let's see if we can answer one more question.

MR. ESTRADA: So Krista Smith (sp) asked, "How do we report a participant who earned certificates in multiple years for B.6? They may only be counted once in B.6(a) in the year they first attain their certificate and then never again regardless of how many more certificates they complete over the years; is that correct?

MS. MILSTEAD: That is correct. You can only be counted in B.6(a) one time, regardless of how many certificates of less than one year you complete during the life of the grant. However, if they complete more than one, you can count all of them they complete in B.6 because B.6 is just a number of certificates. It's not about people. It's about things.

So let's say that they get three certificates of less than one year. Every time they get one you can count those certificates in B.6, and you would count those in the year they get them. But you only count them one time in B.6(a) the first time they get one, no matter which year it is.

MR. ESTRADA: OK. So we're seeing a couple more questions come in, but unfortunately, we're kind of nearing the end of our – well, we are at the end of our time here. So we're going to wrap it up. Anna, I see that you responded. I understand you're a round two grant. So please send that in to the TAACCCT mailbox, and we can address it as soon as possible because obviously you only have a couple more weeks to be able to get an answer to it so you do your reporting.

Shaline (sp), I also see your question, and I know the answer to that. So I can respond to you personally through the TAACCCT mailbox. So thank you, everyone, for bringing those questions in. I am trying to keep my calendar as open as possible for these next few weeks, as is Kristen, because we know that there's going to be a lot of questions coming in as you approach the November 14th deadline, especially for round two grantees because this is sort of your last shot at getting these reports in.

So we want to be as available to you as possible. I know I certainly do. So, Kristen, do you have any last thoughts?

MS. MILSTEAD: Yeah. I just want to reiterate what Scott said, that we're here to answer your questions the next few weeks. That's one of the things that we really clear our calendar for. So be sure to send them in, and if we didn't get to your question today, send your question in now, tomorrow, and we'll get to your question as soon as we can. That's one of the things we'll get to first.

So we really want to thank you for joining us today. I hope this has been helpful. I want to thank you if you've joined us before for joining us anytime within the last six months, and thank you for being here today.

MS. MARTIN: Great. Thank you, Kristen and Scott, for being on today.

(END)