**WorkforceGPS**

**Transcript of Webinar**

**TAACCCT Performance Reporting Q & A Series – April 2018**

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JENNIFER JACOBS: 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 a workforce analyst for TAACCCT at the U.S. Department of Labor, Employment and Training Administration. Kristen, take it away.

KRISTEN MILSTEAD: Hi. Thanks for joining us today. I'm glad that you're here. It's been awhile since we've had one of these. And I am mostly going to let Scott be doing the talking today. But I'm glad to be here. I'm glad to be speaking with you-all today and glad. I'm going to be listening in. But I'm basically going to be turning it over to Scott, and he's going to be giving you the material this afternoon and answering most of the questions. And Scott, take it away.

SCOTT ESTRADA: Awesome. Thank you, Kristen. Hello everybody. I see a lot of familiar faces. I'm glad to see that you are all joining us for today's presentation. Before we get started, Lori, if you don't mind taking those – putting those polls back up. I just want to go over the poll that everyone answered. We can just start with the first one, just go one at a time. I just wanted to cover the results a little bit.

So this is the first question: Were you involved in preparing and submitting performance reports for TAACCCT grants last year? You're probably aware of what we're trying to get at here. We're at a unique time for the Round 4 TAACCCT grants in that program activities ended in March 31st and now we're in April, which is why the topic of today's discussion is going to be covering that.

A lot of times what we've seen with Rounds 1-3 is staff people that are on the grant that handle the data no longer are on staff after March 31st for whatever reason. It's up to the grantee how they want to manage it. So I just want to get a sense of who here is a veteran of this and who here might be new.

It looks like we've got a 3/4 to 1/4 split here with those who've done this before and those who might be new. To those four of you that are new and you may not feel comfortable with what you're working on right now or maybe you are, you have questions, feel free to e-mail the TAACCCT mailbox and I'd be happy to set up a meeting with you via a conference phone and discuss any issue you might have, or if it's just one question, you can just put the question into the TAACCCT mailbox and address it that way – whatever you're more comfortable with.

To the other 13, the same offer for you, of course. I'm happy to meet with anybody and just go over any questions – simple or complicated – whatever they are. Lori, can you bring up the second question. What has been the most challenging topic outcome for you? I think I'm a little surprised that retention, B.3, not get any vote, although I'm not surprised that tracking is soon after completion and the follow-up outcomes B.7 to B.9 were selected.

Can you bring up the third question here. This one I'm very interested in knowing because it's going inform in how we do technical assistance for the next six months. It's not completely dependent on this. It would have taken the two – (inaudible) – there. But wanted to see what the kind of needs were out there so the options here were a monthly webinar series which is essentially what have we've done the last couple years.

Kristen's started off back in Round 1 maybe. I don't know when she did the first webinars. It's a kind of different type series. And then peer call which is like what I was saying before about setting up a conference call if you wanted to have a – or setting up a peer call, getting other grantees to – if you want to be connected with a grantee with a similar issue we can set that up.

Office hours with the performance team – not exactly sure how that would look, but it could be through the Adobe platform like we're using now or it could just be on the conference line. And it looks like we got some interested so that's very helpful. So thank you for answering that one. Do you have a plan for tracking or job placement outcomes via B.9 and B.10 these final six months?

So that is – Kristen was saying – and I agree with her – that we were probably going to get 100 percent yes to this. But the plans could vary. So what actually would also be interesting if you bring up another poll question, poll question 5, Laura is trying to get a sense of what your plan is to the best of your ability, very simple terms. I know that that's kind of a big add, because the plan it could be just a – you're calling your students or you have a wage record data already in place. If you don't feel that you can break that down into the chat, you can also press \*6 and mute your line and you can verbally say what you're doing. It's totally up to you or you don't have to respond at all.

Justin Delaney (sp) saying he comes from two different methods and he writes on that and you're going to be pretty certain that that's pretty good data. And Rachel is saying that she is still working with her workforce services for wage record data, wage record data for grantees as well. Great. That's excellence. And then Gretchen is saying wage record from the state and then calling and e-mailing and texting students. So it sounds as though that we're getting in sort of a blending here between UI data and [inaudible].

Just as an aside to that for those of you – and I can say with pretty clear certainty with the folks who responded that when you are calling students, a good resource for ensuring that you're documenting your responses you're getting from these students is the source documentation tool kit. You can find one on the performance reporting webinar or performance reporting resources page – and that lays out all the appropriate documents that you can use to – it's going to be very – it's very simple. It's a two-point agenda. I'm going to do a topic, cover a topic through slides.

