**WorkforceGPS**

**Transcript of Webinar**

**TAACCCT Performance Reporting Q&A Webinar**

**Thursday, April 27, 2016**

*Transcript by*

*Noble Transcription Services*

*Murrieta, CA*

LAURA CASERTANO: Now I'm going to move us right into today's presentation. Again I want to welcome everyone to today's webinar. And I'm going to turn things over to Kristen Milstead. She's a workforce analyst for the Employment and Training Administration. Kristen?

KRISTEN MILSTEAD: Thank you. And welcome everyone to today's performance reporting webinar. This would be the first in the 2017 series. And if you joined us last year, you have an idea of what these are all about. And if this is your first one, welcome.

I hope that you will enjoy this series. This will be the place where you can come and get your questions answered live and also hear what everybody else may be wanting to know about. And these are offered throughout the year to help get you thinking about performance early and not down to the last minute when you may be rushing to get your APRs finalized. And we know questions come up throughout the year, and so we try to do offer these as ongoing technical assistance for you, and also to talk about some common topics where there may be some lingering questions and some common questions that come up often.

One of the things we're doing different this year is we're letting you know about topics ahead of time. We decided to add to the Q&A and some brief presentation materials, again on some common topics that people had questions on. And it wasn't always known beforehand what those topics were going to be. So this year we decided to tell you ahead of time what we were going to talk about, so you would know, oh, I really want to go to that presentation or I have a lot of questions. And also when we post these webinars later, you'll be able to easily find the webinars that you want to hear again.

And so today's topic is going to be what you need to know about performance reporting during program activity extension and during close out. And we know that may be a topic that may be on your minds right now especially for round three. And hopefully this will clear up some of your questions or just refresh your memory if you've already reviewed some of the those materials.

Today Cheryl is going to be joining us a little bit later. I also have with me Scott Estrada, who I think many of you have spoken with before. Scott works with me quite a bit on performance. And he's been wonderful at this and wonderful at answering a lot of your questions. And he's going to be helping out with answering some of the questions a little later. Our agenda today is, again if you joined us last year, you should be familiar with how we do things. We kind of break it up into thirds. First we answer the questions that you all have submitted ahead of time. And we encourage you to do this because sometimes the questions can get pretty detailed.

And when you submit those questions ahead of time and they are detailed, we're able to take on your more detailed questions live. That's because it gives us some time to dig in a little deeper into what you may be asking. And sometimes we may have to even go outside of our office and ask somebody else, who may need to ask the grant officer a question, for example. And if we have to do that, then we can answer the question live for you without having to come back to you later offline. So we encourage you submit your questions beforehand in order to do that.

The second part of the webinar is again the short presentation that we will be doing each time to give you some insight into some of the topics that we know a lot of you like to hear about. And then finally if you do have any questions about the topic that we give or any other performance questions that you would like to ask, we will give you an opportunity to ask those questions live. We can't promise that we will be able to answer every one of them, again because sometimes they get so detailed we just – this is not the format to do it, and we may have to ask someone else. Or the question is so specific to your program that we really want to give you some one on one attention. So we may be following up with a phone call or getting your FPO involved in order to get some more details from you. And so we answer as many as we can live and go from there.

So I would like to go ahead now and start the first part of the webinar, which will be questions from you. And we had some really good questions from Marie Murphy, who's from Cape Cod Community College, which is a round four grant. Marie submitted some very, very good questions. And some of them were specific to her program, so we're going to actually have a conference call with her because again we like to give one-on-one attention when we can when possible.

But some of her questions were so good that we wanted to share them here as well because I think that a lot of grantees could benefit from hearing the information. So it was kind of a combination of what she submitted. And her first question was about B7, which is the outcome about participants who go on to further education. And so that question is, "After students earn an airframe certificate, they would have completed a grant funded program of study, outcome B2, completed attached program. If they remain in the college and go on to further education by taking courses to complete the second power plant credential, would they be counted under B7, goes on to further education and exit point?"

