**WorkforceGPS**

**Transcript of Webinar**

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

**Thursday, September 14, 2017**

*Transcript by*

*Noble Transcription Services*

*Murrieta, CA*

JON VEHLOW: Again, if you haven't already done so, if you're just joining us, please introduce yourselves in that welcome chat. We'll have a similar chat up throughout today's webinar where you can type in your questions, comments or concerns at any time. Welcome to TAACCCT Performance Reporting Monthly Q&A series.

So without further ado, I'd like to turn things over to our moderator today, Cheryl Martin, program manager, TAACCCT grants, U.S. Department of Labor, employment and training administration. Cheryl?

CHERYL MARTIN: Thank you, Jon. Welcome. Nineteen of you, it looks like, are on right now and probably a few more will join us, I'm guessing. Appreciate your time today.

We are continuing with our regular series of TAACCCT Performance Report Q&A webinars and this is, I guess, the last one before the performance reporting season will open.

I wanted – I'll introduce Scott in a moment – or I'll turn it over to Scott in a moment. I'll introduce him now. If you don't already know, Scott is your go-to guy for performance questions and he's the one who will answer them if you send them to TAACCCT – to the TAACCCT mailbox, at least for right now he's that person. We usually have two and the person will be back pretty soon from her detail. Anyway, so he'll be talking in just a little bit. You can also be calling him or emailing him to get help with performance. So he's the guy.

Before we go to our announcements, I want to take a look back at our polls and see what we – see who we have on the call here today. Can you pull those back up, Jon? OK. So in terms of which rounds, it looks like we've got some – you know, it's about half and half, actually, as I was looking down through this. So some from three, some from four and then some from both, but a few more from round four; OK?

The status of your APR one honest person says, I haven't started and will be getting going on this soon. Some of you work on your data year-round, that's great. I mean, everybody pretty much has to do that at some level, I realize. Can you keep scrolling that down? You're starting to collect the data, a few people and one person is done and has submitted. Ding, ding, ding, ding, you get the prize, if I knew who you were.

And that last one was our throwaway question. We certainly hope that nobody's responding to that one. At least if you are, you might be on the wrong webinar or you are definitely on the right webinar. I mean, you might not be on the right webinar or you're definitely on the right webinar. So if you're a round three grantee, so poll number three, so far you're saying that, at least of the people on this call, someone very familiar with the process will be submitting it.

We ask that just – we're curious, because we know that there are situations where people peel off of grants as they end and hand it off to somebody else. I'm sure that there is somebody who's probably not on this webinar who would've checked yes to some of those other responses, but thanks for letting us know for those who are on. So we're going to move to a couple of announcements.

As you probably know very well, your APR and quarter 4 QNPR are due November 14th. So it will open up on October 1 for you to be able to start entering information. During the time period between October 1 and November 14th, we'll have, actually, two webinars.

The next one is on October 19th and then we'll have one more after that on November 9th to answer your questions and for those, we're going to keep it pretty open and we'll send out a reminder ahead of time for you to let us know any questions that you have and then we'll answer them on the call and work from those.

Just a reminder for round four grantees, if you are coming to the convening, the performance office, there will be performance reporting office hours available during the convening and I think we are about to send out something about that to those who are registered, but if you want to do that, you can also just email the TAACCCT mailbox and we'll set up a time for you. Of course, if that's not a good time to talk, there's plenty of other opportunities to do that after the convening by phone.

And finally, just a reminder for round three folks that besides your APR and your QNPR, we have some more alphabet soup of what is due, OER and TPE. So your Open Educational Resources needed to be posted to skills commons by September 30 and your Third-Party Evaluation needs to be submitted to your FPO and to TAACCCT mailbox by September 30. So there you go on that. I'm going to turn it over to Scott and let him tell us about QNPRs and a few other things first.

SCOTT ESTRADA: Great. Thanks, Cheryl. Just before I kick off, I'm going to – I want to share my screen pretty soon, but I just want to answer this quick question. Someone asked about getting my contact info. I presume that's because you have some sort of question about your performance. What you want to do is send that into the TAACCCT mailbox. That's something that I monitor. So it's potentially my other email address in a way, because I'm the one who sends the correct email to the correct staffer at the national office.

So if it's performance related, then I will see it. I'll be the first to see it and I can answer it. You also always want to contact your FPO. They're also a good resource for performance. Ready to share my screen? Yeah. So I just wanted to – I actually just came out of a meeting with people who manage the GPF site and they told us that 99 percent of people that are on our community of practice have signed up for the ELR.

So that means you don't have to listen to me to tell you to sign up for the ELRs anymore, because everyone's done it. If you'd like, by the way, to see the full screen here, you might see a few different icons of projecting this screen. If you click on the one that's got the four areas in different directions, that'll show up on the entire screen. So you don't have to try to squint while I'm walking through this.

I'm sure most of you are familiar, maybe some of you are not, I see some new people on here, but I see some veterans as well, I wanted to walk through the – briefly, the performance reporting key resources, because that is really what I always rely on and that you should try to always rely on, especially when you're talking about the reporting package. This is where all our TA resources lives and they're organized generally – well, yeah, they're pretty much organized by level of importance.

