

# LEAP Into WIOA

NRS Measures &  
Reporting: A Companion  
Toolkit | January 2017



**National Reporting System  
for Adult Education**

*A project of the U.S. Department of Education,  
Office of Career, Technical, and Adult Education*

LEAP into WIOA  
Part 2: NRS Measures & Reporting  
**A Companion Toolkit**

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## Introduction

The 2016 National Reporting System (NRS) Regional Training, *Leap Into WIOA, Part I & II*, addressed how changes brought on by the Workforce and Innovation Opportunity Act (WIOA) affect NRS data collection, reporting and systems, and by extension, state adult education programs. In the training sessions, state teams engaged in activities intended to help them explore those changes further and practice leadership strategies and approaches for communication with state staff, local programs, and other required partners as they plan for adjustments in the required state reporting and data collection.

## Purpose

This toolkit is a companion to Part II, *NRS Measures & Reporting*. (The companion toolkit for *LEAP Into WIOA, Part I: Planning for Change* can be found on [NRSSWeb.org](http://NRSSWeb.org)). Within this toolkit, you will find materials and handouts from the training, as well as supplemental handouts and resources for further reading and exploration. These materials are intended for state adult education staff to extend their learning and understanding of the topics, and to provide materials for working with both state and local program staff. We've created this toolkit in an electronic format to enable ease of sharing and printing.

## How to use

As with the *LEAP Part I* Toolkit, this toolkit groups materials by topic: overview of the revised NRS, definition of key elements, and practical scenarios for working with local providers. Each section contains information for understanding the topic, followed activities for use with the state team. Activities also include suggestions for modifications for use by state staff, local program staff, or other adult education stakeholders.

We recommend you review all sections in the toolkit. We think each is necessary for building upon concepts learned in *LEAP, Part I* in creating effective systematic change. The sections are set up in a module-like format that allows the user to select which areas to focus on if time is short.

# 1. Understanding the Revised National Reporting System for Adult Education (NRS)

## Section summary

While the U.S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE) will provide extensive formal guidance and regulations for WIOA and the revised NRS, this toolkit will provide basic terminology and information that can provide practical support to both state adult education staff and local providers as they navigate changes in their state. In this section, you will review the basics of the impact of WIOA on the NRS including the resulting changes to the NRS reporting tables. Additionally, you will learn how these changes affect the reporting timeline.

By the end of this section you will understand

- key term changes as a result of WIOA that affect data collection and reporting,
- the impact of WIOA on the NRS tables, and
- when various criteria and indicators need to be collected and reported.

## Overview of NRS changes

As mentioned in the *LEAP, Part I* toolkit, WIOA aimed to streamline the following core federal education and workforce training programs through a unified state plan of coordinated services:

**TIP:** Share this section with local providers to ensure all staff are working with the same definition of key terms.

1. adult, youth, and dislocated worker employment training and Wagner-Peyser services;
2. adult education and literacy programs; and
3. vocational rehabilitation services.

WIOA also included new accountability requirements to reflect increased emphasis on employment and postsecondary education, and more tracking of participants after their exit. These new requirements mean changes to the NRS to state and local data systems and the need for additional staff training. In any system change, it is helpful for all parties involved to be working with the same set of terms and definitions so as to reduce misinterpretation. This type of confusion can lead to challenges and frustration further along in the process and hinder progress. For the remainder of this section we will review the most common and relevant key terms for adult education. The good news is that everything is not new. So what is new and what is not? Let’s begin with what remains the same.

### *A review of common unchanging terms*

**Participant** – A participant is an individual who has 12 or more contact hours. This definition is consistent with the criteria we have always used.

**Measurable Skill Gains** – While this term is defined in a new way under WIOA (see below), the procedures and policy for pre-post-testing and assessment remain the same.

**Program entry** – As always, this refers to the date of an individual’s enrollment in the adult education program or services.

**Program exit** – This refers to the last date the participant received services and has no further services. Program exit cannot be determined until at least 90 days have elapsed since the participant last received services.

**Credential attainment indicator** – This is another term that will be redefined below; however, there is an element that remains unchanged, receipt of a secondary credential.

### ***A review of new terms***

**Reportable individual** – This is an individual who has taken action demonstrating an intent to use program services and who meets reporting criteria, including providing identifying information, but has achieved less than 12 contact hours.

**Period of participation** - A period of participation begins each time an individual enters adult education and gets at least 12 hours of service, even if there are multiple entries during the same program year. A participant may have multiple periods of participation a year and performance is measured and reported on NRS tables for each period.

**Measurable Skill Gains (MSG)** – This is a WIOA performance indicator, which includes educational functioning level gain through pre- post testing, entry into postsecondary education after program exit and awarding of Carnegie Units for progression from ABE Level 5 to Level 6. MSG also includes receipt of a secondary credential. Only one of the outcomes is reported (the last one) on NRS tables for each period of participation.

**Barriers to employment** - WIOA defines 11 types of participant characteristics that can create barriers to employment. The joint ICR reporting form breaks out performance measures for each type of participant by barrier. See the Day 1 PowerPoint for a list of the 11 barriers to Employment under WIOA.

**Credential attainment indicator** – This includes both receipt of a postsecondary credential and receipt of a secondary credential while enrolled or within one year of exit. However, receipt of a secondary credential is only counted if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program. The secondary credential only applies to participants who exit at the ninth grade equivalent or higher; postsecondary credential only applies to participants in postsecondary education.

**Second quarter employment indicator** – This refers to whether participants are employed in the second quarter after exit.

**Fourth quarter employment indicator** – This refers to whether participants are employed in the fourth quarter after exit.

**Median earnings indicator** – This indicator refers to the median of all participants employed in the second quarter after exit

We will look at three of the above terms—measurable skill gains, period of participation, and credential indicator—more in depth in a later section, *Defining Key Elements of NRS Reporting*.

## Summary of NRS Table Changes

The above changes have direct implications for NRS tables and reporting and the NRS has updated reporting tables to collect new data. Several tables have minor changes, and a few tables are optional. Tables 4 and 5 have the most extensive updates and were discussed in depth at the *LEAP, Part II* regional trainings. For a full review of the table changes and their implications on data systems, refer to the training materials in the appendix. Figure 1 provides a summary of changes to the NRS tables listed by current versus new table number and title.

**TIP:** Copy and paste Figure 1 into a separate document for an easy handout to share with state and local program staff.

**Figure 1. Summary of Changes by Current and New NRS Tables**

Current NRS Table	Change	New NRS Table
Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex	No change	Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex
Table 2: Participants by Age, Ethnicity, and Sex	Age 45-59 category broken up into 45-54 and 55-59	Table 2: Participants by Age, Ethnicity, and Sex
Table 3: Participants by Program Type and Age	(1) Age 45-59 category broken up into 45-54 and 55-59; (2) ESL named English Language Acquisition; (3) separate reporting for Integrated EL and Civics participants; breakout for IET for all categories	Table 3: Participants by Program Type and Age
Table 4: Measurable Skill Gain and Attendance by Educational Functioning Level	(1) EFL gain expanded to be Measureable Skill Gain, defined as (1) EFL gain by pre-post-testing, completion of Carnegie Units or entered postsecondary education or training; and (2) obtained a secondary credential	Table 4: Measurable Skill Gain by Entry Level

	<ul style="list-style-type: none"> <li>(2) Number completed a level and advancing a level no longer separately reported</li> <li>(3) New columns for period of participation reporting</li> </ul>	
Table 4B: EFL Gains and Attendance for Pre- and Post-tested Participants	Number completed a level and advancing a level no longer separately reported. "Completed" changed to "achieving EFL gain".	Table 4B: EFL Gain and Attendance for Pre- and Post-tested Participants
Table 4C: Measurable Skill Gain and Attendance by EFL for Participants in Distance Education	Same as Table 4 but for reporting distance education participants.	Table 4C: Measurable Skill Gain by Entry Level EFL for Participants in Distance Education
Table 5: Core Follow-up Outcome Achievement	<ul style="list-style-type: none"> <li>(1) Outcomes changed to WIOA required indicators</li> <li>(2) rows and columns for sampling eliminated</li> <li>(3) rows and columns for number used for data matching or survey eliminated; new columns added for period of participation reporting</li> </ul>	Table 5: Core Follow-up Outcome Achievement
Table 5A: Core Follow-up Outcome Achievement for Participants in Distance Education	Same as Table 5 but for reporting distance education participants.	Table 5A: Core Follow-up Outcome Achievement for Participants in Distance Education
Table 6: Participant Status and Program Enrollment:	<ul style="list-style-type: none"> <li>(1) Status categories of disabled, on public assistance and living in rural areas dropped</li> <li>(2) New employment status category added of "employed with notice of termination"</li> <li>(3) Optional secondary status categories dropped</li> <li>(4) Program types of homeless and work-based project learner dropped</li> <li>(5) Changed "GED" to "high school equivalent"</li> <li>(6) changed "some college" to some postsecondary</li> </ul>	Table 6: Participant Status and Program Enrollment:



	education” and “high school” changed to “secondary school equivalent”	
Table 7: Adult Education Personnel by Function and Job Status	No change	Table 7: Adult Education Personnel by Function and Job Status
Table 8: Outcomes for Adults in Family Literacy Programs (optional)	Identical to new Table 5 with a row added for measurable skill gain; includes optional measures of increased involvement in children’s education and increased involvement in children’s education	Table 8: Outcomes for Adults in Family Literacy Programs (optional)
Table 9: Outcomes for Adult in Workplace Literacy Programs	Old Table 9 is eliminated and replaced by now former Table 11 without work-based project learner category. For optional reporting of left public assistance, achieved citizenships skills, increased involvement in children’s education, voting or registered to vote, increased community involvement	Table 9: Secondary Outcome Measures (Optional)
Table 10: Outcomes for Adults in Correctional Education Programs	Revised to be identical to new Table 5 with a row added for measurable skill gain; for separate reporting of participants in correctional education programs	Table 10: Outcome Achievement for Adults in Correctional Education Programs
Table 11: Secondary Outcome Measures (Optional)	Now Table 9	See new Table 9
Table 12: Work-based Project Learner by Age, Ethnicity and Sex	Eliminated	NA
Table 14: Local Grantee by Funding Source	Column added to include IEL/EL Civics providers	Table 14: Local Grantee by Funding Source

**Note:** Table 13 was eliminated in 2012.

## Activities

The activities described below and in each section were conducted in the NRS regional training by state teams. These activities can be replicated with additional state staff who were not in attendance. In addition, we have provided suggested modifications to use the activities with local program staff.

### *Determining the implications of WIOA for data collection*

States used this activity to examine the new WIOA terminology and NRS table changes as a state team. In state teams, they then reviewed each individual table and summary of its requirements for completion and considered the impact these would have on the six common topics identified in *LEAP, Part I*: 1) intake, 2) measurable skill gains, 3) follow-up, 4) data systems, 5) program monitoring, and 6) training, communication and leadership. After identifying the impact of WIOA changes on each topic, state teams brainstormed potential questions local providers may have regarding the changes. This activity is a useful one to revisit in order to both help new staff learn necessary elements for completing the NRS tables and also as a way of continually identifying needs of local program staff and areas for additional training.

### *Adaptations*

*For use with local program staff:* Understanding the overall purpose of why certain reporting elements are required can help ensure fidelity and efficiency of reporting at the local program level. Use this activity with local program staff as a way to help them become familiar with the larger federal reporting and how their local program reporting fits in with the larger purpose. In place of the section brainstorming potential questions related to the tables, you may want to compare state responses to the implications chart with how the local program staff completed the same task as a way to connect the state and local focus of data reporting.

### *Key terms Jeopardy®*

It can often take multiple exposures to new information in different formats in order to remember and understand how it is used. Taking dry information and putting it into a format that is engaging can help this process. The key terms Jeopardy® game was created with this in mind. Information in the areas of some of the key terms was put into a Jeopardy® format and state teams faced off against the other team at their table responding to the answers in the traditional question format.

### *Adaptations*

*For use with local program staff:* This technique is useful with a variety of people, but may be best suited for a longer training and used in order to break up longer blocks of discussion. Provide the same link to the game as is, or copy the game and adapt the questions and answers to other specific local program information. Following the game, provide time for teams or groups to discuss the answers they got wrong and why. Then as a whole group, discuss any remaining questions or use the whole group time to review some of the more complex questions.

### ***Communication Guidance/Six Key Issues***

In this activity, state teams reviewed the characteristics of effective communication which were discussed in depth in LEAP, Part I. Each group was then provided a question prompt related to the six key issues around WIOA (as noted in the training) and one of the key terms under WIOA. Participants then individually wrote a message to local programs describing the topic in their own words. Teams provided feedback on whether the message was clear, if anything was left out, or how else to revise the messages for clarity and understanding which was then incorporated into one final message. This activity is helpful in showing whether a participant understands the information that was presented.

#### ***Adaptations***

For use with local program staff: This activity works well as a gallery walk with messages written on chart paper and feedback provided using post-it notes. Have participants at a face-to-face training create messaging in groups for the same items or others around WIOA and NRS reporting as if they were explaining the process to new staff. Assign teams a particular format for their message, such as newsletter article, webinar, or interoffice memo to help narrow their focus. Feedback can be provided in a whole group discussion.

### ***Table Changes in Action***

During the training, participants were provided Handout 6. After each set of tables was presented, state teams discussed a possible scenario related to data collection for the tables, and determined the appropriate response for how to complete the corresponding NRS table.

#### ***Adaptations***

For use with local program staff: This activity can be completed as is with local programs. Additionally, state training staff may want to identify real-life examples from local programs to supplement this activity. As a group discuss why answers are or are not correct for a particular situation.

### **Additional Resources**

The following resources provide further reading about WIOA implementation, NRS Performance Reporting and other sources of information.

- Adult Education and Family Literacy Act (AEFLA) Reporting Tables  
[http://www.nrsweb.org/docs/AEFLA\\_ICR\\_June\\_2016\\_508.pdf](http://www.nrsweb.org/docs/AEFLA_ICR_June_2016_508.pdf)
- Federal Financial Report Template  
<http://nrsweb.org/docs/WIOA-FederalFinancial-508.pdf>
- Narrative Report instructions  
<http://www.nrsweb.org/docs/Narrative-Report-WIOA-508.pdf>
- WIOA Statewide and Local Performance Report Template  
<https://doleta.gov/performance/pfdocs/ETA-9169-WIOA-State-and-Performance-Report-Template.pdf>

## 2. Defining Key Elements of NRS Reporting

### Section summary

The previous section touched upon broad elements of WIOA changes and the implications for the NRS reporting tables. This section takes a deeper look at three key elements that have an impact on multiple data collection and reporting topics and issues.

By the end of this section you will have a clearer understanding of the following topics:

- measurable skill gains,
- periods of participation, and
- credential indicator.

### Measurable Skill Gains (MSG)

Adults enroll in adult education programs for many different reasons, but most often they attend to gain the skills they need to be successful in school, the workplace, and their everyday lives. Under the *Workforce Innovation and Opportunity Act* (WIOA), programs are able to determine their success in helping students gain those skills, using the measurable skill gains (MSG) indicator. This section explains what MSG is, how it is measured, who is included in the indicator, and how it is different from the outcome measures that state and local adult education programs previously collected.

#### *What is the measurable skill gains indicator?*

MSG is a WIOA-required indicator used to demonstrate participants' progress toward achieving a credential or employment.

#### *How is measurable skill gains measured?*

For adult education programs, participants can demonstrate MSG in two ways: educational functioning level gain and receipt of a secondary credential (as seen in Figure 1, below).

- 1. Educational functioning level gain** can be demonstrated in one of three ways:
  - Comparing a participant's pretest with the participant's posttest, using an NRS-approved test
  - Awarding Carnegie Units or credits in an adult high school program (enough to move to 11th- or 12th-grade status according to *state* rule)
  - Enrollment in postsecondary education and training after exit
- 2. Receipt of a secondary credential**, which can be demonstrated by obtaining passing scores on state-approved high school equivalency tests or obtaining a secondary diploma or state-recognized equivalent.

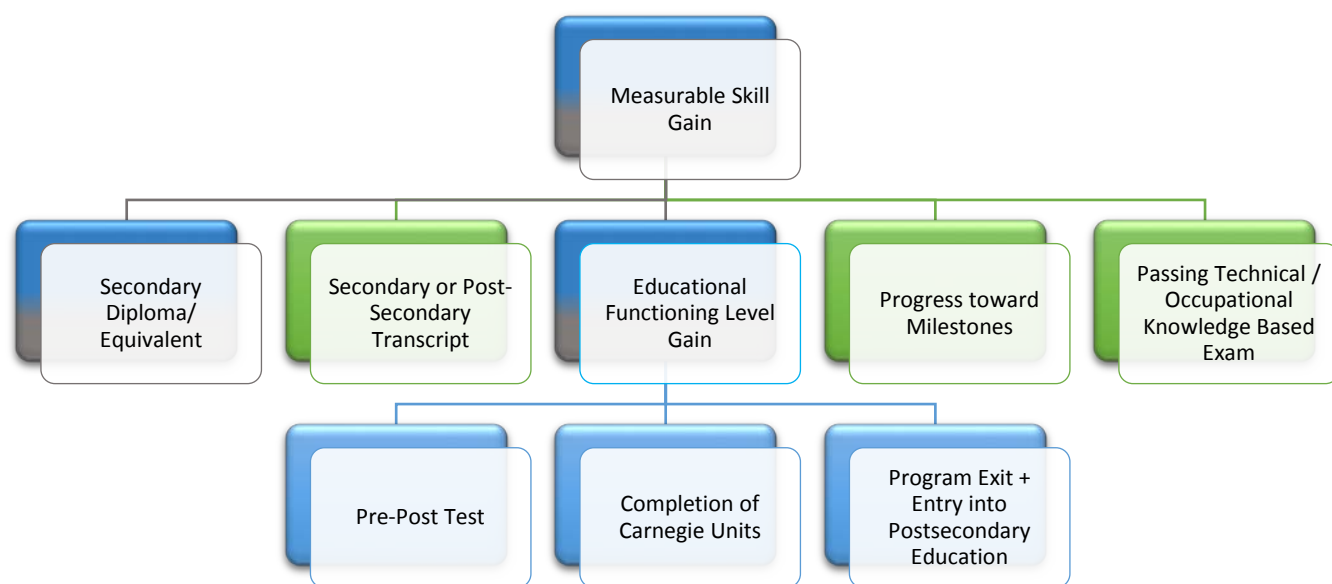
Participants in *other* WIOA partner programs can also demonstrate MSG by demonstrating progress from a secondary or postsecondary transcript, progress toward milestones, and passing a technical/occupational knowledge-based exam (shown in Figure 1).

### *Who is included in the measurable skill gains?*

MSG is reported for all participants (adults who receive 12 or more contact hours) for each period of participation. However, participants who are forced to exit the program due to the following extenuating circumstances are excluded:

- Incarceration or entry into a 24-hour support facility such as a hospital or treatment center
- Medical treatment that lasts more than 90 days
- Being called into active duty in the National Guard or other armed services for at least 90 days
- Death

**Figure 2: Five Types of Measurable Skill Gains Under WIOA**



### *Where are data reported for measurable skill gains?*

The NRS has four tables for reporting MSG:

- **Table 4**—for all participants
- **Table 4C**—for participants in distance education
- **Table 8**—for participants in family literacy programs (optional table)
- **Table 10**—for participants in correctional education programs

Each table breaks down -by NRS educational functioning level- the total number of participants, the number and percentage who achieve an MSG, the total number of periods of participation<sup>1</sup> and the

<sup>1</sup> See the section on periods of participation for more information on this topic.

total number of MSGs by period of participation. Only the most recent MSG achieved is reported per period of participation, even if more than one MSG is achieved.

### ***How does this differ from previous reporting?***

Entry into postsecondary education at exit and receipt of a secondary credential count as outcomes, as they did before, but now are counted as an MSG rather than as separate measures. Although measureable skill gains is a new measure, pre- and post-testing, and assessment procedures and policy remain the same as prior reporting for measuring gains in an educational functioning level.

## **Periods of Participation (POP)**

Performance calculations under the new *Workforce Innovation and Opportunity Act* (WIOA) of 2014 require that indicators be calculated for participants and according to their periods of participation. This section explains participants and periods of participation, and their implications for data collection and reporting to the NRS. In the regional training, *Leap Into WIOA, Part II*, participants delved deeper into these definitions to understand their impact on state reporting.

### ***What is a participant?***

Under WIOA, an individual who completes at least 12 contact hours of service in an adult education program qualifies as a Title II “participant” and any individual who receives adult education services without completing at least 12 contact hours is considered a “reportable individual.” Only participants are reported for WIOA performance indicator purposes. Participant status must be achieved any time an individual enters, or reenters, an adult education program. Participants who continue receiving services across program years do not need to requalify as a participant in a new program year since exit has not occurred.

### ***What are periods of participation?***

A period of participation begins each time a participant enrolls in adult education—even when multiple enrollments occur during the same program year. Subsequent enrollments during a program year result in a new period of participation. Therefore, a participant may have more than one period of participation in a program year.

Exit date is the last day of service for participants, but this date cannot be determined until 90 days have elapsed since the person last received services and there are no future services planned. Services do not include self-service, information-only services, activities, or follow-up services

For example, a student who enters an adult education program in September, exits in December, and re-enrolls in May has two periods of participation for the purpose of reporting MSG, and only one POP for the purpose of reporting exit-based indicators because only one exit is reported. A participant who enters an adult education program only once within a program year has one period of participation for the purpose of reporting both MSG and exit-based indicators (upon their exit). For all performance indicators, each period of participation is counted separately, resulting in duplicate reporting of individual participants with more than one period.

### ***How are periods of participation used for calculating performance indicators?***

State performance on all core outcome measures under WIOA, excluding median earnings, is calculated as a percentage of the total number of outcomes achieved by the total number of periods of participation.

### ***Do the WIOA performance measures apply for each period of participation?***

Every period of participation is treated as a separate event for a participant and performance indicators apply separately to each period. This means that for each period of participation, the state must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators. Each exit date from a period of participation is used to determine the follow-up time. For example if a student exits in December, reenrolls in April, and exits again in June, the state would report on appropriate post-exit indicators for both exits. The second-quarter employment outcome, for example, would be reported in the April through June quarter for the December exit, and in the following October through December quarter for the June exit.

### ***How do periods of participation affect pre- and post-testing of participants?***

At entry into each period of participation, a participant must be placed in an NRS educational functioning level (EFL) on the basis of an approved NRS assessment. EFL placement in a new period of participation can carry over from a prior period, or a new placement test may be administered. However, it is important to note that policy and procedures for assessing students should not change because of periods of participation. Proper assessment practices should always be followed.

Policies and procedures regarding the assessment of individuals who return after an exit or an extended absence must be detailed in the state's assessment policy, and those policies and procedures must follow test publishers' guidelines, when available.

If the test publisher does not have retesting guidelines for returning students, the state must establish a policy for retesting that local programs must follow. These procedures will provide uniformity to testing practices within the state. After a participant is placed in an EFL in the new period of participation, either by a new assessment or carryover from a prior assessment, an EFL gain (via pre-/ post-testing) in the new period of participation requires that a new posttest be given. A posttest used in the additional period of performance may not be used to also reflect a gain in a prior period of performance.

### ***Must barriers to employment and student demographic data be collected for each period of participation?***

Yes, all barriers to employment data must be collected for each period of participation. Each new program entry is a new period of participation, and after 12 contact hours, the enrolled individual is treated as a "new" participant.

Demographic data—age, sex, employment status, and race/ethnicity—are not likely to change over the year. Therefore, depending on how a state requires programs to keep demographic information on file,

participants may simply verify that all the information in their record, from the first period of participation, is still current.

## Credential Indicator

Adult education programs have always tracked the number of students obtaining a secondary credential as a follow-up outcome measure for NRS reporting. However, the *Workforce Innovation and Opportunity Act* (WIOA) establishes a credential indicator that includes secondary and postsecondary credentials. This section explains the credential indicator, who is included in the measure, how it is calculated, how it differs from previous measures, and how it is reported.

### *What is the credential indicator?*

The credential attainment indicator measures two types of credentials:

- Receipt of a secondary school diploma or recognized equivalent during participation or within one year after exit from the program. The receipt of this credential is only counted if the participant also enters postsecondary education or training, or employment within one year after exit.
- Receipt of a recognized postsecondary credential during participation or within one year after exit from the program.

### *Who is included in the credential indicator?*

The secondary school diploma credential component of the indicator applies only to participants enrolled in a secondary education program at or above the ninth grade level who exited the program and who did not have a secondary school diploma or its equivalent. The postsecondary education credential component of the indicator applies only to participants who were enrolled in a postsecondary education or training program who exited.

Participants in correctional education programs (WIOA Section 225) are excluded from the indicator. In addition, participants are excluded from the indicator if they are forced to exit the program due to the following extenuating circumstances:

- Incarceration or entry into a 24-hour support facility such as a hospital or treatment center
- Medical treatment that lasts more than 90 days
- Being called into active duty in the National Guard or other armed services for at least 90 days
- Death

### *How is the credential indicator calculated?*

The credential indicator is calculated as a percentage of the total number of participants who exited during the reporting period who achieved either credential as defined above *divided by* the total number of participants (1) who exited and were enrolled in a postsecondary education or training program *plus* (2) all participants who exited and were enrolled in a secondary education program at or above the ninth grade level and did not have a secondary school diploma or its equivalent.



### ***How is this different from previous reporting?***

Participants must be enrolled at the ninth-grade equivalent or higher during participation in the program to be included in the measure, and they must be employed or enrolled in postsecondary education within one year after exit in order to be counted for achieving a secondary credential. Attainment of a postsecondary credential is a new performance indicator for the NRS under WIOA.

### ***Where are data reported for the credential indicator?***

NRS Table 5 reports the indicator and other WIOA-required exit-based measures. This indicator is also included in the following tables:

- Table 5a—for participants in distance education
- Table 8—for participants in family literacy programs (optional)
- Table 10—for participants in correctional education programs

Performance on this indicator cannot be measured until one year after a participant's exit.

## **Activities**

### ***Table Changes in Action***

During the training, participants were provided Handout 6. After each set of tables was presented, state teams discussed a related scenario and determined the appropriate response for how to complete the corresponding NRS table. To adapt this activity, go through the tables and note which of the tables uses measurable skill gains, period of participation, or credential indicators in its reporting. Highlight the most common mistake or concern you have seen from local programs regarding each of these issues and completing the tables. Craft a communication that explains to local programs how each of these elements works in conjunction with completing the tables.

### ***Adaptations***

*For use with local program staff:* For this activity, after local program staff identify which tables use each of these key elements, brainstorm common questions or concerns and develop answers in small groups. Then discuss the results as a whole group and identify any misinterpretations or areas for clarification.

## **Additional Resources**

- OCTAE: Workforce Innovation and Opportunity Act webpage  
<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>
- RSA: Workforce Innovation and Opportunity Act webpage  
<https://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html>
- DOL: Workforce Innovation and Opportunity Act webpage  
<https://www.doleta.gov/wioa/>
- Performance Accountability Guidance for WIOA Title I, Title II, Title III and Title IV Core Programs  
<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>

### 3. Practical Scenarios for Addressing Needs of Local Providers

#### Section summary

Learning and memorizing new terms and concepts is one thing, but applying that information to real-life situations can be more difficult. Situations that happen in the everyday running of adult education programs, including data collection, often do not have clear solutions, or yes or no results. Throughout the NRS regional training, we interspersed the presentation with example scenarios for participants to practice applying their knowledge. In this section we provide three sample adult education student profiles as well as probing questions that can help you or your staff understand how changes to WIOA and the NRS reporting tables affect data collection in your state.

**TIP:** Adapt these scenarios for your own state context and add names and locations that will help others relate more to the situation.

#### *Profile 1: Juanita*

Juanita is an immigrant to the U.S. who has worked in others' homes for many years. She decides she wants to improve her English and try to get a better job. Juanita enrolled in ESL classes in September and tested at ESL Level 3. She attended until class ended in November, achieved a level gain, but never returned.

#### Questions:

- What is Juanita's participant status? Is she a reportable individual or a participant and why? She is a participant because she achieved more than 12 contact hours.
- Which measurable skill gain (MSG) does she have? She has one EFL gain.
- Where would it be reported? Table 4, Columns D & J.
- How many periods of participation (POP) does she have and how do you know? Where would it be reported? One POP from September to November which is determined 90 days after her last attendance date. It should be reported in Table 4, Column I.

#### *Profile 2: Tony*

Tony has been working odd jobs and wants to get the technical skills required to get a steady job in a particular field. Tony enrolled in ABE Level 2 in September, but left after 10 hours. He returned in November but dropped out in December, after 40 contact hours. He returned as a participant in April, posttested in June and showed a level gain, and then exited that same month.

#### Questions:

- Which MSG does he have? One EFL gain, reported in Table 4, Column J.
- How many POPs does he have and where is it reported? Two POPs reported in Column I. 1) September to December and 2) April to June. These are both determined 90 days after exit.

- Can Tony's pre-test be reused in December for placement and reporting? Why or why not? If Tony was pretested in September, his test can be reused in November for placement and reporting, according to state policy.
- Does he need to be retested in April? Why or why not? He must be retested for placement in April if his September test is beyond the retesting time set by state policy and has expired.

### **Profile 3: Angela**

Angela never finished school and has been unemployed for several months. She decides to get her diploma in the hopes of getting into a degree program. She became a participant in ABE Level 4 in October, achieved an EFL gain, and then dropped out in December. She returned in April, passed the GED tests in June to get her secondary credential, and exited.

#### **Questions:**

- How many POPs does she have and what are the entry/exit dates? Two POPs from October to December, and April to June.
- Which MSG does she have? One EFL gain (first POP), and obtained a secondary credential (second POP).
- Where is each MSG reported? EFL is reported in Table 4, Columns D (unduplicated) and J (for the first POP). The secondary credential is reported in Table 4, Column J (duplicated).
- Which POP must be followed up on and when? Angela has two periods of participation and must be followed up for employment indicators in the second (April-June) and fourth (October-December) quarters after exit for Period 1; and must be checked second (October-December) and fourth (April-June) quarters after exit for Period 2.
- Can her posttest be used for placement in April? Why or why not? If not expired according to the publisher or state policy, Angela's posttest in December can be used for placement in April.
- Can she be included in the median earnings calculation? If she was employed in the second quarter after exit for either or both periods, she will be included in the median wage calculation.
- Will Angela be included in the numerator or denominator for the credential indicators? She moved into the ABE Level 5 (ninth-grade equivalent or above) during the first period of participation, and began the second period of participation at that level. She is included in the credential measure denominator for both periods of participation. She received her GED in the second period of performance, but must be employed or have entered into postsecondary education within one year after exit from the second POP to count in the numerator.

## Activities

### *Who? What When?*

Using the individual adult education participant profiles, state teams identified the information that needed to be reported, when the information should be collected, and in what tables it should be reported for each scenario. Participants recorded responses on their individual handouts. Within the whole group discussion, participants discussed the correct responses, and when and where there may be multiple correct answers.

### *Adaptations*

*For use with partner agencies or local programs:* This activity can be used in a similar manner with other groups. Scenarios provide good practical application of concepts and help participants understand how concepts apply to their situations. State trainers can adapt this activity to include actual scenarios encountered by their local programs to provide a more direct understanding of how to complete the tables.

### *World Café*

A café conversation is a creative process for leading collaborative dialogue, sharing knowledge, and creating possibilities for action. In this activity, participants selected a topic they wanted to discuss and went to the respective table. Each table had about six to eight people discussing the assigned topic, and shared experiences and lessons learned for about twenty minutes. Three rounds took place where participants were able to select a different table/topic to discuss for each subsequent discussion. A short whole group debrief allowed participants to share a highlight from their conversations or ask clarifying questions.

### *Adaptations*

*For use with partner agencies or local programs:* Select topics that are neither too specific nor too broad that pertain to local situations or partners when dealing with data collection issues. At the end of the rounds, address any concerns of local programs and correct any misconceptions regarding how data collection and reporting should take place.

