**WorkforceGPS**

**Transcript of Webinar**

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LAURA CASERTANO: Again, I'm going to welcome everyone to today's "TAACCCT performance reporting October Q&A," and I'm going to turn things over to your moderator today, Kristen Milstead. She's the performance reporting lead. Kristen?

KRISTEN MILSTEAD: Hi. Thank you, Laura. And your moderator here says Cheryl Martin. Unfortunately, she couldn't be here right now, but hopefully you remember me. It's been a while. Kristen Milstead. I am back with the team. I know Scott did an excellent job and he's still going to be your presenter today but I'm just here to introduce him and say that I'm glad to be back working with you all. And I am going to turn it over to you, Scott, to talk about extension and closeout.

SCOTT ESTRADA: Awesome. Thanks, Kristen, and welcome back. Kristen was at Bureau of Labor Statistics for a period of time. So I know she's happy to be back and working on what she knows best, which is performance for the TAACCCT grant.

Actually, before we dive into the agenda, Laura, do you mind pulling up those opening polls? I just kind of want to review them real quick with folks, if that's not too much to ask. Just kind of curious how these ended up working out. So looks like we've got mostly round four grantees – a couple of round three and round four grantees. No single round three grantees, which makes sense because they're all in closeout right now.

Also, looks like most people are kind of pretty much in the middle of submitting their APR. They're working on it now. Will not submit soon. We've actually had some APRs already submitted, but no one that have already submitted their APRs are on this webinar right now. And then since we don't have a lot of round three grantees, the last poll is not quite as relevant, but yeah. So thanks for pulling those up real quick, Laura. I apologize for the random ask, but we can move on here.

For today's agenda, normally the way these work are we have sort of a period of time where we go over some frequently asked questions or some folks enter – send some questions in to me. We review them. I didn't get any questions in this time around, but that's OK because I think I'm also going to want to try to leave some time for a – a lengthier amount of time for an open question period since we're really only a couple weeks out from the reporting deadline.

So I think a lot of you might have your own questions you might want answered. So I want to leave some time for that. But before we get into that, we're going to cover what you need to know about performance reporting during program activities extension and during closeout. We – when Cheryl and I did this last month, we definitely noticed – we talked about this just a little bit, and we noticed a lot of questions coming in about it. So we just wanted – thought it was about time to cover it since round three's in closeout and round four grantees are now in their six-month extension.

So I think – am I sharing right now? Looks like I am, I think. Yeah. Here we go. So I'm going to share my screen real quick because I want to just review, as I always do, the TAACCCT performance reporting key resources page. I don't know who on this call might be new or not to the – to reporting because I am going – I think some of you might not be familiar with the performance reporting key resources, but I see a lot of people – a lot of friend – or a lot of people that I've seen on this call before. So for those of you that are – have me – have seen me talk about this before, I apologize. These are all really – these are kind of ranked in level of importance on this performance reporting key resources page.

The OMB reporting package of course is the definitions of each – well, includes the definitions of each outcome measure. So that's going to be very important. FAQs are very important, especially at the end when we're talking about closeout and the extension. And also for today, there's actually a great resource that Kristen has put together that is like a chart that covers what outcomes or what you should be tracking and recording while you're – for your last year.

So that's actually also available in the file share. If you look in that, you'll see a lot of these resources I just mentioned available, but big fan of the performance reporting key resources page. I strongly encourage you to utilize it. So I will stop sharing and move on.

Some announcements. So we have the last webinar of the – the last performance reporting webinar of the year coming up on November 9th. There's no special topic, and there will probably not be any kind of questions that have come in that I want to address.

We're just – Kristen and I are just going to both be available as sort of an open question form, almost like a – not unlike office hours, to some extent. We're just – we just want to be available the five days before your reports are due just to make sure that there's – that you guys have the access you need and the technical assistance you need before you finalize your report.

There's also two very cool webinars coming up, not necessarily performance-related. Job placement strategies from enrollment to employment, that's on October 31st. So that's next week. You can find that in the events page – on the events page on the TAACCCT CoP. This is a follow up to a session we did during the round four convening.

So for you round three grantees out there that didn't attend the round four convening, this will be new to you, but for those of you who did attend but maybe didn't get to go to that session, it was pretty good. And I think it's very appropriate for this next year because job placement is one of the things that you can be focusing on for your last year of reporting.