So the TAACCCT performance reporting OMB package, if you don't what that is, then you should definitely email the TAACCCT mailbox, because we'll have to review that, but that's where the guidance is for your performance reporting. Number two is compilation of TAACCCT FAQs. These are all separate pages. So if you want to bookmark them and without having to navigate the main page, because it has a lot of resources, I understand that.

The compilation of TAACCCT FAQs are actually incredible helpful, especially when you're talking about – for those round three grantees, there's a whole section regarding – let's see if I can get to it pretty quick. Like we have this appendix right here that shows what you can count before March 31st and what you can't count after March 31st. We won't dive into that now. We'll probably dive into that in one of the next webinars, but these performance requirements for close-out. These FAQs, I think, are incredibly valuable, especially at the end of your grant.

MS. MARTIN: So I'm just going to put an ad in there, I noticed, since I'm looking at this, but if you like these, you can press like and like them. Even if you don't like the answers that we give you, but you like that we have at least given you the answers – I'm just teasing, but if you find something helpful, click that little thumbs-up sign at the top and that'll do something in the algorithms about where these show up on the list kind of thing.

MR. ESTRADA: Great. That's a good point. And the last thing I'll point out – I'm not going to go through each one of these, but the last thing that I'll go into that I'm not sure that everyone is actually familiar with is at the very bottom, and maybe I should move this up, is the TAACCCT TA guide for importing documentation, the toolkit for source documentation. So obviously – you know, a lot of you are – might have issues with your wage records.

Wage records are not the only source of information that you can use to track or to report your job placement activities. So this toolkit is an official document of sorts that will walk through some of the types of documentation that you can have on your records that will allow you to confidently report any of the follow-up outcomes that you're reporting, like B.8, what kind of documents are appropriate for that.

Again, I'm not going to go into that now, we're here for QNPR, but just wanted to point out that last just piece of TA on the key resources page. So like it, bookmark it, use it as much as you possibly can, because this is like my homepage. So with that, I think we can move onto the – perfect. So as many of you are probably familiar with this agenda, we – it's sort of a three-part agenda. We have questions from you, which this is a Q&A series.

So we do try to get questions from the grantees to be sent in and then we answer them and that can also sort of lead to other questions. So it's a good way to get a conversation going. Today's special topic is actually pretty interesting and/or unique, in other words, it's the QNPR. I don't know, as long as I've been here, if we've ever done a webinar on the QNPR and some of this might be a refresher, some of this might not be, it might be you already know this stuff and some of it might be new to you.

So I thought, why don't we do it? Well, I'll try to give a little bit of best practices and tips that aren't requirements, but these are just coming from someone who's read a lot of these QNPRs, especially for TA purposes. So I just wanted to – I think it might be a good topic. The last is the open question period. I – this is – we're getting closer to the reporting period and the QNPR special topic might not take all of our time.

So I just wanted to leave some time at the end for non-QNPR questions. You know, I'm sure a lot of you might have specific APR questions to your grant that we will try to leave time to address. So that's going to – I don't know how much time that's going to – we're going to have for that. It depends on how quickly I go through this or don't go through it. So that's the agenda for that.

So questions from you. I'll start to – so this one came in from – into the TAACCCT mailbox. It wasn't specifically asked for this webinar, but it brought up a couple things. So I thought it would be valuable to bring up to a larger group. It's kind of a two-part question, because the second part sort of frames what the main goal of what this person was trying to get.

"If a student earns a certificate or degree in year one and another certificate or degree in year two, do you only count them in B.6a and B.6c for the year they earned these certificates?" Kind of a funky question because of the way it's worded. And then the follow-up was, "If we did – if we add all of these – all the APRs together, wouldn't it double count the numbers of students earning a certificate?"

So I think where this person is trying to get is when – if they're earning their certificate – multiple certificates, are we counting them every year and also, how do I find out how many students are earning certificates that are in the program is sort of the – you know, essentially what you're trying to get to.

So the answer is yes. I think a lot of you probably know this is the pretty simple stuff is yes, you count them in the year the certificate was earned. So if a student earned a certificate of less than 1 year, year 2, then that's when you count them and then if they earn a degree in year 3, then you count them in B.6 in year 3 and you do not count B.6a again in year 3.

I think that's the simple part, but the reason – what this leads to is the B.6a, B.6b and B.6c cannot be relied upon in terms of getting how many students are earning certificates, because it's – it gets double counted.

There's one reason is what I just said, which is the same student could earn multiple certificates over several years, but also, a student could earn multiple certificates in a single year. A student could earn a certificate of less than one year and then go on to earn a certificate of one year more in the same year, because it's sort of overlapped in terms of what semester they might've started.

They can only be counted once in each category, I want to – (inaudible) – like that, but they can be counted plausibly in all three categories. The closest you can get to counting how many students earned a certificate is B.2, because as a completer, the only thing that you – requires someone being a completer is that they are earning a certificate. So – and then once they've earned that certificate, you're now counted as a completer again. It's not a perfect one-to-one ratio.

