**WorkforceGPS**

**Transcript of Webinar**

**TAACCCT Performance Reporting Q&A:

June Topic: Tracking Outcomes Prior to Exit: Who Counts Where and When?**

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LAURA CASERTANO: Again, I want to welcome everyone to today's webinar, and I'm going to turn things over to your moderator today, Kristen Milstead. She's the staff lead for performance for TAACCCT grants. Kristen?

KRISTEN MILSTEAD: Thank you, Laura. Hello, everyone. I'm glad you can join us today. I'm Kristen Milstead. I've probably talked to most of you. I'm the staff lead for performance on the TAACCCT grants. Been here for long time, and I'm here with Scott Estrada who's a performance specialist for Maher & Maher who works with TAACCCT grants. You've probably also spoken with him, and we are here for the June performance webinar.

And I just want to remind you that we do have a performance reporting page up on WorkforceGPS that collects all of our performance reporting key resources in one place. So if you don't know what we have available or you're looking for something, you can go to this webpage and download all the resources we have. We have a lot there. It's where you can find the OMB package. You can find special technical assistance resources that we have, for example, flow charts trying to find out who's a participant or the flow chart attached to this today that we're going to look at very specific parts of.

There's the OMB package. There's instructions about how to use thermometer – sorry – thermometer reports that you can download from the reporting system. So there's all kinds of materials on there that can help you report and help you understand outcomes. In addition, all of these webinars that we have every month, they are also recorded and then they are archived here, if you ever want to review one or if you miss one and you want to come back and hear it.

OK. So today we're going to follow the same structure we usually do. We're going to have some questions that came in, and then we're going to have our topic for the day. And today our topic is tracking outcomes prior to exit. Who counts where and when? And we're going to divide that up into two different sections, what I like to call status outcomes and in-school outcomes. And then we're going to have our open question period.

OK. So our first question today, "If a person completes their first grant-affected program of study after the March 31st, 2018 deadline, can you count that participant for post-completion outcomes?"

So this is a question concerning the program activities extension, and we seem to get those – at least one of those in every webinar. And they're good questions, and keep asking them if you have them because I know this is a big topic that's on your minds right now. So even if I have to answer a million of them and even the same questions again and again, I'd rather you ask than not ask.

So the answer to this one is going to be no. All of the APR outcomes can be counted through March 31st of your fourth year. However, outcomes one through six can only be counted if they occur up to – let's say prior to March 31st. It can be on March 31st as well. But after that date only follow-up outcomes 7 through 10 can be counted. So as far as the question goes, in this scenario the participant would be counted as retained – so that's B.3 – not as a completer, and then what follows from that is, if the participant is never counted as a completer, then his or her follow-up outcomes would not be reported. And so I just want to take this opportunity to talk about fourth-year outcomes a little more.

This is the top part of the APR form from your OMB package, and I was thinking that putting it up might help if – give something visual that might help explain the outcome concept for the fourth year a little better, seeing it visually. The SCA was designed to allow you to have that fourth year, as you know, only for tracking follow up and then receiving back all of that long-term follow-up things like employment, information that you get back from your participants on whether they did get along to further education. You may – whatever you're doing to get that information, whether it's sending out survey information or something of that nature, it takes time to get that information back.

And then the idea was you use that information for your evaluations and then to report at the end of that fourth year back to DOL in order to then meet – have the opportunity to meet the targets that you set. So you see here the fourth year for outcome numbers one through six were actually blocked out, and if you remember, in your statements of work you have no targets for one through six. No outcome information was either expected to be reported or you had no targets set for those. Grantees were only expected to receive information on students in the fourth year who had already exited your institution.

So at the end of that third year on September 30th, any participants that were already – that were still enrolled would have been counted in B.3 as being retained anyway. So this is really no different than what's happening on March 31st. It's just that the program activities extension was put in place to allow you to have that one extra semester for your students who were enrolled there, and now you have six months. There had to be some period of time to give you that follow-up time to capture that employment information and finish up your evaluation. So it had to end at some point, but that was granted in order to give you that final semester.

But I think the confusion is that it's now ending in the middle of a reporting year, and so it becomes a little confusing to figure out how to report that. So your tracking system may have had to change a little bit, but it's no different than what was originally intended as far as students who are still enrolled at the end of when your program activities are supposed to stop should be considered B.3 as retained. So hopefully seeing it visualized helps explain that a little better in terms of where a student is expected to be when your program activities stop.

