**WorkforceGPS**

**Transcript of Webinar**

**TAACCCT Performance Reporting Monthly Q&A Series, November 2017**

**Thursday, November 9, 2017**

*Transcript by*

*Noble Transcription Services*

*Murrieta, CA*

LAURA CASERTANO: Again I want to welcome everyone to today's webinar. I'm going to turn things over to your moderator today, Eugenie Agia. She's a workforce analyst for TAACCCT grants. Eugenie?

EUGENIE AGIA: Thank you, Laura, and thanks so much everybody for joining us today. Before turning it over to Scott, if you could just finish completing the poll on what round you work for. OK, let's see. The majority definitely round four. That's expected, but a couple on round three. And then round three and four. OK. Great. Well, thank you. And so now I will turn it over to Scott.

SCOTT ESTRADA: Thank you, Eugenie. Hello, everybody. This is Scott Estrada. I see a lot of familiar people. I think I might know everyone on here, but there might be a couple new people. So thank you for joining.

Before I go into this Performance Reporting Resources Page, as you are all probably pretty familiar with, I just want to, sort of preface how this call is going to work. It's very different than what we've done before. It's a little like – I don't want to say a pure learning call, but it's going to be a little – there's no presentation.

I didn't want to take up anybody's time considering we're only two-and-a-half business days away from the reports being due. I wanted to make this available to everybody to have time to have time to answer any specific questions they have about their reports. I don't know if that's necessary or not. I don't know how – (inaudible) – I need to be. So if it's not we don't need to take up this whole hour.

But I hope you do take advantage of this time if you do have difficulties and you want – other people also might want to hear some of your questions you have, regarding the reporting definition, to help themselves, as well. So anyway that's kind of the context of this. I'll go in to how that is going to work logistically with your phones and the comments sections, but before I do that let me just go back to sharing my – am I sharing my screen right now?

Yes. So you all are familiar with the TAACCCT Performance Key Reporting Page, I hope. It is – the resources on this page are linked – are listed essentially by level of importance, so the very first one, as you can imagine, is the most important, which is the OMB reporting package. That is what we all adhere to in terms of reporting definitions so if – any time I give any sort of technical assistance it's based on these definitions so that's what we have to follow. And should be a resource you use.

Then we have the compilation of TAACCCT FAQs which is incredibly valuable, especially for your round three grantees and soon to be round four grantees, because there's a lot of questions regarding the close-out process and program activities – how to count certain program outcomes during the end of program activities. I won't go into each one, but those two are probably the two most important.

And then we have some graphics, a flow chart, how to count a participant, completing exit and counting employment. And then last which – I don't know how utilized it is, but hopefully it's utilized a lot, is this TA guide for reporting documentations. So if you are one of the many grantees who have difficulties getting lay directors, and need other means of counting – of recording your follow-up outcomes, B7, B8, B9, B10, this is a document that you can use to make – to ensure that you know you're being in compliance with how to properly record those follow-up outcomes. So I can answer more questions about that as we, if you have any questions about it. If you are unfamiliar with this.

So that being said, we'll go back to the main screen here and to the slides. I'm going to go into – I'm going to make a couple reminders, but before I do, I'll tell you how, if you do have questions, how you can do this. You can, if you're shy and you don't want to speak over the phone, you can comment – you can ask your question in the main chat and I will answer that. And that can be very helpful because sometimes questions are so difficult, it requires to see them – you know, it can get muddied up in a verbal back and forth. So that's a perfectly fine place to put your question.

If you're not shy – and we are a smaller group. I think we've got about 20 of us online. Feel free to ask your questions over the phone. And you're all on your phone lines, so all you have to do is press \*6. However, I don't want this to get too muddy where a bunch of people are trying to talk at the same time. So I would request that before you ask your question and press \*6, to raise your hand. And I can call on you. If you see there's a little – a raise your hand function up near the top left corner. If you hit that, I will be able to see who's raise their hand.

I'm going to single out Clay Webb here. And he's an FBO. And if Clay raises his hand, I'll see that and call on him, and you can \*6 to unmute. And Clay Webb did that. So perfect. Thanks, Clay. But again, those are your two options. You can do it either way. It does not matter. So I see that Kaye already has one question. And we'll get to that. But I just want to do some performance reminders here.

As you probably know, but you might not if you're new to the performance reporting process. Your quarterly narrative report and your annual performance report are both due, November 14. As you know they're due 45 days after the end of the fiscal quarter. And October has 31 days in it, so instead of it being November 15, it's November 14, which is Tuesday. So please – I don't know how many people have submitted their reports yet, that are on this call. But if you haven't, please get them in.