So it's not – means X amount of students – participants have received a degree – or excuse me, a certificate of some kind, but it gets – the number is pretty close. It should be. So I think – I'm just reading this question here. I think I'll go back to that one later. The QNPR, so today's special topic, Quarterly Narrative Progress Report best practices and tips. What is the QNPR? It is a quarterly progress report on your program activities.

I don't know if this is like – this is not like an actual definition I pulled from anything, but it's really a status update to the regional national office on achieving your objectives or statement of work. Your grant wrote a statement of work, we accepted it, gave you money for that and we want to know, on a quarterly basis, how are you doing in the – in terms of progressing towards all your goals in your SOW.

It is more qualitative than quantitative. The APR is mostly quantitative. As you know, it deals mostly with outcome measures. The QNPR being more about program activities and your implementation of that has a lot more qualitative – has a much more qualitative element to it, but there's – as you know, as any of you that have submitted a QNPR, there are parts where we ask yes or no questions that we can actually quantify into larger data.

I guess I might've said this already, so we're going to cover both the requirements. So there's going to be some fun slides where we get to read some of the OMB reporting package language, but we're – I'm going to try to touch on some best practices. So just to kind of give some – and we'll give a couple examples of some good QNPR and some not quite as good QNPRs in terms of language.

Again, so this is – as you know, I'm a part of the TAACCCT Learning Network, I'm not an FPO. FPOs are going to have – I don't know if – different perspective. I don't know if that's the right thing to say, but they're looking for different –

MS. MARTIN: We may have approached you in different ways about their QNPR. You know, we are not that.

MR. ESTRADA: We are not that. And I can just say specifically, we're going to get into a section about the TA needs. I mean, that's something I really read a lot about and I don't know if FPOs are quite as – you know, that might not be the thing that they're looking for. They might be looking for other things, but I can't speak to what they're looking for, because I'm not an FPO, but I just wanted to give you that sense – coming away understanding that Scott Estrada is giving the tail-end perspective.

We actually – I think if you get a – walk away from this webinar, I want – I hope that all of you understand that we actually read your QNPRs. You know, I think sometimes since we don't have TA necessarily on it a lot, that you might feel – maybe you have a lot of conversations with the FPO, but overall, you might submit a QNPR every quarter and you feel like it goes into the ether.

That is absolutely not the case. We value the QNPR very much, because TAACCCT is a capacity building grant and this is a great way to measure the success or the implementation of your programs that are going to sustain beyond the life of the period of performance. So this is actually – you know, because it's qualitative, it can be a great place to really showcase the capacity building that you're doing.

Basic stuff. The QNPR is due November 14th. Oh, and this is for round three grantees. I'm sure there are round three grantees that are wondering what do I need to know, because this is my last QNPR. It's actually pretty simple, you don't need to do anything significantly different. You have to fill out all the same stuff. The QNPR is not going to be any different.

The major difference is this is a summary of your – the entire life of your grant. It's not just – the fourth QNPR is supposed to be more of an annual report and then the other three QNPRs are for just that quarterly activity. This very last QNPR should be a summary of your programs that you've launched and be more broad than just the quarter, especially considering that you don't have any program activities to report on.

So that's really the only difference in terms – so it also gives you a lot of leeway in terms of trying to – or attempting to write about your successes and any challenges and those challenges were dealt with about writing that as well. So it's – you've got some leeway on that. Just make sure that it's a summary of the whole life of the grant.

I think this is probably already clear-cut too, but all the activities and deliverables that you have to report against quarter to quarter you need to insure that they are all marked as either complete or incomplete. And as you know, those – each of those designations have a text box associated with them.

So if they're incomplete for some reason, I would encourage you to write some sort of explanation as to why they're incomplete. I can't – I don't know; there might even be an edit check in the system that might not even let you put it in progress for the last one, I could be wrong about that.

I haven't seen any QNPRs that where it was their final one and they still said, in progress, but whether there's an edit check or not, if there's not, you should just try to make it a complete or incomplete task. Again, for round three grantees, this is always a tricky thing for round three grantees –

MS. MARTIN: And this is going to the case for round four grantees when you get here a year from now.

MR. ESTRADA: Yes. So this is applicable to round four grantees as well. They generate October 1st. It's an automatic generation, I don't hit a button or anything. I can't open up reports beforehand. If I – it just – it doesn't – not only – it's designed to work that way, because you're supposed to – the entire quarter needs to happen.

It needs to – the quarter ends on September 30th and a lot of the round three grantees don't really have program activities, but it's important that that quarter is allowed to run all the way through to September 30th. So they are not going to open until October 1. So this kind of goes back – this is why we asked that question – this might be redundant, but this is why we asked that polling question for someone who's unfamiliar with this process to be the one submitting the report.

If you – I know there's some grantees that are – you know, they are funded – their salaries are paid with tax bonds and they're – right now they're a round three grantee and they're using a lot of their money to collect data so they can do the reporting, but then September 30th they – they're moving on to another job, because their tax funds are no more and they are handing off directions or everything that needs to be reported off to somebody else.

