**WorkforceGPS**

**Transcript of Webinar**

**TAACCCT Performance Reporting Q&A**

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LAURA CASERTANO: Again, welcome to the "TAACCCT Performance Reporting Q&A" webinar. I'm going to hand things right over to today's moderator, Cheryl Martin. She is the program manager for TAACCCT grants. Cheryl?

CHERYL MARTIN: Good afternoon, everybody, and indeed I think we have everybody in the afternoon time zone, even if by a minute. Sorry for those of you who had to interrupt your lunches for this. Great to see a lot of familiar names in the welcome chat. Hello to everybody, and thank you all for coming back for another TAACCCT performance reporting Q&A. We had a lot of people registered today. It must be getting to be close to reporting season; right?

So today I am the moderator, but I'm going to be very quickly turning it over to Kristen and Scott, our presenters. These are folks you probably have talked to already, and if you haven't, you probably will soon, if you have questions. So – but before we do that I wanted to just introduce a couple of things. One is, for those of you who are new to our – new to TAACCCT, I wanted to just give a little bit of a picture of the TAACCCT Learning Network. There are a lot of moving pieces with TAACCCT in general; right, but also with all the different places that are offering technical assistance.

And so I wanted to tell you – briefly mention who they are and then tell you where we are on the map today. So you've got the Department of Labor, and we fund Jobs for the Future to provide technical assistance, and they've got subcontractors with Maher & Maher and American Association of Community Colleges. DOL also funds CalState/Merlot to do the SkillsCommons website.

Separately, the U.S. National Science Foundation – NSF – funds one of the ATE centers to provide technical assistance to TAACCCT grantees. And then there are some non-federal providers of TA and resources for TAACCCT, Creative Commons, CAST, The Transformative Change Initiative, and so forth. So you'll probably see all of those names out there at some point.

Today you are hearing directly from the Department of Labor, Employment and Training Administration national office. And the three of us who are on the call today all sit in the Frances Perkins Building in Washington, D.C. So that's where we're calling you from.

One other thing I wanted to mention before we get started on performance reporting. So this has to do – this slide about ETA-9130 forms has to do with the fiscal or financial reporting forms. That has really nothing to do with the performance reporting except that you do it at about the same time. But we did just send out an e-mail, and we sent it out sort of all the different ways we send out e-mails, about a change to the 9130 basic financial form.

This year when you go online to do your financial reporting, you'll notice a different form. And we wanted to make sure that you understand that, while there are multiple 9130s, including one that is for the trade adjustment assistance program, that's not you guys. That is trade adjustment assistance. You are trade adjustment assistance, community college, and career and – sorry – community college, and training program. But you are going to use the 9130 basic.

The good news on that is that there's only – and there are a couple of changes on these forms that had to be made because of uniform guidance and that kind of thing. But the good news is that the changes to the 9130 basic really are mostly only going to affect people who are in round two because the changes relate to some additional information that you need to provide during closeout.

So if you are in round two, you're going to want to take a special look at this information here. This link will tell you all about it. If you're in the other rounds, you're going to want to take a look at it so that you can be prepared to answer that in closeout, but it won't affect you right now. So anyway, we're not going to talk about the 9130 or answer more questions about that here today. If you have more questions about that, please ask your FPO, but we did want to give you a heads up about that.

I am now going to turn it over to Scott Estrada.

SCOTT ESTRADA: Thank you, Cheryl. Hello, everybody. I'm going to go over just a few things before we get to Kristen's performance reporting presentation.

One is a lot of you have probably seen this before, but I strongly encourage you to sign up for the TAACCCT Weekly Digest. This is how – one of the ways that we send news out from the GPS platform. If you haven't done so already, go to your personal page on GPS by clicking your name in the top right corner. Then click on the membership notification tab among those tabs on the far right, and this is an opt-in with the newsletter.

So just because you're signed up for the TAACCCT Learning Network page does not mean you will receive the newsletter. You have to actually click in the box that is just to the right of the TAACCCT Learning Network, the blue box, and then you will start receiving the updates every Tuesday morning. So yeah. If you have any questions about that, feel free to give me a call or e-mail the TAACCCT mailbox.

I also wanted to point out this webpage that we created about two months ago maybe. It's the performance reporting key resources. This is essentially every resource you probably need with a couple of exceptions on one webpage. I don't even have this on a bookmark. I just have this up on my web browser just all the time because I use it that frequently. The way you can find it is by typing in the title there. It says TAACCCT performance reporting key resources.

