**Workforce 3One**

**Transcript of Webinar**

**Understanding TAACCCT Performance Metrics**

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CHRIS WATSON: Now I would like to move us to our PowerPoint for today and introduce our moderator. Our moderator is Cheryl Martin. She is the TAACCCT program manager here in the employment and training administration. Cheryl, why don't you take it away?

CHERYL MARTIN: Thank you, Chris. And thank you all for joining us here today. So this call is one in a series of several calls that we are doing for TAACCCT grantees during our busy performance season. We know that you are all busily getting your numbers ready and you're about ready to enter them and all you need to do is get one question answered today and then you'll have it done tomorrow, right? OK. That was supposed to be a joke.

However, we are encouraging people to not wait until the last minute to do your performance reporting, particularly this time. This is the first and last time that we will have almost all 256 of the TAACCCT grantees entering their data into the performance system, and as you know, all of you have to enter both an annual report and a quarterly report, so it's going to be busy in there. And therefore, as a way this system works, it's probably going to be a little slow and a little bulky at the end. So this is your tip. Your insiders tip to start early and not wait until the end if you want to have a better experience with that this time.

Anyway, I wanted to introduce today our subject matter expert on TAACCCT performance. Many of you may have already spoken to Kristen Milstead who has been with this program practically since the very beginning and has helped develop a lot of technical assistance around these questions. So welcome, Kristen. We're glad that you are here with us today.

We also have Tara Holt, who is a federal program office from region 6, but she is right now also on a detail working with our national office. And so she may be jumping in as part of the conversation to help us sort of interpret what some of the questions are, that kind of thing. So welcome, Tara.

I wanted to start out by saying that on the next slide there is a resource that has – this website right here is the place to go if you have questions about tax performance. So on our community of practice, there is a whole section there about performance reporting technical assistance and there are a lot of different resources there, including the resources that are down here in the file share and of course the descriptions of what fields we have and the OMB packages with all of that and the source documentation toolkit and FAQs and that kind of thing. So if you are not yet familiar with that section of the TAACCCT community of practice, that would be a really good place to get familiar with right now.

So having said that, I wanted to mention that the questions that we are going to answer today were generated by TAACCCT grantees ahead of time and if you – there are a lot of them. I don't know that we are going to get to all of them today. In fact, I'm quite sure that we won't. But we weren't sure how far we would get.

We wanted to put them all up there and what we'll do is any of them that we don't get to today, we will pick up on next week on next week's call, because as I said, this is a series. We're doing these this week, next week and the following Tuesday at 4:00 p.m. Eastern Time and whatever time that means in your neck of the woods.

So if you have additional questions after this call or, yes, you can submit those to the TAACCCT mailbox by Friday, close of business, as well for future calls. I also wanted to say that once we've asked a question, like the first question, we'll go into that.

And if the person who asked that question is on the call, and I will mention the questioner by name, and would like to ask a follow up question about that, then that individual can press \*6 and I will invite you to come on and ask follow up questions. That is why I'm saying use the teleconference number.

If you are dialing in by your computer on voice, you won't be able to press \*6 and answer questions or ask additional questions. If it's somebody who did not ask the original question and you have a follow up question, we ask that you put your question into the open chat and then we will look at those and try to answer those as well.

If we get to the point where it seems like this is a situation that really needs to be dealt with one-on-one with that grantee – and Kristen says this happens plenty of times – then she will say, you know what? I can answer the general part of it here, but the specific part of it I'm going to follow up with you offline about and then she will contact you. We have your names and emails to do that. Then she will contact you after the call and do a follow-up on that.

So we will do our best to get through as many of these as we can today at a level that we think will be helpful to the largest number of people and then if it starts going a little bit into the real nitty gritty of it, we'll take it offline and follow up individually. OK? So here we go.

Question 1. These two first questions, one and two, are about securing wage record data and they're very similar, so we put them together. The first one was from Brian Powell, the C2E project manager at CPTC. And that question, as you can see there on the screen, is, "Are we only supposed to report employment and wage information that is verified by state income records in our state or can we report outcomes from participant follow-up surveys?" Some other details there that you can see on the screen.

And then Matthew Cloud, the project director from Ivy Tech, has a similar question. "Can we access the labor statistics to a federal labor database? While we are not a consortium, we have campuses effective throughout our state of Indiana and we are asking students to fill out questionnaires, particularly after they have left the college, typically only has a 5 percent response." So, Kristen, where do you come out on this one?

KRISTEN MILSTEAD: OK. First, I just want to thank you all for joining the call today. I'm excited to do these calls. I always just talk with grantees and this is a new thing that we're trying, so we hope this is really going to be helpful for you all.

These two questions we put together because they are about securing the wage record data and so let's first talk about the types of data that you can collect.

