**WorkforceGPS**

**Transcript of Webinar**

**TAACCCT Performance Reporting Q&A July 2016**

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*Transcript by*

*Noble Transcription Services*

*Murrieta, CA*

LAURA CASERTANO: Welcome to the task performance Q&A. I want to turn things right over to our moderator today, Kristen Milstead. She's a staff lead for performance at TAACCCT – for TAACCCT grants. Kristen?

KRISTEN MILSTEAD: Hi. Thank you very much, Laura. I am happy to be with you all today. I appreciate so many of you joining us. This is our third performance reporting webinar and it is July 27th, middle of the summer, and it's still a couple of months out from your annual performance report being due – or being open, actually, and being due as well. But glad, again, to see you here today. And in case you haven't joined us before, just a little bit about what's going to happen.

First, we're just going to go through the presenters and talk a little bit about the – overall, the TA that's happening for your grants. And then, we'll talk about the structure of these webinars, and then we'll get right into it. This is, again, myself. I'm the staff lead for performance, and then we have Scott Estrada, who's the performance specialist for Maher & Maher, and he also works on the TAACCCT grants. I'm going to turn it over to him to talk a little bit about TA for your TAACCCT grants.

SCOTT ESTRADA: Great. Thanks, Kristen. So hello, everyone. I see a lot of familiar people on today. And for those of you that have been on before, you're probably familiar with this chart right here, but always like to introduce it because the TAACCCT learning network has a lot of different participants to it and always good to kind of give a brief overview of it. If you look here at the top, you see that, obviously, there's a DOL grant.

So that is at the top of the chart there and then, underneath that, is Jobs for the Future, which is the TA – they run the TA for all the TAACCCT grants. Right next to them is CalState/Merlot, which I think – which would be associated with Skills Common, which you are all familiar with. And then, just underneath Jobs for the Future is Maher & Maher, which is pretty much me as the performance specialist; that's who I work for.

And next to that is the American Association of Community Colleges, which is essentially Christian Lagarde, who you probably all know as well. And then, something that's easy to – maybe we're not all familiar with is the National Science Foundation also has a role with TAACCCT's grants with their Advanced Technological Education Program, which supports the education of technicians for higher technology fields.

A couple more things I want to point out. Obviously, a lot of you are – you've had to get through GPS to get to this webinar, so you're familiar with it to some point. I always want to point out our – in your profile page, that you can select the TAACCCT Learning Network Weekly Digest, if you haven't done that. It comes out every Tuesday morning. So if you haven't been noticing that, you may not be registered or you had registered and you might be missing it; it's easy to lose it in your junk e-mail or something.

But to register for it, you've got to go to your personal profile, move over to My Membership & Notifications, and you'll see a lot of different communities of practice that are available there. As you can see on my own, I'm selected for the TAACCCT Learning Network. So this is a really good resource for everyone to utilize if you want to keep up on not just news or announcements with TAACCCT, but also any resources or any new things that we've put on GPS. And the TAACCCT Learning Network as a whole, we really try to use GPS as kind of the one-stop area for new – not one-stop, but the – we try to utilize it as best we can for any new things that are coming out.

And then, lastly, I want to point out this resource page, which I don't – we don't normally do, but this is essentially a – it's a resource page that has all the key TAACCCT performance reporting resources. That way, it's not spread all over around GPS. I think there's a link available, if not on the page, but it should be available soon.

But if you Google – or if you search TAACCCT performance reporting key resources in the search box, this page will come up. It has a lot of the things that Christian and I utilize ourself, the Table 1 Flow Chart, the OMB Reporting Package is very important. TEGL 15-10, the Attachment 2 to the TEGL 15-10.

So these are things that, when you have asked questions of us, these are things that we reference when we are responding back. So these are really – not just useful, but some of them, absolutely necessary to do your performance reporting. So with that, I will hand things over – back to Kristen so she can dive into the Q&A.

MS. MILSTEAD: OK. Thank you very much, Scott. Today, we're going to spend some time taking some questions from you, the questions that you sent in first or some of the questions that you may have asked on previous webinars that we may not have gotten to or we thought were extra special that we want to just go over a little bit again.

And then, we'll take some time to go over a special topic that we think is really important or that we get questions in the mailbox a lot about. Today, our special topic is completion versus exit, specifically the differences between the two and how those affect reporting on your follow-up outcomes.