So I just wanted to take a little time and explain that before going on to question two. If you have more questions about program activities and reporting, feel free to ask, and we'll try to get to them at the end of the webinar.

So the second question came in not really directed at the webinar, but I thought it was a really good question. So I'm just going to include it. "If an adult does not have a high school diploma or equivalent, can he or she be a participant?"

And the answer to this is yes, as long as they are 18 or older and meet all of the other requirements of being a participant. So the thing – the key thing to note is what are they working toward because, remember, in order to be counted as a participant, they have to be enrolled in some kind of a program that leads to an industry-recognized credential. So if what they're working toward and only what they're working toward is some kind of a GED or equivalent, that in and of itself would not make them a participant because that wouldn't be considered an industry-recognized credential.

OK. The next question, "What if a student did not identify at the time of enrollment whether or not they were an incumbent worker?"

OK. So grantees should always do their best to try to collect the information in their – that's required on participants in the APR through whatever methods that they are able to do so and then document their attempts to do so. We understand that sometimes they're not able to do that or students don't disclose it or not able to for whatever reason, but if they do find out later that a participant belongs in some category – [inaudible] category that's on the APR that they didn't – and they didn't know that before, they can request to reopen an APR and make the change on that participant.

OK. And that's all the questions we have for today, and I'll go ahead and get started on the topic. And again, that is tracking outcomes prior to exit. Who counts when and where? If you were on the last webinar, you will remember that we talked about exit and follow-up outcomes. So today we're going to talk about what happens prior to exit, and so again, status outcomes and in-school outcomes. So you may be wondering what am I talking about, all these different types of outcomes? So let me just go over that real quick, and these are just kind of categories that I came up with to hopefully try to make it a little easier to understand how to conceptualize them.

But generally, I like to put the outcomes into four different categories, status outcomes, in-school outcomes, follow-up outcomes, and then kind of the outliers. So I just call them special outcomes just because they don't fit anywhere else. The status outcomes tell us a participant's in-school status. That means where is he or she in completing a credential after they become a participant. The in-school outcomes take place during enrollment only, and they just – they concern the credits and the credentials earned. The follow-up outcomes are those that occur after completion and exit from the institution.

So basically, what did the participants do after they leave, if they've completed a program? And then think of – so think of the categories as things that you want to collect. Then you have the special outcomes. Of course before you can collect anything on anyone, you have to deem someone a participant, and that's B.1, and then there's B.10 which is the special outcome only for subset under participants who are incumbent workers and only for those who receive wage increases. So today we're going to talk about status outcomes and in-school outcomes.

So first, let's talk about the status outcomes and what triggers them. In other words, how do you know which of the statuses to use for a participant on September 30th or, in other words, at the end of the reporting year? You've got to do something with every one of your participants. How do you know what to do with them?

OK. Once enrolled at the end of that reporting year – so I'll say at the end of every reporting year; right – there's only four possible results or statuses that pertain to where somebody is in the process of completing a program; right? You can have completed a program. You can be retained in a program that – I'll go more into that in just a second. Let's just go through them. You can be retained in a non-TAACCCT program, or you could have exited from the institution without completing a program.

Now, I don't want to talk about the definition of exit today and how to know when exit occurs. We got into exit in the last webinar because then it kind of leads into talking about follow up. We're just going to talk today about the fact that it's a status, but if you want to learn more about exit and how to figure out what it is and what to do with it, I encourage you to review the webinar from May. But today we're just going to talk about it as a status or a result once a student has enrolled.

First, let's talk about status B.2 as completion. So completion occurs when all the credit hours are earned for a credential. So only the first credential counts. So you only count somebody as a completer one time, and the credential must be industry-recognized in order for somebody to be placed into the status of a completer. OK. OK.

As far as status for B.3, retained in a TAACCCT program, if at the end of reporting year a participant has not completed their first credential but is still enrolled in a TAACCCT program, count them in B.3 as still retained, and then you will count them in every reporting year in B.3 until they complete or move into one of the other statuses, which we'll talk about. Now, the first credential part is important, meaning until they complete their first credential. If and when they complete and then they start another credential and they're still in it at the end of a different year, don't count them in B.3 again. B.3 is only for non-completers. OK. It's only for people who haven't completed a first credential.

