**WorkforceGPS**

**Transcript of Webinar**

**TAACCCT Performance Reporting Monthly Q&A Series – August 2017**

**Outcome Tracking: Putting it All Together and Using the Data**

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JENNIFER JACOBS: – chat window. Now, without further ado I'd like to turn things over to our moderator today, Cheryl Martin. She's the program manager for TAACCCT grants at the U.S. Department of Labor, Employment and Training Administration. Cheryl?

CHERYL MARTIN: This is Cheryl Martin, and thank you for joining us today. We are going to go back and start by looking at those three polls that we asked you at the beginning. I'm really delighted to see that everybody got the right answer on number one. It's usually easiest to do that when everybody before you has, but we just thought we'd just see if you're on your toes to start things out.

And for question number two, looks like we have a few people who have not been through the lovely process of TAACCCT performance reporting APRs before. So that and there's always something to learn; right? Even for me. And then the third question, what is your role? So we have some program managers, we have some data folks, and we have administrators. So thank you. Let's go back to the slides, Jenn.

Today I will be moderating, but mostly you will be hearing from Scott Estrada today who is our performance specialist and works very closely with Kristen Milstead. In case you hadn't known yet, but Kristen is on a detail right now. She's actually over working at BLS for a little bit of a project, but she will be back in early October. She chose her timing very carefully to be back in time for the APR reporting deadline. And so Scott is going to be doing our webinar today. Many of you have talked to Scott already as well.

Just a couple of announcements before I turn things over to Scott. As you are probably well aware, the quarter three QNPRs are due in a few days, a couple – 10 days, whatever, August 15th. Actually, is it August 14th?

SCOTT ESTRADA: It's actually August 14.

MS. MARTIN: It's actually August 14. OK. Sorry about that. And the APR and quarter four QNPRs are due November 14th, shortly after that, a mere three months. And our next webinar on performance reporting will be on September 14th. So a lot of 14ths in there today.

Some dates that don't have anything to do with a 14 is I just wanted to also let you know before I turn it over to Scott that Kristen is on her detail. Scott is covering, but Scott is also allowed to go on vacation. And so we are going to be essentially without one of our two performance people from August 17 to 28. That means that during that time you all should be taking your vacations, but if you're not, obviously you can still talk to your FPO about your performance reporting questions. Check the FAQs.

Many of our questions are answered in there, and if you have an extremely urgent request during that time that just cannot wait, let us know that in your e-mail to the TAACCCT mailbox. And we have a way of helping you out during that time. So we will do that as needed. But we figure that you all are going to be either busy getting your campuses going already or on your own vacations, and it will all be good; right?

And besides, if we really need to, we'll just have Doug Floor (ph) lead us in a rousing rendition of something during that time. I was going to tease and say that Doug will be our special guest today and will – and we can do a sing-along if we have time at the end and if you want to.

But meanwhile, let's go to the webinar that we have planned for you, and I'm going to turn it over to Scott.

MR. ESTRADA: Thank you, Cheryl. Looks like we've got a little bit of a smaller group today. I'm not sure if that's because of it being August or that Kristen's just a bigger draw than I am, but either way smaller groups can be fun. We can have a little more conversation. So that's good.

As always, I want to point out and I'm sure a lot of you know this already but I just want to drive it home that there is a performance reporting key resources page that is on the TAACCCT Community of Practice. That is a very important resource page to be utilizing, mostly because it's got the OMB reporting package. It also has FAQs, which is a resource that I'm drawing from all the time, especially when it comes to answering some of your questions that come to the TAACCCT mailbox. So if you're not familiar with it, please use this. This is a great resource to utilize.

So as the agenda goes for each one of these monthly webinars is essentially three steps here. We'll take questions from you that came in through the TAACCCT mailbox. So there is a request for you to send in any questions you might have regarding your grant that you would like addressed during these webinars. So we'll take some time to answer those, and then we'll address a special topic. This was actually something that Kristen encouraged us to do in her absence, and I think it's a really good one.