And then the next one's on apprenticeship from design to implementation, and it's – we're going to be using – it's not exclusive for TAACCCT grantees, but we're using two grantees who really used apprenticeship models. They've done a great job. So I would encourage you to attend both of those, which you can, again, find on the performance reporting page – or excuse me – the events page on the TAACCCT CoP.

So moving into our six-month grant-funded extension of program activities, what you need to know about performance section here. We'll speak very broadly but then go into – try to get into the weeds a little bit on the measures that you need to be – that you can and can't count during this time period.

Broadly speaking, this actually I think is not quite written correctly, this one slide, but it says your period of performance went from – what is a six-month extension? I think you probably all know that before the extension your allowable program activities ended on September 30th, and then after the extension was granted your allowable program activities now end on March 31st.

Allowable program activities meaning what can you use TAACCCT funds for. So you've got an extra six months. This says your period of performance went from 36 to 42 months. I don't know if – I think period of performance might actually mean the entire life of your grant because you're still tracking follow-up outcomes after March 31st. But generally speaking, that's what that six-month extension was for.

Your requirements to report. You are required to report all applicable outcomes for participants enrolled during your program activities extension as per the SGA. So basically, the six-month extension that's going on is – nothing's changed. You are recording every outcome measure that you were required to report on that occurs from October 1st to March 31st. It gets a little more complicated after that and we'll get to that but, essentially, it's really just a six-month extension as though nothing – you can just ignore the September 30th date with regards to what you should be reporting.

This program activities extension was provided to allow grantees to further meet the targets in their SOW. So we – this I think – I don't – wasn't here when we first started doing this, but I think OJM and the powers that be understood that it was just in the benefit of all the grantees to just have a little more time to try to get – to try to meet their targets. Some grantees, they just needed a little more time to get things off the ground and it's a capacity building grant and a whole year wasn't necessary for just follow-up outcomes. So the decision was made to grant a six-month extension to all rounds.

So just generally – just to reference the third-party evaluation, which is what TPE is, there is – every – we realized over the last couple years that there can be a little confusion about this, understandably, but third-party evaluations – and I don't want to get too much into third-party evaluations because that's not what this webinar is about and I'm not the person who could probably answer most of your questions.

But the third-party evaluations, as you probably are aware, are going to be – are due September 30th. For round three grantees they've already been – they were already due. They were due September 30th, 2017, and round four grantees, the third-party evaluations are due September 30th, 2018. OK.

Now, you might notice that there's a delay between when your final APR is due and when your third-party evaluations are due. The performance reports are due in 2018, the final ones. It's – we need to make sure that the – essentially, you allow the entire fourth quarter to occur in fiscal year 2018. That's why they're due 45 days after September 30th. With regards to the evaluations, it's a deliverable that you use funds to pay for. So they have to be due by September 30th. That's OK. We understand that.

You should – whoever the appropriate person to know this is can talk to the – can let the evaluator know that the powers that be in the program office and urban and whoever your third-party evaluator is is we understand this. We understand that there is going to be a little bit of a variance, and the evaluator should state clearly the dates covered by the data. They report and note that the evaluation data will be different than the data submitted in the final APR. So just to let you guys know that we understand that, that there's that 45-day difference, and that is OK.

Which outcomes to report. So all applicable outcomes based on how long your program activities extension was taken, and it will also depend on when students enroll and when they complete. So that's just a broad summary, but we're about to go into – I'm about to show you this chart that Kristen put together, which is super helpful, at least for me.

But before we do, I wanted to bring up this poll because I'm really curious about what kind of schedule you all operate under because it is – the chart I'm about to show you is based on a traditional semester schedule, and I just want to get a sense of what other types of schedules people are on because it's going to affect – it will just sort of affect how you can utilize the chart.

I'm seeing about 20 people that are logged into this webinar, but I'm only seeing about 11 people responding. There we go. But essentially, looks like most people are on a traditional schedule. So that's excellent. Laura, can we move on to the next one? I'm actually surprised by that, but that's good.