So on this last bullet point, let's unpack that one for a minute. Participants who count in B.3 in years one, two, and/or three, meaning it doesn't matter how many years they're there, must eventually be in one of the other three statuses in subsequent years. So in other words, eventually they're going to complete, they're going to move to a non-TAACCCT program, or they're going to exit the institution. They're going to do one of those three things. The only exception to that is participants who never get to that point because your program activities extension ends, and so they stay in that B.3 when you no longer are running the grant with program funds. But everybody in B.3 is going to eventually move to some other status.

OK. And as far as B.4 goes, B.4 is retained in a non-TAACCCT program. And that status is for people who never complete a TAACCCT program and they don't leave your institution but instead they go and they enroll in something that's non-TAACCCT funded. And if that happens, then you stop tracking the participant. You don't follow up on what – if they complete that TAACCCT program – excuse me – if they complete that non-TAACCCT program or they go on and do something else after they complete it. You just stop. You just put them in B.4 and stop tracking them.

And then the last status result or calling it a status result is no longer enrolled or – at all or exiting, and so this is for people who they're just not at your institution anymore. They have – they're not in a TAACCCT program or a non-TAACCCT program. Important to call it a result because it's not a reporting outcome. You don't have to report that to us, but we're talking about it because you still would have to track it.

You still have to know that participants are no longer there because you have to have counted up if they have any credits that you still have to report, which we'll talk about in a little bit, and you have to know that you no longer need to track them and you don't – there's nothing else you need to know about them. So you don't have to report it to us, but you will know that these students are no longer at your institution. It's a potential category that your participant may fall into.

OK. So these are the four potential status outcomes, the four potential categories that your participant may fall into at the end of reporting year. I – like I said, there's an attachment here. This is the reporting flow chart, if you don't have it already, but we've just covered the top half that every participant will fall into one of these. And we're going to slowly fill this chart in and move on now to the in-school outcomes and talk about when they count and when they don't, depending on which status a participant is in.

OK. There are two types of in-school outcomes. There are credit hours and credentials. This is pretty I think self-explanatory. Credits are B.5 and B.5a, and the credentials are B.6 and then the subcategories B.6a, B.6b, and B.6c, and we'll talk about specifics of those.

All right. So which credits count? There are three criteria to count credits. They must be grant-funded or TAACCCT-funded. The credit must be granted on a transcript. In other words, if no credit is actually granted, you should not count the credit hours. And the credits must be earned after the start of the grant period. This may sound obvious, but sometimes the question has been asked but of course – because the credit hours are grant-funded, it sounds like it should be obvious, but sometimes, if you think of a participant enrolling in a grant program but they took courses before the grant started that count toward the credential, grantees have sometimes asked, well, can I count these hours because they were taken in their part of the program?

Well, first of all, those hours weren't grant-funded because the grantee – or sorry – the participant took them before the grant even started. So there really – they're not counted for double reasons. They wouldn't have been even taken in any of the reporting years to count them. So just make sure, if you have this in your head that they're part of the program, well, they were earned before the start of the grant, and they weren't grant-funded. So this is something that should be in your head. They wouldn't be counted, even though they're technically part of the program. It's the credit hours that are grant-funded that should be counted in this outcome B.5.

OK. So how do you count credits? So of course there's the definition of outcome, but this is actually like when you're aggregating all this, what do you actually do. For B.5 sum together the total number of credit hours earned by all your participants in that year only, and for B.5a you're summing together the total number of participants whose credit hours were counted in B.5. So think of B.5 as counting things and B.5a as counting people. So B.5 is the credit hours. B.5a is the people who earned them.

So now, think about this for a second. B.5a can never be greater than B.5. That's because every person must earn at least one credit hour. So you can't have 100 credit hours in B.5 and 200 people in B.5a because where do the credit hours of those other 100 people go; right? So every person must earn at least one credit. So B.5a can never be greater than B.5. So B.5 is counting things. B.5a is counting the people who got those things. So think of – that's how those two things are related.

OK. Let's talk a little about credentials. We're not going to spend a lot of time on the actual I guess we say – call it the content of the credential aspect of this. We've had – one of the topics of these webinars, we spent all of it on credentials. So this will just be a little review, but credentials must be industry-recognized. And essentially, there's three types that count, certificates of less than one year, more than one year, and then degrees.