That would be the quickest way to find it in the search box on the TAACCCT GPS page, and these are some of the resources that we have uploaded on there, the OMB reporting package which of course is crucial, the TA guide for reporting documentation, who counts as a participant flow chart, the table one flow chart, the TEGL 15-10, its attachment two, and APR thermometer instructions.

You probably pretty familiar with all those already, but these – this is the – would be the go-to place to find those, especially if we ever update it. Not only will you notify that, but that's also where the resource will be updated. So I strongly encourage you to go to that page and use it often in the next couple of months while you're reporting.

KRISTEN MILSTEAD: Thank you, Scott.

MS. MARTIN: And, Scott, before you to go the agenda, were you going to go back and talk a little bit about the upcoming webinars?

MR. ESTRADA: I was, but I – oh, I'm sorry. I missed – I skipped that.

So we have a busy season for webinars in the month of September. We have the next one coming up is tomorrow. It's part of a two-part series on competency-based education. Part one is going to have some grantees that are going to talk about their effective strategies for CBE. The next one is going to be on Monday, and that's a consultancy call.

Many of you might be familiar with that where it's a grantee that brings an issue to grant TAACCCT project managers and try to discuss – try to solve any issues that that grantee might be having that you won't find that on the event page because we don't want this to necessarily be a public call. We want this to be really among TAACCCT project managers. So we did send it out. It's available to all TAACCCT grantees of course, but if you miss that, we can try to send out a reminder today or tomorrow. We sent it out, the invitation to it, a couple weeks ago.

The second part to the competency-based education is going to be – we're going to have someone from Department of Education that's going to address financial aid barriers from their end, and then lastly, on October 4th is the Voices of Opportunity. So the first part in hopefully a longer series of TAACCCT grantees that are creating or designing and leading the webinar themselves. It's not us at ETA that's leading it.

This is something that it's their opportunity to come up with any sort of innovations or models that they have come up with while creating their program. So this will be the first of that, and it starts on October 4th. So hopefully you can all attend, and you can always find these on the events tab at the TAACCCT COP on GPS. And I am going to hand this over to Kristen.

MS. MILSTEAD: Thank you very much, Scott. That was a long introduction, we realize, but we have a lot of important information to share with you today. So now, we're going to go ahead and get started with the main portion of our webinar. And if you've never joined us before, we typically divide the hour into three parts. We have the questions from you that you have already submitted to us.

Again, we encourage you to give those to us ahead of time because it does give us the time to research the responses, if necessary, and sometimes we have to consult with other offices such as grant officer or we have to go. Sometimes we have to look up answers in other resources to get the information. Sometimes we just have to digest long questions if they involve details specific to your institution so we don't need to go offline to answer questions, and we can provide just an immediate response to you if you submit them ahead of time.

Second, then we spend the next part of the webinar presenting a special topic of interest regarding performance reporting. So today we're going to go over two brand-new resources that have been recently released that are of special relevance to performance reporting, and these are the updated OMB package, which we hope that you've had a chance to take a look at. If not, we're going to go over that in detail today, and the new compiled FAQ. That's not just related to performance reporting, but there are some very detailed information about performance reporting in that. So I want to give you some information about how to read that.

And finally, we will save some time at the end for an open question and answer session, and we'll answer as many questions as we can here today and as many as we have time for and as many as that are appropriate for the forum. And I just want to remind you that, if you ask a question here that we can't answer, some of the questions may not be appropriate for this format. For example, we may have to talk with your FPO or something like that. But if they're not appropriate for this format, we'll be sure and talk with you offline about it. So let's go ahead and get started.

MR. ESTRADA: Sorry, everyone. We accidentally clicked out of it. So give us just a minute to get reloaded back in here.

MS. CASERTANO: All right. And just a quick reminder to everyone that today's presentation is being recorded. You will be able to find the recording as well as a transcript of the recording available on WorkforceGPS. I provided the link in the chat window. So we'll just give them a couple more seconds, and they'll log back in the room and continue the presentation.

MR. ESTRADA: OK. We are back in. If you can just put us back in the presenter slide, we'll be ready to go.

MS. MILSTEAD: Thank you very much for your patience on that. OK. So we're going to go to question number one. The TAACCCT reporting guidelines use the terminology "acceptable form of documentation" for each of the indicators. Does that mean for other indicators, for example, C5 veteran status and C9 TAA-eligible, there are other data sources that could be used other than what is in the DOL reporting guidance document, for example, a student intake form?

So this is pertaining to the source documentation toolkit. As stated in that document, those documentation types listed in that table are example of the types of documents that grantees should strive to obtain. However, in many of the cases there could be other acceptable forms of documentation. So this goes for every item that you're reporting on, and that is – that goes whether it's in section B or section C of the APR. So section B are all your outcomes, and section C are all your demographics on your participants.