And, Justin, yes. Our is a mix, some traditional, some not. So the next – so, Justin, this poll would be perfect for you. If your program does not operate on a traditional schedule, which of the following terms best describes your curriculum schedule? And I think this is – these terms are also – I don't know that – there's some fluidity with it, I think I understand, but it looks like kind of an even mix between modularized, open-entry, open-exit, cohort scheduling, intensive. Great, which there's about six people responding, which is about how many people roughly said that they don't operate on a necessarily traditional semester schedule. So thanks. Thanks, Laura. We can take that down.

So the reason I bring that up – and will this do what I – nope. OK. So the reason I bring that up, and I would encourage you to try to make this a large – yeah. Make this full screen. It's a lot easier to see. I tried to basically just do a – I try to basically just do a screenshot, and it doesn't really quite come up well. But anyway, so this is a chart that demonstrates what are the outcomes that you should be counting for your final year in your grant.

OK. So just to walk through it a little bit, if you see, you got B1 participants; right? Well, actually, first of all, if you see in the columns, you got outcome on the left. Then you've got the months; right? So it starts in October because fiscal year starts October 1, and it goes – actually goes roughly to September. Then you've got a closeout period at the back there, October, November, December.

Now, I want to make clear, very clearly, this is based on a traditional semester schedule. OK. So this isn't necessarily absolute with regards to program activities. This is just a – if you have a traditional semester schedule, this is how you would be counting your outcome measures.

Laura, yes. That – this is for the extension. So this is – if you're a round four grantee, this is basically where we are right now and where you are in your grant; right? So we're in October. So this is where you're looking at fiscal year 2018, which would be the last year of your grant. So you can – if you're round three, that's a different story because you're already in closeout. You would be in the October column in the closeout section at the very back.

As you can see, participants – you can continue to enroll and count new participants from October 1, 2017 to March 31st, 2018 because, as I said earlier, this is an entirely – nothing's changed with the extension. It's – it hasn't – it's as though your grant is still continuing. It's not as though. It's your grant is still continuing after September 30th and into – all the way into March 31st. So everything that you're doing now and counting is going to be the same thing, and that starts at your new enrollees. So you can still count new participants. You should be counting them, and that will affect the rest of your outcomes from there.

So to move on, completers it gets a little more complicated because, if you're operating on a traditional semester schedule, then you're really only counting your completers – you can't get completers that happened in March; right, because you're probably – they would probably complete in May perhaps. So if you're operating traditional semester schedule, the only completers that would qualify qualify from the fall semester; right? So that's why we have – in this chart we only have it shaded in until December because January you're going to start the spring semester, and you're not going to get new enrollees who complete in that same semester.

So Rebecca asked the perfect question for where I'm at right now. If your students are not on a traditional semester schedule, if they complete let's say in January – it's an eight-week schedule and they – you start them in January and they end in February, March, you can count them as completers.

And that's why I took that polling question because I just want to make this clear. This chart is very helpful, but it's only for semester schedule. If you are not operating on that schedule, then the completer section January, February, March can be shaded in for you. If you have completers that occur January, February, March, that's perfectly fine. You can count them. You can count them as completing.

For retained in B3, it's the retained – this is actually a very important outcome for the end – for the last year of your grant because, while you – since you can count new participants all the way through March 31st – and this is true whether you're a traditional semester schedule or not – retained is the best way for you to conti- – to essentially leave off – to leave where your grant is off at the amount of participants you had at the last year. But that's – what I mean by that is you enroll a student on March 30th. They're obviously not going to complete.

You got to – you should count them – you count them in retained because that means that's – when we look at your last report, we can say, oh, yeah. They were still continuing their program activities. They enrolled someone on March 30th. Obviously, they didn't complete them, and we know that they still had X amount of participants participating in their program. So hopefully, that's clear. The retained in the final year is important to allow you to continue to just to where you're going to try to leave things off at the end of your reporting period.

B4 is similar. B – similar in how it needs the function as retained. It goes into March 31st, but that's – yeah. I think you all know the definition of B4, which is those that are retained in your school but not retained within the program. They left without completing.

The credits – OK – it's similar to completers because it – just remember this is all based off a traditional semester schedule. So since you can't count completers past December 31st if you're off – on a traditional semester schedule, it's the same thing for credits. You can't count credits between January and March but – for credentials. However, if you are not on traditional semester schedule, you can still continue to count those into March 31st.