So if you're one of those people who's doing that and you're a little worried, don't be worried, please reach out to the TAACCCT mailbox, copy your FPO, I'm happy to work with them. Make sure they have a pen and everything, talk them through it. I try to get my calendar pretty clear in the late October, early November, although, that might not be the case this year, but I will be sure to make myself available to work with anyone that's new to this process.

Oh, and then last – and I'll go back to this later, but make sure whoever's your authorized representative now, if they're not going to be an authorized representative by the time to submit your APR, then do that modification now, because that modification – you know, I think technically, the FPOs – I don't know when they stop becoming your FPO.

MS. MARTIN: Yeah. Anyway, it's just better to get it set up now, because it can take a little while and it can slow you down.

MR. ESTRADA: Yeah. So here's some of the quantitative data that comes from this and this goes back to what I mean about being a capacity building grant, 2,657 programs have been launched nationally to-date.

MS. MARTIN: And I just want to say – this is Cheryl Martin speaking. You know, that sounds like a small number compared to some of the other numbers that we have in TAACCCT, like even as of last November 30th, and I know we're about to update these numbers again, we had over 400,000 participants, which is a lot for grants here, so 2,657 doesn't sound like that much maybe, but we really take that as one of our primary numbers for the capacity building nature of the grant.

I just did a site visit recently and was reminded, again, about what it takes to get one of those programs of study launched. I mean, I understand that is not a simple thing. So kudos and that's pretty amazing, I think, if you think about nationally all these different programs of study that have been launched because of the TAACCCT grants. And as you can see, for round three, so far we've heard that 96 percent have been launched.

That number probably isn't going to change, because things did not have been being launched after March 31, but round four we hope that number will edge up a little bit and either way, congratulations on all the work that you have done to make that happen. It's a pretty big deal.

MR. ESTRADA: I want to take a – well, let's do the next slide. I'll take a pause. I mean, there's three questions from the question that I posted at the beginning. So before we really dive in the QNPR, I'll – I'm going to try to address it.

But I just want to also mention another – you're going to see a few of these slides, the QNPRs by the numbers. These are the status that we've polled from an aggregation of all of the QNPRs that have been submitted ever by all rounds. This one – I'm sure you're familiar with this question, were there any direct hires of program of study completers by employer?

I don't know if they copy and pasted that question or not, it sounds weird. But there are 226 out of the 256 total TAACCCT grantees, 88 percent responded yes in at least 1 quarter. And then eight grantees had direct hires in every quarter to-date. Now, that's just round three and four.

Now, what you're seeing in the 1 to 3 quarters, 4 to 6 quarters, 7 to 9 quarters or 10 or more quarters, the – if you sum up 31, 19, 71, 105, those are the 226 grantees. So 31 have had – are part of that, at least, one quarter to three quarters, they said yes. They've had direct hires of program study completers. 105, 41 percent of grantees said – 41 percent of grantees who said yes to that, but have had done it for 10 or more quarters.

So that's great. I mean, those are some great numbers. I mean, the ultimate point of this is to get people in the jobs; right? So that's good, those numbers there. Or they are. To circle back, because I don't want to get too far without – and then just kind of forgetting about this question, I just want to review some of the questions that have been asked.

Christian (sp), I see that you had one. So I'll respond to it. The first question is, "I'm completing a round three grant. If a participant completed a degree or certificate after March 31, 2017, I know their credential cannot count, can their employment count the quarter after they exited the college?" No. That's a good question. You will have to count them as a retained student. So they will be in B.3.

MS. MARTIN: Because of – as of – what the status was as of 3/31.

MR. ESTRADA: Exactly. So if they earned their degree on March 31, 2017, then that immediately triggers their ability to count their follow-up outcomes, but if it's after, even if that follow-up outcome occurs within the rest of the period of performance, it's too late, it has to be a retained student, which is not a negative thing. We can – if you were on the last webinar we did, we like to – (inaudible) – the national average look at completers and retained together, because it's – you know, they're still enrolled. That's a positive.

Second question was, "I wonder if the reporting question at the top of the webinar related to following grant proposal and APR thermometer outcomes five, total number of participants earning credentials 6a, 6b, 6c." I – as I understand, the TAACCCT team is aware that double-counting exists.

So this is somebody – this is obviously someone who's been reporting. So that's a very good reference. We do have a thermometer and we did request for your – in the – your – not your compliance review, but for setting your totals for round – setting your outcome measures to be compared against your targets. We did ask for B.6a, B.6b, B.6c total. We understand that these are double-counted.

We understand that that is not the perfect measure for the total number of students earning certificates because of that double counting, but we did think it was, at least in the aggregate among all grantees and among grantees with large populations, to at least show what kind – what total numbers we have. So that's a very good point. I don't know who asked that question, but yes, that's a – it wasn't really a question, I guess, it was more of a comment.

MS. MARTIN: Milly (sp).

MR. ESTRADA: But yeah, thank you, Milly. That's a – it's a good point. So thanks for pointing that out. That being said, you do have to report against it. It is in the thermometer. So it is something that we do measure.

Number three, "I am a TAACCCT four; are we allowed to enroll students in January, 2018? It would allow us to meet our performance outcomes for unique participants served." Yes. You can enroll students in January, 2018. Program activities are going to end March 31, 2018 for round 4 grantees. So enroll them and you should be counting them.