So any of those items in – you will need to have something to document what it is you're reporting. But what's in that documentation toolkit, those are just examples, but the key there is that you need to document first of all the method that you're using to acquire your documentation, like whatever is the most rigorous form, and then you need to keep that adequate documentation with your justifications in case of things like monitoring visits, audits, or even just for other reasons, so, for example, if your signatory wants to use those to verify what it is that's in your report before they submit it.

OK. Question two. Do non-grant-funded credit hours count in B.5/B.5a, which are the outcomes on credit hours?

And the answer to the question is no. Only count and report credits for coursework that was developed or modified with grant funds. So the wording in the outcome definition may have seemed confusing to you is that modifier grant-funded – "grant-funded" – I'm quoting – I'm using air quotes right now, if you could actually see me – "grant funded" in the definition in that OMB package instructions fell after – now, it may have appeared to seem that it was talking about the grant-funded program and not the grant-funded credit hours.

So it may have been confusing. It's always been the case that you should be reporting only on grant-funded hours, and we always try to present it that – we always presented it that way in all of our technical assistance such as the webinar that goes over all the outcomes in the annual performance report and our convenings and things like that.

You may have missed that previously, and that's one of the things that it's now been clarified and updated in our revised version of the OMB package, meaning we've reworded the outcomes so that it actually makes sense now and that hopefully that won't be confusing anymore. We're going to talk about those changes in the OMB package shortly, but so this is a clarifying question. Yes. You should only be counting grant-funded credit hours there in that – in these outcomes in B.5 and B.5a, these outcomes.

Question three. If someone exits and re-enrolls, can I count them again – can I count them as a participant again?

And the answer to this one is no. Participants who exit the institution cannot be considered a new participant. So this includes students who exit for, again, "other reasons as defined by the institution." The definition of a participant indicates that each student must be unique. So I use the "other reasons" because that term is actually used in the definition of exit as put into the OMB package instructions.

So for more information on exiting and the definition of exit and what that means according to ETA and that whole notion of other reasons and how to apply that to your institution, you can review last month's webinar – monthly webinar on performance reporting and the little mini presentation session where we went over completion and exit and what that means in terms of reporting.

And question four. If a participant earns different types of credentials, which those outcomes are found in 6a, 6b, and 6c, in the same year, can they count in more than one? Or can they count in only one of these per year?

Now, this is a good question because these 6a, 6b, and 6c outcomes can be confusing because participants can only count in each of these one time ever. And the reason for that, if you think about it in terms of the last question that we just talked about, each participant is unique. Each participant can count only one time.

So if they achieve one of these credentials, you count them the first time they ever achieve it, and then you never count them again because then that would be duplicating them in that outcome. But it doesn't matter what year they achieve it. So you would always count them in the year they achieve it, and they can count in more than one of these. So if they do achieve more than one of these in the same year, you would count more than one of them in that same year. So you can count them in one, two, or all three of them in any year in which they earn that type.

So maybe that sounds strange because you may be wondering, how could someone earn a certificate of less than one year, which is 6a, a certificate of more than one year, which is 6b, and/or a degree, which is 6c, all in the same year or any combination of those in the same year?

I can think of one example maybe someone earns a certificate of less than a year and then they have some sort of – or there's some sort of competency-based education going on or accelerated programs going on where someone receives some credits in a shortened period of time and was able to earn more than one of these types within a year. So if they did, they could count in more than one of these within the same year. So the answer then would be yes. A participant can count in as many of these as are applicable within the same year, but, again, only count one time in each of these.

MS. MARTIN: So, Kristen, this is Cheryl. On that one it would be the first time they get a certificate under – or yeah – under one year you would count them there and the first time they get one over one year you'd count them there; is that right?

MS. MILSTEAD: Yes.

MS. MARTIN: Thanks.

MS. MILSTEAD: Yes. This is all the opening questions we have today. So we're going to move on to the presentation portion of the webinar, and again, we're going to cover a couple of important new TAACCCT documents that have been recently sent out. These contain important information about performance reporting, and I want to talk about the OMB reporting package first because I think this is going to be really useful to you as you start your annual performance report, especially coming up pretty soon in a couple of weeks.

One of the things you need to know is that the revisions that we made are not changing any of the overall requirements. The reason we wanted to make these updates is we wanted to make the package easier for you to understand and use, and hopefully that was accomplished. The revisions do two things.

Number one, they clarify information that may have seemed ambiguous or just disorganized somehow within the package. And there's various reasons why that happened in the first place. Those packages get written by a lot of different people who do put a lot of thought into them.