And then, finally, we'll have some time at the end for some questions that you may want to ask today, and it says limited there and all that means is some of the questions, we may not be able to answer here for various reasons. We may have to ask somebody outside of our office. We may have to go ask a grant officer or somebody in another office. We may need to talk with your FPO a little bit if it's a specific question about your institution. But if we're not able to answer here today, we will follow up with you offline. So let's go ahead and get started.

We have a really good question today from Christa Smith at Can Train, and you can see it's a really involved question, and this is a good one to ask here online because it gives some – gives us some time to dig into it a little bit and develop, actually, some visual materials that will help you understand a little bit.

And you'll see this is really – as I said, an involved question. So we'll take a little time to read through it. It's a good one because it doesn't just ask us a question that – it asks – what I'm getting at is it actually takes some of the outcomes and applies it to a specific situation so we can see how they affect a participant in a specific scenario. So let's go ahead and take a look at it.

A Year 1 participant changed his major to criminal justice, a non-TAACCCT funded program, in Year 2 before earning a credential and/or completing the TAACCT funded program. This participant is still enrolled in criminal justice at the institution at the end of Year 2.

It's our understanding that we count them in B.4 (still enrolled), and their credit hours earned in TAACCCT (B.5), and if they are an incumbent worker, any wage increase in B.10, after switching majors – and then, I've highlighted kind of the main questions here. What if they started as unemployed and eventually complete and exit the institution with a degree in criminal justice? Are we unable to count any additional outcomes because they didn't complete a TAACCCT funded program?

And then, she continues a little bit, and I didn't put that here, but after counting them in B.4 as still enrolled in a non-TAACCCT funded program in the Year 2 APR, do we then stop tracking them? In other words, is this an exit point for this participant and they will not be represented in any future APR reporting?

OK. So that's a lot of information. So let's think through that a little bit and unpack it. And – in order to digest this, I created some various scenarios for you to think about what might happen in Year 1 and Year 2 in these various scenarios if the participant was employed and if wasn't employed to determine where to track them and when to stop because there's a couple of different things being asked here.

So let's assume these various things under the bullet points here, in Year 1 – no. If these things were true. So if the participant was in a TAACCT funded program and then changed their major to criminal justice. OK. In Year 1, a non-TAACCCT funded program. And then, they were still enrolled in it at the end of Year 1 and they were an incumbent worker who received a wage increase, where would they go? Where – what would – what could you count them in?

So we've got all 10 outcomes marked here. And so, you have all the possible outcomes here, and if you have the OMB package in front of you, you can see what those are, and those were on pages 9 through 11. So the first thing you would want to do is count them in B.1 as a unique participant served, because they were enrolled first in Year 1.

And then, this is saying that in Year 1, they changed their major to a non-TAACCCT funded program. So you would report them in B.4 as – and that is the total number retained in another education program. So even though they were first enrolled in something TAACCCT funded, at the end of that Year 1, they were in something else that was non-TAACCCT funded. So they would go into B.4.

However, you could enroll them in anything they completed, any credit hours they completed, that were TAACCCT funded before they changed to that non-TAACCCT funded program. So that is B.5 and B.5A. So the B.5A are – B.5A is where they would count as somebody completing credit hours that were TAACCCT funded and B.5 is the number of credit hours they completed. And then, the last bullet point is saying that they were an incumbent worker who received a wage increase, and that's where they would count in B.10.

So let's follow this same participant in the Year 2. If they're still enrolled at the end of Year 2 in that same non-TAACCCT funded program and received another wage increase, here, they do not count in anything because they have already – they're still – if they're in that non-TAACCCT funded program, that they – you would stop tracking them. They don't – they're not – their outcomes for what happens to them after that are no longer relevant for TAACCCT because they're not in a TAACCCT funding program anymore. And furthermore, we've already counted them as having received their wage increase.

So you only count their first wage increase. If they had received their first wage increase in the second year and not the first, we could have counted that in B.10. But in this particular scenario, we assumed they received it in the first year. And also, if in Year 1 they had not switched to this criminal justice non-TAACCCT funded major, until Year 2 we would have counted them in B.4 in this Year 2.