And then finally, the follow-up outcomes, the ones you probably also want to know about, further education, employment, and employment retention and wage increase, this was always – from the beginning was always – whether there's – the last year was always intended to be your time to work on your data and work on your last – and do your – track your follow-up outcomes. Who's going – who's getting jobs? Who's staying in their jobs? Who's getting a wage increase? You can count this throughout the entire year.

The one trick is that it's still – the – let's say you have someone. You're not on a traditional semester schedule; OK, like Rebecca was referencing. And they complete in let's say March 30th or let me – let me rephrase that. Let's say you are on a traditional semester schedule and they complete in May. OK. You obviously wouldn't count them as completers in – because they wouldn't be – you weren't allowed to count them.

But consequently, you also can't count their follow-up outcomes. OK. So if they end up getting a job, they're not – you cannot count them as getting a job because you will have counted them as retained. So from our perspective, when we're looking at your – from your reports, we're seeing – the edit check wouldn't work because you have more people – well, edit check could work, but you don't have – that person just doesn't – hasn't – it hasn't triggered their ability to count as employed because the program activities ended March 31st and they were never counted as a completer. And as you know, to be counted as employed, you have to have been counted as a completer. So that's something important to know.

Kate asks, "Can we college-exit students in May? We have completers who are not" – so, Kate, I think what the question you're getting at is, let's say they complete before March 31st. Can you count them as employed? Yeah. Yes, Kate. So if you – that's a good question, and that's a good follow-up question to what I was just going to say.

So on the other – on the flip side of that, if you have someone who completes before March 31st – let's say they complete March 30th or whatever – then you need – you can count them as employed, as you know by the definition, in the quarter after the quarter of exit; right? So that would mean that the next – that the quarter – you have to wait until the exit; OK?

So if they exit – they complete March 31st and then exit May 1st, you have to wait until – May 1st being the third quarter, you have to wait until the fourth quarter before you can count them because they – you have to count – it's the first quarter after the quarter of exit. So I hope that clarifies things. If they – now, let's say they complete January 1st but then they exit that same quarter.

Then you can count them as – and they have a job, then you can count them in the quarter – in the third quarter instead of the fourth. So that's how that operates. So yes. Just because they completed before March doesn't mean – and they have a job in April, that you can count them. You have to wait until it's the quarter after the quarter of exit, which is also why – and that – let me – to work off that a little bit further, for the closeout section for employed and retained in employed, it's in that lighter shade of pink. That is kind of partially for that reason.

Just because someone completes before March doesn't mean they're going to exit immediately. So you might need a little extra time to be able to record employment outcomes. Plus, we are aware that since you're in closeout and these reports are due mid-November, the performance team and the program office said, let's let the last three – let's see a little – three more months to continue to track and count these employment and employment – those that get employed and those are retained from all the way into December 31st.

Kate, yet another question. So we can – I think you're saying we can count college exits through September? So it's the quarter after the quarter of exit; right? So if they exit in September, which would be the end of the fourth quarter, and the next quarter – and they have a job, they find a job in October, November, December during closeout, yes. You can count them in employed.

So I think – I guess – I don't – we'll go – that only counts for employed and retained in employed. I think wage increase is – I don't think I really need to touch on that. You don't need to – as you all know, you don't need to complete to record someone as earning a wage increase, and that is you can count them any time between October and September 30th.

All right. All right. So basically, that table was sort of the main part of my presentation today, but we'll kind of try to do some review here. Yeah. Traditional semester students enrolled spring semester can be counted as new participants. I covered that. Yeah. So I covered all of this, but this is just a short little slide that kind of put on down on paper what I was saying.

Other type of schedules. Rolling enrollments may report all outcomes, including completers, credits, and credentials, where applicable through the end of the program activities extension. So that is what I was saying earlier. The chart that I was showing you was for traditional semester schedule, but if you have a very quick intensive eight-week schedule, you can count them. You can count dependent – you can count completers until March 31st. You can count credits until March 31st, but after March 31st it's all follow-up outcomes, if they – if they've completed, with exception of B10. OK. I think we can move on.

OK. So I just want to leave – kind of pause for a moment. I don't know how articulate I was just now. So if there's any questions that – I was trying to answer those questions as they were coming, but I – if there was any questions now, just kind of take a small pause and see if anybody has any follow up to what I just said. We can be specific, if you want. I think I see Connie typing. All right. Connie, I will get to your question when it comes in. I don't want to keep everyone waiting too long, and we can get into – don't have that many more slides left. It's really just going to be on closeout, and I think I've touched on some of that stuff. So we will have ample opportunity to address other questions here.