It's six-month extension of program activities, how you want to report that. That is we've covered the topic before. So for those of you that have seen this, I apologize but I do think it's an important topic. And everyone is necessarily comfortable with it. It's also apt considering – is April 26th and we're in that period now tracking certain outcomes.

The second part to it is additional questions. So we changed this up a little bit. We used to take in questions and report on them during the webinar or review them in the webinar. We're not doing that this time around now. I just want to try to make this a little more open-ended. So I hope folks brought any questions that they might have. We can do that a couple different ways. You can type that into the chat and you're welcome to type that into the chat whenever you want. You don't have to [inaudible]. So feel free to put those questions in whenever you want. We can address them in that section.

You can ask them as it's specific to anything I'm covering – you're welcome to ask them then. You're also welcome to ask them verbally if you want to unmute your line. You press \*6. It helps me if you raise your hand. There's a little person at the very top left here that you might see in your – (inaudible) – platform where you – if you click that person, it lets me know that you specifically would like to speak. And I can call on you and you do \*6. But you don't have to do that if you don't want to. If you think of an appropriate time to press \*6 and ask your question, feel free. I think everyone here knows how this works.

With that said, I will move on to the actual presentation here. I just heard someone press \*6. The performance – so actually all of you are probably pretty familiar with the performance reporting webinar papers webinar – performance reporting resources page. Please remember to use that as your main resource when you're trying to address any issues or challenges or questions you might have. That is also the page that you're going to find source documentation [inaudible]. I won't go into it now, but that is a key place to be getting any of your resources.

Also, I had a couple – for those of you who might be new, I had a couple of grantees before I realized that they were using an older version of the OMB reporting package that is now outdated. That's not the correct version to be using. And it caused a lot of confusion. The correct OMB reporting package, the most up-to-date is on that page. So that's the one you want to be using when you're looking up reporting definitions.

Some reminders about TAACCCT performance for right now in this year in general: Your Quarter 2 QNPRs for 2018 that is on a fiscal calendar are due May 15th. So what I mean is Quarter 2 started January 1st, 2018, and ended March 31st or March 30th – I forgot – 2018. And you have 45 days after that, so they're due May 15th. So please be sure to get those in. We've had a few trickle in. But please get those QNPRs in by that due date.

Do not use the upload function in the QNPR to attach anything. So there is a – or was at one point the hope to have an upload function in the QNPRs. It doesn't work. But you can't tell that it doesn't work. So we realize that people were uploading things and they weren't going anywhere. We don't have access to them.

So if you have something in addition you wanted to upload to the QNPR, please do not use the upload function in the QNPR. You're welcome to e-mail that into the TAACCCT mailbox and say, I wanted to add something to the QNPR. Please consider this part of the QNPR. That's fine. E-mail to the TAACCCT mailbox. Just remember the upload function of the QNPR does not work.

What some of you may know and may not know is EBSS, the reporting system, is going through maintenance right now. The IT team is doing some updates to it. It doesn't affect – or shouldn't affect I should say – your ability to report or your ability to view any of your past reports. What we can't do, though, is unlock any reports. We've always been very good and aggressive in saying whenever you have new information feel free to unlock the report. It's pretty simple for us to do.

And we want your data to be as up-to-date and accurate as possible, so we always encourage that and we will continue to encourage it once the system is done with its maintenance. However, for now, please do not – please just know that you can't unlock them at the moment.

Clay Webb, who is an FPO – is saying good to now, because that request typically goes to your FPO. And the FPO has to ask us about it. And now that simplifies things. The FPO should know that this is not something that we can accommodate right now. Oh, got you. He's talking about upload function. Oh yeah. So that's also good that Clay and other FPOs know that about the upload function.

For 2018, the final APR and QNPR are due November 14, 2018 – nothing different. The final APR that is due this year that's due by November 14th is not really any different than any of these other APRs. It's only supposed to be a report for 2018. So it's not cumulative. As you know, your APR data has never been cumulative. It's only been just on that specific year. The same is true for your final annual performance report. We add that data on our end. We don't need you to do it on your end. So just be sure that you're only reporting what occurs in 2018 on the fiscal calendar.

