

April 4 Performance Event-20240404_140222-Meeting Recording

April 4, 2024, 6:02PM

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ME

Milstead, Kristen - ETA 0:28

Our next slide please.

Before we get into that, I'm going to give you a couple of announcements.

First of all, the nursing expansion community of practice is now live.

You've probably seen the emails may have been introduced to it in some other events, but this is the new website you will go to.

It's a lot easier to remember.

Please bookmark this one but in eg.workforcegps.org.

So this is where you can go and find all the resources that we give you.

If you need to download them again or give them to a new staff member, there's all the newsletters we'll be there and we'll put announcements there.

Have important things that are coming up.

There's also a place where you can put a profile.

And uh, you and talk with other other grantees who have also have profiles.

So you could see you all can find each other there.

So this is gonna be sort of like the hub of the bringing everyone together in between all these events we're having.

The next piece is about the new access link.

The URL the ticks like it's not in the slide, but we did send it out in an email.

The new link so starting on April 14th, the WIPS access link is going to be moving to a new link.

You will still use login.gov first to get there, but you'll need to then reconnect login.gov to this new WIPS URL.

It's not gonna do that for you automatically.

So this is happening around the weekend of the 14th and at that time if in you can go ahead and start your report before then you're quarterly narrative report.

But after that, after that time, you'll need to go to the new access link.

If you try to go to the link now, it's gonna show you an error.

Just wanted to let you know that but after it's live, that's when you'll be able to get into that, that new, that new new system.

And finally, as a reminder, this quarter you're only submitting a quarterly narrative report, so this is the last quarter that you're gonna be doing that.

Starting the quarter after that, so this summer you'll submit your first report on participants, but we're still in the process of helping you all get to that point to where you feel comfortable doing that.

So for this quarter, the quarter ending March 31st, you will only submit the quarterly narrative report and that's gonna be due May 15th.

Next slide please.

So today we have a few things that we wanna cover and we were gonna add in some information about the QNR here, but we decided to put that off until your last orientation of session, which will be coming up in a few weeks because in this one we wanted to make sure that we have enough time to talk to continue this conversation about the data elements and talk about all of these things and still give you time to ask questions.

So we we just wanna make sure there's enough time built in here.

So, well, we're gonna do today is recap the reporting process.

Go over.

What?

What are called the WIOA primary indicators of performance?

That's workforce Investment Opportunity Act primary indicators of performance.

We're going to look at your real time performance outcome measures and those are specific to track two, we're gonna provide guidance on reporting preceptors, which is part of your performance measures, but it's it's a special one just for you.

Also, we're gonna go over that guidance.

And finally, we're gonna learn how the QPR outcomes are aggregated using the Perl data elements and how you use the QPR to then go back and check your own progress against those targets that you provided for your outcome measures.

Next slide please.

OK, so we've seen this slide before.

Uh, in some of our other events, I just wanna pull it up again.

So we can kind of see where we are here.

We've talked about a lot of these things.

We wanna continue the conversation about how you get to the report generation.

So you've got data collection and that's where you develop and implement your processes and procedures to collect those data elements that are in the Pearl.

And hopefully you're in the process of building those systems, developing those processes.

Now, if you haven't done that already, and then there's a data management which is more of an ongoing type of type of action.

So whatever system that you have developed, you continue to update it in that system will store the data you collect as you continue to track the information and then you have some data preparation and that's where you would generate a data file in the format that WIPS will accept and validate the data in it and compare that data in.

Yeah, you can use the records in your own system to make sure it looks like what you would expect to look like.

Finally, we've data uploading where you submit your data file in WIPS and RESOLVE file errors and report generation.

So WIPS uses aggregation rules to take the data elements that are in the file that you submit to, then sort participants into the outcomes on the QPR.

So your role in that process is to look at what's aggregated there and make sure it matches what you expect.

For example, is the number of participants that it's showing the number that you think you have.

Uh, and vice versa.

So there are things that should align and if if they don't, there's some sort of, you know, there it could, there could be a lot of things going on.

It could be that the what it the way that you reported the data in the data file.

There was an issue.

It could be that there may have been a misunderstanding about a definition, and So what you thought was gonna count won't count yet.

There's maybe some other data element that that needs to be collected first, so that's that's a good reason to check the QPR and we can help you figure those things out and that's why we're having this session today is because we want to help you understand how the QPR is connected to that data file.

Your neck.

Your next your last orientation session, we won't be spending a lot of time talking about getting that file uploaded and resolving file errors and we save that one for last because we wanna do it close to the time when you're going to be actually submitting the data file so that you will have that so that you will remember that

information.

You'll have it fresh in your mind.

Next slide please.