This first question is about can you only use data that's verified by state income records. And the answer to that is no. Let me first direct you to the source documentation toolkit. There should be some attachments that you can download and these are also available on the community of practice, the links that Cheryl had –

MS. MARTIN: OK, so the source documentation one didn't get put into the file share. We will add that during the course of this call, folks, but it's also on the CoP links that I mentioned before. But anyway, go ahead, Kristen.

MS. MILSTEAD: OK. The first documentation toolkit lists every outcome that is in the annual performance report and – (inaudible) – the acceptable forms of documentation for each. And there is a section in this that says that per the approved OMB reporting package, grantees must use administrative data to track items such as employment; but in instances where grantees don't have this access, they should access the type of documentation cited in this attached chart.

So some of the things that you can use might be paystubs or employer verification instead. So you do not have to use these wage records. You can use other items as well and if you wanted to know the types of things you can use for all of these outcomes, it would be located in this first documentation toolkit.

Self-attestation is allowable, but only if you have people who are self-employed. Now we're talking about things like following up with individuals, so that would lead us into the second question where Matthew speaks about difficulty with following up with some grantees and the response rate to that. So Matthew says is there a way that they can get information through the federal labor database. Unfortunately, we wish we had one, but we don't have one. We've been trying for quite a while now to link up different sources of data through, let's see –

MS. MARTIN: State UI records.

MS. MILSTEAD: Yeah. There are some federal records at other agencies, but there are all kinds of laws about how we can get access to them, how states can get access to them. Basically what they're able to be used for.

Education and Labor have been working with the White House and OMB for a very long time to get access to them for various other reasons. And so unfortunately we don't have those – the ability to allow you all access to them, but allow you to the data so that you can get this information right now, but that's something that we are interested in doing. We emphasize with you that this is something that is really difficult to gather.

And so if you are having difficulty following up with your participants once they leave, there are some resources available on community of practice for how to go about keeping in contact with your participants once they leave and how to incentivize them to come back and give you that information. And there's other forms of technical assistance that we can offer you as well. If you're having some difficulty with that, the first place that you should turn is your federal project officer.

MS. MARTIN: OK. Thank you, Kristen. I just want to note that in the file share box at the bottom of your screen, the bottom right, there's now a new handout. It's called handout and it says "TAACCCT."

Well, guess what? There's a lot of TAACCCT things, but if you click on that one, it's the TAACCCT source documentation toolkit and that's what Kristen was referring to there on this. I want to add a couple of things, partly in the form of questions to Kristen and partly in the form of things that I think I've heard Kristen say before, but I want her to confirm that I'm saying this right.

One thing is to just say that we understand that it's very difficult if you don't have access to your state UI wage records or that kind of thing, to get this information by follow-up survey. And I you don't, I would say that on our end, when we interpret these numbers for people, we indicate that this number is likely under representative of the actual performance, because of the difficulty of tracking that. So it's like we recognize that on our end.

We try to communicate that when we communicate our aggregate numbers for all of the grantees the same way. If you have additional information that you think is helpful but doesn't meet the source documentation or something like that, you can always add it to your – sort of the extra fields in the report and say, well, we have reason to believe that this, dah, dah, dah, although it doesn't meet the source documentation requirements. Is that right, Kristen?

MS. MILSTEAD: Yeah. That's a really good point. If you are having trouble tracking down some of your participants or you have some information that doesn't technically meet the documentation requirements – (inaudible) – documentation, for example, if your federal project officer comes out and you need to back up information that's in your APR – but if you have some other information that you want to provide to us, there is an additional comments section, the APR – as you probably know if you've been into APR – I hope you've been to the APR. If you're round four, maybe you haven't yet, but hopefully you have.

But you see this additional comments section, you can clear that information there. And again, as Cheryl said, that's an excellent point. Just because the data is not there doesn't mean the student didn't get employment. It just means it is missing data. So you just need to tell us – if you haven't established a relationship with the state agency who provided that and you're going about it in another way and you're not getting a good response rate and you're explaining that, that goes a long way in telling us kind of what's going on. We take that into account.

MS. MARTIN: Yeah. And if people want technical assistance on that specific thing about how some other grantees have found ways to do that tracking, some of that information is on the website or you can ask for a one time mentoring call on that kind of thing as well. I know some other grantees have found some ways to do that somewhat better, but it's never perfect.

The last thing I wanted to say about this is that as part of the first question that came from Brian, you also said something about entered employment in summer will not be available in time for the APR.

So Kristen, my understanding, and again, let me try this and you tell me if I'm right, is that if people – say somebody was not employed as of September 30, but then you got information on October 30 or whatever, let's just say December 30, that that person had become employed, I believe that you can amend your report. Is that correct?