This is a very good question. I'd like to take the time to address this here because it does contain an incorrect assumption that I'd like to correct in case other people might hold this assumption. The OMB package defines B7 as – well the title itself is, the total number of participants enrolled in further education after program of study completion and exit. So as the question noted, it is an exit point. So what that means is once somebody reaches this particular outcome, you no longer would track them. But yet if they're still enrolled in your stackable credential program, they're still at your institution. So you would will want to track their credits and things, correct? They're still at your institution.

So if you're still – I'm just saying this hypothetically – if you counted them in B7, they would – that would sort of be like a mismatch. Because you couldn't do both. B7 is not an outcome in which you put somebody in it at one point and then you remove them later. It's not like – it's a place where you put someone and then that's it, you don't count them – you don't count anything else about them. But yet they're still in your program; correct? So that wouldn't be a good place you'd want to put them if you think about tracking your participants.

Think of B7 and B8 – B7 being further education and B8 employment – as two separate possible places or outcomes for students who complete a program and then exit your institution. And ultimately you would want to if a participant qualifies, count your participants in one or the other, whichever occurs first in time. The B7 is for participants who matriculate through another college. It's not for participants who are in stackable credential programs at your institution. It's not for participants who stay in your institution.

So let's move on to question two. And the next few questions sort of go together. They follow a track related to employment. So we were talking about further education. And now let's talk a little about employment. "If a participant completes their first program of study and goes on to employment and they were not an incumbent worker, would they be counted in B8 if they enter employment in the first quarter after they exit the college?" Now this is another good question because the keyword here – actually the key phrase – is enter employment in the first quarter after they exit the college.

So let's take a look at how employment works in conjunction with completion and exit because completion and exit are the keys here to understanding this. So those two bullet points at the top really kind of highlight how those two work together. And then I'm going to explain this chart. So a participant must complete a program first prior to entering employment in order to be counted. But they must exit prior to being counted as having entered.

So think about that for just a second. If those two things are true, there's three different scenarios where someone can potentially be counted as having entered employment. And those can fall on two different timelines. So if you look at the top timeline, I think that one's probably the easiest to understand. And that would actually be the one that would probably follow along the lines of the question that was being asked. So if we think about the top timeline where the star represents when someone becomes employed, this top timeline is where completion and exit occur at the same time. And when someone becomes employed in this timeline is after the first quarter of exit.

So if this happens, and where completion and exit occur at the same time, and then someone becomes employed after the first quarter of exit, then yes, that counts. So that's the easiest to understand. They've entered employment after they complete it and after they've exited. Yes, you would count them there. That's the easiest to understand. Probably the most logical is the one you would think of logically when you would read B8, participants employed after program of study completion and exit – before you read this convoluted definition (sic).

The second timeline is where it gets a little trickier. So in this one there's two potential ways that someone could be counted in B8. That is where completion and exit occur at different points in time. Remember that top bullet point says that a participant must always complete a program before the participant enters employment. So the two stars, which again represent when someone becomes employed, are placed after completion. But one of them is before exit and one of them is after.

So both of them count, but you can't count them in B8 until they exit. You cannot place them in B8 on your APRs until that first quarter of exit. So that's where the second bullet point comes in. That's the counting part. So the stars represent when someone becomes employed. And the green part says where they must be employed to count. So those are the three potential scenarios.

So in answer to the questions that are – so the answer to her question, question two was, "If they complete the program and after they exit – sorry, if they complete the program, would they be counted in B8 if they enter in the first quarter after they exit?" And the answer is, yes. But that's not the only scenario. The scenario accounts for the first timeline and the scenario on the far right on the second timeline. But it doesn't take into account the scenario where they complete before they – sorry, where they become employed after they complete, but before they exit. As long as they're still employed after they exit, they can still be counted.