So there are two types of performance outcome measures for nursing expansion grants your grant specific real time performance outcome measures and the WIOA primary indicators of performance.

So, as you know, grantees were required to select grant targets for those grant specific real time performance outcome measures.

So you remember we had a performance compliance review back in October and you all took a look at your outcomes and there may if there was an issue, you corrected the issue and you had to provide a target for outcome #7 pertaining to the preceptors and then those targets were finalized.

So those are the targets that you're gonna be assessing your progress against for during the period of performance.

The the data file that you submit will help in some ways to inform both, including the we owe a primary indicators of performance, but there are other things that also happen with those.

So we wanna make sure you understand the difference between those two types of outcomes.

Sometimes, when grantees have gotten those confused, they don't report something that they needed to report because they believe they think that it's gonna be put in there for them or vice versa.

They over collect.

They collect too much information trying to capture a primary indicator of performance, and they don't.

They don't need to do that.

The next slide please.

So let's just talk about what these measures are like, list them before we dive down into them.

So as a reminder, come back around to these may not have you may not have looked at them since we did the compliance review, but here are your seven real time outcome measures.

That's the total number of participants served.

So this is the total number of all unique individuals determined eligible to be served by the program who receive a grant funded service during the period of

performance.

So when they received that service, that receipt of the service is what makes them a participant.

We talked about that in orientation 201.

#2 total number of participants who began receiving education, job training activities

#3 total number of participants who completed education, job training activities #4

the total number of participants who completed education and job training activities,

and obtained a credential #5 the total number of unemployed and underemployed

participants who completed education, job training activities, and entered

unsubsidized employment #6 the total number of incumbent worker participants

who completed education and job training activities and advanced to a new position

OK before we talk about #7 let's just stop for a minute.

These six outcomes we just went over are not explicitly for reporting activity with preceptors, and we'll go dig into that a little more.

There they are for prefer reporting.

Individuals who receive a service and then go through a training program that leads to a recognized postsecondary credential that you identified in your statement of

work, so separately and distinctly you have this outcome #7 where you report

something about preceptors this outcome is the total number of experienced

nursing professionals who were placed into a preceptor role and preceptor in this

funding opportunity announcement is defined as uh, as someone who has a one on

one relationship with a student to help the student develop clinical skills and

competencies, gain practical experience working with patients in the work.

Environments understand the clinical setting and the patient population and

acclimate to the role of professional nurses.

Next slide please.

So let's go into outcome #7 about preceptors a little bit more.

So what it what do you actually put there?

What does that mean?

Who are placed into a preceptor role?

Right.

So you wanna put there individuals who begin actively performing preceptor duties?

So being placed into that role means they're now responsible for doing things that

are typically signed to preceptors they have duties and roles that would be

concepted assigned under a preceptorship.

So it's very important to recognize that you will not also report them as grant participants or participants in training just because they take on a preceptor role. So when nurses become preceptors as a result of your grants, interaction with them, that in and of itself is not a service.

So that's why you won't report them as being served participants served. They're not participants in the grant.

They are considered in uh in included in the nursing expansion grant to build capacity to train the nurses who are your participants.

So for being placed into the preceptorship doesn't count as receiving a service, and they may go through some sort of an orientation, or they may some sort of activity that acclimates them to.

Here's what you're going to do that is not considered a training program under the grant.

So there I know that in there are a couple of instances where some of you are putting preceptors through a training program that leads to to recognized credential.

In that case, those preceptors it and it's in the statements of work.

In that case, those preceptors count as participants who receive a service and go through training, and then they become eligible to count in the additional outcomes as well because they are receiving grant funded services and training that meet the qualifications for those credentials.

So when that happens separately though, they also get counted in #7 when they begin actively performing their preceptor duties.

So again, you don't.

You won't just because they perform preceptor duties, you won't count them in as participants in #1 or #2 unless they also meet the requirement of being in a program that leads to a recognized postsecondary credential.

OK, so let's move to the next slide, please.

Let's talk a little bit about outcome interdependencies.

I like this representation of the outcomes, cause I think I I'm a visual person.

I like to see how things fit together.

This is just kind of a Venn diagram that illustrates with the overlapping circles how the outcomes are logically related to one another.

So to demonstrate kind of what I was just saying about outcome #7 in the preceptors, it doesn't #7 in and of itself does not have a reporting relationship to the other outcomes that you are we reporting.

So you see, it kind of sits off by itself.

#7 you report it on its own as preceptors start taking on their preceptor duties so the others are connected to one another.

So just for example, if we look at outcome #5 unemployed and underemployed participants who complete a program and enter employment, someone can't do that unless they also have achieved, for example, number one and #2.