MS. MILSTEAD: Well, if they weren't employed on September 30.

MS. MARTIN: No. Right. They were, but you didn't get evidence of it until December 30.

MS. MILSTEAD: OK. If they – (inaudible) – report that in the year that they were actually employed. So even if you get the information in the following year, you would reopen the year for which they were actually employed and put that information into that year.

MS. MARTIN: Great, thank you. This is why it's so hard to answer these questions, because the nuances are so incredibly picky.

MS. MILSTEAD: Right. So as these questions bring up, there were several different pieces of information to provide. Just details to provide in just these questions.

MS. MARTIN: Just these questions, exactly. So I'm going to ask right now whether either Brian Powell or Matthew Cloud is on the phone and if you have any follow up questions, please press \*6 to unmute yourself and ask your follow up questions. I feel like we should have the music on this. I'm only going to give that a short time, and just so you know, for future questions and then we'll go on. If we missed you and you want to add something to the chat later, that's fine. If other people have follow up questions on that, please add it to the chat. All right.

We are going to move to the next question, which is called "Employment Verification Documentation." If we could bring up the next slide. This question, it's related. Are there any circumstances under which a consortium can request a waiver of the documentation requirements for employment B.8 or incumbent wage increase, B.10. Kristen?

MS. MILSTEAD: OK. And this is a similar situation and I'm going to provide a similar response to what I just provided. The documentation requirements are required to document what you put into your annual performance report. You shouldn't have anything – you shouldn't provide any counts and numbers in the annual performance report that you can't back up with the documentation in here, but if you have some sort of other types of evidence to support it, you should speak with your FPO about what your specific situation is.

I would not say that there would never be a circumstance in which a waiver could not be granted, but typically these are the types of acceptable forms of documentation that are required. It says these are some acceptable forms – hold on – these are some accessible forms in terms of whether a waiver would ever be granted. That would typically be determined by the situation.

MS. MARTIN: OK. So there you go. I'm sorry. That question came from Jean White with Commonwealth Corporation. So Jean, if you're on the call, you could unmute yourself by pressing \*6 and ask any follow up questions if you would like to. OK. That means we are going to move to the next question.

This one is called hourly wage increases. If we can move to the next slide? "Is the wage increase" – and this question came from Melissa Ramsey at Northeast State Community College. Thank you, Melissa, for sending in your question. And thank you, Jean and Matthew and Brian for the other ones as well. Melissa asked, "Is the wage increase for incumbent workers, measure 10, intended only to reflect an hourly wage increase? What about students who go from part time to full time status, take an hourly wage decrease, but due to more hours per week their weekly wage increases?" Kristen?

MS. MILSTEAD: OK. The wage increase for incumbent workers does not specify whether it should be hourly, weekly, annually. It only specifies that it's an increase, so it's a very vague, very broad increase. So what that means is, as long as it's universally applied somehow to all of your incumbent workers, if the incumbent worker has any form of an increase that can be counted. It does take into account whether they went from part time to full time.

If their wages have increased just due to the number of hours that they have received, that can be counted there. If it was an hourly wage increase, that would probably also – it should affect their weekly hours or their weekly amount. Probably not if their hours got cut, but in terms of the wage increase, the wage is not specified in terms of time, so it's a very broad, very vague measure.

MS. MARTIN: So in other words, if it looks like more, it's more. However you measure that.

MS. MILSTEAD: Yeah.

MS. MARTIN: OK. I'm going to go back to – sorry, Nicki (sp), I didn't see your question quite before this question, so we're going to go back to the employment verification documentation question. Nicki has a question that says, "We have finally received wage data for the first and second year APRs, but have no place to report them on the present APR. Where can we report the prior year's wage data?"

MS. MILSTEAD: OK. That's a great question. So for the year in which this participant actually was employed, that's where that participant should be counted as having entered employment. So if you have data that goes all the way back to the first year, you should reopen the first year's report and include that employment data in that year and the same for the second year. So just contact your FPO and say, I need to update my employment data for the first and second years and your FPO will have us unlock those reports.

MS. MARTIN: OK. So we have to be – the request to unlock the reports has to come in before – I mean, there has to be a request to unlock those reports. Right, Kristen?

MS. MILSTEAD: Yes.

MS. MARTIN: And then, from what I've heard you say, again that like if you reopen your number one, that say – OK, go ahead. If you reopen your number one, you would have to then also go back in and redo – not necessarily redo number two and three, but sort of like open it and close it again. Is that correct?

MS. MILSTEAD: Resubmit, yeah.

MS. MARTIN: Resubmit. Even if nothing has changed on that?

MS. MILSTEAD: Right.

MS. MARTIN: OK. Now we have a follow-up question from Nicki saying, "We have requested that the report be reopened and that has not happened."