So not a lot of round three grantees on this. So this is – but it to round four, obviously, but round three grantees are in closeout, as we know. Both APRs and QNPRs are due 45 days after period of performance. I've already said that. I think you all know this. I know a lot of these people on this webinar. I know you guys know this, but I'm just going to say it. Annual information for the final year only. It's not cumulative. Applicable outcomes only. So, as I said, only follow-up outcomes after March 31st, but just to reiterate, this is not – the – for the APR it's not cumulative. It's just that year's information.

A little different with the QNPR, and I won't go too much into that. The QNPR is supposed to be a summary of not only your whole year but actually your whole grant, and that was covered in our last QNPR – the last webinar we did, which was on the QNPR. So if you don't understand what I'm saying, I would encourage you – you can – welcome to ask a question, or I would encourage you to watch that QNPR webinar. It was riveting stuff.

Connie, "Just to clarify, they complete before March and can exit up to September, then employment can be counted starting October; correct?" Yes. That is correct. October through – they can only be counted in the first quarter after the quarter of exit. So if they exited by September, they are eligible to be counted from October 1 to December 31st. OK. So after December 31st, they are no longer eligible to be counted in employment. And only for – and that is only for employment, for B8.

All right. So additional APR data during closeout. This is some – pretty relevant to what Connie just asked. Report the data you have by November 14th due date; right? So we understand – OK. Let's use the question that I just answered as an example; right? Let's say somebody completes in March, exit in September – OK – and then they have a job. Either – let's say they got a job in October. You can count them in B8; right?

Now, actually, let's say they don't – they get that job on December 15th; OK? Well, you're thinking, jeez, gosh. Grant's over. We're in closeout. I – how am I supposed to report that? Well, you can – you're more than welcome to reopen the report and – if you want to capture that employment data. But to be fair, it's technically not – that's on – in terms of funding, you can't use TAACCCT funds to do it, but you guys – you as the grant – you as the former grantee and the community college can do that however you want.

But after September 30th, just like your final APRs are due, if you have anybody that says, I've got this set of people that they got jobs after November 14th and I want – but it was before December 31st and I want to count them, they're eligible to be counted. I – we will more than happy – that will be me, actually, to reopen your report and let you reenter that data.

So just something to be aware of, that if you have a person that's still tracking this on staff and the community college is paying that person to do stuff like this, then great. I would very much encourage you to do that, but it is by no – it is also by no means a requirement. Let's see here. All right. We'll go to the next one here. Oh, yeah. And just as a qualifier, contact your FPO to reopen your report, if applicable.

The contact info during closeout. So this is – this might seem like a long time away, but I wanted – I just want to point – make you all aware of this now. So you probably already know this, but it gets a little difficult when you get to closeout. Only two people can access EBSS; correct? We all know this. The authorized rep to certify the contents of the report, and this is someone who has the legal authority at your community college to verify the contents of the report. They are going to be held legally responsible for what's on there. That's why we have – it requires a grant modification because they need to be given the authority by whoever the authority at your community college is.

Then there's a point of contact, which is probably a lot of you folks. Really easy for me to change that, and just to clarify, there's also this thing called the SF-424 point of contact. That actually also requires an admin mod just like the authorized rep. That is someone who is more like a permanent staff person at the community college who would be on the – who would have probably been on the statement of work.

The reason that's important is because a lot of you folks are going to be gone after September 30th. So having a more permanent point of contact is important at this stage because, when we send out – well, not we, but what the closeout office is going to send you all closeout information and they're going to send it to the authorized rep and they're going to send it to the SF-424 POC. And we will try to also get them to send it to you all, but if you're gone or they don't send it to you, those are the two people who are going to get it.

So it's important that as you start thinking about closeout, probably in the spring, summertime, think about who's going to be your authorized rep around reporting time by November 14th, preferably before that, and think about who's going – who your SF-424 point of contact as well because, if those folks are gone, then it gets messy. Then e-mails get missed; you don't get a closeout.