Unless they've been served, they received a service and unless they've enrolled in training, so they kind of fold into one another.

One important thing to notice from this is that while there are a lot of interdependencies, two of the most important data elements here are total participants enrolled in total participants completing the program.

Because because the most of the rest of them are gonna depend on that.

So again, not outcome #7, but the others will depend on that.

So outcome #1 is good because it's the participants served.

It gives you a pool of people, a pipeline who hopefully will hopefully all of them will then go into your training, enroll in a training program, but just being served in and of itself doesn't.

That's not gonna lead to any of the other outcomes.

You need to get people into the training program and then track them through.

Support them through to completion of the training program.

So you can show their progress on all of these outcomes.

Next slide please.

OK, so let's switch gears just a little bit and just list the six outcome measures that are called the WIOA primary indicators of performance.

Here they are.

There's six of them.

The employment rate second quarter after exit employment rate fourth quarter after exit, the median earnings second quarter after exit credential attainment rate measurable skills gains and effectiveness in serving employers.

So you'll note that some of them look a little similar to some of your real time outcomes, but there are really important differences and it's crucial to understand why they're different.

So again, so you don't become confused about first of all, which outcomes to look at when you're looking for your progress towards your targets.

And second of all, what collect?

You don't wanna over collect.

You don't need to collect anything about what happens in the second and fourth quarter after exit, and I'll explain why in a little bit.

There are no data elements about that.

There are no data elements about wages or earnings.

Those those are special and it magic populates them.

Not really, love explained it a little bit.

Next slide please.

So here's just kind of a breakdown of how those two are different, real time outcomes, tailored, just tailored to Nursing Expansion.

Track two grantees.

They're just for you.

There you set targets for them and in order for the information to appear correctly on your QPR, you must collect, track and report all the data elements that feed into them.

These these measures are used by us here at DOL to assess your progress toward your targets, but also to provide you with TA.

So we might look quarterly to see if there's an issue and reach out to you about that. Umm.

And then on we owe a primary indicators of performance.

Those are put into.

Those are added to the QPR of every employment and Training Administration grant program.

Uh, every grant that is funded by ETA.

So they're there.

It's a.

It's a.

It's called a common measure, so they're calculated the exact same way.

They're just on every report so that that data can be pulled through all ETA grants and pooled together to show progress on the same outcomes you all did not have to set targets for any of them.

There are some participant identifying data data elements that you report that will be used to calculate some of these, but for some, for most of them DOL will calculate them and I'll explain how that happens when we get when we do the do a deep dive into how all of these data elements are populated in the QPR and the purpose of

these again, since they're common across all programs is these are these are types of data elements that get reported out on big reports, reports in Congress, in annual reports that show how these programs are doing.

So they are two serve totally different purposes.

OK, next slide, please.

And I'm gonna turn it over to Donnie to talk through real time measures.

A

Abdullah, Putri R - ETA 20:21

Thanks Kristen.

So now let's take a look at how the real time performance measures performance.

Outcomes relate to sections on your QPR, so on this slide here we have a sample picture of what the QPR looks like and the highlighted items are those that directly relate to the real time performance outcomes.

So most of your 7 performance outcome measures for track two do correspond directly to a performance outcome that's listed on your QPR and the QPR is populated each quarter by aggregating your Pearl data elements that you submit in your data file and aggregating them to the relevant outcome.

So grantees can use the QPR each quarter as a tool to continuously check progress towards performance outcome targets, and to do so it's important to gain an understanding of how to read your QPR and learn which of the 90 data elements populate the real time QPR outcomes.

Next slide please.

So the profile that we sent you, which is also accessible on your new Community of practice, has several worksheets or tabs in it, and you can find the H1B QPR on TAB 8 and then TAB 7 has the aggregation rules for each outcome.

The aggregation rules are in the are the system of logic that whips uses to put together aggregations from the raw data files that you upload into WIPS on your individual participants.

WIPS applies these outcomes.

I mean, I'm sorry these aggregation rules to your data file to create your QPR and whips, aggregates your participants into the outcomes that are in the QPR.

Next slide.

So here is an image of what TAB 7 looks like in your H1B PIRL document.

I know it's hard to see all those little cells, so I've blown up a sample of what the aggregation looks like.

So this aggregation there in the blue is for line 8/2 of the QPR, which is the total participants served which is outcome #1 for you all.

Now let's go over each of the six outcomes.

For which you provided targets and the PIRL data elements that are used in the aggregations for each one next slide.

So as I mentioned, outcome #1 is the total number of participants served and on your QPR that is a 2.

Total participants served.