MS. MILSTEAD: OK. Nicki, why don't you send an email to TAACCCT mailbox so we can follow up with you on that and find out more about that?

MS. MARTIN: OK. So any time you send an email to TAACCCT mailbox, just a reminder, copy your FTO and then you could just say in the body of that, this is Nicki from the October whatever we are today, 13th, phone call. Wanted to follow up on the business about requesting that our reports be unlocked. OK?

MS. MILSTEAD: Thanks for your question, Nicki.

MS. MARTIN: Yep. Thank you for that. OK, good. So we are going to now go to the slide that says definition of credentials. And that question came from Danielle Douay who is with the Institute of Northern Engineering in Alaska. "What is a credential" – quote-unquote – "And is there a formal definition somewhere?" Kristen?

MS. MILSTEAD: OK. A credential – the way we have typically thought of a credential in this program is define the way that it's defined in this TEGL – training and employment guidance letter – 15-10, which is also attached to this presentation.

MS. MARTIN: Not quite yet. Apparently some of our handouts that we wanted to include on here didn't get posted. So we'll add it. But this one is easy to find by just Googling TEGL 15-10 and it's also on our website. But we'll add this into the file share as we move along in the webinar.

MS. MILSTEAD: OK. Great. So in it, it states basically a credential is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation. So that's pretty broad, but essentially the idea is that the individual must – it must be something that – individual skills to get a job that they couldn't have gotten without that credential.

So it can be something such as like a work readiness certificate or an OSHA certificate; something general. They needed to have that certificate in order to secure the job. So it needs to be something industry recognized as well. So broadly, and recognized by the industry.

Typically we also saw that it's something portable that can be taken from area to area. These are just some general guidelines that, again, come out of the TEGL. There's also some other information in there such as types of institutions that grant the credentials, examples of the credentials. Danielle, if you're on the line, does this answer your question?

MS. MARTIN: If you're on the line, you can press \*6 to unmute yourself. OK. I forgot to ask Melissa Ramsey if you had follow up questions on the other ones, but if I skip that and forget that, we have a lot of things we're juggling here. Just send us something in the chat and we'll notice it and we'll come back to you if you want to follow up on your question.

OK. If there are other people who have – OK, a follow-up question from Barbara. Did you say NCRCs do count as credential or don't? Can you tell me what an NCRC is in the chat and we'll come back to that question in a moment, Barbara. OK? All right.

Meanwhile I am going to go to the next question. Allowable certificate, and that question comes from Noel Banuellos, who is at Saddleback College. So that question is about allowable certificates related, it looks like, to the question before. For outcome B.6 and it's sub parts A and B, does a certificate only apply to state approved certificates granted by the college or can it include any certificate document that is given when a grant funded course program or workshop and/or workshop is completed?

MS. MILSTEAD: OK. So again, this is a good question. So it needs to have certain criteria. Something industry recognized. Something that would give individuals the skills for an occupation where they could directly go out and get a job with that certificate – that the skills for that job were given with that certificate. So again, it couldn't be something general such as a certificate of completion or a work readiness type of certificate.

So I was thinking that might have been what was meant by the question when any grant funded course, program or workshop was completed versus just in terms of whether any certificate – versus whether there were any criteria for it. That was kind of how I interpreted the question. Is that an accurate representation? Are there any follow up questions, Noel? If you're on the line?

MS. MARTIN: OK. And meanwhile, while we're waiting to see if Noel has a request on that, coming back to Barbara, she's asking whether the National Career Readiness Certificate can count for this. But we've said in the past that career readiness kinds of certificates are not necessarily what we're looking for, but that would be a specific one that you may want to inquire about with your FPO and right to the TAACCCT mailbox and copy your FPO on that one. It may also be that that question is answered in TEGL 15-10. I don't have that one memorized, but you can take a look at that as well. OK? All right.

So we are going to move on to the next question, which is called outcome expectations, and that one also comes from Matthew Cloud from Ivy Tech. So this question says, "Instead of using a percentage, our statement of work includes outcome numbers based upon expected growth of the college. Are we able to adjust outcome number expectations based on the actual student enrollment and a percentage matching the original statement of work? In particular, if the expected number of participants is lower, then the numbers in the subsequent sections would likely be lower as well." Kristen?

MS. MILSTEAD: OK. This is a good question. This is a question we occasionally get. Sometimes we know there are extenuating circumstances. Situations change over time and for some reason a particular outcome target that you submitted, obviously you feel like is not representative of what you're able to meet.

But unfortunately, we're not able to just make changes to those targets once your application has become your statement of work, once you've been awarded your grant. Just for the case – because they have been competitively awarded, but that's not a bad thing, because we want to help you try to meet those targets and we'll do the best that we can to do that. We recognize that's not the answer that you would like to hear and we're empathetic to the fact that the situations change over time.