There is an upload function on the QNPR. That if – I think it says you can upload an attachment if you have other information you want to upload with it. Don't do that. It doesn't work. And it especially doesn't work because it looks like it works, but doesn't.

So what I mean by that is – you might – it says that you can do it. And then you would upload something. And it would look like you successfully submitted something. But it doesn't – it literally goes nowhere. We don't have a way of downloading it. We don't have a way of seeing it. So that's something that we want to fix, but unfortunately it's just not going to be fixed. So please do not upload anything into the QNPR function, no matter how much it looks like it works.

If you do have something in addition that you want to send us, please send it in the TAACCCT mailbox. Eugenie Agia is – one of her responsibilities is compiling all the great success stories that you grantees have compiled over the years. So that's something I send to her and she reads them. So please send them to the TAACCCT mailbox.

Your APRs, your performance reporting data is not cumulative. I think you all know that. It's even true if you are in your final year. Just report your outcomes as they occur in that fiscal year. It's like a snapshot of that year. So for fiscal year 2017 you only should be reporting anything that occurred between October 1, 2016 and September 30, 2017.

Do not wait to submit your report until you receive some data. You – it's not good to have your reports late. You can get in trouble with your FPO. If you know you've got late data coming, like, let's say in December, you still need to report your APR. It's very important. We can – you can unlock your report at a later date to update your data. Just report what you have at the time. That's very important. And then request to unlock it at a later date.

Sort of in addition of that, if – for round three grantees, we actually allow that to occur one year after September – after the grant ends. So even though you're not an active grant anymore, you can still open your APRs if you want, up until September 30, 2018. And that's going to be the same thing for round four grantees. The only thing I'll say is obviously you can't use – your TAACCCT funds are over so that's up to – it's not, A, not a requirement, you're not required to do it; but B, if you do do it, you can't use TAACCCT funds because you don't have it anymore at that point, so it's up to you.

But we did want to make that option available to those who wanted to take advantage of it. If you need to unlock a report, e-mail your federal project officer. I think, as you know, you can also e-mail the TAACCCT mailbox, but ensure – be sure you copy your FPO. Your FPO needs to know when you're trying to do that.

And then lastly for round three grantees, but also for round four grantees, next year, please use the summary section in your final QNPR to speak about the entirety of your grant. So this final QNPR, it's not about the fourth quarter of fiscal year 2017. It's going to be about start to finish, how did your grant go? What were your – (inaudible) – be accomplished. Just kind of give an overall summary and that actually – I'm not sure how people familiar are – aware people are of this, but that's also true for your annual QNPR, so for your fourth-quarter QNPRs in general.

For round four grantees, their fourth quarter QNPR for 2017 should be a general summery of the fiscal year – 2017 year. So I know that's – we give you a very small amount of space for you to accomplish that, so I know it's difficult, but if you have any questions about it or want some practices or tips you can go to, I think, the September or August webinar that I did on QNPRs. It was very – it was riveting stuff. So with that we will go into question time. And Kaye is the first person to ask a question.

MS. CASERTANO: OK. So thank you and please, again, submit your questions or raise your hand. But the first question from Kaye is, "We are revising year one and year two and then submitting year three. Currently we can only submit year one. Will year two reappear immediately after we submit the revised year one, or will there be a delay?"

MR. ESTRADA: That's a good question Kaye. And I have an answer for that, but I just want to remind everybody if you have any questions, please feel free to raise your hand or type your question in the main chat, no matter how difficult it is, or easy it is.

So Kaye, that's a great question. The APRs are – we have these edit checks in place to ensure that any numbers that carry over – for example, with retention for the B3, we want to know that all the numbers are adding up correctly from year to year. So to ensure that happens, we only let you, when we unlock one year, then all subsequent years unlock as well, because it's going to ask us, so that you can resubmit the subsequent year and let those edit checks function the way they're supposed to. So year one will – so I've unlocked all three of your reports.

You are going to submit year one. Year two will automatically appear as soon as you submit year one. But it won't appear until you submit it. Year three will not appear until after you submit year two. And I'm assuming you're a round four grantee, so you're submitting year three right now.

You will not be able – year four, your final APR will not appear until – it will not generate until October 1, 2018. So once you submit your final APR, year three APR, excuse me. Once you submit this year's APR, year three, then you'll be done. You'll have – and I presume you're going to do that by November 14th. And then you get to wait 360 days for your final year APR out here. So hopefully that answers your question.