But before we get started, it's important to note that Pearl 938 each 1B grants is required for every single participant in your data file, so it is also in every aggregation that we're going to go through, not only here in the webinar, but also on your QPR. And while it's not listed on your slides, it's implied that the PIRL 938 is a crucial part of the aggregation for the outcomes.

So going back to this performance outcome, #1 total participants served the relevant data element required for this one is Pearl 900, date of program entry.

And let's look at outcome #2.

So outcome #2 is the total number of participants who began receiving education, job training activities and on the QPR this is E6A began receiving education, job training activities.

This is the total number of participants that receive allowable training services as part of grant funded education or training activities and the PIRL data element on required for this outcome is Pearl 1302, which is entered training #1.

Let's go to the next slide.

Oh, I think it should be on outcome #3.



Pirtle, Jennifer 24:53

I'm sorry, looks like I have one missing.



Abdullah, Putri R - ETA 24:59

OK, well.



Pirtle, Jennifer 25:01

So I will, I will add it right after this session.



Abdullah, Putri R - ETA 25:04

OK, luckily outcome #3 is related to.

Outcome number for outcome #3 is a total number of participants who completed education job training program activities.

And on your QPR that is F1 completed education, job training program, activities in the data elements required for this one is Pearl 1813, the date completed during program participation, an education or training program leading to a recognized postsecondary credential or employment.

And then so for outcome #4 which is completed, education, job training activities. Huh.

You know what?

ME

Milstead, Kristen - ETA 25:49

It's just got the wrong number for some reason.

A

Abdullah, Putri R - ETA 25:49

Look, it's got the wrong number.

Yep.

OK, let's go to the next slide please.

Outcome #4.

Sorry about that.

And it's the total number of participants who completed education, job training program activities and obtained a credential.

So on your QPR this is F2 completed job training program activities and received a credential and the elements required for QPR, for the QPR and this one is also PIRL 1813 and.

Umm Pearl 1800 or and or Pearl 1802 and Oregon Pearl 1804, which is the type of recognized credential #1, #2 or #3 and at least one of these parallel data elements must have a code value other than 0.

Umm for it to be aggregated onto your QPR next slide please.

So for outcome #5 we have the total number of unemployed and underemployed participants who completed education, job training program activities and entered into unsubsidized employment.

And this is G1 on your QPR, which is entered unsubsidized employment.

The data elements for this particular.

Aggregation on your QPR is Pro 400.

The employment status at entry PIRL 2101, the underemployed worker and PIRL 1813, and again this outcome measure refers to participants whose employment status at program entry is either unemployed or underemployed, as defined in your nursing expansion FOA.

And it includes unemployed participants that are placed into employment and underemployed participants that entered a new position of employment.

Let's go to outcome #6, please.

So outcome #6 uh relates to incumbent workers and this is the total number of incumbent worker participants who completed education job training program activities and advance into a new position.

So that is item number G3 on your QPR, it is incumbent workers that advanced into a new position.

Umm, so this refers to those participants whose employment status at program entry is an incumbent worker as defined in the nursing expansion FOA and who advanced into a new position within 3/4 of completion of the training program.

The participants in this uh included in this measure must complete all the intended grant funded training provided during the grant period of performance and advanced to a new position with their current employer or with a new employer and the Perl data elements that relate to this aggregation are Pearl 907, which is the recipient of incumbent worker Training Pearl 1813, which is your completion of data element.

That's the date completed.

Pearl, 2101.

I'm sorry 21202122 or 2124 and that's the incumbent worker advanced into a new position with current or a new employer in the first, second or third quarters after program completion.

Uh, let's go to the next slide please.

So let's go ahead and see what counts as advancing to a new position.

As I mentioned it, it involves pearls 21202122 and 2124.

Let's look into those a little bit more.

These are three data elements that provide an opportunity for you to report that and incumbent worker advanced to a new position and corresponds to the 3/4 after completion.

If the incumbent worker advances to a new position, you're you are going to report one for yes, and you only need to report it in one of the three quarters.

So for example, if you report it in quarter one after completion, you don't need to report it again in quarters two and three, so for.

Antigo training and employment guidance letter 2313 where TICO 2313 changed to and attachment to provide information on the types of information that you can use to document that yes where the one.

When can you Mark yes, the term advancement here is used very broadly.

Incumbent workers typically have a new job title and description upon advancement into a new position, and they may also get a wage increase after completing the training.

So as long as the new competencies that they've gained are used in the job position after program completion and the change can be documented, the incumbent worker may be counted as having advanced into a new position with the employer or a new employer, even if the new title is not conferred onto the incumbent worker, the change in the job can be with their current employer or with their new employer. Next slide please.

So we've gone over the outcome #7, which is the remaining real time performance outcome measure.