But again, we always have these places where you can explain what extenuating circumstances are happening at your institution and so we take those kinds of things into account. That's why we have those areas for you to talk about what's happening at your institution and if you need technical assistance or if you boost the numbers in your programs or boost the numbers at your institutions, we have technical assistance available for things like that.

MS. MARTIN: OK. So what I'm hearing Kristen say is, nope, you cannot lower your performance numbers, but yes, we can help you with some technical assistance if that is needed and also if you have circumstantial changes, explain it in the comment section. That's what it's for. So while you can't lower those targets, you can explain them.

All right. So that came from Matthew Cloud. Matthew, I don't know if you had any follow-up questions on that and I'm not seeing anything there, so we are going to move to the next question, which is about TAACCCT participants.

This question comes from Cheryl Olsen. Hi, Cheryl with a C. Those of us with that name always look and see how it's spelled. All right. "TAACCCT participants; is a student considered a TAACCCT participant if they enroll in a TAACCCT program but dropped the program after the institution's drop date with a full refund? Meaning it will show up on the student's transcript as a withdrawal." Kristen?

MS. MILSTEAD: This is a – if it's considered – this is an interesting question, because if you have a dropped – there are different drop periods sometimes at an institution. There is drop periods where it doesn't end up on your transcript, drop periods where it does, drop periods with partial refund, full refund. The FAQ number one for rounds two, three and four, it's FAQ number one.

"Who is defined as a participant in TAACCCT" states students that try out a course during the add-drop period at the beginning of a semester and don't remain enrolled after the add-drop period is over would not be counted as participants. So this was intended to refer to that initial add-drop period when students are just trying out the course to see if they want to remain enrolled or not and not those who stay in for a while and then just leave and don't come back for whatever reason. So at whatever point that is. I'm not sure at what place this would be in that, where they –

MS. MARTIN: Well, if it shows it as a withdrawal, it would be later, wouldn't it?

MS. MILSTEAD: Right. So in other words, I just want to (say here, is ?) DOL and ETA doesn't specify whether or not it's on the transcript or not is not the area where we would say –

MS. MARTIN: What would define it?

MS. MILSTEAD: Yeah. Where we would say, OK, this is a participant or not. It's just the initial add-drop period at the beginning of the semester. So if it has gone beyond that point, then the students would be considered to submit regardless of whether or not it's on the transcript or how much of a refund they've received.

MS. MARTIN: OK. I'm going to see if Cheryl Olsen has any follow up questions on that and if you do, please press \*6 to unmute your line. OK, if other people have follow-up questions, feel free to put them in the chat.

And I also wanted to say that Tara, if you have heard other kinds of follow-up questions or variations of that from your grantees that you think other people on the phone might find helpful, please feel free to ask follow up questions as well.

Tara Holt: OK. Thanks.

MS. MARTIN: All right. Meanwhile, we will move to the next question, which is labeled "TAACCCT participants" again. We get a lot of questions about TAACCCT participants and that's why Kristen put together the flow chart that is called TAACCCT Participants and that is one of the things that's in the file share box. It's a little hard to see the full titles of those things the way that is right now, but Chris is pulling up that right now.

I'm not sure that this necessarily addresses the question that we're about to get here, but I wanted to point this out to folks. We don't necessarily expect that you can read all the details of this right here on the screen, but this is what it looks like and this is a handy dandy one pager that a lot of other folks have told us at conferences that they like to keep pinned up by their computer, because they use it a lot.

That and the other flow chart that is in the file share box as well are two flow charts that help answer a lot of the questions that come up about participants. So let's see if you can tell us, Kristen, whether this is the question that – one of the questions that would be answered on the flow chart or not.

This question says – which comes from, again, from Cheryl Olsen in Truckee Meadows Community College – "Is a student a TAACCCT participant if they enroll in the TAACCCT program in error – there can be numerous reasons for this – and the instructor withdraws of the student as an administrative withdrawal and the student receives a full refund? The course will still show up on transcripts." So go ahead.

MS. MILSTEAD: So this is another situation where you are trying to determine at what point the student does or doesn't become a participant. So again, DOL doesn't define it in terms of whether it's on the transcript or not or whether this student receives a refund. It's determined by this initial add-drop period.

Again, there's no time period specified. It just says the beginning of the semester. So whether that's a two week period of a four week period, it may be different at different institutions, but it should be universally applied to all of your TAACCCT participants. So if you're saying, this is at the point which we're going to say, OK, this is just TAACCCT participants. If you go beyond this, this you can universally apply to all of your TAACCCT participants.

MS. MARTIN: OK. So I'm hearing that it's the initial add-drop, you can define it – it's the one that somewhere in there, in two to four weeks, you figure out for your institution which one makes sense and then apply that consistently from that point forward.