And then just a little review. Again, we've had this as a topic, but when we say industry-recognized – and this comes from these documents that are listed below in blue, TEGL 15-10 with it's Attachment 2. These can be found on WorkforceGPS, if you would like to review them, but by industry-recognized, essentially, that means they should be developed, offered, or recognized by an industry association or company for the purposes of hiring. And typically they should be career-enhancing, portable, stackable, and accredited.

So in other words, somebody moves from one geographical area to another. It should be equally recognized across those locations. They should – and equally recognized from one employer to another, those kinds of things. Those are examples. Again, this is just kind of a brief overview of what industry-recognized means. If you have more questions on that, we have a lot of resources on that.

OK. So how to count the credential types, so B.6a, B.6b, B.6c. Again, those are certificates of less than one year, more than one year, and then degrees. Well, I'm going to call this the credential rule. This is one of the most confusing things about the credential aspect of reporting, if not reporting as a whole. So I'm going to call it the credential rule. Each participant can only count in each of the three types one time throughout the life of the grant but can count in as many of the three as are applicable.

So a participant may get one, two, or all three; right? And a participant may get more than one of each of them. I'm not talking about reporting them. I'm saying this is what may happen in reality. As a participant is enrolled, they may get one of them. They may get two of them. They may get three of those types, and they may get more than one of them. You don't – there's so many different combinations and commutations of that, but as far as counting them goes, you can only count the participant once in a certificate of less than a year, once in a certificate of more than a year, and once in the degree field. That's the credential rule.

So here is how to count the credentials annually, and it's similar to counting credits annually. For B.6a, B.6c, and B.6 – I'm sorry – B.6a, B.6b, and B.6c, for each of these you will sum together the total number of participants who earned certificates of less than one year, more than one year, and the total number who earned degrees. So you have these three outcomes separately, and you'll sum together the total number in each of those three outcomes. Sorry. The total number of people who earned each of those three in each of those three outcomes separately, but remember there should be no duplication of the same participant in each one. So you shouldn't have the same participant in B.6a twice, but you can have the same participant in B.6a and B.6b, for example.

OK. And for B.6 sum together the total number of all of the certificates of less than one year and certificates of more than one year and degrees earned by participants in that year, but here's the thing to think about here. If participants did earn more than one of the same types – so if a participant earned more than one certificate of less than one year, you could – you would count all of their certificates here.

So this number can actually be greater than the sum of B.6a, B.6b, and B.6c because you're counting all their certificates and degrees that everybody earned. You're just not double counting people in the same category; right? So the first one, B.6a, B.6b, and B.6c count people. You're not double counting the people in each individual category, but you're counting everything they earned in B.6. You're counting things.

OK. So let's look at an example at the end of the year credential rack up. So now, we're going to look at an aggregate example. So if we had five people here and we know how many credentials everybody earned, we want to know what will we put in the APR. So let's talk about B.6a, which is the number of participants earning certificates of less than one year. What number would we put here? I'll give you a minute or so to think about it. You can – so again, we're asking about B.6a, the number of students earning certificates of less than one year. Yeah. The answer is five.

You can see John, Alicia, Patricia, David, and Lisa all earned at least one, and here it doesn't matter how many they earned. It's just asking for people, the number of students earning certificates of less than one year. We don't want to double count them. They all earned at least one. So we put five there. That's it. And then what do we put in B.6b, the number of participants who earned certificates of more than one year? Yup. Two. I see a lot of people typing two. That's great. Excellent. And then finally, degree. That's – yup. Three is the answer. You guys got it. That's right. And I will ask the final question.

What about B.6? So this is wanting to know how many certificates and degrees have been earned overall. So remember we have three types across the top. We have five people. We want to know how many did they – did all of them earn put together. The correct answer is 18. What you would do here is you would add up the number of credentials that each of them earned.

So, for example, John earned two certificates of less than a year, one certificate of more than a year, and one degree. So he earned a total of four. Alicia earned one certificate of less than a year and one degree. So she earned two. So so far we've racked up six. Patricia earned two certificates of less than a year and one degree. So she earned three. So now, we're up to nine. David earned three certificates of less than a year and two certificates of more than a year. He earned five. So now, we're up to 14. And then Lisa earned four certificates of less than a year, and so there's a total of 18 that were earned. OK. So you guys did a great job. So that's how to do credentialing at the end of the year for – that's how to count credentials at the end of the year.

OK. So we are now slowly starting to fill in the chart. After a participant is enrolled, they have a status, and when they have a status, they may do things education-wise – right – while they have that status. And this is what may count for them as part of that status. So now, let's combine that. Let's combine status outcomes with in-school outcomes now.