OK. And she also asked about what if the participant was unemployed. So let's assume that the participant was not an incumbent worker. So in order to talk about the unemployed participants, they would have to not be an incumbent worker. So the same situation, but not an incumbent worker, in Year 1, they changed their major to criminal justice, a non-TAACCCT funded program. The same outcomes would be marked, however they're not an incumbent worker so they're not eligible to be counted in B.10 as having received a wage increase.

Now, let's assume in Year 2 that they did complete that non-TAACCCT funded program and then, they went ahead and exited the institution and became employed. Well, they would still not be eligible to be counted in B.8. So B.8 is the total number employed after program of study completion, and they also have to have exited. So they have to have completed a TAACCCT funded program in order to be counted as having entered employment.

So there's not that much difference between the incumbent worker and the non-incumbent worker except for the fact that you would be tracking whether or not they received a wage increase if they were an incumbent worker. So the question, remember – the overall question was once a participant counts in B.4 as having moved on to a non-TAACCCT funded program, can they count on additional outcomes?

So for non-incumbent workers, the answer's no. You would count any hours they completed that are TAACCCT funded before then, but then you would stop counting them in anything else. For incumbent workers, the answer is yes, but only in B.10 if they receive a wage increase, and you would count that in the year in which they received it. OK. So that's – so long response for a long question.

OK. So let's move on to a new question. We had some questions – if any of you attended the June 30th webinar on alternatives to receiving wage records, we had some questions there that we didn't get to answer, either because they weren't particularly relevant to that particular topic or we just didn't have time to answer them. So we've moved them over to respond to here and we're going to be answering those right now.

And also, some of them we thought were so important and so timely that we wanted to cover them again. And the first one that I wanted to cover is kind of an overall question about documentation for – and information that you may be able to use for wage records. And so this one kind of sums it up, and the question is, "Is it correct that as long as we have kept adequate documentation, any information we receive regarding employment data is acceptable for APR reporting?"

So if you did attend that webinar on June 30th, we described the updated and clarified source documentation toolkit, which we talked about TEGL 17-05, and that source documentation toolkit is following TEGL 17-05 and it clarifies that grantees may use a variety of resources to track this employment data, in addition to the wage records. And so, this is a quote from the source documentation toolkit and from that TEGL. And some of those things that you can use are case management notes, automated database systems, one-stop operating system administrative records, surveys of participants, and contacts with employers.

So this question asks if any information is acceptable. So it's not really feasible or possible for ETA to state that any and all possible source would be deemed acceptable in an audit for reasons that really wouldn't be good for you as a grantee because we can't say who's going to be doing the auditing and so it wouldn't be a good idea for us to be making that judgment. The goal here is to use the most credible source possible and then to document your attempts to get the most credible sources and document why you're using the sources that you're using.

It's also in your best interest to use as many sources as possible to gather the information. Not all methods are going to be the best for all the types of information you're trying to gather and for all types of participants that you're trying to gather it from. So by doing this, documenting and using multiple methods, it's more likely the information that you're getting is going to be deemed acceptable. So for example, if all you have are verbal self-attestations for every participant and no attempts to use any other methods and no documentation while you're trying to get any other methods, you may run into trouble.

That's an example, because that may not be viewed as attempting to be as robust as possible in gathering the information. So the key here is just to be as thorough as possible. So absent a means to gather data through the most official and most robust channels that are available to you, use other methods. And so, yes. Always, always, always document what you're doing.

OK. Question number three. "As far as documentation for follow-up outcomes, wouldn't e-mail verifications from employers or students be a possible PII issue?" OK. So it actually would depend on what those e-mails contain and what the policies of your institution might be.

So we're aware that many institutions contain some sort of a clause at the bottom of e-mails indicating that any information that people put into those e-mails is not going to be secure and so they probably shouldn't be putting any type of sensitive information in that, such as their Social Security Numbers, that doesn't mean that they won't do it or anything like that, but it's – if there's something – if this is an issue at your institution, I would suggest not using this method. This is obviously going to have to be a judgment call at your institution. But this is where all of those different methods that are available to you will come into play, different choices that you've – that are available to you.

OK. Question number four. "What can we do if students don't want to provide their Social Security Number?" OK. Participants are not required to disclose these. Obviously, it's – they're – if you're going to use – be using wage record data, this is something that's going to be required for participants to disclose to you. But you and we can't require them to do this.