## Additional Resources

- NRS Resources for the Workforce Innovation and Opportunity Act (WIOA) and the National Reporting System (NRS) for Adult Education  
<http://www.nrsweb.org/foundations/tables.aspx>

## Appendix of Tools

### PowerPoints from regional training

These slides include the presentations from all three days of *Leap Into WIOA, Part II: NRS Measures & Reporting*.

### Handouts from the regional training

Handouts align with the presentation slides. Although some may not be referenced specifically in this toolkit, when used with the presentation slides, the handouts provide a support for addressing common questions and scenarios related to reporting.

### Additional Materials

Additional resources for reference.

## **PowerPoints from regional training**

These slides include the presentations from all three days of *Leap Into WIOA, Part II: NRS Measures & Reporting*.

# LEAP Into WIOA, Part II: NRS Measures and Reporting

September/October 2016



1

# Welcome and Overview of the Training

OCTAE and NRS Support Project



2

## What Is LEAP?

- ▶ **L**earn about the Workforce Innovation and Opportunity Act (WIOA) and the new measures.
- ▶ **E**xplore what it means for your state adult education program.
- ▶ **A**ssess your situation and what you may or may not have in place.
- ▶ **P**lan for implementation of your state plan.



3

## LEAP Into WIOA, Parts I & II

- ▶ New NRS measures under WIOA
- ▶ Change Style Indicator
- ▶ Leadership during change
- ▶ Evaluating state data systems
- ▶ Communicating change to stakeholders
- ▶ Implementing your state plan



Part I: Preparing for Change  
(June/July 2016)

- ▶ Accountability under WIOA
- ▶ Measures
- ▶ NRS table changes
- ▶ Data system changes
- ▶ Planning for and communicating NRS changes
- ▶ Follow-up to LEAP, Part I

Part II: NRS Measures and Reporting  
(September/October 2016)



4



## Agenda Day 1

- ▶ Welcome and Training Overview
- ▶ New Vision for Adult Education
- ▶ WIOA Performance Reporting
  - Joint Statewide Performance Report
  - NRS Reporting under WIOA
- ▶ NRS Tables 1–3
- ▶ Cross–state Sharing
- ▶ State Planning Time

See Handout: Agenda

5

## Agenda: Day 2

- ▶ Review of Day 1
- ▶ NRS Tables 4–5
- ▶ NRS Tables 6, 7, 8, 9, 10, and 14
- ▶ Time Line for Reporting
- ▶ Cross–State Sharing
- ▶ State Planning Time

6

## Agenda Day 3

- ▶ Review of day 2
- ▶ Discussion of Financial Table and Narrative
- ▶ Data Systems & Data Use
- ▶ Cross-state Sharing
- ▶ Whole group share-out
- ▶ Next Steps & NRS Support



7

## NRS Training Tools



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## Elements of the Support Tool

- ▶ Entry and intake: periods of participation, participants, and intake
- ▶ MSG and assessment
- ▶ Following up: employment and credential measurement
- ▶ Data system and reporting changes
- ▶ Program monitoring
- ▶ Training, communication, and leadership



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## Icebreaker Activity



12

## Appreciative Inquiry Introductions

- ▶ Step 1:
  - In state teams, identify one or two things related to your state's implementation of WIOA that you are proud of.
- ▶ Step 2 (two rounds):
  - Individually, find someone else in the room you do not know and introduce yourself, your state, your role, and share your state's accomplishment.
- ▶ Share-out:
  - One person from each state will introduce his or her team and accomplishment.



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## New Vision for Adult Education



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# How do you see implementation of WIOA affecting the vision for adult education?



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## WIOA's Vision

- ▶ WIOA aims to increase access to and opportunities for employment, education, training, and support services. The act explicitly recognizes the need to coordinate services in order to create a full system of education and training for adults with barriers to employment.

<http://sites.ed.gov/octae/2015/05/20/wioa-a-vision-to-revitalize-the-workforce-system/>



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## Combined Vision Under WIOA



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## Review of Joint Reporting Tables



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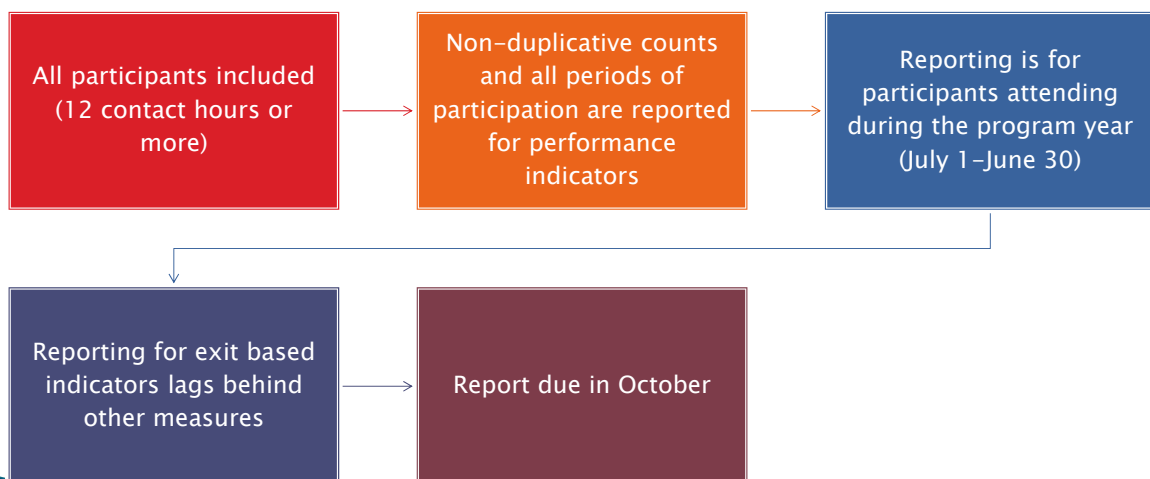
## WIOA Reporting

- ▶ Uniform accountability under WIOA: data definitions, measures and reporting
- ▶ Two reporting mechanisms:
  - Joint statewide reporting template
  - NRS tables, additional information specific to Title II (adult education)
- ▶ OCTAE's data portal will integrate both



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## NRS Table Coverage



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## Statewide Joint Reporting Template

- ▶ For reporting common WIOA performance measures
- ▶ Includes total participants and funds expended
- ▶ Breaks out Measurable Skill Gains and credential types
- ▶ Breaks out measures by sex, age, ethnicity and 11 categories of barriers or employment



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## Statewide Joint Performance Report Program information

Statewide Performance Report				
PROGRAM		TITLE (select one):		
STATE:	Title I Local Area:	<input checked="" type="checkbox"/> Title I Adult	<input type="checkbox"/> Title II Adult Education	
REPORTING PERIOD COVERED (Required for current and three preceding years.)		<input type="checkbox"/> Title I Dislocated Worker	<input type="checkbox"/> Title III Wagner-Peyser	<input type="checkbox"/>
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :	<input type="checkbox"/> Title I Youth	<input type="checkbox"/> Title IV Vocational Rehabilitation	<input type="checkbox"/>
07/01/2019	06/30/2020	<input type="checkbox"/> Title I and Title III combined		

The Program and Title sections for each joint template will be populated based on the user's login information.



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# Statewide Joint Performance Report Summary Information

SUMMARY INFORMATION				
Service	Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)	Funds Expended (Cohort Period: 07/01/2019 - 06/30/2020)	Cost Per Participant Served (Cohort Period: 07/01/2019 - 06/30/2020)
Career Services	2000	1000	\$1,250,000	\$625.00
Training Services	3000	1200	\$2,520,000	\$840.00
Percent training-related employment <sup>1</sup> :		Percent enrolled in more than one core program:		Percent Admin Expended:

- Sections marked with Green will be automatically populated.
- All other sections will need to be entered by the state.
- Future guidance may be offered regarding this section of the Statewide Joint Performance Report



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## Reporting on the Joint ICR

- Aggregated performance outcomes broken out by 11 groups and by age, gender, race
  - Employment rate (second quarter)
  - Employment rate (fourth quarter)
  - Median earnings (second quarter)
  - Credential rate
  - Measurable Skill Gains rate



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# Statewide Joint Performance Report Participant Characteristics Section

## BY PARTICIPANT CHARACTERISTICS

	Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)		Employment Rate (Q2) <sup>2</sup> (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) <sup>2</sup> (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate <sup>3</sup> (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains <sup>3</sup> (Cohort Period: 07/01/2019 - 06/30/2020)	
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide	Populated from Table 4: (Column I)	6456	Target	2905	45%	2134	33%	\$ 5,400.00	2590	40%	2841	44%
			Actual	Populated from Table 5: (Column F)	Populated from Table 5: (Column G)	Populated from Table 5: (Column F)	Populated from Table 5: (Column G)	Populated from Table 5: (Column F)	Populated from Table 5	Populated from Table 5	Populated from Table 4: (Column J) "Grand Total"	Populated from Table 4: (Column K) "Grand Total"

- Date ranges for the sections marked with Green will be automatically populated.
- Total Participants Exited will need to be manually entered because the date ranges do not match up with NRS Tables.
- Target Num and Rate cells will be manually entered based on the negotiated targets set between the State and OCTAE.
- Actual Performance sections, marked in green, will be automatically populated based on the performance data from NRS Tables 4 and 5.



# Statewide Joint Performance Report Employment Barriers Section

## BY EMPLOYMENT BARRIER<sup>4</sup>

	Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)		Employment Rate (Q2) <sup>2</sup> (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) <sup>2</sup> (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate <sup>3</sup> (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains <sup>3</sup> (Cohort Period: 07/01/2019 - 06/30/2020)	
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide	Populated from Table 4: (Column I)	6456	Target	2905	45%	2134	33%	\$ 5,400.00	2590	40%	2841	44%
			Actual	Populated from Table 5: (Column F)	Populated from Table 5: (Column G)	Populated from Table 5: (Column F)	Populated from Table 5: (Column G)	Populated from Table 5: (Column F)	Populated from Table 5	Populated from Table 5	Populated from Table 4: (Column J) "Grand Total"	Populated from Table 4: (Column K) "Grand Total"
Displaced Homemakers	0	0		0	0%	0	0%	\$ 0	0	0%	0	0%
English Language Learners, Low Exhausting TANF	0	0		0	0%	0	0%	\$ 0	0	0%	0	0%

- Total Participants Served cells can not be populated because those characteristics are not accurately disaggregated in the NRS tables.
- Date ranges are automatically populated based on the current program year selected by the user.
- Cells marked in Green will be automatically populated from NRS Tables.
- All other cells will need to have the data manually entered.
- Total Participants Exited values will not directly correspond to the follow-up measure percentages.



# Participants with Barriers to Employment Under WIOA

## New Data Elements: Barriers to Employment

- Displaced homemakers
- English language learners, low literacy levels, cultural barriers
- Exhausting TANF within two years
- Ex-offenders
- Homeless/runaway youth
- Long-term unemployed
- Low income
- Migrants and seasonal farmworkers
- Individuals with disabilities
- Single parents
- Youth in foster care/aged out of system



# Measurable Skill Gains Template

MEASURABLE SKILL GAINS <sup>1</sup>			
	Total Skill Gains (Numerator)	Total Opportunities for Skill Gains (Denominator)	Measurable Skill Gains Success Rate
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level			Rate (Numerator/Denominator)
Attainment of a secondary school diploma or its equivalent			Rate (Numerator/Denominator)
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards			
Satisfactory or better progress report, towards established employer/training (e.g., completion of OJT, completion of apprenticeship)			
Successful passage for a particular attaining technical evidenced by trade-related benchmarks such as knowledge-based exams			
<b>TOTAL</b>	<b>Total of all Numerators</b>	<b>Total of all Denominators</b>	<b>Total Skill Gains (Numerator) Total Opportunities for Skill Gains (Denominator)</b>

- The Total Skill Gains (Numerator) and Total Opportunities for Skill Gains (Denominator) sections for both credential components must be **manually entered** based on disaggregated data from NRS Table 5.
- The "Total" cell values will be checked against the totals from NRS Table 4 to ensure accuracy.

# Credential Attainment Rate Template

CREDENTIAL ATTAINMENT			
Measure	Participants Earning a Credential (Numerator)	Total Participants in a Training or Education Program (Denominator)	
Secondary School Diploma or Its Recognized Equivalent	Populated from table 5	Populated from table 5	ACTUAL RATE
Recognized Postsecondary Credential	Populated from table 5	Populated from table 5	
<b>TOTAL</b>	Sum of the values in this column	Sum of the values in this column	Participants Earning a Credential (Numerator) Total Participants in a Training or Education Program (Denominator)

- All data on this Template are automatically populated from NRS Table 5 or automatically calculated.
- No data entry is required by States.



## Questions



**Break**  
Please return in 15 minutes.



# WIOA Performance Reporting in the NRS

Six Key Issues



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## Six Key Issues

1. **Participants and reportable individuals**
2. Program entry and exit, and periods of participation
3. Employment performance indicators
4. Measurable Skill Gains (MSG)
5. Credential attainment indicator
6. Participant exclusions from indicators

See Handout 2: "NRS Tips: NRS Performance Measures Under WIOA."



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## Participants and Reportable Individuals

- ▶ **Participant:**
  - Only upon achieving 12 contact hours after program entry
  - Reported on NRS and Statewide Performance Report tables
  - Count toward performance measures
- ▶ **Reportable Individual:**
  - Provides identifying information
  - Taken action that demonstrates an *intent* to use program services
  - Has *less* than 12 contact hours



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## Participants and Reportable Individuals

### What's New?

Definition of *reportable individual*\*

### What's Not?

Definition of *participant*—  
12-hour rule

*\*Not reported now; may be in in a future table*

See Handout 3: "What's New, What's Not."



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## Six Key Issues

1. Participants and reportable individuals
2. **Program entry and exit, and periods of participation**
3. Employment performance indicators
4. Measurable Skill Gains (MSG)
5. Credential attainment indicator
6. Participant exclusions from indicators



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## Program Entry

- ▶ **Program entry**—the date on which a reportable individual enrolls in an adult education and family literacy program

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
		27	28	29	30	

Program entry →



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## Program Exit

- ▶ **Program exit** occurs when the participant has not received services for the past 90 days and *has no additional services scheduled*. The date of exit is the last date on which the participant receives services.
- ▶ **However**, the exit date service cannot be determined until *at least 90 days* have elapsed since the participant last received services.



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## Period of Participation (PoP)

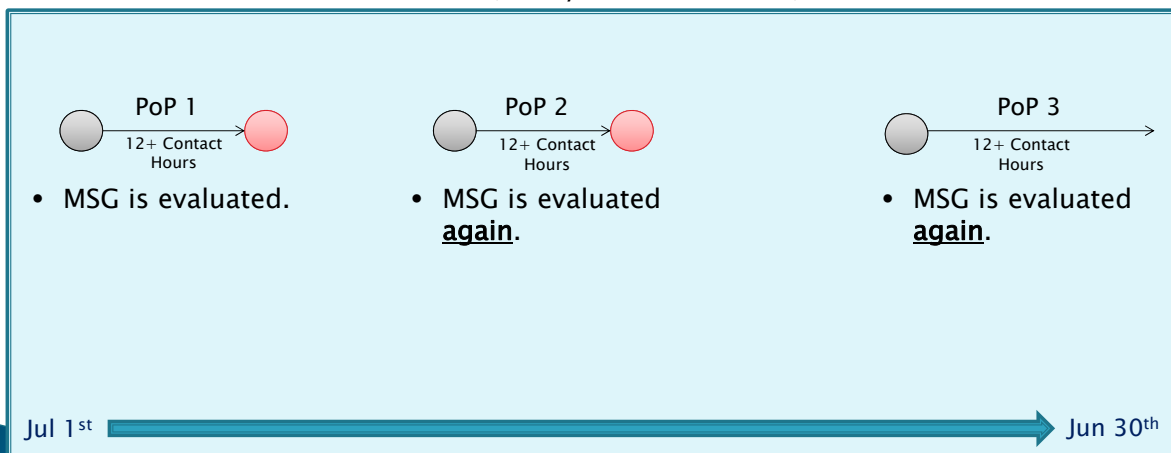
- ▶ Every entry is counted as a period of participation, even if it occurs during the same program year
- ▶ Participants with more than one program entry will have multiple periods of participation in a program year.



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## Periods of Participation (POP) MSG Indicator Example

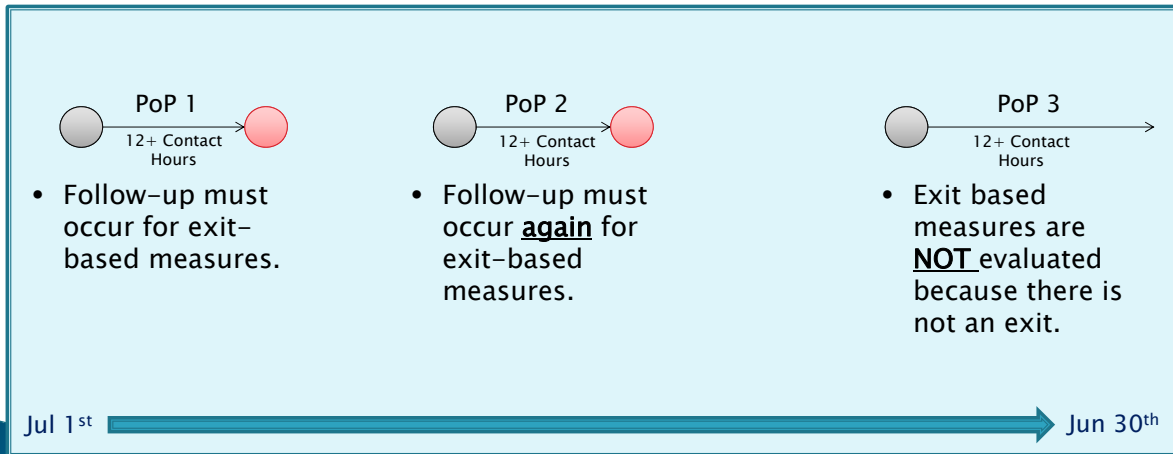
- Program Entry/ Reentry      ● Program Exit  
(90 days since last service)



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# Periods of Participation (POP) Follow-Up Indicators Example

 Program Entry/ Reentry    
  Program Exit (90 days since last service)



## Periods of Participation – Implications

Participants with more than one entry have multiple periods of participation in a program year

Every period of participation is a new service period and treated as if the participant is a new participant (follow-up, MSG, etc)

A new intake process is required for each period of participation



## Program Entry and Exit, and Periods of Participation

### What's New?

Concept of period of participation

A participant will be counted for *each* period of participation.

Employment barriers and outcome data are counted separately for each period.

### What's Not?

Report nonduplicative counting (similar to past reporting)

Continue to track participant entry and exit dates



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# JEOPARDY!

**Directions:** Open the Jeopardy file on ONE computer at each table. Assign one person to facilitate the game. Discuss responses as needed.

**PROGRAM ENTRY AND EXIT, AND  
PERIOD OF PARTICIPATION**



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## Six Key Issues

1. Participants and reportable individuals
2. Program entry and exit, and periods of participation
3. **Employment performance indicators**
4. Measurable Skill Gains (MSG)
5. Credential attainment indicator
6. Participant exclusions from indicators



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## Employment Performance Indicators

### Employment

- **Second quarter after exit**
- The percentage of participants who are in unsubsidized employment during the second quarter after exit

### Employment

- **Fourth quarter after exit**
- The percentage of participants who are in unsubsidized employment during the fourth quarter after exit



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## Employment Performance Indicators, cont'd

### Median Earnings

- Second quarter after exit
- Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program



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## Employment Performance Indicators, cont'd

### What's New?

Employment measures changed from first- and third-quarter to second- and fourth-quarter follow-up.

Median earnings added.

Employment indicators now measure employment rate apply to all participants.

### What's Not?

Participants must be tracked after exit.



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# JEPARDY!

**Directions:** Open the Jeopardy file on ONE computer at each table. Assign one person to facilitate the game. Discuss responses as needed. .

## EMPLOYMENT PERFORMANCE INDICATORS



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**Lunch**  
Please return in 1 hour



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## Six Key Issues

1. Participants and reportable individuals
2. Program entry and exit and periods of participation
3. Employment performance indicators
4. **Measurable Skill Gains (MSG)**
5. Credential attainment indicator
6. Participant exclusions from indicators



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## Measurable Skill Gains (MSG)

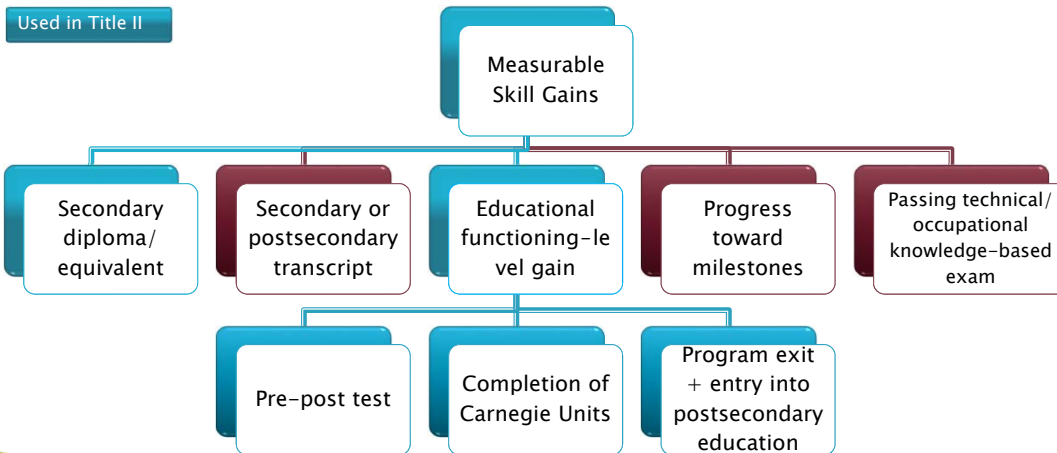
- ▶ **Five types** of gain to measure progress toward academic, technical or occupation credential, or employment
- ▶ **Two types** of gain apply to adult education:
  - (1) Educational functioning level gain—three ways to document EFL gain
  - (2) Receipt of a secondary credential



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## Five Types of Measurable Skill Gains for WIOA



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## Educational Functioning-Level Gain

An educational functioning level (EFL) gain may be measured by the following:

1. Comparing the participant's pretest with the participant's posttest, using an NRS approved test
2. Awarding of Carnegie Units or credits in an adult high school program
3. Enrollment in postsecondary education and training after exit



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## Counting Measurable Skill Gains

All participants are included for MSG for *each* period of participation.

Only *one type of gain* can be counted for each participant per period of participation, the last achieved.

Entry into postsecondary education is measured only *after participant exits*.

Receipt of secondary credential and entry into postsecondary education must occur by the *end of the program year* (June 30).

Participants in adult high school can complete Adult Basic Education (ABE) Level 5 by earning enough Carnegie Units or credits to move to 11th- or 12th-grade status according to *state* rule.



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## Measurable Skill Gains

### What's New?

EFL gain is expanded to include postsecondary entry after exit for all participants.

Receipt of a secondary diploma counts as type of gain for any participant

Entry into postsecondary and receipt of a secondary diploma counted until the end of the program year (June 30).

Only one type of gain can count per period of participation

### What's Not?

Pre- and posttesting, and assessment procedures and policy, remain the same.



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# JEOPARDY!

**Directions:** Open the Jeopardy file on ONE computer at each table. Assign one person to facilitate the game. Discuss responses as needed.

## Measurable Skill Gains



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## Six Key Issues

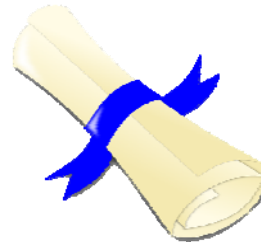
1. Participants and reportable individuals
2. Program entry and exit, and periods of participation
3. Employment performance indicators
4. Measurable Skill Gains (MSG)
5. **Credential attainment indicator**
6. Participant exclusions from indicators



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## Credential Attainment Indicator

- ▶ Two components of Credential Attainment Indicator:
  - Secondary credential attainment
  - Postsecondary credential attainment
- ▶ Percentage of participants who obtain a secondary school diploma or recognized equivalent or a recognized postsecondary credential, while enrolled or within one year of exit



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## Credential Attainment Indicator, cont.

- ▶ **But:** A participant who has attained a secondary school diploma for the Credential Attainment Indicator is counted only if the participant is employed or enrolled in a postsecondary education or training program within one year of exit



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## Credential Attainment Indicator: Secondary Credential

- ▶ The secondary credential component of the Credential Attainment Indicator is limited to participants who
  - **did not** previously possess a high school equivalency **and** entered at or above the 9<sup>th</sup> grade level;
  - **OR** who advance to the 9<sup>th</sup> grade or higher level during a period of participation;
  - **and exited** from the secondary education program.



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## Credential Attainment Indicator: Postsecondary Credential

- ▶ The postsecondary education component of the Credential Attainment Indicator is limited to participants who
  - were enrolled in a postsecondary education or training program, including an integrated education and training (IET) program;
  - and exited from the postsecondary education or training program.



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## Credential Attainment Indicator

### What's New?

Receipt of secondary credential only counts if participant also is employed or in postsecondary education within 1 year after exit

Receipt of a postsecondary credential

One year follow up needed for secondary credential component

### What's Not?

Receipt of a secondary credential without employment or postsecondary entry program is still counted, but only as part of MSG



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# JEOPARDY!

**Directions:** Open the Jeopardy file on ONE computer at each table. Assign one person to facilitate the game. Discuss responses as needed.

## CREDENTIAL ATTAINMENT INDICATOR



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## Six Key Issues

1. Participants and reportable individuals
2. Program entry and exit, and periods of participation
3. Employment performance indicators
4. Measurable Skill Gains (MSG)
5. Credential attainment indicator
6. **Participant exclusions from indicators**



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## Participant Exclusions

The following reasons for EXIT allow the exclusion of a participant from **ALL** performance indicators:

Exit is due to the participant becoming incarcerated or entered into a 24-hour support facility such as a hospital or treatment center

Exit is due to medical treatment that lasts more than 90 days

Participant is deceased

Exit is due to being called into active duty in the National Guard or other armed services for at least 90 days



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## Corrections Exclusions

Participants in a correctional institution under section 225 of WIOA who remain incarcerated after exit are included in the MSG indicator, but excluded from:

2<sup>nd</sup> Quarter Employment Indicator

Median Earnings Indicator

4<sup>th</sup> Quarter Employment Indicator

Credential Indicator



# JEOPARDY!

**Directions:** Open the Jeopardy file on ONE computer at each table. Assign one person to facilitate the game. Discuss responses as needed.

## PARTICIPANT EXCLUSIONS FROM INDICATORS



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## Six Key Issues Check-In



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## Policy to Practice



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## Policy to Practice



NRS table  
changes!  
Reporting  
changes! Go!



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## Communicating With Locals

. . . It's not what you want them to know; it's what they want to know from you.



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## Questions to Consider

- ❑ What is our goal?
- ❑ How can our messages be helpful to our audience?
- ❑ What background knowledge does the audience have about our topic?
- ❑ What would be the reaction of our audience? Why?
- ❑ What related issues are important to our audience?

See Handout 4: "Communication Guidance."



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## Activity Directions

- ▶ Teams will be assigned **ONE** aspect of WIOA accountability policy change that you will communicate to your local providers.
  1. Review the "Communication Guidance" handout.
  2. Discuss the topic with your team.
  3. Then write the message *in your own words*.
  4. Individuals will share feedback, and then teams will update language.
  5. Write team's final message on chart paper.

### Activity outcome:

Each group will develop a message; then all states can benefit and take all messages with them!



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## Activity Topics: Key Issues (1)

1. Participants and reportable individuals
  - What are the differences between *participants* and *reportable individuals*? *Why are the differences important?*
2. Program entry and exit and periods of participation
  - How do you determine program entry and exit?
  - What does *period of participation* mean? *What are the implications of it?*
3. Employment performance indicators
  - What are employment performance indicators and what is the time lag for collecting that information?
  - Who can be excluded from exit-based indicators such as employment?



See Handout 5: 6 Key Issues Activity

75

## Activity Topics: Key Issues (2)

4. Measurable Skill Gains (MSG)
  - What is a Measurable Skill Gains? What are the different types of gain under MSG?
  - How should MSG be measured?
5. Credential attainment indicator
  - What is a credential attainment indicator and who does it apply to?
6. Participant exclusions from indicators
  - Who may be excluded from indicators?



76

## Messaging Feedback

### Part I (individual)

1. Review each message.
2. Provide suggested edits and ask clarifying questions. *Use “Questions to Consider” to guide your feedback.*
3. Use Post-its to provide your feedback.

### Part II (original group)

1. Respond to questions and consider suggested edits.
2. Write final communication on chart paper.



77

## NRS Table Changes and Reporting Requirements

Tables 1, 2, and 3



78

## Table 1: Participants, by Entering Educational Functioning Level, Ethnicity, and Sex

- ▶ **Purpose:** Provides number of participants by educational functioning level (EFL), race/ethnicity, and sex.
- ▶ **Use:** Provides information on the way participants are distributed across levels and demographic characteristics of those served.



79

## Table 1, cont'd

### How to complete the table:

- ▶ Use participants' EFL at initial entry.
- ▶ Race/ethnicity is self-reported or determined by staff through observation.
- ▶ Report the unduplicated count of all participants—no missing data is permitted.



80

## Table 1. Participants, by Entering Educational Functioning Level, Ethnicity, and Sex

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Level 1															0
ABE Level 2															0
ABE Level 3															0
ABE Level 4															0
ABE Level 5															0
ABE Level 6															0
ESL Level 1															0
ESL Level 2															0
ESL Level 3															0
ESL Level 4															0
ESL Level 5															0
ESL Level 6															0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



## Table 1: What's New

EFL names are changed to Levels 1, 2, 3, 4, 5, and 6 to accommodate possible changes from new descriptors.



## Table 2. Participants, by Age, Ethnicity, and Sex

- ▶ **Purpose:** Provides number of participants, broken down by race/ethnicity and sex, by age group
- ▶ **Use:** Provides information on the way participants are distributed according to demographic characteristics



83

## Table 2. Participants, by Age, Ethnicity, and Sex: Changes

Formerly combined into one category "45-59"



Age Group	American Indian or Alaska Native		Asian		Black or African-American		Hispanic or Latino
	Male	Female	Male	Female	Male	Female	Male
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
16-18							
19-24							
25-44							
45-54							
55-59							
60+							
<b>Total</b>	0	0	0	0	0	0	0



84



## Table 2, cont'd

### How to complete the table:

- ▶ Use participant status at initial entry.
- ▶ Race/ethnicity is self-reported or determined by staff through observation.
- ▶ Report unduplicated count of all participants—no missing data is permitted.
- ▶ Totals must match those in Table 1.



85

## Table 2: What's New

New age category



86

### Table 3. Participants, by Program Type and Age

- ▶ **Purpose:** Provides participant numbers, broken down by age and instructional program type, including integrated education and training.
- ▶ **Use:** Provides information on participant age distribution across instructional program type and numbers of students in IET for each program; provides picture of number of participants in Sec. 243 IET/EL Civics.



### Table 3. Participants, by Program Type and Age: New Categories

Formerly combined into one category "45-59"



Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
<b>Adult Basic Education</b>	1	2	3	3	4	5	18
Integrated Education and Training Program	← Additional reporting category				1	1	6
<b>Adult Secondary Education</b>	2	2	2	2	2	2	12
Integrated Education and Training Program	1	1	1	1	1	1	6
<b>English Language Acquisition</b>	2	2	2	2	2	2	12
Integrated Education and Training Program	1	1	1	1	1	1	6
<b>Integrated English Literacy and Civics Education (Sec. 243)</b>	2	2	2	2	2	2	12
Integrated Education and Training Program	1	1	1	1	1	1	6
<b>Total</b>	7	8	9	9	10	11	54



## Table 3, cont'd

### How to complete the table:

- ▶ Use program in which participant is placed at initial entry.
- ▶ Break out subset of IET participants separately for each program.
- ▶ Age is self-reported or determined by staff through observation.
- ▶ Report unduplicated count of all participants—no missing data is permitted.
- ▶ Totals must match those in Table 1.