I see Amber is – has a question she's typing in. But Christa has raised her hand. So Christa from Washburn, I had a feeling you were going to ask a question. So would you like to \*6 and unmute yourself and you can ask it verbally?

CHRISTA: Yeah. Hi. This is Christa from Washburn. Can you hear me?

MR. ESTRADA: Hi, Christa. We can hear you.

CHRISTA: Great. OK. So I have a question about a participant who started in the program as unemployed. They exited in December of this year, actually in 2017 sorry, so they did not get employment until April. So quarter 11. Their exit was quarter 9. However – so they got some employment in April, in quarter 11 and then they stopped employment a little bit after that and went on to further education.

So I'm thinking this person – they don't fall into any of those outcomes because they did not get employment in the quarter after the quarter of exit, nor did they go to pursuing further education before employment. So they just kind of fall into this category of nothingness for employment or for pursuing further education. And I just want to confirm that that's correct and I'm not supposed to be counting them somewhere else.

MR. ESTRADA: Yeah. That's a great question. I – think we'll need to refer to the definition of B7, the further education. You are definitely right that they unfortunately do not meet the definition of B8, of receiving employment because it wasn't the quarter – after the quarter of exit. So, and just to confirm, they exited quarter 9, but gained a job in quarter 11. That's what you said?

CHRISTA: Yeah. That's correct.

MR. ESTRADA: Yeah. So they can only – if they had the job in quarter 9, you could count them once they reached quarter 10. Or if they got the job in quarter 10, you could count them in B8, as well. But once that – once quarter 10 ended, they were no longer eligible to be counted in B8, so unfortunately that's the case there.

I need to refer back to B7 because I don't have that memorized. So B7 says – so this is the total number of participants enrolled in further education after program study completion and exit, right? So these are students who, just like those who get employed – or you can count as employed, they have to have completed the program, and then exited the college, and then gone on to further education. And that's a very loose definition in terms of – it just means being enrolled in another school, essentially.

Of the number of participants who complete at least one grant from the program – and I'm reading this now – and of the total number of participants who entered another program of study after exiting the institution. Exit is defined as being no longer enrolled in the college in any program of study and can include formal withdraw, expulsion, graduation, and other reasons.

So there might be an opportunity to count this person in B7, because it does not define in the definition, what quarter it had to occur. I'm not going to give you a firm answer because I need – I think, well I'll need to ensure that we've been consistent about it. So I have to talk to Kristen Milset about it.

CHRISTA: OK.

MR. ESTRADA: But because it's not specific about what quarter it occurs, you might be able to count this person in B7.

CHRISTA: OK.

MR. ESTRADA: The only – let's say hypothetically that is okay. I can probably guarantee that what will be important is that you have a consistent policy internally at your college. Right?

CHRISTA: Right.

MR. ESTRADA: So you'll need to have a policy in place that says we will count – we will count people in B7 through two quarters after exit, but after – once it gets to the third quarter, we won't count them anymore. That way you're not just counting people willy-nilly into B7. So that's my caveat. And I also want to again specify that I could be – we could not – there might be an FAQ that I'm unfamiliar with that says, it's not in the definition.

But to clarify, it has to be the quarter after – first quarter after the quarter of exit. So that's a great question. We will – let's – why don't you – let's follow-up to see what – if that's kosher or not.

CHRISTA: OK. Thanks, so much.

MR. ESTRADA: Thank you.

MS. CASERTANO: Thank you. And Amber has a question, actually two. One is a follow-up, directly related to this issue. So maybe we'll get to that first, which is, "Wait, if they had the job before completion, I thought we couldn't count them as gaining employment?"

MR. ESTRADA: Yes. That's a great question. So I don't think I misspoke, but I could have. The job has to have been earned after completion, but it doesn't necessarily have to occur after exit. OK? So you can't count them in B8, if they haven't exited yet. But if you – if the person completes and then gets a job, but they're still enrolled at the school. And we all know the definition of completion, it's just earning a credential; right?

So if they earn their first credential, they get a job, but they're still enrolled, and maybe even earning other credentials. They are still – it's possibly you can count them in B8 if they still hold on to that job once they finally do exit, and hold that job into the first quarter after the quarter of exit. Does that – I hope that's clear. So if I said they didn't have to complete yet, I apologize. That's not correct. They do have to complete, but there is some flexibility in that they don't have to perfectly time their getting the job in that one specific quarter, so good. Excellent. Amber looks like she agrees, or understands.

MS. CASERTANO: OK. Thanks, Scott. And so now on to Amber Vore's other question which is, "We recently learned we can't include the students who began when they were 17 and turned 18 after their start date. Is this correct? We have two students who fell into this problem.