It's going to be on outcome tracking, so taking your data and looking at how you can use that to see how your – what your students are doing and actually look at what you're – what you've been doing in your program. And that's followed up with an open question period. There's going to be some time for questions in between, but I think there's going to be a little extra time at the end of this webinar. So don't hesitate to – so when we have that time, please don't hesitate to ask any questions.

So despite all that, this would normally be the questions from you section, but unfortunately, I don't – didn't actually get any questions from anybody. So I'm going to presume that means everybody has all this down really well, or maybe it's because Kristen wasn't doing it. But I would encourage you for the next one, for the September one or for the October, November ones, please send in your questions to the TAACCCT mailbox for these webinars.

I think at the minimum its value is it can also help drive our special topic. I've definitely seen some times where Kristen got multiple questions in a certain area. So she also decided to make that the special topic. So if you're just generally interested in credit hours or employment outcomes, it can be a good opportunity to sort of drive the conversation for the next webinar. So definitely please, by all means, send in your questions, and we can try to address them in the webinar.

So with that I will go into today's special topics. As I said, it's about – it's what your APR can tell you, and this is really drawing from a TA resource that Kristen put together that you can find on that key performance reporting resources webinar that – or the key performance reporting resources on the CoP that I was referencing before. You can also download it in the file share. If you look in your bottom right corner, there's today's PowerPoint, but you can also download that TA resource.

The value I think of – once I start talking about this, talking about the formulas and looking at the reporting definitions and how they relate to each other, I think there's sort of two main values you can get out of this. One is you – it helps you think of it in – outside of just, OK. I need to do my reporting. I have a grant; I'm required to do my reporting, and it's easy to get stuck in that mentality.

I liked it. This can help you maybe take a step back and say, OK, actually, I'm required to collect all this data, but what can I pull from this data, especially the ones I'm required to report on? There's a value in being able to utilize it a certain way and not just efficacy but also, OK, what's actually going on here? So that's one value.

The second thing is is for me I think more than anything is it helps you understand how – the details of the reporting definition and then how the outcomes relate to each other. Once you start seeing how you can add certain outcomes together, dividing it by other outcomes and then you start thinking about what you can't divide and what you can't add and you start realizing the relationship that they have with each other.

So it's also another way to – it's a value to – it's valuable for you just to understand to make sure that you're doing your reporting correctly.

So with all that said, I just wanted to include this cheat sheet. I think there's some people here that have been doing this a long time and they are like me and we speak in B outcomes. I'll say B.6, B.2, B.1, and I just assume that everyone knows what I'm saying. But then there's some grantees that, especially for round two grantees maybe who have some people who haven't been doing this the whole time of the grant, they aren't – they aren't– (inaudible).

MS. MARTIN: OK. I don't think that way.

MR. ESTRADA: Yeah. I don't – exactly. So this little cheat sheet just to – not – this isn't the reporting definitions, but it's the quick – when I'm – I will try my best to speak of – when I say – instead of saying B.2, I'll try to say completers, but in the probably eventual time that I will say B.2, just a quick cheat sheet so we're all – you're aware of what we were talking about.

Let's see here. So getting into the first set of formulas here, completers and retained. So these are very – these are pretty simple formulas, and I think that a lot of you probably already know how to calculate these. But I'm going to use these to kind of go into some other ones because you can actually utilize them even further than just simple percentages.

So the first one is just figuring out your completion rate; right? So that is taking the sum of all your participants, which is B.1, and then taking the sum of all of the completers, which is B.2. Divide the completers by the number of participants that you have and multiply it by 100 and you get the percentage of those that have entered the program that ended up completing. Simple enough.

The second formula to that, which is almost related, is a little more complicated. That is regarding your retention rate for your students. Now, this is a little trickier. This is not as simple as your completion rate because you can't sum the total of all of your retained students over all years of your grant. The reason for this is that a student could be retained – the same student could be retained for multiple years.

So a student could be retained in year one, still not complete, be retained in year two, which is perfectly fine. So the consequence of that is, if you were to add up that year one and year two, you're getting the same student counting – being counted twice. So that doesn't mean you can't utilize that number, though. What it means is you can only utilize B.3 for the last – most recent year of your reporting date.