The trouble is when they're designed, it may seem clear at the time what was attempting to be accomplished, but once they become live we realized it wasn't as clear to grantees as it appeared before the grants became active. But the only way that that could be known was actually putting it out there, and as you know, TAACCCT has particularly difficult reporting requirements.

So luckily, we had the opportunity to go back now and put it together in a way so that hopefully will make it a little easier to understand. Number two, we've also updated information that's no longer current, and I'll go into what that means and what's been changed in that regard in last.

OK. So the first type of change, the clarifying change I'll talk about first, there's a few things that would fall in that category. And the first one is that you'll notice that we've clarified information that indicates that grantees should not be reporting on a cumulative basis but that they should be reporting on an annual basis. In other words, you should only be reporting what's occurred during the year since you last reported.

So all the references that referred at all to any cumulative reporting or said anything about reporting to date or what that – anything that's talking about what that meant has been removed or changed. So this has been made clear that annual reporting only should be taking place, and that also refers to the final year. So round two grantees who are about to start reporting on their final report will still report only information since they submitted their last report, which should have been their year three report.

OK. Another change that was made is that we strengthened language and some of the definitions and titles to clarify what should be reported and made sure that this language and also all of the numbering was consistent in both the instructions and the form itself. So ways we accomplished this included using consistent terms throughout such as always using the term program of study instead of just program to make it clear that, when we say a program, we meant program of study.

So just not using program at all, always using program of study and using the term participant instead of student to indicate that, when we said student, we meant participant. Participant is what we mean throughout what you should be reporting on. And when we used a specific term in the instructions and we provided a definition for it somewhere in the instructions, everywhere else that we used that term, we also provided the definition. So you didn't have to flip through the entire document trying to find that definition again. So for example, if we used the term incumbent worker somewhere, we provided the definition for you there everywhere it was used.

Another example is that we provided all the necessarily or hopefully – we tried to – all the necessary components in both the titles and the definitions to knowing what should be reported. So to give you an example, this is B.8 for employment placement. Originally, the title for B.8 said the total number employed after program of study completion. But if you were to read the entire definition, it said, enter the – I'm sorry. Enter the total – sorry. I'm reading this – of a total number of participants in the reporting year who were not incumbent workers and who completed at least one grant-funded program of study.

Enter the total number of participants who entered the unsubsidized employment after completion and who were still employed in the first quarter after the quarter in which the student exits the college. And then it goes on from there, but we have changed the definition to include the word exit there because just saying completion is not sufficient.

The participant also has to have exited in order to count there. So where it said total number employed after program of study completion, we have said total number of participants employed after program of study completion and exit to be consistent with the definition that was in the original package. So this is an example of just aligning things in the package to make everything consistent and clear.

So again, none of these revisions are changing what you should report, but hopefully just making things a little clearer. If you're looking at any of these changes throughout and you find you've reported something inaccurately, please let us know so we can unlock your report and help you make those corrections.

There's one final thing I want to be sure to point out here is that the reporting system is a reflection of what is on the form. It's going to take some time for the system to cosmetically catch up, in other words to reflect those changes because some people – some really nice, talented people who know how to code these things – have to go in and make those changes.

And those were just approved for us in August, two or three weeks ago, and so those changes are up and coming in the system and you most likely will not see then when you first go into the system. However, rest assured that what you see in those OMB form titles should now consistently state what it is that you should be reporting in each outcome, and hopefully comparing them with what's in the instructions will help you know what it is that you should be reporting.

OK. Another change was to align the language on administrative data in the OMB package with that that was in the SGAs for TAACCCT. There's a paragraph in the OMB instructions that discusses the use of administrative data to track follow-up outcomes. In the SGA ETA discusses how this data is important and why grantees were asked to describe how they would make attempts to obtain it.

However, language would suggest that this is a requirement of the grant, and the OMB package has been changed to reflect the reality that many grantees are in fact in compliance with their statements of work and the SGAs and that this is not a true requirement of the grant when things occur beyond a grantee's control. So this makes all of the TAACCCT documents consistent in this regard.

So in fact, there's a recent webinar where ETA discussed, although this data is preferred and why, there are other methods of obtaining follow-up information. So if you missed this webinar and you'd like more information, you can find a link to it on the TAACCCT Community of Practice WorkforceGPS, that link that Scott discussed earlier.

All right. And finally, the last type of clarification that we made, there were a few really minor changes made such as noting correct acronyms for things such as changing QPR to QNPR, using the correct acronym for TAACCCT everywhere, things like this. If you want to see all of the changes made listed out detail for detail, there is a document titled OMB Package Summary of Changes in Revised Version August 9, 2016. It should – I think it's attached to this webinar, if you want to review that. This sums up the first type of change made in the OMB package.