89

## Table 3: What's New

- New age category
- IET breakdown by instructional program type, including IET/EL Civics
- Name change of *ESL* to *English language acquisition* for WIOA reporting



90

## Changes in Action

- ▶ A participant enrolls in an IET program. Can this entry be considered enrollment in postsecondary education for MSG? Why or why not?
- ▶ Scenario: Jane enters ABE Level 3 in July 2016, gets 10 hours, and leaves. She returns in September 2016, gets 40 hours, and exits at the end of the month. She then returns in January 2017, gets 80 hours, and is still there at end of year.
  - How many periods of participation does Jane have?
  - When is her exit date for each period of participation?

See Handout 6: "NRS Table Changes in Action."



91

**Break**  
Please return in 15 minutes.



92

# State Planning Time



93

## State Planning Time Overview

- ▶ State planning
- ▶ Teams splitting up and working on communication and professional development
- ▶ Cross-state sharing
- ▶ Gallery Walk



See Handout 1: "LEAP, Part II: Support Tool."



94

## State Planning Time, Part A

- ▶ Focus on the table changes and reporting requirements presented.
- ▶ Identify the impact of these changes in relation to the following:
  - Intake
  - Broader assessment (MSG)
  - Follow-up
  - Data systems
  - Program monitoring
  - Training, communication, and leadership
- ▶ What questions will the locals have?



95

## State Planning Time, Part B

- ▶ Focus on *how* you are going to communicate with locals about table changes.
- ▶ You will develop responses to questions formulated in the previous planning activity, according to your role in the state.

### Activity outcome:

We will compile teams' work into a "Ready-to-Use FAQ Packet" and all states can benefit from the shared materials.



96

## State Planning Time, Part B

Communicating with locals (data staff)	Training activity development (PD staff)
<ul style="list-style-type: none"><li>• Develop responses to questions from locals to help them understand how to collect the required data.</li><li>• <i>Remember your audience!</i></li></ul>	<ul style="list-style-type: none"><li>• Develop at least one training activity that will help locals understand the tables.</li><li>• <i>Create scenarios or work on a training plan!</i></li></ul>
Write your Q&As/training activities on chart paper. Be sure to write your state name at the top.	



97

## Wrap-Up



98

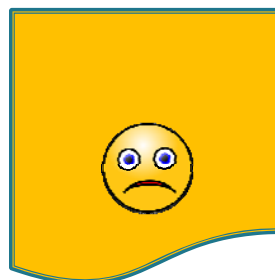
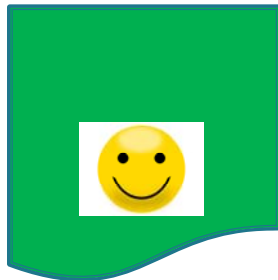
## Day 2 Overview

- ▶ NRS Tables 4–5
- ▶ NRS Tables 6, 7, 8, 9, 10, and 14
- ▶ Time Line for Reporting Indicators
- ▶ Cross-State Sharing
- ▶ State Planning Time



99

## Day 1 Reflection—What Stuck With You?



100



# LEAP Into WIOA, Part II: NRS Measures and Reporting

NRS Regional Training  
October 27, 2016  
Day 2



1

## Review of Day 1

Stuck with me...

I'm concerned...



2

## Overview of Day 2

- ▶ NRS Tables 4–5
- ▶ NRS Tables 6, 7, 8, 9, 10, and 14
- ▶ Time Line for Reporting
- ▶ Cross-State Sharing
- ▶ State Planning Time



3

## NRS Table Changes

Tables 4, 4b, and 5



4

## Table 4. Measurable Skill Gains, by Entry Level

- ▶ **Purpose:** Provides participant numbers and rates of MSG, broken down by EFL *and* for periods of participation.
  - MSG is broken down into educational functioning–level gain and secondary credential.
  - Provides participant retention (number separated and remaining), broken down by EFL.
- ▶ **Use:** Provides performance data on *MSG by type, and by EFL level and period of participation; allows examination of participant flow by level.*



5

## Table 4, cont'd

### How to complete the table:

- ▶ Use participants' EFL at *initial* period of participation.
- ▶ Record in the EFL column the number of participants with the following:
  - Pre–posttesting gains
  - Completion of Carnegie Units, entered postsecondary education or training after exit



6

## Table 4 (continued)

### How to complete the table:

- ▶ Record number, obtaining secondary credential.
- ▶ Secondary credential attainment and postsecondary entry must occur by end of program year (June30).



7

## Table 4, cont'd

### How to complete the table:

- ▶ Only *one gain* can be counted per participant per period of participation
- ▶ Columns B through H are unduplicated counts.
- ▶ Report number of periods of participation and total number of outcomes per period and EFL level.



8

## Period of Participation Reporting: Example for Table 4

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation With Measurable Skill Gains (J)	Percentage of Periods of Participation With Measurable Skill Gains (K)
ABE Level 1	100	4000	38	12	20	30	50%	110	52	47%
<b>ABE total</b>										
ESL Level 4	200	20000	100	20	40	40	60%	220	125	57%
<b>ESL total</b>										
<b>Grand total</b>	300	24000	138	32	60	70	57%	330	177	54%



9

## Table 4: What's New

- Column is added for secondary credential.
- Columns are added to record number of periods of participation and outcomes in periods.
- Column to record more than one EFL gain is deleted.



10

## Table 4. Period of Participation and MSG: Carmen

- ▶ Carmen became a participant in September in ESL Level 4. She attended until the class ended in November, achieved a level gain, but then never returned.
  - Carmen has one EFL gain, reported in Column D and Column J (Table 4).
  - Carmen has one period of participation, reported in Column I.
    - September to November = 1 period of participation (determined 90 days after exit).



11

## Table 4. Period of Participation and MSG: Tony

- ▶ **Tony** enrolled in September but left after 10 hours. He returned in November but dropped out in December, after 40 contact hours. He returned in April, posttested in June and showed a level gain, and then exited that same month.
- ▶ Tony has one EFL gain, reported in and Column J.
- ▶ He has two periods of participation, reported in Column I.
  - Sept. to Dec. = 1 period of participation (determined 90 days after exit).
  - April to June = 1 period of participation (determined 90 days after exit).



12

## Table 4. Period of Participation and MSG: Christopher

- ▶ **Christopher** became a participant in ABE Level 4 in October, achieved an EFL gain, and then dropped out in December. He returned in April, passed the GED tests in June to get his secondary credential, and exited.
  - Christopher has an EFL gain and obtained a secondary credential.
  - EFL is reported in Column D (unduplicated) and J (for 1<sup>st</sup> PoP). The Secondary credential is reported in Column J (duplicated)
  - He has two periods of participation, reported in Column I.
    - October to December = 1 period of participation (determined 90 days after exit).
    - April to June = 1 period of participation (determined 90 days after exit).
  - He had two MSGs, one in each period of participation.



13

## Table 4: Assessment and Periods of Participation

- ▶ Participant must be placed in appropriate EFL every period of participation.
  - May change from prior period, on the basis of the pretest.
- ▶ Policy and procedures for assessing students should not change because of period of participation.
- ▶ Good assessment practices should always be followed.



14

## Table 4: Assessment and Periods of Participation, cont'd

- ▶ Assessments may carry over to new periods of participation if student returns before test has “expired.”
  - That is, time has not exceeded the publishers’ guidelines for retesting.
  - If the publisher does not have retesting guidelines, the state must establish a policy for retesting time that local programs must follow.
  - Retesting policy must be based on sound assessment practice.



15

## Retesting and Periods of Participation

- ▶ If the test has expired according to publisher or state policy:
  - Participant must be retested, with no carryover from the prior period of participation.
  - A new period of participation is recorded, using the results of the new assessment:
    - EFL at second period of participation may differ from that at first period of participation.
    - EFL for first period of participation is recorded in Column B.
    - EFL for second period of participation is recorded in Column I.



16



## Retesting and Periods of Participation, cont'd

- ▶ If the test has *not* expired according to publisher or state policy
  - Participant does not need to be retested, and EFL placement can carry over from prior period and be reported in Column I.
  - The next valid posttest given may be used to determine EFL gain in the new period of participation and, if achieved, reported in column J for the second period (not first)
  - Assessment results may not be used for EFL achievement once a period of participation has ended.



17

## Retesting, Period of Participation: Tony

- ▶ **Tony** enrolled in September but left after 10 hours. He returned in November but dropped out in December, after 40 contact hours. He returned in April and posttested with a level gain in June, when he exited.
  - If Tony was pretested in September, his test can be reused in November for placement and reporting.
  - He must be retested for placement in April if his September test is beyond the retesting time set by state policy and has expired.



18

## Retesting, Period of Participation: Christopher

- ▶ **Christopher** became a participant in October in high–intermediate ABE, achieved an EFL gain but dropped out in December. He returned in April and passed the GED tests in June, to get his secondary credential, and exited.
- ▶ If not expired according to the publisher or state policy, Christopher’s posttest in December can be used for placement in April.



19

## Table 4b. EFL and Attendance, by Pre– and Posttested Participants

- ▶ **Purpose:** Provides number of participants who were *both* pre– and posttested and their EFL gains, by level.
- ▶ **Use:** Provides information on pre– and posttesting rates that can be used to assess rates of EFL gain based on testing.



20

## Table 4b, cont'd

### How to complete the table:

- ▶ Use participant status at initial entry.
- ▶ Include only participants who were both pre- and posttested.
- ▶ Report *unduplicated* count of all participants.
- ▶ Use first valid posttest after initial placement.



21

## Table 4b. EFL and Attendance, by Pre- and Posttested Participants

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	3	1200	1	1	1	33.33%
ABE Level 2	0					0.00%
ABE Level 3	0					0.00%
ABE Level 4	0					0.00%
ABE Level 5	0					0.00%
<b>ABE Total</b>	<b>3</b>	<b>1200</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>33.33%</b>
ESL Level 1	0					0.00%
ESL Level 2	0					0.00%
ESL Level 3	0					0.00%
ESL Level 4	0					0.00%
ESL Level 5	0					0.00%
ESL Level 6	0					0.00%
<b>ESL Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>Total</b>	<b>3</b>	<b>1200</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>33.33%</b>



22

## Table 4b: What's New

No changes—same as original Table 4b



23

## Changes in Action

- ▶ A participant has one period of participation with an MSG. The same participant has another period of participation with an exit but no MSG.
  - Are both periods of participation recorded? Why or why not?
- ▶ Scenario: Carlos enrolled in ABE Level 5 in September, achieved an EFL gain, then left in November. He returned in January, exited in May, and entered a postsecondary program.
  - What MSG does he have? How many periods of participation?
  - Where would these be reported?

See Handout 6: "NRS Table Changes in Action."



24

# Break

Please return in 15 minutes.



25

## Table 5: Core Follow-up Outcome Achievement

- ▶ **Purpose:** Provides WIOA performance indicator rates by participants and periods of participation
- ▶ **Use:** Shows a record of state performance on WIOA indicators used for performance targets. Performance rates are used to populate the joint Statewide Performance template.



26

## Table 5:

### How to complete

- ▶ Includes only exited participants:
  - Employment measures: all exiters
  - Median earnings: exiters employed in second quarter after exit
  - Secondary credential: at ninth grade or higher level at entry or during enrollment
  - Postsecondary credential: exiters who were co-enrolled in postsecondary education, including IET programs

Note that exclusion may apply to exit-based indicators, see Exclusions discussion



27

## Table 5, cont'd

### How to complete the table (continued):

- ▶ Includes different group of participants from those in all other tables
  - Because of follow-up time, participants attended in prior years
  - Other tables include participants from same year only
- ▶ Time lag for reporting up to 1 year after exit:
  - Employment measures must also account for time lag for UI database.
  - No data will be reported in PY 2016 report.
  - Partial data will be reported in 2017 report; full data will be reported in 2018 report.
  - **More on this later!**



28

## Period of Participation Reporting: Example for Table 5

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	100	46	46%	110	48	44%



29

## Table 5: What's New

- Outcomes changed to WIOA–required measures.
- Rows and columns for sampling eliminated.
- Rows and columns for number used for data matching or survey eliminated.
  - Response rate irrelevant: Overall rate calculated for all nonexcluded participants.
  - Number and outcomes, by period of participation, reported.



30

## Table 5: Christopher

- ▶ **Christopher** became a participant in October 2015 in ABE Level 4 (former high intermediate ABE), achieved an EFL gain but dropped out in December 2015. He returned in April 2016 and passed the GED tests in June 2016 to get his secondary credential and exited.
  - Christopher has two periods of participation and must be followed up for employment indicators both
    1. October to December 2015 **AND**
    2. April to June 2016



31

## Table 5: Christopher, cont'd

- ▶ **Employment**
  - must be checked second (April–June) and fourth (October– December) quarters after exit for Period I; and
  - must be checked second (October–December) and fourth (April–June) quarters after exit for Period II.



32



## Table 5: Christopher, cont'd

- ▶ **Median earnings**
  - If Christopher was employed in second quarter after exit from either or both periods, he will be included in median wage calculation.
- ▶ **Credential Indicators**
  - Christopher moved into the ABE Level 5 (ninth-grade equivalent or above) during the first period of participation, and he began the second period of participation at that level. He is included in the credential measure denominator for both periods of participation.
  - He received his GED in the second period of performance, but must be employed or have entered into postsecondary education within 1 year after exit to count in the numerator.



33

## Table 5a. Core Follow-up Outcome Achievement for Participants in Distance Education

- ▶ **Purpose:** Provides WIOA performance indicators for distance education participants, unduplicated and by periods of participation.
- ▶ **Use:** Examine performance on WIOA indicators of distance education students; allows comparison with performance of other participants.



34

## Table 5a: What's New

Same as Table 5!

- Outcomes changed to WIOA–required measures.
- Rows and columns for sampling eliminated.
- Rows and columns for number used for data matching or survey eliminated.
  - Response rate irrelevant: Overall rate calculated for all nonexcluded participants.
  - Number and outcomes, by period of participation, reported.



35

## Changes in Action

- Scenario: Bob enrolls in September and exits in December. He re-enrolls in April and exits in June.
  - When should second quarter employment be collected?



See Handout 6: "NRS Table Changes in Action."

36

# Cross-State Sharing



37

## World Café

### What is a World Café?

- ▶ A café conversation is a creative process for leading collaborative dialogue, sharing knowledge, and creating possibilities for action.

### What's the process?

- ▶ 4–6 people at each table to focus on and discuss a relevant topic
- ▶ 3 rounds, 20 minutes each
  - At the end of rounds, each member of the group moves to a new table.
- ▶ Short whole-group debriefing



38

## World Café Topics

1. Table 4: How will you address periods of participation?
2. NRS Table 4: How will you address reporting gains?
3. NRS Table 4: How will you address duplicated and unduplicated counts?
4. NRS Table 5: How will you address the outcome changes required by WIOA?
5. NRS Table 5a: How will you address changes in distance education data collection?
6. What professional development needs will locals have for Tables 4 and 5?
7. What are the data system changes needed to address Table 4 and 5 changes?



39

**Lunch**  
Please return in 1 hour



40

# Time Line for Reporting Exit-Based Indicators



41

## Exit-Based Indicators (Table 5)

- ▶ Has different time periods and participants from those of other tables.
  - Based on exit quarter of indicator.
- ▶ Will take 3 program years to get full data.
  - No reporting for Table 5 for Program Year (PY) 2016 (2017 report)
  - Two quarters (50%) for fourth-quarter employment and credential for PY 2017 (2018 report)
  - Full data for PY 2018 (2019 report)
- ▶ Credential measure and fourth quarter employment reported for a calendar year (not program year) starting in 2018.
  - January–December, 2 years prior to current program year.
  - Will include parts of 2 program years.



42

## Data Coverage, by Reporting Year

\*This information is based on only those Exiters who complete their program on, or after July 1, 2016.

		ANNUAL REPORT PROGRAM YEAR & REPORT DELIVERY DATE				
		PY 2016 Oct 2017	PY 2017 Oct 2018	PY 2018 Oct 2019	PY 2019 Oct 2020	PY 2020 Oct 2021
		% Of Data Available on Report Delivery Date*				
Performance Indicators	Employment Rate <i>Second Quarter After Exit</i>	0% 	100% 	100% 	100% 	100% 
	Employment Rate <i>Fourth Quarter After Exit</i>	0% 	50% 	100% 	100% 	100% 
	Median Earnings <i>Second Quarter After Exit</i>	0% 	100% 	100% 	100% 	100% 
	Credential Attainment Rate	0% 	50% 	100% 	100% 	100% 
	Measurable Skill Gains	100% 	100% 	100% 	100% 	100% 
	Effectiveness in Serving Employers <i>(if based on 4th quarter retention)</i>	0% 	50% 	100% 	100% 	100% 

First year of "full" WIOA data

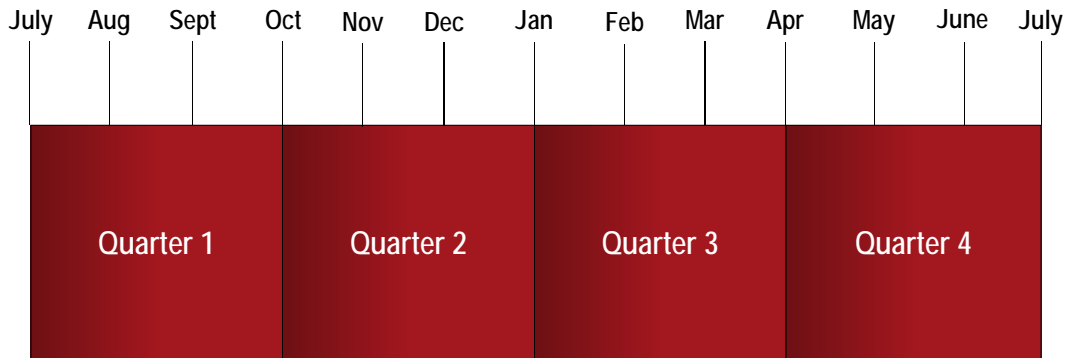
43

## NRS Table 5. Coverage Dates for Annual Report

Core Follow-Up Outcome Measures (A)	Number of Participants Who Exited (B)	Number of Participants Who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Periods of Participation		
				Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
Employment Second Quarter after exit				Full Prior Program Year		
Employment Fourth Quarter after exit				Jan 1–Dec 31 of (Current Year–2)		
Median Earnings Second Quarter after exit				Full Prior Program Year		
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit				Jan 1–Dec 31 of (Current Year–2)		
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit				Jan 1–Dec 31 of (Current Year–2)		
Attained a Postsecondary Credential while enrolled or within one year of exit				Jan 1–Dec 31 of (Current Year–2)		

44

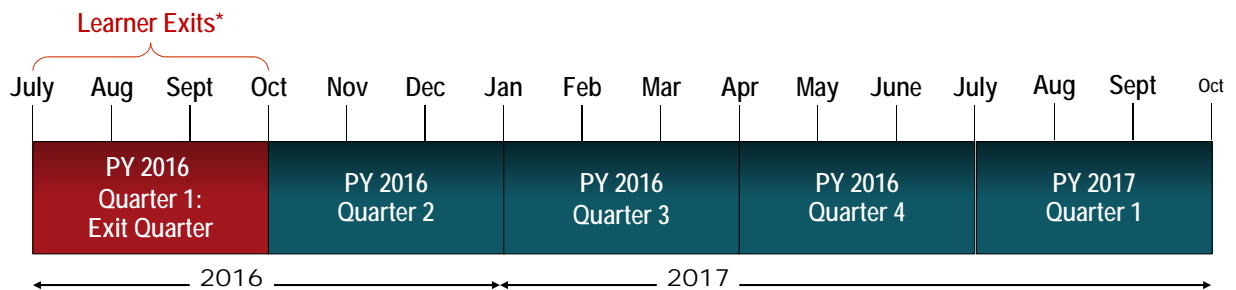
## Reporting Quarters



45

## Employment Measure Time Line

For a Learner Exiting in the First Quarter



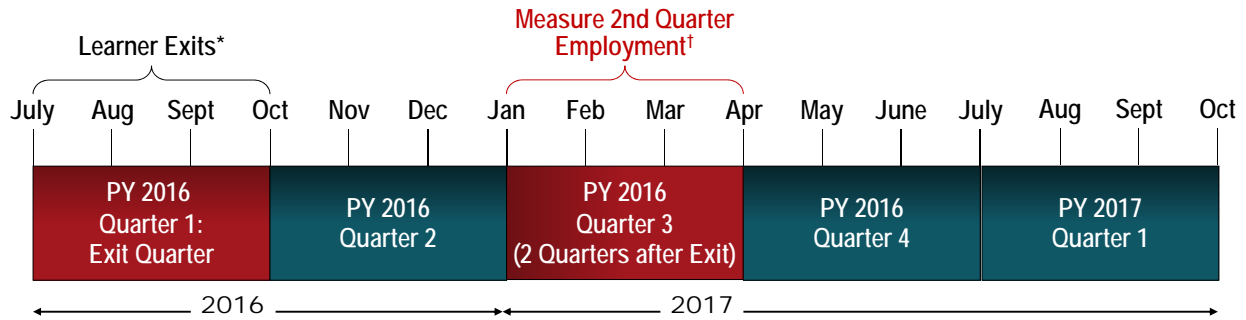
\*A participant exits the program by September 30, 2016.



46

# Employment Measure Time Line

For a Learner Exiting in the First Quarter



\*A participant exits the program by September 30, 2016.

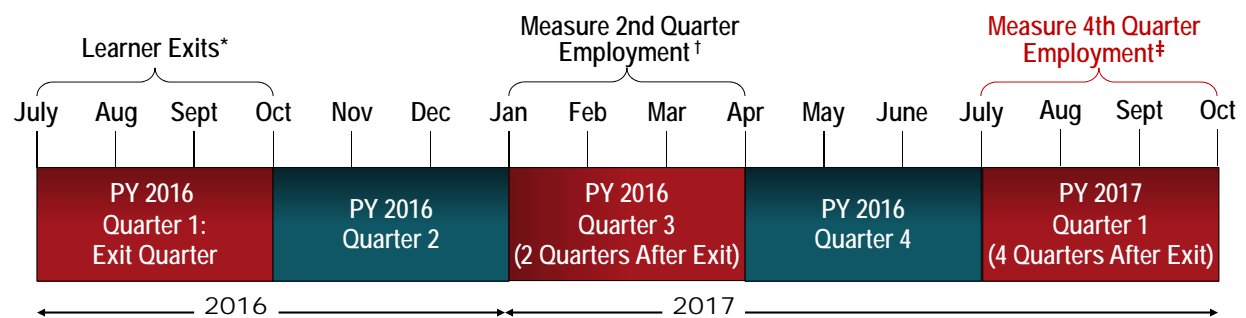
† Measure second-quarter employment and median earnings by March 31, 2017.



47

# Employment Measure Time Line

For a Learner Exiting in the First Quarter



\*A participant exits the program by September 30, 2016.

† Measure second quarter employment and median earnings by March 31, 2017.

‡ Measure fourth-quarter employment by September 30, 2017.

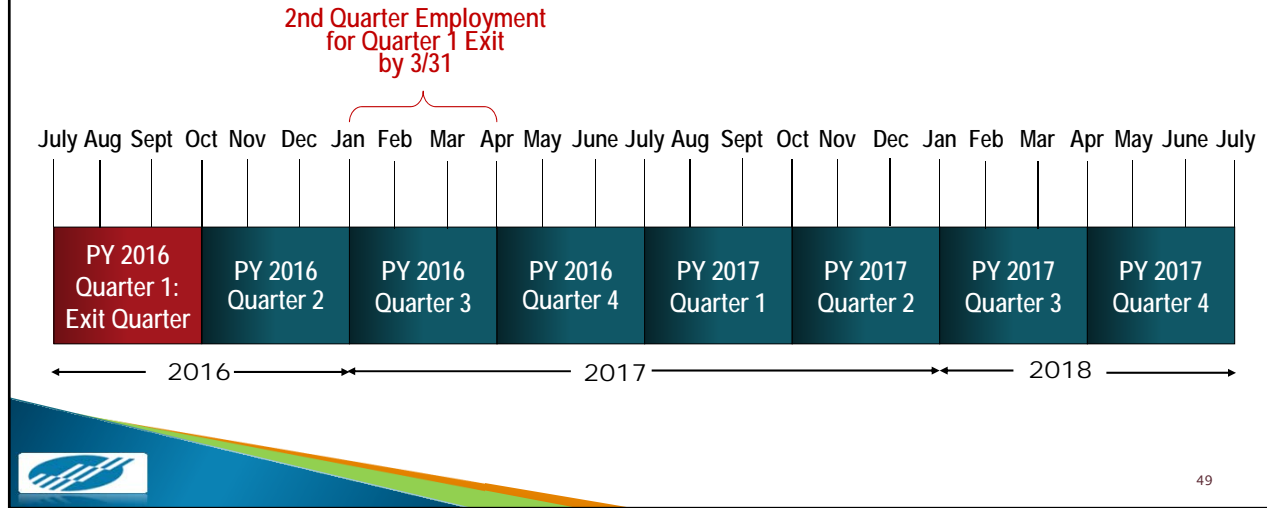


48



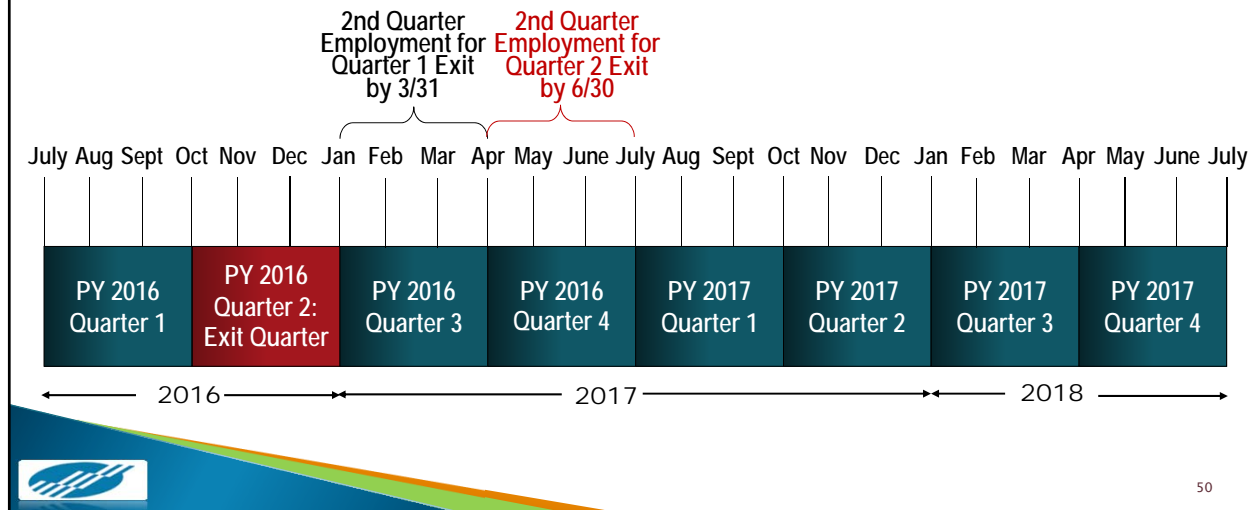
# Reporting Second-Quarter Employment and Median Earnings

For Program Year 2016



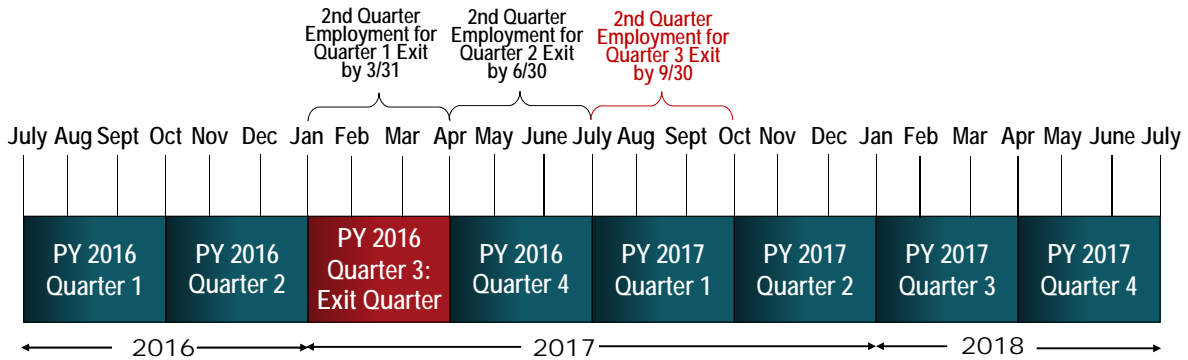
# Reporting Second-Quarter Employment and Median Earnings

For Program Year 2016



# Reporting Second-Quarter Employment and Median Earnings

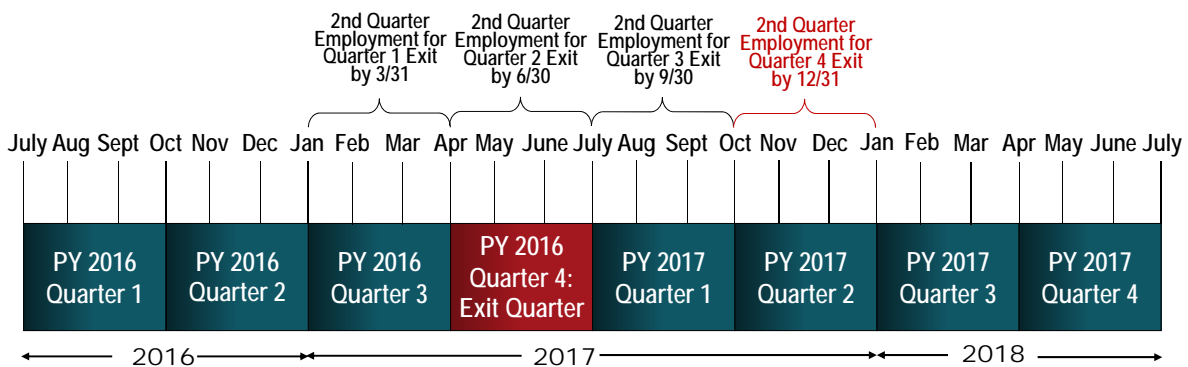
For Program Year 2016



51

# Reporting Second-Quarter Employment and Median Earnings

For Program Year 2016



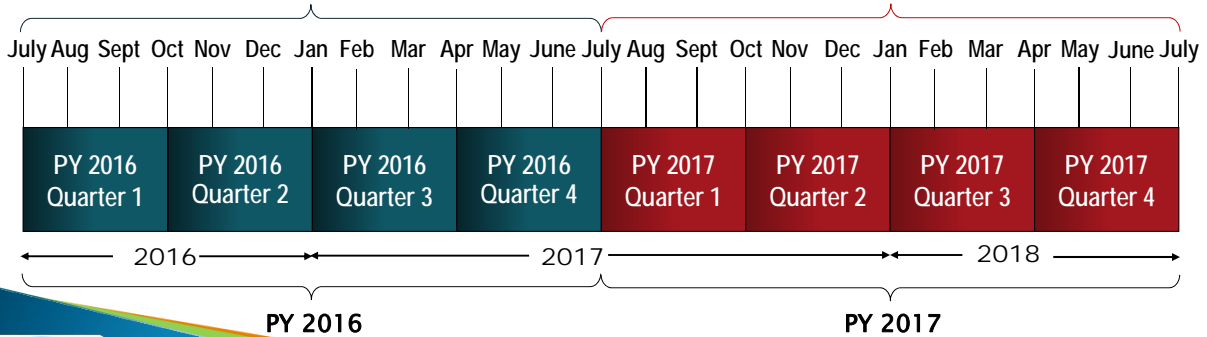
52

## Second-Quarter Employment and Median Earnings Reporting Time Lines

For Program Years 2016 and 2017

\*July 1, 2016–  
June 30, 2017  
Annual Report  
October 2018

July 1, 2017–  
June 30, 2018  
Annual Report  
October 2019



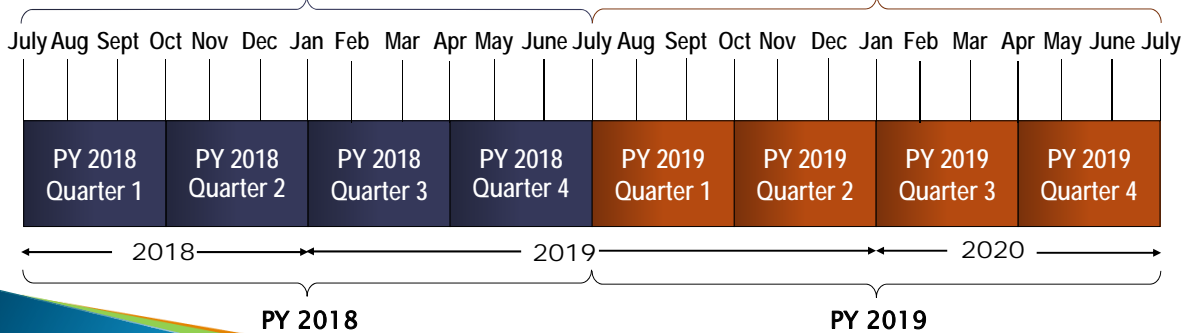
53

## Second-Quarter Employment and Median Earnings Reporting Time Lines

For Program Years 2018 and 2019

July 1, 2018–  
June 30, 2019  
Annual Report  
October 2020

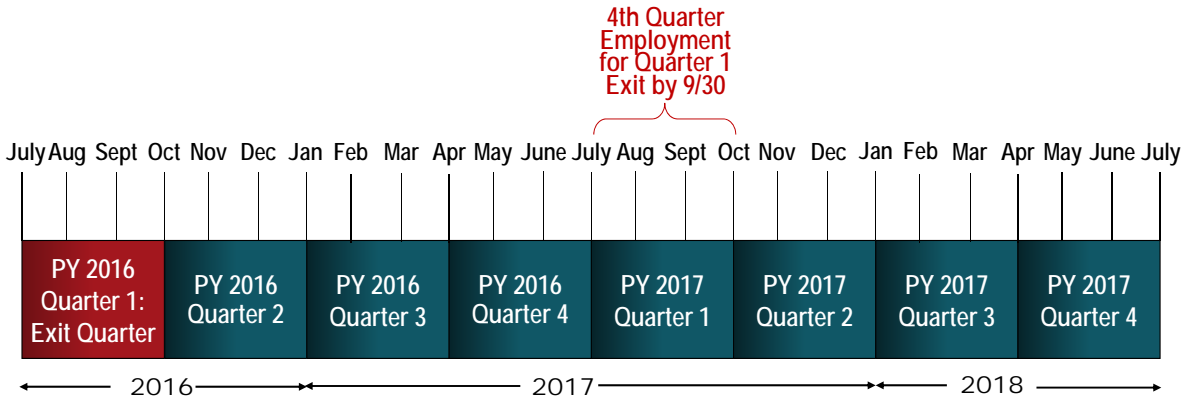
July 1, 2019–  
June 30, 2020  
Annual Report  
October 2021