MR. ESTRADA: I'm sorry. OK. We recently learned we can't include the students who began – is this – yeah. You have to be – they have to be 18 years-old. The grant was designed for dislocated adult workers. The adult being the key word there. And 17 is not an adult.

I think there might be some more specifics to this that might be required. The – I wonder if it's possible to, once they do turn 18, to count them, if that makes sense. So like, if they started the program, kind of like what I was just saying about B8, about – you can't count someone in B8 – until they've reached the definition quarter, you know, being that the quarter occurs at that moment, from – first quarter after the quarter of exit. There might be flexibility there if they have – if they're in the program and then turn 18.

MS. CASERTANO: OK. So what happens if they were 18 on their start date? So she said that they've had students who've graduated high school and started, but were 17.

MR. ESTRADA: Yeah. That's a good question. That is – a good question. I don't have a specific answer to that. Not to say that we're not going to answer it. You should send that in the TAACCCT mailbox. I'm sorry I don't have – yeah, send it in the TAACCCT mailbox. Ask your FPO, but I would send it in the TAACCCT mailbox, as well, because I think it's – it's just about consistency for whether or not we can put a policy out there or not. So I think we have one. I just don't know if I have the answer right now. So that's a good question Amber. Thank you. And please send that because I can – we can get that turned around pretty quick.

MS. CASERTANO: Great. So next from Amy Watson, "We have individuals who take a grant-funded course but they're not pursuing a grant-funded program. How do we count these individuals in B3 and B4?"

MR. ESTRADA: So, you have – this is a question about participants. This is a tough one. So there's – so the definition for B1 is, if they're – you – that's a good question – okay. So I understand now. So retained is, if you know that they're not – if they're not enrolled in a grant-funded program, I guess my follow-up question to that would be, you know they're not in a grant-funded program, they're just taking a grant-funded course. You know that – presumably, you know they're not going to complete. Is that correct?

And if that is correct, then I think you can determine when to count them in B4. It's really just a timing thing, like if they took one course, and it's the end of the year, and you don't know if they're leaving the program yet, then you may have to count them in retain.

But if another semester goes on and they haven't re-enrolled, and you know they're not going to complete, then you can count them in B4 there, instead of B3. So it's just about the timing and how much information you know. And how much you can document it. It's a good – that's a good question. I hope that answers that. If that didn't then please ask a follow-up.

I think – B3 and B4 are important metrics for the end of the year, right, so once September 30 happened, where is – what happened to your participants, did they complete? Did they leave the program? Are they still enrolled? If they're still enrolled, then that's – then you put them in B3. If they're not still enrolled then you put them in B4. If you – if they completed, then you probably already put them in B2, so that's sort of the trigger – of when you have to make that decision.

MS. CASERTANO: OK. So Amy then asks, "So if they just take the one course, then they would be exited through B4 once the semester is over?"

MR. ESTRADA: I mean, is that semester occurring before 9/30/2017, or before September 30? I mean, if they're still enrolled by 9/30, then you would have to count them in B3, even though you know by next year they will be in B4. Great.

Christa, I saw you raise your hand, so I'm going to – please, by all means. Unmute your line, press \*6.

CHRISTA: I didn't mean to raise my hand, but I do have another question.

MR. ESTRADA: OK. Sure.

CHRISTA: Can I go ahead? OK.

MR. ESTRADA: Yes.

CHRISTA: All right. OK. The total of number of earned credentials, B6, it kind of trips me up, and so I just think I'd like to talk through it a little bit. So the total number of earned credentials, that is literally if a student earned three credentials, we can count three credentials for them in this category. However, when it gets down to 6A, 6B, and 6C, that's when we break it out by design to be completed in less than one year, more than one year, and degrees. And in those they can only count one, even though they earned three, let's say less than one year credential. Is that correct?

MR. ESTRADA: That is correct. So, remember that B6, you're counting credentials so you're counting things; okay? But the specific outcome, B6A, and B6B, and B6C, you're not counting credentials, you're counting students earning credentials. So you can't count – you want – we need them to be unique individuals. So that's why we don't allow you to count more than one student, even though they're earning – so the student earns two credentials that are less than one year. You would count those two credentials and B6, but you couldn't count that student twice in B6A.

CHRISTA: OK. That makes sense.

[talking over each other]

MR. ESTRADA: Go ahead.