So how status affects counting credits and credentials. We'll start with B.2, completion. This is the only status where credentials matter, where credentials – we'll pay attention to credentials. So you'll count all applicable credentials and credits in each year earned until either participant – the participant exits or the program activities end. So remember you're only going to count them as a completer once, but you're going to count them – count the – all the credentials that they earned appropriately, according to the credential rule and how we just did it until either they exit or the program activities extension ends. And when they do exit, then that triggers you to start tracking follow-up outcomes.

OK. I'm going to skip over B.3 for a minute and talk about B.4. If a participant moves to a non-TAACCCT funded program without completing a TAACCCT funded program, you still count all of their TAACCCT funded credits before they moved over to that TAACCCT funded program. And once they do that, then you're finished tracking them. That's it. So the only things that this participant will ever count in in your APR are B.1 as a participant, B.4 here – that's the status – and then B.5 and B.5a, if they earned any credits, and then you're finished with this participant.

And then the status, which I have in quotes because it's not an outcome – it's a status result. This is your exit from the institution without completion. Again, it's not reported, but it's something that you would be tracking because you – you'd have to know this. This is a B.1 reporting obviously because they were a participant at some point, and then if they did complete any credits before they left, you would count those in B.5 and B.5a. And then once they've exited, you would stop tracking them. You're finished with this participant.

OK. Now, let's return to B.3. Count all applicable credits in every year that they're earned until – and every year you're counting that participant in B.3 at the end of the year. You just keep doing that until a participant does something else. Remember the participant is always going to move into another status if they're in B.3 at some point, unless you get to the end of the program activities extension and they're still there. But if they're in B.3, they're always going to eventually move somewhere else. So you just keep counting their credits in every year until they either complete the TAACCCT program, go into a non-TAACCCT program, or exit the institution without completing a TAACCCT program or until your program activities end without them moving into the other status – another status.

OK. So now, we complete the flow chart. I've added up the follow-up outcomes in purple here, and remember completion is the only status you will ever track those and only after exit. So those are over in purple to the far left under completion. And so you can see under all these statuses what it is that you should be paying attention to if you're looking at an individual participant and what you might need to notice when you're reporting on that participant at the end of the year. If you want to know what does trigger follow-up outcomes – again, we're not going to get into that – and you were not on the last webinar, please review that because we did talk extensively about exit and follow-up outcomes.

That actually concludes our topic for the day, and we are going to start answering questions. We have some questions for you to go over, if you would like to see how well you understood the material today or just entertain yourself while we – while Scott and I look at the questions. And I'm going to turn it over to Laura to assist with that. Scott and I are going to go offline for a bit.

MS. CASERTANO: All right. Great. So while Scott and Kristen look over the questions that came in, we have some questions for you. So our first knowledge check, right now, what you're seeing is the certificates that Felicia, Hal, and Sean have earned. So our first part of this knowledge check – the first question of this knowledge check is, what number should be reported in outcome number 6.

So you take take a second now and type your answer into that chat on the bottom left-hand corner of your screen. What we're looking for is the number that should be reported in outcome number 6. I'll give you a few seconds now to do that. I see everyone's answering, and you are answering correct. The answer is 11. So yeah. So 11 is the number that should be reported for outcome number 6. Great. Yeah. Everyone's going 11. That's awesome.

Our next question is, what number should be reported in outcome number 6a? So just like you answered for outcome number 6 in that chat box, we're looking for 6a now. Everyone is typing their answers. It looks like most everyone is getting the answer correct. The number that should be reported in outcome number 6a is three. So that's great. So now, we just did 6 – outcome number 6. We did 6a, and now, we are going 6b.

So type your answer into that chat box. What number should be reported for 6b? Looks like we have a lot of people answering now, and it looks like everyone is getting it right. The answer is two. So 6b the answer is two.

Our last question for knowledge check one is, what number should be reported in outcome number 6c? I'll give you a second again to answer that question in that chat box. What number should be reported in outcome number 6c? And again, you guys did great. The answer is one, like everyone typed into that chat. So that was it for knowledge check number one, and you guys killed it.