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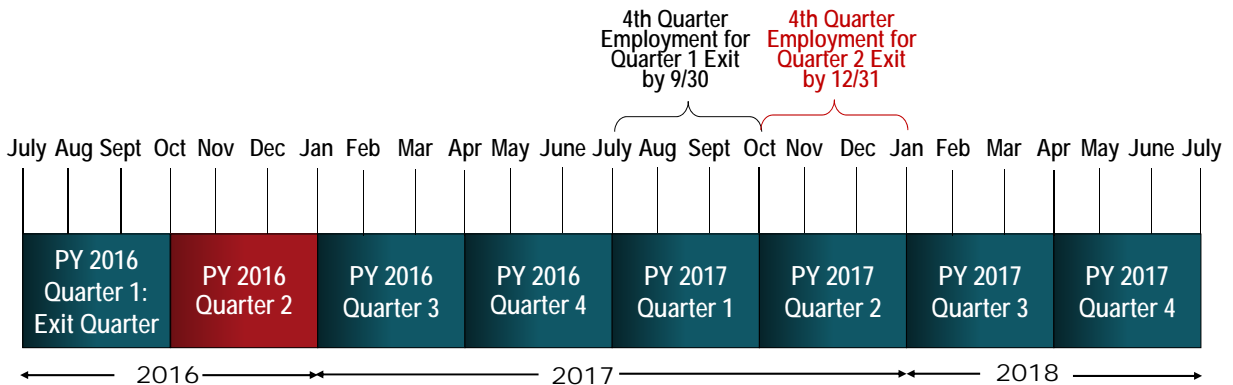
# Reporting Fourth-Quarter Employment and Credential Indicator

For Program Year 2016



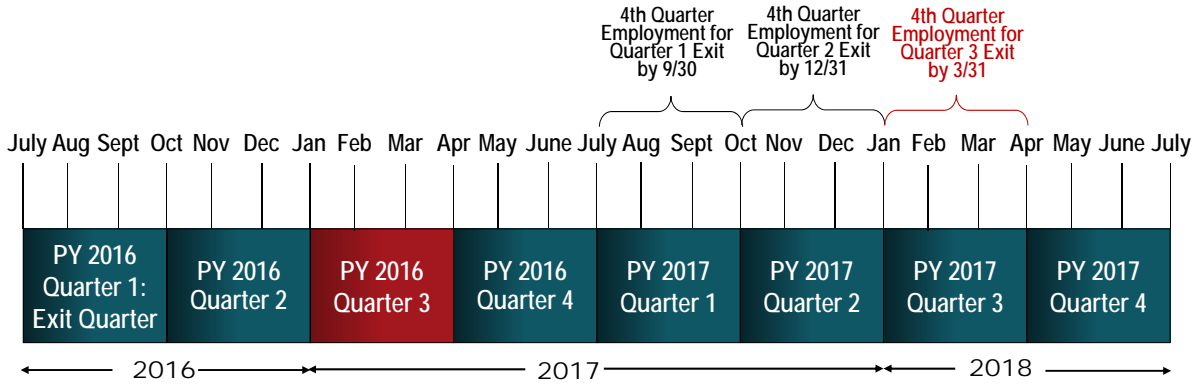
# Reporting Fourth-Quarter Employment and Credential Indicator

For Program Year 2016



# Reporting Fourth-Quarter Employment and Credential Indicator

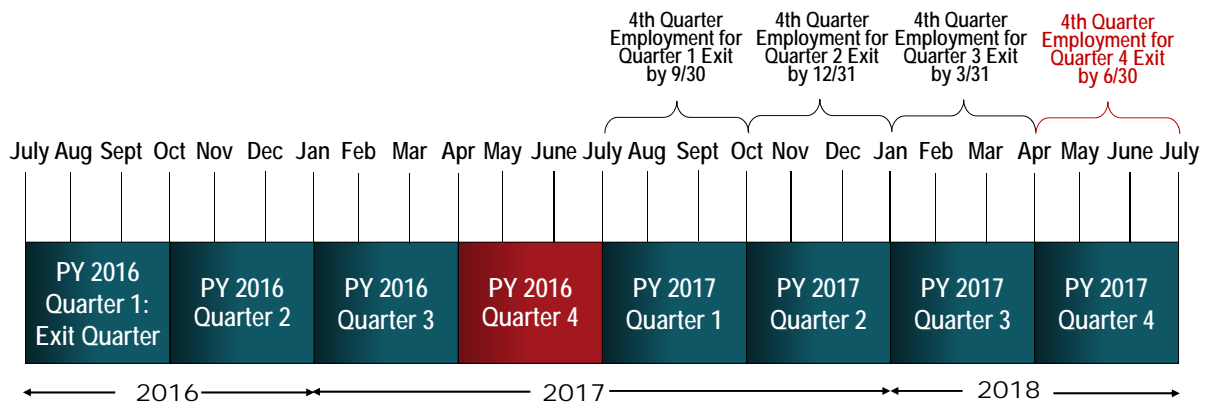
For Program Year 2016



57

# Reporting Fourth-Quarter Employment and Credential Indicator

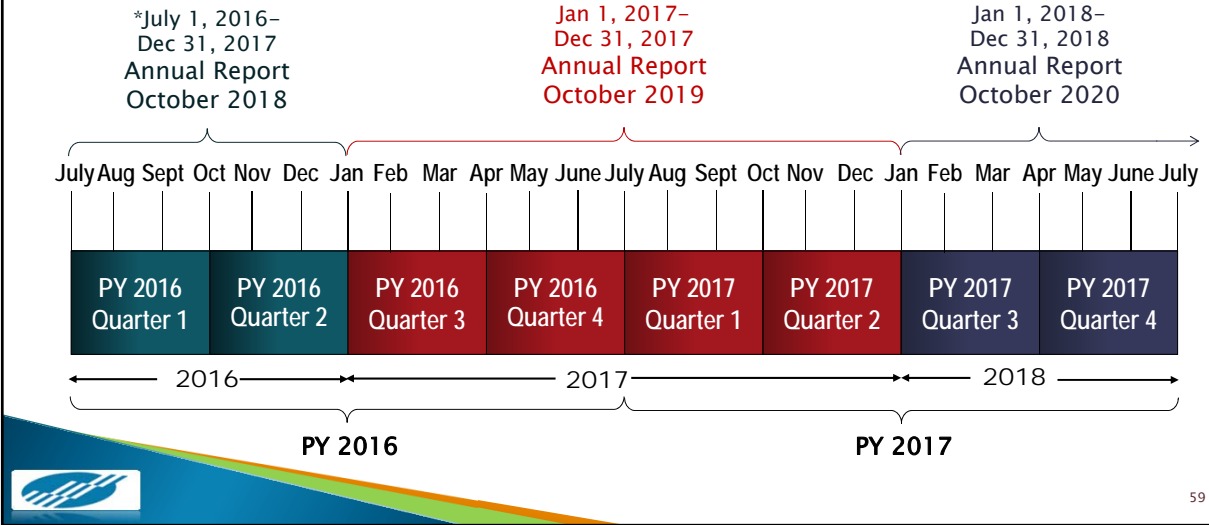
For Program Year 2016



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# Fourth-Quarter Employment and Credential Indicator Reporting Time Lines

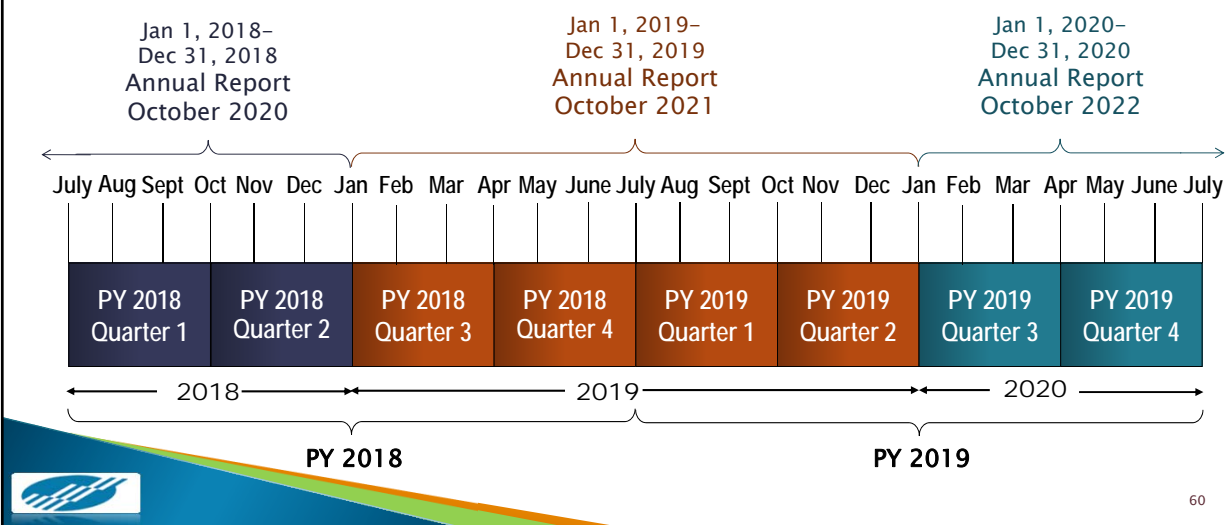
For Program Years 2016 and 2017



59

# Fourth-Quarter Employment and Credential Indicator Reporting Time Lines

For Program Years 2018 and 2019



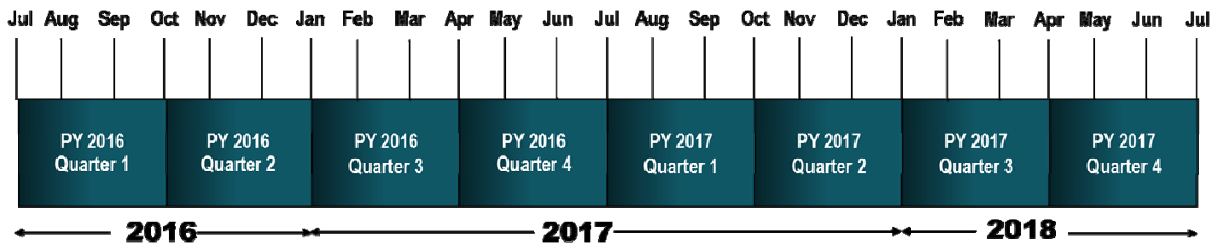
60

# Reporting Time Line Activity

Carmen

Tony

Christopher



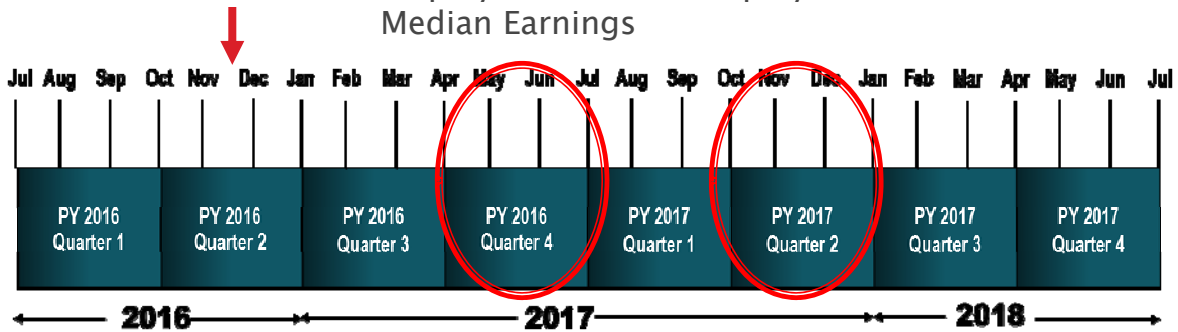
See Handout 7: "Who, What, When."



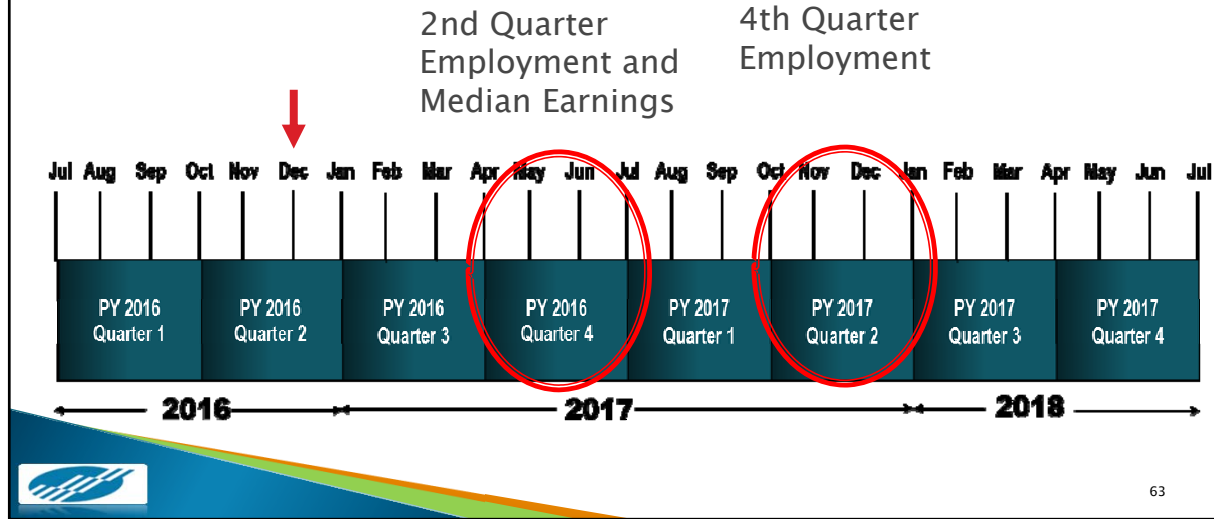
# Reporting: Carmen

2nd Quarter  
Employment and  
Median Earnings

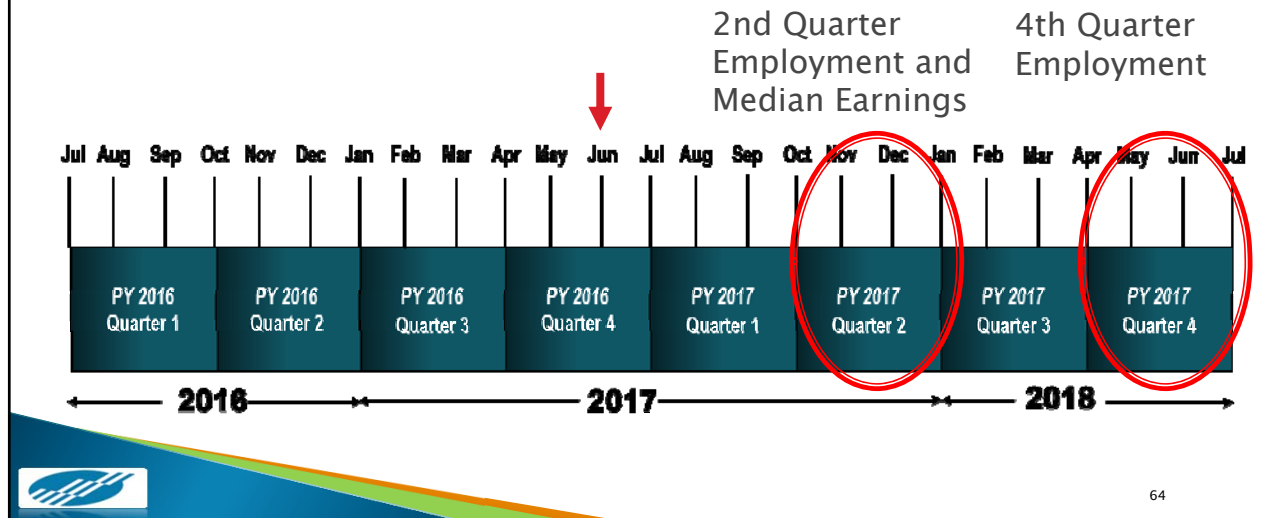
4th Quarter  
Employment



## Reporting: Tony, PoP #1

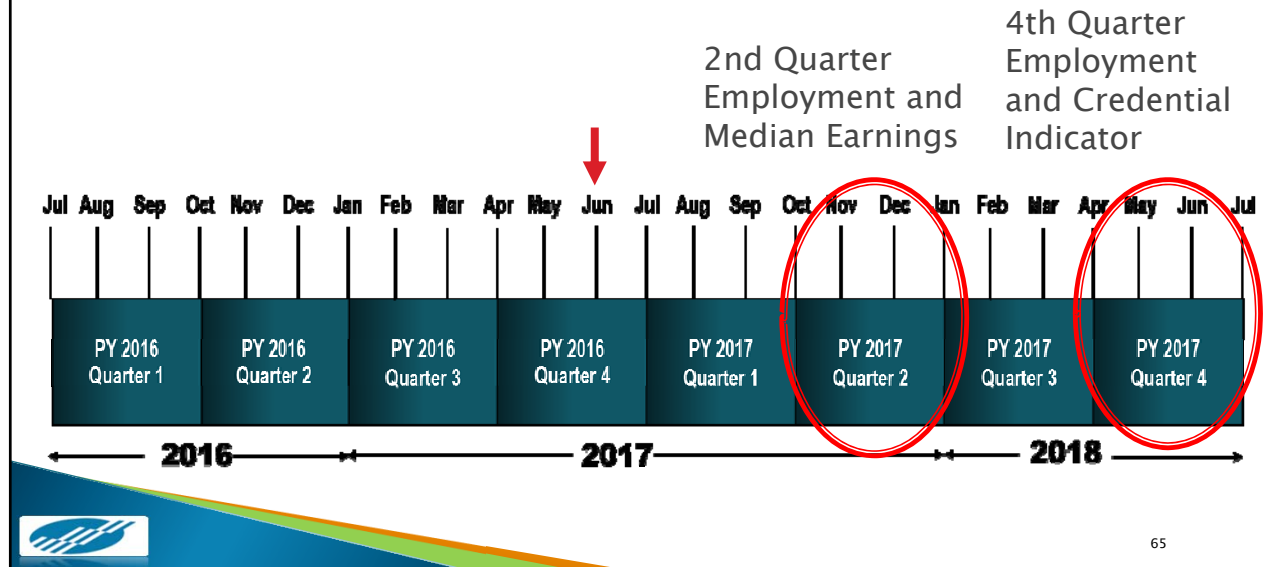


## Reporting: Tony, PoP #2





## Reporting: Christopher



## Program Year 2016 Joint Reporting

Program Year 2016 (PY16) Annual Report July 1, 2016 - Jun 30, 2017	
Report Due Date	October 2017
Number Served (Participant)	7/01/16 to 6/30/17
Number Exited (Participant)	7/01/16 to 3/31/17
Employment Rate Second Quarter After Exit	
Employment Rate Fourth Quarter After Exit	
Median Earnings Second Quarter After Exit	
Credential Attainment Rate	
Measurable Skill Gains	7/01/16 to 6/30/17

## Program Year 2017 Joint Reporting

**Program Year 2017 (PY17) Annual Report  
July 1, 2017 - Jun 30, 2018**

*Report Due Date*

*October 2018*

Number Served (Participant)	7/01/17 to 6/30/18
Number Exited (Participant)	4/01/17 to 3/31/18
Employment Rate Second Quarter After Exit	7/01/16 to 6/30/17
Employment Rate Fourth Quarter After Exit	7/01/16 to 12/31/16
Median Earnings Second Quarter After Exit	7/01/16 to 6/30/17
Credential Attainment Rate	7/01/16 to 12/31/16
Measurable Skill Gains	7/01/17 to 6/30/18



67

## Program Year 2018 Joint Reporting

**Program Year 2018 (PY18) Annual Report  
July 1, 2018 - Jun 30, 2019**

*Report Due Date*

*October 2019*

Number Served (Participant)	7/01/18 to 6/30/19
Number Exited (Participant)	4/1/18 to 3/31/19
Employment Rate Second Quarter After Exit	7/01/17 to 6/30/18
Employment Rate Fourth Quarter After Exit	1/01/17 to 12/31/17
Median Earnings Second Quarter After Exit	7/01/17 to 6/30/18
Credential Attainment Rate	1/01/17 to 12/31/17
Measurable Skill Gains	7/01/18 to 6/30/19



68

## Program Year 2019 Joint Reporting

Program Year 2019 (PY19) Annual Report July 1, 2019 - Jun 30, 2020	
Report Due Date	October 2020
Number Served (Participant)	7/01/19 to 6/30/20
Number Exited (Participant)	4/1/19 to 3/31/20
Employment Rate Second Quarter After Exit	7/01/18 to 6/30/19
Employment Rate Fourth Quarter After Exit	1/01/18 to 12/31/18
Median Earnings Second Quarter After Exit	7/01/18 to 6/30/19
Credential Attainment Rate	1/01/18 to 12/31/18
Measurable Skill Gains	7/01/19 to 6/30/20



69

## Summary: Who to Track After Exit

### Employment Measures

- All participants

### Median Earnings

- Participants employed in second quarter after exit

### Credential Measure: Secondary

- Participants at 9<sup>th</sup> grade or above
- Did not already have a credential

### Credential Measure: Postsecondary

- Participants co-enrolled in postsecondary education, including IET



70

# State Planning



71

## State Planning Time, Part A

- ▶ Focus on the table changes and reporting requirements presented.
- ▶ Identify the impact of these changes in relation to the six elements presented in your tool:
  - Intake
  - Broader assessment (MSG)
  - Follow-up
  - Data systems
  - Program monitoring
  - Training, communication, and leadership
- ▶ What questions will the locals have?

See Handout 1: "LEAP, Part II: Support Tool."



72

## State Planning Time, Part B

- ▶ Focus on *how* you are going to communicate with locals about table changes.
- ▶ You will develop responses to questions formulated in the previous planning activity, according to your role in the state.

### Activity outcome:

We will compile teams' work into a "Ready-to-Use FAQ Packet" and all states can benefit from the shared materials.



73

## Break

Please return in 15 minutes.



74

# NRS Table Changes

Tables 6, 7, 8, 9, 10, and 14



75

## Table 6. Participant Status and Program Enrollment

- ▶ **Purpose:** Reports participant employment, prior education, and number enrolled in instructional programs and institutional settings.
- ▶ **Use:** Provides statewide description of participant employment status and past education in the United States and abroad; provides data on enrollment in institutions.



76

## Table 6. Participant Status and Program Enrollment: What's New

**New employment status option.**

**Disabled, on public assistance, and living in rural areas dropped.**

**Homeless and work-based project learner dropped**

Participant Status at Program Entry (A)	Number (B)
Employed	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	
Unemployed	
Not in the Labor Force	
<b>Program Type*</b>	
In Family Literacy Program	
In Workplace Adult Education and Literacy Activities****	
<b>Institutional Programs</b>	
In Correctional Facility	
In Community Correctional Program	
In Other Institutional Setting	
<b>TOTAL Institutional</b>	

**Optional secondary status categories dropped.**



77

## Table 6. Participant Status and Program Enrollment: What's New (continued)

Highest Degree or Level of School Completed ***	U.S.-Based Schooling	Non-U.S.-Based Schooling
No schooling		
Grades 1-5		
Grades 6-8		
Grades 9-12 (no diploma)		
Secondary School Diploma or alternate credential		
Secondary School Equivalent		
Some Postsecondary education, no degree		
Postsecondary or professional degree		
Unknown		
<b>TOTAL (both US Based and Non-US Based)</b>		



78

## Table 6, cont'd

### How to complete the table:

- ▶ Report employment status at initial entry.
- ▶ Report highest level of schooling or degree attained for each participant in U.S.- or non-U.S.-based schooling. Total must be same as reported in Table 1.
- ▶ Report number of participants at entry for program type and institution categories.
- ▶ Designated program must be specifically designed for that purpose.
- ▶ No duplicate counting.



79

## Table 6: What's New

- **New employment status option**
- **Participant categories dropped**
- **Terminology changes**



80



## Table 7: Adult Education Personnel, by Function and Job Status

- ▶ **Purpose:** Reports types of state adult education program and local staff, including teachers, full- and part-time personnel, and volunteers.
- ▶ **Use:** Provides picture of adult education state and local staff and teachers.



81

## Table 7, cont'd

### How to complete the table:

- ▶ **Function:**
  - Report unduplicated count of personnel by function and job status.
  - Count the number of positions, not the number of staff who filled them.
  - Count once each part-time position under the Adult Education and Family Literacy Act that is being paid out of federal, state, and/or local education funds.
  - Count once each full-time position of the program administered under AEFLA who is being paid out of Federal, State, and/or local education funds.



82

## Table 7, cont'd

### How to complete the table:

- ▶ Teachers:
  - Report the number of teachers, not the number of positions.
  - Do not report adult education experience and certification for volunteers.
  - The total number of teachers for which experience is reported must equal the total number of teachers reported.
  - Report all certifications (duplicates possible).



83

## Table 7: What's New

No changes



84

## Table 8. Outcomes for Adults in Family Literacy Programs (Optional)

- ▶ **Purpose:** Reports WIOA performance measures, including MSG and optional family literacy-related measures.
- ▶ For reporting family literacy participants only—optional
- ▶ **Use:** Allows comparison of performance of family literacy participants with others.



85

## Table 8, cont'd

### How to complete the table:

- ▶ Complete in the same way as Table 5.
- ▶ MSG completed similarly to Table 4
- ▶ Optional measures are collected by survey after exit.
  - Number and types of increased involvement in children's education and literacy activities



86

**Table 8. Outcomes for Adults in Family Literacy Programs (Optional)**

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain			0.00%			0.00%
Employment Second Quarter after exit			0.00%			0.00%
Employment Fourth Quarter after exit			0.00%			0.00%
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit			0.00%			0.00%

87

**Table 8: What's New**

Identical to new Table 5 but with a row added for Measurable Skill Gains

88

## Table 9. Secondary Outcome Measures (Optional)

- ▶ **Purpose:** Reports performance on non-WIOA-required outcomes important to adult education—optional.
- ▶ **Use:** Provides data to examine performance on “softer” (not required) measures.



89

## Table 9, cont'd

### How to complete the table:

- ▶ Report number of participants and outcomes by survey after exit on the following:
  - left public assistance
  - achieved citizenships skills
  - increased involvement in children's education
  - voting or registered to vote
  - increased community involvement



90

**Table 9. Secondary Outcome Measures (Optional)**

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)
Left Public Assistance	3	2	66.67%
Achieved Citizenship Skills	66	23	34.85%
Increased Involvement in Children's Education*			0.00%
Increased Involvement in Children's Literacy Activities*			0.00%
Voted or Registered to Vote			0.00%
Increased Involvement in Community Activities			0.00%

91

**Table 9: What's New**

Identical to former Table 11 but Eliminates work-based project learner category.

92

## Table 10. Outcome Achievement for Adults in Correctional Education Programs

- ▶ **Purpose:** Reports WIOA performance measures, including MSG for correctional education participants
- ▶ **Use:** Allows examination and comparison of performance of correctional education participants with others



93

## Table 10. Outcome Achievement for Adults in Correctional Education Programs

### How to complete the table:

- ▶ Complete in the same way as Table 5.
- ▶ MSG completed similarly to Table 4



94

## Table 10. Outcome Achievement for Adults in Correctional Education Programs

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(E)	(F)	(G)	(J)	(K)
Measurable Skill Gain			0.00%			0.00%
Employment Second Quarter after exit			0.00%			0.00%
Employment Fourth Quarter after exit			0.00%			0.00%
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit			0.00%			0.00%
Attained a Secondary School						

95

## Table 10: What's New

Identical to new Table 5 but with a row added for Measurable Skill Gains

96



## Table 14. Local Grantees, by Funding Source

- ▶ **Purpose:** Reports number of providers and subrecipients by WIOA and non-WIOA funding sources.
- ▶ **Use:** Allows examination of distribution of funds, by source and subrecipient.



97

## Table 14, cont'd

### How to complete the table:

- ▶ Report number of providers giving instruction services in each category, funding, and source.
- ▶ IET/EL Civics may be a subset of providers.



98

## Table 14: What's New

Column added for EL Civic providers



Provider Agency	Total Number of Providers	Total Number of EL/ Civics Providers	Total Number of Sub-Recipients	WIOA Funding		State Funding	
				Total	% of Total	Total	% of Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Local Education Agencies	10	0	0	\$2,000,324	4.89%	\$7,854,665	38.25%
<b>Public or Private Nonprofit Agency</b>							
Community-based Organizations	5	0	4	\$22,000,456	53.82%	\$6,548,654	31.89%



99

## Table 14: What's New

New column for EL Civics



100

## Changes in Action

### *Part 1:*

- ▶ In your state team, create a question scenario on your assigned NRS table (if X, what happens?)
- ▶ Provide a response to your question

### *Part 2:*

- ▶ Switch scenarios with your assigned group. Teams should solve the new scenarios. Once both teams have come up with an answer to the other's scenario, discuss to determine if anything is missing.

See Handout 6: "NRS Table Changes in Action."



101

## State Planning



102

## State Planning Time, Part A

- ▶ Focus on the table changes and reporting requirements presented.
- ▶ Identify the impact of these changes in relation to the six elements presented in your tool:
  - Intake
  - Broader assessment (MSG)
  - Follow-up
  - Data systems
  - Program monitoring
  - Training, communication, and leadership
- ▶ What questions will the locals have?