The total number of experienced nursing professionals who were placed into a preceptor role.

Now this does not have a corresponding outcome on the QPR and your progress toward this outcome is going to be reported in your quarterly narrative report in section 11.

Next slide please.

So let's go into that a little bit more.

So the nursing expansion track two grantees are going to use your narrative report or the coolant QNR to report quarterly progress on the real time performance outcome measure.

Total number of experienced nursing professionals who were placed into a preceptor role.

Each quarter, umm, you are going to have to report the cumulative number of experienced nursing professionals who take on a preceptor role as a result of your grant and begin actively performing preceptor duties.

And you're gonna report this in section 11B of your narrative report.

This specific section is designed for H1B grantees to report outcomes that are required but are not reported or captured in the QPR.

The suggested format for reporting on outcome #7 is to include the outcome name the cumulative to date number achieved and the target established during the compliance review process, with both numbers being clearly labeled.

Grantees should report on the outcome each quarter, even if no progress was achieved.

For example, if no progress has been achieved since the start of the grant, you would include the outcome name in section 11P as required and show zero for the cumulative to date total.

He should also continue to update the number each quarter by adding any new nurses to the total who were placed into a preceptor role.

Each quarter's new total should never be smaller than the one reported in previous quarters, unless a reporting error was made.

And if that's the case, grantee should include an explanation for why the number has been reduced.

Next slide please.

So this is a crosswalk of the real time outcomes and Pearl data elements on page 43 and 44 of the handbook we sent you a couple weeks ago.

You'll find this crosswalk of the outcomes and the PIRL data elements, which is essentially a summary of what we just broke down in the past six and seven slides, I said also mentioned that not all of the data elements are in the aggregations because the aggregations work together with your logic rules that are also applied to your data file when you submit into WIPS, for example, outcome #5 entered unsubsidized employment shows only Pearl 2118 as the data element used to aggregate the outcome.

So in that formula, when you look on tab 7, it'll only really show PIRL 2118.

However, the logic rules will prevent grantees from reporting PIRL 2118 unless the participant is reported as either unemployed in Pro 400 or underemployed in Pearl 2101, and they have reported a date in Pearl 1813.

So the logic rules ensure that Pearl 2118 has already taken these other data elements into account.

And now Kristen is going to go over the WIOA primary indicators of performance with you.

So that was your.

How did look think about your real time outcomes and where the data elements come that feed into those?

I'm just gonna take you briefly through the WIOA indicators of performance, because you're gonna see that these get populated on your QPR and you might not know where that information is coming from.

And so again, it's important to understand the difference between the two.

So you are make sure you're collecting the right things.

Next slide please.

OK, so you can group the WIOA primary indicators of performance really into two categories based on how they're populated on the QPR.

So on the left in the box in the black uh marked box we have the what we call the employment indicators and then the other two that just kind of floating by themselves.

You could call them the the education indicators.

Well, let's take a look at the employment indicators.

These are a lot different from every other outcome on your QPR because they are aggregated on your behalf by DOL.

So again, remember I said you don't have to go out and collect anything that happens about your employment, whether somebody entered employment in the second quarter after exit, whether they were still employed in the second quarter after exit, fourth quarter after exit, you don't have to go get their earnings.

They're they're they're wages U.

So, dear.

Well, we'll track these for you.

So what happens is there's a memory.

Excuse me, memorandum of understanding between DOL and the Kansas Department of Commerce.

It's called the common Reporting Information System, or Chris, and you may hear us refer to Chris Data or Chris measures as and that's because they're calculated using this crisp memory memorandum and what happens is ETA.

Provides information from these three data elements from each grant to the Kansas Department of Commerce, and then these data the the the data is matched against wage records in the wage record interchange system and the federal Employment Data Exchange system.

So it's done for you.

So when you report the Social Security number of your participants and you report that they've exited and whether there were any special circumstances in PIRL 923, that information automatically gets sent to Kansas Department of Commerce and then all that matching gets done there through the records there.

And we don't have it DOL and at the Department of Commerce, they nobody ever sees or has access to individuals, Social Security numbers, it's transmitted, it's encrypted, it's purely.

And then the wage matching is done internally in the systems.

What we get back is only the rates, only the OR the earnings.

We only get back the result that that is being asked for in these in these outcome measures, and so they're not by the individual participant, it will come back for your grant.

So it'll give you the average.

Sorry, it'll give you the employment rate of the participants who have exited your grant for your entire grant and that'll start populating based on these three data elements listed here.

So that's how it's different from those employment measures that we just went over that are your real time measures and it's a good idea not to get them confused because we don't want you to think that because you're giving us the Social Security number of your participants, you don't have to go out and collect any information on employment.