OK. And question number three continues talking about employment and further goes on to talk about retention and employment. So then this participant would continue to be tracked for the next two quarters, meaning the next two quarters after being employed, to see if employment was retained for two successive quarters after exit from the college. "If employment was retained, that person would be counted under B9, retained in employment, and would then exit participant tracking. Is that correct?"

Actually yes, that's correct. So assuming that the participant is still employed – I'm sorry, employed or still employed after having completed and exited in the first quarter after exit. So just a reminder, we're not talking about incumbent workers; we're talking about people who are not employed at enrollment. So assuming that person is still employed or still employed after having completed and exited in the first quarter after exit – and just a reminder here the participant must be retained in both the second and the third quarter after exit before they're counted in B9 as having been retained in employment.

And then finally one more question about being retained in employment. "What if the person is not employed at quarter two, would you stop tracking the person at that point since they can no longer achieve being retained in employment that is employed in the second and third quarters after exit?" So by quarter two they mean the second quarter after exit. So the answer is yes. So again the participant must be retained in both the second and the third quarter after exit before being counted. And you should not even count them in B9 until that third quarter after exit has been reached, and again only if the participant is still retained.

So these were basically questions about follow-up further education after exit, and employment and retention. So these are things that you may be thinking about now as you're doing some tracking, especially if you're getting close to the end of your grant, if you're in round three. But it's never too early to think ahead in round four. And I'm sure this applies to round four as well. This was a grantee from round four, so tracking is always important. And it's always important to understand the outcome and appreciate the questions that come in. This is our question for today. And we'd like to move forward –

MS. CASERTANO: Maybe before we move forward, if we go back to question one, because it relates to your first question there.

MS. MILSTEAD: I want to do – (inaudible).

MS. CASERTANO: You want to do this at the end?

MS. MILSTEAD: Yeah. We talked about that already.

MS. CASERTANO: OK.

MS. MILSTEAD: OK. So I'd like to move now into the presentation portion of the webinar. So we're going to divide it up into the extension portion of the program activities. And then we're going to talk about close out. I think all the grantees in round three and four have received some materials on this, a letter, which may have gone over most of this. So I hope that this may be a refresher and then also some additional commentary on this. And if you have additional questions, please feel free to ask. Just to talk about the requirements to report, you are required to report on all the applicable outcomes for grantees – sorry, for participants that enroll, if you took any part of that program activity's extension.

The OMB package does have in that fourth year, B7 through B10, meaning your follow-up outcomes highlighted. And then the other outcomes are kind of grayed out. And that's because the program activity's extension was sort of tacked on as an optional, something you could take optionally. But the SGA states that you must report on all of your program activities regardless. There's a reporting requirement for all your program activity.

The program activity's extension was provided to allow you to meet the targets in your statement of work. It's for your benefit. And we know that you want to provide information on the successes of your grant. (You need to be able ?) to do that in your performance report in providing that additional information in your QNPR.

You want to be sure and highlight the differences between your third party evaluation and your annual performance report. So we're aware that the performance numbers for your final APR may be different than those in your third party evaluation, for a lot of reasons. There may be wage record delays. And your third party evaluator may have reasons for cutting off when they're going to actually – what data they're actually going to include, because they need to finalize their calculations and write up their final report before the end of the period of performance. The third party evaluations are due September 30th, so they have to be able to at some point stop their data collection and write up the report.

So the evaluators should be sure and state clearly what dates are covered by the date of the report. And then note that the evaluation data will be different than the data submitted in the final APR, if that is to be the case. So just to make clear that we expect that that will likely be the case. So just to make clear which outcomes to report, so you should make sure that all the applicable outcomes are reported on based on how long your program activity's extension was taken. You were given the option to take up to six months. But some of you may have taken less than that. So how much you take will depend on when your students are enrolling and completing. And this makes for a very interesting or can make for a very interesting schedule on how to report and track your participants. And so I'm going to talk about that just a little bit.