The QNPR is cumulative, however. Cumulative maybe not necessarily the best use of the term, but what I mean by that is we actually want – and not just want – it's in the reporting package request that you be – that you sum up your overall activities for the life of your grant. So typically your QNPR – actually every final QNPR of the year – all four 4th quarter QNPRs are supposed to be a little bit of a summary of that year. But for the final one, it's supposed to be of the entire life of your grant, which makes sense because your 4th quarter QNPR, you probably – you won't have done any program activities. You really have only done a few things.

It's more important to get a final report summary in there than just reporting on your 4th quarter. And we do use those to look at the life of a grant.

With those reminders done, we will go into the six month to the main topic of today's webinar, the six month grant-funded extension of program activities.

So, like I said before, it's April so there are certain outcomes you can report and there's certain outcomes you can't report around this time of year. It's a little more complicated than the last three years.

So just want to be sure that you understand what those differences are and I'll come to those differences. And please if you have any specific questions, feel free to type them into the chat or raise your hand and I can call on you and we can have a little conversation. I will try to address the questions as best as I can as they come. If not, I will address them later after the presentation.

So you are required to report all applicable outcomes for participants enrolled during your program activities extension. I'll take a step back to make sure that we're on the same page about the language. The program activities extension – you may not remember, but originally the SGA laid out that the program activities time was just from years 1-3 and the fourth year was only going to be on collecting outcome data. You wouldn't be able to actually spend TAACCCT funds on program activities from – on October 1, 2017 to September 30th, 2018.

We sent a letter out I think a couple years even that said, we understand there's more need for a little additional time to do program activities and granted a six-month extension. And that's what we're operating under now, which is why March 31st, 2018, is the reference point that we have for your performance reporting outcome numbers. Yeah.

Something that you might be aware of or not is that – well, so as you know, when you report your – you submit your final annual performance report, that is due November 14th. However, what you may or may not know is that your third party evaluation report is due on a hard deadline by September 30th. You can't send that in late. It's considered an SGA deliverable and needs to get in by September 30th. Obviously, because of that difference, there's a 45-day difference that leads to the possibility that there could be a variance between some of your reporting outcomes.

We understand that. That's not a problem. That's not going to be a problem for your grant as well. If your third party evaluator says that you had 100 people gets jobs and you reported 150 people getting jobs, that's not a problem because we understand that there's a variance between those two dates.

And let me add that condition to that second bullet point. The evaluator should state clearly the dates covered by the data they report. We might see a variance in the numbers but we won't necessarily be able to – if it raises a question for us why we see the variance, then we at least can go back to the evaluator report and say, they noted specifically that it was only going up to a certain date and not to, obviously, September 30th, so just to make that clear.

I will say for which outcomes to report, it technically goes by applicable outcomes based on how long you're program activities extension was taken. That's because there is an option to how long your program activities extension was going to be. But I'm pretty sure 100 percent of your IT is taken in the six months, so that's not quite applicable. It will depend on when students enroll and complete, however. So I will display that. I'll let you know how specifically per outcome what we mean by that.

So this is the chart that I think is going to be useful to everybody with regards to how you can or when you can report certain outcomes for this final year, for 2018. Where I'm getting this from is from two sources. I'm getting it from the very last age of the TAACCCT compiled FAQs.

But instead of trying to navigate to the TAACCCT compiled FAQs, I would point you to that upper left corner web link. There's a resource available on Workforce GPS that is specifically just for this. This to me is your master calendar here for how you report your final – your fourth year of your grant.

I want to make clear, though, that this is a traditional – this calendar is based on a traditional semester schedule. So we are displaying different outcomes dependent on what kind of schedule your program operates on. If you operate on a more, like a cohort schedule or a nontraditional semester, it would differentiate from this a little bit. And I will explain that once while I go through each outcome what I mean by that.

Are there any questions so far? No one's typing the chat. If anybody has any questions, please feel free to raise your hand or type in the chat. I'd be glad to address them. What we'll do is just go through each one of these.

As you can see, the calendar starts in October. So for our purposes, that would be October of 2017. And it ends – well, there's the cut-off line in September and then you'll see there's a close-out period from October 2018 to December 2018. For the participant level outcome, that is – as you can see, we've marked Xs up through the month of March. The reason for that is because that is when your program activities end. So what I mean is you can only count – when you're enrolling students, you're doing that with your program activities in the TAACCCT fund.

So once program activities end in April, you might continue to still be enrolling students. And if this is a capacity building grant, there's nothing necessarily stopping. But conceptually, you're using TAACCCT funds to build this program to enroll students. And those TAACCCT funds ended March. So we can't associate any participants that are part of your program starting April with your grant. So that's essentially just the – (inaudible) – update. So you're participants after April you cannot count anymore participants from that period.

