

NWX-DOL ETA BAT

Moderator: Guy Suetopka
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12:30 pm CT

Coordinator: Excuse me, this is the conferencing center. I do want to remind everyone that today's conference is being recorded. If you have any objections, you may disconnect at this time and you may begin.

Guy Suetopka: Okay, thank you, okay, so if you'd all introduce yourselves so we know who's on the call for recording purposes. This is Guy Suetopka, Department of Labor, San Francisco. Next.

Duane Hall: Duane Hall, DINAP Office, Dallas, Texas.

Guy Suetopka: Jennifer?

(Angie Campbell): (Angie Campbell), Department of Labor, Main Office.

Guy Suetopka: Jennifer?

Terry Clark: Terrence Clark, Terry Clark with Florida Governor's Council on Indian Affairs.

Guy Suetopka: Jennifer?

Jennifer Whitmore: Jennifer Whitmore, California Indian Manpower Consortium.

Guy Suetopka: (Laura)?

(Laura Ahren): (Laura Ahren), SPR.

Guy Suetopka: Ron?

Ron D'Amico: And Ron D'Amico's here at SPR as well.

Guy Suetopka: Okay, and (High Tech)?

(Todd Anderson): Yes, this is (Todd Anderson) with (High Tech Services).

Guy Suetopka: Okay, all right.

(Don McCormick): And this is (Don McCormick) with (High Tech Services).

Guy Suetopka: Excellent, everybody's here. Okay, as we talked last week and as a result of the second meeting, what we're going to do is focus on the credential attainment goal part of the changes to BearTracks and I sent out a follow-up e-mail just a short time ago of notes that Jennifer had taken from last week's meeting as well as some comments that she had on some of the points that (High Tech) had issued initially.

And toward the bottom of their (High Tech) questions, the first two talk about the attainment goal so we can also refer to that when we're talking about the changes. I also sent out a separate file last week with the invitation, changes to

the BearTracks file. We're going to talk pretty much about the credential goal matter so there are eight of them altogether.

The first starts with allow credential of payment be recorded in BearTracks while participants are still active rather than waiting until participants exit and these are points that Duane had put together and initially came up with for consideration when changing BearTracks to include, you know, the credential payment goal so...

(Todd Anderson): Hey Guy, this is (Todd). Do we want to put that up on the screen so everybody can see...

((Crosstalk))

Guy Suetopka: If that's possible...

((Crosstalk))

(Todd Anderson): Do you have that in front of you? I can just give you control.

Guy Suetopka: Hold on.

(Todd Anderson): That would do it?

Guy Suetopka: Yes, I do. I got it right here.

(Todd Anderson): Okay.

Guy Suetopka: Okay, everybody see it?

(Todd Anderson): You've got to click on share your desktop or share application.

Guy Suetopka: Let's see, where's that at?

(Todd Anderson): It should have a little part in there that says share application right there in the middle.

Guy Suetopka: My desktop?

(Todd Anderson): Yes.

Guy Suetopka: Worthwhile, yes, my desktop, huh?

(Todd Anderson): Sure.

Guy Suetopka: Okay. And here it is.

(Todd Anderson): Great.

Guy Suetopka: These are the changes to the BearTracks files for that I just mentioned so if as you speak if you would just mention your first name so we know who is talking for recording purposes and let's go ahead. Duane, did you want to open up with initial introduction on this matter?

Duane Hall: Yes, well, I thought we'd go down. These are the eight fixes to BearTracks that I think, you know, that we have to do to make the credential attainment, make sure we collect the credential attainment...

Guy Suetopka: Data.

Duane Hall: ...data correctly, you know, BearTracks does collect data to calculate the credential attainment but, you know, folks can overlook some of the fields and there's issues with not being able to record a credential until the person has exited so these are some of the fixes that I recommended.

But, you know, certainly Jennifer and Terry, you guys know this better than me, Ron, you know the system very well, (Don), (Todd), so you know, please don't rely on me to catch everything so if there's other things that you think that we need to enhance or change to better collect credential data, please speak up so we can add it to the list but these are the eight that we have.

Actually there's only seven. One's about fixing a calendar but that's not really anything to do with credential (teagle) but, you know, I thought we'd, you know, put a BearTracks kind of go back and forth between this list if we could and so (Don) can see what exactly so we all agree I guess on what we're talking about on each one of these items what, you know, just make sure we're all on the same page.

Guy Suetopka: Okay. The first item is allow credential of payments to be recorded at BearTracks while participants are still active rather than waiting until participants exit.

Duane Hall: You know, I wonder. Should I have - who wants to show BearTracks - should I have control of this?

Guy Suetopka: You can.

Duane Hall: And then bring up this list on my computer?

Guy Suetopka: Sure.

(Todd Anderson): Yes, Duane, that's probably the best thing. Either that or (Don) but I can give you control Duane.

Duane Hall: Okay.

(Todd Anderson): Do I need to do anything on our side?

((Crosstalk))

Duane Hall: No.

Woman: Okay. We see the back of your head.

Duane Hall: Oh me? Yes, hold on a second. I've just got to switch computers.

Man: That's his best side.

Guy Suetopka: You know, they're starting to get big white spots back there Duane.

((Crosstalk))

Guy Suetopka: I don't think the (Crow Creek) side is very good for your head or the non (Crow Creek) side.

Duane Hall: Hang on. Just got to get this on the right computer quickly here.

Guy Suetopka: Been a long time since I've see you Duane.

Duane Hall: Yes. Do I look older? Don't answer that.

Guy Suetopka: Yes, you look mature.

Duane Hall: Okay, let's see. Okay, for the changes go back, all right, select here to share application, select here to share app - share my desktop, right - (Todd)?

(Todd Anderson): Yes, you can either do your desktop or you can do specific applications.

Duane Hall: Let me just share my desktop and let me know if you guys can see this okay. Can you see the BearTracks okay, the list?

Man: Yes, see the list.

Duane Hall: Okay. All right, so Guy, is this the format we want to do or does anybody have any other suggestion? It's just my suggestion is the way to go about it but unless somebody has a different way.

Guy Suetopka: We got...

Man: No, I think that's a good approach, yes.

Duane Hall: Okay, all right, so Number 1 here, allow credential attainment to be recorded in BearTracks while participants are still active rather than waiting until participants exit so I'm going to go over to BearTracks and show you what I'm talking about here.

Again, I want to emphasize everyone because everybody knows BearTracks pretty well, if I recommend a change and that compromises something else with the database that I may not have thought about, please let me know.

I don't think it does but again this is where it really needs all of us to kind of think this through so anyway what Number 1 is is the where you record a credential attainment is under outcomes follow-up and as you can see you get this message, information on the outcomes follow-up cannot be edited until the client is exited.

See this right here, this attainment of degree or certificate? We were thinking that it would be good, in fact you could take this whole section - I don't know why we couldn't and I think Jennifer and I talked about this - you know, maybe we could take this whole section out up here all the way down to the common measures.

You could leave the common measures here and move this outcomes, this placement and education, advanced training or attainment of degree certificate, move it out of this tab, you know, or unlock the tab but unlocking the tab might compromise something that's a common measure so we'd have to think about that. That's all I have for that one so I'll let you all think about that.

Does that make sense to everybody? What we're saying is is that, you know, a grantee may, you know, if somebody got their GED but they're not exited yet because they're still on the program, while the case manager may say hey, they just brought in their GED, let me record that. Well, they can't. they got to wait till they're exited.

(Laura Ahren): This is (Laura), may I ask a question? Of course this placement in education and advanced training and exit is non-Indian programs measure for WIA, the kind of other WIA youth program, right, not SYSP so what I was wondering is and since that really is an outcome, what is the experience of how are people using this? Are they using it in the outcomes section?

Does it make sense to move that too since it is an outcome? I was wondering also just what's happening in the field, maybe Jennifer or (Terry) or...

Duane Hall: (Laura), I can tell you from my experience, it wasn't until really because we always taught that this was, you know, because this was not part of common measures that it was, you know, was not a mandatory field. It was not anything that you had to do.

But once they started talking about doing these educational measure, then we started changing and telling people to start using this field and making sure you put something in it and so some people are now using it but because it was never a required field, I think some people are still not using it so one thing, you know, that's something that's a definite change I'm going to have to make in the training, you know, obviously when we do this going forward.

Guy Suetopka: Now Duane you said taking that out or what were you saying, moving that or taking it out or what?

Duane Hall: Well, see this tab up here, outcomes follow-up tab, you know, we may want to keep that red. We got to, you know, so you can't put anything in here right now when this tab is red. It only allows you to put things in there when people exit and I don't know if we want to open this up where people can put stuff in here at any time. We may want to keep it locked-down, this tab here.

If we do, we could just move these two pull-down menus or actually these two pull-down menus and the placement and attainment date, move them out of there or leave them in there but allow this tab to be green once a participant is active. There's two different ways to do that.

Guy Suetopka: Would you consider creating a separate tab then, a tab for credential attainment or...

Duane Hall: Yes, possibly, if we move it out of there.

Guy Suetopka: ...is that - what do the (High Tech)s think - is that a big change, (Don) or (Todd)?

(Don McCormick): Well, this is (Don). I've got a couple of questions naturally so the blue items in the bottom of the tab, you can't enter, they're calculated so really the only controls are those two at the top that you can enter things in.

So personally I would be in favor of just leaving the tab as it is and then enabling either the tab or the controls based on what you want to do. It doesn't make sense to me to create a whole new tab if we can just change how that tab is handled because I think that's the only person of the tab is to put data in those two controls.

Duane Hall: Okay.

(Don McCormick): Right, yes.

Jennifer Whitmore: I think you're right, (Don). I think those were the two additional performance outcomes that grantees wanted to collect in addition to common measures.

Ron D'Amico: I wonder if the common - this is Ron - I wonder if the common measures information should be moved to the employment tab.

Jennifer Whitmore: Actually if you go to the employment tab we do have the common measure there. We just don't have the quarters. I think the outcomes tab will show like what quarter if you're missing follow-up for a particular quarter, that's the only difference I think.

Duane Hall: Yes, this one here maybe?

Jennifer Whitmore: Right.

Duane Hall: Yes. Okay, so do we you know, I think and I don't know Ron or (Todd) and (Don), if you guys have the specs when we did this, you know, I mean, we've put a lot of thought into this and so I always question if we're changing something, we must have what I'm wondering is why did we lock this down in the first place?

And, you know, Jennifer you and I talked about this. In fact, we unlocked CIMCs thing because we couldn't think of anything but is there any reason why this needs to be locked-down until they exit?

Terry Clark: The way the - this is Terry - the only thing that I can remember when we were putting it together as to why we did that was to help people go through the steps of properly entering the data, okay?

(Don McCormick): And yes, I agree. I think we can open that tab. Now I don't think we're going to have a problem, you know, with someone all of a sudden, you know, putting something in there because they're only going to put the attainments in there.

Duane Hall: Okay.

(Laura Ahren): So is there an edit - this is (Laura) - is there an edit check so that when someone - I'm going back to that placement education - because that actually is a common measure for non-Indian WIA youth programs and so of course I know that's how I got thrown in there and of course the attainment of degree and certificate makes complete sense that you should just record it whenever a participant can get it.

You don't have to wait till they exit but what I was wondering for this placement and education advanced training at exit, so is there an edit check where folks can't do that or like for example the placement date must be in other words like...

Duane Hall: Right, right, right, right.

(Laura Ahren): ...because that happens.

Duane Hall: Yes, okay, yes. Right.

((Crosstalk))

(Laura Ahren): ...exit, of course, it could technically happen that way.

Duane Hall: Yes, yes, yes, okay, so what you're saying is that probably why we did it because we were trying to maybe align it? We knew this may come up and so I think we put it in there and so it aligns with the state formula program.

So what she's suggesting (Don) and (Todd) is that, you know, unlock this thing but and this one's fine. This is what we're really concerned about, attainment of degree of certificate. You can put that in at any time but if you

try to put something in here, we would want an edit check that if they weren't exited, say this can only be completed at time of exit or something like that.

(Todd Anderson): Okay.

(Don McCormick): Right.

(Don McCormick): Hey Duane and everybody so there's already an edit check...

((Crosstalk))

(Laura Ahren): ...suggestion but...

(Don McCormick): Sorry.

Duane Hall: Have we already done a check on that?

(Don McCormick): Yes, can you hear me?

Duane Hall: Yes.

(Don McCormick): Okay, good. Yes, there's already an edit check on the first one...

Duane Hall: Okay.

(Don McCormick): ...so actually on both of them, there's the same kind of edit check and that is like you said, it makes sure that the person's already exited. You can't access the tab unless they're exited, Number 1, and then when you select it, if you select placement and education it goes ahead and it puts in the exit date

for the placement date and so if you try to change it to a date that precedes the exit date, it tells you you can't precede the exit date.

So that's the check on the first one. The second one has the same checks. If you selected it for the - the exit date as attainment date - and if you try to put a date that precedes the exit date, it tells you you can't, it has one more check that attainment of degree check.

It also compares your selection with the education enrollment value and so if it says high school diploma for attainment of degree certificate and your education enrollment is high school diploma, then it throws up a message that can't be - those two can't be - so...

Guy Suetopka: It conflicts with them...

(Don McCormick): ...but that summarizes the edit checks for those two controls.

Duane Hall: Okay. That last edit check you talked about, I think you want that one in there about, you know, checking to see at enrollment what their education status was but the other one, the other probably need to be left out but instead of me like going through on the edit checks and saying this is what you need to leave in or leave out, as long as you and (Todd) have the general concept of what we're trying to do here, I think you guys know how to change the edit checks.

But, you know, correct me if I'm wrong so if you have any questions where you don't understand what we want, then maybe that would be a good time to ask but instead of us all going through the edit checks, as long as you guys know what the edit checks are and what needs to be changed to get what we want, that's good enough I think.

Ron D'Amico: This is Ron, one other question about this and that relates to how far after exit this field can be entered. Technically I think in the state programs an attainment can occur as late as three quarters after the exit quarter. Would we allow that or it has to be within the quarter of exit or the quarter after exit or is there any constraint on the back end?

We know that as currently as (Don) said attainment data cannot precede the exit date and we'll change that but is there any edit on how far after exit the attainment date could occur?

Duane Hall: That's a good question. My initial thought would make it in line with the ETA specs but that's other people may have a different opinion on that.

Guy Suetopka: Well, doesn't exit mean that they completed all the qualifying services and are now leaving the program so therefore, I mean...

Duane Hall: Right, but what he's saying Guy is that you can go back after somebody's exited and put somebody in here as attaining a degree or certificate and he wants to know how far like two years down the road, can you go back into this file and do that? Is that what you're saying Ron?

Ron D'Amico: Yes, right, I mean, again the state programs allow three quarters after exit in recognition that sometimes qualifying examinations, you know, the person may exit but the examination if there's an examination of some sort, the person has to take to get the credential, it might be after the exit date so that's why that allowance is there in the state programs.

I think the challenge for our grantees it requires more post-exit, you know, follow-up data collection which is an additional burden so if we, you know, want to promote that, we're really imposing a burden on grantees.

On the other hand, if we don't allow it we're to some degree selling, you know, ourselves short.

Guy Suetopka: Good point.

Duane Hall: But there's, I mean, we're not, I mean, we're because you would I think we need to allow it but and yes, it's a burden. I mean, we would tell them that they should do it but there's nothing in this database that's going to force them to do it, right, Ron?

Ron D'Amico: No, no, I mean, it just there might be an edit check that you could not change that field say two quarters after the exit quarter or, you know, whatever is decided.

Duane Hall: Yes, so it might be on an alerts page or something for the two or three quarters or something but then they can't change it after three quarters or whatever the ETA specs are.

Ron D'Amico: Yes and then, you know, then the implication of that is if we do allow them to change it several quarters after the exit quarter, then we can't really measure this for exit cohorts until two or three quarters after the exit quarter which is a down side.

Duane Hall: Uh-huh, yes.