So this is a visual representation on how to report, which outcomes to report on, if you are operating on a traditional semester schedule and you take the full six months. So please note that this may not apply to you if these conditions aren't met, or if there's some special circumstances, for example if you have multiple types of schedules. But this is one format if you have a traditional semester schedule and you took the full six months.

And the major things to note are that completion, credits and credentials are affected in a way that may seem strange. But it's not really, hopefully when I explain it. Because you typically won't be able to count these through the full six month extension. Well think about why this is. I want to go through this table just a little bit. We'll start with – we'll go through this table one outcome by one, just to try to understand what it means and what it says.

Let's talk about it from the perspective of a spring semester, because if you take the full six months, as you know, the six-month activity's extension cuts off mid-semester. You know that, we know that, everybody knows that. So what does that mean for tracking and counting participants? So let's take a look at this from the perspective of the spring semester, which probably started, depending on what round you are, sometime in January. So students who enroll in a spring semester can be counted as new participants. And you can see that reflected in the table by the Xs that go all the way through March.

Participants still enrolled at the end of March, March 31st, will be counted in B3 as still retained. So think of that as the end of the reporting year, because this is a program activity's extension. So if this were September 30th and they were still there, you would count them as in B3 as still retained. So think of that as a cutoff point for being able to count your participants. So they're still there, so you count those individuals in B3. If they have left and gone on to non-TAACCCT programs, instead you count them in B4. So either B3 or B4 for those students who are still at your institution.

So for completers, credits and credentials, you're generally not going to be counting any of those after December. Because if you're on a traditional semester schedule, you're probably not going to have anybody completing by March 31st. Because the traditional semester is typically run until late April, early, mid-May. Like I said, if there's an exception to this, if there's something else going on, this may not apply to you. But this is something to help you understand how to count outcomes in your APR.

Follow up outcomes, B7, B8 and B9, are treated as normal. So what that means is those were always intended to be counted in year four through the end of the grant. Year four was intended to be follow-up year. And the incumbent worker outcome is treated as normal. So if somebody gets a wage increase, remember the definition is that somebody gets a wage increase post-enrollment through the end of the period of performance, and they were an incumbent worker, that should be noted, that should be counted. So that is treated as normal as well.

So this is a visual representation of that. Because that was verbal, I have included this as a summary so you can go back and read it for yourself and follow along with it in the table. And hopefully that will be a guide for you as you're working on your APR for round three. That will be this fall. Round four, that would be next fall, near year. And again I just want to make clear that if you have other types of schedules, for example you have rolling enrollments, you have participants who complete at their own pace. You may be reporting on all the outcomes, including completers, credits and credentials, where they're applicable, through the end of the program activity's extension. Or if you didn't take the full six months, you may have a totally different – you may be reporting totally differently in terms of your outcome.

So even though you will be reporting outcomes in this way, you will still only report on your APR one time. And that will be the year ending September 30th. It's still an annual report. But what's reported in the APR should reflect participant tracking records for what took place during the length of time for program activity's extension. So if you should not have individual records, for example showing completers after March 31st, when you have those aggregate numbers of completers in there, the people that you show having completed, your individual records should add up to the number that you have in aggregate on the annual performance report.

But if you're using leveraged resources or other funds to continue your program after March 31st, please make sure that you're not counting those participants in your APR. Because you can only report grant funded outcomes in the APR. If they enroll under tax funds, they can be counted as completers – sorry, as participants. But funds cannot be used for program activities after March 31st, as you know.

OK. So that's kind of the basic overview of performance, for the program activity's extension. There's a lot more to the program activity's extension. But this is just basically what you should be keeping in mind as you think ahead to the annual performance report. And so then once you're thinking about that, you'll also be thinking about a grant closeout. They go hand in hand a little bit, but there's some specific details about grant closeout also related to performance that I'd like to go over, some specific details related to the QNPR that we don't often talk about. So I've added that in here as well.