See Handout 1: "LEAP, Part II: Support Tool."



103

## State Planning Time, Part B

- ▶ Focus on *how* you are going to communicate with locals about table changes.
- ▶ You will develop responses to questions formulated in the previous planning activity, according to your role in the state.

### Activity outcome:

We will compile teams' work into a "Ready-to-Use FAQ Packet" and all states can benefit from the shared materials.



104

# Wrap-Up



105

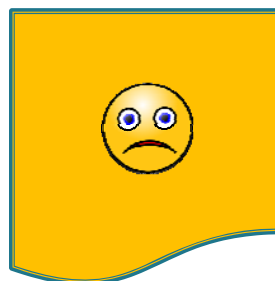
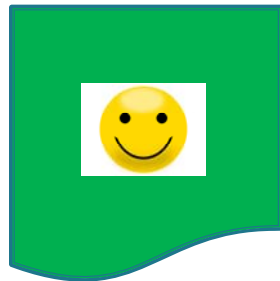
## Day 3: Overview

- ▶ Discussion of Financial Table and Narrative
- ▶ Data Systems
- ▶ State Planning
- ▶ Whole-Group Share-Out
- ▶ Next Steps & NRS Support



106

## Day 2: Reflection—What Stuck With You?



# LEAP Into WIOA, Part II: NRS Measures and Reporting

NRS Regional Training  
October 28, 2016  
Day 3



## Review of Day 2

Stuck with me...

I'm concerned...



## Overview of Day 3

- ▶ Discussion of Financial Table and Narrative
- ▶ Data Systems
- ▶ Whole-Group Share-Out
- ▶ Next steps and NRS support



3

## State Planning Time

Continuation from Day 2





# Discussion of Financial and Narrative Reports



5

## Financial Report

- ▶ **Purpose:** Reports receipts and disbursements of federal funds, expenditures and unobligated balances by administration, leadership, instruction, and training activities and recipient expenditures.
- ▶ **Use:** Allows examination of compliance with budget rules and expenditures and to track expenditures and unobligated balances and recipient share detail
- ▶ **Initial and Final Reports for 1<sup>st</sup> Year**
  - Initial due: December 31<sup>st</sup> 2016
  - Final due: December 31<sup>st</sup> 2017



6

## Federal Financial Report Total Allocation

### Added to Federal Share of Expenditures

- ▶ IELCE (Sec. 243) row
  - Separate EL/ Civics financial report eliminated
- ▶ Institutionalized Persons (Sec. 225)
- ▶ One-Stop Infrastructure Costs (local option)
- ▶ One-Stop Infrastructure Costs (state option)



7

## Federal Financial Report Total Allocation (cont'd)

### Other Changes

- ▶ Infrastructure Costs row added to Recipient Share of Expenditures section
- ▶ New column added for reporting on expenditures on training costs for IET programs



8

## Narrative Report

- ▶ **Purpose:** Provides descriptive information about the state program and annual performance for the latest program year in six areas
- ▶ **Use:** Allows a narrative, qualitative description of state activities to provide context for data tables and financial report.



9

## Narrative Report Completion and What's New

- ▶ Updated to include 6 topics:
  - State Leadership Funds (Sec. 223)
  - Performance Data Analysis
  - Integration with One-stop Partners
  - Integrated English Literacy and Civics Education (IEL/CE) Programs (Sec. 243)
  - Adult Education Standards
  - Programs for Corrections Education and the Education of Other Institutionalized Individuals (Sec. 225)



10

## Questions



11

**Break**  
Please return in 15 minutes.



12

# Data System Changes



13

## WIOA-Related Data System Changes Needed

- ▶ New and changed data elements from WIOA
- ▶ Accommodation for exit and periods of participation
- ▶ New NRS tables and WIOA reporting
- ▶ Increased student tracking
  - Employment and credential measures
  - Data-sharing across agencies

See Handout 8: “Data System Changes, Part 1.”



14

# What are the data elements that need to be *added* for WIOA data collection and reporting?



15

## Data Element Changes for WIOA

### **New Data Elements: Barriers to Employment (for Joint ICR)**

Displaced homemakers

English language learners, low literacy levels, cultural barriers

Exhausting Temporary Assistance for Needy Families within 2 years

Ex-offenders

Homeless/runaway youth

Long-term unemployed

Low income

Migrants and seasonal farmworkers

Individuals with disabilities

Single parents

Youth in foster care/aged out of system



16

## Changed Data Elements

- ▶ New age categories
  - 45–54 and 55–59, replacing 45–59
- ▶ New employment category
  - Employed but notice of termination
- ▶ New Program Categories
  - Participants in integrated education and training program
  - Participants in Integrated English Literacy/EL Civics (Sec. 243 programs)



17

What are the data elements that can be *deleted* for WIOA data collection and reporting?



18

## Deleted Data Elements

- ▶ Participant status designations
  - Living in rural area, disabled, on public assistance
  - Optional participant status designations (from old Table 6)
  - Work-based project learner



19

## Transitioning Your Data System to Address New Requirements for Tracking Students



20



## Data System Changes: Tracking Participants Through Periods of Participation

- ▶ Exit status designation after 90 days
- ▶ Each period of participation requires the following:
  - New demographics and barriers to employment
  - Assessment and MSG
  - Tracking for employment and wages
  - Tracking postexit for credential indicators



21

## Data System Changes: Tracking Participants Through Periods of Participation, cont'd

- ▶ Identify exclusions.
- ▶ Identify participants at ninth-grade or higher level.
  - For secondary credential measure
  - At entry—or through testing level during enrollment



22

## Data System Changes: Tracking Participants and Exit-Based Outcomes

- ▶ Need ability to identify and track participants for each period of participation
  - Second and fourth quarter postexit employment
  - Second quarter median wage calculation
  - Employment or postsecondary entry 1 year after exit for secondary credential



23

## Data System Changes: Tracking Participants and Exit-Based Outcomes, cont'd

- ▶ Postsecondary entry for MSG (Table 4)
  - Requires exit.
  - Track until end of program year only.



24

## Data System Changes: New Reporting Needs

- ▶ New NRS tables
- ▶ Joint ICR reporting
  - Break down by age, ethnicity, sex, and barriers to employment.
- ▶ State and local reports
  - Revise current reports with new measures.
  - Develop new reports for monitoring and program improvement.



25

## Tracking and Reporting: Other Changes to Consider for Your Data System

- ▶ System architecture
  - Interagency data coordination for tracking postexit outcomes
  - Development of complex data systems
  - System security and privacy
- ▶ Availability of better data analysis tools (21st-century reality)
  - Opportunities for improved data use



26

## System Architecture Challenges: Data Coordination Needs

### Coordination of Agency Data

- ▶ Consistent student identifiers
- ▶ Common data definitions
- ▶ Agreement on data-handling practices



27

## System Architecture Challenges: Developing a Complex Data System

### Complex Data Systems

- ▶ Title II part of larger system
- ▶ Data system development
  - Integrated data system?
  - Shared features—e.g., intake form, reports, other?
  - Improved interface within/across agencies?
- ▶ Data sharing at what point along the system?



28

## System Architecture Challenges: Ensuring Security and Privacy

### Data Security and Personal Privacy

- ▶ Data ownership
- ▶ Who is allowed access and can change
- ▶ Reasonable use and sharing of data
  - Individual student records
  - Aggregation/disaggregation
  - Data linking
- ▶ Physical and electronic protections



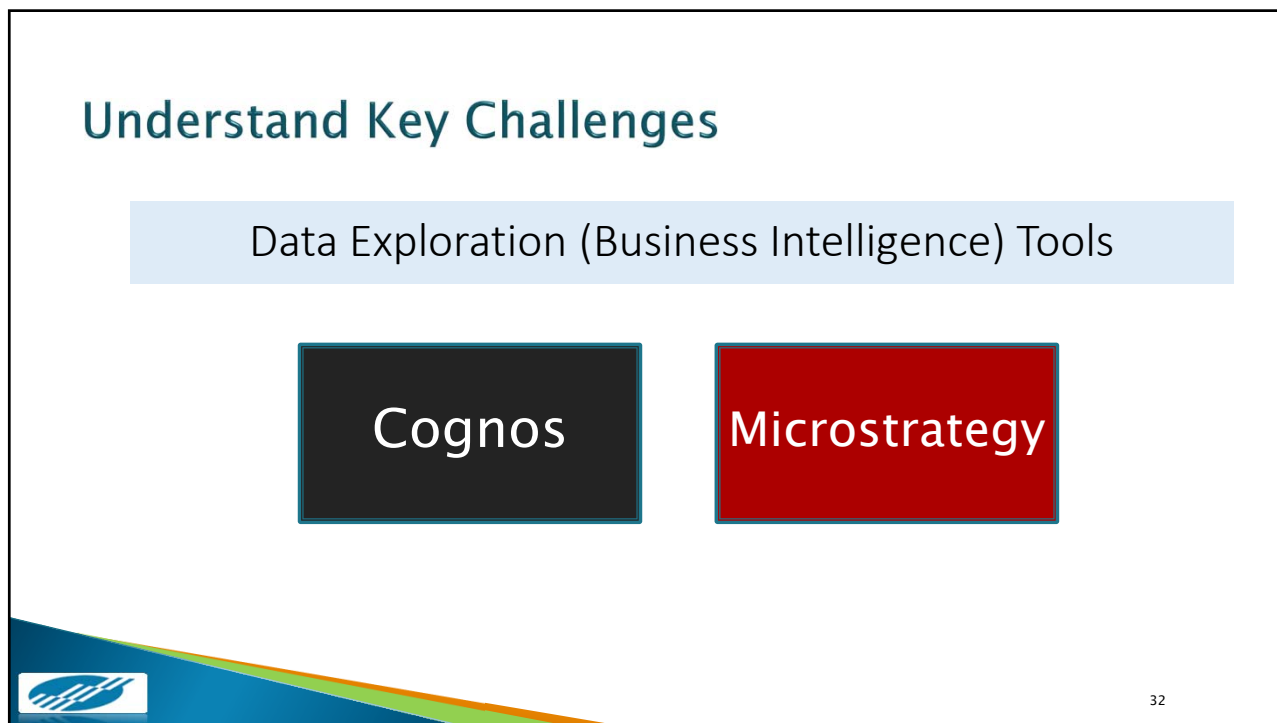
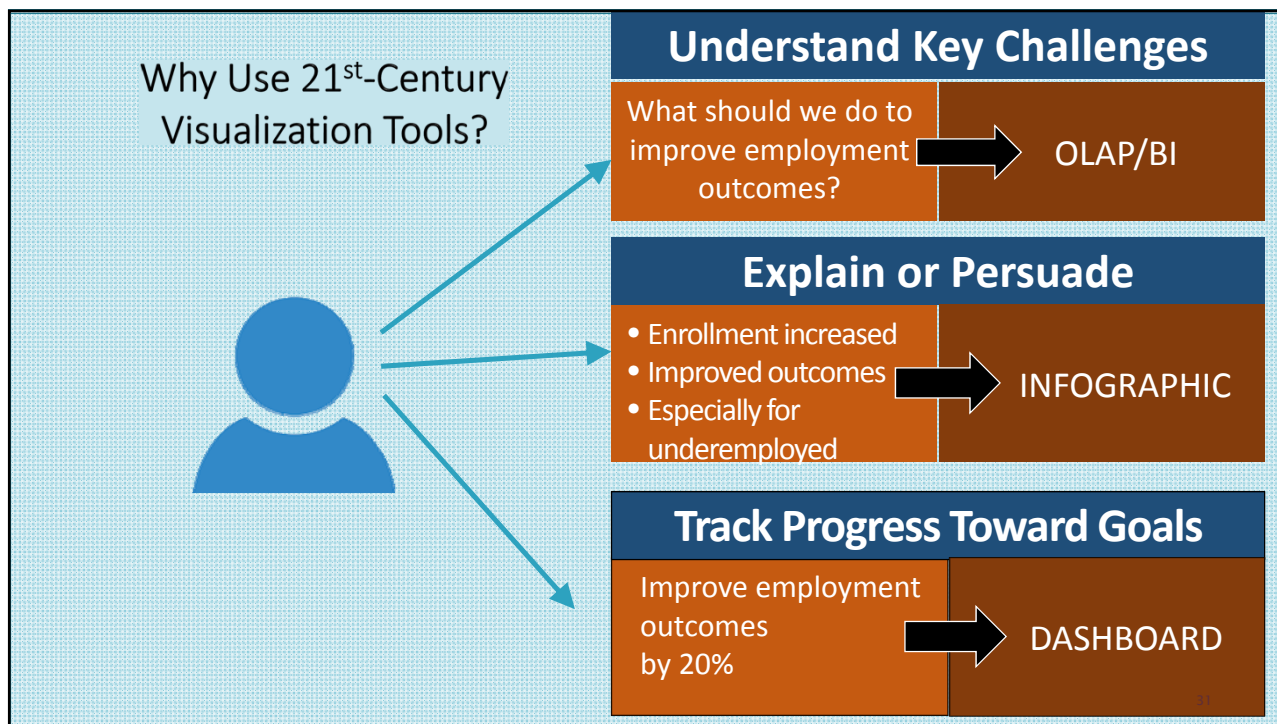
29

## Improvements in Reporting: 21st-Century Data Tools

- ▶ Integrate data sets.
- ▶ Easily create visualizations.
- ▶ Interact with your data.



30





# Cross-State Sharing



35

## World Café Topics

1. How can we manage the increased burden of student tracking?
2. What databases can we use to obtain follow-up data (employment, follow-up for participants who earn a credential)?
3. What implications does period of participation have for tracking participants? For local programs?
4. What reports do state and local staff need to effectively manage data?
5. How do we communicate data system changes to local programs?



36



Lunch  
Please return in 1 hour



37

## Planning for Data System Changes and Use



38

## Reports and Data Tools



39

## Using Your Data

- ▶ Think about the changes to the NRS tables that we have reviewed.
- ▶ Use the Outputs–Inputs–Functionality process to consider how else you can use the data from these tables to help improve your adult education program.
  - What does the NRS table data tell you?
  - What else do you want to know?
  - How can you use the data to help answer these questions?
  - What reports do you need/want?
  - What information do you need/want?

See Handout 8: “Data System Changes, Part 2.”



40

# State Action Step Planning



41

## Setting Action Steps by Role

1. Review your NRS State Planning Tool.
2. Begin to set action steps based on your role as a state *data or professional development specialist*.
  - Identify what tasks need to be completed for implementation.
  - Determine the action steps needed.
  - Identify who is responsible.
  - Indicate what resources are needed to support the action steps.
  - Indicate a time line for completion.

See Handout 9: "Action Planning Template."



42

# Whole-Group Share-Out



43

## Visualizing Your Next Step

- ▶ Select one image that best represents your immediate next steps.
  - Select the image through the lens of your role (data specialist, state director, professional development specialist).
- ▶ Volunteers will share their images.



44

## Handouts from the regional training

Handouts align with the presentation slides. Although some may not be referenced specifically in this toolkit, when used with the presentation slides, the handouts provide a support for addressing common questions and scenarios related to reporting.

### Handout 1: LEAP, Part II Support Tool

#### Part A Directions:

As a state team, discuss the information you will need to collect to complete each NRS table. How do you currently collect this information? Will data collection processes change? For each NRS table below, consider the changes resulting from WIOA and, in the charts that follow, identify the impact these changes will have on each of the topics listed. Use the additional rows to think through implications for additional areas not listed. Then brainstorm potential questions local providers may have regarding these changes. Part A will be completed as a state team.

**Table 1: Participants, by Entering Educational Functioning Level, Ethnicity, and Sex**

<b>Summary of table:</b>	
•	Provides information on the way participants are distributed across educational functioning levels (EFLs), as well as the demographic characteristics of those served.
•	Needed to complete the table: <ul style="list-style-type: none"> <li>– Participants' EFLs at initial entry</li> <li>– Race/ethnicity</li> <li>– Unduplicated count of participants</li> </ul>
•	Note: EFLs are now represented by numbers instead of names (e.g., Low ABE is now ABE Level 1).

Topic	Implications of WIOA changes for data collection for Table 1
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

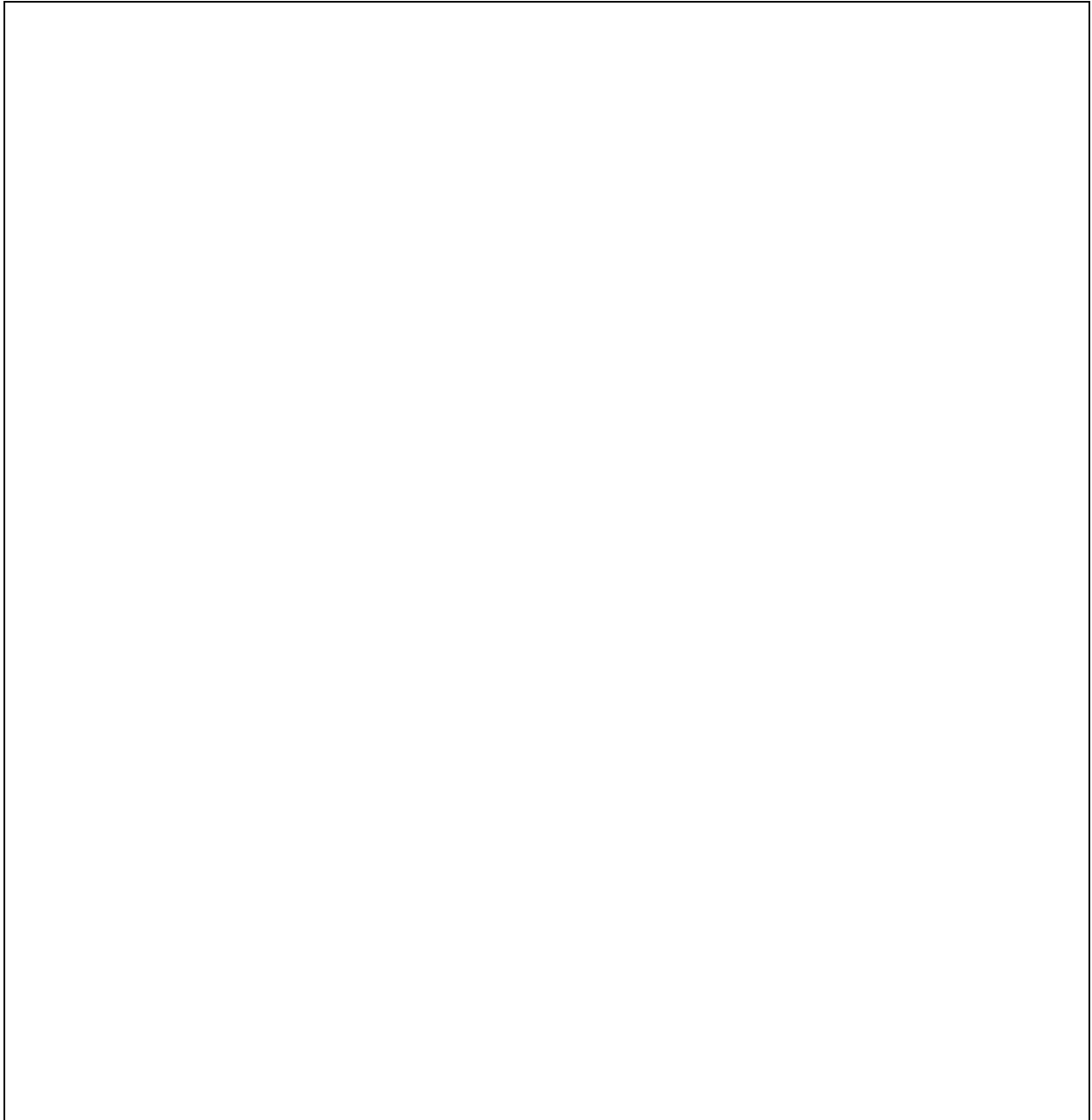
**Potential Questions From Locals**

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2.	
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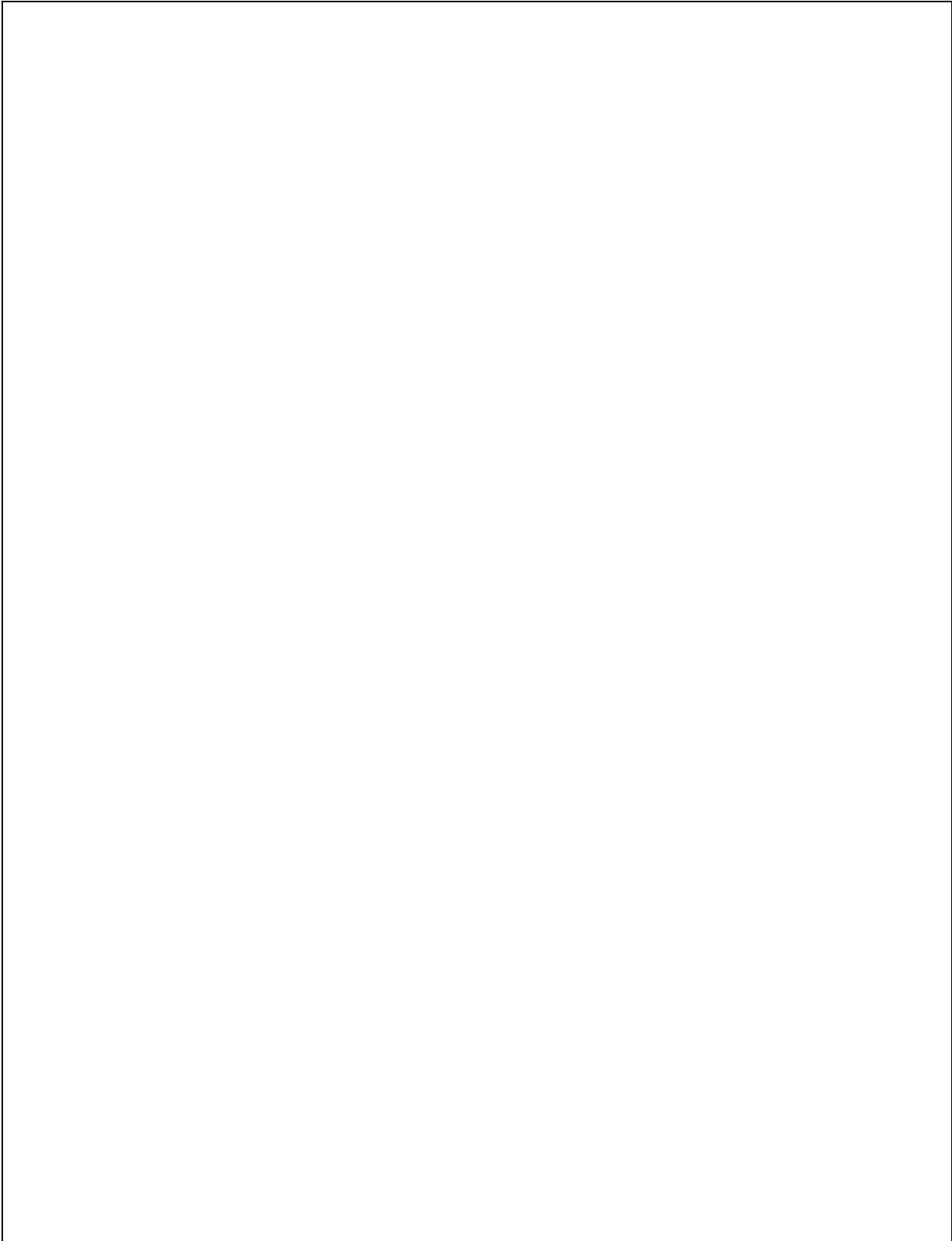
## Part B Directions:

Teams will now break into smaller groups of data specialists or professional developers. During this part of the planning section, you will focus on the way you are going to communicate with locals about table changes through your specific roles. Data specialists will focus on *how* to communicate changes with locals in a language they can easily understand, by responding to questions formulated as a team in Part A. Professional developers will focus on developing training activities related to the table changes or creating a training plan.

### Communication (Data Specialists)

A large, empty rectangular box with a thin black border, intended for students to write their communication plans or notes for data specialists.

**Training Activities/Training Plan (Professional Developers)**





## Part A (Whole Team)

**Table 2: Participants, by Age, Ethnicity, and Sex**

**Summary of Table**

- Provides information on the way participants are distributed according to demographics.
- Needed to complete the table:
  - Participants’ EFLs at initial entry
  - Age
  - Race/ethnicity
  - Gender
  - Totals equal to those in Table 1
- Note: The former 45–49 category has been split into two age groups.

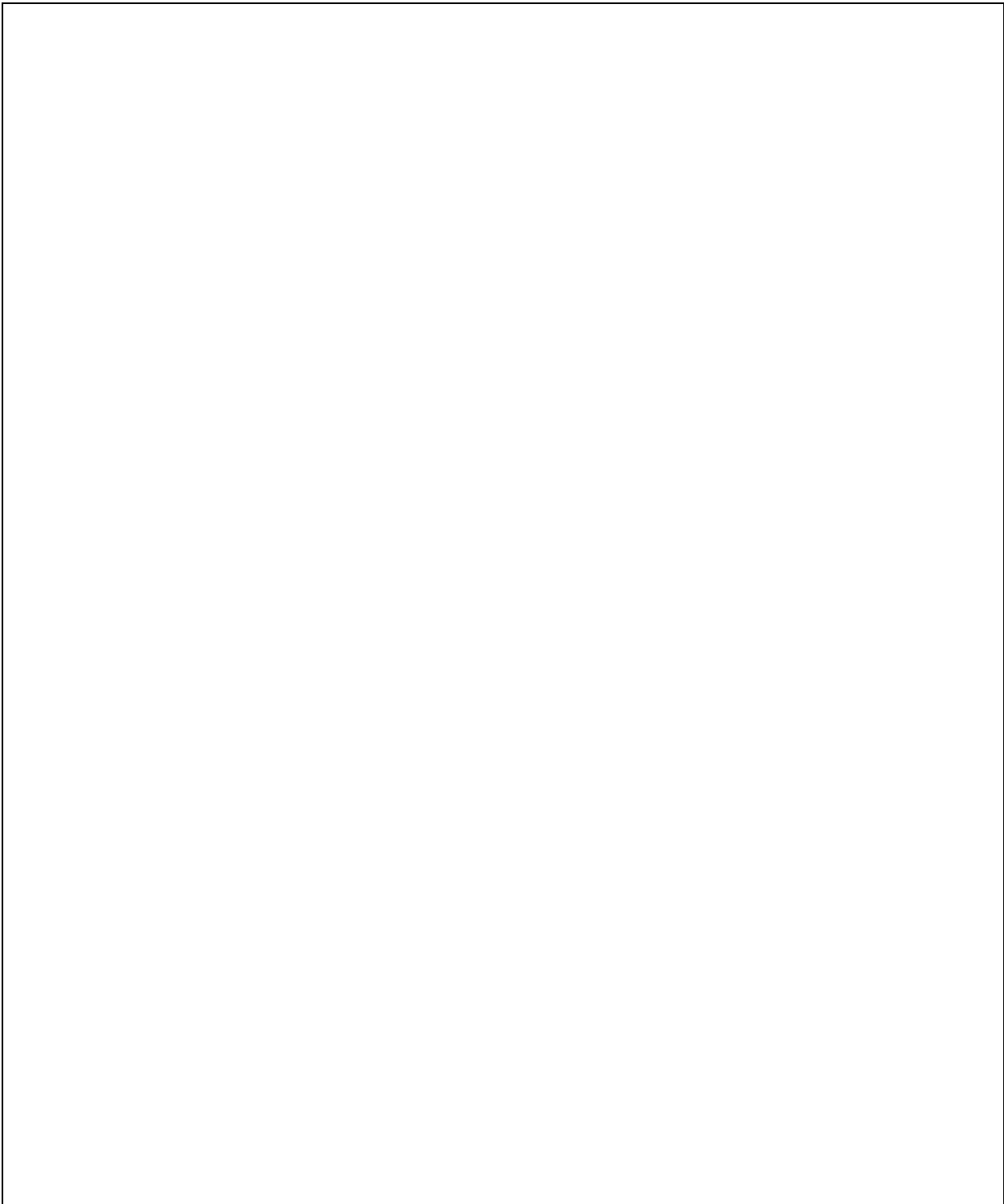
Topic	Implications of WIOA changes for data collection for Table 2
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

### Potential Questions From Locals

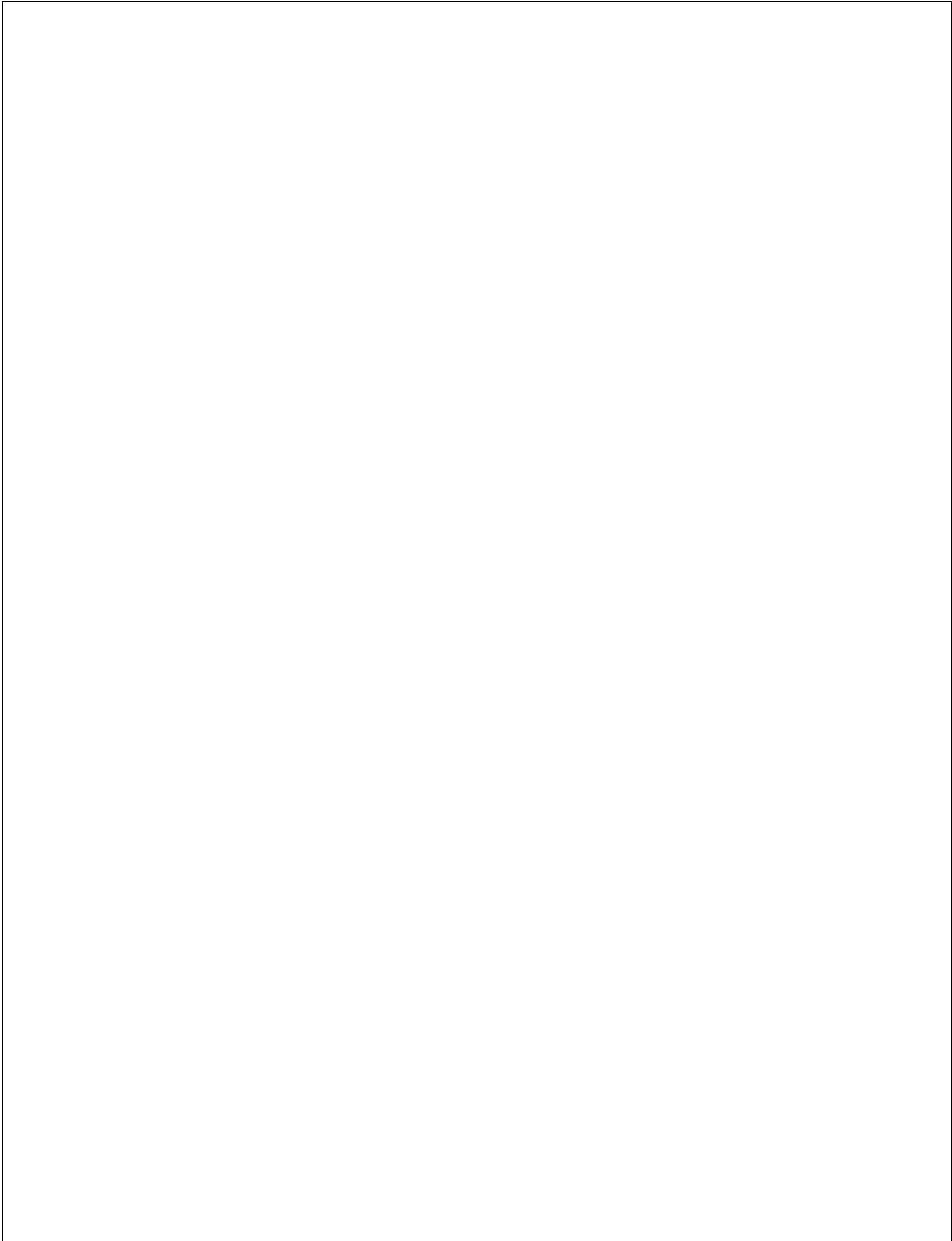
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**Part B (by Role)**

**Communication (Data Specialists)**



**Training Activities/Training Plan (Professional Developers)**



## Part A (Whole Team)

**Table 3: Participants, by Program Type and Age**

**Summary of Table:**

- Provides information on the way participants are distributed across programs by age.
- Needed to complete the table:
  - Type of program
  - Age
- Note: This table distinguishes between English Language Acquisition programs and Integrated English Literacy/Civics Education programs. The former 45–49 category has been split into two age groups.