You do have to collect some information on employment because if you go through the Pearl and look at those data elements, you'll see that there are some data moments on employment and we just Donnie just went over which ones will feed into your real time outcomes.

So you have to collect those as they're written in the Pearl.

This information here for completely separate measures, so it's again, don't get them confused.

So we wanna make sure that you know that you're you need to collect exactly what's in the Pearl.

All the data elements in the Pearl.

If you don't, your QPR is not gonna show your progress toward the outcomes in your QPR.

You can't substitute these outcomes for your real time outcomes because they're

measuring totally different things.

Again, once a once a rate, it's looking at all participants together.

It's looking at future what happens in the future, not real time when people are still in the grant or have just completed the program, haven't exited yet.

So uh, be sure and pay attention to those employment data elements in your data file and don't don't ignore them.

Don't discount them and think that just because there are these other things over here that DOL populates that you don't have to collect those things.

That's just for something different.

So let's talk now about the other two.

The credential attainment rate and the measurable skills gains.

These two are different from the employment ones over on the left because they will be populated based on information that you submit in the data elements in your data file.

So this these are not part of the Cris agreement because there's enough information that you submit in your data file that these can be collected using that information in your data file.

So the credential attainment rate takes those three data elements that look at the three credentials that you can report for a participant and divides by the number of individuals who are PIRL 1332, which is being enrolled in a program leading to a recognized postsecondary credential, and 13031310 and 1313.

It's looking in those three to see whether someone has started a training activity and the type of training activity.

So if someone is in those two data elements, it's going to check and see if they have received a credential.

Now they don't have to receive three.

It's just gonna check and see.

Do they have a credential in any of those 318 hundred 18021804 outcomes?

And then it's gonna return the percentage of people out of those who started their training.

So it's the right here measurable skills gains is similar.

It's checking the two data elements where you report a measurable skills gains 1809 and 1810.

There are two.

Those are the two types they remember.

They can be training milestones or skills progressions and in your data Pearl and in your handbook there's descriptions of what what do we mean by training milestones and skills progressions.

When you report those, it will divide by the number of people who are enrolled in have been enrolled in their program.

They may not have started their training it, but they're enrolled in their program.

So, uh, well, I guess they would.

Well, they would be considered enrolled in their program.

It doesn't track whether they are enrolled in the type of training because of the way they want to calculate it.

Uh, but the the ultimately it returns it as a percentage and they don't have to have a measureable skills gain in both 1809 and 1810, just one of those.

So again, these two are gonna be returned as rates as well, percentages on your?

On on, on your QPR and you don't have targets for these.

It's just something interesting that you can look at if you want to.

It's again, these are common measures.

All of the ETA.

It grant programs have them on the QPR.

So that's the wheel outcome measures and we're trying to just get it in your head.

These two are very similar.

We wanna do that early so it can help you understand how to use the data elements for the real time outcome measures in your targets.

Next slide please.

So we keep talking about the performance reporting process and this thing goes to Congress and we used to do technical assistance and validating your data.

And you know, we talked about it in terms of data collection and data management, uploading a file.

So that's kind of what's happening on your end in this slide, we're kind of looking at the bigger picture like what's happening as you do the things you're doing and what is DOL do on their end with your file and how does that all come together.

So you get a big picture of what?

How this cadence works, there comes to be kind of a cadence to the employment, to the employment, to the reporting, to the type of.

The types of things that you'll be doing each quarter at the beginning, you established your performance targets and your performance management system.

So those things may be set.

You may be refining your management system as you continue and you're procedures as you continue through your period of performance, but you start at the beginning with some sort of a system.

And then here's a sample quarter of what might what might be happening during that quarter.

And so we we have here the dates from the quarter that just passed as an example, but these could apply to any quarter.

So December 31st was 1/4 end date and hopefully you're thinking at that point about collecting data from your partners, getting data from your partners and doing it early and you could even establish a system with them.

We encourage you to establish a system procedures with them so they know when you're going.

They know you're gonna be doing that as soon as the quarter ends.

They know how you're gonna be doing it.

They know what to expect.

How to return that information to you and then on your end you'll be compiling it into the one data file and then validating it to make sure you've got everything in there correctly.

And that's what that 45 day period you're getting it all together.

And then on February 15th, that's the submission due date.

So the last date to submit the file and that's when you can pull up your QPR and see how it, how everything got counted, how it all got aggregated and checked to see.

Does that look like what I expect it to look like?

Do you know?

I think this, I think 100 people have enrolled in training.

Is that what the QPR shows?

And once you're satisfied with that, or you know, or even if there's a discrepancy, you can note that in the Q&R and we will reach out to you.

