18/19 NRS Reporting Updates and Q&A/Housekeeping Maryland Training November 2018

NRS Table Changes: Pages 1-7
Q&A/Housekeeping:

The new NRS Tables are available in the <u>WIOA Technical Assistance Guide</u> in Appendix E, on page E-36 (page 154), found here: https://nrsweb.org/sites/default/files/NRS-TA-January-2018-508.pdf

Table 1 – no change
Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Please note that the Pre-test indicator is used for placement into an NRS EFL for Tables 1 and 4. Under the new WIOA guidelines, students can now show gains in ANY subject area in which they have a valid pre- and post-test within the fiscal year/period of participation.

LACES will continue to use the first assessment of the fiscal year with the lowest EFL for placement purposes. You can override to select another subject area if you would like to do so for placement (based on state policy), even though the gains will be counted regardless of the subject. You can manually override the database to track in a specific subject area by clicking the Move Forward icon (circle with an arrow between the Edit and Delete icons) on the row of the assessment that you want the database to use instead of whatever was initially used and selecting the option to "Use this subject area for the period of participation." <u>This option will not be available until the student has established a PoP be earning 12+ hours without a 90-day gap between them.</u>

Table 2 – no change
Participants by Age, Ethnicity, and Sex

Table 2A – new
Reportable Individuals by Age, Ethnicity, and Sex
- Exactly like Table 2 except it includes students who do not have 12+ hours
- LACES will report on this table only individuals who have completed fewer than 12 contact hours in a period of participation. A reportable individual is an individual who has taken action that demonstrates <u>an intent to use program services</u> and who meets specific reporting criteria of an AEFLA program.
- Significance for agencies:
    - Currently, if you duplicate classes each year and there are people who don't return for the new year, it doesn't matter whether you delete the student from the class or update his enrollment status to 'never attended,' 'left,' etc. Now that Table 2A is being added, it will make a difference. If the student had truly indicated that he was going to return, but didn't, he should be marked as Never Attended in the class enrollment. If you just duplicated the class with everyone in it but a student didn't indicate that he was going to return, you may want to delete him from the class.
    - All assessments and intakes should be entered in LACES even if the student doesn't attend 12 hours.

Table 3 – no change
Participants* by Program Type and Age

Adult Basic Education, Adult Secondary Education, or English Language Acquisition program types are based on the students' Entry Educational Functioning Level (EFL).

Entry EFL is determined by the tracked subject area pre-test for the first period of participation within the current fiscal year.

To verify the Entry EFL:
- Verify that the student has a 'Pre' indicator for PoP 1 on the grid at the Assessment tab.
- The PoP 1 'Pre' indicator determines the initial pretest and tracked subject area, and is used to populate the EFL in column B for Table 1.
- The assessment administered as the pre-test must be a valid, state and OCTAE approved assessment resulting in a valid Educational Functioning Level. Students who enter as Completed Advanced ESL cannot be counted on the NRS tables and should be re-assessed.

Adult Basic Education - Students with ABE levels 1-4 based on the initial tracked subject area pre-test for the first period of participation. This number includes, as a subset in the next row, those students who are additionally enrolled in Integrated Education and Training Programs (IETP) as indicated in their class enrollment records by having an IETP or IETP/Credential indicator.

Adult Secondary Education - Students with ABE levels 5 and 6 based on the tracked subject area pre-test for the first period of participation. T This number includes, as a subset in the next row, those students who are additionally enrolled in Integrated Education and Training Programs (IETP) as indicated in their class enrollment records by having an IETP or IETP/Credential indicator.

English Language Acquisition - Students with ESL levels ESL levels 1-6 based on tracked subject area pre-test for the first period of participation. Completed ESL is not a valid entry level and students with this entry level will therefore not be considered NRS participants and will not populate Table 3. This number includes, as a subset in the next row, those students who are additionally enrolled in Integrated Education and Training Programs (IETP) as indicated in their class enrollment records by having an IETP or IETP/Credential indicator.

Integrated English Literacy and Civics Education - participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes, as a subset in the next row, those students who are additionally enrolled in Integrated Education and Training Programs (IETP) as indicated in their class enrollment records by having an IETP or IETP/Credential indicator.

This row populates students who have IELCE selected in the Secondary Program field in LACES. Secondary Program may be set at Intake and can be updated at the Education tab/Education panel. Students who have IELCE selected in the Secondary Program field in LACES will count on this row regardless of their Entry EFL.