Grant funds aren't paying their tuition and your institution may and probably has policies in place saying that they don't have to provide them in order to receive educational services there. So for students who don't wish to provide them, this is a perfect example where to use some sort of an alternative method to get any follow-up information from them. So you may want to use some sort of follow-up surveys from them or something of that nature.

OK. Question number five. "If a school does not require a student to self-report gender, is there a way to count those students for the APR?" I believe it's currently set up that a student does not count a participant unless they have defined gender. So this is a good question. We get this one every once in a while. It's correct that there is an edit check in the reporting system that requires the number of males and females in a particular year to sum to the number of participants reporting. So what that means is that if you have someone who didn't disclose their gender to you, this could pose a potential issue for you when you're reporting.

So what we have explained to people that they should do is if they do have someone who hasn't given that information, they should use male as the default for that person so they can input information into the system and be able to report. So we – and then, when they come to the additional comment section in the report, they – that you should make a note saying that you actually have some missing data and that you have input that data into the male field in the reporting system and that it's actually this number, not this number.

OK. And question number six, "Can we count participants under 18?" The SGAs for TAACCCT have a particular intent, as you know. They were meant to serve TA individuals. I'll – I have the quote here. I'll tell you specifically what it says. The intent of the SGA is to fund projects that expand and improve the ability of eligibility of eligible institutions to provide education and training programs that are suitable for the diverse populations of workers eligible for training under the TA for worker's program.

So we have consulted with the grant officers and determined that since workers eligible for training under the TA for workers program are generally 18 years of age or older, but the SGA doesn't specifically prohibit provision of services or grant activities to individuals under 18 – it wasn't the intent of the SGA. So if you didn't identify any use related activities in your statement of work, you shouldn't seek to fund or implement with your TAACCCT funds any activities or services that benefit people under 18 because they don't align with the intent of the SGA.

OK. And we have question number seven, and this is actually going to be a great lead into our topic for the day. "Students that don't enter employment after completing the program and instead further their education through an articulated agreement, how do you report those students?" And also, would you need to verify this as well? I'm actually going to hold on answering it. I want to provide a really thorough response. And so, prior to answering it, I want to actually move on to today's topic and incorporate the response into the presentation.

So if you remember, the presentation today is on completion and exit. This is a really, really important topic because completion and exit determines whether you're going to keep counting someone's in school outcomes and for how long and when you're going to start counting someone's follow-up outcomes. How these – so how these terms matter for reporting the follow-up outcomes and when they matter.

So let's just start with some basic definitions and then go from there. The definition of completion according to TAACCT can be found in the OMB package reporting instructions in outcome B.2 on page 9. And it's defined very simply as having earned all of the credit hours, or formal award units, needed for the award of a degree or certificate in that program of study.

So this is a very interesting definition because – this is a point of confusion sometimes that I see and I want to clear it up because the way that completion is defined for reporting purposes in TAACCCT may be a little different from the way that your institution defines it. Sometimes, you may have sort of like a stackable credential program or you may have various certificates that a participant completes until they get to a full program that your – completion of a full program that your institution is envisioning. And – but your institution may not consider them complete until they get to the full– completion of the full program.

So the way I think of it as in – is as a ladder. And your institution may not consider them as having completed until they get to the top rung, but for reporting purposes, ETA, DSI, and TAACCCT consider them complete once they get to the first rung on the ladder. And that doesn't mean that they don't complete others and they don't complete a variety of things, but the first certificate or degree that they attain or complete or achieve is they are considered a completer and they can be counted in B.2 as a completer.

So what means is you can start to – whether they exit after that first one or whether they stay on and complete other things, that is very interesting because it can pose – that's, I think, where the confusion starts in terms of where to start – what to start tracking for individuals at that point. But this can be a point of confusion so I wanted to be sure and clear that up. Once they get to the first rung on the ladder, you can start counting them as a completer.

So let me define exit for you and then we'll talk about what that means. Exit is being no longer enrolled at the college in any program of study; can include formal withdrawal, expulsion, graduation, and other reasons. So this is defined, if you're looking at the OMB reporting package instructions, in outcome B.8 on page 11. So based on what I just said about completion, what that means is that completion exit could happen at the same time, but not necessarily. And that is where sometimes there's a little problem determining where to put people.