We will talk with you about what's going on, but you can review that yourself to see what's happening with your QPR and then you will certify that submission.

Then what happens is within the next 10 days, you know on your end you're still continuing in that quarter to collect and track information from the participants who are in your program.

On our end, we're looking at the report you just submitted.

So we analyze that data and we start reporting those outcome measures, giving them to the stakeholders who wanna see them every quarter or every sometimes it's not quarterly, it's annually or sometimes it's ad hoc.

So, Secretary, Congress, public.

So we start giving these information out and then but then we do a deeper dive, we go, we look a little more in depth at individual grantees and take a look at your targets because we want to be able to establish whether you're making progress. We might look for trends to see is this maybe you haven't reported anything new in two or three quarters.

What's going on?

Or maybe a maybe a report.

It maybe a number went down.

Why did it go down?

Or there may be some sort of a mismatch or something that doesn't look correct, or you may have a question.

You may say I thought there was supposed to be this number of people in here, and so we will be.

We will reach out to you and give you one on one ETA for some of these things.

Sometimes we also use it to develop group TA.

If there's a, there seems to be an issue that a lot of grantees are having issues with.

We will use that to develop new materials or have new events, and then you look at where we are.

It's March 15th, so at this point certainly a couple of weeks away from the end of the new quarter, right?

So if there's anything that we've suggested that you, uh, changes, you can make to make your data more more robust, maybe there was something that wasn't being reported correctly or things you need to add or track differently or go back and take a second look at, you've got a little time to start doing that, not too much time, but then you still have the period after that.

But so you're getting ready to report now for the new quarter and when you get to the March 31st date, that core has come to an end.

So you'll make corrections in the in your system as needed and prepare for the end of the quarter during that time period and then start this whole process over, start collecting the data from your partners, getting that data in there.

And so this will be sort of a quarterly thing to start getting used to thinking about

how it's gonna work once you start putting your participant data in.

I mean, that's the next slide.

And we're gonna take some questions.

I see some in the chat.

A

Abdullah, Putri R - ETA 49:14

Yes, Kristen, there are a few questions in the chat, mainly relating to underemployed and incumbent workers.

So in terms of the underemployed, if an applicant has a \$20 per hour part time job, 25 hours per week in a field not related to Healthcare, is it still considered underemployed and also at what pay rate do you consider under employed?

ME

Milstead, Kristen - ETA 49:24

Yeah.

That's these are really good questions.

So I think we have to go back to the definitions and consider everything at once that the definitions say, and this is a good thing about having this in teams because in a webinar you're kind of stuck with what's up in on the screen.

But we can put up different things in here and kind of be go along with what's in the questions.

So what I hear in the questions is that the focus is on how much someone is getting paid or what field they're in, but those aren't the only considerations.

Another consideration is what is the level of education.

And skill skills that the person who is in this job have.

So does that skill and education level match the job that they have?

So it's not necessarily their pay rate there, there's not a pay rate that DOL gives to specify whether or not they it matches.

So you may have somebody who is, uh, who has, who has a sorry, a bachelor's degree.

And maybe they got laid off in a recession in a recession, for example, they maybe they got laid off or.

Yeah.

And they took a job because they needed to take a job in a the field that didn't pay as much as their previous job.

That's an example of underemployment.

They, in other words, they're actually qualifying for a for a job in a higher, higher paying position, but they're they're not currently working in it.

So it's not about the pay rate so much as comparing the individual in the job with the job that they have the whether or not it's in Healthcare is also not relevant because the, the the funding opportunity announcement doesn't take into account what field they're in, they're either underemployed or they're not.

So they could be underemployed in healthcare or they could be underemployed in another field.

It's it's, it's just it doesn't distinguish between the two.

I know this is a I know this is a it's it's hard to wrap your mind around it and we can continue to have these conversations.

Umm.

Maybe that helps a little bit, but.

A **Abdullah, Putri R - ETA** 52:18

I also put the uh definition from the UM the handbook into the chat of underemployed workers, so that hopefully that helps. Umm.

ME **Milstead, Kristen - ETA** 52:24

Yeah.

Thank you.

Thank you.

A **Abdullah, Putri R - ETA** 52:29

And then four in terms of incumbent workers advancing this, uh?

Someone asked what if they get a pay increase, but it's not a job title change and then we were asked to repeat the information about advancing to a new position.

If they get a new title, new job description and wage increase, how many times are we saying yes, so I.

ME **Milstead, Kristen - ETA** 52:51

OK.

Can we go back to the slide, a slide 20?

A **Abdullah, Putri R - ETA** 52:57
Yep.

ME **Milstead, Kristen - ETA** 53:04
Thank you.
Go ahead, Donny.