IELCE is defined as "education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function

effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training."

Integrated Education and Training Program is a subset of students who are in one of the above program types but additionally meet the IETP requirements.

Integrated Education and Training Programs are defined as: A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Table 4 – changes
Measurable Skill Gains (MSG) by Entry Level
- Column B – changed wording from 'Total Number Enrolled' to 'Number of Participants. This is just a text change, not a change in who is reported.
- Column C - Total Number of Participants Excluded from MSG Performance. This will be based on the Report Exclusion Reasons in the Demographics tab > Demographics panel
- Column K - Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain
- Column L - Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained

Exclusion reasons should be listed in the student's Demographics tab>Demographics panel. Students with exclusions will not populate any of the primary indicator or outcome NRS tables except Column C of Table 4 and will not be calculated toward completion totals for any table. They will be included on non-outcome/indicator tables such as Tables 1-3 and 6.

Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from all performance indicators except the Measurable Skill Gains indicator of Table 10.

Participants who exit the program due to the following circumstances may be excluded from the WIOA primary indicators of performance:
        • The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant. (Entered hospital or treatment center)
        • The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program. (Entered hospital or treatment center)
        • The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days. (Call to Active Duty)
         • The participant is deceased. (Deceased)

Table 4A – new
Educational Functioning Level Gain
- Educational Functioning Level Gain by English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level
- Report by Entry EFL
- **Column B –** only include students who made an EFL gain on this Table, not all participants
- **Column C** - Number with EFL Gain For ELA/Literacy or ELP by pre- and post-testing
    - Both ELA/literacy or ELP and Mathematics level gains must be reported for all participants, if tested in both areas. EFL gains reported in Columns C and D may be measured by reading, writing, literacy skills, speaking or listening tests approved for use in the National Reporting System for Adult Education (NRS).
- **Column D** - Percentage Achieving ELA/Literacy or ELP EFL Gains
- **Column E** - Number with EFL Gain For Mathematics by pre- and post-testing
    - Both ELA/literacy or ELP and Mathematics level gains must be reported for all participants, if tested in both areas.
- **Column F** - Percentage Achieving Mathematics EFL Gains
- **Column G** - Number with EFL Gain by Carnegie Units/ Credits
    - Report Carnegie unit/credit attainment for participants who achieved this outcome. **Multiple outcomes are permissible on this table for individual participants.**
- **Column H** - Percentage Achieving EFLGain by Carnegie Units/ Credits
- **Column I** - Number with EFL Gain by Transition to Postsecondary Education
    - Report entry into postsecondary education for participants who achieved this outcome. Multiple outcomes are permissible on this table for individual participants.
- **Column J** - Percentage Achieving EFL Gain by Transition to Postsecondary Education
- In each of Columns C, E, G, and I, record the total number of participants who achieved at least one educational functioning level gain of that type.
    - This means if a student makes multiple EFL gains in Reading, for ex., he will only be included once in the ELA/Literacy or ELP column (Column C), but if he also made gains on a Math test, he will also be included in the Math column (column E). A student could be included in all 4 columns but only once in each column.
- This does not result in any changes for agency data entry.

Table 4B - no change
Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Table 4C – no change
Measurable Skill Gains by Entry Level for Participants in Distance Education

Students are considered to be Distance Education learners if 51% or more of their instructional hours come from the instruction hours type: Instruction-Distance Learning.

Table 5 – changes
Primary Indicators of Performance
- New row for 'Attained any credential (unduplicated)'
    - Includes students who attain either a secondary or postsecondary credential. Participants who meet the requirements for inclusion in both the secondary and postsecondary credential cohorts would only be recorded once in Column B.
    - Only tracks students who were at a 9th grade level equivalent or higher, as indicated by assessment or by receiving instruction at 9th grade level or higher. This would be indicated one of the following ways:
        - Assessment Educational Functioning Level in *any subject area* in which they have a valid assessment within the period of participation/fiscal year is ABE L5 or ABE L6 **-or-**
        - Enrollment in a class for which the checkbox indicator of "9th grade level or higher" is checked/displays True or Yes.

Additionally, students will be excluded from Table 5 based on entry of one or more of the Exclusion reasons discussed for Table 4.

Table 5A – no change
Primary Indicators of Performance for Participants in Distance Education

Students are considered to be Distance Education learners if 51% or more of their instructional hours come from the instruction hours type: Instruction-Distance Learning.