First I think it's important to note that even though your closeout date is December 31st, your APR and QNPR are still due 45 days after your period of performance end date, which is November 14th. So make sure you get those reports in by that date. Let's talk about the APR first. Your annual information – sorry, you should only report annually for the final year, just as you did for every other year. Do not report cumulatively. Even though this is the final report, still do not report cumulatively. Report only what happens in this fourth year – in your fourth year report data – (inaudible) – participants since your third year ended to the end of your fourth year. And once again if you took any part of the six month extension, only report B1 through B6 for – no later than the date of March 31st.

And then sometimes there's a unique circumstance to where follow up outcomes are actually applicable during closeout period. So for example if you had a grantee who got employment after the exit point, and then the two quarters of retention were actually achieved during that closeout period, and you found about it, and they can be counted, or you got the wage data during the closeout period and you want to count them, we will allow you to do this. But you need to go ahead and close your report by the deadline. If you get this data between November 14th and your closeout deadline of December 31st, please ask your FPO if she can reopen your report and submit this data.

We obviously want you to report on as many of your successes as you can. We want to know you want to report on it. We want you to succeed. We want you to have this information reported as we – it's good for you to be able to report it. So please let us know if this happens. But also please submit your report by November 14th. If you know this data is coming in November 15th, please go ahead and submit on the 14th and then we will let you reopen and put this data in.

And now let's move to the QNPR. Unlike the APR, the QNPR final report is cumulative. This is a narrative report, so it is a little different, and we want you to talk in as much detail as possible. If I know there are character and word limits, we'll talk about that in just a minute. But we want you to tell us about the things you did. We want you to tell us about the exciting successes that you had, the accomplishments throughout the life of the grant.

And then OMB package says this as well. It's not just us telling you that we'd like you to do this. The OMB package also encourages you to do this. We want to know what happened during your last quarter, but we also want to know from your point of view what were your greatest accomplishments, what did you do during the life of your grant.

So if you find yourself running out of room and you want to give us additional reports, pamphlets, other documents, things that you have created that you think help tell the story of your grant, please send them to attached mailbox and copy your FPO. And I want to tell you something that's very, very important. When you go to submit – certify and submit your QNPR, you may see there's an attachment function in the reporting system. Don't use it. Don't attach anything.

 If you try to attach anything, it's going to make it look like you actually attached it. On our end we can't see it, we won't get it, which is very unfortunate. It's a glitch in the system. They are working on disabling it. But if you try to use it, we will unfortunately not get those materials. And we want to see those materials. We really do. So if you will just take that extra step to send us an email and provide that to us, we would love to have those materials. But please do not attach them to the QNPR because we won't get them.

One more thing I'd like to now is that these materials that I'm talking about that we like to see are separate from your third party evaluation and your skilled comments deliverables. Those are requirements in your SGA. And there are separate places for you to upload those and send those. And you should have received separate instructions, or if not, you will have received them, on how to upload those or send those to those separate places.

So don't send me your deliverables and your third party evaluations to the attachment mailbox with your QNPR. That's not what we're talking about here. That's something different. So what I'm talking about is if there's things that you feel like help tell your tax story and go along with your QNPR. Please send those to us. And follow your instructions for skilled comments deliverables in your third party evaluation by September 30th because your deadline for those are September 30th. Follow your instructions for how to submit those that you received elsewhere.

I know that I went over quite a bit. And again you've probably received some information about this already. I hope that by talking through it verbally that it helps kind of solidify it a little bit. I know that when I hear things more than once, it helps me. But I you want to see even more in different formats, the complied TAACCCT FAQ goes over this information in more detail. And these are the sections where you can find this information and more information about extension and closeout.

This FAQ is actually attached to this webinar. And I'd also like to make a plug for the FAQ because I think it's a really good document. It's big. It's not something that you want to just sit down and read. You may want to, but you'll forget – I mean you'll forget a lot because there's just so much information. But it's something if you have a question about any – you might want to become familiar with the table of contents just because then you'll know, oh, that's in here when I need to know about that.