CHRISTA: It's just not, yeah. It's a little more difficult to calculate and it looks – it makes six look very inflated, but then 6A, 6B, and 6C looks like very low numbers. But it's just because our participants are gaining multiple credentials and multiple, you know, less than one year, more than one year degrees.

MR. ESTRADA: Mm-hm. Yeah.

CHRISTA: So it just looks a little odd and it always trips me up every year.

MR. ESTRADA: Yeah. No it's definitely difficult. And the B6A, those categories are – it's tough to – I think – it's just about what value they have to offer at a national level of determining – you can make certain determinations with it. I guess even on the grantee level, so – and I don't know if this helps you think about it, but the way I think of – what helps me think about it is, one really interesting number you can get from B6 is – and this is just credentials right – is the average number of credentials earned by completers. So let's say you have 100 completers and you have 200 credentials, you can say on average, each completer in your program earns two credentials or something – and that's an interesting – that can be a useful number to have. It might not be, but it's something you can determine.

The B6A, B6B, B6C numbers are really more about looking at your – what your students are doing, at the annual level, and what kind of degrees are being offered. And that helps us, on the national level, we can look at, oh, okay, how many – it gives us a rough idea of what kind of credentials are being earned in the – (inaudible) –, even though it can be tough to see where that's coming from on the grantee level. So, anyway. That's – thank you for that question. I know that always – those numbers always cause a lot of confusion, so I'm always happy to try to address them. So it looks like we got a bit.

MS. CASERTANO: So Kaye Norris first did definition – brief definitions for B1 through B4, and then asks, based on these definitions, the sum of B2, B3, and B4 will not equal B1 in any given year. Is this correct?

MR. ESTRADA: Yes. Kaye, that is correct. Now, the – I suspect there might be a follow-up question to this, but you can get an almost perfect understanding of how many students have dropped out, or withdrew from your – from the school, based on that sum. Right? So you lined it up perfectly. There's B1, the participants, and then there's B2, the completers, B3, the retained, and B4, retained at the school but not in the program. And those are all – you can't be in both – one student can only be in one of those three things.

Now the variants, you add all those up, B2 plus B3, plus B4, and then you minus it from B1, a lot of times you're going to get a variance. And depending on your program, sometimes you can use that variance to determine what your drop-out rate is; okay? But that's not always the case, because some grantees might only count their unique participants as – they are very strict about their enrollment numbers, and others count those that are – like a student that was mentioned that Amy Watson was mentioning early, that wasn't enrolled in the program, but had took a grant-funded course, so they counted them in B1.

But – yes B2, plus B3, plus B4 often – there's often a variance from that sum and the sum of B1. And that will lead to – it can lead – I'm not saying it will. But it can lead to an understanding of what your drop-out rate is. And I think – okay. Kaye said thanks. I was seeing Amy and Amber both typing at the same time, so I was wondering if maybe I – you know, rocked the boat a little bit.

Amber, I'm going to give you a little more time to – you're also welcome to – there's no one raising their hand, Amber, and so if you want to dial \*6, and just say something over the phone, you're welcome to do that, as well.

MS. CASERTANO: OK. All right. So Amber asks, she said that she's asked this before, but did not get an answer. "Our school is together, but separate. For instance, we are accredited together and have to abide by campus rules. However, students have to transfer or change their major and program to go to campus from iLearn. So if a student leaves iLearn, but goes to campus, is this an exit or not?"

MR. ESTRADA: Man this is tricky. So our school's together, but separate. For instance, we are accredited together, and have to abide by campus rules. However, students have to transfer or change their major and program to go to campus, from iLearn. So if a student leaves iLearn, but goes to campus, is this an exit or not? Thank you – (inaudible). Who – I'm sorry; I didn't see who asked that question.

MS. CASERTANO: Amber.

MR. ESTRADA: Oh was that Amber. OK. So, I think that is a question for your FPO. No, I don't – Amber, that is a really good. Like we have to leave iLearn and continue on campus. Is iLearn, I presume – Amber, is iLearn your, like the TAACCCT campus that you've created? Or is it like a training lab? It is the grant funded program. Yeah. So that is – and what round are you, Amber? Are you round three or round four?

They are online programs. Round three. So this is a question that you need resolved pretty quickly. I'm not going to be able to answer that right now. That is a very, very specific question to your program, and it would not benefit anyone for me to sort of – but I'm not going to guess. It's not going to help anyone.

So, I think the important – I think the TAACCCT funds are important, you know, like whatever college you go to, we gave that college money to create this grant-funded program. And even if this grant-funded program is off-campus, and there's like a transfer process, that may not matter, because the tax funds were given to your college, and that's what you're using them for.