So this is actually – you can look at – so if last year would be fiscal year 2016, take the number of students that were retained in B.3 and you can divide that by your total number of participants and what you get is a total number of students retained – or percentage of students retained in your grant for last year.

Now, this is the part – this is actually what I really want to drive home is you can actually combine these two formulas and come up with a combined completion and retention rate. So what it is is really just combining the two formulas; right?

So it's taking your sum total of completers and adding that to your most – to the last year of students that were retained and then dividing that by the total number of participants who participated in the program. OK. So B.2 plus B.3 from last year divided by B.1 times 100, and you get that percentage. And just as a reminder, you can use – you – to do that you use the sum total to date for B.2 but only the total from the most recent year for B.3.

MS. MARTIN: You also use the total to date for B.1 participants, right?

MR. ESTRADA: Total to date for participants? That is correct. Yes. Thank you. So – oh, yeah. And I just – as kind of a commentary to this, for me what the value is is – this can play a value to you not only year to year but also at the end of your grant because I think it's easy to just look at your completion rate by itself or it's easy to just look at your retention rate by itself but I don't think it tells the whole picture. So retention is not – retention and completion are equally positive outcomes; right? Just because a student hasn't completed but they're still retained, that's perfectly fine.

That's good, especially if you have students in your last year of performance and you're a round three grantee, they're probably not going to have an opportunity to complete within the period of performance, even though they might eventually. So the result is you're going to have students in B.3.

Well, that's – if you add that to the completers, you come up with a – what's going to be a larger number of students that entered your program that didn't drop out of it. So I think taking these two percentages and adding them together gives you a better picture of what your students are doing once they enter the program.

So with that I want to do – to make sure that what I just said didn't make sense to anybody, we're going to do a knowledge check. Got a set of data here, and it's – what I'm asking you to do is essentially take this set of data and answer the question on the knowledge check. The question is, what is the combined completion and retention rate for all three years of this fictitious grantee?

As you can see in the chart, we have it listed by outcome, so B.1 participants, B.2 completers, B.3 retained, and then you've got numbers for year one, numbers for year two, numbers for year three. And all those numbers are totaled up in that far right column. So to give an example, there are 30 total participants that were students in this grant program. So I'll give you a minute to answer that – to look at the numbers and answer that. And while that's happening, I'll also take a look at these questions that came in.

OK. We've got some responses in. So actually, do you want to – Jenn, would you like to show the results of what that poll was?

OK. So we had – looks like we had most people are answering 66 percent, and that would be correct. So where this number is coming from is, if you look at the formula – let me get to the actual answer slide here. Yeah. So if you take the formula, B.2, what you want to do is you want to take – let's see.

MS. MARTIN: Fifteen plus 5. It should be divided by 30.

MR. ESTRADA: Yeah. So it's actually 30 – yeah. Well, it's supposed to be divided by 30. So it's 15 plus 5. So you take the number – total number of completers, which is 15, right – if you look in the far right column. You add that to the number 5 – and we're using the number 5 because you're only – the 27 that's shown there, the total number of retained, that's not a useful number to you for the reason I was mentioning earlier.

There's going to be, very likely, students that would be counted multiple times. So you actually pretty much want to ignore that number, but you can use that number 5 from year three. Add that to the 15 completers, and then I think there's a typo. I wrote divided by 3, but you actually are dividing that by 30, which is the total number of participants for the whole time of the grant. And what you get at, if you multiply that by 100, you get 66 percent.

So what does that mean? 66 percent of the students in this grant were either – either completed it or they are still retained in the program, which is a pretty – that's a pretty good number. If you were to – actually, just as a quick aside, if you were to just look at the completers, you divide 15, the number of total completers by number of participants, you get 30.

It gives the impression that only one out of two students are being successful in that program, but that wouldn't be necessarily accurate because you still have five other students that are still retained. So this is why this number I think – when you combine these numbers, it can paint a better picture.

MS. MARTIN: If you want to go to the question about placements can be counted for completers.