Additionally, students will be excluded from Table 5a based on entry of one or more of the Exclusion reasons discussed for Table 4.

Table 6 – no change
Participant Status and Program Enrollment

Table 7 – no change
Adult Education Personnel by Function and Job Status

Be sure to remember to update the Years of Teaching Experience in Adult Education manually each fiscal year as the system does not automatically update this field.

Table 8 – changes
Outcomes for Participants in Family Literacy Programs (Optional)
- Column B changed from 'Number of Participants who Exited' to 'Number of Participants Included in the Indicator'
  - This means students will be included in the Measurable Skill Gain row even if they haven't exited.
  - The remainder of the rows will only include students who have exited (same data as on Table 5)
- Column C change from Number of Participants who Exited Achieving Outcome or Median Earnings Value' to 'Number of Participants Achieving Outcome or Median Earnings Value'
  - This means students will be included in the Measurable Skill Gain row even if they haven't exited.
  - The remainder of the rows will only include students who have exited (same data as on Table 5)
- No changes to the rows

Table 9 – changes/new
Outcome Achievement for Participants in Integrated English Literacy and Civics Education
- This report was previously titled 'Secondary Outcome Measures (Optional).' It was optional and included students who met any of the goals on the table.
- Now, it only includes IELCE students and is mandatory.
- The first row of the report tracks Measurable Skill Gains and includes all students.
- The next 6 rows are Table 5 data for only IELCE students.
- The following 3 rows include only students who exited with the following goals listed as either Set or Seat and Met goals in the student's Outcomes tab>Goals and Achievements panel:
  - Achieved Citizenship Skills
  - Voted or Registered to Vote
  - Increased Involvement in Community Activities
- The old Table 9 also included the following goals which are no longer reported on this Table (these are now only on Table 8 for Family Literacy)
  - Left Public Assistance
  - Increased involvement in child's education
  - Increased involvement in children's literacy activities

Table 10 – changes
Outcome Achievement for Participants in Correctional Education Programs
- Column B changed from 'Number of Participants who Exited' to 'Number of Participants Included in the Indicator'
  - This means students will be included in the Measurable Skill Gain row even if they haven't exited.
  - The remainder of the rows will only include students who have exited (same data as on Table 5)

- Column C change from Number of Participants who Exited Achieving Outcome or Median Earnings Value' to 'Number of Participants Achieving Outcome or Median Earnings Value'
    - This means students will be included in the Measurable Skill Gain row even if they haven't exited.
    - The remainder of the rows will only include students who have exited (same data as on Table 5)
- No changes to the rows

Table 11 – new
Outcome Achievement for Participants in Integrated Education and Training Programs
- All columns are the same as Table 5 and also includes the same rows that are on Table 5.
- 5 additional rows not on Table 5
    - MSG via Achievement of at Least One Educational Functioning Level Gain
        - EFL gain on pre and post test data
        - Earn Carnegie Units
        - Exit the program and enroll in postsecondary education or training during the program year
    - MSG via Attainment of Secondary School Diploma/ Recognized Equivalent
        - Based on data in Assessments tab or Education tab > Diploma/Credentials panel
    - MSG via Secondary or Postsecondary Transcript – LiteracyPro will need to make an update to accommodate this data and agencies will then need to enter the data
        - Enter in column C the number of participants who demonstrated progress through a secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.
    - MSG via Progress Toward Milestones - LiteracyPro will need to make an update to accommodate this data and agencies will then need to enter the data
        - Enter in column C the number of participants who demonstrated satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training
    - MSG via Passing Technical/ Occupational Skills Exam - LiteracyPro will need to make an update to accommodate this data and agencies will then need to enter the data
        - Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who successfully passed an exam that is required for a particular occupation or attained progress in technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Additionally, students will be excluded from Table 11 based on entry of one or more of the Exclusion reasons discussed for Table 4.

Q & A/Housekeeping:

1. **How can we identify co-enrolled students (those enrolled in more than one class within our program)?**

In LACES, you can use the options under the green More menu to access the All Enrollments grid. All Enrollments shows every active enrollment record the student currently has; it does not automatically display enrollments from which the student has been completed, although you can display those by clicking the white X in the Active filter tile.

More>All Enrollments

The list displays one record for each class, pair, or group in which the student is actively enrolled, allowing you to see students who have enrollments in more than one activity.