MS. MILSTEAD: Yes.

MS. MARTIN: OK. Thank you. So I don't think Cheryl is on the call to ask any follow up questions and I'm not seeing any follow up questions in the chat box, so we're going to move to the next question which is from Drew Hatfield. He is at a TAACCCT Four grant from NIC. So that question is about tracking completion. "If a participant earns a degree or credential in the program other than the grant modified program of study, which B sections are they counted in? For instance, are they counted in B.2, 5, etcetera, etcetera." Kristen?

MS. MILSTEAD: OK. Drew, do you happen to be on the line?

MS. MARTIN: If you are, please press \*6 to unmute your line. Not thinking so.

MS. MILSTEAD: OK. Because there's a couple of things I really wanted to ask Drew.

MS. MARTIN: Oh, there he is. OK.

MS. MILSTEAD: This could be a trick question. I don't know. Maybe it's the trick for me. I don't know. But my first question would be why are they earning some unique – how did you come to count them as a participant if they're earning – this is for me to make sure that we're on the same page. How would you have come to count them as a participant if their earning degree or credential in a program that's not grant modified?

MS. MARTIN: This is where, I think, if I'm right, Kristen, the "who" counts as a participant flow chart would be useful?

MS. MILSTEAD: Mm-hmm.

MS. MARTIN: To figure out in the first place whether they should count as a participant. So can you – I think Drew had a response there. "They entered a grant program, but switched and graduated in another program."

MS. MILSTEAD: OK. Great, thank you. That's great clarification. So they started out in a grant funded program and then moved somewhere else. So they would be counted in B.1 because they were a participant and then they would move and they would be counted in B.4, which is retained in other education programs.

There's no place to count them as a graduator in another program, but you can count them as being retained in another program, because they moved on to another program. And then for any credit hours they completed that were grant funded, you can count them in B.A and then B.5.A.

MS. MARTIN: OK.

MS. MILSTEAD: And then if they were incumbent worker and they received a wage increase at any point during the grant period after they enrolled, you can count them as B.10.

MS. MARTIN: Even if they moved on to this other program?

MS. MILSTEAD: Yes.

MS. MARTIN: OK. Because they were a participant, they were a valid participant from the start, then you can count these other kinds of outcomes because once upon a time they were a valid participant?

MS. MILSTEAD: Yes.

MS. MARTIN: OK. So Drew, if you have any other follow up questions on that, please type them into the chat box. Thank you for that question.

MS. MILSTEAD: Yep. That was a great question.

MS. MARTIN: All right. Drew has a follow-up. Let's see. Drew says thank you. OK. You're welcome. Good. We will keep moving.

So another question about TAACCCT participants. This one is from Danielle Douay, again, from the Institute of Northern Engineering in Alaska. So am I right? Sorry. How do we account for a – wait a minute. I must have my page numbers wrong here. OK, sorry. Danielle Douay's question about how do we – oh, I'm sorry, that's because Drew was in two places on my list. Thank you very much.

OK. This one is from Gene White, who is from the Commonwealth Corporation. "If a program of study that is an associate's degree has been impacted by the grant should both new and continuing students be included as participants as long as the continuing students attend and impacted course or receive grant supported services made available to everyone in the program?" OK, Kristen?

MS. MILSTEAD: OK. Let me ask. There's a couple of things in this one to unpack. Gene, are you on the phone or attending the webinar?

MS. MARTIN: Not looking like Gene is here unless he's in a room with somebody else. So if Gene were here, what would you want to ask him?

MS. MILSTEAD: I would have wanted to ask him more about grant-supported services, but let's ignore that part for now and I can just briefly make a comment about his first – about a general grant-funded program of study and new and continuing students.

Whether they're new or continuing isn't relevant to whether or not they should be counted as participants, so all students, new or continuing, if they meet the criteria of being counted as participants, they should be counted. So whether or not they're new or continuing is not one of the criteria or isn't relevant to being counted.

MS. MARTIN: OK. And I don't hear Gene on the line and I don't see other follow up questions for that one. So we will move on to the next one, which is question 12. Tracking completions. If a participant completes a – and this one comes from (inaudible) – again. "If a participant completes a grant funded program of study in year one and goes on to another grant funded program of study by the end of the reporting year one, what is the correct status at the end of the year?" And I'm not going to read these responses. I'm going to let Kristen respond to those.

MS. MILSTEAD: OK. A participant can only be counted as a completer one time and can only be counted – will be counted as a retainer as long as they're in that first program, so once they've been counted as a completer, that is their status for the rest of the time that they're in – for the rest of the grant, the period of the grant. So then you would go into tracking their follow-up measures.