MR. ESTRADA: Yes. So the question is – someone asked a question, "Can placements be counted for completers who are still registered at the college?" Placements. I think you mean – the question being for employed or for – is that – I think –

MS. MARTIN: What I would presume.

MR. ESTRADA: So if a student is still enrolled at the college and completed the program – but completed the program, received a certificate, and then received a job, they can't be counted for that job placement in B.8 until they've exited the college. Now, once they exit and they still hold onto that same college – or hold onto that same job and it's the quarter after their exit, all of these conditions, you can count them. They don't have to get the job in the quarter after exit. They just have to still have had that job, but you have to wait for that – for them to have actually exited the college.

Actually, let me answer one – there's a couple more questions in here. The question is, "We are in round three and wondering if the year four APR and final QNPRs could be opened before October 1st." No. That is a very good question, but the answer is no. The reason being is that the – that the period ends September 30th.

So even though you might be very aware that your participants or your students are – you've counted them in any way that they possibly can by September – on September 20th or something, the period – that's when the period of performance is, and there's a chance that a student could, for example, earn a certificate September 30th.

Program activities are – they end March 31st, but you can still count some of their outcomes up to September 30th. So that's why it has to stay open – has to remain – you can't open it until October 1st. And we understand that this can cause some difficulties.

A lot of the program staff that does this counting might be leaving before October 1st, or they're done right at September 30th. So actually, that's why it's a really good question because now is the time to start thinking about, OK.

Are there funds for me to stay later outside of my TAACCCT funds, or is there someone else at my college that can put this data for me? That's something that actually, if you're a round three grant, that you can start thinking about now, and I'm happy to try to help with any of those problems that you might have in the coming months but – if you just reach out to me to the TAACCCT mailbox.

MS. MARTIN: And, Scott, is it literally not the case that – I mean, I think it would be the case that somebody could literally go in and say, put this answer in for B.1. Put this answer in for B.2 and this answer for B.2a and in the QNPR here's what you should cut and paste into there so that all of the answers could be ready to go on October 1. But yeah. Sorry about that, but anyway, that's how we would encourage people to get around it.

MR. ESTRADA: Yeah. No. That's – I mean, really what you're getting at is the hard – really the hard – well, I mean, DPSS can be hard sometimes, but really the hard work is you're putting that information together outside of the reporting system first. So those numbers hopefully are – you have them ready to go before the reporting period from October 1st to November 14th is ready to go. So that's exactly right, and I'm also – I'm – if someone is leaving before October 1st, I will not be leaving. I will be around. So whoever you might need to delegate this task to, I'm happy to work with them once – during the reporting season.

So I'm going to move on to the next formula here. So percentage of completers earning credentials. So there's three formulas up here, but they're all pretty much the same thing just counting different types of credentials. And hopefully, this is pretty clear to you, but there's a couple things that you can and can't do with it. So the first one is counting the percentage of completers that are earning a certificate of less than one year to date.

So looking at that formula, you see that B.6a is up there, and that B.6a is counting the number of students who have earned a certificate of less than one year. You can divide that by number of completers, total sum of completers that you've had to date for your grant, and multiply that by 100 and you get a percentage of completers who earned a certificate of less than one year.

You can do that for the other two types of subsets of B.6. You can do that with – you can get the percentage of completers earning a certificate of more than one year, and you can also get a percentage of completers earning a degree to date. So it's all the same formula. It's just plugging in the different type of outcome divided by B.2.

But there are a few important things to note. One is you can't combine these three formulas into larger rate. Well, I'll read this. It goes, of possible, if not likely, duplication of participants in each category if they earn more than one of each type. So what I mean is – as some of you might be aware, some of you might not be – you can only count a completer who's earned a certificate.

You can only count the type of certificate that they've earned only once in that group. So if a student's earned two certificates of less than one year, if it's a stack program or something, while you can count both of those certificates in the larger B.6 outcome measure, you can only count that student once in B.6a and that's true for B.6b and that's true for B.6c, B.6b being more than one year, B.6c being for degrees.

The second thing is this is – and I don't know; this is the way I think of it. Maybe this was already clear, but this is a percentage of completers earning credentials, not a percentage of types of credentials earned.