It's tough for the closeout office to figure out who they need to be contacting, and it also gets difficult for me to get you guys – to get the changes done in EBSS. I've had a few times where the authorized rep was outdated and the FPO actually is not really your FPO after September 30th either. You have to work through your closeout specialist. So it just gets difficult and it takes a long time to get these admin mods through after September 30th. So just please be proactive summertime and think, OK. Who's our authorized rep? Do we need to do an admin mod? Work with your FPO to do that.

Amy Watson had a question. "So someone could have a wage outcome without being counted as a completer in the fourth year?" Amy, I think I'm – just I want to make sure I'm understanding this right, but, Amy, you – when you say wage outcome, I'm presuming you mean a wage increase, so for B10. If that's the case, you don't ever need to be a completer to get a wage increase. It has nothing to do with the fourth year or not. There's nothing in the definition that says in – the reporting definition for B10, it says nothing about having to have completed to earn a wage increase. So they just have to be enrolled. So I hope that answers your question.

I guess I'll – to add to that, there is a difference between – OK. So there's a difference – B10 and B8, getting employed and getting a wage increase, they're two – the standards are different. To – there's a lot of standards to get a – to be employed; right? You have to complete. You have to exited, and have – you have to have had that job the first quarter after the quarter of exit. B10 the standards are much simpler. You just – awesome. Excellent. So Amy's figured it out. So yeah. And the B10 the standards are simple. You just have to be enrolled. You don't have to complete, and you don't have to exit. You just have to be enrolled.

Oh, yeah. So who's going to report the final APR? So just some best practices. During the round four convening we were doing – I was at a session about I guess data more generally, and this was a really good – someone brought up a good solution, I think, or just a good thing to do for your final year. So oftentimes the person submitting the final APR has never done it before; right?

So a lot of staff start to trickle away either after March 31st or definitely by September 30th. Sometimes that's not true. Sometimes people I know, they're permanent data people that are working on this and they know TAACCCT and there's no problem. But other grantees are different. They might have the person who submitted all their APRs are gone by September 30th. So – and that gets – that makes things a little more confusing, a little more difficult because the person – you have to wait until after September 30th, 2018, if you're round four, to actually report your – to get someone to report your APR.

So this person at the convening actually said, well, we had a previous grant, and what we just did was I create a PowerPoint presentation and I gave it – we hired this new person who actually was a data person but totally unfamiliar to reports development. And I just gave this person – he was a recent grad, and I gave this person a PowerPoint slide and essentially a briefing on what needs to happen and what these measurements mean and they picked it up quick and they totally ran with it and submitted their final report.

I know that sounds simple, but I think some grantees have had challenges in being able to hand that off. So just think about how – what might work for your grant in terms of how to hand that final report APR material to the appropriate staff person at your grant, whether that be a PowerPoint presentation, maybe a briefing or a memo. I'm only just now getting really comfortable with this stuff and I've been on this a couple years. So it's like this stuff is not – this stuff can be a little complicated. I think you all know that. So I think preparing your – preparing whoever's going to end up be the person reporting, please I would just suggest thinking through how that hand-off is going to be.

Another thing I want to point out too is the – in terms of allowable funds, you can spend funds on staff to work on reporting. Program activities end March 31st, but the last year has always meant to be getting your data together and following up with wage records, following up with students to get their employment outcomes, just gathering that information. And that doesn't have to be limited to the fourth year. I mean, this could be for the whole grant.

So if you guys, if you're in a situation where you have funds to spend, hire somebody. Hire somebody in the grant program – or excuse me – at the community college or someone else, and they can be maybe entirely unfamiliar with it. But that's totally fine. This is an allowable activity to give – to pay a staff person to be 100 percent in charge of putting these performance – of doing this final report. And I don't mean just looking at spreadsheets but also job placement tracking.

Now, meaning if it's a matter of trying to get an MOU with your state agency or calling the students to see if they've got a wage increase, I mean, that counts. What doesn't count is job placement services. And just to be clear, job placement services don't count. You can't hire someone to be trying to get folks jobs. That's a program activity. So that couldn't happen after March 31st. But yeah. That is a very good use of funds the final year and trying to – to try to – if that could – that could possibly help with your overall employment numbers.