But I honestly Amber, I think that question needs to go into the TAACCCT mailbox and it needs to be a policy question. And when I say it needs to be a policy question, that means it's a question that's not been addressed before, and a national office needs to answer it. So – I mean that's a phenomenal question. OK.

MS. CASERTANO: OK. Great. Thank you. Next, Amy Watson has a question. "We have some participants who achieve an associate degree in nursing, which is a grant-funded program, and then transfer and pursue a bachelor's degree in nursing, another grant-funded program. We count them as completers when they achieve their associate degree. But then since they have already completed when they complete their bachelor's degree, we don't have a way to capture that bachelor's degree in B6."

MR. ESTRADA: Yes, the bachelor's degree is not – does not fall under the definition. Let me bring up B6B, the definition, but let me be very clear here. So your participants achieve an associate's degree nursing, great, and then transfer – did they – when you say transfer, Amy, and you're welcome to unmute your line if you want to respond via phone, by pressing \*6. If they are – when you say transferring, are you saying – are you a four-year institution and they're transferring to your upper division part of your school, or are they transferring to another college?

Because if they're transferring to another college, then you should be counting them in B7, and then that's the end of their reporting on them. You definitely would not be able to count their bachelor's degree. If they are – if you're a four-year institution, and they're enrolling in your four-year program, by transferring into the upper division, you still would not be able to count their bachelor's degree, because B6C says enter the total number of participants who earned degrees. A participant can be counted only once in this field, even if multiple degrees were –

AMY WATSON: This is Amy. I can provide some more clarity.

MR. ESTRADA: Yes, please.

MS. WATSON: Yeah. So we have, basically they just move up. Their intention was always to achieve a bachelor's degree. But they just get their associate's degree first, and then get their bachelor's degree. So it may be within the same school. They may switch schools, but they're all schools that would fall under the grant.

And so what happens is they just achieve their associate's degree in say, grant year one, and then in grant year three or four, they might be able to achieve their bachelor's degree by that point. But since we're only counting completers in one year, and the year that they complete, we don't – essentially they completed, and then we count them as they went on to further education.

MR. ESTRADA: Got it.

MS. WATSON: What they did – and once they fall in B7, we have no way to capture once they've achieved that degree that they went on with, even though it is technically a grant-funded degree that they earned, and were receiving funding through the grant, when they were achieving that degree, the bachelor's degree.

MR. ESTRADA: So Amy, I think what the crux here is – the bachelor's degree, unless you're like the one exception that I'm not aware of, is not a – cannot be considered a grant-funded degree. Your associate's degree obviously is. But the tax funds were not used for any four-year degrees. They may not even be allowed for that.

I think – my guess is that you are assuming that because the associate's degree or the grant-funded courses they took were necessary credits for which to transfer into this degree – bachelor's degree program, that that automatically makes the bachelor's degree program a tax-funded program. That would not be correct.

For example, if a student were to earn two associates' degrees and they had – one was a tax-funded degree, and one was a non-tax-funded degree, but there are some common courses that affected it. I don't know – that might not be a good example, but there's not – just being – having tax-funded courses that are essentially prerequisites for – it doesn't extend into a four-year institution.

MS. WATSON: OK.

MR. ESTRADA: Yeah.

MS. WATSON: That makes sense. So then we should – we are, I mean, because right now we are just counting the associate's degree. And there was some concern that we were under counting from the colleges, but I think that might just be a misunderstanding about what qualifies as a grant-funded program. So really the bachelor's program by itself would not be considered a grant-funded program.

MR. ESTRADA: That's correct. Yeah. This is – yeah. No money was allowed to be used for a four-year degree. It's all two-years or under, or an associate's degree or under. But I think that's – yeah, thank you very much.

MS. WATSON: Thank you. Yep.

MR. ESTRADA: Counting them in. Yep. Excellent. So, it doesn't look – and I just want to, if anybody, if this is causing any questions for other people, and they're not sure, but they're not speaking up. Feel free to e-mail the TAACCCT mailbox and ask the – you can ask a follow-up question, or e-mail your FPO. I don't want anyone to come with this even more confused. So, please don't hesitate to email the TAACCCT mailbox for clarification.

And I think – are we out of questions at the moment? OK. Well, it's 3:45 p.m. I'm not going to cut away yet, if no one else has any questions. I'm going to try to give a little more time if people are rethinking some stuff. It looks like Christa's got a question. Clay is typing in. Why don't we, Laura, just to let them give their time to type in? Why don't we pull up the next poll, just to kind of get a sense of what people are thinking here – what – to get a sense of where people stand with this? Do you want to take this over Eugenie?