The same is true for completers. The same is generally true for a lot of those – not followed outcomes, but the B.1 through B.6. What you see on this calendar is for – so this is a semester schedule – you wouldn't get a completer in the month of January, February, March. If you're on a traditional semester schedule and you enroll a student in January, they're not going to be eligible to complete until May or June generally speaking. That's why they're not included in there.

If you're not on a traditional semester schedule, you can – if you have an accelerated learning model and it's like 10 weeks or something and they enrolled in January and they complete in February or March – you can count them as completed. So just to let you know there's a difference there if you depend on the semester schedule that you operate under.

For retaining, B.3, so this is actually a very important outcome when it comes to this context. A student that was enrolled in this time period, that was enrolled in October or March or before that even, if they did not complete the program but they're still in the program, you can count them as retained. And that's an important marker for us because it lets us know how many students you still have in the program when program activities ended. It's actually a very valuable metric for us. And that's just an important thing to note.

To give an extreme example, if you have a student that comes in in March 30th, they enroll in March 30th. And I don't know what kind of schedule you may use. You can count them not only as a participant, but you can also count them in retained. Well, you should count them in retained if you count them as a participant. So it's just a place where non-completers end up at the very end of the life of your grant.

The same is true for B.4. This is a less common outcome. If they entered the program but then left but are still in the college, they would be in B.4 and not in B.3. B.5 and B.6: B.5 is credits, amount of credits earned by students and the number of students earning credits. And B.6 is credentials earned by students and the number of students earning credentials based on the year. Those are similar in this context in that you can count these. If you're not on a traditional semester schedule, the same thing – March 31st. That's the time line.

If it is on a traditional semester schedule, the reason you can't count it in January, February, March, is the same reason that I said about completers in B.2. It is that they can't be earning credentials, for example, in February if they enrolled in January on a traditional semester schedule. They can only earn a credential in May or June if you're on a traditional semester schedule and they enrolled in January. So I hope that's clear.

Now for B.1 through B.6, that's kind of once that and then the other set of outcomes are the follow-up outcomes whether it be further education or employment outcomes. Now, we are allowing the – when I say we, I mean, the ETA is allowing that you can continue to count students' follow-up outcomes for the rest of the year. So that counts for B.7, which is once they've completed they go on to further education whether it be at another college or they're getting their associate's degree at another college – it doesn't really matter, but that they've left a college but they're still pursuing education. They can be counted up until September 30th, 2018.

Now, here's the caveat to that, though. One of the conditions encountered in B.7 is you have to have completed. So if you have completed in B – you can't – so in order to count these folks in B.7, they have to complete by the end of March 31st. So if you have, let's say for example, in this traditional semester schedule you have a completer completing in May or June, they are not eligible to be counted in B.7 because they didn't meet the requirement that's in the reporting definition. And that's true for B.8 as well. Employment is the same as the same requirements as B.7. And then retained is really just a subset of B.8.

We've also allowed for with regards to employment and retention, with regards to the employment B.8 and employment B.9, those are – we allow those actually through close-out. So what I mean by this is the grant ends September 30th, but if these outcomes occur in October, November, or December, you are allowed to count those students as well as long as hit that outcome measure. Just because a granted ended doesn't mean that we will not allow for you to reopen your APR. And once you've submitted November 14th, we allow you out to a year after to reopen your annual performance report and correct that data if you want to or add to it for October through December.

And then I think we're finally at incumbent workers here and Christa (sp) had a question. Now, so B.10 and this is – it's a good question, Christa. So Christa asked, "Why can we not count incumbent worker age increases during close-out?"

For employment, for B.8, you can count through close-out into December and same with retained. And I believe it's in the reporting definition where B.10 when it comes to incumbent worker, they just have to have earned the wage increase at any point during the grant life cycle. And the grant life cycle ends September 30th.

Christa, chime in if you have something to add.

CHRISTA: He's correct. I was just going to say as a comparison, the reason why the close-out section has those stars for the other two B.8 and B.9 is so that may make B.10 stand out and well, why can't I do it for those as well? – because everything is supposed to be done within that timeframe.

It's because if people got jobs during that timeframe, there are certain time parameters during which because of the way that the outcomes are phrased, things have to happen quarters after quarters, like two quarters passing and things like that. So if they happen within those quarters, they can be counted in that quarter close-out because the actual act of something occurring happened – the getting the job happened when they were – the period of performance.