Because what it is, it's every single question we've ever answered and disseminated publicly about TAACCCT. So that's a lot over five and a half years. And so if you ever have a question about something related to TAACCCT and you want to know what we said about it or have we ever answered this, then it's a really – I think it's one of the best resources that we've ever put out. You don't have to go searching for how many FAQs have we put out or have we put out one on this. It's all in one place now. So I really think that this is a good document for you to have and just keep on hand.

So I am going to conclude the presentation today and we are going to turn now to the general Q&A session. And this again is for any question on performance that you have, not just what we just gave the presentation on. And I am going to take a look at some of the questions now and see what we may be able to answer today.

CHERYL MARTIN: OK. So I just wanted to welcome in – I'm looking at the questions. This is Cheryl Martin. I'm the TAACCCT program manager. I couldn't be here right exactly at the beginning of the call, but I am here now, and I'm going to be working with Kristen and Scott to figure out the questions. So if you'll just give us a moment, we're going to pause and put you on hold, and then we'll come back and answer some of these questions. (Pause.)

SCOTT ESTRADA: So everyone, this is Scott Estrada. So I think a lot of you probably know me via email or these webinars before. But while they are figuring out the questions that are coming in – these are really good questions; I appreciate you guys participating in this webinar – I want to speak a little bit about this series just so you're all familiar with what to expect and what you can get out of it moving forward.

So this is the first of a monthly webinar series. So we plan on holding these the last Thursday of every month starting April obviously. So the last Thursday in May, June, July, August, into October. There might be a few exceptions to that. We haven't really looked deep into the calendar yet, but in case there's a holiday it might be moved. And also we're going to try to do probably two webinars either in October – one in late October or early November since that's the middle of the performance reporting season. So we want to be able to be available for everyone when you're really in the weeds on your data and being able to report.

The other thing I want to mention about this process is it can be very driven by all of you based on the questions that come in. So Kristen and I, and Cheryl, have a pretty good understanding based on questions that come in on the TAACCCT mailbox, what kind of the main – the FAQs are, what are areas of concern for a lot of grantees. But I will say that if you are – if there's a specific area that you know you're having difficulty with or you have a lot of questions, I strongly encourage you to send them in to the TAACCCT mailbox specifically for this webinar, because that can help us – that makes it an even greater chance that Kristen will think that that should be the main topic of the webinar.

So in my mind the ideal setup for this is even though we have a presentation, it's not necessary if we just have so many questions that would also be good too. So don't hesitate to send your question in if you want to be – if you want not just that question to be answered, but the larger area to be addressed.

MS. CASERTANO: This is just a reminder for all the participants. You can find a copy of the PowerPoint as well as all the resources in our file share window, as well as the transcript and the recording of today's webinar on Workforce GPS in about two business days. So for now you could just download everything. You can download the PowerPoint and those resources from that file share window on the bottom left hand corner of your screen. And in a couple of days you can also watch the recording of today's webinar as well download the transcript.

MR. ESTRADA: Yeah. And that actually reminds me, thank you Laura, that we sort of last minute added to the Adobe room the round three and round four extension letters. I think a lot of you, knowing who's on here now, I think a lot of you are already familiar with those. So we sent those out last year, I believe. And I think everyone is – most all the grantees have accepted them. So but we just thought since Kristen was doing a presentation on how the extension will affect the way you report your performance outcomes, that we would make those available in this room as well so you can reference them again. And I'll actually add the actual links themselves to the main chat.

MS. MARTIN: Hi. So we're back. Thank you, Scott, for your helpful information during that time. I wanted to go back and say a couple things. One is there was an early question about B7. It was during that early part when Kristen was answering the four questions from someone. And she said she would like to take the rest of that question offline with the asker because it just gets into details that it's better to handle offline. So for the person who had that very early question about B7, Kristen's already going to get back to you about the rest of your questions and she'll take that then.