2. **For NEDP, what should we do about assessments if a student exits and is gone for 2-3 years and returns?**

Because the NEDP has requirements regarding how long a student can take to complete their NEDP, assessments for NEDP students are only good for the Fiscal Year in which it was administered and the

following FY, assuming their period of participation crosses that fiscal year. Returning students who are outside of this timeframe should be reassessed using a valid, level-defining assessment.

3. Is there a report that gives only the most recent assessment for students in a group or class?

Sadly, there is not. You can go to the More>All Assessments area and filter by data range but this will still include other assessments. It can be sorted or exported to Excel to allow greater filtering capability but it still won't get you exactly what you're looking for. A ticket has been added to the development queue to create a report that tracks this, but this is our first request for this type of report, so it is a lower prioritization level.

4. Is there a way to see how many students are enrolled in a class without having to go into the class record and count the enrollments?

Yes, in the Class grid, you can change your view or create a custom view. There is an existing view called Class Enrollment that can be applied to add columns for the number of students Enrolled, Completed, Dropped Out, and Waiting. To add this view, go to Class>View and click the drop-down arrow. From the Shared Views, select Class Enrollment to apply this view.

5. Can we import TABE assessments?

Yes, you can import TABE assessments provided the Excel spreadsheet used for import is correctly formatted, and the student has a TABE Identifier in their record prior to import. The import for TABE was designed for use with TABE Online assessments, but can be used to import other TABE assessments.

On the import file, in the Form column you will simply enter 'TABE 9' or 'TABE 10' instead of 'TABE 9 Online Complete Battery' or 'TABE 10 Online Complete Battery.'

As noted in the documentation, the number in the 'Student Login ID' column will need to be entered in the TABE Identifier field in the Education panel of the student's LACES record for the data to import successfully.

TABE Online Import Documentation - https://sites.google.com/a/literacypro.com/laces-imports/tabe-import.

6. **How can I get an accurate count of students served? Sometimes the numbers on reports or the dashboard seem different from what we have manually tracked.**

The Current FY student list will include students who have an active enrollment, even if it was from a prior FY, so that may not be the best count. The Students Enrolled- Actual vs Target can be a better option because it includes all students with 1 or more hours in the FY. You can also use the Searches>Hours>Hours Attended search to search for students with at least 0.1 hours in a specific date range, which may be the most accurate since it allows you to track students who may have >0 but <1 hours. When Table 2A is implemented later this fiscal year, this will provide the most accurate count for all students served or with intent to receive services.

7. **Where do we enter credentials for students? Does it matter if they earned the credential as part of an Integrated Education Training program or not?**

To add a credential, do the following:

- Go to the student's Education tab
- Click the Postsecondary Education or Training panel
- Click +Add New Record
- In the provided pop-up window, enter *at least* the four required fields. (You may fill out additional fields as desired or based on state policy, but you must have these four):
    - Type
    - Enroll Date
    - Credential Attained
    - Date Earned – **must** be after the Enroll Date
- Please note that you may already have entered the Type and Enroll Date if you indicated that the student enrolled into Postsecondary Education or Training and are now entering completion of a certificate for that training. If that is the case, you can edit the existing record to add the Credential Attained and the Date Earned; you would not have to enter an entirely new record.
- If the student is enrolled in a class with an IETP/Credential indicator, completion of a post-secondary credential will count on Table 5 for the row called Attained a Postsecondary Credential while enrolled or within one year of exit. If the student is not enrolled in a class with an IETP/Credential indicator but instead has No Value entered or IETP in the class enrollment record, they will not count in the called Attained a Postsecondary Credential while enrolled or within one year of exit row, but will count in the Attained any credential (unduplicated) row being added in late FY 18/19.

8. How can we find someone who has an Exclusion reason reported?

If you want to search exclusion items, you can go to the criteria builder search in the student grid by clicking + ADD SEARCH:

In the criteria builder window, click the drop-down triangle and start typing Report Exclusion Reason, or scroll until you see this field name. This field is listed in both the Students header and the Demographics header in the search options, you can select either one.

In the next window, choose from the following:

- = (equal to)
- != (not equal to)
- Starts with (best for searching for the starting word for a specific exclusion reasons such as Deceased, Call to…, Entered…)
- Ends with
- Contains
- Not contains
- In the list
- No value (best for searching for students who have no exclusion reason listed and may need one added)
- Has any value (this one if best if you want students with ANY exclusion reason, not just specific exclusion reasons, especially if you need to update to remove that exclusion for any reason)