So it's just another way of reiterating what I just said, which is you might be getting a – there might be a multitude of certificates being earned of less than one year. Well, this is counting – this is divide – this is about students. This is taking the number of completers and just trying to look at, from those credentials earned, what percentage or types of credentials earned. So hopefully that's clear.

MS. MARTIN: Yeah. It's also the case that you may have your data organized in a different way so that, if you have data by individual and you know that Scott got three certificates and Cheryl got one, you can count them different ways than we can using this data. But if this is – if you're just using this data, that's – this is what you can do.

MR. ESTRADA: Absolutely. Yeah. We at the national level don't have access to that student-level data. So we couldn't count it that certain way, but if you have that student individual level data, then you very well absolutely can do the raw count and know how many students have earned a credential of less than one year or how many credentials of less than one year have been earned.

Let's see. So there's another – this is sort of an off formula, but I think it's related to this. I want to also point out the – you can calculate the average number of certificates earned, and now, I put two up here. The first one is actually you pull it from the – you can pull this – all these formulas are on the TA resource, except for the second one. They're calculating – it's the same kind of calculation. It's just looking at different populations.

So you can calculate the average number of participants earning a certificate or degree to date. So all you would do is take the – as you can see in the formula, you take the total number of credentials earned which is B.6 and then you can divide that by the total number of participants in your program which is B.1, multiply that by 100 and you get a – the average number of credentials earned for your participants.

Now, that can be a valuable formula for you. You can say, OK. Well, everyone who's entered a program on average is earning this many certificates. I also like looking at maybe taking a deeper dive and looking more specifically at completers. So instead of looking at participants, look at the smaller population of your students that are actually earning credentials. So that would be taking the total number of credentials, B.6, and dividing that by the number of completers, B.2, and then multiplying that by 100 and there you go.

OK. For every student who's completed the program, what's the average number of certificates that they are earning? I like that because there's likely going to be a population of students that have entered your program that are not completing. Obviously, they're not – they didn't earn a certificate. So they just sort of – it sort of waters down that number. You can use either one. It depends on what kind of statement you're – what kind of conclusion you're trying to reach.

So with that we're at knowledge check number two. So the question is, what is the total percentage of completers who earned a certificate of less than one year? So it's using that first formula that we talked about, the number of certificates of less than one year which is B.6a and dividing it by the number of completers.

We have a set of data here, outcomes of completers in B.2, and then under that is credentials – total credentials earned which is B.6 and then the three subsets of students earning less – of credentials of less than one year for B.6a, more than one and then you technically don't need B.6b or B.6c there. And I'll give you a minute to take a look at it. Use your calculator, and I'll come back on.

OK. Jenn, can you show the results here? Excellent. So as you can see, everyone got this right. 75 percent is correct. So you just divide – take – let's see here. Take the number of students earning a credential of less than one year – that's six – and divide that by the number of completers who have earned them. So that's eight, and multiply that by 100 and you get your percentage of students that earned a credential of less than one year.

I just want to make a – there was a clarifying question from Doug Floor. Doug, you asked if March 31st is the cutoff date for reporting. The annual performance report, which is your quantitative – more quantitative report that's due, is not due until November 14th. The March 30 – you do have four quarterly reports that are more narrative or more qualitative in focus, and those are due 45 days after the end of the fiscal year.

So March 31st would be the end of quarter two in fiscal year 2017, and those were due. And I know that you submitted it already. That was April – mid-April. And then the June 30th reports are due – that's the end of quarter three for fiscal year 2017. Those are due August 14th. So hopefully –

MS. MARTIN: But to your point, Doug, I think this was probably based on Clay's question earlier than that. You have to end your performance outcomes as of March 31, except for outcomes. So yeah. Your grant-funded program activity has to end on March 31. So things like participants enrolled and completion all have to be done by March 31.

And catch me if I'm saying anything wrong here, Scott. It's those other follow-up outcomes that you can track until – like employed and incumbent worker wage increase and things like that that you can track until September 30th. And yeah. But it has to have happened by September 30th, and then you have to report it by November 14th.