Whereas, that long, drawn out process of things having to happen in subsequent quarters and be tracked and that situate is not a part of B.10. So there's just not that element to you. So I just wanted to bring that up as why it looks to strange that you could do that with B.8 and B.9 but not necessarily B.10. But those are explained in more detail also in the FAQ, the whole thing about why B.8 and B.9 can be tracked in such a way during close-out the way they are in the close-out section. But Scott is correct. The definition of B.10 states that it has to happen during the period of performance.

MR. ESTRADA: Yeah. And Christa just brought up the – thanks, Christa, for bringing up the reporting definition. And I think what Christa said is that we at ETA fleshed it out a little bit more in terms of the timing through the FAQs. And well, Christa's reasoning just now was what was how they discerned between allowing B.8 and B.9 to be counted through close-out versus B.10.

I will also add B.10 is actually also the least stringent of the employment outcomes in terms of your ability to report them. And correct me if I'm wrong, Christa, but let's say you had an incumbent worker enrolled in Year 1 but they got a wage increase Year 2 or Year 3, that counts. You can count that wage increase.

CHRISTA: Yeah.

MR. ESTRADA: It's just as long as it's during that life of the grant.

CHRISTA: Right.

MR. ESTRADA: So even if there's a three-month bearing between B.10 and B.8, 9 in terms of a time that you can count someone and be in either outcome, compared on the whole, B.10 is the – you can really rack up the number of both counted in B.10 a lot easier than you can B.8 and B.9.

CHRISTA: Yeah. But just to clarify, I would think B.10 has had a period of performance. All of the things that participants do to be counted has to happen within the period of performance. The difference is – the distinction for B.8 and B.9 is dependent upon the participant, the completer getting a job, just the act of getting the job happened in the period of performance. All that's happening during close-out is your collecting data, you're gathering data, and then you're – the act of time passed during the close-out so that then they could be counted.

The participants aren't doing anything extra during that close-out period. So all they had to do during that time period is the time passed where they got the job as far as B.8 and B.9 with concern or in terms of B.10, did the time period pass for the end of performance where they got the wage increase. So hopefully that helps make the distinction.

MR. ESTRADA: Thank you. I'm glad you were here. Clay was asking for this slide because it was just laying out what I was saying verbally. I'm looking at the calendar a little bit more than looking at the bullet points here. But I won't review this. I'll review this very briefly. But the key point out of that was students enroll in spring semester can be counted as new participants in B.1. So up until March 31st, though they don't complete but are still in the program, count them in as retained in B.3, if they're still retained in the program by March 31st.

If it is traditional semester schedule, the completers, credits, and credentials, there's no way that you could plausibly count those outcomes if they're occurring – because they won't occur until probably May or June. Now, if you're nontraditional, though – if they happen by March 31st, you can count them. And just remember that B.2 is the trigger for allowing you to count the follow-up outcomes of B.7, B.8, and I guess B.9 for the final six months – but more B.7 and B.8 just because the timing of B.9. And then B.10 is treated as normal. We covered all that.

And then just reiterating what I said multiple times, that accelerated learning models and cohort scheduling and condensed scheduling is very common in this TAACCCT program. We've seen a lot of those set up by different grantees, so we understand that that traditional semester schedule may not apply to you. The only difference is just when you can count completers, credits, and credentials and it's up until March 31st.

I want to get to the question section, but since no one put any questions in yet there is a couple more polls that I was hoping to get to. Lori, do you think you can bring up poll No. 6, I think is what it is. I was curious about this goes a little bit back to the technical assistance question I had at the beginning. What is your main reason for joining this webinar? Just trying to get a sense of what people if they are open to utilize it to ask a specific question or questions about their grant or it's to view the presentation. Just the other grant's questions regarding performance or if it's other, please type in the chat. I presume since I see typing that you clicked other, so I'll let you type that in and see what your reason might be.

But we are trying to flesh out a TA plan for these final six months and I just want to use this time to gather some information about all your motives and what your needs are with regards to performance. And I think it could be more than one, so that makes perfect sense. And Emmy (sp), feel free to e-mail the TAACCCT mailbox if you want to discuss anything, if you want to just – (inaudible) – a more one-on-one overview of your grant's performance and any questions you might address, just e-mail the TAACCCT mailbox and we can set that up.