And just briefly I'm going to summarize the second type of change made just to tell you the outdated information that we removed. There were two types. There were a couple of updated internet links which have become obsolete, broken internet links. But most importantly, the link on page three of the instructions is now going to take you to the correct login screen of the reporting system. And lastly, all of the references to round one reporting requirements have been removed.

As you may or may not know, round one, which has now completed its cycle, had some differences in its reporting requirements from all the later rounds. And this revision that was just made pertained only to the reporting package for rounds two, three, and four. Although most of the references to the round one reporting package had already been removed, there were still some references that had inadvertently remained. So you may have noticed some references to things like table two and progress and implementation measures, and those only pertained to round one.

And so those were only in the reporting system for round one, and so if you were looking around for those in the reporting system, you would not have found them. And so all of that language was removed to reflect your requirements, and so hopefully that will eliminate any confusion about things that don't – are not – don't pertain to your reporting. So hopefully all of these things will make the package cleaner, more consistent, and easier for you to understand as you're reporting.

And finally, I'd like to briefly take a look at the – another document. It's the compilation of TAACCCT FAQs. You may have several FAQs that we've put out on a variety of different topics. We undertook a master task of compiling all of these into one FAQ. I won't say it compiles all of the FAQs we've ever released. It compiles most of them because, again, we have not included information that pertained only to round one such as cohort questions and things like that because, again, they've completed their grants. But the purpose of this document is so that you know when you have it, you have every question we've ever answered and published.

Again, not those that don't pertain to round one, but as long as you have the most current version, you will have all the questions that we've published. So there's no more, OK. I have FAQ number one. I have FAQ number five, but oh, no. Have they published an FAQ number six? I don't know. Have they? You don't have to wonder. Do they have an FAQ without a number on it? I don't know. You don't have to wonder all those things anymore.

So as long as you have the most current version, you have everything. And so it has the table of contents to it, and hope – we tried to structure it in a way that it would make sense according to a life cycle of the grant. And so it has seven sections in it, the introduction, third-party evaluations, performance reporting, fiscal information, deliverables and SkillsCommons, extension of program activities, and closeout.

So today I'm going to focus mostly on performance reporting. We're just going to talk about what to expect when you look through it, but before we get to that I'll just talk about how to read it, what it looks like. So this FAQ does a couple of things. Again, it compiles all or most of the questions we've ever answered and published, but it also gave us an opportunity to publish a few new questions.

And what you'll see is that those are shaded in gray, and in any future versions that we release, you'll also see that those new ones will be shaded in gray. And the old ones that were shaded in gray before will not be shaded in gray anymore. So you'll always know the new ones by they'll be shaded in gray. And the date of the new version will be clearly marked on the front page.

OK. The performance reporting section, which is section number three, is organized into several different subsections to make it easy for you to find answers to the questions you were seeking. There's subsections on topics such as the definition of programs of study, serving veterans, record retention requirements, and other, but you will also notice that each of the 10 outcome categories in section B also has its own subsection such as B.1 participants, B.2 completion, etc.

So if you have questions about that particular outcome, you can look in that subcategory directly to see if your question has already been answered. So if you have a question on participants, for example, which is, again, outcome B.1, the table of contents will show you that that is section 3G on page 16. So then if you went to page 16, you would find every question about participants that we have ever published in an FAQ.

So as far as the new questions go – so remember I said we have some new questions in this compiled FAQ – there's going to be two types. You'll see information that we've already disseminated to you in other ways such as during these monthly webinars or at convenings, but it's never really before been published in written form. So we decided to take this opportunity to publish it here. For example, information on credentials, we went over that recently during a previous monthly webinar a few months ago, and so we made some – we developed some FAQs about that and now it's in here and it's compiled in this FAQ. It's been published now.

The second type of new question are those questions and answers that we've not shared broadly by ETA yet in a structured format. These are questions that we get frequently. We just decided to publish them, such as those contained in section 3L on credit hours, one of which I just answered.

Do non grant-funded credit hours count? We've gotten that a few times, and so we decided to go ahead and publish that one. And there's a few others in there as well. Do non-credit hours count? Do credit hours in grant-funded programs that were earned prior to the start of the period of performance count? If you're curious to know the answers to these, find out in the FAQs.

There are also some special requirements for performance reporting during the extension of program activities and during closeout, which you may or may not know. I know some of you know, if you're – especially if you're round two grantees. You may have received these in a letter. You've seen them in a webinar. You may not have seen them yet at all, especially if you're a round four grantee, or you may have even seen a previous version of these requirements that are not compiled here and don't contain some of the information.