So let's talk about it in terms of employment. When can a participant count in B.8 as having entered employment based on completion and exit? Understanding the relationship between completion and exit is extremely important for understanding B.8, for entering employment. There's a couple of different scenarios where an individual can count. So this graphic shows the relationship of completion and exit to one another and the timing for counting someone as having entered employment.

So first of all, the starts represent an area on this timeline of completion and exit for where someone can begin employment and then potentially be counted as having entered employment. So let's talk about the first – the top timeline first. The top timeline is assuming that someone completes a program and exits the institution at the same time. Once someone exits the institution, they have – the clock starts running for when they can be counted as entering – when they can be counted in B.8 as having entered employment.

The definition for having entered employment states that they must be employed in that first quarter after the quarter of exit. So in this particular timeline, since completion and exit occurs at the same time, they can only count in this first quarter after the quarter of exit because completion and exit are occurring at the same time. OK.

In the bottom timeline, there's a couple of different ways this can work because, as you can see, completion and exit are occurring at two different times. So again, this might be the scenario where you have, like, a stackable program where somebody's completing one certificate and then they stay and they work on a different one. So whether or not they complete that second one, as long as they've completed a first one, once they exit, then you can start looking at what's happening with their follow-up outcomes.

So there's a couple of situations where they can count in this bottom timeline as having entered employment. In the first one, once they've completed a program, you see this first start, between completion and exit. So after completion, but before exit, once you – once they do exit, you look to see after exit if they are still employed in that first quarter after exit. You see the green words. They must be employed. If they completed and they're still employed after exit, they can be counted.

Now, the second scenario is maybe they stayed in school, but they didn't get the job until after they exited. And so, you see the second star after exit. As long as they're employed in one of those situations, either after completion or after exit, and they're still employed after exit, they can be counted as having entered employment. So this is why understanding completion and exit in terms of how completion may different from the way that your institution defines it is very important.

Now, let's come back to question number seven and when to count participants as having entered employment versus when to count them as having gone to further education if they qualify for both. OK. So, again, students that don't enter employment after completing the program, instead they further their education through an articulated agreement, how do you report those students? And also, would you need to verify this?

So I'm expanding on it a little bit to incorporate the relationship of entering employment, but I think it's important because it involves completion and exit as well, and it takes into account the tracking of all of the possible follow-up outcomes once someone does exit your institution. So there's actually four possible scenarios to consider if someone qualifies for both entering employment and going on to further education. So this is the first scenario.

If this scenario occurs, that I'm about to explain, you would count participants as having entered employment if the participant enters employment after completing, but before exit, and is still employed after exit during the first quarter after exit even if they enroll in further education after exiting. So why would you do this? That's because employment came first.

OK. Scenario number two. The participant enters employment after completing – sorry. The participant enters employment after completing, but before exit, but is no longer enrolled – but is no longer employed after exit during that first quarter after exit, but does go ahead and enroll in further education after exiting. In this situation, you would count them in B.7 as having enrolled in further education.

Now, why would we do that? The reason we would do that is because once we get to exit, they no longer qualify as having entered employment. So you would count them here in B.7. We're looking here at what happens after exit. They're both exit-based. So even though they entered employment after completion, you have to look also at exit. It's a both and. But since they were no longer employed at exit, it doesn't matter that they were also – they were employed after completion. After exit, they went on to further education, so that's where they would count.

OK. In scenario number three, after completing a program and exiting the institution, the participant enters employment and then enrolls in further education. In this situation, you would count them in B.8 as having entered employment, and the reason you would do that is because they entered employment first.

OK. And then, finally, the reverse situation. After completing a program and exiting the institution, the participant enrolls in further education and then enters employment still in the first quarter after exit. And then, in this situation, you count them in B.7 as having enrolled in further education, and that is because they enrolled in the further education first. So hopefully, you're sensing a pattern. It's whichever occurred first in time for which the participant qualifies based on the definition in the OMB package instructions, that's where the participant should be counted.

So the second part of question number seven, which was verifying or documenting further education, yes. It must be documented and you should refer to the source documentation toolkit for further information and examples on how to document situations where participants go on to further education. I believe in the source documentation toolkit, it refers to things like college registration records and class schedules.