MS. AGIA: OK. So which option best describes the status of your 2017 APR? We still have people typing. I'll give you 10 more seconds maybe. OK. All right.

MR. ESTRADA: And I think we've got about 25 people on, so – it looks like we've got 13 that are answering.

MS. AGIA: OK. And this would obviously only be relevant for – oh no, for both, on three and four, for the 2017. But okay. Let's see. People still typing.

MR. ESTRADA: OK. Well I can go on to Christa. We'll leave that poll up. And I can go to Christa's question.

MS. CASERTANO: "Can you provide some examples of wage increases? For example, $7 an hour to $8 an hour is a wage increase. So would that count?"

MR. ESTRADA: Yeah. Yes, Christa, that does count. The dollar increase counts as a wage increase. Anything counts as a wage increase. This is one of those things where there's no specific rules to how much counts as a wage increase. So because of that, anything counts as a wage increase. If it's a quarter, if it's $10. It doesn't matter. If it's a wage – whatever their wage was when they enrolled, compared to what their wage was at some point during their enrollment. If it's gone up, it counts as a wage increase.

CHRISTA: Can I ask a follow-up question to that?

MR. ESTRADA: Please.

CHRISTA: OK. So I have a person who, they worked at the same job. But then they got an additional job. And so by virtue that made their – I guess you can say their hourly wage go up. So would that count as a wage increase then?

MR. ESTRADA: What is that – that second job, is its wage at or higher than the wage they had when they enrolled? Meaning, let's say they decided to lose the first job, did they – would the second job technically in and of itself be a wage increase?

CHRISTA: I'd have to look. I'm not exactly sure.

MR. ESTRADA: OK. Yeah I think – that is – I think we – I think it does either way. But the answer definitely would be yes if that second job was higher paying than the original enrollment wage. OK? So if they decide to lose – quit that first job, but they're still earning more than they were when they first enrolled, then absolutely, no problem.

CHRISTA: Right.

MR. ESTRADA: If it's less – if it's less equal or less than what their wage – let's say they were making $9 an hour and then their second job is also $9 an hour. Or even less, like $8 an hour, now they're making $18 or less an hour, it might – it might still count as a wage increase. I can't think of a reason why it's not.

CHRISTA: OK.

MR. ESTRADA: So again, because it's such a loose rule, it's very open-ended. But I would send that in the TAACCCT mailbox to get that confirmed.

CHRISTA: OK. Great. Yeah. I do have some instances of folks who – they start out their program and they have a really nice wage, but then they decide where they're working at just isn't for them. They want to start a new career. And then by the end of their program, when they've exited the college, they're starting new, over again.

So it's likely they have – now they're making a lower wage. And they won't be back to the rate that they were at until much later – years from now. So we do have a wage decrease for some participants. But unless – it's my understanding that unless they are making more than when they started, that that is going to be considered not a wage increase, and not able to count in B10.

MR. ESTRADA: Yeah. I guess I would say that there's a cost – there's positives and negatives to the rule being so open-ended. In one sense, it allows some flexibility in being able to count what you mean by wage increase, but also doesn't necessarily capture the detail of every situation. And this is probably one of those scenarios, so yeah, they would not qualify for a wage increase, even if they got another job under the industry that they got trained in or something.

MS. CASERTANO: OK. So the next question is from Clay, asking about a survey that just occurred, and specifically when the practices will be selected – I guess for purposes of it being an event, which will take place in California. Now I'm not clear about what this is.

MR. ESTRADA: Yeah, Clay, I'm sorry. I don't really – I don't think I'm quite following what you're – what the topic is. I might just–

CLAY WEBB: I wasn't sure either. My grantee was asking me about the survey and they said there's – they thought there was going to be a follow-up selection of the grantee, so I wasn't aware of anything either, so I'm not sure if they might have miss-heard. But I wasn't aware of anything.

MR. ESTRADA: Yeah. I think Melika is right. It's probably a skills commons level survey. I'm going to not speak on that because I don't have – I can't really speak to it.

MR. WEBB: OK. I wasn't aware of it, either.

MR. ESTRADA: OK. Got you. I would e-mail TAACCCT mailbox and you can copy Evan Burke because you know he's the skills commons person that does evaluation folks. But I'm sorry I don't have a firmer – more of an answer for you.

MR. WEBB: Yeah. I think Melika might have the answer so that helps me. Great.

MR. ESTRADA: Thank you.