Lori, do you want to bring in poll question 7. So this is more of an interest on my part. We are always having difficulty – a lot of grantees can have difficulty getting wage records within their own state. But then also we recognize it's a big grant. There's a lot of multistate consortiums that exist. Less so in Round 4 I think. I think that was more a Round 2 thing and getting wage records from neighboring states, or not even neighboring states if you're a multistate consortium. Some grantees had consortia members that were across the country. So being able to get access to neighboring states' wage records can be pretty important trying to get these outcome measures.

I will request – and you don't have to do this – but whoever that one person was that said they've successfully negotiated a wage record with a neighboring state, I would love to know who you are. You don't have to – you can either type into the chat which grant you are. If you don't feel comfortable doing that, that's fine. Please e-mail the TAACCCT mailbox to let me know. I would love to be able to glean some best practices from you, what you've done and how you managed to negotiate a wage record agreement with a neighbor because I think if I can glean some best practices from your success, I can try to provide that to other grantees.

So with that, I think we can go into question time. And this is an open forum here, so I hope that there are some people that brought some specific questions or if perhaps this presentation created any questions, please either type into the chat or you can press \*6 and mute your line and you can say it verbally. If you do, just let me know who you are and which grant you're with and I will stop talking for a moment to let these questions roll in.

MS. JACOBS: You can find a copy of the transcript of this recording – the recording of today's webinar and the transcript with today's webinar on Workforce GPS in about two business days. Also, just want to remind everyone about that survey that's going to be e-mailed to you immediately after today's webinar. So please don't forget to fill that out so we can use that feedback to make these webinars more useful to you in the future.

MR. ESTRADA: Christa, that is a very good question. There's two parts to it. Basically, are they eligible for B.7 or B.8 or neither? And one thing I can say with certainty is they are not eligible for the employment outcome B.8 because – and you said, they enter employment in the 2nd quarter. So by the reporting definition, they have to have either entered employment. They have had to entered employment in the 1st quarter after exit. Or if they had a job prior to that and they still had that job in the 1st quarter after exist, either way, it doesn't seem to be the scenario that they are in they seem to have gotten job. And then but for B.7 – that is a follow-up outcome – they can be counted in B.7. So hopefully that answered your question for that.

The other question is regarding Section F. So the first part to your question I can answer very simply. The numbers in C.9 TA-eligible an F1, the number of TA-eligible individuals – (inaudible) – the TAACCCT-funded program be identical? Yes. They not only can be identical, they must be identical. I don't know who should technically apologize for this, but it's a redundant outcome. We can get into it actually. I think it's pretty interesting. But we're not going to get into it. Regardless, when they created the reporting package, they ended up asking the same question twice. The C.9 is the number of your participants who are eligible for a trade adjustment assistance benefit. And F1 is that exact same measure as well.

CHRISTA: It comes from the legislation that TAACCCT was written for that funded TAACCCT the exact wording. And so that was put in at one time by some people and then other people wrote the other sections and those two people didn't – oversight. These are really asking the same thing, but there was a requirement that we had to ask what was in the legislation with no – hindsight is 20/20. Say, well, you know, those things really do kind of say the same thing. But that's where it came from.

MR. ESTRADA: Yeah. So if you ever have a little time on your hands and you want to read the authorizing language – a little light reading on TAACCCT – actually you'll see that we, meaning ETA, have to report to Congress every year on the F-measures. So when you report the F-measures, those questions are coming specifically from the law that authorized TAACCCT. So that's why it's on the reporting package.

Now, with regard to F.2 and F.3, so those would be reported cumulatively. That's also – (inaudible). I mean, nothing is reported cumulatively. We add those up on the back end ourselves. No need for you guys to be adding it up. We only want to know within that year what F.2 and what F.1 is, what F.2 is, what F.3 is, what F.4 is. So hopefully that also answered your question.

I can tell that Christa's been doing this a long time, because she's starting to get into the weeds with the F-questions. Does anybody else have any other questions? We have eight minutes. We don't need to take up the whole hour, but does anybody have any questions about TAACCCT performance, about either six-month extension or anything in general or about the process, unlocking reports, updating your contacts, your authorized rep? Anything that I can – now is the time. I'm here for you guys.

OK. I'm going to call that a day then. Thank you very much, everyone, for your time. Thank you for attending. Thank you, Christa, for your questions. And we will let you know when we – you will receive e-mail for the next – once we have figured out what our plan of attack is for technical assistance – that's not the right term – but what we want to do for technical assistance – you may see another webinar come your way, or you may see some other things. We will see.

But thank you again and I will, I'm sure, will talk to you a lot later.

CHRISTA: Thank you. Bye.

MS. JACOBS: All right.

(END)