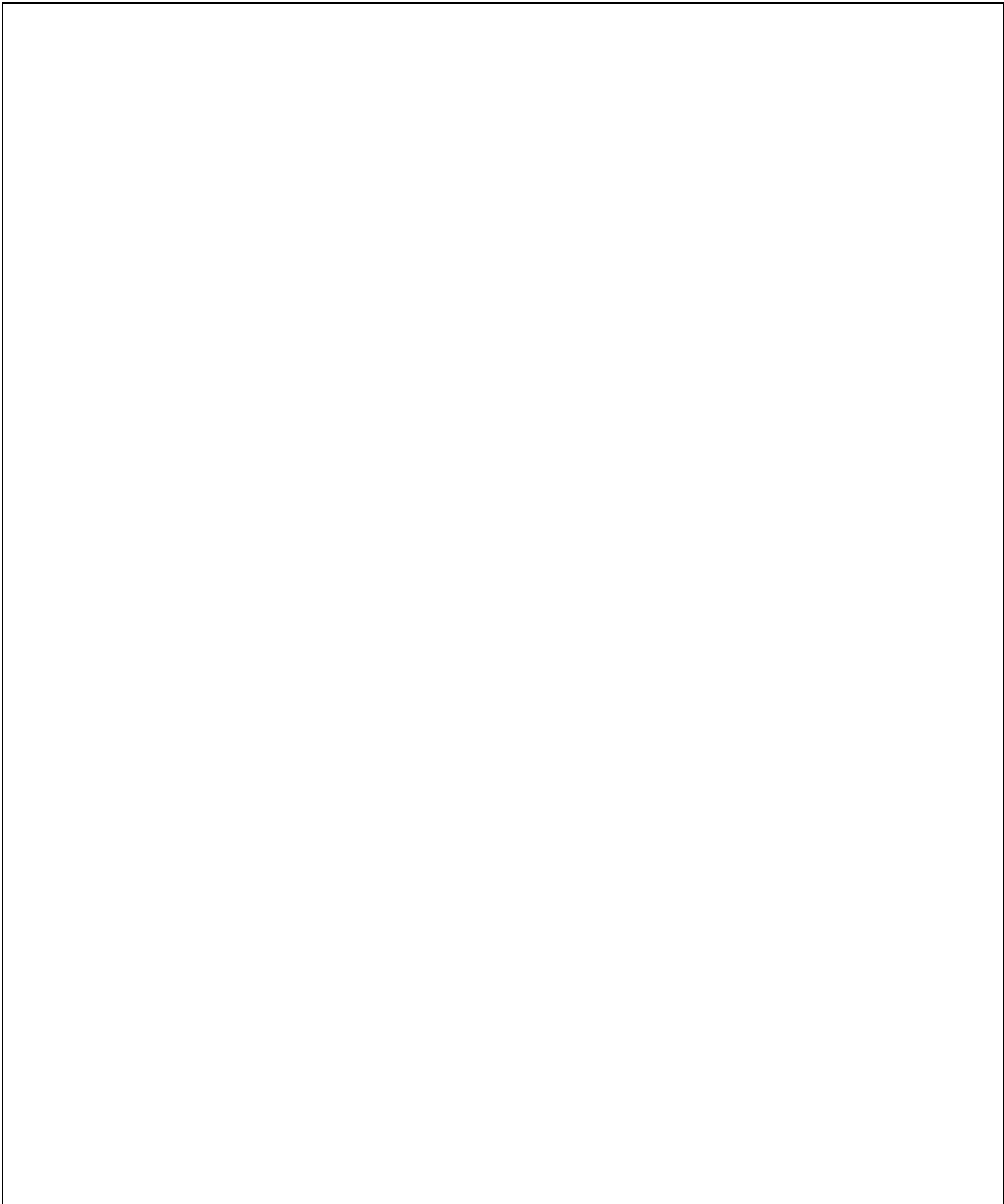
Topic	Implications of WIOA changes for data collection for Table 3
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

### Potential Questions From Locals

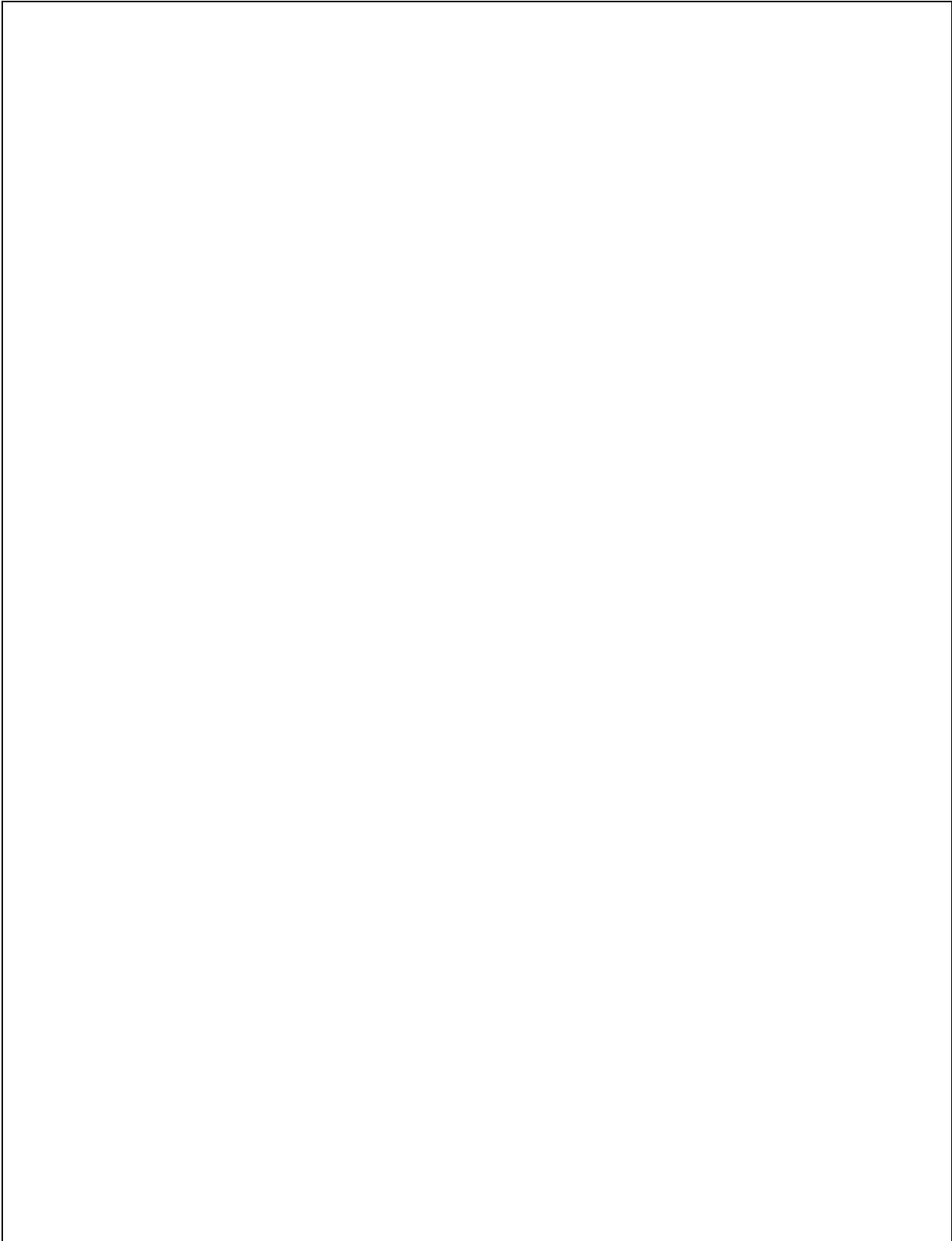
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3.	

**Part B (by Role)**

**Communication (Data Specialists)**



**Training Activities/Training Plan (Professional Developers)**



## Part A (Whole Team)

**Table 4: Measurable Skill Gains, by Entry Level**

**Summary of Table:**

- Provides information on the way the MSGs that participants have achieved are distributed across EFLs.
- Needed to complete the table:
  - Participants’ EFLs at initial entry
  - Unduplicated count of enrolled participants
  - Number of attendance hours
  - Unduplicated count of participants who have achieved at least one EFL gain
  - Unduplicated count of participants who have attained a secondary school diploma or equivalent
  - Unduplicated count of participants who separated before achieving MSGs of at least one EFL gain
  - Unduplicated count of participants remaining in the program who have not achieved MSGs
  - Total count of periods of participation
  - Total count of periods of participation with an MSG
- Note: EFLs are now represented by numbers instead of names (e.g., Low ABE is now ABE Level 1). This table is similar to Table 4c but contains information for all participants, rather than a subset.

Topic	Implications of WIOA changes for data collection for Table 4
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

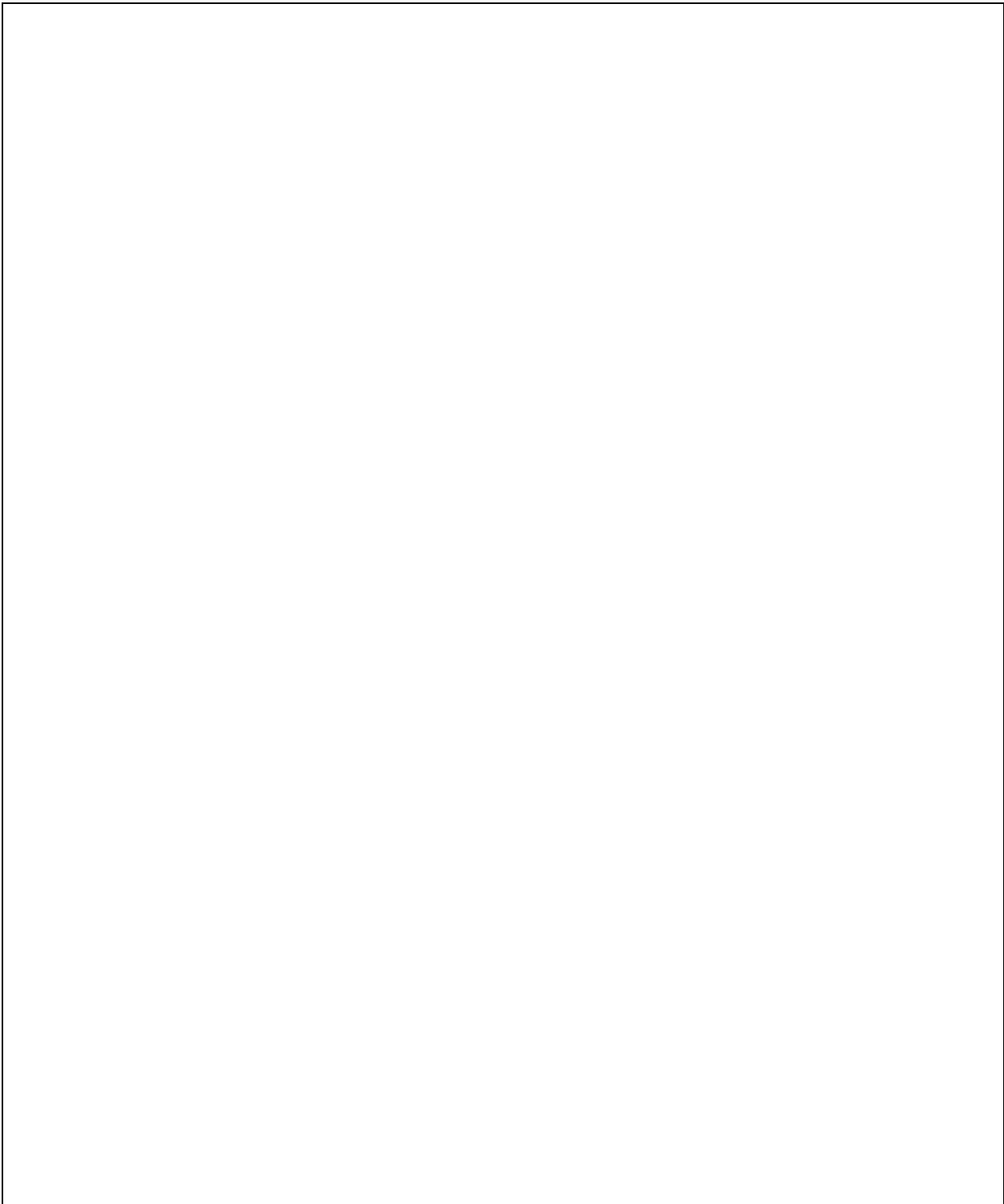
**Potential Questions From Locals**

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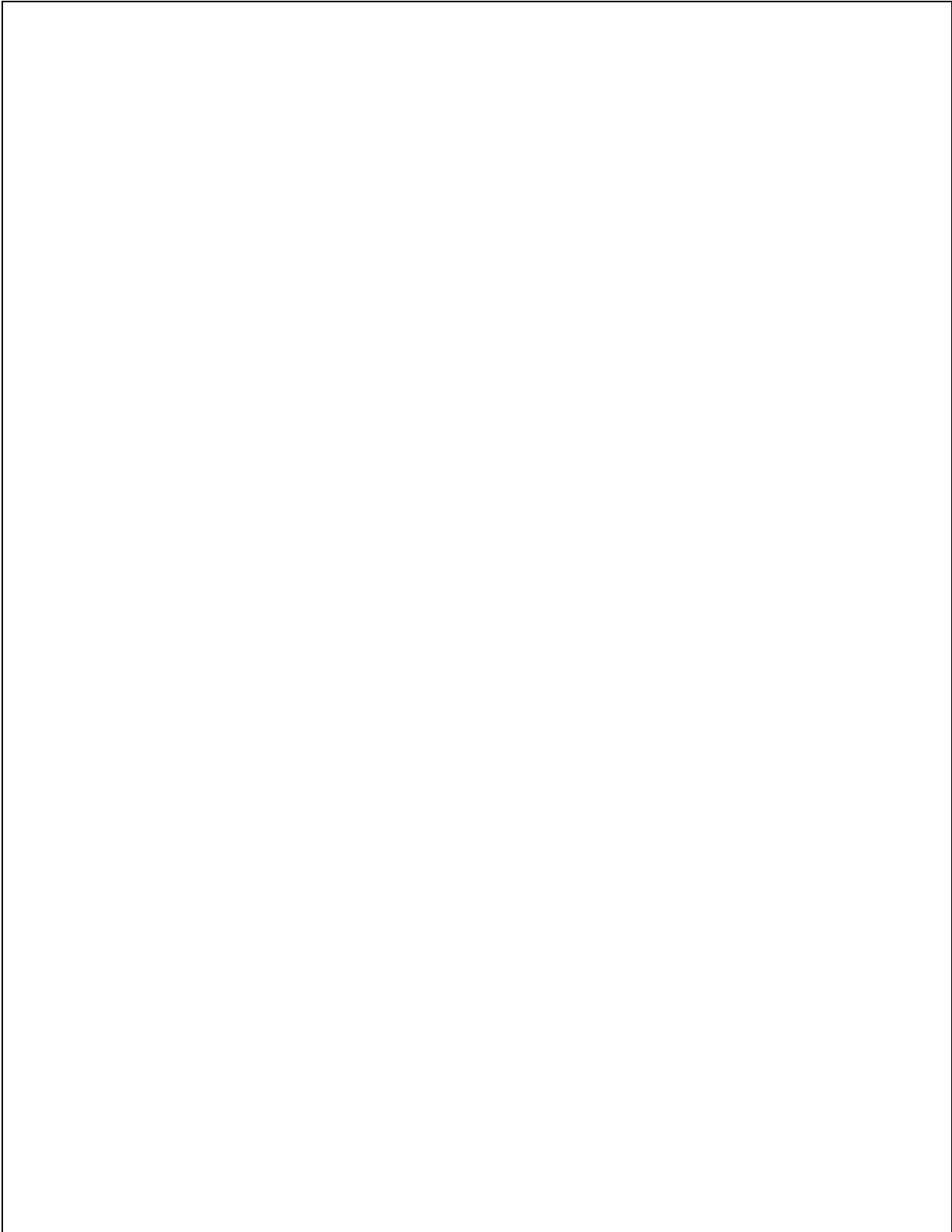


**Part B (by Role)**

**Communication (Data Specialists)**



**Training Activities/Training Plan (Professional Developers)**



## Part A (Whole Team)

**Table 4b: EFL and Attendance, by Pre- and Posttested Participants**

**Summary of Table**

- Provides information on the way the EFL gains that participants have achieved are distributed across EFL levels for those who have been pre- and posttested, as well as their total attendance hours.
- Needed to complete the table:
  - Participants’ EFLs at initial entry
  - Unduplicated count of enrolled participants
  - Number of attendance hours
  - Unduplicated count of participants who have achieved at least one EFL gain
  - Unduplicated count of participants who separated before achieving at least one EFL gain
  - Unduplicated count of participants remaining in the program
- Note: EFLs are now represented by numbers instead of names (e.g., Low ABE is now ABE Level 1).

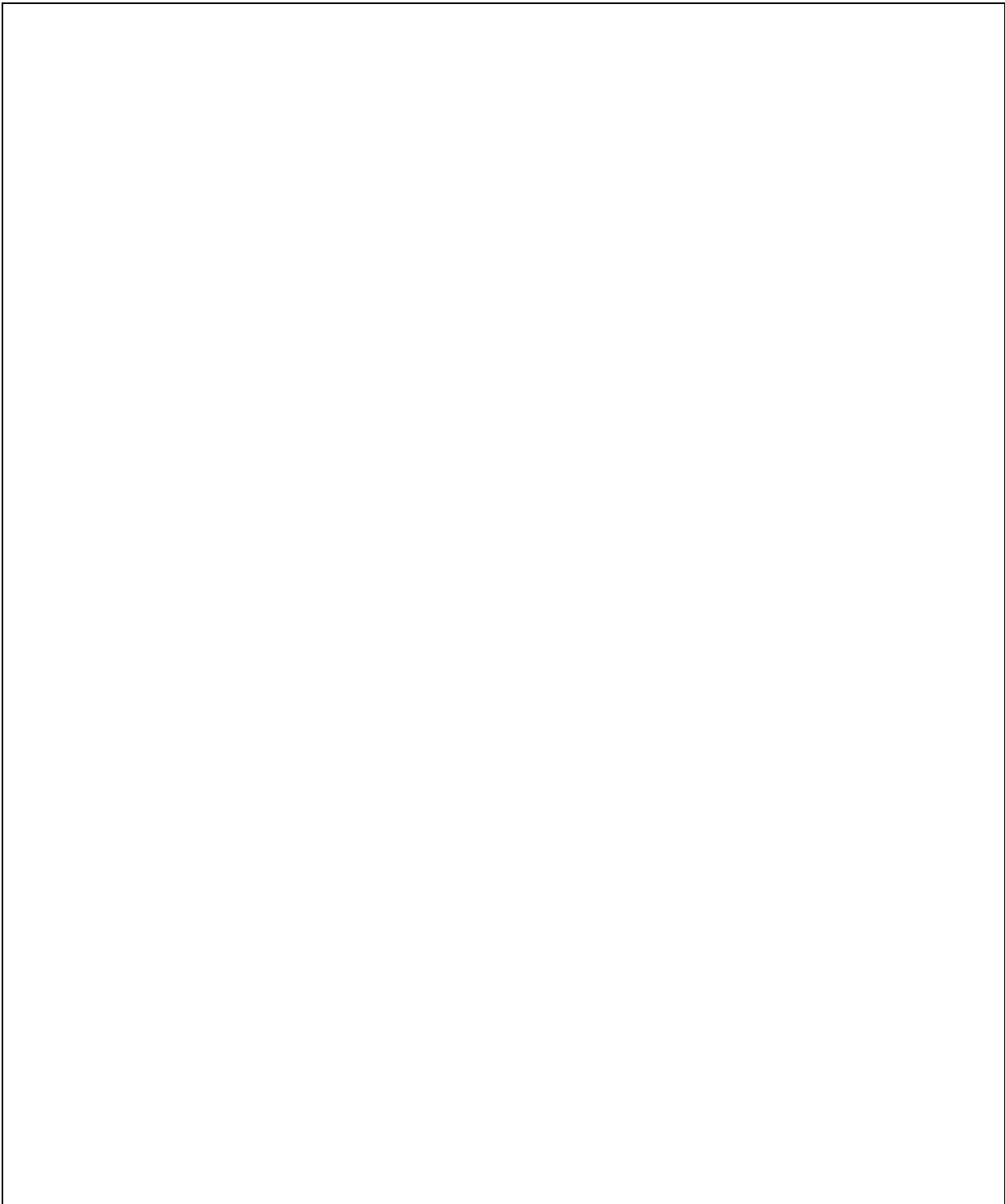
Topic	Implications of WIOA changes for data collection for Table 4b
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

**Potential Questions From Locals**

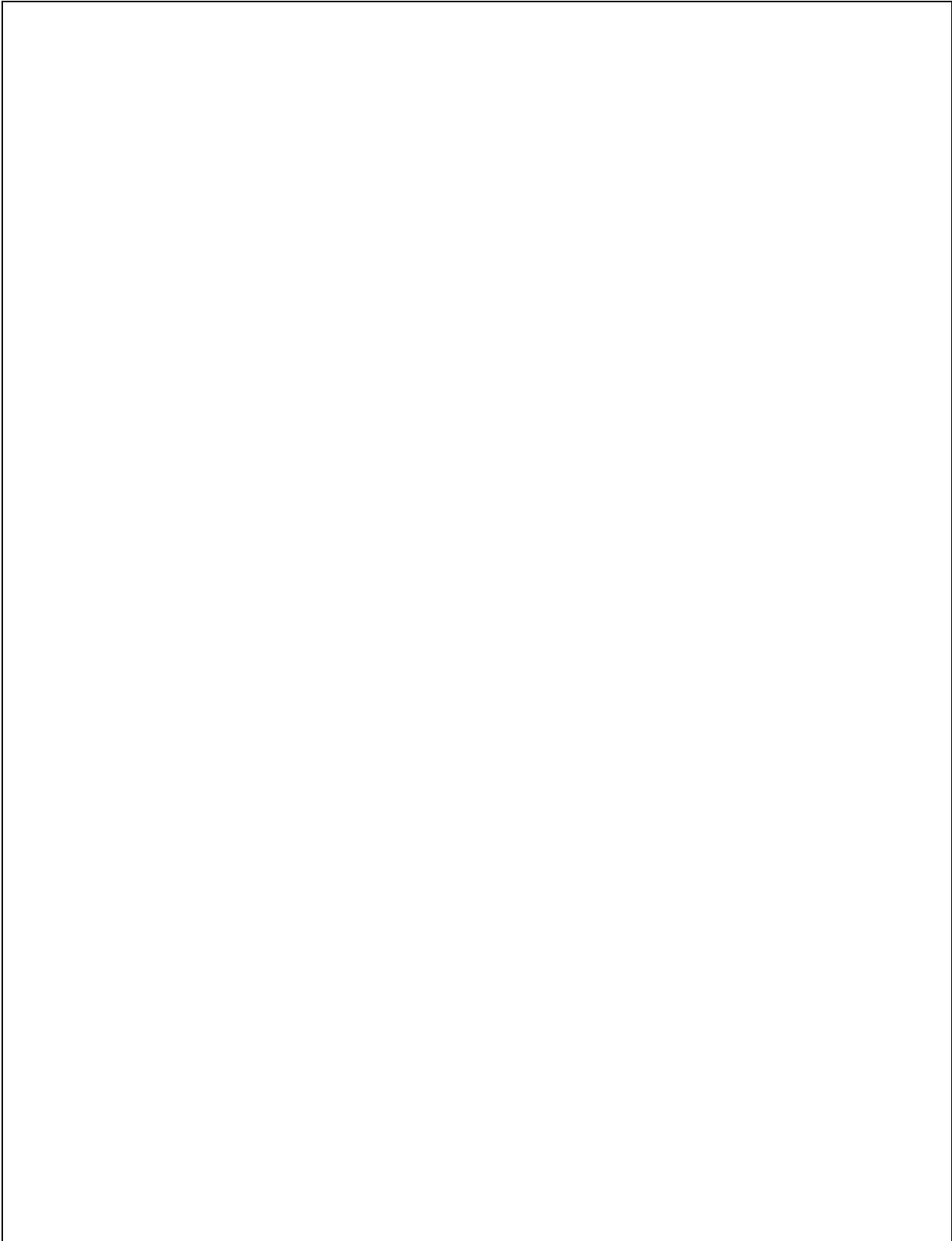
1.	
2.	
3.	

**Part B (by Role)**

**Communication (Data Specialists)**



**Training Activities/Training Plan (Professional Developers)**



## Part A (Whole Team)

**Table 5: Core Follow-Up Outcome Achievement**

**Summary of Table:**

- Provides information on the outcomes that participants have achieved.
- Needed to Complete the table:
  - Unduplicated count of participants who exited
  - Unduplicated count of participants who exited and who have achieved outcome or median earning value
  - Total count of periods of participation
  - Total count of periods of participation with an achieved outcome or median earning value
- Note: This table is similar to Tables 5a, 8, and 10 but contains information on all participants, rather than on a subset.

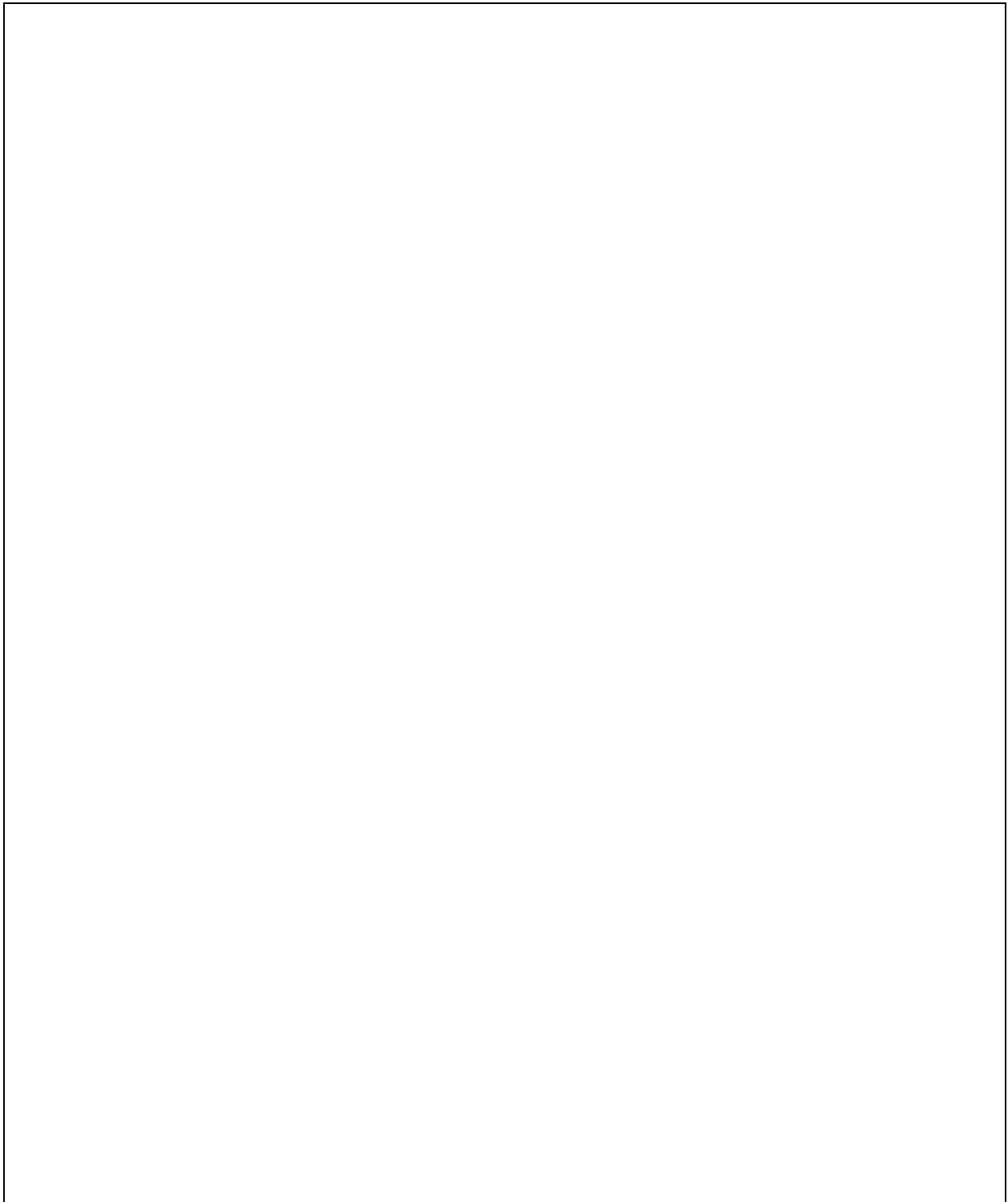
Topic	Implications of WIOA changes for data collection for Table 5
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

### Potential Questions From Locals

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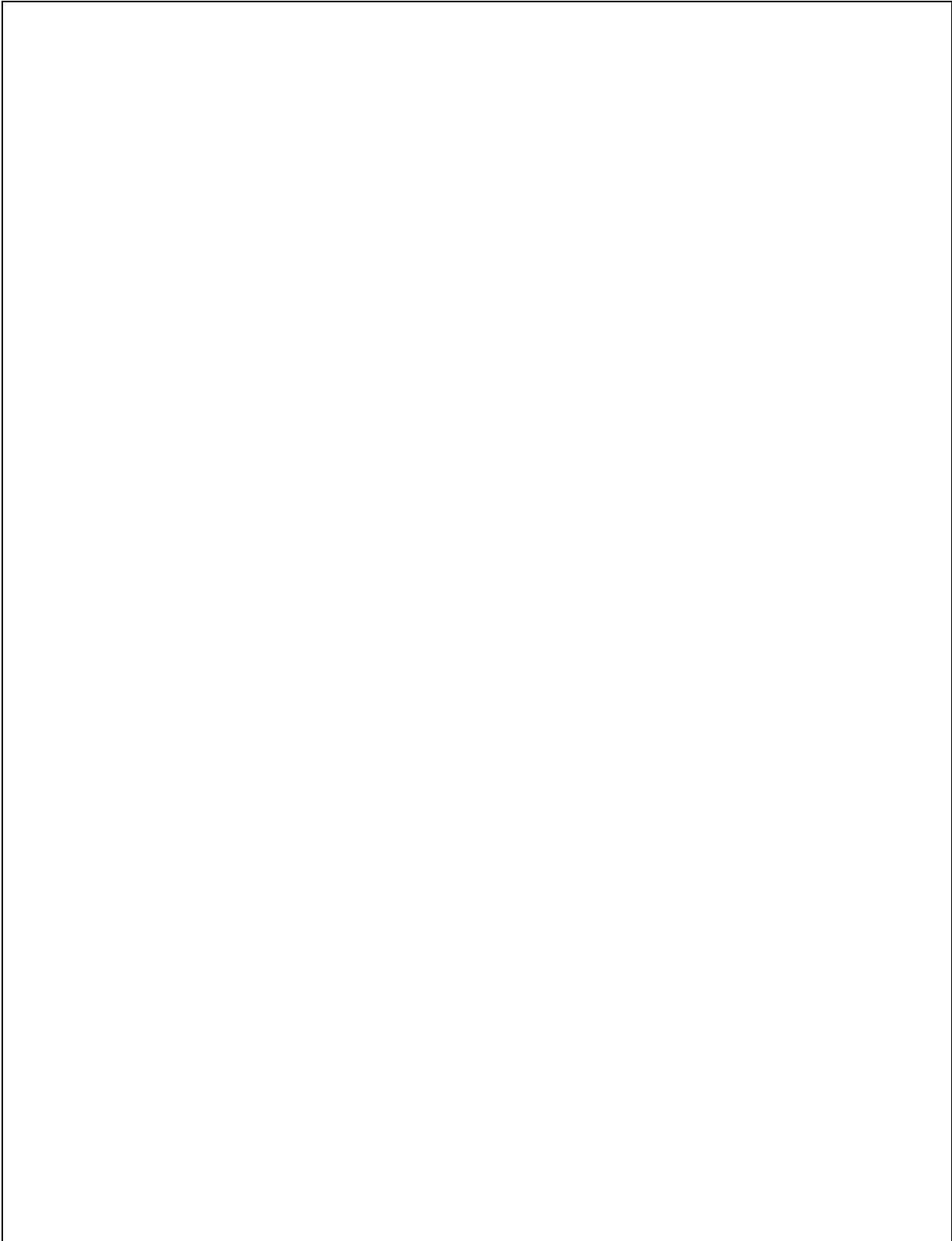
## Part B (by Role)

### Communication (Data Specialists)





**Training Activities/Training Plan (Professional Developers)**



## Part A (Whole Team)

**Table 5a: Core Follow-up Outcome Achievement for Participants in Distance Education**

**Summary of Table:**

- Provides information on the outcomes that participants in distance education have achieved.
- Needed to complete the table:
  - Unduplicated count of participants in distance education who exited
  - Unduplicated count of participants in distance education who exited and who have achieved outcome or median earning value
  - Total count of periods of participation in distance education
  - Total count of periods of participation in distance education with an achieved outcome or median earning value
- Note: This table is identical to Table 5 but only contains information for participants in distance education.