Please note. Please follow appropriate instructions provided for submitting the SkillsCommons deliverables and for third-party evaluation. So I think this is just a general slide about there are obvious – there's obviously a little overlap with the third-party evaluations in terms of data that you're using for performance reporting. Essentially, you've got deliverables due by September 30th.

One is fulfilling your SGA requirement about making your deliverables available in SkillsCommons, and the other is getting your third-party evaluation in by September 30th. But – and each of those have specific requirements that you probably are familiar with but just something for you to – just to make sure that that's information is available. If you have any questions about it, for SkillsCommons there's a help page that's really helpful, but you could also e-mail the TAACCCT mailbox and Evan Burke can help you with that, as with the third-party evaluation.

For more information on this topic, go to the compiled TAACCCT FAQ. Extension is in Section VI, and closeout is in Section VII. Just a little light reading. It's not that fun to read, but it does actually answer a lot of questions. The chart that I was referencing before is in there. That's actually on the very last page. So you can scroll right down to it, but there's a lot of FAQs regarding extension and regarding closeout.

And just as a side note to that, the closeout FAQs I believe only reference round three, but it is all the same thing for round four. So if you're a round four grantee and you're reading FAQs for the closeout period in Section VII and you're like, oh, well, this is referencing round three. Is this true for me too? Yes. It is. Hasn't changed. Round three and round four are exactly the same rules with regard to closeout. So don't let that worry you.

Excellent. So it's 1:47. It's open question period. I've literally just been talking for 47 minutes by myself. If – now is the time to address any questions you have either about extension or closeout or about performance more generally, and we can get – try to get in the weeds on your own grant, if you're comfortable with that. If you had a question you have for me, I will make myself available, and I'll sit here for a period of time. Although, if I don't get any questions, then we'll just give you 10 minutes of your time back. So please, if you have any questions, feel free to start typing in the chat.

Excellent. Thanks, Kate. Also, I don't know who dialed in on their phone line, but I think you can possibly even unmute yourself and call in if you want. Is that true, Laura?

MS. CASERTANO: Yes. For everyone who's dialed in right now, you can hit \*6 to unmute your line, and if you just want to dial – if you're not dialed in yet but you want to dial in, I'll post the teleconference information again.

MR. ESTRADA: Actually, why don't we – while we're waiting because I see Justin's typing, Laura, why don't you – oh, Justin, was there another – once they're – did I – thanks for pointing that out. I didn't answer a question. Did I miss a question? Oh, OK. Thanks, Justin.

So, Laura, you asked, "For this APR due November 2017, should we be recording students enrolled after 9/30/2017? I thought we would pick up October 2017 for students next reporting period." No, Laura. That – you should not – I'm assuming you're a round four grantee, but it wouldn't matter if you are or not. You are just recording the outcome measures that occur from October 1, 2016 – first of all, let me take a step back.

For the APR that's due November 2017, the one that's due in two weeks, you're only recording any outcome measures that occurred between October 1, 2016 to September 30th, 2017; OK? So if you have students' activity going on, enrollments, completing, whatever from starting October 1st, 2017, 26 days ago, then you are not going to report their activities until your final report next year.

Does that answer your question, Laura, if you're still on? And give a shout out to Justin for pointing that out to me.

OK. So we will – I'll hang out for a couple more minutes for questions, but, Laura, can you bring that last poll up while – just to give an opportunity for folks to think about their question they may or may not have?

So we do have this – a webinar on November 9th scheduled. It's in the scheduler. We haven't posted it yet on the events page, but I just want to see what the need is out there. Would you like Kristen and I to have an open-question webinar on November 9? I am not going to say that – how this poll goes, that I'm – that we're not going to do it or are going to do it, but it – I'm just kind of curious.

I'm just gauging interest, for the most part. I think the reason I'm asking this question is because it's just so close to the reporting date. So I don't – I want to make ourselves available, but a lot of you might be like, no. I'll be done by then. So just I wouldn't be attending. So I'll just leave another minute or two for folks to either respond to that or ask a final question.

OK. Well, looks like we do have a majority, but those that said not necessary, if we do have it, you do not need to dial in. It's going to be very informal, and if there isn't too – if we only have a half hour worth of questions, we won't take up the whole hour of your time.

So anyway, we do expect to see that e-mail invite in the next couple days and see it on the events tab. And since I don't think we have any more questions, Laura, I think we can end about seven minutes early.

(END)