So we're going to go to knowledge check two, and this one is a polling question. I'm going to bring it up for you right now. If participants switches to a non-TAACCCT funded program, grantees should avoid counting any TAACCCT funded credits he or she completed. So you'll see the polling question on your screen right now. You can select the radio button to select your answer to that question. I see most everyone got that question correctly. The answer is false. Looks like everyone got that answer correctly, and answers are still coming in. So that's great. I'm going to take this one down, and we are going to go to the next one.

And actually, we're going to go back to the Q&A because it looks like Scott and Kristen are ready. So we're going to go to the Q&A format now. I'm going to turn it back over to Kristen and Scott.

SCOTT ESTRADA: All right. Thanks, Laura. This is Scott, everyone. I haven't – don't think I've spoken yet, but I think you might recognize me. So the first question was just a clarification question. It was, "Was the 2018 date correct, or was it supposed to be March 31st, 2017?"

So this was early on regarding the – what outcomes can be counted during the period of performance to March 31st. So just to clarify, it's March 31st, 2017 for round three grantees and March 31st, 2018 for round four grantees. So March 31st doesn't change. The year does depending on which round you are. So hopefully that answers your question. So, Kristen, you have the next question?

MS. MILSTEAD: Yes. Thank you, Scott. The question is, "What if we had a student who was 17 and was enrolled in the grant program? Can we count them?"

And the answer to that is that TAACCCT was designed to serve TAA workers, which were – which are adults over 18, and so those under 18 are not to be served by the grant. So they have – we haven't been allowing grantees to count them as participants. This is something that was – has – it's – yeah. It's designed for adults 18 and over. So the answer to that would be no, unfortunately.

OK. There's the next question. "If a student completes in March 2018, which column in the" – sorry. I lost the question for a second. "Which column in the APR is this to be reported?"

OK. If you're doing the – so I'm assuming this is a round four grantee asking about the program activities extension. So as long as your participant completes prior – on or prior to March 31st, 2018, you would count them as a completer. If I misinterpreted your question as pertaining to something else not program activities related, please clarify that in the chat box. Scott, want to take the next question?

MR. ESTRADA: Yeah. So the next two questions are by the same person and are related to each other, but I'll read them one at a time and address them. So the question is, "If a student completes between January 1st and March 31st," presumably at the end of the period of performance I'm guess, "do we report their credit hours?"

The answer is yes. I would say the special answer to that is it doesn't matter if they've completed or not. You're – if they are earning – if they're a TAACCCT participant and they're earning or they're completed credit – courses and earning credits that are TAACCCT funded, then you can record their credit hours up until March 31st.

And the next question is related to that. So the grantee was saying, if a student does not complete. So that was for complete, but now, "If a student does not complete between January 1st and March 31st, do we report their credit hours? I'm trying to understand if B.6 is counted for the students enrolled January 1st through March 31st." So that's the gist of their question.

So as Kristen said in the beginning of this, that you can count outcomes one through six prior to March 31st. Now, they have to – assuming they meet the reporting definitions of each one. So in your – in this particular question, you – you're asking if they complete between January – or if they don't complete, do we report their credit hours? Yes. You can report their credit hours, but you wouldn't be able to – you then mentioned B.6. You wouldn't count them in B.6 because, if they didn't complete, then they haven't earned any certificates.

Hope that's clear because to be a completer, all you have to do is earn one certificate and then that certificate would be reported in B.6. So just a little confusion on what might the definition of a completer be. So hopefully that clarifies that. So, Kristen, got the next question?

MS. MILSTEAD: Yes. Thank you, Scott. "If a student enrolls in year two but doesn't complete a grant-funded program until year three, are they counted in B.3 on the year two report and then B.2 on the year three report?"

And the answer to that is yes. So in year – sorry. The number sounds – (inaudible). In year two they're still there at the end of the year, and so they would be counted in B.3 as having been retained in the program. And then they roll over into year three and complete, and so then at the end of the year they would be counted in B.2 as a completer. So the answer there is yes.

OK. And then a couple more questions about people turning 18, and the question is, "What if they turn 18 during the time they are in the program or if they turn 18 after they complete and exit?"

And again, these are questions about people changing their status during the course of – and I say their demographic status after they enroll. And I've had questions like this before about what happens, for example, if somebody starts out part-time and then they become full-time. And think of it like the incumbent worker thing too. What if somebody wasn't enrolled when they – wasn't employed when they enrolled and then they become employed? Will that – if they haven't completed yet or what if they were employed but then they lose their job?