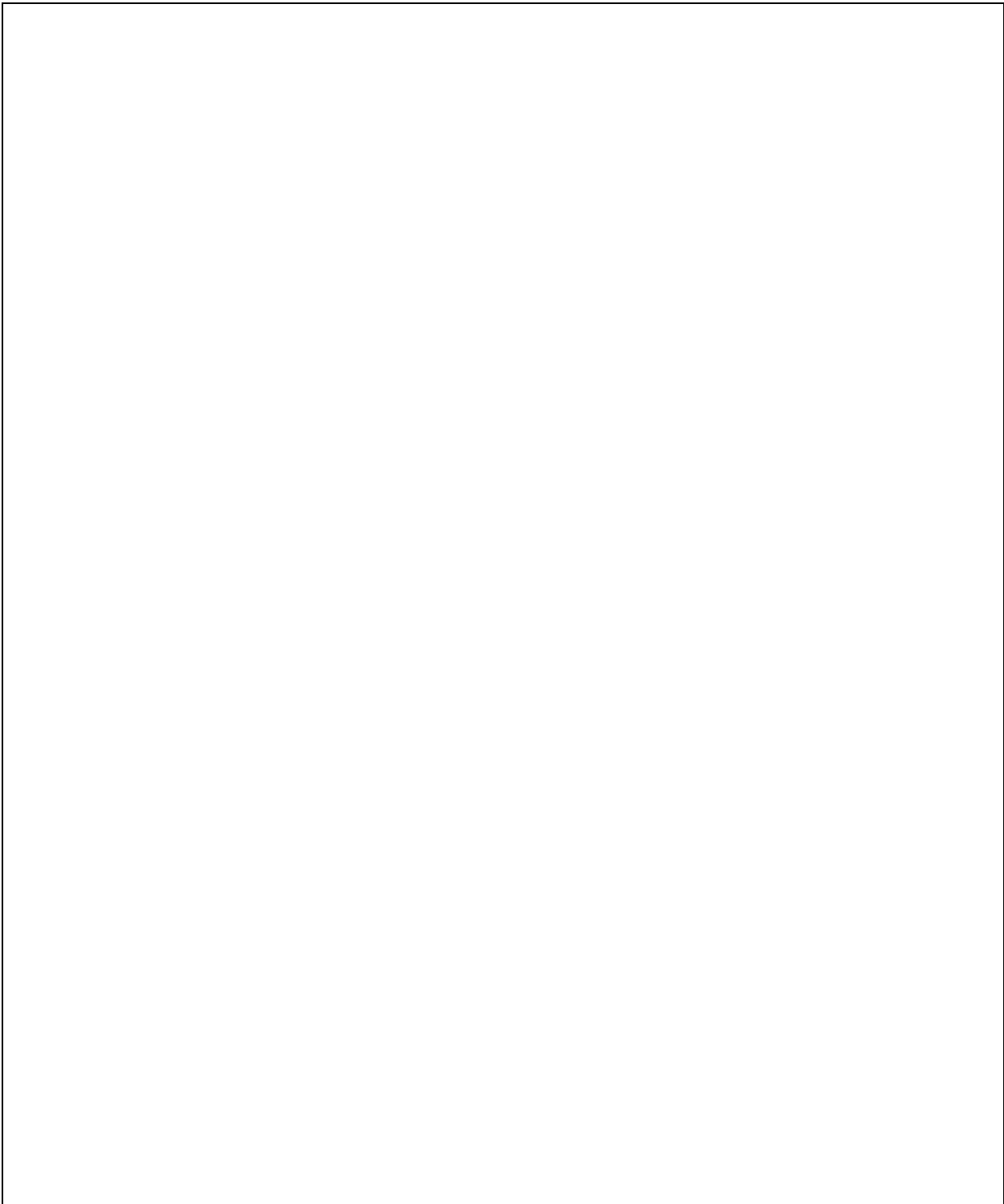
Topic	Implications of WIOA changes for data collection for Table 5a
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

**Potential Questions From Locals**

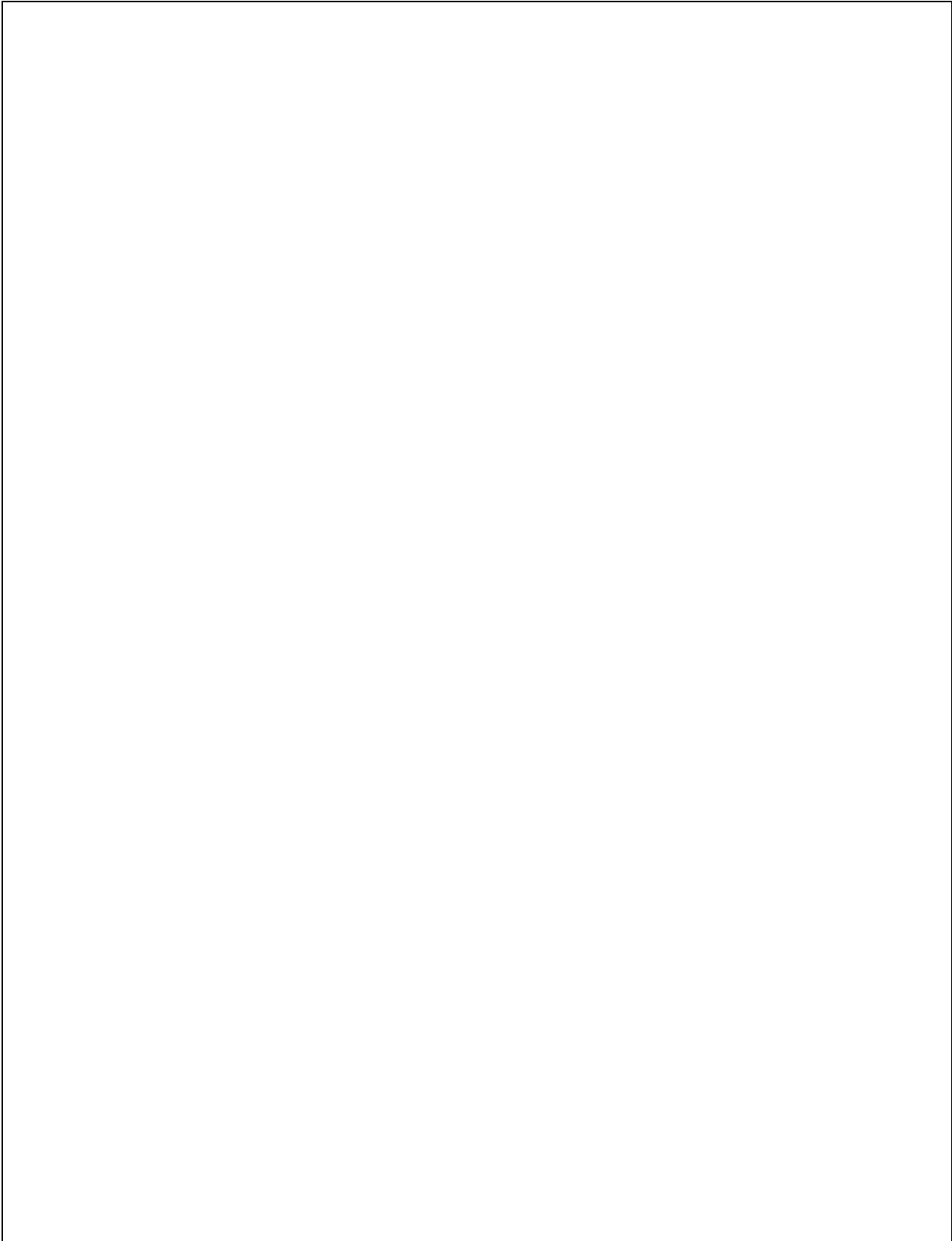
1.	
2.	
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**Part B (by Role)**

**Communication (Data Specialists)**



**Training Activities/Training Plan (Professional Developers)**



## Part A (whole team)

**Table 6: Participant Status and Program Enrollment**

**Summary of Table**

- Provides information on the way participants are distributed across EFLs, as well as the demographic characteristics of those served.
- Needed to complete the table:
  - Participants’ employment status at initial entry
  - Highest degree or level of schooling completed
  - Type of program
  - Type of institution

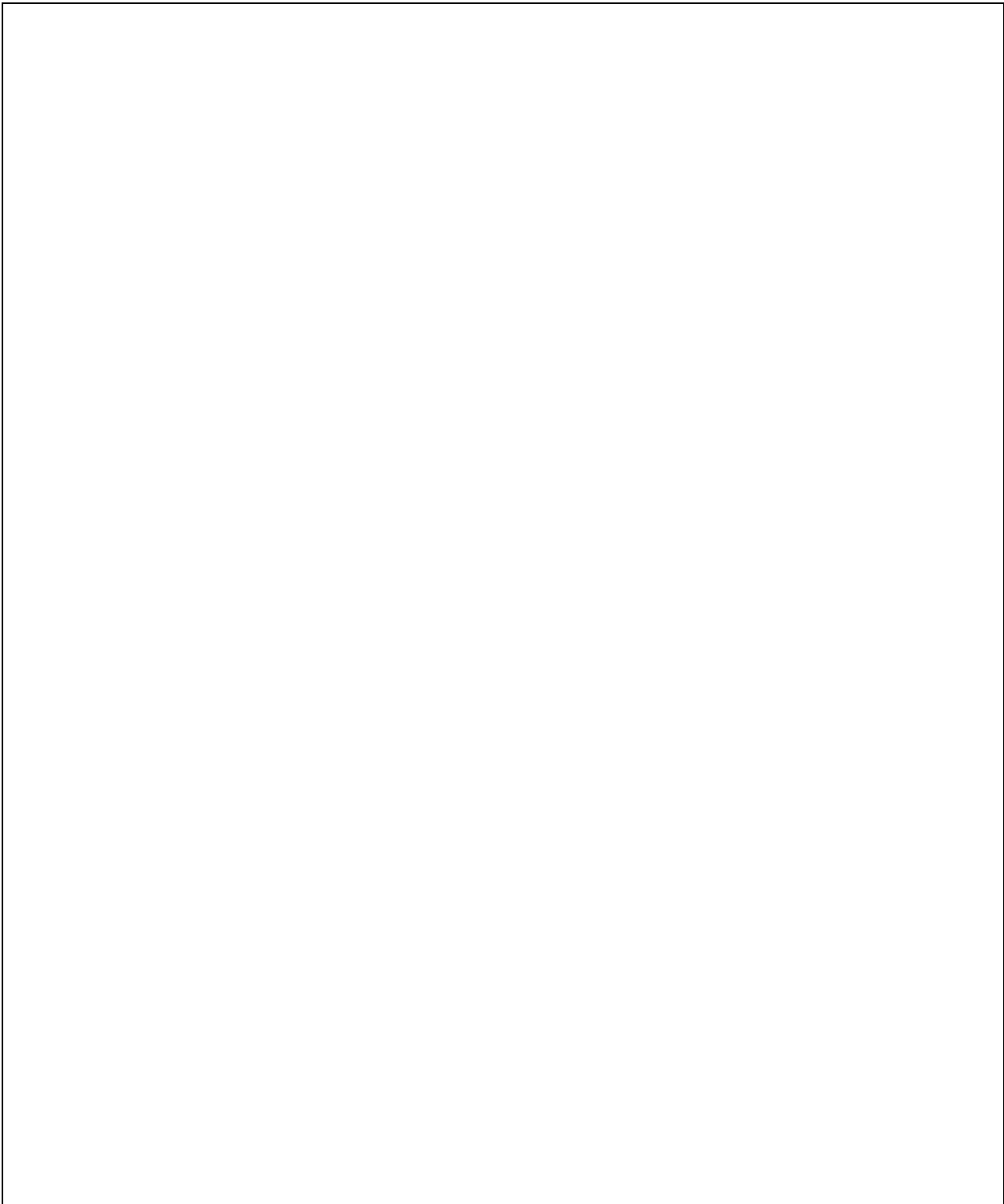
Topic	Implications of WIOA changes for data collection for Table 6
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

### Potential Questions From Locals

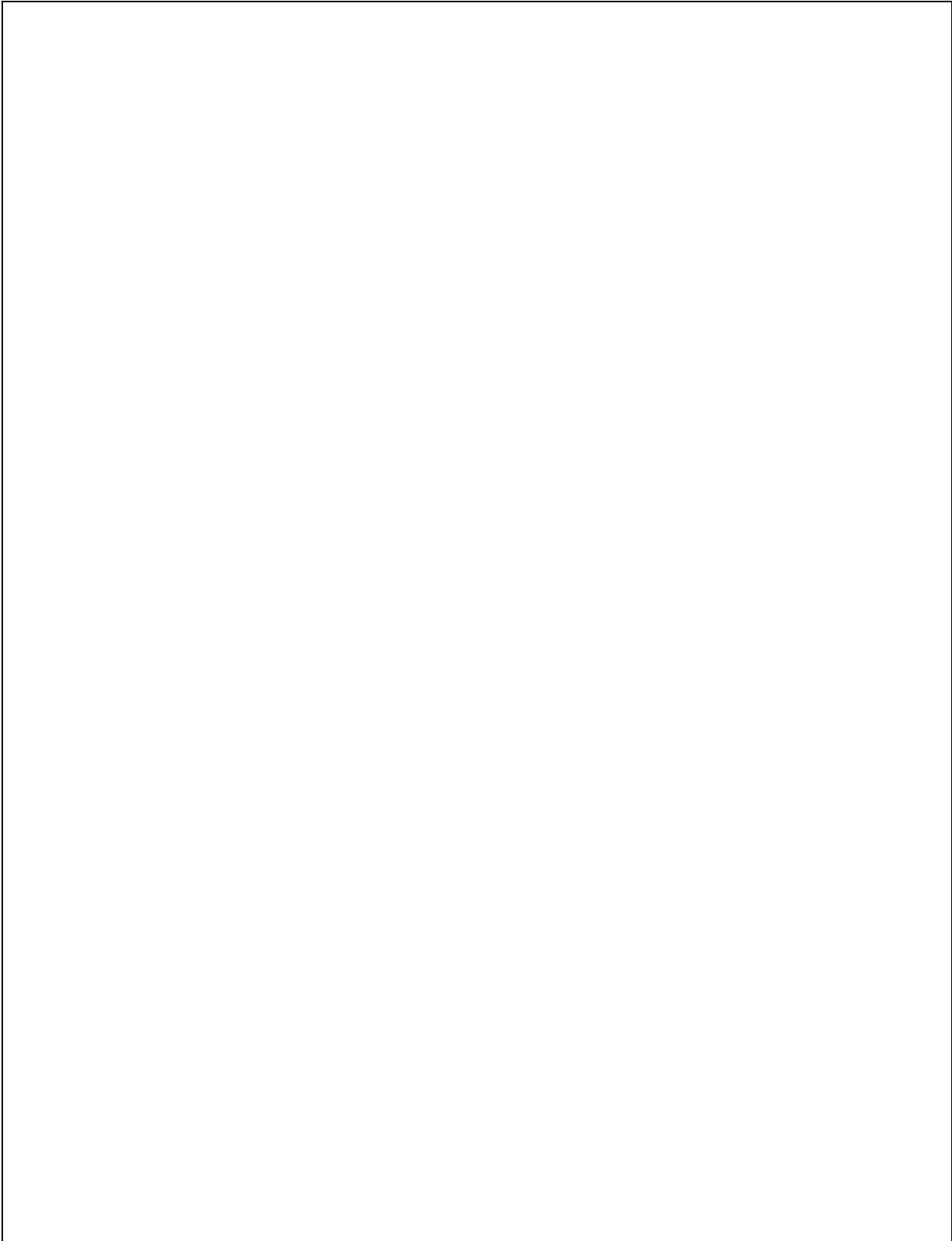
1.	
2.	
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**Part B (by Role)**

**Communication (Data Specialists)**



**Training Activities/Training Plan (Professional Developers)**





## Part A (whole team)

**Table 7: Adult Education Personnel, by Function and Job Status**

**Summary of Table:**

- Provides information on the way adult education personnel are distributed across function and by job status.
- Needed to complete the table:
  - Unduplicated count of personnel, by function and job status
- Note: The number of positions is counted, not the number of staff who fill them. This table did not change.

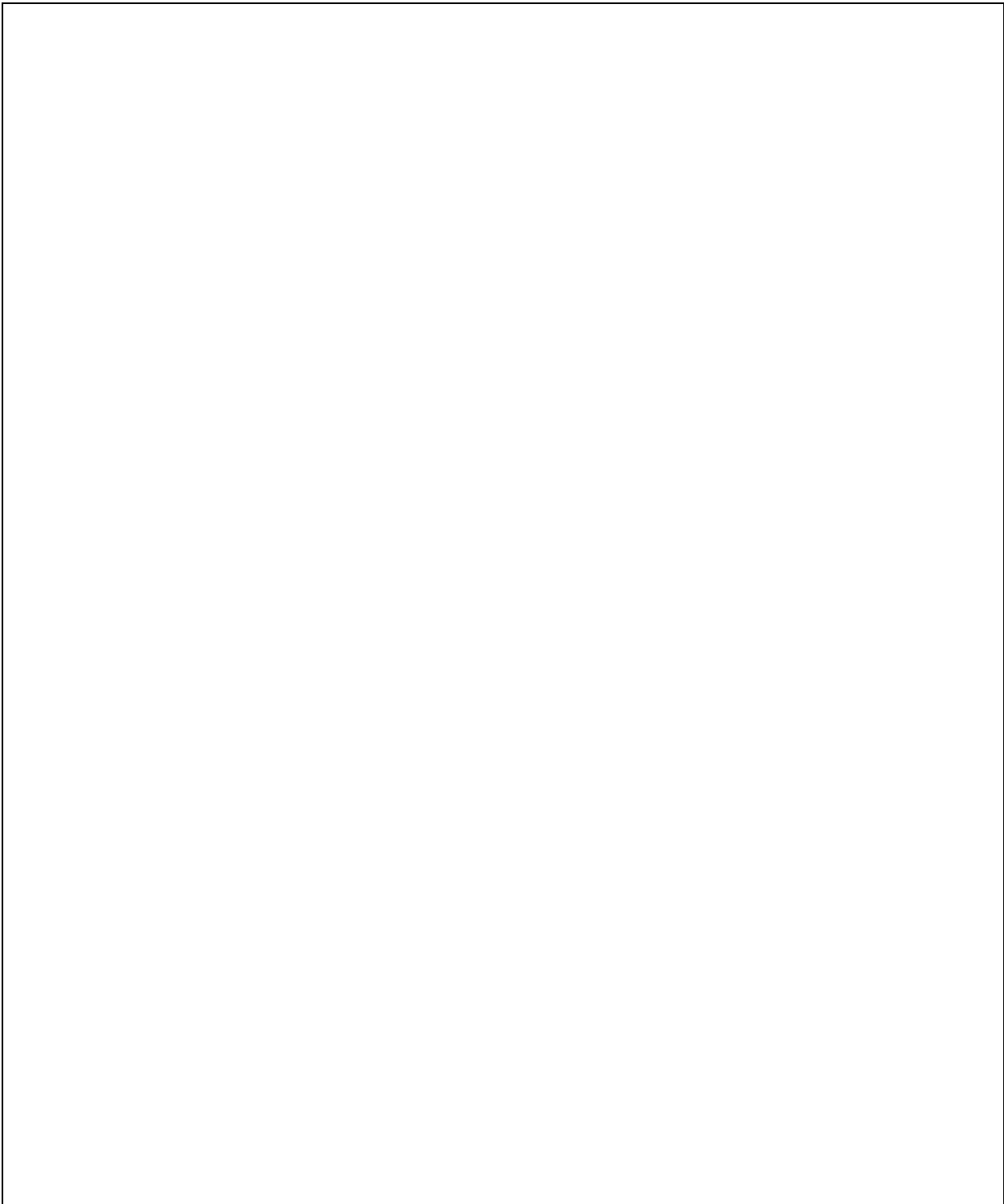
Topic	Implications of WIOA changes for data collection for Table 7
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

### Potential Questions From Locals

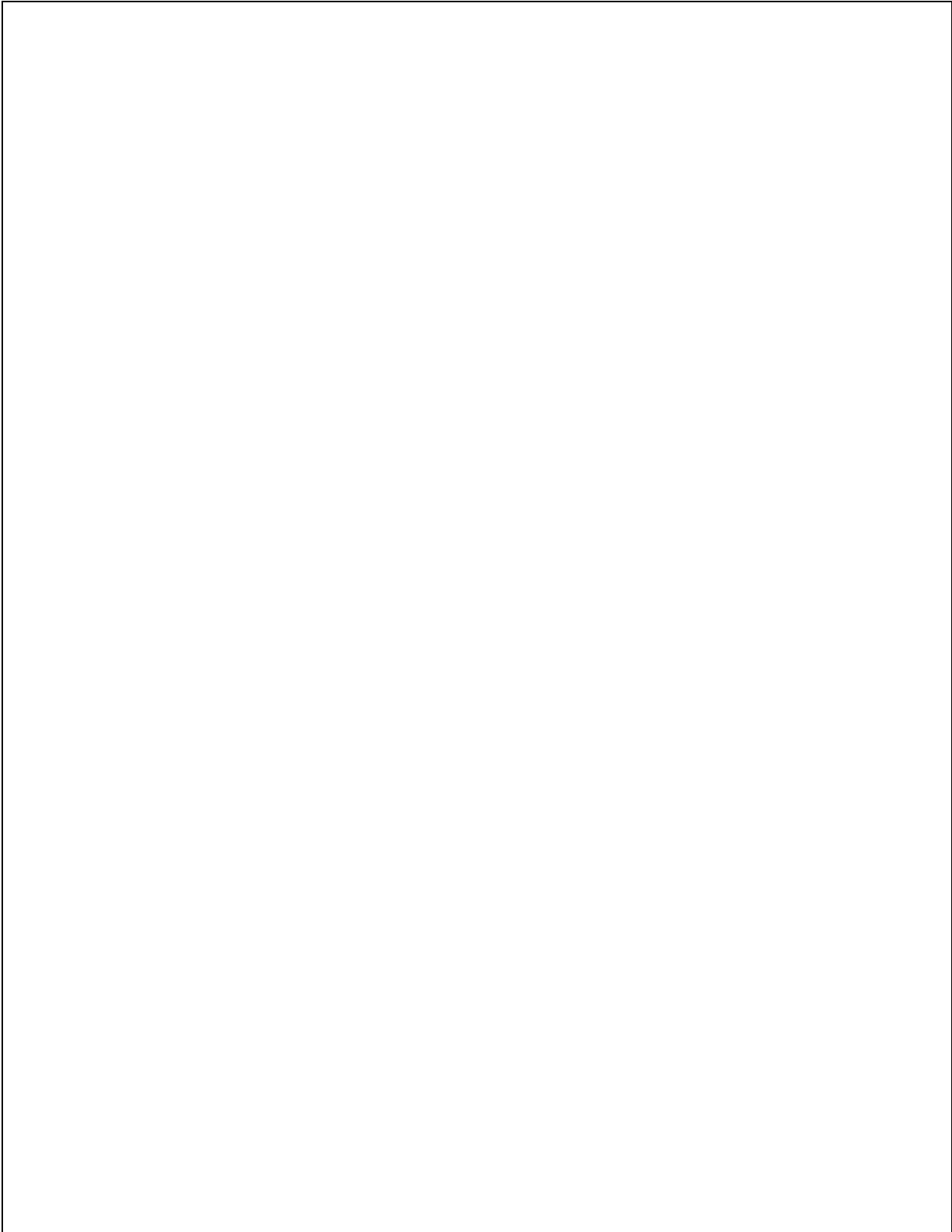
1.	
2.	
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**Part B (by Role)**

**Communication (Data Specialists)**



**Training Activities/Training Plan (Professional Developers)**



## Part A (whole team)

**Table 8: Outcomes for Adults in Family Literacy Programs (Optional)**

**Summary of Table**

- Provides information on the outcomes that participants in correctional education programs have achieved.
- Needed to complete the table:
  - Unduplicated count of participants in family literacy programs who exited
  - Unduplicated count of participants in family literacy programs who exited and who have achieved the outcome
  - Total count of periods of participation in family literacy programs
  - Total count of periods of participation in family literacy programs with an achieved outcome or median earning value
- Note: This table has two parts. The first is identical to Table 5 but only contains information for participants in family literacy programs.
- This table is optional.

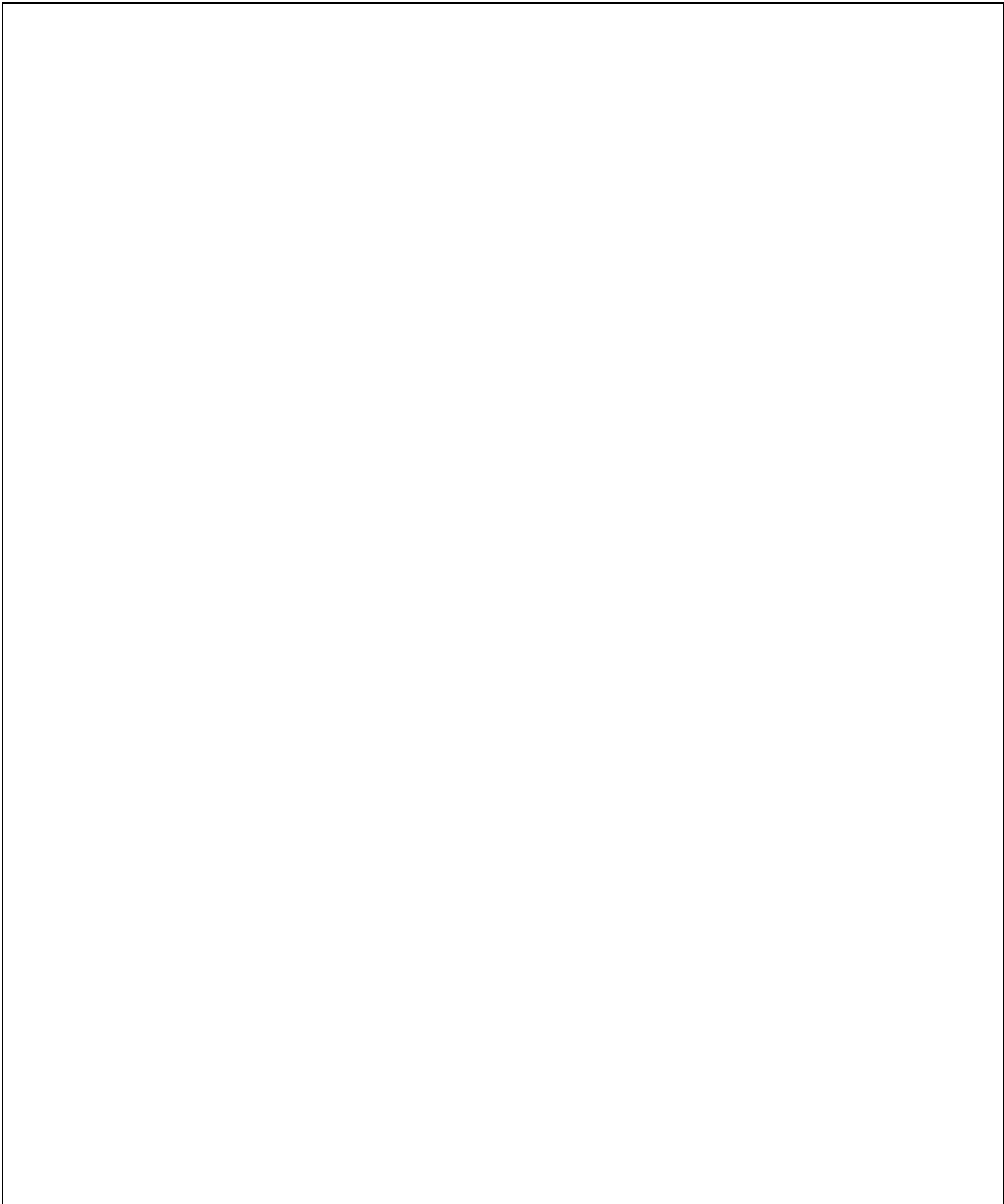
Topic	Implications of WIOA changes for data collection for Table 8
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

### Potential Questions From Locals

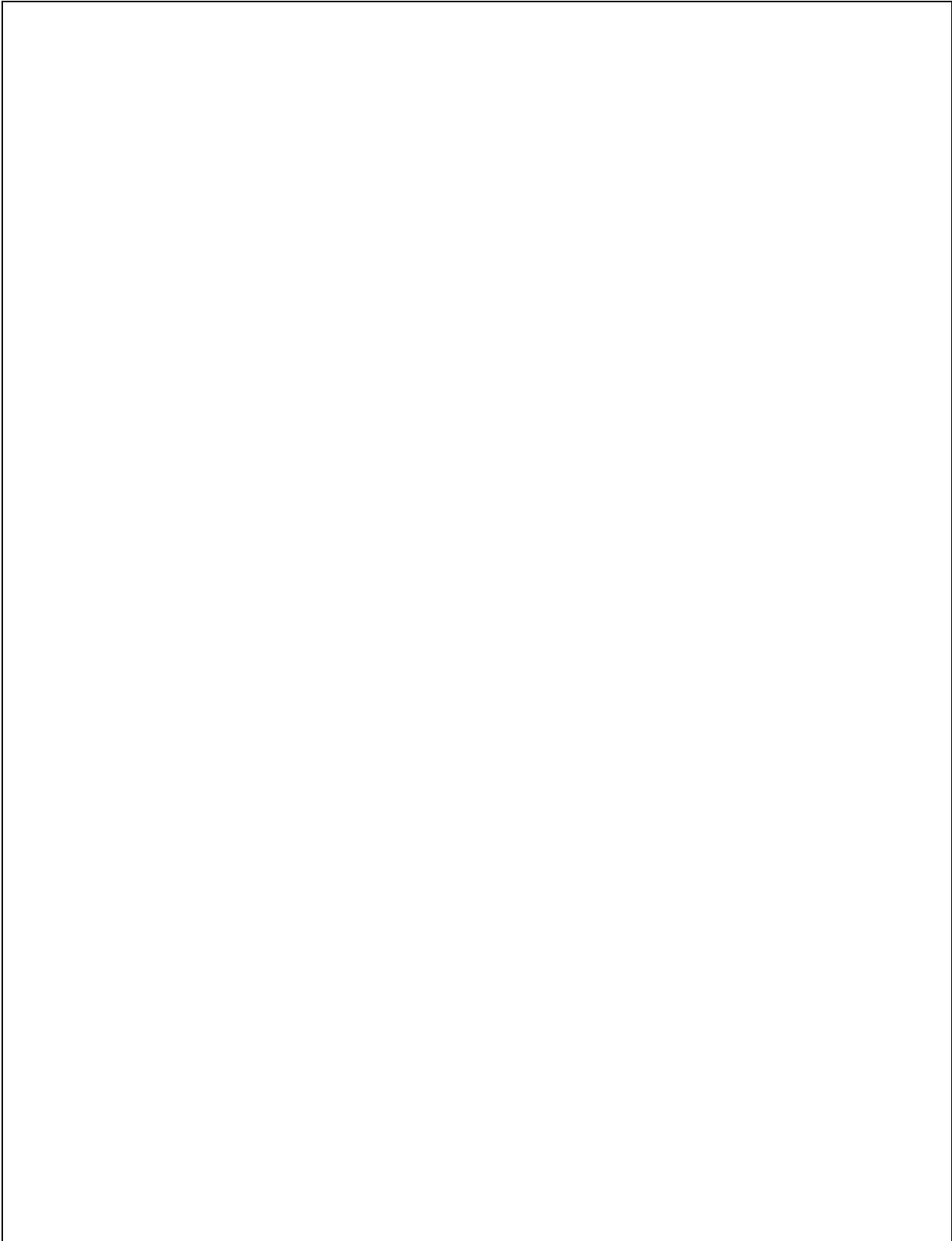
1.	
2.	
3.	