But you will now find all of these requirements in the extension and closeout sections of the FAQ for your convenience, but they're not in the performance reporting section. The performance extension section is section 7B and you don't have to remember that now but it's in the table of contents. The performance closeout section is section 7D.

OK. So this does conclude the presentation portion of the webinar, but before we begin the Q&A portion I want to take the opportunity to remind you that your annual performance report and your next quarterly narrative progress report will become available for data entry in a little over two weeks on October 1st, and if you are not already, you may want to begin gathering and compiling the data you already have available and reminding your consortia members to do the same.

We're going to be making an aggressive push to have you get these in on time. The system will be undergoing some heavy maintenance after this date, and, again, some of that will be they need to make some cosmetic changes to go along with the things that we did with the OMB package.

If you don't have your report in by November 15, it may cause some submission or accuracy issues. They're going to be taking the system down and, again, changing some things. Of course we don't want them to be doing that while you're working on the reports. So after this date, though, they'll be actively working on the system itself. So make sure you please try to get yours in on time so you don't – so you're not affected by this.

Also, we've been paying attention to the things that you're asking for. We asked you and we're going to ask you again because we want to hear what you have to say but we've asked what you'd like to see future presentations on in this webinars. And we have recorded webinars for some of the topics mentioned already. So I have links here for you. We've heard you want to hear more about grant closeout and SkillsCommons, and as I've previously mentioned, we've covered credentials.

So those links you can find here. We also heard that you want to hear more about scorecards and evaluation. Those are a little outside of the purview of these particular webinars because they don't cover performance reporting but we've passed along that information to the technical assistance providers and they're thinking through how to provide you with some more guidance around these topics.

So we will now be taking any questions you have. I see there are a few already. So we're going to go ahead and go offline and talk more about – think through some of your questions. And if you have more, please send them in. Thank you very much.

MS. MARTIN: OK. So thank you very much, Kristen and Scott. While Kristen and Scott are huddling over the questions that you submitted already, please we have a couple polling questions up here for you. So one of them would be, but you can continue to type into the open chat if you have questions for Kristen or Scott and we'll see how many of those we can get to today.

Meanwhile, if you want to add something about a performance-related topic that you'd like to see in a short presentation in a future webinar, put your thoughts in the box here. We have another – as they mentioned earlier – as Scott mentioned, we have another performance reporting webinar coming up October – actually, he didn't mention that one because it's a little ways down the road. I think the date on that one is October 27, but don't hold me to that. Anyway, it's closer to the actual deadline of November 14th. So you will – there will be another one, and we can answer some more questions in there, if you have them.

Meanwhile, I wanted to say one thing else while they're – while Kristen and Scott are preparing to come back. If you are – happen to be part of round two and you're looking at closeout, I know she showed the link to a round three closeout webinar there. Whether you're two or three, actually, we typically hand out closeout FAQs with each of those webinars.

But the closeout questions in the compiled FAQ, the document that Kristen was just talking about, are the ones that you should use because, again, that document replaces all previous FAQs that we put out. And particularly for round two, there's probably a few additional ones that we've added. I think what we sent out in the combined one pretty much matches what we sent out for round three, but there may be a few additional ones there as well.

So again, any FAQs that you've seen in the past, you should now reference this combined FAQ document instead of them.

So I'm going to ask – so we're getting a couple more questions in here. "Is there any checklist for round two closeout that includes everything we need to complete?"

I don't know that there's actually a checklist, but the round two – and for that matter, you can use the round three TAACCCT closeout webinar. It would apply to round two as well. That webinar, the transcript of that, the slides from that actually would be – would do a pretty good job of helping you create your own checklist probably. There isn't an actual checklist on that.

So if you have further questions about round two closeout, you could shoot an e-mail to the TAACCCT mailbox and copy your FPO, but I'd recommend that you take a look at that round two webinar or maybe even the round three webinar would be a better one because it – we added a few things that we thought of, questions that we had gotten, and the answers are essentially the same for everybody. It's just maybe a little bit more updated in the round three.

So I see some questions there from Mindy, and those will get passed on to Kristen and Scott along with your earlier ones. Laura, you want to put up a – well, I don't know. Do we want to put up another polling question as well? I don't want to eliminate the ones that are here and the open chat that's here, but if there's space to put up another polling question while we're waiting for Kristen and Scott, we could do that.

MS. CASERTANO: Sure. I'll bring up a polling question. I'll leave it on the screen so people can answer that open question as well as the polling question. So for our first polling question, let's see here.