MS. MARTIN: You can. The thing about it is say, obviously, if you're on a semester system, then whatever is related to the program-related expenses for that – say you have a professor teaching that class and you're paying their salary out of TAACCCT, as of March – after – you know, as of April 1, you can't pay their salary out of TAACCCT anymore. You have to have some other way of paying their salary to continue that. And then Scott, they would be counted as retained; right?

MR. ESTRADA: I mean, I don't know what kind of program you've designed. If they can complete before March 31st, you can count them as completers, but Cheryl, to a larger point, what kind of result are you going to get when you have a ton of participants entering and then – well, I guess you can count them as – you eventually count them as retained, but there can be a downside to increasing your unique participant numbers, but then you don't have necessarily a high completion rate.

MS. MARTIN: But it might be like a short-term program, a CAN or something like that and then – it looks like you've got some follow-on questions there.

MR. ESTRADA: Yeah. As far as – so there is a follow-up question with regards to – as far as counting – for – regarding March 31st and kind of how to count people. Kate asks:

Q: As far as counting people who exit after March 31st, what if they were completers before March 31st?

Yeah. So if they are a completer, they are – but then you can count their follow-up activities from April 1st up to September 30th and then you can – I think you have three more months after that for the – for B.9.

MS. MARTIN: Yeah. And we'll – maybe we should –

MR. ESTRADA: Keep moving?

MS. MARTIN: – keep moving. Yeah.

MR. ESTRADA: Yeah. So let's – so now that we're kind of moving away from that initial question, I want to dive back into the QNPR and I will try to move quickly unless there's a lot of questions that come up about the QNPR and I will try to address all your questions at the end regarding the APR. What does the QNPR do? You probably all know this. This is a cool little chart.

It's just – we found a fiscal calendar. So you're probably all familiar with a fiscal calendar. Quarter one starts October 1 moves to – and ends December 31st and the due date is February 14th. Again, you might be aware, might not be aware the – it lands on the 14th, because the money preceding that is only – is 31 days and you add 45 days after the quarter ends to submit your QNPR. General makeup of the QNPR, summary of grant activities is the first section, we'll get into that.

I'm not going to dive into the details of every section. I kind of want to focus on things that might be helpful for you in terms of best practices. So – but we are going to go one-by-one. I won't review this. I think you guys all know. So the first one, summary of grant activities. So as the OMB reporting package says, this section is an executive summary of grant activities for the quarter and should serve as the annual summary each fourth quarter.

And so that's what it says. Here's some sort of – this is where I'm coming from as a TON person, some expectations and tips. One, concise – be concise and substantive, but not too much. It says – actually says, I think, in the reporting document, don't meet every meeting. What I mean by this is is you don't get a lot of character spaces and you've probably had a lot of things to say.

So try to be concise and try to pack as much in there as you can. It may seem like it might not be the most coherent, but that's OK, we want to see as much as possible. With that said, it's OK to use abbreviations and complete sentences, etc. Cheryl will not grade your report on how you've used your paragraphs or not. As I said, fourth quarter should summarize the grant activities for the entire year and the last report of grant should summarize entire life of the grant.

The do-not-do's, ask anyone – (inaudible) – that's where that comes from, the do not do's. Don't paste – don't copy and paste past QNPR summaries. I don't know that there's anyone on here that does do that. It's not common, but it's common enough for me to mention it. Each quarter you should have done different things or at least updated on whatever you did last.

I've definitely read some QNPRs where I read their entire year of QNPRs one year and it looked almost, if not is, identical in the summary. So it should show new activities, there should be progress. From when I'm reading that, that makes me think you're not taking the QNPR seriously or you're not really doing too much. I just said be concise, but don't be too concise. I already said that there's 2,500 characters, that's not a lot, try to use most of it.

Don't repeat performance data on the APR in the summary section. I sometimes will see QNPRs that said, I had 10 completers and I had 25 retained. I can see those numbers in the APR, that's not what that summary of activity is for. It's for talking about what – how you are doing in implementing or sustaining your program activities and it's qualitative, not quantitative. So don't put those in there. The exception of that is if you're trying to tell a larger story.

You know, if you're trying to say, we had completion issues and I wanted to – and now the completions are better, because we implemented this. That's different, that makes perfect sense. I want to bring a good example here. I've blocked out who this came from. It is a round two grantee.

We're not going to – I'm not going to read this or anything, but as you can see, it's very dense and the topics are, I think – well, I'll just read in that first – "Quarter activity includes completion of product publishing, 3rd party SME evaluation or report submission." It's a little in the higher education vernacular, but that's fine. I think this is great. This is dense, it's really summarizing what the grantee is doing and we're all getting a sense of what their update is.

This is not quite as good of an example. So what, I think, the few things you can see from this is they didn't use all 2,500 characters, I'm not saying you have to use all 2,500 characters, but they left a lot of space. It makes me think that they're not – maybe not updating all of the activities that they were doing. You also notice as they kind of go into just what students are doing in that quarter.