Guy Suetopka: On this point Jennifer or Terry have you during any of the trainings you've provided, has anybody asked about that, about, you know, participants who maybe receive their credential after exit?

Jennifer Whitmore: The feedback I've received from grantees is they'd like to be able to enter that after exit, the few I've talked to and there is on the alerts screen there is an alert for this outcomes tab but I'm not sure how it works (Don) because they - participants will show up - if you leave it blank but I think they're just there maybe, you know, I don't know, 30-60 days and they fall off.

I'm not sure though so that exit without outcomes alert, that is looking at that outcomes follow-up tab so yes, so participants if they - if a user - doesn't enter anything in the outcomes follow-up tab, I think after they exit they will show up in that exit without outcomes alert for a short amount of time from what I've seen, what I've seen with BearTracks.

Guy Suetopka: Nobody's ever really asked farther than that, huh?

Duane Hall: Well, maybe rephrase the question so as grantees Terry and Jennifer, do you want to allow these folks to enter a credential attainment after they exit?

Jennifer Whitmore: Yes.

Terry Clark: Yes, I mean, if the specs allow us to do that, I would.

Duane Hall: Okay.

Terry Clark: There could be several reasons, I mean...

Duane Hall: Right. Well, I think we do too so, I mean, so they would - thanks Ron for bringing it up, that's important - so (Don) and (Todd), we would allow this to they could put people in as attaining a degree or certificate after they exit and Terry and Jennifer, you want to make it the same - do we make it the same - as ETA's, three quarters after exit?

Jennifer Whitmore: Yes.

Duane Hall: Okay. All right so (Don) and (Todd), that's kind of the specs for that and just be aware, Ron brings up a good point. I mean, if we want to be 100% accurate, there's going to be a lag when we report on the credential goal but Ron we can maybe talk about that. Maybe you do an initial credential goal and then a final or, you know, something, I don't know.

(Don McCormick): Duane, I've got a question, this is (Don).

Duane Hall: Mm-hm?

(Don McCormick): So you know, is the way this to be understood is that the date that can be entered can be as long as the last date in the third quarter after exit; is that what I heard? That's the last date that can be entered?

Duane Hall: Say it again (Don)?

(Don McCormick): So on your screen when you enter a placement date for credential goal attainment, the last date you can enter is the last date in the third quarter after exit; is that what you said?

Duane Hall: The third quarter after the exit quarter.

Jennifer Whitmore: Yes.

(Don McCormick): And it's the last date in that quarter?

Guy Suetopka: Right.

Ron D'Amico: Yes. Yes, that would be consistent - this is Ron - yes that would be consistent with the state programs.

(Don McCormick): Okay, thank you.

Duane Hall: (Don) do you have any more clarifications on this Number 1 and certainly (Don) if you think of something later...

(Don McCormick): Yes, I do.

Duane Hall: ...I mean, you can get back with whoever you think's appropriate.

(Don McCormick): I'd prefer to do it now. I'll try to make it as painless as possible but I do have more questions.

Duane Hall: Okay.

(Don McCormick): Can you return to - let's see, you've got that screen up - so Duane I heard you say that the first one we're leaving alone, we're not modifying anything about the way the edit checks work for that placement and education?

Duane Hall: That's correct. I think (Laura)'s point was is that being consistent with ETA that they can only put those folks in that one if they exit, is that correct (Laura)?

(Laura Ahren): It is true, I mean, it's a little it's of course a little confusing because of course I mean, it's very, you know, crazy but the state formula programs, it has to do with, I mean, technically a person could be placed in employment or education or whatever it is if they were in the regular WIA youth program and

they could - that could happen before exit - but I think that it's reported at, you know, at exit.

So it's I'm sure that however you probably programmed it initially is aligned I think as you said with the ETA state formula program.

Duane Hall: Yes.

(Laura Ahren): And again, I don't even know what you if you guys use that data.

Duane Hall: Yes, that's a different issue. Let's...

(Laura Ahren): Yes, yes, all right.

Duane Hall: ...let me - here's how I understand that one - placement and education advanced training at exit means - and please correct me if I'm wrong, probably Ron would be the best person - this means that you went in, you were placed in education.

In other words, the grantee said hey, you know, we put you in college and we want to get credit for that but I don't know if that's right. I guess that's how I understood it. Is that what that is?

(Laura Ahren): Yes, and it's specifically post-secondary education so...

Duane Hall: Okay, but so what you can't do it before because the whole purpose of this is that you moved - we got you in - that's why we're exiting you is because we placed you into another program or I don't know, I guess maybe that's a success in the youth program where you say they left our program but before they left, we got them into a program.

(Laura Ahren): Yes, it's again it's presumably that they're youth and that they got into post-secondary ed so that's why, yes, so it's not - you can't place them - in for example a GED program and get credit for that in the state formula youth program.

Duane Hall: Okay, so how do we want to handle this? We don't want to get stuck on it. Do we want to research this and come back to it because I think there's a lot of questions on whether we even need it, are we going to use it? What are your all's thoughts because I don't think we have the answer here for that.

(Laura Ahren): Maybe just leave that one alone then for now? You're talking about the first one, right?

Duane Hall: Yes, yes. Ron, could you just kind of research that and see if you can find and maybe (Laura) what the intent of that was?

Ron D'Amico: Yes, sure, definitely, I mean, you know, I think as (Laura) mentioned it's post-secondary education so I'm not sure what it currently allows but if a drop-out returned to high school, that would not count in the youth measure for the, you know, the state programs. I'm not sure how it's programmed here in BearTracks whether that would be allowed or not whether, you know, I think it's just - I don't know what the drop-down is - (Todd) whether...

(Todd Anderson): Here it is on the screen. It appears that it's kind of in line with ETA just by reading this.

Ron D'Amico: ...okay, well we thought of that then at the time we set it up I guess so we had already gone through that so it looks like we're in good shape then.

(Todd Anderson): Okay, okay.

Guy Suetopka: Right.

Duane Hall: So we're going to allow, I mean, so they have to be exited before they put in here? Is that right? Does that edit check stay on there, that you would get a pop-up message if you tried to select something from the drop-down menu if they weren't exited?

Guy Suetopka: How's that play with grantees who provide support or place participants into a college program?

Duane Hall: Well, if they place somebody in a college program Guy, on exit they would select this.

Guy Suetopka: No, I mean, if they're still active participation, you're providing counseling and support to them for books and tuition, all kind of stuff on a quarter basis or a semester basis, they would still be enrolled.

Duane Hall: Yes, but if you look at the title here it says at exit and I think the reason what they're trying to do is saying hey, were you able - I think this is coming from youth - and what the intent is is that when you did something for the person, that's actually a good thing that something that I think that we're trying to do in the youth is when you leave a - we placed you - we got you into a higher education.

And so it's not about when you're in there, it's about hey, we, you know, we achieved our goal by getting you placed in higher edu, you know, is that right, (Laura)?

(Laura Ahren): Yes, I mean, again it's I think what's key is that the formula program is the assumption is that it's for youth so again it sounds like you guys have already thought about and it's already in BearTracks that it's post-secondary education or, you know, advanced training, etcetera.

And again as Duane said, maybe it's just a separate conversation as to what you even do with the data, right, but, you know, it's just one of those mixing of measures and really Indian programs for youth is completely different than the state formula program so...

Ron D'Amico: So this is Ron to I think address Guy's point, I think, you know, you're right Guy that presumably the placement could occur before exit and the grantee's providing support of services so I think what's key in the measure is is the person still in that advanced training at exit?

Guy Suetopka: Okay.

Ron D'Amico: So I think in the example you're describing, you know, this might be, you know, might detail than we want to get into but this all...

((Crosstalk))

Woman: (Christina), 1-1-0-0, (Christina), 1-1-0-0. Thank you.

Guy Suetopka: I guess my only concern is that if they exit and they complete are they beyond three quarters then you can't claim the credit, right?

Duane Hall: If they're still a participant, right?

Guy Suetopka: Yes, yes if they're still a participant.

Ron D'Amico: This measure also came from because back in the old measures if they exited you program but went on to further education, that was still a positive outcome and I think that's why that's sitting there.

Duane Hall: Okay, so do we even need this?

Ron D'Amico: Yes, we are spending a lot of time on a measure that, you know, we're not doing anything with.

(Laura Ahren): So just so you have it but again, right, I'm not sure if you need it but I just chatted-in the official definition of this measure for formula funded WIA youth programs and so it is actually it's of course even more specific than this. It's like first quarter after the exit quarter, you know, and etcetera, so, you know, you guys have to decide if you even need this but...

Guy Suetopka: Well, shall we just focus on the second one then, the attainment of degree and certificate and then if we need to do something with the first one, we can? I mean, we do need to move on.

Ron D'Amico: Yes, I agree with that. Let's just leave well enough alone on this one and just focus on energies on the things that we definitely need to fix.

Guy Suetopka: Right.

Ron D'Amico: Doesn't seem like there's if there were an easy remedy, it's something we wanted to do here we would but there isn't so it's just not worth spending so much time on.

Duane Hall: Yes.

Guy Suetopka: Okay, so...

Duane Hall: Let me go back...

Guy Suetopka: ...yes.

(Don McCormick): I still have questions on Number 1 so we've defined the last date that can be entered. What's the first date that can be entered for the - is that the date of participation?

Duane Hall: Are you talking about attainment of degree of certificate?

(Don McCormick): Yes.

Duane Hall: Yes, it'd be the date of attainment of a degree or a certificate. (Don)'s asking what's the earliest date for a native check that they can put in there?

Ron D'Amico: I would say not before date of participation but anytime thereafter.

Terry Clark: Yes.

Guy Suetopka: Yes, because they might qualify for that right off the bat and be put into the program.

(Don McCormick): Okay. Also do we want to have an edit check then that says that tab's not available until the participant becomes active, in other words we get a green light once the participant becomes active?

Duane Hall: Well, that might be a moot point because this thing is red until they're active, isn't it or no?

(Don McCormick): It's red until they exit I believe now.

Duane Hall: Right, but it's going to be green but only green until they become active.

(Don McCormick): So it's red until they become active. Is that what you said?

Duane Hall: Yes, so isn't it a moot point because it's not, I mean, it's not, you can't even get to it with a tab. The tab, you can't do anything in the tab until they're active so you don't have to, right?

(Don McCormick): No, it's not the current behavior. The current behavior is you can't access until they're exited.

Duane Hall: Right, but we're going to change that so when they're active...

(Don McCormick): Okay, that was my question so now it becomes green once they're active? I just wanted to confirm.

Duane Hall: Right, but your question was do we have to have some edit check to make sure they're active? Well, you can't - this tab is going to be red - until they're...

(Don McCormick): Their first qualifying service, right?

Duane Hall: ...wait a minute. (Don), I please I'm getting so confused here. You're right so if we change it till it's green, but it wouldn't be green if there like none of these tabs are red until...

Jennifer Whitmore: Remember, they're disabled until the person has a first qualifying service then activity, employment...

Duane Hall: Right, that's what I, right.

Guy Suetopka: If qualifying service is a key, once they receive their first qualifying service, then they're active.

(Don McCormick): Okay. Okay, yes, I was just verifying. Just didn't want you to have any behavior you didn't expect there so once they become active, it'll become green and you'll be able to click on outcomes follow-up.

Duane Hall: Right.

(Don McCormick): Okay. Okay, great. Yes, that covers my questions for Number 1.

Guy Suetopka: Thank you.

Duane Hall: All right. We'll see if we can move a little quicker here. For participants enrolled in training at participation are placed in training during participation create an edit check that requires a selection to be made as to whether the participant attained or did not attain a credential. This will prevent users from accidentally overlooking the credential attainment field.

Okay, so I think this is an easy one but hopefully it won't take a long discussion.

Guy Suetopka: This is pretty much covered by our earlier discussion on Number 1, right, in terms of when they can...

Duane Hall: Now, this is an edit check and all this is to say if they're in training, if they're enrolled in training at participation or placed in training during participation, create an edit check that requires a selection to be made as to whether participant attained or did not attain a credential.

So going back to the database this if they're in training and we'll define training in a minute to make sure we all agree on this, you can't skip this field. You're going to have to put in something, okay, so it forces them to put something in so let me go to a different...

Ron D'Amico: This is Ron. I think my question would be do we know if they're in training at participation? I don't remember that intake characteristic tab well enough.

Duane Hall: I think we do Ron because - let me look - let's see...

Ron D'Amico: Because I know we have level of education but I don't believe it is clear on whether they're in training or not.

Duane Hall: Okay, so I think this is the screen we're talking about, here's, whoops, sorry.

Ron D'Amico: No, no, this would be if they enter training while a participant is a qualifying service, then clearly we know it but this also allows you to get credit for a credential if you were in training at the time of program enrollment. That's what we need to know, at the time of enrollment, at the time of participation, were you in training and I'm not sure we know that. I'm really asking the question, I'm not sure.

Duane Hall: Yes, I'm with you so Ron's point is if they're in training when they come into the program, you wouldn't select that as something that you're doing for the

client. They're maybe doing it on their own, going to night classes or something but they may get some kind of a credential but because you didn't say they were in training, you wouldn't get this pop-up message.

Guy Suetopka: Then you wouldn't get credit.

(Laura Ahren): And so well you could get credit but the edit check is what of course helps you then remember to do that field but what I was wondering is so if you went back to the view of the intake tab, was there and I know people have to do the intake and the characteristics tab so it's not in the characteristics either.

Jennifer Whitmore: This is Jennifer. There is education at enrollment on the intake tab. However, I don't think that's on our spur so if we want to start collecting that or, you know, reporting on that then I think it's going to have to be added to the spur.

Ron D'Amico: Yes, so I think there are two points there and I think you're right Jennifer, I had that in mind also that it's not output in the spur so we would need to add that but the second thing is is that sufficient for all credential programs, this highest grade (at home) because it doesn't seem to me it is so it just says if they're high school...

Jennifer Whitmore: Yes, so I think you'd have to add...

Ron D'Amico: ...so is it a credential program or, you know, do we need to be more specific than what's here? If they're in high school that clearly counts. If they're in post high school, I don't know. I mean, it's just a matter of the edit check.

What if (Don)'s checking to see if they're in training on the date of participation, what exactly is he looking on this field? Any of the in-school

fields, would that count? Any of the three in-school fields, the three in-school options?

(Laura Ahren): But that would be as you're saying missing other things like if they were in community college...

Ron D'Amico: Well, that would be in-school, post high school I guess.

(Laura Ahren): ...I'm sorry, not community college but like would people understand that if they were like in an advanced training program, that would be...

Ron D'Amico: Right, would they check the first option of the school, you know, I don't know, I mean, so that's the question basically.

Duane Hall: Let's maybe just back up and ask the question, do we even need that criteria in there? Why don't we just have an edit check no matter what? What would be the problem with that?

Ron D'Amico: We do need that edit check and the question is do we have the data we need to do the edit check because you are allowed to attain a credential if you were in training prior to the date of enrollment you, you know, so you don't have to enter training as a participant. You can still get credit for a credential. The question is...

Duane Hall: Yes, but what if you didn't do any training at all? Can you still get a credential?

Ron D'Amico: No, you have to be in training on the date of participation or sometime during program services so the question is do we know - does (Don) know - who is in training on the date of participation? We know who's I think we have another

edit check, another item on our list is what counts as training as a qualifying service but what counts as training at the time of participation? What are the edit checks that (Don) would use for that?

So you know, I'm raising the question whether we need to add something or whether his edit check would look at these three in-school fields on the on the sides grade completed and if any of those are checked yes, that would mean that the credential field also needed to be entered yes or no.

Duane Hall: I mean, I'd hate to do it but you could add another field and say was enrolled in training or in training at enrollment or something like that.

Guy Suetopka: Does it matter whether or not you indicate whether it's post high school credential or post high school non-credential? I mean, would that be of any significant value?