I'm also going to respond to the question about the closeout period and what does that mean. As far as I understand your question, so if you're a round three grantee this year, your reports, your final APR and your final QNPR are due – I'm sorry, your grant period of performance closes on September 30 and your final APR and your QNPR are due by November 14th. At the same time as you go from October 1 to November 14th, you're also starting the October 1 to December 31st closeout period.

And about a few weeks before September 30th, maybe around – maybe as soon as August, but maybe a little bit into September, it depends on when the closeout team, which is not us, it's somebody else, it depends on how many other grants they're processing at that time. But they will send you letters and say, hi, I'm your closeout specialist, and here's what you have to do for closeout. And there will be a lot of information on that.

If you are new to this right now, you should go back and look at the closeout webinar that we did earlier. Maybe Scott, when you get a minute maybe a little bit later, if you have a chance you could put the link in there for that closeout webinar. Because it gives you all the details about closeout and how all of that's going to happen. If you're a round four and you want to know that now, you're welcome to look at that as well too. It can be helpful to plan ahead especially if you're a consortium.

But anyway, during that closeout period there will be a special website that you will be uploading some closeout reports to. That does not come open until October 1. You'll get information before then, but the closeout website doesn't come open until the closeout period begins, which is October 1.

So that's just a couple of things about closeout. And again Scott just put the webinar link in there. I will also say that that webinar link is a webinar that you can listen to. It will have a transcript, and it will have slides, and all of that stuff. So I think if you are not familiar with that yet, you would find that very helpful.

All right. I am going to turn it back to Scott and Kristen to answer some of the other questions now, if you're good.

MS. MILSTEAD: Scott, I think you had a few that you would like to answer.

MR. ESTRADA: Yeah. Thank you. So one of the first questions we got was in reference to Kristen's presentation to question one. So I'll read it here and give a response to it.

In previous webinars and technical help it was stated that participants' credentials could be captured year to year in B6 even after B2 in a similar stacked credentials scenario. Because of that and because of your comment that credits would be still counted, I would consider participants retained even after being captured in B2. You mentioned it would be on hold, on hold in quotation marks, and B3 are just – (inaudible) – all together except for credits and credentials earned.

So the key takeaway here that I want to say, but I can understand where there might be some confusion, is that you cannot be counted in both B2 and B3. And I know that can be a little confusing. Because when you think of the term retained, it's natural to think that, oh, these are students that are still enrolled in on campus. However if you look at the OMB reporting package, it states that in B3 that students would be counted in this as long as they have yet to complete but are still enrolled. So they cannot be counted in both.

So for students who have completed, who've earned a credential, they would be counted in B2 and not in B3. And from that, however, you are right in saying that because you're counted in B2, you can continue to count their credentials if they have more to earn, like in a stacked lattice credential program.

What can be a little confusing about this – and Kristen says "on hold" and I like to use the term "holding pattern" – they're kind of just flying around and they're not quite being accounted for in the APR if they're still enrolled in the college, is that's once you counted them in B2, you would not count them in B3. They'd be accounted for in B2 until their exit point, which could be B7 or B8, for example. So my follow up to that, just to finish the last point, is you cannot count someone in both B2 and B3, and B4 for that matter as well. So Kristen, I think you have the next question.

MS. MILSTEAD: OK. Let's see. The question is, wage increase for B10 only during their time of enrollment. And the answer to that question is no. It can be at any point after they enroll or after they exit for the entire period of performance. So once an incumbent worker enrolls, you would start tracking them and just keeping tracking them until your grant ends. That's the answer. Now Scott, next one to you.

MR. ESTRADA: Yeah. Thank you. So the next question is similar to the question I had answered. So there was a hypothetical scenario given saying, so if we have a participant who starts classes in year one, continuous classes during year two, and then graduates during year three, in which years are they counted as retained. I have been counting them as retained in years one and two, and completed in year three. Rather should I be counting them as retained during year one and completed during year three?