MS. MARTIN: This one doesn't even have to relate to performance reporting. Also, maybe we should have put that as an option on here. What's your favorite thing about the fall season? TAACCCT performance reporting and annual performance reporting, except I doubt it would have gotten any votes. So you can put that under something else. I myself am voting for cooler weather because I'm one of those people that have a lot more energy in cooler weather.

MS. CASERTANO: It looks like most people agree with you, Cheryl, with that cooler weather.

Also, we have that polling question up. You can still answer the other open question that we have. So go ahead and type in that chat box which performance-related topic you would like to see on a future webinar. So we have that chat box open for you below. You can continue asking questions. You can answer that question we posted, and we also have that polling question up for you as Kristen and Scott are looking over your questions that came in throughout today's webinar.

MS. MARTIN: How about if we put up the polling question about your biggest challenge for us?

MS. CASERTANO: Sure.

MS. MARTIN: They're – oh, wait. Steve and Kristen are ready to go. Let's go back to Steve and Kristen right now and –

MS. CASERTANO: All right.

MS. MARTIN: Steve. Scott and Kristen. Scott, you did that to me. I know you did that. Scott is a good person for jokes in our team. So aside from the fact that the can answer your performance questions, he keeps us laughing, which is a good thing. OK. Back to you, Steve Scott and Kristen.

MS. MILSTEAD: Thank you, Cheryl. OK. We have some questions about credit hours. Mindy Watson, so she's asking – she wants to differentiate between hours that were paid for by the grant or hours that were redesigned or developed by the grant, and she's saying those are different things.

And actually, ETA would say that those are not different things. So if you have courses that are redesigned or developed, unless I'm misunderstanding the – what's being asked, it's – those should be redesigned or developed with grant funds. So if they're redesigned or developed with grant funds, then those would be paid for by the grant, and so students that are in those courses would be counted in those – in that outcome.

MS. MARTIN: And, Kristen, this is Cheryl. That's because fundamentally, whether you invented this program of study completely from scratch using grant funds or whether you redesigned something and enhanced it using grant funds, we count both of those as TAACCCT programs of study; is that correct?

MS. MILSTEAD: Right.

MS. MARTIN: Uh-huh. And so either kind of program of study counts as a TAACCCT-funded one, and so therefore, the participants in those classes would also count. And, Mindy, if we're not getting your – the nature of your question, we'll – let us know.

MS. MILSTEAD: OK. Thank you, Mindy. I see you have another question. So we can – the question is, "So we can count someone in outcome number six more than one year?"

I believe that you're asking outcome – let's read outcome number six for everyone else. Outcome number six would be – this is outcome B.6. So these were the – this was again the question about the certificates. So the total number of participants earning certificates of less than a year, the total number of participants earning certificates of more than a year, and the total number of participants earning degrees. So again, you can only count participants in each of those one time, but you can only count participants – but you can count participants in all of them but you can only count them one time.

MS. MARTIN: So if one of those things happened in year one or let's say year two and another one of those things like then in year two they got a less than one year certificate, you could count them there, and in year three, if they got a greater than one year certificate, you could count them in B.6b, greater than one year in the other year; correct?

MS. MILSTEAD: Thank you, Cheryl.

MS. MARTIN: And I suppose if they got an associate's degree in the next year, you could count them again.

MS. MILSTEAD: Yes.

MS. MARTIN: In B.6c.

MS. MILSTEAD: So if that does not answer your question, let us know.

OK. Number three, so again this is about certificates. So –

MS. MARTIN: Wait a minute. Let's go back to Brittany saying here, "I'm confused by what you are currently saying. We could have a participant earn two certificates less than one year?"

So if they've earned – you can only count one kind each time. So if they've earned two certificates that are six-week certificates, let's just say, you can only count them once in B.6a. The first one of those that they earn, you count. But then if on top of that they earn a third certificate that is greater than one year, you can count them once in B.6b. And then if on top of that they earned an associate degree, you can count them once in B.6c. And you count them the first time that that happened in whichever year it happened, but you only count them once in B.6a, once in B.6b and once in B.6c, if it's applicable. It may not be applicable for many students.

MS. MILSTEAD: OK. And some of the other questions that have been asked about this may also to help clarify because we have other questions about certificates that were asked previously in the hour, for example, the next question.

So in this question – and it came from you, Brittany, as well. "So we could count two certificates for one student?" And the answer to that is yes, but not the same certificate. So if you have a student that earned one of less than a year and then a student that earned one of more than a year, you could count them in both.

MS. MARTIN: Right.

MS. MILSTEAD: But if you had a student that earned –

MS. MARTIN: But I think there she's talking about credentials earned in B.6.