Duane Hall: Do these three capture everything? Is there something out there that wouldn't fall in there because in-school post high school would be any - that's be - couldn't that be a VoTech, a community college, university and then in-school, high school or less means you're in high school. Is there, I mean...

(Laura Ahren): I think the only I think it could cover everything and then you would just have to when you're doing training on it help define this further, right, just so that folks understand that oh, that would be included in there or they go down to the credited program down the street that offers whatever kind of program leading to a credential that that is included, right?

Because sometimes folks then assume, you know, they just assume what these things are, how they're defined like some, you know, in-school versus in training versus and maybe Jennifer and Terry you can help us understand that,

you know, when the training has been done on this, has it been kind of more in this broad way that we're talking about in training that leads to credential would be captured already here?

Terry Clark: As far as I know - this is Terry - yes, because when I get, you know, the biggest question is, you know, well someone's already started the VoTech or whatever and they've come into our program then, you know, I always tell them well put in-school post high school, you know, in-school post high school.

And because that covers, you know, anything because to me that's even because I've always looked at it as in-school post high school assumes that you either got a GED or a high school diploma, one of the two already.

(Laura Ahren): So there is the opportunity that someone doesn't have a GED or high school and they are enrolled in a training program that leads to a credential?

Man: I would say yes.

Jennifer Whitmore: Yes.

Duane Hall: I don't know about that because well, I know for us example, if you don't have a GED, you're going to get a GED and we actually make you get that before we put you in any VoTech training at all.

(Laura Ahren): Sure. I just talked about, you know, the bridge programs where you get both the credential and you get your GED which are a part of a lot of career pathways programs.

Terry Clark: Right.

(Laura Ahren): Yes, and do you put them as in-school high school or less even if they're getting their GED and they're getting like I don't know, an automotive kind of certificate?

Jennifer Whitmore: Yes, that's what we do.

(Laura Ahren): Yes, okay.

Ron D'Amico: Well, it seems then what we're saying is these three categories would capture it so we're covered and we don't need to add anything and then it's just again as we're saying a training issue and for (Don) as he programs this, this is the field he would look to to see if they're in training at participation. Any of these three in-school fields and then, you know, so I think we basically have the answer to the question I raised in this one.

Duane Hall: Yes, I agree. (Don) we always need to go back to you because you're the key guy.

(Don McCormick): I appreciate it, I appreciate it. You know what I'm thinking of now you can help me with is triggers so you've said that if under these two circumstances - training at enrollment, training at, you know, during participation - you want them to have to fill-out the attainment.

Well, I'm thinking how does that trigger because you obviously when you won't be active when you fill-out the intake tab and you've selected one of those so when you go and save the intake information, you really cannot fill-out the attainment of degree certificate...

Duane Hall: Right, they'd have to be both, they'd have to be active and they would have to be that back over here...

(Don McCormick): Sure, so in that case they will have had to have register their first qualifying service. Are you then looking at a prompt that says okay, you're active now. Please indicate your, you know, certificate of...

Duane Hall: So your question then is...

(Don McCormick): ...at the time of exit?

Duane Hall: ...your question is is when you get the prompt (Don), when you get the prompt...

(Don McCormick): Or how do you enforce it? How do you enforce what you want to do? You want to make them answer the question.

Duane Hall: Right, right, right, right, and I think Ron was that you Ron who said ask the question at exit would be the time or who was that?

Ron D'Amico: Yes, I was saying that but, you know, given that you can amend it up to three quarters after exit, so maybe what we're saying is you get a trigger at the time of exit that you need to fill-in that field, it can be later amended.

Duane Hall: Okay.

Ron D'Amico: Up to three quarters after exit.

Duane Hall: So the recommendation is at exit that you get that?

Guy Suetopka: What's that look like?

(Don McCormick): We don't currently have - we have alerts - that occur before and after exit and they list the people that, you know, where things need attention so is that what we're talking about, some sort of an alert that lists all the people that have not selected it and that's similar to what the outcomes alert does now like Jennifer was saying because, you know, clients can exit either manually or automatically.

Terry Clark: Yes, that sounds good because they're because that alert will come up just like it does now reminding people to put stuff in and then they'll go back oh yes, they did attain a degree or they did, you know, they did a thing or something.

(Don McCormick): Is that sufficient or do you want something further like when they pull up the 9084 if there are people in those categories and, you know, they still haven't selected that, is it going to force them then to go select something?

Duane Hall: Yes, you know, I'm with you (Don). I'm a little slow, I get you so it would definitely be here, I think we can agree on that, right? I mean, it'd be in the exit without outcomes, right, we can agree on that?

(Laura Ahren): Yes, but it would...

Man: Yes.

Duane Hall: Okay, thank you. The question is is that when the to me people automatically, you know, the system auto-exits them so, you know, if you don't go in the database and this person in the 90-day period goes by, you're not going to get a prompt until you come back into the system.

The only thing you would have here, there's no, you know, like I'm using an example of people who are auto-exited. I mean, what would the prompt be when you came in, get a pop-up message or do we just leave it and say this is the best we can do?

Terry Clark: I think if we just kind of leave it the way it is now and then because when even when it comes up now, it comes up like that and then it has that edit button and it then just takes you straight to that screen and it could even, you know, could take you straight to the outcome follow-up tab where you could enter in the data.

Duane Hall: Right, no, I agree with you Terry. The only thing and I don't have an answer for it is there's right now there's nothing that forces the grantee to physically do it, you know, like some edit checks like for example...

Terry Clark: Oh, I see what you're saying.

Duane Hall: ...you know, like edit view clients, if you do not fill-out gender, you just simply cannot, you know, you won't be able to - this person won't be able to make them active - or whatever but on this the thought was is that you would, you know, you would force them to fill this out. Well, this doesn't necessarily force them. They can still see the alerts and ignore it.

Jennifer Whitmore: Duane, this is Jennifer. I guess I'm a little confused because I'm hearing you wanted to create maybe like a hard edit for them...

Duane Hall: Yes.

Jennifer Whitmore: ...but it's hard because you could enter that info - so you would do this at exit - if there's nothing in there, you would force the person...

Duane Hall: Right, but the problem at exit, yes, but the problem at exit I think Jennifer is people are auto-exited so let's say tomorrow one of your participants the 90 days is up and it's going to auto-exit it. Okay, how do we force Jennifer to go in and fill that out?

Jennifer Whitmore: Because what if my person is still waiting to take their test and hasn't got their degree and I...

Duane Hall: You mean after they exit or what do you mean?

Jennifer Whitmore: ...yes, yes, what if they have a test scheduled...

((Crosstalk))

Duane Hall: Well, that's a different - I think what Ron was saying - is is that after they exit, you would have to say yes or no at exit but then I don't know on that one it'd be up to you so let's say you say no, so I guess what you're saying is is at exit, you said no.

Well, then after they go take their test a month later or something, you'd have to go back and complete it and there's no edit to help you with that.

Jennifer Whitmore: I was wondering if we could make an edit in you know where we enter the training under the activity tab because in the activity tabs you go into a training like occupational skills training and then there's I think it says did they complete, yes, no, or withdrew.

Like if you're going to complete that box, can we make an alert or edit to force you to go put that information into the outcomes tab?

Duane Hall: Say that again, please?

Jennifer Whitmore: Go into the detail of that occupational skills training so like currently I know for some programs, they'll just indicate if they completed their training, they got their certificate here.

Do you see where it says training completed, they'll just click yes. I was wondering is we could get like an alert or edit there to prompt us to remember to go fill it out in that outcomes tab? What do you think about that?

Duane Hall: Well, when you first put somebody in occupational skills training, you complete this.

Jennifer Whitmore: Right.

Duane Hall: And I don't know when you were supposed to complete this but, you know, it may be a few months down the road so you can't say - you can't necessarily say - they completed or not at the time you put in this activity because it may be a few months down the road.

Jennifer Whitmore: Right, so I was wondering when the training's actually completed or maybe they withdrew when we're filling-out that section of that training activity if we some type of reminder...

Duane Hall: Yes, what would that be, a pop-up message or would that drive people crazy?

Terry Clark: Yes, because I know like in my case it would drive me crazy because we use the way we use that is I'll define the semesters that people are going and so just because they completed a semester, obviously they didn't attain a degree,

you know, that so I always put - I always when I put yes in that - that means they passed all their classes.

I either put yes or withdrew in that field when it's there at the end of the term because after training the alerts comes up, if you have training with no completion I believe it is.

Jennifer Whitmore: That's right, because you could have maybe like six or seven, eight different trainings for actually one certificate, would be difficult.

Duane Hall: So yes, so Ron, you know, the concern would be and Terry and Jennifer, you guys know this, Guy does too is that, you know, don't you think there are a lot of grantees that have a big old long list here and don't ever do anything or no?

Terry Clark: Exits without outcomes?

Duane Hall: Yes. Or are they pretty...

(Laura Ahren): Looks like a lot.

Duane Hall: Are they pretty good about doing it because, you know, the whole goal here is just to make sure they don't skip over this and they need to tell us whether they did or didn't get a credential and if this works pretty good, we could just stick with this.

I'm just concerned Ron that our, you know, our credential rate might be a little low because you're still back to people just simply not putting, you know, filling-out that field or people pretty good about when they see this. My sense is that there's people skipping this but maybe not.

Terry Clark: Well, seems as if they'd be less likely to skip it if we started monitoring their credential rate. They'd have to...

((Crosstalk))

Duane Hall: Yes, I think really I mean, I would think that unless that becomes a problem, I mean, it's really having to deal with training, you know, making, you know, just making sure that, you know, hey, you know, when you exit somebody, you know, you've got to put something in this field, be it one thing, two things or whatever but there has to be something in this field.

Terry Clark: Okay. Can we just for now let's go with that that that's all we have right now (Don) is this?

(Don McCormick): Sure, thank you.

Terry Clark: And (Don) I would appreciate it if you wouldn't ask us difficult questions. All right?

(Don McCormick): You want softballs is what you're saying?

Terry Clark: Yes.

(Don McCormick): Okay.

Guy Suetopka: Okay, Number 3.

Duane Hall: Make a distinction between training activities that lead to a credential such as occupational skills training and training that doesn't lead to a credential such

as on-the-job training. Currently, there's only one code for both types of training.

Okay. This is getting to the spur file I believe so in an activity - some of these don't lead like on-the-job training doesn't lead to, you know, typically doesn't lead to a credential and what else? That's the only one?

Terry Clark: Work experience, where's work experience?

Jennifer Whitmore: That's under intensive.

Duane Hall: Oh, it is, okay so there's just no JT or...

(Laura Ahren): No, there's like job readiness.

Duane Hall: ...yes, but that's under oh, where's that at? Oh, right there? Yes, job readiness.

(Laura Ahren): There's entrepreneurial. Does that always lead - I don't think that leads - to a credential.

Duane Hall: No, probably not. Okay, so we would want those three same way programs that are workplace training-related (instruct) which may include cooperative, I don't know if that one would. Skills upgrading could. This one I think would, so now why do we need different codes? I forget. Ron? What were we going to do?

Ron D'Amico: Currently we calculate credential using the denominator all exiters so it's not relevant but we thought we would also want the ability to calculate the credential rate from among those who entered credential programs, so for those credential programs...

Duane Hall: Right, because that's what the state formula's doing, right.

Ron D'Amico: ...right, so we wanted to even though we don't define it that way according to the current (tag), we wanted the ability to calculate it that way, you know, for external audiences for sure and so that's the figure we'd use so we have no way of knowing what that denominator is currently.

On the spur there's just one field. They enter training. That's really the only thing we have. There's no distinction about type of training or anything else.

Duane Hall: Okay, so let's start here so does that make sense to everybody? Does that is that a good plan that we separate these? If so, let's go through these and see if it's possible that it could be counted as or that it's possible that it could lead to a credential.

(Laura Ahren): So literacy training is in there?

Duane Hall: Okay, so the first one is are you asking me if it's in there?

(Laura Ahren): Yes, it is and that doesn't necessarily lead to a credential. Just the line that you have highlighted, I was just going to bring that forward.

Ron D'Amico: Right, some do and some don't.

(Laura Ahren): Right.

Duane Hall: So should we split this out (Laura), is that what you're suggesting maybe?

(Laura Ahren): Yes, for at least there's another piece is that a person could be in adult basic education. In other words, just let's as you're saying we're going through each one and saying will it lead to a credential, right, is it possible? Is it considered...

Duane Hall: Right. ABE doesn't, right? It wouldn't, is that right?

(Laura Ahren): Not necessarily.

Ron D'Amico: No, it would not.

Duane Hall: Okay, so we would (Don) right now we're thinking I think where we're at right now (Don) is this would need to be split out and...

Jennifer Whitmore: If we do that, we're going to have to change our 9084.

Duane Hall: ...why?

Jennifer Whitmore: Because that's one line item, isn't it?

Duane Hall: Yes, but I think it could be combined.

Jennifer Whitmore: Oh, is that...

Duane Hall: So that'd be a question for (Don) I guess but...

Jennifer Whitmore: ...oh, okay.

Ron D'Amico: Maybe is there, you know, is there an easier way of handling this which would be rather than try and subdivide this list, if they select any type of training,

then there'd be another field that they need to populate? Is it a credential program or not, yes/no?

Duane Hall: Let's see so if we did this, maybe put a field on here Ron?

Terry Clark: That's not a bad idea.

(Laura Ahren): And so you're saying it would say does this training program lead to a valid credential or something like that.

Ron D'Amico: Or recognized credential, I'm just, you know, I'm just tossing that as an alternative way rather than parsing out this list per se, just add that separate, you know.

Duane Hall: If we could make the decision, right, if we could make the decision for them, I think our data's going to be more valid if we can. If we can't, I think it's a good idea but now you got people who don't understand that or just...

(Laura Ahren): Or you also maybe, I mean, do you want to, I mean, just again I'm throwing out that question about the kinds of things that you're collecting like do you want to parse it out to no or is that...

Duane Hall: Well, yes, I think you, yes, I agree with you, I think you would. I mean, I think we'd want we probably should parse this out anyway.

Ron D'Amico: My concern would be something like entrepreneurship training, well, maybe it leads to a credential and maybe not so it would be hard - I think it would be hard.

Duane Hall: Well, on that one I would fault on the we can, I mean, some of these we're going to just have to make our best guess but back to this up here Ron, I think this should be separated but would you guys be okay with that? See I think you would want to know this GED attainment, I don't know.

(Don McCormick): Hey, keep in mind, you know, you have to look at existing values. People have probably selected this so if you're going to change it, where would the existing values fall in? You'd almost have to keep it and then add others to keep the data integrity.

Duane Hall: Well, I think that what I, I mean, the data when we make this change, the data's going to be different I guess which may...

(Laura Ahren): Well, I think that, I mean, I understand (Don) also what you're saying and I think we should think about that and then also at the same time know that how we are calculating the credential rate for grantees, you know, will change once we, I mean, not the actual calculation but right now as we know, for example on-the-job training is included in training and then it won't be included in training.

And so just by that merit it is true that when we calculate credential risk for four more years, it will, you know, we'll always have to make that distinction about it's not a complete, you know, it's different data so I mean, I think that's okay. It's just acknowledging it.

Ron D'Amico: Yes, but I think (Don)'s point is that there are preexisting participants in the database and if you start changing fields...

(Laura Ahren): Oh, right, right, sure.

Ron D'Amico: ...it would change the value, you know, potentially for some preexisting participants or, you know...

(Laura Ahren): Sure, sure, sure.

(Don McCormick): But to that point Ron, then if you want to add a field that says, you know, did this lead and the ones that are already out there won't have a value in that field and so, you know, when you print your spur you won't be collecting that for that participant. You won't be collecting that information unless you, you know, require them to go back in there and indicate yes/no, it led to credential.

Duane Hall: Okay, well, this is the only one that we were talking about splitting out, right? The rest of these we don't have to split anything out so what if we not split it out and just say it would lead? I mean, it's, you know, we're what do they say, perfection is the evil of good, I mean, it'd be pretty close.