MR. ESTRADA: Perfect. Yeah. No. That is exactly right. Thank you, Cheryl. That's – that makes sense.

MS. MARTIN: OK. We just like to keep things really complex with TAACCCT so that you have to be on your toes; right? Sorry. We are not doing any of that on purpose, but we realize it is complex.

MR. ESTRADA: It is complex. OK. So the next formula is probably one that I think a lot of you that have done this for a while are familiar with, but it's important. This is your – essentially your employment rate. So this involves – this is probably a more – this is a more complex formula. It involves multiple outcome measures. What you're essentially doing is looking at the number of people who've completed your program, how many of them end up getting jobs?

Now, the trick to it, though, is in a sense you have kind of two different populations of people that you're tracking; right? You're tracking incumbent workers, but you're also tracking non-incumbent workers. And this is one of those reasons why you're tracking them two different ways. You cannot count the number of incumbent workers in this formula because an incumbent worker, by defi- – they can't get a job; right? They already have a job.

You can't count them as – they'll never be able to be counted in B.8, which is the employment outcome measure, because they're already employed. So what's important is when you're calculating your employment rate is to subtract that population, which is why we've asked you to report it, which is B.2a, which is the number of incumbent workers who completed, and subtract it from your total number of completers.

So to going into this formula, you can see it starts – it's actually – you all remember your eighth grade algebra. You have the brackets and then the little box. I don't even know what you call them.

MS. MARTIN: No, Scott. This is summer.

MR. ESTRADA: Yeah. I know; right? This is summer – summer school. You got B.2 which is your number of completers. You minus – you have to do that first. You minus that – or you subtract the number of incumbent workers that have completed, which is B.2a. Once you get that total, then you can divide – or then you can get the sum total of those that have received a job in B.8 an divide it by the number of non-incumbent completers.

That was a mouthful. So hopefully, that was – you were able to follow that. Multiply that by 100, and you get the percent – your percentage of completers who got a job. So as I said in that bullet point, this is essentially your employment rate. I've already explained that in bullet point.

I want to make kind of a point here, is that we have two ways – since we have two populations, essentially, incumbent workers and non-incumbent workers that you're tracking, we have two ways to measure any positive employment outcome for those two populations. One is B.8, obviously; right? So that's for students who came – got enrolled that didn't have a job before and they end up getting one. That's a positive employment outcome.

Well, for those that already have their job, we have B.10, which is the – those that received a wage increase. So for me in my mind and I think the minds of everyone who wrote this reporting definition is B.10 and B.8 are essentially equal outcomes in terms of what they're trying to measure. OK. What was the end – what was the positive employment result that your program had on these students? So I think that gets lost sometimes. I think a lot of people focus on B.8, but B.10 is equal in that measure.

So with that the knowledge check time, knowledge check number three. It's this employment rate. The data is simpler, but the formula is not. We – as you can see, you get – they're only giving you two years of time, number of completers, number of incumbents, and the number of employed at the end of the grant. So I'll give you just a minute to take that data and come up with an employment rate. So I'll be offline just a minute.

OK. Jenn, if you want to display the – broadcast the results here. Yeah. So everyone got it right. I can say I was on the – I'm on the back end here. I can see those – these results live. So a couple people actually selected something else and then changed it. So I don't know. That's excellent for double checking your work.

So the answer is 57 percent. So you take the – you have to – again, in this formula take the number of incumbent completers and remove them from the population of completers. So that number of incumbent completers on that data set was three, and the number of total completers was 10; right? So you get – there's seven non-incumbent completers. And then you divide four by seven and you get – multiply that by 100 and you get 57 percent.

Are there any questions? Not a lot of questions coming in. Hopefully, this is pretty clear or I'm not too boring. It is 3:30 on the east coast, and we're talking about performance. So not necessarily the most riveting of topics.

The next set of formulas is percentage of completers entering further education or employment. So what we're looking at here is – this is very similar to the retention completion rate, in my – in that these are the last set of follow-up outcomes for non-incumbent – well, take that back. Last set of follow-up outcomes for participants. So it is looking at the number of completers who are either going on to further education as well as the number of completers going on to gain employment.