That's not – I think – one paraoptometric student, I'm sorry if I read that wrong, secured a job placement bringing the total of six students from their cohort that were placed in jobs. That's great and I actually can maybe even go into success stories, but that's also something I could see in the APR how many students are placed in jobs. So just wanted to provide some examples.

We'll move quickly on these, status update on leveraged resources. As the OMB reporting package says, use this section of the narrative to report leveraged resources. Update, the organizations that contributed the resources or ways in which the resources were used during the current quarter. So this is actually supplementary a little bit to your 9130, because you have to report financially what your leveraged resources were and it's more of a narrative part of that.

And just to give you some higher-level numbers of what we've seen to that question, did you receive an additional leveraged resource, out of 250 grantees, 181 of them responded yes in at least 1 quarter, which, I think, is pretty good, 71 percent. The largest of those 1 to 3 quarters, 93 of them, 9 percent have reported 10 or more.

Status update on employer involvement, and this is as the OMB reporting package says, discuss how the required – there's basically four parts to this, discuss how the required employers have been involved during the current phase of the project, outline specific rules, identify any challenges, discuss new employees – employers and commitments that may have been added to support the project.

At the higher level, 253 – so the question says, "Have you had consultation or advisory meetings with business and employer partners during this quarter?" This is incredible; 99 percent – 253 of 256 grantees – responded yes. That means business advisory councils and your sector partnerships are clearly humming along. These are great numbers. Seventy-seven grantees have held meetings in every quarter of their grant.

So those were 167 – 55 percent of those grantees – have done this for at least 10 quarters. Timeline for grant activities and deliverables, these – so this is – I'll just summarize this. I think, as you know, you were required, in your statement of work, to provide a project plan, deliverables that you're going to go on and activities that get you there and then we – you gave – we took those and we put them in DVSF to have you report against every month.

So that's – I'll just go into that. This is –

MS. MARTIN: And I would say that I think that the FPOs probably really key-in on that in terms of looking at progress.

MR. ESTRADA: Yeah. And the text portion of that is also very useful, being able to read quarter to quarter. Oh, I'm – one activity could be a sustainability report and actually being able to read – oh, in this quarter, they started doing it, in this quarter, they edited, in this quarter – the – those text portions of your progress updates, quarter to quarter, is something that we can read.

MS. MARTIN: And we've also been recently going back and counting those kinds of deliverables for an overall – we were trying to come up with a way of saying, how can we quantify the capacity building nature of these grants more than just saying, 2,600-some programs of study.

And so we've actually had the TAACCCT Learning Network team go in and count how many people did this kind of deliverable, how many that kind and we've done that for rounds one and two and it's pretty impressive and we'll be adding round three to that as soon as these QNPRs come in and then round four as well. So we do use that.

MR. ESTRADA: It goes to that larger discussion we were having about the QNPRs are great for showing your capacity building and deliverables is one of those things that really shows what are the changes you've made that you've implemented that is changing the system and in – (inaudible) – building the capacity at your community college.

Key issues and technical assistance needs and the best practices, promising new strategies and success stories, I'm putting this into one. This is – so summarize any significant issues or problems encountered during the quarter.

So issues and technical assistance needs as well. Describe promising approaches, innovative processes and grant level, dah, dah, dah, dah, dah. I am focusing on this – well, not focusing, but I want to emphasize this section, because every quarter JFF and myself and Christian Lagar (sp) with ACC we review all of your QNPRs that you wrote and we extract the key issues, TA, best practices and success stories and we –

I wouldn't say we quantify them, because we don't come up with a number of X amount of grantees are having issues with recruitment, for example, but it gives – it tells a story of what the need is and it helps drive our TA.

So that's obviously in consultation with Cheryl too where we say, oh, we're seeing that there's a lot of – there's a big need for this, there's a big need for that. So if you need TA or if you have a best practice to showcase or you want to tell your – the story of what your grant's doing and showing successes, utilize this section of the QNPR.

Use the success stories, whether it's students or – I mean, students are always a great thing to showcase on the success stories area. But we actually read this and we use it to drive our TA. So I would encourage you to utilize this as best as possible and the reason I say that is because I wanted to give another do not do slide here where this is a round two grantee and I can say, from just knowing this grantee, that they did have challenges.

Challenges are going to happen, it's not a bad thing, but it is bad that they're not reporting on them, because there's no – we can't do anything about it. And this was – this isn't just one QNPR, it was – this is on a lot of their QNPRs. The two issue areas here, the FPO is going to say, I know you're having this challenge, why are you not reporting it? And the other issue is this is – we have many ways of understanding what grantees are having in terms of challenges and this is one of them.

So if they're not being reported, it might not raise a flag for Jenny Freeman or Erica or Christian, myself to say, oh, this grantee needs this – you know, they need help in this area, we can connect them with a grantee, we can have a webinar. This is a tool to utilize in terms of letting us know that you're seeing some sort of challenge.

We don't think a challenge is a negative thing. We – you know, we – there's TA involved, because there's – we – you know, we want to make sure this capacity building is – you're doing it. So utilize this section. Just to contrast that, a good example, I think we're all very familiar with the low outcome numbers of B.7, B.10 offering because of state wage data. So that's – they show the title and the description of that. The best practices and promising new strategies, this is great to talk about PBLs, Project Based Learning.