My answer to that would be, you should count them as retained as long as they have not earned a credential. Now if they've earned a credential – and this is actually a good example for the previous question that answered. Let's say they were enrolled in year one and let's say they even earned their first credential if it's a stacked and latticed program in year one, then you would not count them as retained in year two or year three because they've completed.

Now I know that can be a little kind of different because they're still enrolled, so where are they being accounted for. Really where they're being accounted for is if they're earning credits and credentials. And then the next point that they would be accounted for is their exit point. So B7 or B8, for example.

So yeah, the key to that is where are they first earning their credential. If it's at the end of your – if it's in year three like you said, then that's perfect, then they would be retained in year one and year two. But if they are earning their first credential before that, like in year two, then you can't count them in both B2 and B3. Hopefully that answered your question.

MS. MILSTEAD: OK. The next question is, "Is there a QNPR due next month?" And the answer to that is yes, 45 days after the end of each quarter, you should submit a QNPR or by the end of 45 days of the next quarter. So the deadline for the next QNPR is May 15th. I'm going to answer the question. Actually it looks like there's a follow-up to what I answered before about incumbent workers. It says, "They are tracked for wage increase until they exit and then until the end of the grant." No.

To clarify, you should not track them until they exit. You should clarify until the end of your grant. So they may exit – once they enroll, you will track them even if they exit until the end of your grant. So they may or may not even complete. But even if they exit or even if they're still enrolled during the end of your grant, you still track them through the end of your period of performance.

OK. So moving on to the next question. "If you have a student who completed and has not exited, but has become employed, after March 31st they will be forced to exit. Assuming they kept their job, would that count as employed?" That's a very good question. Because if you have someone who completes and then becomes employed after your program activity's extension, but within the parameters of the outcome, which says it can happen in that quarter after – they exit at some point and then they become employed, so in other words the exit occurs after the program activity's extension, can their employment count?

And the answer to that would be, yes, because this would be the whole part of the follow up year. If you think about it, the whole follow up year was to be where you would be counting your follow up outcomes. So that's where your exit, employment, retention, further education, would have been counted originally anyway. So you consider that last six months to be kind of a smaller version of that final year.

So if a participant exits during that time period, that's not considered a program activity. It's just the participant exiting. So as long as the participant completed their program, meaning they were using during the program activity's extension, if their exit occurred after March 31st and then they became employed, then they could be counted in B8 has having become employed.

And then we have another question. "Wouldn't certificate completers by March 31st be counted in B2 as program of study completers?" And yes, the answer to that is yes. And as long as a participant has completed a program by March 31st, they would be counted in B2. And we have another question that I will take.

And this is again about incumbent workers, wage increase, B10. "Can a participant be counted in B10 in more than one APR?" And the answer to that is no. They can only be counted one time. If an incumbent worker gets a wage increase, it's a one shot deal. So they can only be counted one time. They get the wage increase and then you no longer need to track them through the end of the period of performance. You're finished tracking that incumbent worker for that particular outcome.

MS. MARTIN: OK. So we have answered a lot of questions here. But I'm guessing that there might be a couple more. But we know how to do that, right? Send your question to the attached mailbox. And we will be doing another one of these webinars in another month. So if you want to, we can handle the question on that webinar.

But if you have questions in between, Scott and Kristen are available at any time to answer your questions. I know that a lot of grantees may be in round three. There's been sort of a transition after March 31 where it moved over from a project manager or somebody, to somebody else who now has to finalize all of this. And that's a little tricky. I empathize.

Because TAACCCT is a complex program. And there are a lot of, shall we say, interesting things about TAACCCT. So but that's what we're here for, is to help figure those out and to figure out what you need to know in order to answer the questions when you get there. So just send them in to us and we will work on them in between the webinars.

And now I'm going to turn it back over to our webinar host to close us out.

(END)