Keep in mind that the source documentation toolkit cites examples of things that you should use and that, again, you should always refer – you should always document your attempts to get these things and have records on hand and other things that you might want to use may also be valid. Those are not the only things that you can use, as stated in the source documentation toolkit. Then, maybe another opportunity to use things like surveys.

There's one more thing I want to touch on, related to completion and exit. There is a clause, other reasons in the definition. BSI does not define what those other reasons should be. Your institution should determine what that is and, in fact, it's in your best interest to do so because it's going to affect how and whether you count someone's additional outcomes, such as when you have – count their additional in-school outcomes when they complete something and when you start counting their follow-up outcomes.

So let me give you an example of why that matters. Let's say you have a participant who completes a program and then they enroll in another one and stay for a while, complete some more credit hours, and then they just stop coming or they leave for – or maybe they completed something else and they leave for five months and maybe start tracking their employment outcomes. Then, they come back and the reenroll in some more programs. Well, are they exiters or not? Should you start tracking their employment outcomes or should you have just kept them on hold and then kept tracking their credit hours? You know, which one should you have done? Which one was better?

BSI isn't going to make that determination for which one is better or when you should have done what. That's up to you and this is where those other reasons can come in for you. It's a good idea for you to develop a policy on when you are going to exit your participants and when you are actually going to start tracking employment outcomes. So let's say you decide that if a participant leaves for three months, and this is just an example, not counting summer vacation. Let's say a participant leaves for three months without reenrolling, you consider them exiters. That means that at that three-month point, the following two things would happen – at least the following two things would happen.

If they complete a program before exiting, you can begin tracking their follow-up outcomes, such as entering employment. And then, if they do return, since you've already considered them an exiter, you would not then do anything – you would not go back and then count them in any of the other outcomes that are not follow-up outcomes. You wouldn't count any additional credit hours they complete or any other programs they complete and you most certainly wouldn't count them as a new participant because you only would count unique participants. They are now in follow-up status only.

So you at your institution must determine when your exit point is for your participants and then – you may already have some institutional policy for when you consider somebody just not there anymore, and you can use that as your TAACCCT policy. But if you don't, you should develop a policy, document it, and then treat all your TAACCCT participants the same. So these other reasons (sic) that's your policy to make.

So this concludes the presentation on completion and exit today, this brief presentation, and we're going to start the open question period. But what I'm going to do is I'm going to have to just take a look at the questions now and see what we've got. So I'm going to take it offline for a little bit and we've got a few poll questions for you. These have been really useful for us so far.

The first thing we're going to do, we asked this last time, but we're going to ask again. We like to know what you guys would like to see some topics on in the future and what you'd like to see more performance TA on. So I'm going to go ahead and take a look at the questions.

MS. CASERTANO: All right. So while Kristen reviews the questions that you guys have submitted, we have a couple of polling questions that we would like you to answer. The first one's more open-ended and you could type your answer right into the chat window in the bottom left-hand of the screen. So let us know which performance-related topic you would like to see a short presentation on in the future. So you can take some – a couple of moments now and give us your answers. Again, you can use the bottom left-hand corner, the chat, and let us know what you'd like to see from future monthly webinars.

MR. ESTRADA: And I'd like to – this is Scott and I'd like to add, thank you Laura, that this is actually a pretty – we're rehashing this poll question because we really actually want to know what are some of the things that you – all you grantees are – might be struggling with or you don't feel like is being addressed or just sticky issues, things that are coming up. Because, obviously, we're coming from a different perspective than the national office and we don't know all the challenges that the grantees are having at the college level that we could – so the more we learn from you guys what you're struggling with, the better we can try to address them. So yeah.

Please, anything that you think would be valuable, we would really appreciate. Because definitely – we definitely read the reports that get sent out after this and utilize them for the next one. You probably noticed that when Kristen was discussing some of the questions that came out from the June 30th webinar that we didn't get a chance to answer last time.

So all this is recorded and Maher & Maher sends us a report and everything's written down there. So it's a good resource for us to know what you guys are interested in learning more about or having us address any issues you might be having.

MS. CASERTANO: All right. And I see a bunch of you have answered – have given your input. We'll leave it up for a couple more moments and you can just let us know what you would find most interesting. We do have a couple of other polling questions after this one, as soon as you guys are finished. As soon as I stop seeing answers come in, I'll move over to the next questions.