A **Abdullah, Putri R - ETA** 53:07
OK.

ME **Milstead, Kristen - ETA** 53:08
Did you? Yeah.

A **Abdullah, Putri R - ETA** 53:08
So yeah, I I was going to say could take this one.

ME **Milstead, Kristen - ETA** 53:11
Yeah. So.

A **Abdullah, Putri R - ETA** 53:11
Umm.
So if they do get it, I mean as we see on this slide here, what counts as advancing to a new position, it's any of the following, it could be a new job title, it could be a new job description, a wage increase as a result of the training, new job duties that use the skills learned during the training or a new job with a different employer.
So it doesn't have to be all of them.
It could be any of them and also you only have to report it for one of the 1st 3/4 after completing the program.
So I guess in response to that question about how many times are we saying yes, you're only saying yes once because it could be any of the following descriptions and then you only have to do it for one of those quarters.
And so if they get a pay increase but not a job title change, then yes.
If the pay increase is a result of the training, then yes, they would qualify as advancing into a new position.

UMI hope that helps.

We have another question here.

We were told we had to have leverage preceptor training lead to post secondary credential.

Do we need?

Do we then report outcomes one through 7 for them?

ME Milstead, Kristen - ETA 54:30

Rebecca, do you mind if we take this question separately?

So we can talk a little, ask you some questions about what you your specific program, because it sounds like this is a specific circumstance and I off the top of my head, I don't know what you're referring to and I don't wanna give you an accurate information.

RH Rebecca Hall 54:48

Sure, we can do offline.

ME Milstead, Kristen - ETA 54:49

We can.

Yeah, I we can follow up with you in an email.

Thank you for the question.

A Abdullah, Putri R - ETA 54:59

And we also have another question.

What if the person has a decent salary in a full time employment?

Are they ineligible?

ME Milstead, Kristen - ETA 55:08

It in eligible to participate in the grant program, Hector.

HC Hector Caraballo 55:16

Yes.

ME Milstead, Kristen - ETA 55:18

No, they are not ineligible in.

In fact, you know, you may have somebody who wants to who's in a different job, but they want to enter Nursing or they're a nurse, but they want to enter nurse education.

And that's perfect.

Perfectly fine if they're already employed, you know we're talking about at their skill or education level, they could be employed at the level where you would expect them to be.

And they can be participate in the program.

In that case, they would be considered an incumbent worker.

HC Hector Caraballo 55:48

I asked a question because I have a person who is working like 40 plus hours per week earning \$30.00 an hour.

That's an LPN, and she's in her RN program.

So we want to know if she's eligible or not.

A Abdullah, Putri R - ETA 56:06

And I think we might have to follow up with you also offline.

Kristen, what do you think?

ME Milstead, Kristen - ETA 56:14

It's.

Yeah, I mean, I if that if if you don't think that was enough information to answer the question, we can have a separate conversation to make sure that we understand the nuances of of the situation of the circumstance.

We can follow up with you as well, Hector and.

Thank you for the question.

OK, it was enough.

We're coming up on the end of the time.

I think we'll go ahead and move to our closing slides, Donnie, if you'd have any other questions, please send them to us in the mailbox.

But Donnie will say that too.

A Abdullah, Putri R - ETA 57:00

So the next thing that we are having for you all in terms of performance reporting is

the office hours for this quarter and they are going to be held on May 2nd from 2:00 to 3:00 PM in Eastern and May 9th at the same time Eastern.

And I believe those are Thursdays.

So if you have any questions about your narrative reports, because remember this quarter you are just doing narrative reports or about collecting data.

You know your data collection can come.

Come on and join us for those office hours.

Next slide please.

And this here we will be sending you this slide deck and we are going to also we're going to post it on the community of practice and this slide here has the links to all of the resources that have been mentioned and that we've also given you so far so that we have the handbook, the Pearl, the previous orientations, a sample case management data file and the different other different events that we've had for you.

Next slide please.

So if you do come up with any other questions in the mean time prior to the office hours, you can always send them to our nursing expansion mailbox.

Nursingexpansion@dol.gov and also copy your FPO on that because they also need to to know what questions you have.

All right.

So if there's nothing else, thank you all very much for joining us this afternoon.

We hope it's been helpful and we will see you in the next time.

Thanks everybody a.

ME **Milstead, Kristen - ETA** 58:42

Bye.

Thank you all for coming.

KG **Karen Guy** 58:43

Thank you so much.

RL **Reilly, Laura** 58:45

Thank you.

Have a good day.

FM **Foley, Marie** 58:47

No.

ME **Milstead, Kristen - ETA** 58:47

You too.

Thank you.

● **Pirtle, Jennifer** stopped transcription