So like I said, we would put these in, we file them and we – if we find it – and if we find it useful, we'll have the grantee speak at a webinar or we'll connect them with another grantee. So that's what we use for that. Additional outcome information, this section allows grantees to report any grant-specific outcome not captured in other sections of the quarterly narrative progress report.

This is actually the section you can do some – if you want to utilize, for – from APR numbers, go ahead and do that. The APR does also have additional outcome information, you could use that section.

MS. MARTIN: Does this mean if you're adding to your APR you want to explain something about your APR?

MR. ESTRADA: Yeah. If there is – if you – I don't want to give an example, because there's a lot of different ways, but yeah, if you feel like the performance numbers are not telling the whole picture of your grants, we used to have a mechanism for that with C10, but that doesn't quite function as well as we'd like it to.

So I think if you have another way of – this is another way to show quarter to quarter I want an update on this thing. Also, we don't know everything that – you know, we have all these different metrics on the QNPR, but you might have something that you want to tell us about, this is where you do it. Do not upload – there is an – apparently, there's an upload function for supplementary information, don't use this. I'm sorry, the reporting system has its glitches, we all know that.

It gives the impression that when you upload something, that we're reading it. We can't read it, it's not going anywhere.

MS. MARTIN: And that's why you said apparently.

MR. ESTRADA: Yeah. I don't – it should not be there at all or at least say, this is not going to go anywhere or something, but it's – unfortunately, it doesn't do that and we can't fix it immediately and probably might not. So just don't use it. If you – try to use your additional outcome information for anything you want to do – or you want to report against.

And then the last one – last section, name of grantee certifying official, telephone number, email address, obviously, that's standard, but this is going to take a little – I just want to be clear on this, because it's especially true for round three grantees now and will be for round four grantees, when they get into close-out, there are only two people who can access EBSS at your college, the authorized representative to certify the contents of the report. This is somebody who has been granted legal authority by – I use board of trustees. There might be some other – it might depend on your charter.

So I don't want to specify who that might necessarily be, but that's up to your FPO to make that decision with about who has – who can grant that legal authority, but in the end, they're the one legally responsible for this – for the content that is being submitted in terms of it being accurate. The other one is a point of contact, which, I think, is unfortunately not a misnomer, but it's not the right phrase, because it's not like we're trying to reach out to these people.

You know, these are really just people that are entering the data and they're often program managers. And I want to – you do not need a modification to change the point of contact in EBSS and I want to make this statement, because it can be confusing.

There is also the SF-424 point of contact that's on your statement of work. This is an official point of contact. That does require administrative grant modification. I don't think it's as big of a list as the authorized representative, but I just want to be clear I'm not – that's not who I'm talking about when I say point of contact in EBSS.

That is someone that I can change really easily on my own, I can send him a new password. I can't send them a pin, because the pin is a signature and they're not – but – so they're not going to be – they're not legally responsible for the contact. So – and then the last point is if the authorized rep. changes before November 14th, please submit a modification as soon as possible.

We've got – I've had some grantees from round one and round two who their rep changed right at the worst time and it was a little difficult to get their modifications made. So it just makes things easier. If you know there's a rep coming, please do that now so we don't have to deal with it later.

Questions about the QNPR, I'm sensing there's not necessarily a lot. I'm going to get to the APR questions, but I want to address QNPR questions first. So I'm going to wait just a minute and say that that is OK. I don't see anyone typing. So at 3:52, I'd say we'll give ourselves about 6 to 7 minutes of open question period.

MS. MARTIN: Starting with Barbara McKay's question.

MR. ESTRADA: Yeah. Or question number four –

MS. MARTIN: We already answered that one and five is just a follow-up there. So I think we can just go to Barbara with [inaudible].

MR. ESTRADA: Sounds good. "Is measuring 5.a the number of participants for each year that received credit hours or should it be only the actual total number that completes credit hours without duplication over multiple years?"

So I think I'm – let me try to – let me know if this doesn't answer your question, but the – measure 5.a is counting participants who completed credit hours. So if a participant has taken X amount of courses and each course has credit hours for that year, that's what you're counting, those credit hours for that year.

MS. MARTIN: Is it participants or hours?

MR. ESTRADA: It's – 5.a is participants, 5 is hours. I think – I don't know if I completely understand that – your question. So if you want to follow up, but just to simplify it, the APR is a snapshot of what your participant is doing and 5.a is the participant has taken classes and has earned credit hours, count them in 5.a. You just count them once.

MS. MARTIN: And if that doesn't answer the question, maybe –

MR. ESTRADA: Please, by all means.

MS. MARTIN: – (inaudible) – back to Scott, because sometimes it's a more nuance thing that needs that more nuanced answer.

MR. ESTRADA: Yeah. Oh, and actually – and just – see, now I think I – so – and just to add to that, yes, you – a participant, if they've earned credit hours in multiple years, continue to count them. Just don't double count them. So if you've earned – so if the same participant earned it in – they took a course in year two and they earned credit hours, count them in year two, then they've taken another course in year three and they earned credit hours, count them again in year three. I think that's what you're asking. So thank you.