All right. I'll go over to the next polling question now. The next one, of the outcomes listed below, which do you have the most difficult time comprehending? So all the multiple choice answers are below, whether that's participants enrolled, participants completed and/or retained, participant employment outcomes, or an outcome not listed. So go ahead and take a couple more seconds. I see a bunch of you are answering right now. And we'll leave this one up for a couple more moments, but you have a couple other polling questions as well.

MR. ESTRADA: And I'll ask, too, for those that – it looks like we have one person who said an outcome not listed. Feel free to type that into the chat box. I'd be curious to which specifically that you're referencing. I presume it might be either by B.5 or B.6 area since those are not listed in there. Could be B.10, but I'd be curious to know what – which specific ones those are. And I'm also very surprised that we don't have any B.1 issues. I feel like B.1, it can cause a lot of trouble in terms of knowing who qualifies as a participant or not. So yeah. I'm surprised not to have seen that at all.

MS. CASERTANO: All right. So I'll move to the next question now. All right. How many people at your institution are attending this webinar in the room with you? How many are joining with you right now? Whether it's only you, two of you, three, four, or five or more, let us know. Oh.

All right. And it looks like Kristen's ready, so we're going to go right back and let her answer some of the questions that came in. So Kristen, you can take it away whenever you're reading.

MS. MILSTEAD: OK. Great. We have just – actually, just a couple of questions today. I'm going to go ahead and answer them. We have a question concerning credits. So I think it's talking – it's just talking about the scenario – a scenario was talking about credits. "What if it is a program that is not academic credit, is that what the parenthetical means?"

I believe – if I'm not getting this correctly, I'm going to ask for more information. But the parenthetical in the definition of completion that says formal award units is just referring to the fact that not all institutions may call their – may call it credit hours, but whatever it is that your institution calls those award units needed to award a degree or certificate to a participant. That's what it's referring to.

But there has to be some kind of credit awarded. So non-credit courses wouldn't count. So if that's not what's being addressed, I'm going to ask for a little more information so that I can answer that question more thoroughly.

MS. CASERTANO: It actually looks like she did type in more, just now, about that question. So I'm going to move that over to you so you can see it.

MS. MILSTEAD: OK.

MS. CASERTANO: You have to take a moment.

MS. MILSTEAD: OK. We'll come back to that one. OK. Let's see. The second question, "What do we do if, for some reason, a participant in a grant funded course of study takes time off, whether it be one semester or a year, and then returns to the program, or if they have a lack of enrollment because they are on academic probation, but then return after that period?"

I know we don't do another intake, but do we simply add them back into the count of retained students in B.3 and are they considered retained in the interim since they haven't formally declared an exit or are they not counted at all during their period of limbo, because it doesn't seem intuitive to count them in B.4 as being in other programs if they're not enrolled at all? Or are these students ones that we would be considering non-participants along with others who are benefiting from, and then, various classes and programs are listed, but who have not declared grant funded major certificates and then report in C.10?

OK. So this is an excellent example of what I was referring to with the other reasons policy. So BSI would not define for you when you would want to say, OK. This participant is no longer enrolled at my institution. So again, you may already have a policy at your institution when you say, OK. We don't consider these students to be enrolled here anymore. And if you don't, you could – and again, it would be in your best interest to do so for TAACCCT reporting purposes.

Because you're going to have to decide if the student does come back, are – am I – should I count them here or should I count them here? Because at some point, if they did complete a program, you would want to start tracking whether they got employment or not. And then, they are in follow-up status.

But if they do come back, they can't be both. They can't be a participant where you're tracking their credit hours and things like that and you're tracking their follow-up outcomes. So you would want to develop some sort of a policy to do that. So this is a really good example of exactly this sort of situation, where it's a good idea to have a policy in place for that.

OK. Next question. "We have PSAV clock hour programs. If a person is enrolled in one of these programs and completes, eligible for articulated credits who are AS degree, enrolls in AS, has not exited the college, but has exited a funded program of study, is this OK to exit as the completion of the grant program of study rather than the college?" So I believe the key here is a clock hour program.

So the key to answering this question, there's – again, there's a lot of information, but I think the key of what's being asked is the clock hour program. So clock hours are not the same – not considered the same as credit hours. In institutions, credit hours are usually awarded based on the number of clock hours spent in the class.