And we found the employment rate, but now, we're also going to go – what we're going to do is actually add that to the number of students who've gone on to further education and get a entering employment or further education rate; right? So essentially, I think another way to say it is what percentage of completers are going on to either of these things?

Now, some of you might be thinking and – or none of you or all of you might be saying, wait a minute. Hold on a second. I'm looking at this formula right now, and I see B.7 plus B.8. Fine. And I see divided by B.2, but you just told me five minutes ago that, when we're using B.8, we can't count – we need to remove the incumbent workers because they are not eligible to gain employment.

Well, if you thought that, then that's great because – it's a good point. But the incumbent workers are eligible to be counted in B.7. They can go on to further education. So because of that, as soon as we add these two together, we are now expanding the population of eligible people to be counted, if that makes sense. So since we're counting B.7, which is we're adding it to B.8, now we don't have to worry about subtracting the number of incumbent workers.

So I guess to give an – and to explain maybe what the value of this might be is, as I was saying earlier, when you add those that are retained and those who have completed, you get a really good – you might get a higher percentage of participants. You may get a higher completion retention rate, and it just gives a better picture. It's the same thing with further education and employment.

If a student has gone through your program and they've gone on to transfer to another community college or they – or a four-year institution or whatever, they've left the school to keep going to get education, that's not worse than getting employment. I mean, there's no reason to think it is. So we don't – why not add them and those gaining employment to get an actual combined number? So that's what the goal of this formula is.

Now, I'm going to go a little more into that, but just before we do I want to make sure that we're using this formula properly. So another knowledge check. Probably should have warned you all that we were going to do some actual calculations here, but please take a look at this. Remember to add the total of B.7 and B.8 and divide it by the number of completers. I'll go offline in a minute, but this is the last knowledge check, just to let you know. So if you're feeling like you don't – you're not having found a calculator, this is the last time you have to do it.

All right. So, Jenn, please. Thank you very much for broadcasting the results. As you can see, everyone got this right. So obviously, either I'm a great teacher, or you all are really good at performance reporting already. I feel like it's probably the latter.

I guess to drive this home before I move on to the next thing is when you're looking at your employment rate, you're looking at your number of students that are going on to further education, it might – it just does – those don't really necessarily tell the whole picture.

So this is – if you're – this is important I think for some grantees who are really worried about their employment rates. And I was actually just talking to Clay Webb about this about – with a grantee where they had set their – they didn't fully understand the definition of an incumbent worker when they set their target, and they were a little worried that they were not going to meet their target for B.8, which is very common.

When you put these two numbers together, you put B.7 and B.8 together, that really increases the number of positive outcomes that are coming out of your grant. So I would encourage – if – making comments in your APR and you're making comments in your QNPR. That's something worth maybe calculating and making that comment. Same thing goes with B.10.

I mean, there's ways for you to maybe – you still have to report this data, but there are – it's always positive to say, look, we didn't hit our number of incumbent workers I thought we would, but we were – we did really well or we didn't employ as many non-incumbent workers as we thought we would, but we have a ton of incumbent workers that are receiving wage increases. There's a ton of students going on to B.7.

So this is how they relate to each other, and we can – you can tell a more complete story when you're adding these two outcomes together and trying to make some sort of – just painting the picture of what your grant's doing.

So I'm going to go to questions now, and we just got one in.

MS. MARTIN: I want to say while Scott is looking at that question, I guess – this is Cheryl. I guess I feel obligated to say that we are still looking for you to meet the targets that you told us that you would.

And when people like the IG look at this, they look at the targets, and they say, did you make them, or did you not? And so that is still really important. However, we also, like you, look at these numbers in multiple different ways, and some of the things that Scott is talking about is how we look at it as well. Back to you.

MR. ESTRADA: Yeah. So the question that came in was – and I'll just repeat this verbatim. It was, "We are asked more about what has happened to the non-completers exiters, i.e. dropouts or completers who have exited but have not entered employment, than the positive outcomes. Any tips on how to show this?"