I mean, would you consider - do we consider this - as leading to a credential if you were in this? I mean, I...

Jennifer Whitmore: Many of them don't.

Duane Hall: ...well, I know, but you're putting them in there to get them a GED in this, right? I mean, aren't we falling short if you just put somebody in there and say hey, good job, you got adult basic education or...

Jennifer Whitmore: Duane, didn't you say that the Navajo nation uses that for just literacy with some type of tutoring?

Duane Hall: Yes, we talked about that and I can't remember because it had a really high level of training and I can't remember what that was Jennifer. I'd have to go back...

Jennifer Whitmore: The tutoring program they used. I forgot what it was called.

Duane Hall: Yes.

Jennifer Whitmore: Some online.

(Laura Ahren): Right.

Duane Hall: But I guess I would say given the challenges I would say that we would count that.

Jennifer Whitmore: You would count it as what?

Duane Hall: As that is one that we would consider that it would lead to a credential.

Jennifer Whitmore: Tutoring?

Duane Hall: Huh?

Jennifer Whitmore: Okay, but...

Duane Hall: I know it's not necessarily but I really think if you're putting somebody in this, it seems like you'd be wanting them to get a GED.

Ron D'Amico: I'm not sure though because, you know, some people are so - their basic skills - are so far below what it would take to attain GED. They're just trying to get

them up a couple of grade levels, I mean, Jennifer and Terry, you know better than I do but seems like GED might not, you know, necessarily be realistic.

Terry Clark: Are we Ron? I mean, really?

((Crosstalk))

Terry Clark: If I guess if it were me, it's either look, you're going to go to training to get a GED or you know, the other thing is we'll get you a job, you know, and that'll take you completely out of this issue but just I mean, to say that we're going to put someone in training and our goal is to increase their grade level by two grades, I don't think that's good. I know it happens but...

(Laura Ahren): So maybe there's also that distinction between the goals of the program, right, and what's good versus how folks will just record what they're doing out there, right?

Terry Clark: Well, let's get back to what the whole purpose of this is. This is to increase credentials.

(Laura Ahren): Right.

Terry Clark: Really what this is so if you put somebody in and you say hey, I want, you know, we've already defined that as no, that's not success unless they attained, you know, they have I would say a tangible educational outcome so I mean, I think if you're putting somebody in here, that would be something that, I mean, you wouldn't put somebody in here not to lead to that.

Ron D'Amico: Well, I mean, again like ESL, I don't think that would necessarily lead to a credential. I mean, I'm thinking of again, you know, if we're calculating this

using those in credential programs as the denominator and we're thinking we're doing that because for external audiences, we don't want to sell the program short.

And so if we're ever doing something that could deflate our credential rate, you know, that seems undesirable.

Terry Clark: Right but with that G - I agree Ron - but with that GED attainment, if you take it out of there, then you're going to need another item because that GED is definitely...

Jennifer Whitmore: My feeling though that in the community that a lot of folks are just if they're providing tutoring or something like that, they check this box and so then their credential rate as defined by again the external audiences, it wouldn't look very good is what, you know, what I'm hearing is because a lot of people would be in training, right, or in education, but not many would get a credential, right, that's what we're talking about?

Terry Clark: Right, yes.

Ron D'Amico: It just seems like Terry and Jennifer should weigh in on this. I mean, you know, I just don't want to do something that would make the program look bad but maybe I'm raising an issue that's not, you know, not real.

Terry Clark: Well, I know like (Megasuki), you know, they have a GED program but some of their people really all they're trying to do is develop their literacy skills so they can go to work for the tribe and they don't necessarily, you know, they get to a level and then they're ready to go to work and get out of training and don't necessarily get a GED and that's the way they run their program.

Duane Hall: Okay, can we leave it out then? If we leave it out...

Jennifer Whitmore: I think, I mean, for integrity purposes going forward with the credential goal or measure, how we're measuring the programs, it's important to calculate and capture what types of training that our participants are entering and if we I don't know I guess the type of training will still be there Duane, you're saying, but we'll leave it out of the overall training count?

Duane Hall: Well, what we're trying to do, yes, what we're trying to do here is that state - what the state does - is they say look, we're only when we calculate our credential rates, we only look at people who are in training and of those people who are in training, who got a credential?

Well the problem, you know, and we want to kind of even though we use all exiters, we still want to be able to calculate it by the state's definition. We still want to collect that data but we have things in here Jennifer under training that doesn't lead to a credential so like on-the-job training doesn't lead to a credential and neither does English language training...

Jennifer Whitmore: And job readiness.

Duane Hall: ...yes, and job readiness and stuff so we're trying to code them. We're trying to say hey, it's, you know, if we ever have to we can run a calculation to see of the people who are in training, how many of those got a credential and so we're trying to take out - we're trying to distinguish between - training that leads to a credential and training that doesn't lead to a credential.

Ron D'Amico: And Duane the other point is (Don) needs to know what triggers an alert, which of these triggers an alert and which don't.

Duane Hall: Oh yes, good point. Yes, that too.

Ron D'Amico: That's really what this is about, the other issue is, you know, subsidiary. He needs to know what's going to trigger an alert.

Duane Hall: Well, if it's just a trigger alert then can't we count that top one as triggering alert and that, I mean, just an err on the side of caution or I thought the other issue was kind of substantial too, Ron.

Ron D'Amico: No, it is, it is, also important.

(Laura Ahren): And so you definitely would remove on-the-job training and job readiness training from the training service types, right, and they would be reclassified?

Duane Hall: That's correct.

(Laura Ahren): Yes, okay, and so really we're just still I'm just bringing-up the broader question are there any questions on any of the other ones or is it really this kind of literacy English language training line that does anyone have any questions about any of the other ones?

Ron D'Amico: It seems entrepreneurial training, skill upgrading would be questionable. I mean, I just don't know. Depends on what exactly it is.

(Laura Ahren): It's hard because small business development technical assistance in training, not like as far as I know the folks that I know that get that, that doesn't lead to a credential also so that's been kind of lumped into entrepreneurial and small, you know, what about Jennifer and Terry, what do you guys know about what's happening in the field for that?

Terry Clark: Well, I got a question here about this part, okay, so if someone is taking literacy training and it doesn't lead to a credential but it's under that ABE GED area there, it's going to be factored-in the denominator, correct?

Duane Hall: Well yes, the way the credential rate is calculated, all exiters are in the denominator. However Terry we wanted to also show outside stakeholders that hey, look, if we calculate it the same way the state does it, our calculation would be this and, you know, if we just based it on people who were in credential-related training, it would be this and that's what we're trying to do.

Terry Clark: Okay, so when we back on the other screen where we would enter credential training, back where we're talking about entering the credential training at, why can't one of the things be - one of the selections there be - non-credential training that would then therefore pull it out of being calculated?

Duane Hall: Well, this is going to be the numerator here.

Terry Clark: Right, but if you put non-credential training there, you know, no credential given on the training for this person, then it pulls them out of the denominator so like for someone with literacy won't be counted or do they need to be counted? That's my question.

Duane Hall: You mean, put in here like not applicable, participant was in...

Terry Clark: Right, yes.

Duane Hall: ...Ron were we going to let people - now so I think you already said this - if you're not in training Ron you can't select this, right? You can't - somebody can't - get a credential unless they came in, they were in training during participation or we put them in training, is that right?

Ron D'Amico: (Don), whether we I think we said - we didn't say - I don't think we answered that. We said you had to put something if you were in training that led to a credential. I don't think we said, you know, up to the spur file had whether you were in training that led to a credential, you know, wouldn't matter if there were an entry here for those who weren't in credential programs, we would just ignore it.

Duane Hall: Okay.

Ron D'Amico: So I don't think we answered that question whether you could.

Duane Hall: Okay, sorry, well let me retract that question. I was trying to get to something Terry was answering but let me retract that because that's a different issue I guess. I don't know, Terry. Terry's saying what if you said not app like put another one on here, not applicable or something. Participant did not participate in credential-related training. Would that work?

(Don), I think we need to think about that one Terry. It might work. The I'm still you'll have to excuse me, I'm a little slow here, I'm still trying to figure out if we split this up, explain again what's the issue if we split this up about existing something about existing participants?

Terry Clark: Sure, so if you've let's say let's understand that there's going to be some grantees out there that have clients that have selected this choice, ABE GED, etcetera, so you go in and you now split it up into multiple selections.

What happens with their choice? Do you recode it to by default to the first one that you split it up to? Do you leave it? If you leave it, then you still have to

show it in the list because otherwise if you don't show it in the list, when they go back to this, it'll be blank. There'll be nothing there.

So I think you just have to put some caution with existing data and how changes you make affect existing data.

Duane Hall: Right. These are all codes, right, like this is a number, really, in the field.

Terry Clark: Yes, right, sure.

Duane Hall: Okay, so the question is if you split this out, right now this - anybody who selected this - let's say the code is 1 so if you change it, why couldn't and so why can't you have put in new codes - brand new codes that you currently don't have - and split these out and the existing people in there who selected this, they'd have a 1 in there. Could you - what happens if you get rid of the 1 - that code so it no longer exists?

Terry Clark: Well, then if they went back to this, let's say they hadn't completed this activity...

Duane Hall: Okay.

Terry Clark: ...so they selected it but, you know, it's still ongoing, whatever, so they mean to go back to it. When they go back, it won't show up at all.

Duane Hall: Okay, so what happens...

Terry Clark: So your service will be blank.

(Laura Ahren): So in reality just because I don't remember, do they go back to it if they're already selected it? They go back to it to say whether something's been completed, right?

Jennifer Whitmore: Right, because it shows up on our training alerts. As soon as the person's training end date is past that date and if we didn't enter anything in that field to say if they completed or not, then we're alerted to go back in there and...

(Laura Ahren): Right, and so it leads us to the small box, right?

Jennifer Whitmore: ...yes.

(Laura Ahren): And you have to enter the date and so is it possible that when they come back to the small box to enter the date, they are for the people that are already current participants that they're prompted to choose whether the train - which of these trainings - was it? Do they mean was it ABE? Was it GED? Was it literacy? Was it English language?

Jennifer Whitmore: Because I mean as soon as there's this...

Terry Clark: Because that's a required field...

((Crosstalk))

(Laura Ahren): ...in other words, there this medium length here, right, where we have where we're trying to move to a different way that we're collecting the data and just wondering like I don't know how that works data-wise (Don) like just again for the existing folks that already have this for current program participants, again in this just kind of intermediary time.

Is there something that could be done in the pop-up where they have to include whatever, you know, the dates as Jennifer's saying in order to collect the additional data to determine whether it's included in the training that they actually were in training that led to a credential because this is just for intermediary time, right?

Ron D'Amico: Right. If we split this up, then we're going to have to create a report that will look for everybody who has someone that's active or being reported on that received this type of training and allow them to go back into those files and correct the data?

Terry Clark: Why?

(Laura Ahren): Would they have to correct it or would they just have to when they edit the service like for example when they put the date that the person completed it, right, when they're prompted to do so that they just indicate which of these in this long list the client actually was enrolled in.

In other words, so they don't have to update it but instead just when they're normally updating the service and Jennifer you said it's the date it's completed, right?

Jennifer Whitmore: Actually, we just have to say yes, no or withdrew. It doesn't ask us for a date?

Terry Clark: Where is this at Jennifer?

Jennifer Whitmore: It's on - it's right - the training completed.

(Laura Ahren): So you put but you could change - I see it - you could change the end date for example they...

Jennifer Whitmore: Well, I was just saying that once the end date is passed and if that field is left blank, that's when it shows up in our training alert on that alert screen.

(Laura Ahren): And so what about this screen when you have to put yes, no or withdrew that you also have to in other words just it's a required field for this intermediary time only for the participants that are currently active that you have to delineate was the person in adult basic ed? Were they in a GED program? Were they in literacy training or were they in English language training?

Jennifer Whitmore: Yes, but...

(Laura Ahren): In other words, they could choose more than one too, right, because that's but then you'd have to anyway I'm just trying to think of all the...

Terry Clark: I'm just trying to figure out, you know, why would you have to change it at all? Let's say they chose this.

(Laura Ahren): Well, the one thing is that if it was truly English language instruction, then that's not in training.

Terry Clark: I understand that (Laura) but if you try to go for perfection, we're going to go crazy.

(Laura Ahren): Yes, no, I get...

Terry Clark: Because this is only for these - so you're looking at a cohort and correct me if I'm wrong - you're looking at a cohort of people who are currently active. As

time goes by, this goes away because new participants under the new BearTracks you won't have this issue.

(Laura Ahren): And so will new participants not have this issue because you're getting rid of this line? That's what the question is.

Duane Hall: Well, that would be my understanding but maybe I have it wrong.

(Laura Ahren): So that we would break it out is what the suggestion...

Duane Hall: Yes, so all new participants, this wouldn't be here for new participants but when you let's say we go to a new version of BearTracks and I guess active participants when you upgrade to the new BearTracks, this would still - if this is what you selected on an existing active participant or I guess exited participant - this would still be there.

But when you put in a new participant, you wouldn't have this. I mean, maybe that doesn't work but wouldn't you want to...

Terry Clark: I'm just thinking of...

Ron D'Amico: Go ahead.

Duane Hall: Go ahead, Terry.

Terry Clark: I was just thinking the reason why I'd said you'd need to run a report because what if you've got someone that you put this on, you've got them in there, you put them on this, but you're actually doing literacy training while the upgrade defaults to ABE GED training so now they're coded wrong and the grantee may or may not know it.

So if we do a report, then they can go back in and verify that oh, okay, it transferred properly. Now this one needs to be literacy training, not ABE GED.

Duane Hall: Right, and I guess what I'm saying Terry is again perfect is the evil of good. We're talking about a - that's not going to be right - for that cohort, that cohort of active participants during that time but as time goes on, you know, it's not worth the level of effort to do that so let's say we counted - this would be coded one way or the other, as a credential related training or not credential related training and it doesn't matter to me, whichever one we'd want to do.

Okay. And, we don't know if that's right or not - it you know -but for those people that - we wouldn't know if it's right or wrong okay, because we wouldn't know if they were in GED classes or if they were in just Basic Literacy. One leads to credential, the other one doesn't - we don't know.

But, as time goes by - I mean all new participants you put in - you wouldn't have this option, it would be broken out and I'm just trying to see what the issue would be there.

Man: And, Duane I'd like - see if you'd like this idea better, instead of not showing in the list - because maybe we need to think ahead that you may want to make a similar decision - Bear Tracks down the road - where your adding some and you don't want others to be selectable let's say.

Let's say this isn't the last time you come up with this. So, we show it, but maybe we have another - in the Drop down we have another element that says, you know - our ties are active and if a new participant or - excuse me, if

somebody using you saw for it tries to select one that's archived - quote -
unquote - archived.

Then it would just tell them that you can't select that. It still shows up in the
list for everybody that was existing, but for like - for people making selection
from that point on it's able to tell that that's been replaced in effect.

Duane Hall: I would be okay with that. I don't know about the others, but...

Man: That makes sense.

Man: Say it again (Don).

(Don McCormick): I'm sorry, that's a hard one. It's easier to show it, but if you go to the Drop
down Duane.

Duane Hall: Yes.

(Don McCormick): If you could just drop it down.

Duane Hall: Yes.

(Don McCormick): So, Terry you might have - and we don't have a lot room, but you might
have another column that says Status and it might say Active or Archive for
all these service right? So, we would code the one we're looking at now to be
Archives.

And all that would mean is - for people using the new version of Bear Tracks.
If they want to select that it would say you can't select this - this has been
replaced - whatever. You have to select one that is currently active and so they

would be forced to kick one of the new codes or one of the other codes that's still active. Does that make sense?

Terry Clark: Yes. I wrote that better than not showing it in the list because if you do that then - really the controls says, wait a minute you haven't made a selection in that case and we'd kind of have to fake it out to know that - yes there's something selected, but it's not in the list so, that way you don't have to worry about that.

Man: Okay.