Not necessarily for accelerated programs, and those – there's – a lot of institutions are developing accelerated programs, and that's – depends on what's in your statement of work. But for semester based courses, I think it's usually three credit hours for 45 hours spent in the – clock hours spent in the classroom or something like that. So the equivalent wouldn't be – it wouldn't be a good idea – remember, you're reporting credit hours and things like that in your APR as well. So if you're also reporting completers based on those credit hours, it wouldn't be the equivalent. So clock hours shouldn't be counted the same as credit hours for completers or credit hours, are students completing credit hours or anything else? And again, if I haven't gotten to the heart of what you were asking, please let me know.

And there's another question. Do industry credentials imbedded in our TAACCCT program of study count as a completion? I'm not sure what you mean by imbedded in our TAACCCT program of study count as a completion. So if you could say a little more about that, that would be great. So I've gotten – a second ago, we only had four questions. Now, it looks like we have quite a few more. I might have time to look at one or two more before we go offline.

So I'm just going to go off for just a couple of minutes, because I have to have time to read through them, and maybe we can have one more poll question during that time period. So give me just a couple of minutes and I'll come back on.

MS. CASERTANO: All right. Here's the next polling question. Who at your institution completes the Annual Performance Report? Is it the project manager, a dedicated data manager or analyst for the project, an evaluator, a different person not listed above, several people who work on different aspects of the reports? And if it's someone who's not listed, just go ahead and let us know in that chat. You can take a couple of moments now and let Kristen have some time to go over the submitted questions. You can also submit any more questions that you have using that chat.

All right. It looks like most of you have answered this polling question so I'm going to go to the next one. All right. At what point during the year do you begin to collect and organize your college’s outcome data for the APR? Is it in September/October, the start of summer, you start nearing the beginning of the calendar year, or you never start and collecting and preparing data for the APR?

So let us know now. We'll leave it up for a couple more moments and then we're going to go back to the questions. Just take a couple more seconds, get your answer in. All right. And we're going to go back to Kristen now.

MS. MILSTEAD: OK. Great. So there was a little bit of follow-up on the first question about what – about the definition – or, sorry, what if a program is not academic credit, what the parenthetical means, and that seems to be also about clock hours. So the same thing applies. Clock hours are not equivalent to credit hours. OK.

And there was a question about if a veteran doesn't want to provide supporting documentation, how can we show proof that he is a veteran for reporting purposes? I – that is something that I am not able to answer here because I would have to check with those individuals who – since that's a specific status, I would have to check with individuals who have more information on that, and I don't want to give incorrect answers. So if you would send that to the TAACCCT mailbox, I can get back with you on that one.

There's a question, "Can you tell me the specific document where these outcomes are described? I feel like I missed a document." These outcomes are in the OMB reporting package. I believe it's attached to this presentation; is that correct?

MR. ESTRADA: No, Kristen. It's not attached to this, but it's on a link that we provided.

MS. CASERTANO: It's on the chat right now, you guys. So all the participants can see it.

MS. MILSTEAD: OK. Great. OK. And one final question. I see there's – there are a few more. I cannot get to all of them. I will save those for the next time. There's one final question that I had a chance to look at. "If a person completes exit and immediately enters employment, for example in May, are they counted as having entered employment in that quarter or the next quarter?"

In this situation, remember that you only report annually on these information. So you would just need to report them for that year, but you would want to look at whether they got the employment in the quarter after they exited.

So if they exited in May, you would want to look at whether they got employed in the quarter after that. So that would start July through December. But if they – if you're saying – OK. If they got the employment at any point after completing and they're still employed in the next quarter, you could count them. If that was still confusing to you, it's – sometimes – I'm not an auditory learner; I'll admit it. When I listen to people talk, I don't get it; I need to see something. So that's why I create so many charts.

So if that's still not clear to you – I've – I think of it on a long-term basis, not reporting quarterly, but I put the quarters in there. But if this still was confusing to you in terms of hearing it, please go back to the chart where I had it in terms of employment and when they complete and when they exit. But as long as they have completed and then they're still employed after they exit, they can be counted.

OK. So thank you for attending today. I'm going to turn it back over to Laura. And, again, I will follow up with the remaining questions next time or if you would love to have the answers before then, please– send those to the TAACCCT mailbox so I can respond directly to you.

(END)