Well, I think you're talking about two different populations, but they kind of say the similar things. One is dropouts; right? So you can actually – and I didn't go into this, but you can actually get a pretty solid understanding of your dropout rate in your grant because the sum of completers and your last year – those that are retained in your last year, you can also add B.4 to that. So B.2, B.3, B.4, and B.4, those that are still enrolled in your college but they've left the TAACCCT program and they didn't complete.

You can add B.2, B.3, B.4 together and subtract that from your B.1 total, and what you get is essentially a dropout or withdrawal rate because those are the students that they didn't fall in any of those categories. So that's one way to find that number. There's a lot of nuance to that, though, because that goes into – a little bit into what counts – who counts as a participant. And there are some grantees whose SOWs are very broad, and there are some grantees that – whose SOWs are not very broad.

So sometimes that's a very clear number. Yes, this is the dropout rate. But for other grantees it might not be. So that's a great question, and we want to dive into your very specific data, which would require looking at your SOW. I would be happy to work with you on that. But yeah. So that is specific to your grant.

Oh, there was a second part to that question. Jenn, do you think you could –

MS. MARTIN: Still there on the left.

MR. ESTRADA: Oh, OK. Yeah. Now, for those – I don't think I fully understand the part that you're ask – that was asked which was those who – of completers who have exited but have not entered employment. I don't think there's any – well, I think if you're asking just what – to find that number, I mean, that would just be taking – subtracting – getting your employment rate and once you get that employment rate, you can subtract that from the number of non-incumbent completers. And the opposite of it is that; right?

MS. MARTIN: If your employment is 56 percent, then the people who have exited but have not entered employment is 44 percent; right?

MR. ESTRADA: Right. Well, let's say 60 percent is your employment rate. 40 percent is your number of students who have not – who have completed that have not received employment. I hope that's what you mean by tips on how to show that. So – but those are great questions. Those are really good questions.

So lastly, I kind of got ahead of myself when I started talking about incumbent workers. This is a very simple – we're not going to do a knowledge check on this. It's a very simple number, but it goes back to my point I was saying about your incumbent worker number.

So this is just finding the percentage of incumbent workers who received a wage increase. Seems simple enough; right? But you have these two outcome measures. One is B.10, which is the number of incumbent workers who received that outcome but – who have received a wage increase, but also you have a total number of – you have an actual raw number of students that you reported that are also incumbent workers.

And that's in the demographic field data. That's in C.4. So you can actually – you can divide B.10, which is the number of incumbent workers who receive a wage increase, by number of incumbent workers. You get the percentage of those that have received a wage increase.

An extra – just an aside to that, you cannot find the number – you cannot calculate the number of incumbent workers who completed, which would be B.2a, and divide it by C.4 and get, oh, this is the number of incumbent workers who completed the program and received a wage increase. The reason for this is to be counted in B.10 you just have to receive a wage increase at any point in the grant.

So you don't have to complete to be counted in B.10. If you enter the program and you took one course or was in the middle of the course even and they got $1 raise on the job that they're in but they only completed a year later, they can still count in B.10. So it's – you just – it's a – just to be clear, that's the number you can't calculate.

And I'll leave it for questions to that, but yes. That number is also – as I was saying with B.7, B.8, and B.10, those are the three numbers that – or outcome measures that you can use to paint a larger picture of how your – of the follow-up outcomes of your grant.

So not only is that a question – is it time for questions for that, but just I'll leave it open for the next five minutes for more broad questions that doesn't even have to be related to what we just talked about, if anybody has anymore follow-up questions they might have.

MS. MARTIN: And if you don't have any questions – I don't see anybody even typing up there. So if you don't have any questions now, we will give you the rest of your time back, although there is a short response that we'd like to have you give us about the webinar. So hold – so stay on for a little bit.

But obviously, as you know, you can always contact us on the TAACCCT mailbox, and Scott will be there to answer your questions specifically. And thank you so much for your time today. We turn it – you ready, Scott? Should we turn it back over to Jenn?

MR. ESTRADA: Yeah. Thank you very much, everybody. See you in September.

(END)