Man: Yes, because we did something similar when we did the retirement as a global exclusion because I remember once that would change we got a version and we got a list of people or something like that you had to go in and make that edit change too.

Man: Yes. So, I understand that if this is confusing, I can put an explanation in the estimate we provide, you know something in writing if that would help.

Duane Hall: And - or you know adding a column that says Active Archives site or maybe just I don't know if you could gray out if there's a field or a row that you could gray out. It doesn't matter (Don), I'm just throwing that out if you want to do it the way you suggested that's fine.

(Don McCormick): Okay. Yes - no - same goal you're right Duane, just make it so it can't be selected in a new version.

Duane Hall: Okay. So, if we did that - any concerns that we're not thinking about. We've got some sharp people on the line here so, what are we not thinking about? Will that work?

We're acknowledging the cohorts - these people who chose this. We're going to make a decision either - we'd have to make a decision either that's credential related or not credential related and that doesn't matter to me or I guess you could quote them something different where they just don't count - I don't know how you do that, but maybe a different code where - but we - is everybody good with that?

Man: Hey Duane, I would think that you'd want to include that and if since you're making a change to this lookup you probably want to include that as another element. If it changes in the future you could just update the field to say. This does lead to attainment or it doesn't, like a Yes - No - another field.

Duane Hall: That's a good idea - put another field right in here?

Man: Well. You don't want just anybody to be able to change that.

Duane Hall: Right.

Man: I would think those changes whether it changes from a yes to no. We'd only come out with new versions.

Duane Hall: Okay, but that - are you saying that would be in the background or you want to show it not that they could select it, but they could see whether it is or not.

Man: Oh well it's up to you.

Duane Hall: Okay.

Man: Whether you want to show it, but I would definitely include it in the table where it can be changed from Yes to No that's all.

Duane Hall: Yes. Good point. So, - I mean (Don) brought something up - I mean yes, it needs to be in a table. The question is do we - we don't have to show it, but you could add a column here and say - No, that might be confusing, but anyway back to the issue - the issue - we would split these out okay - these would be split out, but people - active people who already chose this -- we would make a decision whether they were counted as credential related training or not and whatever you guys suggest.

And, you know - we don't know if it is or not because we don't know whether they're a GED or an ABE. We would just be making a global decision that they either are or aren't and that's not going to be totally accurate, but it's only going to be inaccurate for those - a period of time where you have these active cohorts that was selected.

Guy Suetopka: Everybody thinking?

Man: Yes.

Duane Hall: There must be an issue or otherwise everybody would say, yes it sounds good. It must be an issue. Either that or...

Man: So, what you're saying is we'll break this out and just make an assumption of that anybody has anything in that field they go into - let's say GED - ABE GED training and then it's up to them to go back and correct it if they're in Literacy. Is that what you're saying.

Duane Hall: No that's not what I'm saying, but I was saying that (Don) - maybe (Don) - maybe that's what (Don) wants them to do. I was saying that all existing clients that you have in your database - If you selected this - Adult Basic- this field here, that we would make a global decision on all those clients. That they were in a credential related training or they weren't and that's what they would be.

So, like when we - so when you update your new version of Bear Tracks, these - this wouldn't change - these clients you wouldn't go and change them and maybe (Don) - maybe they can be changed, but if you didn't change them - they would be - that would just be there.

They would stay under this for those existing clients and whatever we decided whether they're credential related training or not that's what they would be and we would acknowledge that this isn't totally accurate, because we don't really know if they're GED attainment or basic education, but we're just going to - it's a way to handle the situation - it's not perfect, but we would code them that way.

But, it would only be for those individuals, because once Bear Tracks is updated all new clients in the system - you wouldn't be able to choose this, because it would be there, but you wouldn't grayed out. Now back to your question Terry - could you change it and make it accurate? I guess you could right (Don) -- or no?

(Don McCormick): Change it to one code - one of the new codes? Is that what you said?

Duane Hall: Yes.

(Don McCormick): You could, but I think that kind of obviates the need for what we just discussed then in that case.

Terry Clark: The reason why I say to do that (Don) is to make it more accurate, because then in training I can tell the people, by the way if you've done this you need to run this report - run that report that , you know how many people go to the Search menu run under ABE GED - run a report get a list of people and look through and make sure that some of them aren't in Literacy so they don't get counted towards that or so they - or so the data's correctly - is why - that's what I'm thinking there.

(Laura Ahren):: I guess what I hear is Duane - just saying that - and I totally hear you Terry as a data person also, but is that in this intermediary time is that it won't be perfectly correct -- The first round of number crunching, right? And that current participants will eventually leave and then it will - I mean - I'm just repeating, but just - I don't know it sounds like you're uncomfortable with that - like you wouldn't want that and I think that's the question right?

Terry Clark: No. I understand what Duane - and I think until - unless I hear something better I think that's a pretty good way to handle it, because you don't want a blank field there, you know and so you'll still have a populated field. I just kind of want to be able to train people and say make sure you go back in there and update these records here.

Change it to make it more accurate as long as - I mean - I don't see why it wouldn't be able to change it once they're in there that doesn't lock them in there does it? That doesn't lock the field away does it? I mean so you can't change it again - so you can't currently change it - so once you change it - you can't change it back, but it doesn't lock it to where someone can move it to correct it.

Duane Hall: That's what I hear (Don) saying is that you could change it

Terry Clark: Okay.

Duane Hall: Right? (Don)?

(Don McCormick): So, if I hear Terry correctly we could go ahead with the plan that we've stated and so once they've updated to the new version like you said Terry, you could just have them go in and review the clients who have selected that choice and then they could - if - but knowing that this leads to credential and if they disagree with that then they could change it to something else. Is that what you were saying?

Terry Clark: Correct.

Man: Yes they could always do that, but you know let me clarify something you said Duane. It wouldn't be just for new clients. It would be with the new version, so if you weren't changing an existing client Duane with the new version and you tried to select this one, it wouldn't let you.

Duane Hall: Yes. It wouldn't let you choose this one here.

Man: It's not just for new clients.

Duane Hall: Right. It - I'm sorry it would be for - Yes it would be for existing clients as well -- it would be grayed out. If somebody was in (Unintelligible) Skills Training and they say I want to choose this - they couldn't because it would be grayed out.

Guy Suetopka: Let's say somebody went into Adult Basic Education, but at the time that the program was updated and converted they completed that now they're going to go into GED Attainment so that would be a new selection wouldn't it?

(Don McCormick): Oh well we haven't updated anybody's choice. I didn't hear that.

Guy Suetopka: There's a sequence here on that selection which is it appears to go through a BE first and then it's the point to where they could qualify to go through GED Attainment and work on a GED. There could be - they could complete the first one and then for the next choice they would select off the new menu.

Duane Hall: Right. They can do that Guy. That would be added down here.

Guy Suetopka: Okay.

Duane Hall: Yes. So you can choose this and you know - and then...

Guy Suetopka: This list of training is that they're not long term I would think, you know - maybe - I don't know how long Jennifer or Terry - these people may stay in this specific activity.

Duane Hall: Yes, but you add new - I mean you don't change the activity Guy. You add a new activity, so for example if you chose Adult Basic Education GED - If I could do this real quick - see it's right there it is Adult Basic - I mean you could change this if you wanted to, but if they did that and you said they've gone on under the new Bear Tracks - under the new version, you could add a new qualifying service and it would be broken out like we're talking...

Guy Suetopka: Would you...

Duane Hall: ...this would be broken out...

Guy Suetopka: ...right...

Duane Hall: ...this would be broken out and you choose something else...

Guy Suetopka: ...Right. That's what I mean...

Duane Hall: ...if you wanted too. Right.

Guy Suetopka: So the next one would be GED and they finished the AD part.

Duane Hall: Right. They wouldn't - this would be grayed out.

Guy Suetopka: Right. What's the - for Jennifer and Terry - about how long does it take for people to go through these - for that type of activity - for GED or Literacy it's not that long right? It's not long term?

Jennifer Whitmore: Well, depending on their skill level it could take - I mean if someone's ready it could take six months or it could take two years. We even had someone that had a disability - it took them seven years.

Guy Suetopka: Wow. Okay.

Jennifer Whitmore: But, that was like one person and...

Guy Suetopka: Yes that's an unusual situation.

Duane Hall: But...

Jennifer Whitmore: That's extreme yeah.

Duane Hall: ...But, like Terry said I mean if you didn't do anything - those - these people wouldn't be totally accurate, but like Terry said if you gave people training - People want it to be accurate - they could make it accurate, because they could go back and change those fields right?

Man: Yes.

Jennifer Whitmore: I like it broken up too because like you're saying Guy about the sequence of events and maybe they are in some type of Literacy Training and then Adult Basic Education and then GED, so you'd be getting - you know you'd show the multiple services provided.

(Laura Ahren):: And, so then those would just - and then so just to clarify - so then they'll broken out and then be classified under service type, so that when you're then running reports it's just taking some training on example again on the job training or job readiness training or (Unintelligible) training those would not be considered under the service type training?

Duane Hall: Well, in - I think this matches WAI regulations - I thought that's why we did it this way, but...

(Laura Ahren):: Right.

Duane Hall: ...correct me. So...

(Laura Ahren):: ...it does...

Duane Hall: ...and correct me if I'm wrong folks. We wouldn't change this - this here - behind the scenes (Don) would just code it.

(Laura Ahren):: Okay. Great.

Duane Hall: It's just depending on how you selected it.

Guy Suetopka: We want to move - group them as much as possible into areas that are credential versus not credential. Like we already know that (Unintelligible) Training, On the Job Training, Entrepreneurial Training may not be credential training, so you group them together rather than spreading them out among the list.

Duane Hall: Right. That's a good point Guy and (Don) also mention you could put an extra column in here and put Credential Related Training and have a check mark in there or yes - no I don't know, but certainly group them together.

Guy Suetopka: Yes.

Duane Hall: Or you could - you know - I don't know maybe we could change, but I don't want to cause problems. We don't need to do this, but you could change this activity here to Credential Training here and then just regular Training, but if that's too complicated forget that idea.

Guy Suetopka: Are we pretty much at a conclusion on this point, because we're up to two hours now and I think everybody's...

Duane Hall: Right.

Guy Suetopka: ...probably...

Duane Hall: Yes, but let's try to finish this one real quick if we can. If we can't we'll drop it. So we're going to code Adult Basic Ed is not credential related training correct?

Guy Suetopka: Right.

Duane Hall: GED is credential related. Right?

Guy Suetopka: Yes.

Duane Hall: Literacy Training is not. English Language Training is not credential related.

Guy Suetopka: Right.

Duane Hall: Okay. Customized training conducted with a (Unintelligible) by an employer or group employer - well maybe we're going to have to table this. I would say yes but I'm sure it's not...

Guy Suetopka: It could be yes or no - I mean - It depends on how intense the training is and how intense the outcome is - I mean it could be a yes it could be a no.

Duane Hall: If we're going to do this - I mean we're already starting to do it for this period we could customized training related to a credential. I don't know let's - what do you guys want to do - we're at 2:30 here.

(Don McCormick): I - if everybody can. Hey Duane when it comes to this issue of course I can prepare my estimate before you give me that final list.

Duane Hall: Okay.

(Don McCormick): Of course the list would have to have a couple factors. It would have to have what's being broken out what the new values are and whether or not they'll (Unintelligible) attainment, so.

Duane Hall: Okay. Could you like just put that in a table or a spreadsheet so that we can know what we're going to need.

(Don McCormick): Yes. I'll put it in the estimate or whatever I come up with

Duane Hall: Oh okay

(Don McCormick): But that's it. Yes.

Duane Hall: Alright. Let's just try this one here - would everybody Ron are you saying this one - it could or couldn't - this one - you couldn't say either way.

Ron D'Amico: Which one is that? Customize?

Duane Hall: Yes.

Ron D'Amico: I would say it's probably not credential.

Duane Hall: Terry - Jennifer, what do you all think?

Jennifer Whitmore: When I sat down with the counsel a few years ago, they had indicated that they didn't believe that led to a credential.

Duane Hall: So would we say that as a no? Would that be fair?

Man: I would agree with that.

Duane Hall: Okay. So, is somebody - Todd and (Don) are you writing this down.

Man: Yes, but I didn't get the first break out of Adult Basic Education and what the differences were.

Duane Hall: Okay. AB - this Adult Basic Education is not.

Man: Okay

Duane Hall: GD Attainment is.

Man: Okay

Duane Hall: Literacy Training is not.

Man: Okay

Duane Hall: And this English Language Training provided alone or in combination is not.
The only one that is - is GED attainment

Man: Okay

Duane Hall: This one here is not. This Customized Training.

Man: Okay

Duane Hall: Entrepreneurial and all Business Development Technical Assistance and
Training - I don't think it does - Ron what are your thoughts?

Ron D'Amico: I believe that there are some out there that they do a credential. I just - I'm just not familiar enough with it to say.

Duane Hall: Okay. Terry - Jennifer. Do you want to make the call or is it hard to say?

((Crosstalk))

Jennifer Whitmore: I thought it didn't lead into credential, but if there's some out there that do we could always research.

Terry Clark: I'm just wondering - I think maybe this was discussed earlier There are default values. There's basically the detach screen. There's a button - Is it a credential program or not - yes - no and it defaults based on what training program you select, so either yes or no, but it can be changed. I think that's what (Don) was suggesting is that not it?

(Don McCormick): No. No I was not.

Terry Clark: Oh okay.

(Don McCormick): I would say no.

Duane Hall: I guess Ron was throwing out there that you would have defaults, but people can change it.

Ron D'Amico: You could get it wrong but you could change it - things like skill upgrading that I think I would think it would be hard to say exactly what that is. It could be credential - I just don't know. It could very well be a credential - so that way that they change it if they want to.

Duane Hall: Well, you could do a pop up I guess. I mean how else could you handle that?

Ron D'Amico: Well on the detail screen if you go there Duane...

Duane Hall: Okay...

Ron D'Amico: ...just trying the categories.

Duane Hall: Now where is this at Ron?

Ron D'Amico: Under the Detail. The Occupational Skills Training Detail.

Duane Hall: Okay.

Ron D'Amico: As you see it currently says Training Completed - Yes - No. So, there would just be another one - Is this a Credential Program - Yes - No and there's a default...

Duane Hall: Okay. Right.

Ron D'Amico: ...option, but it could be changed.

Duane Hall: Could we do - (Don) could we do that as well? - Put that into your estimate?

(Don McCormick): What would you do with the current value?

Duane Hall: This would be a new field wouldn't it Ron?

Ron D'Amico: Yes. It would replace that it would be something new

Duane Hall: It would be a new field and you have squeeze it - I mean you would have to put it in between this Training Completed and Tuition Provider.

(Don McCormick): What would you do with the existing people?

Duane Hall: That's a good question.

Ron D'Amico: Blank. There's just blank for that field, so whatever the default we assume - is what we would assume for those people. You know, for OJT we assume no and so on - that would be whatever the default is.

(Don McCormick): So, if I understand correctly you are going to go ahead with assigning Yes - No to this categories and then you're also going to update all the records with a Yes - No or - excuse me a separate field for that default value - excuse me - default for that default value and so if they want to go back in they can change it so the check would be first to check - excuse me the final check Ron would be that Yes - No value.

Ron D'Amico: As I was really thinking about new people not retrospective ones - retroactive ones that the new people - we have a default based on what they select here and a pre populates that field that we're trying to squeeze in after training completion, but they can change that value. For old people I don't think it matters I think it can be programmed to default to a certain value or it would just be left blank at the back end. When we got the spare file, we can decide how to code it.

Man: Personally, I like the idea of not leaving it blank.

Duane Hall: Okay. We just default it and even on the old people if they want to change it they could, but.

Man: Yes, so you know

((Crosstalk))

Man: What's the purpose

Ron D'Amico: That way we don't have to spend quite so much agonizing time deciding a skill up trade if it's going to credential or not - making decisions and it just...