MS. MILSTEAD: Well, I'm just answering the question that she asked previously in the hour.

MS. MARTIN: OK. Sorry.

MS. MILSTEAD: If you have –

MS. MARTIN: But if somebody does earn – but under credentials earned, which is different than students earning. Under credentials earned you can count each credential that is earned, even if it's the same kind of credential; right?

MS. MILSTEAD: I don't – I –

MS. MARTIN: In – for B.6 credentials earned, if one student earns two six-week credentials and a one-year credential or an 18-month credential and an associate's degree, on B.6 how many credentials would they put in?

MS. MILSTEAD: They would put in as many credentials as they earn.

MS. MARTIN: Right. So if they earned two six-week ones and an 18-month one, that would be three that they would put in B.6; correct?

MS. MILSTEAD: In B.6. I was just about to say that.

MS. MARTIN: Sorry.

MS. MILSTEAD: After I clarified the number of students option.

MS. MARTIN: OK. Back to you.

MS. MILSTEAD: OK. Brittany, did you have any other questions that you would like to ask about certificates because I want to make sure that we've addressed everything? Thank you.

OK. The next question is also about credentials from Linda Hess. "What if someone has earned four credentials in a year? So for example, CPT certification." So again, you have the B.6 and the B.6a, B.6b, and B.6c portions. So if they've earned four credentials, you would count all their four credentials in B.6, and then depending on what types they are, you would count them differently.

If all of them were less than a year, you would only count them one time in B.6a. If they were – if any of them were less than one year, you would count them one time in less than one year, and then if any of them were more than one year, you would count them one time in more than one year. But you could only count them one time in each, depending on what they were. You would never duplicate in any of them to be sure, no matter what they were.

OK. OK. Moving on to the next question. This one is about reopening a report. "What is the latest we can have year one data unlocked to make corrections or add data?" There's no limit on the latest until you have completed your period of performance. You can unlock your report up to one year after you've completed your period of performance, but that is only to enter any follow-up data.

And this is only to enter any follow-up data that you have received from your source – whatever sources that you're using to gather that follow-up data. So if you need to have that – those reports unlocked – sorry. I'm reading information that's up here. If there's any data that you need to enter and you need to have your report unlocked, please contact your FPO and your FPO will send an e-mail to the TAACCCT mailbox and let us know.

OK. The next question, this is a question from Mindy Watson again. Are institution – Mindy's asking some really good questions about certificates, which is really great. "Our institution awards two types of certificates. Certificates of completion is one type. Certificate of achievement is the other. This certificate is a one-year type of award. I am reading through the new FAQs, and FAQ 3M2 declares that certificates of completion are not acceptable credentials. Does this mean that our one-year certificates of completion cannot count as a completion?" I think that was meant to say count as a – as a – count as a – OK. I see. Count as a completion, meaning B.2 I think.

And the answer to that would be, yes. It can – does not count as a completion or a certificate. They have to be industry-recognized credentials, and this is not a new FAQ that's been published. This has been something that's been published long time ago, and also, again, we discussed when we talked about credentials in a previous monthly webinar. If you need some assistance about how to count these certificates of completion also in your APR, we can talk through that with your FPO. One of the things that you can start doing is putting that in your additional comments section of your APR.

OK. We have come to the end of our time but we see we have a few more questions and so we will follow up with you offline.

MR. ESTRADA: So now that we're getting into reporting season, please feel free to send in more of your questions into the TAACCCT mailbox, and also feel free to give me a call. The – my number is (202) 693-3277, and I'll send that out. I'm going to probably send out a message that it – I know that a lot of people are getting a lot more involved with their reporting now that it's that time of year.

So if it's just something simple and easy and you want to get ahold of me quickly, feel free to call me. Always send in your questions to the TAACCCT mailbox with an FPO if it's a little more dense and it needs a little more thought from either Kristen or I. But we're going to be here for you as the reporting season kicks in.

And with that, yeah. The next webinar is going to be on October 27th at 4:00 o'clock. So it's going to be on Thursday. Please send in your questions into the TAACCCT mailbox for if you want to see it addressed on the next performance webinar. It always elicits good conversation and other questions.

So I know you might have a very specific question to you, but let us know if you want to see it on this webinar because it always brings up good discussion and other good questions. So please send those in by October 21st so we have an opportunity for Kristen to look them over and give them a direct response.

MS. MILSTEAD: Thank you, everyone, for joining us. If you have any more questions or this has just brought up some things that you want to send to the TAACCCT mailbox, please send them to us, and we'll get back with you. Have a good rest of your afternoon.

MS. MARTIN: Thanks, Kristen and Scott. And thanks to each of you for joining us.

(END)