So in terms of looking at these choices, you have no completion listed, still active and B.3 is the total number still retained in the program of study and I think that that would have been listed as one of the possible options of confusion, because they're still in another program, but that wouldn't be the choice because they completed that first program and the second would be completion and then employment to be reported in year two or three or four based on exit dates following completion or second or third grants of the program.

So they would be reported as a completer and then they could be reported as having placed into employment only once they have exited. So once they have either finished or left that second program and exited the institution, if they have a job or get a job upon exiting can they be counted as employment and they would be counted in the year in which they got the employment.

MS. MARTIN: Even if that means you have to go back and amend the report later to actually count them in the year in which they got employment?

MS. MILSTEAD: Yes. And so the third option on here is completion and enrolled in further education. Employment can be reported in year two or three or four based on exit date. So you wouldn't report them in enrolled in further education, because that is an exit point. So they haven't exited the institution yet. They're still at the institution.

Once you have finished – you're still tracking them at this point, through their program or through whatever it is they're trying to do. Once they finish and move on, then you can count them as having enrolled in further education if they go on to another program instead of employment or if they – (inaudible) – on to employment. Whichever happens first, that's what you can count them as having done.

MS. MARTIN: OK. Kristen, sometimes my brain bursts when I try to understand these things. Thank you. Do you want to say more?

MS. MILSTEAD: Go ahead.

MS. MARTIN: No. I was going to say, is this a situation in which the other flowchart is useful? You want to mention that one?

MS. MILSTEAD: Yeah. There is an exit points flowchart that's –

MS. MARTIN: It is in the file share, mm-hmm.

MS. MILSTEAD: OK. In this flow chart, details of all of the possible statuses of each year, the red boxes that a participant can be in. They can only be in one. The one on the far right is just a ghost status. You won't be recording that status, but it's a possible status. It's dropped out or gap of enrollment.

But each participant will only be in one of those – completed, still enrolled in the TAACCCT program or still enrolled in the non-TAACCCT program, but once you've reached completed status of your first program, the one over on the left, then you will move on to one of the tracking or the exit points. But if they're still in another program and you haven't completed that second program, you're now into the B.7 exit point. So you would continue to track that student until they have actually exited.

MS. MARTIN: OK. We hope that that answers Gene's question and we hope that it answers your question if you have a similar one. Going to – just one moment.

OK. Follow up question from Theresa. "What if they obtain the employment, but continue in the program?"

MS. MILSTEAD: If they obtain employment, first, but then continue – as long as they're still employed when they leave, they can be counted as having entered employment, but not until they have exited. They can also get a new job. They don't have to keep the same one. But the idea is that they have to have both completed at least one program and exited the institution before you can count them as having entered employment.

MS. MARTIN: OK. Theresa, and by the way, Maggie asked the question about will we be posting this transcript, and yes. The answer is we will post it within 48 hours after the call. OK. So that was – where was I? Was that question 12? Yes. Let's go to question 13. Sometimes, Kristen, I don't know how you keep all this stuff in your head because I have tried to sleep with the performance binder under my pillow. It's very uncomfortable, because it's about four inches thick, and it has not soaked in yet. So anyway, thank you for your responses here.

OK. Drew has another question. Drew from the Health Professions and Nursing ITE Health Partnership has another question about TAACCCT participants. That is question 13. "If a student takes a grant modified course, but is a prerequisite to a program of study, but has not provided intent to enter into a grant funded program of study, are they a participant?" And there's an example here. Kristen?

MS. MILSTEAD: This is a good question as well, Drew. Let's see. I think we want to unpack this one a little bit as well. I want to ask a little more about the prerequisite. Drew, did I ask you about in terms of your prerequisite, is it required of all of the students to take – who have to take it?

MS. MARTIN: So is it required of all the nursing students to take this English 101 course in this case?

Q: Yes, it is.

MS. MILSTEAD: OK. So they have to have it in order to graduate?

Q: Correct.

MS. MILSTEAD: OK. So this has been a case where if – yeah. So if it's required for this course, then it is indeed – then a piece of this program of study. So that's just what I wanted to establish first. So then if other individuals come in and take this course, even if they're not nursing majors they would also be considered participants because they are in this course that was modified with grant funds.

Even though it's part of the other program of study, the course itself exists or somehow was enhanced by the grant funds. And so DOL wants to know how many students were able to take this course that was touched with grant funds. So yeah, the business major students would be considered participants as well.

MS. MARTIN: OK. Have any –

Q: Can I tack on a little bit to that?

MS. MILSTEAD: Yeah. Yeah. Yeah, sure.

Q: This goes back to the question that I had asked before. So if somebody does come in to one of our courses that has been modified, but then they are not technically in one of our majors or one of the programs that's listed in our statement of work and we do not follow them through to be completers?