Man: So Ron what you're saying is instead of changing this list that Duane's got now. We just add that field and that's what triggers whether it's credential or not. It's whether it's yes or no basically in that field is that correct?

Ron D'Amico: That's not what I was advocating I was saying they could still change the list, but they could override whatever, you know based on - we changed the list and so based on whatever they select we pre populate whether it led to a credential or not, but they could override it if they wanted to.

Duane Hall: Yes. We're still changing - like this one here Terry we're still breaking this out. What Ron's saying - like - this is a tough one right here. There's a possibility that this could be credential related. I think what we're hearing from you guys is that, you know normally it's not, so it's going to default that it's not a credential related training, but - oops sorry- but...

Man: Yes. I understand, but if it is then you could override it.

Duane Hall: Right. Right here.

Man: Right Okay.

Guy Suetopka: Would it be that for all the other ones - that for some that - let me see what I'm trying to say is - for some that don't need a second choice that would be grayed out wouldn't it?

Duane Hall: That's correct Guy if you know that there is no option then it would be grayed out.

Guy Suetopka: Okay.

Duane Hall: So, if we keep continuing going to the list.

Guy Suetopka: The Operating List was next.

Duane Hall: The Operating List.

Guy Suetopka: No.

Duane Hall: Now that one I think that getting to Guy's point, that one is not credential related training right -- for sure or do we need to still give them that option or should we gray out that option to change it to default would be No?

Jennifer Whitmore: That window is never recognized credential for...

Duane Hall: Right, so that one would be no and like Guy was saying (Don)...

(Don McCormick): The option would be (Unintelligible).

Duane Hall: Yes. They wouldn't be able to choose that.

Man: Sorry I don't understand that last...

Duane Hall: Okay. So if they chose Job Readiness Training, you know where we would put this in - you would have a default this no or maybe you just don't even show it on this screen however you want to do it, but they can't change this to say that it is a credential related training, because under no circumstances could it be.

Guy Suetopka: It doesn't qualify right.

(Don McCormick): Okay I'm just making a note. The Occupational Skills Training seems ambiguous it could or couldn't/

Duane Hall: I think it would default to Yes wouldn't Ron? What do you think Terry and Jennifer?

Terry Clark: I say yes.

Guy Suetopka: What about the case when it's in an Occupational Skills Training - what about the (Unintelligible) people who are gaining...

Woman: (Unintelligible) you have a call waiting on 7601. (Unintelligible) you have a...

Guy Suetopka: If their in the gaming industry and get their certification to - or gaming license that's not an occupational skill that they would have right or that wouldn't necessarily mean a credential

Duane Hall: We - I think - don't we count that (Laura Ahren): as a credential?

(Laura Ahren):: Yes. I actually think that's an example in the Teegle?

Duane Hall: Yes. Gaming license is a credential

Guy Suetopka: Okay.

Duane Hall: So, are you okay with that Ron that it would default as Yes, but it could be changed?

Ron D'Amico: Yes. I think you know clearly many occupational skills training are not, but I think so - so yes I think that's right

Duane Hall: Okay.

Ron D'Amico: I think having them change - is override is good.

Duane Hall: On the job training is that clearly a credential and they cannot change it or what do you all say on that? Terry what do you say?

Terry Clark: On which one?

Duane Hall: On the Job Training?

Terry Clark: I don't know where - I can't remember anybody getting a credential for completing that.

Duane Hall: Okay. Jennifer?

Jennifer Whitmore: On the Job Training?

Duane Hall: Yes.

Jennifer Whitmore: Okay. No.

Duane Hall: Ron?

Ron D'Amico: Yes Definitely not.

Duane Hall: Okay and it would be great where they have the option to change the default right? Or could they change it?

(Laura Ahren):: I think it would never be a credential

Duane Hall: Okay on that one (Don) the on the job training we would not want to allow them to change the default to what it is.

(Don McCormick): (Unintelligible) the only thing I'm saying is apprenticeship programs

Duane Hall: Do we have apprentice should we add since we're adding fields should we add that?

(Don McCormick): Since I noticed that apprenticeship wasn't here it occurred to me that they used OJT as a field for apprenticeships and many of those do lead to credentials.

Duane Hall: Okay. Ron would you be okay if for existing clients it's going to be no. Do you want to default, so for existing clients they can change it? I think it would be a small number, because if you give them the option to default we can't change it.

Ron D'Amico: Once the change is (Unintelligible).

Duane Hall: Here would be my recommendation. I'm with you on the apprenticeship since we're adding - (Don) is doing the fields anyway adding apprenticeship fields, but the existing folks would be on the job training the default would be no it's not a credential and you wouldn't be able to change that - you wouldn't be given the option to change the default.

Man: Sounds good.

Duane Hall: Huh?

Man: Sounds right to me.

Duane Hall: Okay. Good.

(Laura Ahren):: So, I think along that line I think it's probably page four of the Teegle, there are all of those additional things Duane that you are all adding to this list right?

Duane Hall: Yes. So, Jennifer and Terry if you go and look at that Teegle you don't have to do it now. I think what (Laura Ahren): is saying and I tend to agree with her - I think what (Laura Ahren): is saying is that we're going to add some more fields based on what is in the Teegle and get more choice is that what you're saying (Laura Ahren):?

(Laura Ahren):: Sure. Like for example registered apprenticeship.

Duane Hall: Like we would be adding this to this list.

(Laura Ahren):: Right. Our - I think that you in here is there are there educational post-secondary college is that an option here yet.

Duane Hall: Here is what I'd like to do. This list is the definite - the main - I just don't think is good. I would like to go through that Teegle and then look at this list and I would like to ask Terry and Jennifer to do the same thing - anything you feel that is ambiguous, you know - things we need to add I think (Laura Ahren): had some suggestions - I have some suggestions and then look at this list again.

Jennifer Whitmore: Which list?

Duane Hall: I mean we're already doing it - since we're going to do this anyway I think we should look at the whole list.

Ron D'Amico: Sounds like a good idea, but just for historical information this is strictly from the legislation.

Duane Hall: That's a good point. At the time - and that's why we did it and then in retrospect when I go and look at this. Jennifer and Terry know better than me because they do it every day. I look at this list and say it doesn't fit our program but you're Ron that's - this matches exactly the law of the rigs.

Ron D'Amico: The way I've dealt with that in training before is I've told people - They've said I don't really know what this is - they says well you know you kind of decide you define it and you write down the definition and that way it's in house

Duane Hall: Yes I know, but that I think like a lot of us talk about CR Classroom training and nowhere in here it says Classroom Training, but in retrospect what value what it following the rigs or the law I'm not sure. Using the exact definitions.

Man: What was that?

Duane Hall: I'm just trying to think - I mean it made sense we did it so it matched that, but in retrospect what good does this do that we follow the rigs in the law. Where did that help us to do that. If it doesn't help why wouldn't we put in things that made sense to our (Unintelligible) community.

Man: Tied back into the listings of Teegle?

Duane Hall: Well, we've put in things like - I think Jennifer and Terry that way you say things like Classroom Training we don't say Occupational Skills Training. We say Classroom Training and Basic Ed and then we say Classroom Training Job Skills, but we wanted to follow exactly what was in the rigs, but in retrospect it made sense at the time but now it makes sense.

Man: But, if we go through and make a lot of changes like that we're going to have to deal with a lot of the old data and how that's handled too.

Duane Hall: Yes let's table that.

Man: Yes, let's change, because if we change Occupational Skills Training to Classroom Training...

Duane Hall: We're already doing you'd just gray it out Terry and you don't have to go back and change that. It's not wrong, but maybe that'll be more confusing you'll have a bunch of grayed out stuff - I mean Jennifer and Terry are you guys

okay with this, do you think everybody's comfortable - do you think we should change it or do you think we should reconsider the list. The Pull down list.

Terry Clark: I'm almost thinking that it would be more confusing, because people have gotten used to it.

Duane Hall: Jennifer what do you think?

Jennifer Whitmore: I agree.

Duane Hall: Okay. Let's not change these, but - I think some we might have to add just a few which shouldn't confuse people - I think we might have to add things like

Guy Suetopka: Apprenticeship.

Duane Hall: Apprenticeship. Are you guys okay with that? If we kind of limit it I mean it wouldn't be a lot.

Man: I mean yes.

Duane Hall: Okay, so where are we Guy? On the job training - we said not a credential.

Guy Suetopka: Right

Duane Hall: And then we did an option to change that.

Guy Suetopka: Right.

Duane Hall: Programs and complying workplace training was related to the instructions may include cooperative education programs.

Guy Suetopka: In another step, wouldn't that be a credential thing, but if it were tied to part of their overall program for degree yes it would be part of that, but in another step - no I would think it's no.

Duane Hall: Okay. Let's start out if whether we think it's no.

Guy Suetopka: I say no

Duane Hall: Terry?

Terry Clark: Which one?

Duane Hall: Programs and complying workplace training was related to the instructions may include cooperative education programs.

Terry Clark: (Unintelligible).

Man: Works for me

Guy Suetopka: What are the co ops I'm not sure what the new terms are.

Duane Hall: Your options are no with the ability to change the default or no don't and you can't change default or yes with the ability to change or yes not to change

Man: I would say no with the ability to change

Duane Hall: Jennifer?

Jennifer Whitmore: I'd say no.

Duane Hall: You wouldn't want them to be able to change the default or would it be okay to change it to say that it is?

Jennifer Whitmore: I guess. Yes.

Duane Hall: Okay. We're going to say that's no, but they can change that (Don) an option to change the default.

(Don McCormick): Okay.

Duane Hall: Skills upgrading and re training?

Man: I would say.

Man: maybe...

Man: ...yes because that could be something just as minor as taking a Microsoft Word class and...

Man: I know with every access class I've taken I've gotten a credential for it.

(Laura Ahren):: Just taking a class or actually earning right? - that's that distinguish what I'm hearing you say is have you distinguished you taking a class and getting a credential right?

Duane Hall: Right. I think. I mean Terry. I don't know if that meets the definition of a credential, but I hear what you're saying let's say you need your Microsoft -

your CISCO certification, because you're already in IT and that may be a designation or then it would be - and then it would fit the of credential (Laura Ahren): right?

(Laura Ahren):: Oh yes, definitely I think this one's the hard one right, because someone could say retraining that could totally lead to a credential right?

Guy Suetopka: Yes.

Duane Hall: Yes.

(Laura Ahren):: So this one's hard. I mean but...

Guy Suetopka: Not unless you split them out and put one just for retraining.

(Laura Ahren):: Well, maybe again ask the trainers.

Duane Hall: Well, let's try to make a decision here - Jennifer? - Yes, you're right ask the trainers.

Jennifer Whitmore: No with the ability to change.

Duane Hall: Terry?

Terry Clark: I agree with that. With the ability to change.

Duane Hall: The next one training program operated by the private sector? - and that's the last one. Terry?

Terry Clark: I would think no just off the top of my head.

Duane Hall: It definitely could be, I think there should be an option to change.

(Laura Ahren):: Be like a private vocational school, like I read that and I think training program by, you know...

Guy Suetopka: Proprietary.

(Laura Ahren):: ...Proprietary School fits into this category right?

Duane Hall: Oh is that what it is. I thought that meant like a private employer. Is that what it is (Laura Ahren):?

(Laura Ahren):: Yes, I think so.

Guy Suetopka: That can also go into Occupational Skills Training in terms of Medical Assistants or Med Techs or whatever.

(Laura Ahren):: How have you guys been training on that as to what this means?

Guy Suetopka: What have you used it for Jennifer?

Jennifer Whitmore: Usually they're using Occupational Skills Training, but sometimes they're more of a industry recognized - maybe put on by an employer.

Duane Hall: So you see it as an employer training by an employer Jennifer?

Jennifer Whitmore: Yes.

Duane Hall: Terry how do you see this?

Terry Clark: The same way. You know I had a person who would when I'd ask about their training background, they sent me their Burger King certificate.

Duane Hall: So you see it as an employer as well. (Laura Ahren): that's kind of how I when we say private sector usually what you're saying (Laura Ahren): I would say private institution, but private in our program has always meant private employers out there, but we may not be in line with the definition but that's I think that's how we always viewed this.

(Laura Ahren):: I think that's no problem then. How you think what people are doing and I guess I'm hearing that Terry and Jennifer that these don't normally lead to a credential.

Jennifer Whitmore: I didn't...

Terry Clark: I didn't think that Burger King was a credited institution myself.

Duane Hall: So it's no do we give an option for it all to change it, or no?

Woman: I say yes.

Man: Okay.

Man: Yeah.

Man: Okay. Yeah.

Man: ...so we don't have to go back and add it later.

Man: Okay.

Woman: Where do folks put if people are in an AA program, an Associate's Degree program?

Woman: Occupational skills training.

Man: Occupational?

Woman: They'd put it under occupational? Okay.

Man: Yeah, because we make everybody in our - at least in our program, you have to - I have to have an - a goal, some kind of goal, whether it's a business degree or something like that, that you're aiming for.

Woman: Sure.

Man: Now you may just be doing journal and, you know, and of course I tell them, you know, we're not going to hold your feet to the fire to it. You know, you can change and stuff. But - so that's where I'm...

Woman: So they're getting an English Degree.

Man: And that required field that says, you know, where they're going to.

Woman: Sure. So if they're getting an English Degree that's where that goes?

Man: Yes.

Woman: Great. Thanks.

Man: Okay, folks. We only have three more if you take out number seven on fix the calendars. And I think - so like let's get down to 6. (Don)...

(Don McCormick): Do we not got until 5:00 Eastern and then I've got to, you know, I've got to meet my commuters. So...

Man: Oh, okay.

(Don McCormick): ...just to let you know.

Man: Okay.

Ron D'Amico: And then actually I have a meeting right - another teleconference right now. So I think I'll need to sign off.

Man: Okay. Hey, thanks Ron.

Ron D'Amico: Okay.

Man: Yeah, thank you Ron.

Ron D'Amico: I appreciate it. Good work.

Man: Thank you.

Man: Okay, thanks. Now (Don), do you need to run now?

(Don McCormick): I will before 5:00.

Man: Okay.

(Don McCormick): I can stay...

Man: I think this will go pretty fast.

(Don McCormick): Hey Duane, we didn't get the override yes or no for all the new categories.
So do you want to provide those later or how do you want to do that?

Duane Hall: The override - okay, now what - I'm sorry, what was that?

Man: Oh, back...

(Don McCormick): Well all the new ones...

Man: Adult (basic) education...

(Don McCormick): All the new ones...

Man: ...and stuff like that, right?

Duane Hall: Oh. I see. Okay. So for adult basic education I would - I mean wouldn't we agree that's no and I mean you can't get an AB - can you get an ABE certification or certificate? Would that count (Laura)? I mean wouldn't that be no?

(Laura Ahren): No. Yeah.

Duane Hall: Yeah. It'd be no and you couldn't override the default.

(Don McCormick): Okay.

(Laura Ahren): I mean that's just basic skills which is great.

Duane Hall: Right.

(Laura Ahren): Not a Prudential.

(Don McCormick): Okay.

Duane Hall: Right.

(Don McCormick): GED?

Man: Yes.

Duane Hall: Yes. And you can't override that. It would be...

Man: Yeah.

(Don McCormick): So yes and no for that?

Duane Hall: Right.

(Don McCormick): Literacy?

Duane Hall: No and no, right?

Man: Right.

Man: Right.

(Don McCormick): Okay. ELT?

Man: ELS.

Duane Hall: No and no.

Man: Yes. Yes.

Man: Yeah.

Duane Hall: Okay.

(Don McCormick): Okay. And then for the one that's there now it still has to have a value.
ABE, the one that's going to be archived, that's no, right? Did we say that was
no?

Duane Hall: I think so.

Man: That's correct.

Duane Hall: What did you guys say, Terry and Jennifer?

Man: Are you talking about the value that's going to stay there?

Duane Hall: Yes. What's the default?

Man: Oh. Yeah. Go ahead and make it no.