So we'll move onto Rachel here. "How do we report a participant who is pursuing a two-year degree during the grant-funded program of study they earned a related certificate that is part of the program? They are not a completer, because they are continuing in the grant-funded program of study to earn their degree and have not exited the college nor gone on to employment or exited the college. We still count them as earning a credential and related certificate and also we count it as retained."

Simply, yes. If they were enrolled in a program that did not – that was – did not intend them to earn a – some sort of certificate, that is tax-funded, but they earned it. They are now a completer. This goes to the kind of fuzzy – you know, the confusion about what a completer is. I think it's natural for people to think a completer means they've gone through the entire program, they've earned it, it's a two-year where you earn a degree, they've earned that – they should earn a degree to be a completer. That's not correct.

As soon as you earn a certificate that's tax-funded, they become a completer. So your question is kind of right in the sense that if they – if you didn't think they'd be a completer, then you would count them as retained, but because you counted them as – because they – you counted them as a completer, you would not count them in B.3. Now, going back to the very top of your question, I just want to clarify, because I kind of wasn't sure if this is how you typed it or not, during their grant-funded study, they earn a related certificate that is part of the program.

If it's part of the program and it needs a tax-funded certificate, then they are a completer. If they earn a certificate, it's not tax-funded or not a part of the program in any way, then no, they're not a completer.

So I just wanted to make that clarification. It looks like I did answer Robert's question. Are there any other questions? There's a couple more minutes. Rachel looks like she's following up; I see some typing. And I see Malika [ph] is typing as well.

I'm thinking that it would be valuable to go into the program extension for the next webinar to talk about January through March and then after March, what you can count, what you can't. I think that's going to be a valuable topic.

MS. MARTIN: Yeah. And there's a lot of answers on that in the FAQ where we got into a lot of detail and as Scott said, that last page of that FAQ document is this little chart, because in year four, it's just weird; right? Like you don't say – it's not a snapshot as of September 30 exactly. Some parts of the snapshot are as of March 31 and other parts of the snapshot are as of September 30.

Like for instance, you have to be a completer by March 31, but you could be employed by September 30. And so it can be a little bit confusing for that fourth year, but you can start by looking at the FAQs on that and certainly, ask us questions and I think we have done some webinars on that in the past, but I think it's worth talking about it again probably on the next one.

MR. ESTRADA: QNPR questions, Malika, I think that's a great question. She asked:

Q: A distinction between the POC and the authorized rep. was made. I think that while submitting QNPR in the past, POC users submitted this. Does this – does it matter who submits this?

Let me say this, you can't submit the QNPR without a pin. The pin is your electronic signature. That electronic signature is associated with the authorized representative. Now, if something is incorrect on that report, the person who is going to be liable for that is not the point of contact who submitted it, it's going to be the authorized rep.

So if the authorized rep is comfortable – I'm not going to go into that. You know, the grantees – it's your own operations, but I'm just – that's just something – the authorized rep is legally responsible for the content on there. So if something is found incorrect or invalid, and I mean that in a deliberate sense, then that's something that goes to the authorized rep every time. Marilyn [ph] – or Rachael, I think, had a follow-up, which is – and this will be the last question, I think, because it's 3:58.

Q: We have students in welding that get both a certificate and a AS that are both tax-funded, if they get their certificate and are still enrolled, they are not entering employment, [inaudible] they get locked and will not have any data on them.

Rachael, yes, absolutely. I call this the holding pattern. There is not really any place that they're being accounted for. You've got to wait until they exit and obviously, it sounds like your program gets some AS. So it sounds like they could be waiting for over a year before you're actually counting for them.

So yes, I understand, you probably want to record them somewhere in the APR, but technically, once they're a completer, you don't have another activity to count them in until they've exited. The only exception to that is what they have earning. So meaning credit hours or certificates.

So if these students are earning other certificates and they are, obviously, earning other credit hours, that's where you count them, but they are in a holding pattern. They shouldn't be locked. You know, they're locked in our – you know, I – you know, they're locked in APR, but it's aggregate data. So they – you know, it – (inaudible).

MS. MARTIN: So you're still keeping track of them, you just don't have anything to say about them?

MR. ESTRADA: Exactly. And that's OK. That's perfectly OK. I don't know if I have Marilyn's – it looks more of a comment. So I think –

MS. MARTIN: I think Marilyn is saying, yes, it would be helpful if we talk about that –

MR. ESTRADA: Oh, got you. OK.

MS. MARTIN: – in the next webinar and so on. OK. Well, thank you, Scott. Thank you for ripping through that QNPR. I hope that you found some useful things out of that for your hour with us today. We very much appreciate you spending that hour with us and taking seriously the QNPR and your APR and all of this reporting fun that we know that you are about to launch very soon here.

And like we've said, we're here to try to help you make that process as easy as it is possible to make it and by being available if you have any questions. So please do contact us. And thank you so much. We'll hope to see you again on October 19th.

And take care, have a great day. Talk to you soon.

(END)