Whatever they were when they enrolled, that's what they – they're kind of frozen at that point when they – when you report them or when you decide whether you can report them or else your data becomes sort of fluid and you can't really tell anything about it because you're moving people from category to category and it doesn't say anything anymore. If people are moving from category to category, it's sort of you want to keep them what they were when they started.

So if people were – moving back to these questions, if people were not 18 when they got there, if they turn 18 and then they enroll in the program, then you would be able to start counting them as participants.

Sorry. It looks like a new question. I was going to read it real quick.

MR. ESTRADA: This is the one where we don't know what round they are. So it's hard to answer it without knowing their round.

MS. MILSTEAD: OK. So yes. The question – let me just see if I can – "If they complete in March 2018, are they to be reported in year three even though year three is ended?"

OK. Wait. I think I know what the question – the issue may be. It may be pertaining to the OMB form where it's showing blacked out columns for year four. And so that column was designed to go with the original follow-up year in which no outcomes one through six were to be reported. So now, that has shifted so that – the expectations have shifted so that grantees are expected to report any program activities that occur during the first six months for outcomes one through six. So if you have anything that occurred in outcomes one through six prior to March 31st, you should report those in year four. I think that might be what was being asked.

MR. ESTRADA: Yeah. And he did clarify he's a round four, but I think yeah.

MS. MILSTEAD: OK. Yeah. At first, I wasn't clear on the question, but I think now, that's what the question was about.

MR. ESTRADA: I can answer the next question because it's a follow up to what I said.

MS. MILSTEAD: Yeah.

MR. ESTRADA: Thank you for that follow-up clarification. It's a good – because I just want to be clear. So it's a good follow up. She asks, "Did I understand you correctly about reporting credit hours for year four, we should count B.5 total credit hours even if they didn't complete the courses until after March 31st?"

So I apologize if I wasn't – if I didn't say that correctly, but no. You can – they – you – once March 31st happens, you can't count anything – any outcome from outcome one through outcome six. So what I was – I think what I was hoping to say was that they don't have to complete in – complete in the sense of the reporting definition, meaning they are a "completer."

As long as they completed a – they finished a course before March 31st that's TAACCCT funded, you can count their credit hours in B.5. But if that – if they – if that course happens past March 31st into April or into May, you cannot record those credit hours. So does – hopefully, that clarifies your question.

MS. MILSTEAD: OK. We have another question about the APR – year four APRs saying, "The section will not be blacked out?"

And the reporting system will allow you to fill in outcomes one through six. So when you go in there you won't be – it's been modified so that you will be able to put in values for outcomes one through six. Yes.

MR. ESTRADA: So we're just going to sit tight. We see other questions maybe coming in. So we're just kind of sit tight for a bit.

MS. CASERTANO: And while we are waiting for other questions to come in, I just want to remind everyone that you can find the recording of today's webinar – if you missed any of it, you can find the recording of today's webinar on WorkforceGPS in about two business days, as well as the transcript of today's webinar and the PowerPoint and that PDF, that additional resource up in the file share window right now.

MR. ESTRADA: So yeah. We have a question from Iliana [ph]. "So the enrollment process that is established for the program would determine eligibility of the target population? A person that is 17 years of age would not be able to be part of that program until they meet the established required enrollment policy; is that correct?"

That is correct. The TAACCCT grants are generally intended for adults.

MS. MILSTEAD: OK. We have another question. "To clarify the 17-year-old question, if someone takes a TAACCCT funded course as a 17-year-old then becomes 18 and takes another TAACCCT funded course, outcomes can be reported for them at that second point; correct?"

That's correct, as long as they meet all the other qualifications for being counted as a participant. It's just the adults 18 or older thing that's an issue.

There's a question about the performance webinars continuing. The performance webinars will continue through – right up through before the reporting deadline. So usually they're going to be held the last Thursday of every month.

The next one is scheduled for July, but we may have to cancel that. We will keep you informed about that, but yeah. They'll be scheduled right up through the end – there will be two really close together, October, November to give you all a chance to ask more questions. And normally, we know that's a big time for you when you have lots of questions. So we have lots of things planned for you at that time.

So any – we just have a couple minutes left. Any last-minute questions? OK. Well, thank you all for joining us today. I have enjoyed talking with you, and if you all do decide you have more questions, please e-mail the TAACCCT mailbox and send in your questions for the next webinar and we will see you again soon. I'm going to turn it back over to Laura.

(END)