Duane Hall: Okay.

(Don McCormick): Okay. And they can't override it?

Man: No. Because the way they would override it is they...

Man: It won't...

Man: ...would change it to the new value.

Man: Right. It won't be selectable anyway. So...

Duane Hall: Yeah.

(Don McCormick): Okay. And then...

Woman: So (unintelligible) new value we'll just click the down arrow and reselect right? We won't have to create a new record.

Man: No.

Woman: Okay.

(Don McCormick): Okay. And so for customized training I have no but I didn't get an override. I don't think we were talking override at that time. So customize - what's that for override?

Man: Customize train conductors, commitment - what do you think Terry? I mean could you - could that in some way, be a credential or no?

Terry Clark: I don't think so.

Man: Okay. Jennifer?

Jennifer Whitmore: I thought we had decided yes. Guy, (Laura), do you recall?

Man: Well we weren't talking about overrides at that time I don't think.

Man: Yeah. No, we weren't.

Woman: As far as the override question.

Man: I mean if you want to err on the side of caution you can always give it an override option. If you really think there's a possibility there.

Man: Yeah. Let's give it an override option.

Man: Okay.

Woman: I guess just no.

Man: I would say no. I don't know how you would - I mean...

Man: Yeah. Okay.

Man: I...

Man: (Laura)?

Man: I would say no, too.

(Laura Ahren): Yeah.

Man: Yeah.

(Laura Ahren): I'd say no.

Man: Yeah. No and no.

(Don McCormick): Okay. And then I didn't get entrepreneurial either.

Man: That's yes, no with an override.

Man: I'd say...

(Don McCormick): I'm sorry? Yes?

Man: ...you can override that. Does anybody remember, because you'll...

Man: I put...

Man: ...(entrepreneurial)...

Man: I put down yes, no and then I think there was an override with that. Either way...

Man: Oh.

Man: ...yes with override. No - or no.

Woman: When you say yes, no - sorry. I think we said that Jennifer and Terry said that in general, in their experience this does not lead to a credential.

Man: Okay.

Woman: And yet Ron brought up that he thought of - there might be a couple of instances where it does.

Man: Okay.

Woman: So that's what we had talked about.

Man: So put an override I guess.

Man: Yeah.

Man: No. No and yes. No, you get...

Man: Okay.

Man: It doesn't count but you can override it.

Woman: Yeah.

(Don McCormick): Okay. Okay, great. That leaves just the apprenticeship one and that'll be a new one.

Woman: And it should say actually registered apprenticeship because...

Man: Okay.

Woman: ...there are a lot of programs out there that call themselves apprenticeship, right? But it is actually a defined...

Man: It's got to qualify as a main apprenticeship (council) as registered. Or it can't be certified.

Man: Okay. So leads to credential, yes?

Woman: Yes.

Man: Is that - and then override no? Or...

Man: No. It's just a straight yes I believe.

Man: Well there's got to be an override yes or no.

Man: Right.

Woman: So we don't override it. Right?

Man: Correct.

Man: Right. If you get a registered apprenticeship it is a credential. So you can't override it. It's yes.

Man: It's a straight yes.

Man: Okay.

Man: No override.

Man: Okay. I'll regurgitate these to you as part of the - what I had provided for the estimate. But I've got all the ones we mentioned. So...

Man: Okay. Duane?

Duane Hall: Okay. So let's go knock off the easiest ones first. Five is the only one - and I don't even think it'll be hard. But let's go to six, seven and eight. Well let's start with seven. Fix all of the calendars where dates are entered. That has to do with the version of Access, right (Don)?

(Don McCormick): Yeah, it does. It does. But we're going to have to do something Duane, because 2010 breaks it.

Duane Hall: Okay.

(Don McCormick): So we are going to have to come up with a customized solution for the calendars.

Duane Hall: Okay. Do you - I mean do you need any - do you have any questions of us, of that or can you put in the estimates...

(Don McCormick): No.

Duane Hall: ...just based on what...

(Don McCormick): No, I don't. I can - I don't need any extra information.

Duane Hall: Okay.

(Don McCormick): Yeah.

Duane Hall: Okay. So seven's done. All right six, you know, the revised 984 report and (unintelligible) include the credential rate goal. So and I think Ron and I created a spreadsheet we can send you but we'd squeeze in, you know, somewhere in there you'd change that report to add the credential goal.

And we can - we've already developed it and what it would look like.

(Don McCormick): Yeah. I've read the (teagle) Duane so I'm pretty clear on that.

Duane Hall: Okay.

Jennifer Whitmore: Well...

(Don McCormick): On how it's...

Jennifer Whitmore: ...before you...

(Don McCormick): Go ahead.

Jennifer Whitmore: Before you go forward with that Duane, this is Jennifer, are we going to discuss that more? Like...

Duane Hall: We can.

Jennifer Whitmore: Like (unintelligible) of it, or...

Duane Hall: I'm sorry Jennifer? Say again.

Jennifer Whitmore: Like the place - like where you're going to place it on the form? And then like - so we're going to allow up to three quarters, are we going to exclude those that exit because of a global exclusion reason? And then is that going to be a unique count?

I guess it would be a unique count, right? If somebody obtained like three different credentials we'd just count them one time, right?

Duane Hall: Right.

Jennifer Whitmore: And then you're going to count it per quarter and then...

Duane Hall: Yeah. I'll show you the - if I have it here. Let's see if this is it. So it would be - here it is right here. I'll highlight it in yellow.

Jennifer Whitmore: Then...

Duane Hall: That's...

((Crosstalk))

Jennifer Whitmore: ...would be the exiters. The denominator would be our exiters, right?

Duane Hall: That's correct.

Jennifer Whitmore: And then I heard you and Ron talking because if we do - since we're going to allow the report attainment of a credential for three quarters after the exit quarter, is that going to be a cohort with the lag then?

Duane Hall: Yeah. It probably would be.

Jennifer Whitmore: With a certain date range?

Duane Hall: Yeah. Yeah, it'd be something like this down here, like you see for entered employment.

Man: Yeah. I'll need that from Ron, Duane.

Duane Hall: Yeah. That's going to make it more complicated - I mean it's not going to be as clean and we're going to have to deal with that same lag and cohort thing which is confusing to people.

But I guess, you know, if we're going to allow people to count credentials, you know, up to three quarters there's no way of getting around it. So - but Ron can give you that I guess. It would be - it'd be the same criteria as the state formula.

So that's what the form would look like. Any questions?

Man: Well I just had one that revolved around Jennifer's statement of I guess multiple credentials. Is there any way where - can we make it to where we can keep track of multiple credentials?

Like if someone - like if - so if someone's doing career pathways they can show the credentials as they've been achieved? I know it doesn't need to follow the report and won't follow the report.

Duane Hall: Yeah. That may get back to number eight here where we create custom credential attainment report and bear tracks that grantees can run to see how

they're doing on their - well this - I mean it would be a different - it would be a report Terry, right? It'd be a custom report?

Woman: Well first we need multiple fills in the outcomes tab. Because right now if we choose the down arrow it only allows us to select one. So if someone for example, gets a GED and they go on to get some type of certified...

Duane Hall: Oh, yeah. That's a good point. Well I mean we're - I guess - I wish I could think of - I'm running out of analogies. Again, if you, you know, if you do it, that's fine. But it makes it complicated for grantees.

Man: Well I know when we were - when...

Duane Hall: And you're not - because we're only going to count you for one credential.

Man: Right. But I know that for some of the grantees, when we were talking about there in Michigan, some of them expressed being able to do that.

Duane Hall: Okay. Let's go back and look at that.

Man: And what I - and I have thought about it a little bit. And I wondered if we could do something similar to the activity tab or the employment tab where we - where you have add a credential. And then we put the list of recognized credentials and the date they are attained and go from there.

Duane Hall: Okay. That - you know what? That'll fit well into item number five. So let's finish number six because that's not related to number six because...

Man: Okay.

Duane Hall: ...six we agree that, you know, you can only count them once, right?

Woman: Yes.

Duane Hall: Okay. So (Don), do you have any question on the report?

(Don McCormick): No. I have questions on how we're going to count it though. So I don't know if that equals questions about the report. But I do have questions on the numerator.

Duane Hall: Okay. What's the question on the numerator?

(Don McCormick): So as it stands now, it sounds like we're having further discussion. But as it stands - stood coming into this, we're counting when people select from the list that's currently on the outcomes tab, right, when they make a selection. And one of the selections says it leads to an attainment, right?

That equals a count for the numerator, right?

Duane Hall: That's correct.

(Don McCormick): Okay.

Duane Hall: Except yeah, unless...

(Don McCormick): And so...

Duane Hall: ...they chose this one, did not attain...

(Don McCormick): Got you.

Duane Hall: Yeah.

(Don McCormick): And so my other question is we've talked about putting a yes, no on the activity, individual activity that says leads to attainment, yes or no, right? So in effect, that has to be - if you don't have any that said this is inactivity, yeah, occupational skills, detail.

If you don't have any that say - if all the ones for training say, leads to credential, no and you don't have placement at intake that would be a - then you could not select that. You could not select the one on the outcomes tab. Is that correct?

Duane Hall: I think that's correct.

(Don McCormick): Or stated conversely, if you either have training at intake, you know, one of the qualified ones, or you have at least one that has leads to credential, yes, then that counts - oh, excuse me. Then you can make the selection on the outcomes tab.

Duane Hall: That's right.

(Don McCormick): Do I have that right? Okay.

Duane Hall: So...

(Don McCormick): Okay.

Duane Hall: ...let me just confirm that with Jennifer, Terry and (Laura). If somebody is not in training or were - that didn't come in - was in program at the time of - they

came into the program or - and you didn't put them in training but somehow they got a credential, maybe they were going to school on their own or something.

And they came in and said hey, by the way, I know I'm in work experience but hey, I just got my GED over here at this other place, can - right now what (Don) just said, you wouldn't be able to count them because you never - they were never in training...

(Laura Ahren): (Unintelligible) I think you would have that, right, that - are you saying they were, like when you were doing intake you would discover that they were in this GED program?

Duane Hall: Yeah. I guess so. Yeah.

(Laura Ahren): And I think that - I mean Jennifer and Terry you say otherwise but I think definitely when you're doing intake you - I mean that would be something that you would learn.

Because in a sense I - I mean I feel strongly that if they do get the credential you guys should be able to get the credit because you're supporting them in other ways, right?

Duane Hall: Right.

(Laura Ahren): You're helping them maybe stay in that program. You're helping with maybe a supportive service or, you know, etc. Jennifer and Terry, what do you guys think?

Duane Hall: Well we can - let me - can I clarify before they answer, because (Laura) you wouldn't get credit to what (Don) is saying if somehow they - I mean you're assuming they're going to catch it. What I'm saying is what if they don't?

What if you didn't, you know, they weren't in training, you didn't catch that they were in training or you didn't, you know, you didn't put in bear tracks, you didn't say they were in training at enrollment. You didn't put them in a training that is considered a credential related training.

And all of a sudden they say hey, I just got my, you know, I got a certification. I'm certified as (asbestos) removal from the state. I've got a state license, right? I just completed my gaming license.

What (Don) is saying - the way that the added checks are, what we're bringing to you, you couldn't count that person. Do we want to do that?

Jennifer Whitmore: It seems like (Laura) said though, during the intake process if you're assessing the client you would know.

Duane Hall: Okay.

Jennifer Whitmore: And you would go back and have to change it.

Duane Hall: Okay, that's fine. So (Don), your added checks are correct then.

(Don McCormick): Okay Duane.

Duane Hall: They would have to - go ahead.

(Don McCormick): Oh, go ahead. No, go - finish your thought.

Duane Hall: Okay, so if I understand you correctly your added check would be correct in that if they weren't in training at enrollment, when they came in, and the grantee didn't put them in a training that was a credential related training then that drop down menu, they couldn't select - they couldn't put something in there.

(Don McCormick): Which I think is number four, which number four is saying.

Duane Hall: Okay. Number four on our changes to bear tracks? Right.

Woman: Oh yeah. You're right.

Duane Hall: Okay.

(Don McCormick): And I didn't - I just - I hadn't looked at that but okay, so that wraps that up for me...

Duane Hall: Okay.

(Don McCormick): ...in terms of understanding. So thank you.

Duane Hall: Okay.

(Don McCormick): And that was the question I had about the report. So yeah, please continue.

Duane Hall: Okay. So number eight, and we're going to come back to number five - create a custom credential attainment report in bear tracks so grantees can run to see how they are doing on their credential attainment goal.

So just be a custom report (Don) that which, you know, now I would put in your estimate a couple of reports of what I'm kind of hearing, is one would just be based on the definition (Don), or maybe you could - actually you could probably maybe get this all in one report.

But what we would want, and I'll let Terry and Jennifer chime in, but you definitely want, you know, list all of the participants that were in the denominator qualified. And then of those how many got a credential? And maybe at the bottom of the report, show the rate.

(Don McCormick): Okay.

Duane Hall: The - and maybe you might want a column - it would look like this (Don). I mean I think it - we'd want something like this. I think you would want something - but see these would be grant - these would be individuals.

So this would be (John Doe) exited, yes; entered training, yes or no; attained degree, yes or no. Something like that. So you'd kind of have everything in the report maybe.

And then at the bottom you would show, like this would show this is how many of your participants entered training and how many, you know, actually successfully got a training credential.

(Don McCormick): Okay. Yeah, we've got something similar we do for the 984 for Section D.

Duane Hall: Okay. Terry - but Terry and - I mean what are your thoughts Terry and Jennifer?

Jennifer Whitmore: When we went through the reports on Monday there are some existing reports, some training reports that maybe can we like mock them up and then scan them and send them over?

Duane Hall: Sure. But I think you have enough to do an estimate, right (Don)?

(Don McCormick): For the one report you just mentioned?

Duane Hall: Yeah. How many - well let me ask you this...

(Don McCormick): Oh.

Duane Hall: ...Jennifer and Terry. How many reports...

(Don McCormick): Yes.

Duane Hall: How many reports would you like to have? And I mean feel free. We're not limiting you. If - I mean this is - (Don)'s going to put in his estimate, so...

Terry Clark: Hey, that's what I exactly told Jennifer when we said, I said hey, let's ask for everything at this point...

(Don McCormick): Yeah.

Terry Clark: ...and see what the estimate comes back. There's a good many of them.

Duane Hall: Well I mean...

(Don McCormick): Yeah, but, but...

Duane Hall: Go ahead (Don).

(Don McCormick): Yeah, but Duane, I think (Angie) is just looking for - if I remember correctly, she was looking for that in a different estimate just because she wants this estimate really quickly.

Duane Hall: Yes, you're correct (Don).

(Don McCormick): I don't know if I could turn that around fast enough.

Duane Hall: Right. Yeah. I'm sorry. Let me clarify. Terry, when I said - I'm - we're not talking about all of the reports. Just specifically on the credentials, I mean I think we could get away with one report, two at the most.

And then on a separate estimate we'd be talking about all of these other reports that we want done. It would - for (Don)'s estimate do you think two credential, different kind of credential reports would be enough? I mean it might just be one. But I think (Don) can...

Jennifer Whitmore: Yes. I think...

Duane Hall: Okay.

Jennifer Whitmore: ...two would be go.

Duane Hall: Two? So estimate for two (Don). It may only be one. Based on, you know, how you do the reports and see if everything's on there.

(Don McCormick): Okay.

Duane Hall: Okay. So lastly, this one here, okay. Add selections to attainment (unintelligible) specific pull down menu in the outcomes follow up tab. So in this - so we're going to go back to what Terry and Jennifer were bringing up.

Okay, so there are two things here. Terry and Jennifer brought up, you know, they'd like to have - give multiple, you know, if the individual gets multiple credentials we would want some ability to, you know...

Man: Knock them out.

Duane Hall: Right. And so this might be, you know, kind of I think like Terry or Jennifer saying, it would be like employment tab where you would add a credential (Don).