MS. CASERTANO: So and while – I just saw somebody typing, but until then, the poll results. So kudos to everybody who has – at least of those who have answered the poll, you've all started the APR. And especially to those who have already submitted it; three of you. And then of course the remainder either organizing data or working on it now. So that's great to hear.

MR. ESTRADA: Excellent. We can pull that poll down. And it looks like Amy has a question. Or nope. Never mind. I had scrolled up and thought Amy had a question. So we don't have any other questions. It's 3:52 p.m. I do want to pull another – so this is the last webinar of the year for 2017 reports that are due. We don't have a specific TA plan yet for next year. We're not sure what specifically we're going to do – if we're going to continue the series or change it to some extent. So, can we bring up another poll – poll number four, Laura. This is just a very unscientific poll that I'd be interested in seeing the results of.

I'll ask this one since – what type of technical tools would you like to see next year for performance? Continue the Q&A web series which is what we're – which is what we've had this year, peer to peer calls – and what I mean by that is not necessarily like – like a peer learning call where you're working with a set of other grantees, maybe you're matched based on your type of grant and you guys work with each other on – with certain performance issues you might be having.

And I'll say the value of that wouldn't necessarily be being able to answer each other's questions on reporting definitions. But the value might be, hey, what kind of data system do you use, or what kind of source documentation do you use? Or, I have trouble wage record, what is your MOU; what's for your state like? So I think that can be the value, where it's not something that ETA gets involved with, but it's an opportunity for you guys to work with each other, or learn best practice from each other with regards to the data.

Office hours with performance team, so I think that would look a little more like what we're doing now, where we just have a set hour where Kristen and/or I will be available to answer questions, and we can see other people's questions, and it's kind of an open forum. We couldn't do that before because there were just too many grantees. We had 256 active at one time and I couldn't do that then. But I think just round four, I think I can – we can maybe do that now. So that's the other option. And then other, so if there's something that I, you know, you have seen other types of TA available that I didn't mention.

It looks like someone said, "I'd much rather know as soon as possible what close-out will look like. I've seen the round three webinar. Can we have a close-out webinar before it's late in the year?"

Yes. Great question. This is really regarding performance and I can do a portion about performance. I will say generally that – well I'll say the round three webinar – and we're going to push something out in the next few months. But the round three webinar is not any different for round four – then round four grantees. The same thing – the same goes for any FAQs regarding close-out. I think the FAQs talk about round three stuff. And I think on the whole, it's the same as round four. It just doesn't say round four. It says round three.

So, but that doesn't mean that we're not going to do something. I know that there's a need for that. We got that understanding during the round four meeting, that there's an interest in TA regarding close-out, and that will be coming up in the next few months. Few months being a very conservative – probably sooner than that. But I don't want to be recorded as saying it's going to come out in like next month or something. So, I think that will mean, at least an e-mail, with very clear guidance. If not, as well, a webinar.

Great. Thanks, for – yeah thanks for that suggestion. I always appreciate the suggestions and I know grantees want to hear from each other more than anything.

There's like 18 people logged in and 13 answers, which means there's about 5 people who just are like, nope, I do not want to answer this poll. But this is helpful. To continue the Q&A web serious – I'm glad to see that. I'm not glad to see – I think I would be happy with any of these results, but I will say the Q&A webs series is also a little bit of a two-way street. Please feel free – it's also meant for you to send questions in to the TAACCCT mailbox for me to answer over the series – over the webinar and I really haven't been getting that. So I would encourage you to take advantage of that, if you want to see it to continue.

I would still do a webinar and do a – presentation on a topic and then take questions. But it was originally designed for – to be with the opportunity to answer question that were sent in specifically for the webinar. So that doesn't mean we're not going to do it. But I just want to mention that is a feature that I don't think is utilized as much.

Great. And I don't think I need to use the other polls. I'm going to make one last call for questions. It's 3:57 p.m. I'll wait maybe 30 seconds. Be silent and let people, if they have any questions to raise their hand or type something in, before we call it a day.

And Amber, I'm going to send you an e-mail after this. Because there were two questions that you had that were phenomenal that I was not able to really address, so – unless you don't think it's necessary I think I'd appreciate – I think I would feel better if I was able to reach out to you specifically and just try to address those, especially since you're around pre-grant. OK. Good. Excellent.

OK. I think I'm getting a sense this is over so we can call it a day. Thank you, everyone for your – those are all phenomenal questions. Those were really tricky and it made sweat a little bit. That's a good thing. That means you guys are – you all got this pretty well and you're getting to the weeds.

So thank you very much.

(END)