MS. MILSTEAD: Right. Because they're not in you – if you have no expectation, in this example, they're going to become nursing majors. They're taking this course. You don't need to worry about tracking their follow up outcomes, but you would want to be sure and count them as, you know, they're in these other programs and you can count all their credit hours that were taken in TAACCCT – the TAACCCT credit hours that were taken.

And again, if they have any – if there were any incumbent workers in there, you can count them if they have any post-enrollment wage increases.

Q: OK. Great. Thank you.

MS. MILSTEAD: Sure. Thank you.

MS. MARTIN: Thank you, Drew.

Q: The other question that goes along with it, which I'm not sure if you can answer, is, "If you are required to have participant files on them?"

MS. MILSTEAD: Yes. Anybody who is a participant. By participant file, you just need to have – it goes back to the source documentation toolkit. If you had other grants, you may be thinking of participant files as these really extensive information on the participants. You don't have to have the same type of participant files you may be thinking of in other grant programs, because TAACCCT funds can't pay for student tuition.

So you only need to have, in terms of participant documentation, for example, that a participant was enrolled in a particular course. So those are the types of things that you would need to be contained in your files. So just make sure that in terms of all of your outcomes you can document each outcome. For example, who you counted as a participant and for example, if you have 50 people that you counted that you can pull up a list of who those 50 people were.

Q: OK. Thank you. I'll stop asking questions.

MS. MILSTEAD: No problem. You don't have to stop. If you think of any more later, just send them in.

MS. MARTIN: Great. So there is another follow up question in the chat box from Barbara that says, "If they have completed a grant funded program of study, continued education in another program of study and they enter employment, can they be counted under B.7 and B.8?" Which – remind us; which are B.7 and B.8, Kristen?

MS. MILSTEAD: That is another great question. B.7 is total number pursuing further education after program of study completion and total number employed after program of study completion. This is an excellent question.

If you do have the flow chart open or you looked at it, you'll notice these are the two discrete boxes and they're separate from one another and they're both exit points. If you're thinking of tracking a participant, you're thinking of tracking them through these exit points and if somebody comes to one of them, they're exited. So how do you count them through the other one?

So the way that this is thought of is whichever one that a participant comes to first, that's where you count them. But the interesting thing is, this is an annual report. So if it's within a year, if a student has entered education and employment, put them where you would like to put them, basically, because they were in both that year. So where it makes sense for you to put them, and you can put them where you want to put them for that year, because for that year, that's what happened to that.

We had told you, by September 30th of that reporting year, that's what you report as happening with each participant. But if the participant is both employed, has met the criteria for employment and schooling into further education, then you can report them in either for that year. But at the end of the year, if they have only been in one, they could technically meet the criteria for the other one.

OK. For example, if they have graduated September 29th and gone on to further education and then they get a job in the next quarter, which would be the next reporting year, you could, if they had not gone on to further education, had gone back to that previous year and reported them as having gotten a job, but since they went into further education you would want to report that first because it happened in the previous reporting year. Did I make your brain explode? I'm sorry.

MS. MARTIN: I think maybe many of our brains are about to explode at this point and I'm also noticing that we're coming up on 5:00. So I'm actually going to take, Melissa, this question that you typed in and add it to next week's. If you want to get that – if you want to, another option is just to send it to the TAACCCT mailbox and copy your FPO.

And then we're going to start next week with the question 14 that has to do with tracking participant outcomes along the career pathway. I know this is a popular question and there are a couple of questions that relate to that, but I don't think we're going to have time to answer them today so we're going to start next time with those questions and a few more that we came in.

But really we did pretty good. We made it through many of the questions that we got today. It was helpful to have the follow up and the participation from folks, so we really appreciate that and join us again next week for another fun chapter of performance reporting, questions and answers.

I'm going to turn it back to you at this point, Chris.

MR. WATSON: All right. Thank you, Cheryl. And as you can see, I've moved this to the feedback portion of our webinar. Please let us know the quality of today's webinar, whether it was excellent, satisfactory or poor, that will be extremely helpful. If there's any feedback, you know, why this webinar was excellent, please let us know in that feedback open chat just above that poll. If anything was satisfactory or poor, also let us know so that we can make improvements to make it better. Join our next week's webinar. Also, let us know if you would recommend the viewing of this webinar to a colleague, click the radio button to the left.

MS. MARTIN: And I would add to that to please do recommend viewing this webinar to your colleagues who are involved with performance reporting, because the more people who are involved in this that hear the answers to the questions, the more likely the data is to be correct. We have noticed sometimes where maybe things didn't get reported quite the way they should have been and it's always helpful to have this kind of technical assistance as you're doing that.

So thank you for your responses on this. Back to you, Chris.

(END)