Woman: Can it be a (unintelligible) or just listing them all and we can just check off everything that they attain? Remember, like (Wendell)'s version?

Duane Hall: Do you mean like right here, list a bunch of them?

Woman: Yeah.

Duane Hall: And then you could like select more than one?

Woman: Yes.

Duane Hall: Okay. Would that - anybody have an issue with that? The only thing you couldn't do is you couldn't select any of these with this one. Or maybe we could - maybe (Don) you can figure out where we don't even need this one anymore, because...

Woman: That's tied into the alerts.

Duane Hall: Oh, okay. So what we're - so (Don) in your estimate, we're going to probably add to this list okay? For example, I think I used the example, we would want, you know, we might want an Associate's Degree, occupational license, industry, you know, things like that, so it's more specific.

And so that's - so this list we would want to expand. And then also...

Man: We could put a button to the right of attainment for at an added degree certificate. Would that help? Can we - Jennifer - what Jennifer's talking about?

Duane Hall: What's that?

Man: Like you're at a job you said...

Duane Hall: Yeah, see...

Man: ...put one next to attainment date.

Duane Hall: Right. See Jennifer if you - I don't know how that works in the tables behind the database. If you select multiple of these I mean I don't...

Jennifer Whitmore: Oh.

Duane Hall: You've got to - I think you'd want a different code for each one.

(Don McCormick): Right.

Duane Hall: A different...

(Don McCormick): You could use the same...

Duane Hall: ...column...

(Don McCormick): ...code. Right.

Duane Hall: ...(Don). So wouldn't we have to do like add a credential or something (Don)?
I mean wouldn't - how would that work (Don)? I mean you want...

(Don McCormick): Well you could still do it because you'd have a different date. Wouldn't
you?

Duane Hall: Oh, I see. Yeah. It'd be a separate table. Yeah.

(Don McCormick): Yeah. Yeah, on a...

Duane Hall: (Don)?

(Don McCormick): ...payment date it might be - if it's a second degree or a certificate...

Duane Hall: Right.

(Don McCormick): ...then you'd have a different date.

Terry Clark: Yeah. You'd have to - you'd have to like Duane said, have like a - in this case
you might see a sub form here that...

Duane Hall: Yeah.

Terry Clark: ...allows for multiple selections. Each one would have its own attainment date.

(Don McCormick): Multiple credentials. Right.

Terry Clark: Yeah.

Duane Hall: Okay, so Terry and Jennifer, we'll put in the estimate that you can pick more than one. Is that okay?

Jennifer Whitmore: Yes.

Terry Clark: Yes.

Duane Hall: Okay. And then (Don), so that - you may have to rethink like given that you may want its own tab now or you may have to do a sub form. But so that's what that number five is (Don).

(Don McCormick): But am I correct? You want to be able to register a separate attainment date for each one. Is that what I heard?

Terry Clark: Yes, sir.

(Don McCormick): Okay.

Duane Hall: Okay? And they - what - that might complicate things a little - yes, I agree. That's fine, putting that in. Which one do we count then like let's say you cross program yours when they get the - I just - I guess you would just say if there's any credential during any of those periods.

If there's a credential that falls into that quarter in which you're submitting the date, send it.

(Laura Ahren): I think you'd count the first one received. Right?

Duane Hall: Okay. Yeah, you'd count the first one received. Yeah, because I just started thinking about that (Laura), because then you would be double counting, you know, the person because you would say, you know, if you were able to count - yeah, first one received then?

Because see if you put in multiple credentials and you put in different times you could be counting a person as a credential in this quarter. And then say they got another credential in the following quarter you'd be counting them again. And you'd be double counting that person.

And you'd - and it'd look like over the year you got say, 20 people a credential, well now you only had 18, this one person - or 19, this one person was counted twice in two different quarters. Right?

Woman: I guess I'm thinking of three different things. So in the 984 when Ron does or when (Don) is looking at it, he's just going to based on the first one, received and then for the spur it's also going to be consistent with that and only look at the first credential received?

But like for when we do our custom reports, is it possible to show every credential received?

Duane Hall: Yeah. I think for the custom report (Don), you would want to show every credential received, going back to that number. You may want to go back to number eight there Ron - (Don), and make a note.

(Don McCormick): But what do you do if you have a person who got a GED and then went on to get another certificate of some sort, in the same year? I mean that's - that lends a lot of strength to the outcome, wouldn't it? In which case, you want to count them both.

Duane Hall: Well you can't count - only one individual got it. So you can't count - it'd look like you're getting more people credentials but you're not. The same person got more than one.

(Don McCormick): Why? Why? The whole idea is to count as many credentials attained for that client during the program year. I mean that's...

Duane Hall: Well I don't think we're interested in how many they get. We're interested in if they got one.

(Don McCormick): Okay.

Duane Hall: I mean more is better but the important thing is that they got one. I think it just skews the data if you did that. Now how - now whether that needs to be in the spur - how that - I don't know if we need each one in the spur file. I guess we could.

That's going to - but you'd have to have a separate column for each one. Well you - yeah, I don't know (Don), how you'd do that. You might have to limit it to three or two or something.

(Don McCormick): Yeah, I - speaking of that, that's not on this list, changes to the spur. So is that going to be separately communicated?

Duane Hall: Well that's got to be a part of the estimate too, (Don).

(Don McCormick): Okay. I don't know...

Duane Hall: So we...

(Don McCormick): ...what has to go on the spur I guess is what I'm saying.

Duane Hall: Yeah. So that's the...

(Don McCormick): Is that something Ron...

Duane Hall: Yeah. Yeah, Ron would know that I guess. I think we may have to, you know, we'll have to Guy - I know (Angie) wants this but we're going to - that - he's going to need to know the spur.

And so Guy, if you can set something up with Ron and (Don) or they - or maybe (Don) - I mean you wouldn't need us either (Don), necessarily but we can certainly coordinate it if you'd like, to have that discussion of what goes on the spur.

(Don McCormick): Yeah, I'd like - no, I wouldn't need it. I just, you know, just so (Angie)'s aware of what I'm doing. Maybe it's best if Guy...

Duane Hall: Oh, okay. Sure.

(Don McCormick): ...handles that.

Duane Hall: Yeah.

(Don McCormick): So everybody is aware of what I'm doing. But yeah, that sounds good, if I could just talk with Ron. We would of course have to look at the current spur and, you know, talk about what columns have to be added where.

Duane Hall: So as far as the spur Jennifer, as far as recording each attainment and (Don), correct me if I'm wrong, if you just allow like say here under employment, let's say this had added credential and you just keep adding credential, adding credential.

See, like jobs we don't - we don't put the jobs into spur, do we (Don)?

(Don McCormick): No.

Duane Hall: Yeah. We just say whether they got a job. And so the same thing with the credential - I mean the credential - I mean we'd have to think about do we want to collect the credential or do we want to just say they got a credential, or do we want to collect the credential, on our end, on the spur?

You guys can, you know, for your record we can create a report and you can do that. But do we want to do that? If we do, I mean you couldn't - I think (Don) would need to know you could only take the first three or something, because you'd have to define the number of columns in the spur file.

You can't have an infinite, you know, you can't have that upload file, have to have a set number of fields if you will. So that's - go ahead.

Jennifer Whitmore: Could we add three trainings on there?

Duane Hall: Yeah, we could. Do you mean three credentials?

Jennifer Whitmore: Or three - I guess if they should be credentials, yeah. So like someone goes into GED...

Duane Hall: Yeah. We could add four or, you know, whatever the number is, we'd just have to define it on the - like it'd have to be the first three or the last three or something like that. In case somebody had more, you know, you'd have to...

(Don McCormick): Well it wouldn't make any difference whether it be the first three or the last three. It would be within the period. Right?

Duane Hall: Yeah, but what if they had more than three in the report period? I mean all of this is very unlikely but...

Jennifer Whitmore: Right.

Duane Hall: But I would say limit it to three.

(Don McCormick): Yeah.

Duane Hall: Now we don't - now on your end though Jennifer and Terry, we - you could put in as many as you want. But on the spur file, when we upload it, if we take it, if we decide we're going to - we want that in the spur file we'd have to define how many different attainments we're going to take.

Because the spur - the file in order to upload, they, you know, well I'm sure you could get around that with some high tech stuff, but for the most part we want that spur file defined on how many columns it is or fields it is.

Jennifer Whitmore: We definitely need to add training type. Right?

Terry Clark: Yeah.

Duane Hall: So let's just agree - I mean we'll come back to the spur on how we want to collect - if we want to collect the credential type, what kind of credential they got and how many we want to collect. But I think we all agree that the - what we're going to do here is this list - we're going to add some to this list (Don).

And it sounds like if we want to collect multiple credentials we're going to have to do something like this. Or well however you feel (Don). But it - I guess we'd want that functionality.

(Don McCormick): Got it. Yeah.

Duane Hall: So what is - I mean I guess Terry and Jennifer, if you can be on the call on the spur file, I mean just to listen in. And I, you know, the more people who are in tune with what we're doing I think is the better.

So do you guys - unless you don't want to be on there, I think Guy should probably reschedule something...

Man: Well remember, I'm going to be out next week.

Duane Hall: Can you guys - I think, you know, Ron needs to be on the phone for sure. Can you send an email into Ron and maybe CC everybody else and say Ron, we just have one more item that we need - we think we need to have in this estimate and that's what needs to be uploaded on the spur?

Can we have a meeting, you know, before the end of the week? I'm out next week. What's a good time for you? I think you're going to have to try and

coordinate something. Because you need that, is that right (Don) or could they
- could we go without it (Don)?

Or do you want to have that conversation to make your (case)?

(Don McCormick): Well I mean - do you mean to prepare an estimate Duane? Is that what...

Duane Hall: Yeah.

(Don McCormick): ...you're meaning?

Duane Hall: Yeah.

(Don McCormick): Oh. I could - I could prepare one without that. I'll just, you know, make it
the most conservative. It'll have to be more conservative.

Duane Hall: Okay.

(Don McCormick): I anticipate collecting more than one attainment.

Duane Hall: Okay.

(Don McCormick): Yeah.

Duane Hall: Okay. So you can do an estimate without having a conversation on the spur?

(Don McCormick): Yeah, but I mean we'll still have to have that conversation...

Duane Hall: Yes.

(Don McCormick): ...obviously. Yeah.

Duane Hall: Absolutely. Okay. And of course the whole gang will be on that call too when we have that.

(Don McCormick): Okay, good.

Duane Hall: Okay.

(Don McCormick): Hey Duane?

Duane Hall: Yeah?

(Don McCormick): Duane, I've got to alert you. I might have more questions.

Duane Hall: Oh, sure. Yeah. No.

(Don McCormick): I'm just alerting you there.

Duane Hall: Yes. And if you - and you call whoever you think. If you think it's something the grantee - I mean you have Terry's and Jennifer's number, right?

(Don McCormick): Yes. Yes.

Duane Hall: Okay. Or if it's something - if it's a Ron question or if it's a (DINA) question - Guy or I, would that work? Or...

(Don McCormick): Sure. Sounds good.

Duane Hall: Okay.

Man: Okay. So where are we at? Are we pretty much done?

Duane Hall: Okay. So yes, so I think you can go back to (Angie). Well let's confirm with (Don). So (Don) you have the information that you can prepare an estimate?

(Don McCormick): Yeah. The only thing - there are two outstanding issues so I'll have to be, you know, most conservative. One of the outstanding issues is the stuff from Ron about the cohort.

Duane Hall: Okay.

(Don McCormick): And then the other I see is the spur here Duane. But everything else is pretty much answered.

Duane Hall: Okay. So I think (Angie) had a call with (Todd) and maybe they discussed a timeframe in which to get an estimate.

(Todd Anderson): Yeah, hey Duane.

Duane Hall: Yes?

(Todd Anderson): So yeah, I had a conversation with her the other day. One of the things that first of all, that we understand that this is a priority for us as opposed to the reporting, the changes to the reports and the other functionality that we had the meeting on last week.

We do have some funds left over, remaining in the technical assistance contract, actually about \$11,000 that I don't think we're going to use between now and November.

So I suggested to (Angie), she had said that she would change the SOW so that we can actually - once we get you an estimate and you kind of agree on it at least we can start the beginning of making - getting these changes going, I think, which is a nice thing.

And then she was saying that they're going to try to, you know, get additional funds in for the contract. So we're going to - I told her, we would get her an estimate obviously before the end of the fiscal year. So I'm going to push (Don).

Hopefully - I apologize, I stepped away for a little bit, but hopefully you've gotten most of the - (Don)'s gotten most of the answers that he's needed to at least get kind of a back of the envelope type of estimate on that.

Duane Hall: Okay.

(Todd Anderson): Because we're going to try to get that - I'm going to - (Don), I know you're busy but if, you know, I know you'll turn this around fairly quickly. We want to try to get this in. I'd like to get it in like, you know, early next week if we can.

Duane Hall: Great. Okay.

(Don McCormick): You can send that directly to Ms. (Campbell) then and copy (unintelligible) and myself.

Duane Hall: Yeah.

(Don McCormick): Because I'll be on...

(Todd Anderson): Sure.

(Don McCormick): ...(unintelligible).

(Todd Anderson): Sure.

Duane Hall: Okay, great. And then Terry and Jennifer, you know, I think Guy and I hear you loud and clear but I think you need to convey this to the advisory council and probably (Angie), is that, you know, you guys want these other things too. And so, you know, you want to make sure you emphasize that.

Guy and I emphasize that as well that, you know, I know this is a priority but if we're doing an upgrade, you know, we want to try to get all of these things in. So the - Guy is going to continue - we're going to continue going through that long list you guys have.

We just have to stop down and do this credential thing now. But Guy - we're going to continue to have these meetings. Guy will set them up so we can go through the other items.

Jennifer Whitmore: So based on our meeting today, (Todd)'s going to I guess - are you guys - or high tech services will prepare an estimate for (Angie). So is that what's going to be communicated with the advisory council? I think they're meeting in October or November?

Man: October I think.

Duane Hall: Right.

Jennifer Whitmore: October? So they're not going to get any estimates for those other bear tracks changes?

Man: Not yet. No.

Duane Hall: No, wait - well - no, Guy we talked about that.

(Angie Campbell): Hi, this is (Angie). I can answer that question for you Jennifer...

Jennifer Whitmore: Oh, okay.

(Angie Campbell): ...and Duane and all parties involved. The fixes for the current technical assistant grant is already approved. And so all the work that needs to be done on the credential attainment goal is already approved.

It's the IT workgroup, the sub workgroup that you all are working on that has not been put forth, in front of the committee. And it's - it is the department's intention to make sure like Duane had indicated, and I'm aware that they are important, you guys have been asking for these fixes for a couple of years.

And I hear you and we will get them done. So that's a main priority for the PY '13 technical assistance funds.

Duane Hall: Yeah (Angie), in our conversation last week I think weren't we going to try to - I mean if Guy and I and the workgroup can do this, weren't we going to try to get the full estimate before the council meeting as well so they have the full estimate, not just the changes for the credential attainment but the full estimate?

(Angie Campbell): Absolutely. I mean because the way...

Duane Hall: Okay.

(Angie Campbell): What I'm envisioning is that to the - the work for the credential attainment and making fixes for that is already approved. So it's not a matter of having to concur or have them confer with the council on it. That's already a done deal. That's why A, we're focusing on that area first.

But absolutely. It's a matter of them - of my conferring with them. Actually, we don't - it's not necessary for us to get their approval. It's just a matter of, you know, I think it is good business for them to be aware of what the sub workgroups are doing.

But we can go forward with the fixes because the IT - making changes to the bear tracks is already a part of the larger strategic plan that they've identified as important.

Jennifer Whitmore: Okay.

Duane Hall: So there you go.

(Don McCormick): All right.

Duane Hall: Okay.

Jennifer Whitmore: Okay.

(Don McCormick): Thank you very much everyone.

Duane Hall: All right, thanks. All right, yep. Bye.

(Laura Ahren): Bye.

END