**Part B (by Role)**

**Communication (Data Specialists)**



**Training Activities/Training Plan (Professional Developers)**



## Part A (whole team)

**Table 9: Secondary Outcome Measures (Optional)**

**Summary of Table:**

- Provides information on how many participants have achieved the civics education outcome measure.
- Needed to complete the table:
  - Unduplicated count of participants who exited
  - Unduplicated count of participants who exited and who had achieved the outcome
- Note: This table is optional.

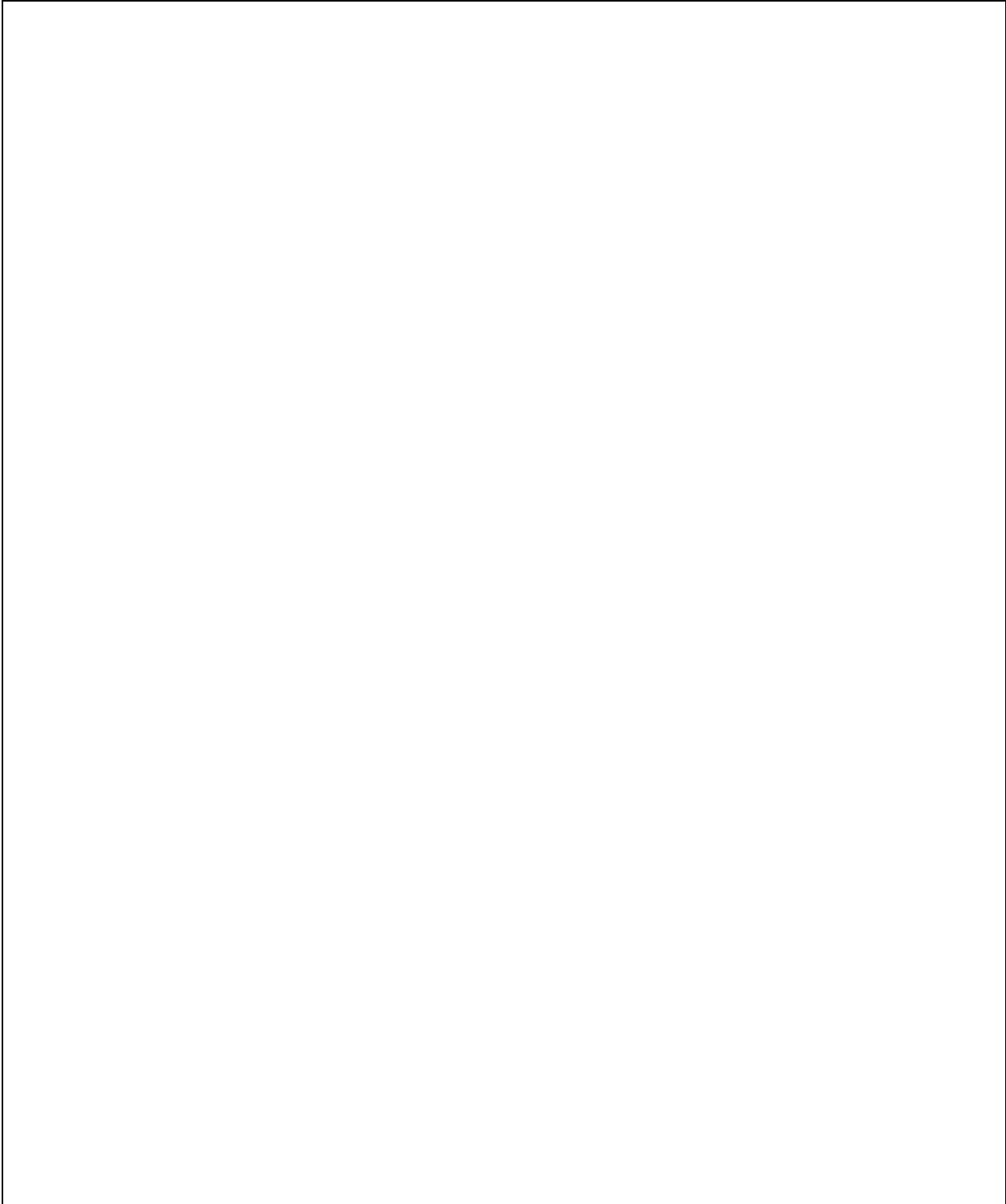
Topic	Implications of WIOA changes for data collection for Table 9
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

### Potential Questions From Locals

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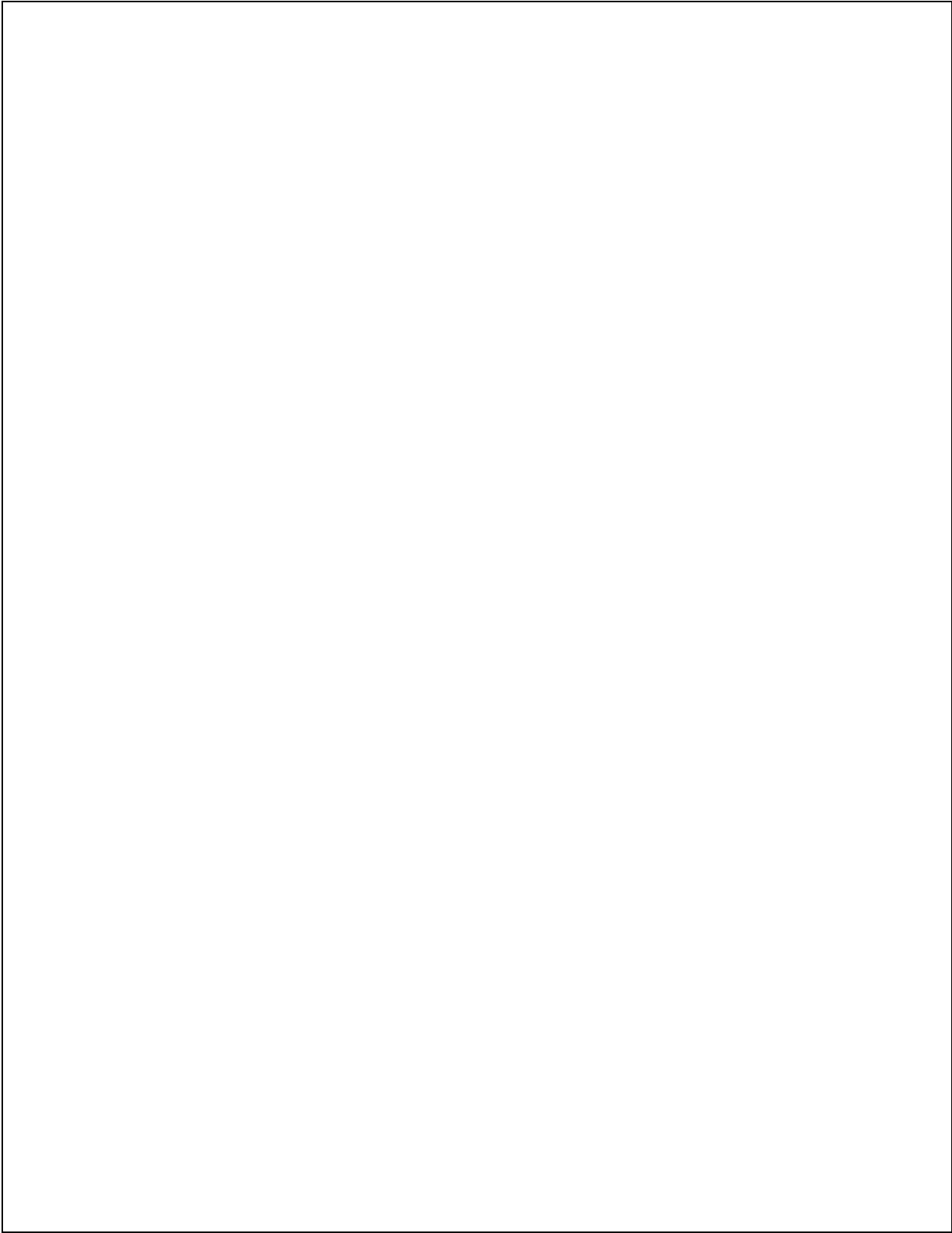
**Part B (by Role)**

**Communication (Data Specialists)**





**Training Activities/Training Plan (Professional Developers)**



## Part A (whole team)

**Table 10: Outcome Achievement for Adults in Correctional Education Programs**

**Summary of Table**

- Provides information on the outcomes that participants in correctional education programs have achieved.
- Needed to complete the table:
  - Unduplicated count of participants in correctional education programs who exited
  - Unduplicated count of participants in correctional education programs who exited and who have achieved outcome or median earning value
  - Total count of periods of participation in correctional education programs
  - Total count of periods of participation in correctional education programs with an achieved outcome or median earning value
- Note: This table is identical to Table 5 but only contains information for participants in correctional education programs.

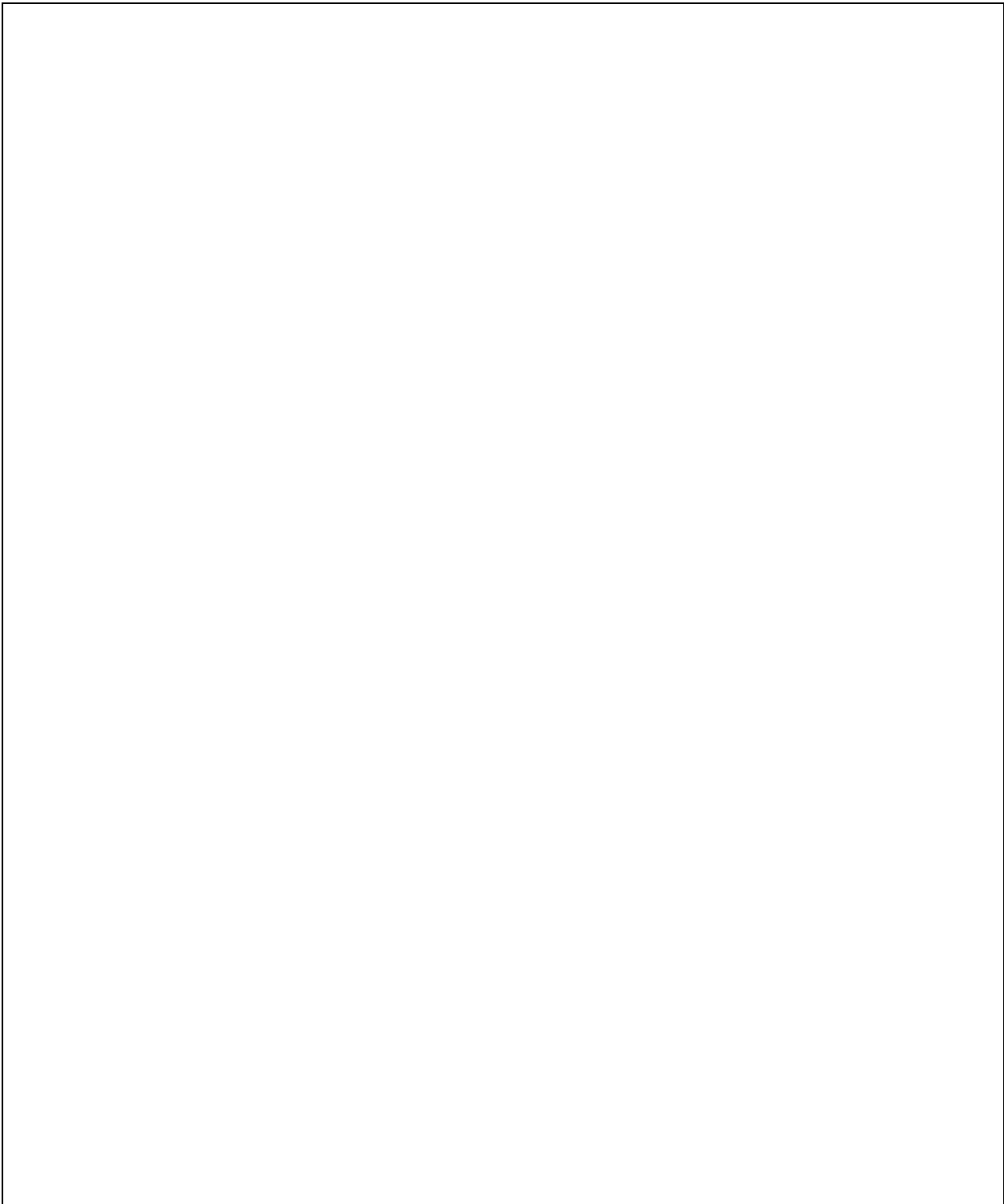
Topic	Implications of WIOA changes for data collection for Table 10
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

### Potential Questions From Locals

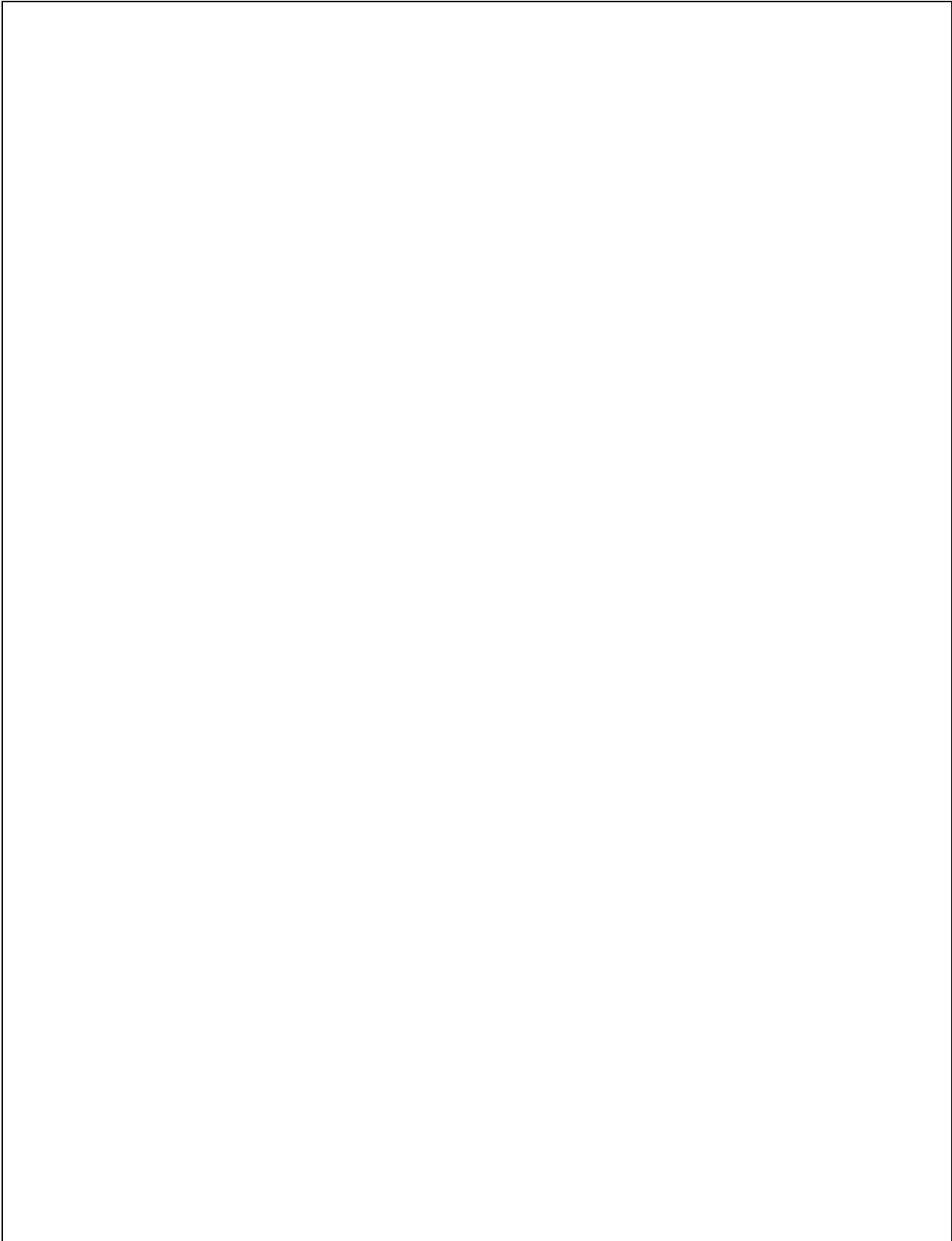
1.	
2.	
3.	

**Part B (by Role)**

**Communication (Data Specialists)**



**Training Activities/Training Plan (Professional Developers)**



## Part A (whole team)

**Table 14: Local Grantees by Funding Source**

<p><b>Summary of Table:</b></p> <ul style="list-style-type: none"> <li>• Provides information on type of local grantee directly funded by the State and the amount of Federal and State funding they received</li> <li>• Needed to complete the table:             <ul style="list-style-type: none"> <li>– Type of provider</li> <li>– Amount of Federal funding</li> <li>– Amount of State funding</li> </ul> </li> </ul>
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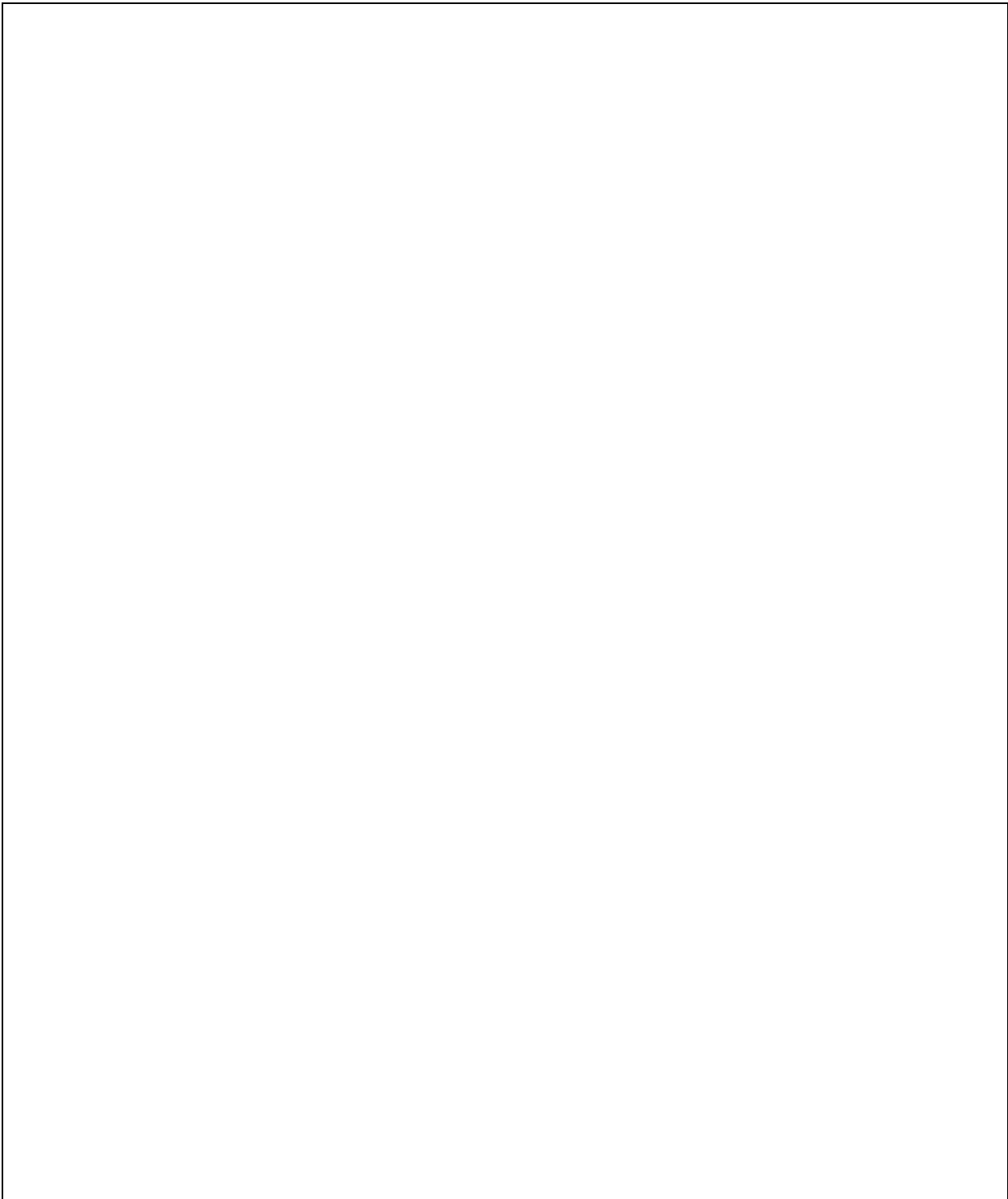
Topic	Implications of WIOA changes for data collection for Table 14
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

### Potential Questions From Locals

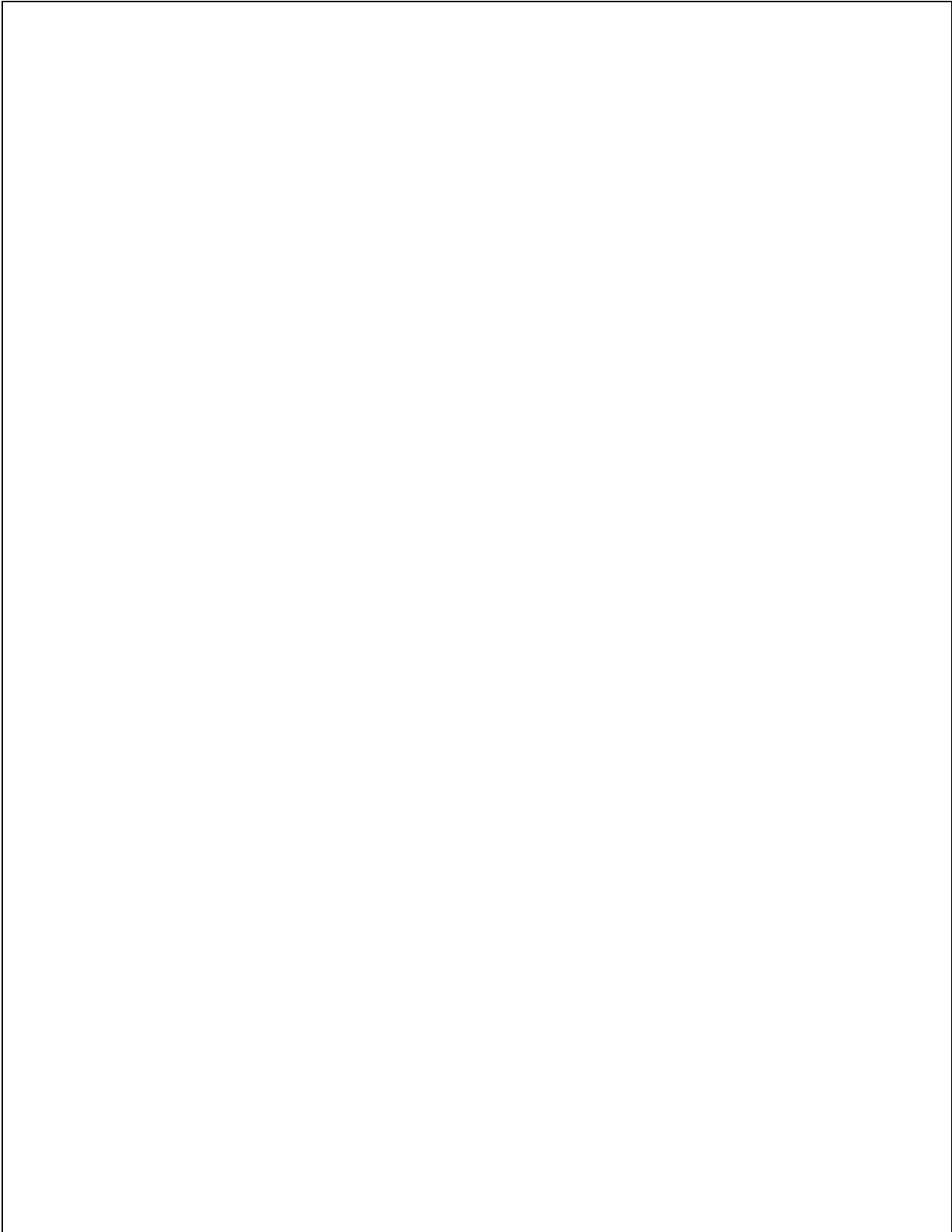
1.	
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**Part B (by Role)**

**Communication (Data Specialists)**



**Training Activities/Training Plan (Professional Developers)**



## Handout 2: NRS Tips: NRS Performance Measures Under WIOA

The *Workforce Innovation and Opportunity Act* (WIOA) reauthorizes the national adult education program and creates opportunities for improving services to adult learners. The act emphasizes coordination among four core federal programs within the Departments of Education and Labor that support adult education, employment training, and vocational rehabilitation services. Section 116 of the act establishes a common performance accountability system, with common definitions of performance indicators that must be used in all core programs. The performance accountability system increases the focus on employment and wages, and the attainment of credentials, in addition to occupational, technical, and educational skills development. This *NRS Tips* describes these measures that meet WIOA's accountability requirements.

### What are the new performance measures?

WIOA requires that the following common performance measures be included in NRS reporting.

- **Employment measures**

There are three employment measures:

1. The percentage of participants employed during the second quarter after program exit
2. The percentage of participants employed during the fourth quarter after program exit
3. The median earnings for all participants who are in unsubsidized employment in the second quarter after exit.

- **Credential attainment**

The credential attainment indicator measures two types of credentials:

1. Receipt of a secondary school diploma or recognized equivalent during participation or within 1 year after exit from the program. The receipt of this credential is only counted if the participant also enters postsecondary education or training, or employment within 1 year after exit.
2. Receipt of a recognized postsecondary credential during participation or within 1 year after exit from the program.

The secondary school diploma credential applies only to participants enrolled in a secondary education program at or above the 9<sup>th</sup> grade level who do not have a secondary school diploma or its equivalent. The indicator is calculated as a percentage of the total number of participants who exited during the reporting period who achieved either credential as defined above *divided by* the total number of participants (1) who exited and were enrolled in a postsecondary education or training program *plus* (2) all participants who exited and were enrolled in a secondary education program at or above the 9<sup>th</sup> grade level and did not have a secondary school diploma or its equivalent.



- **Measurable skill gains (MSG)**

There are two types of gains that may be used to register a MSG achievement:

1. Gaining an educational functioning level (EFL) in one of the following ways:
  - Comparing the participant's pretest with the participant's posttest, using an NRS-approved test
  - Awarding of Carnegie Units or credits in an adult high school program
  - Enrollment in postsecondary education and training after exit
2. Obtaining a secondary credential or its recognized equivalent

Only states that offer state-recognized adult high school programs that lead to a secondary school diploma or its recognized equivalent can measure and report educational gain through the awarding of credits or Carnegie units. Participants in these schools can complete ABE Level 5 and achieve an MSG by earning enough Carnegie Units or credits to move to 11<sup>th</sup> or 12<sup>th</sup> grade status, according to state rule.

### Do the measures apply to all participants?

The employment measures apply to all participants, except those participants who are receiving services under the correction education and education of other institutionalized individual provisions of AEFLA (section 225) and who remain incarcerated at program exit. These participants are also excluded from the credential measure.

The median earnings measure applies only to participants who are employed in the second quarter after exit. The secondary credential portion of the credential attainment measure applies only to participants who enter at, or advance to, the ninth-grade-equivalent level and do not already have a secondary credential. The postsecondary attainment portion of the credential attainment measure is applicable only to participants who are co-enrolled in adult and postsecondary education, including integrated education and training (IET) programs.

However, participants may be excluded from all performance calculations when forced to exit the program due to extenuating circumstances such as:

- The participant becomes incarcerated or enters into a 24-hour support facility such as a hospital or treatment center
- The participant exits due to medical treatment that lasts more than 90 days
- The participant is deceased
- The participant exits due to being called into active duty in the National Guard or other armed services for at least 90 days

### How are measurable skill gains reported and used?

States can count only one type of gain under the MSG measure for a participant for each period of participation (POP) for reporting purposes. The Office of Career, Technical, and Adult Education (OCTAE) will set a single performance target based on the percentage of participants who achieve MSG.

### What are periods of participation?

A period of participation begins when an individual enrolls in adult education and obtains at least 12 hours of service. When a participant exits the program, the period of participation ends, but if there is a new enrollment during the program year, a new period of participation begins. Therefore, a participant may have more than one period of participation in a program year.

Exit date is the last day of service, which is determined after 90 days have elapsed since the participant last received services and there are no plans to provide the participant with future services. Services do not include self-service, information-only services, activities, or follow-up services.

For example, a student who enters in September, exits in December, and reenrolls in May has two periods of participation. A participant who enters only once has one period of participation. Each period of participation is counted separately, and MSG and exit-based indicators are counted for each period.

### How does reporting change?

States will use NRS reporting tables, revised for WIOA, to report to OCTAE on the measures, participant characteristics, and program participation. There is also a new statewide performance report that will be used by all core WIOA programs. States will report participant performance for each period of participation but the NRS tables will also continue to require unduplicated counts of participants and outcomes as well.

### When do the new NRS reporting requirements go into effect?

The new reporting requirements go into effect in the 2016 program year, which began on July 1, 2016. The first annual report with new measures will be due in October 2017.

### What additional information and help are available?

The updated *NRS Implementation Guidelines* and joint interagency guidance will provide more details about NRS measures, reporting, and data collection requirements. In addition, OCTAE will provide additional guidance and the NRS support project will provide technical assistance through face-to-face and online training, individual state assistance, and other resources to states and local providers, to assist in understanding and implementing the NRS under WIOA.



## Handout 3: What's New, What's Not

WIOA term	What's new	What's not
<b>Reportable individual</b>	New term: an individual who has taken action demonstrating an intent to use program services and who meets reporting criteria, including providing identifying information, but has fewer than 12 contact hours.	
<b>Participant</b>		An individual who has 12 or more contact hours
<b>Period of participation</b>	New term: A new period of participation occurs each time a participant enters the program and gets at least 12 hours of service, even if the service occurs after an exit during the same program year. A participant may have multiple periods of participation in a year, and performance is measured and reported on NRS tables for each period.	Reporting nonduplicative counting of participants in NRS tables continues.
<b>Measureable skill gain (MSG)</b>	WIOA performance measure, which includes educational functioning level (EFL) gain through pre- and posttesting, program exit with entry into postsecondary education, and awarding of Carnegie Units. Also included is the receipt of a secondary credential. Only the latest MSG is reported on NRS tables.	Pre- and posttesting, and assessment procedures and policy remain the same.
<b>Barriers to employment</b>	WIOA defines 11 types of participant characteristics that can create barriers to employment. The joint ICR reporting form breaks out performance measures for each type of participant by barrier.	
<b>Program entry</b>		The date of enrollment in the program.
<b>Program exit</b>	The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services.	The last date of service, with no services provided for 90 days and no scheduled future services.
<b>Credential attainment</b>	Receipt of a secondary credential is only counted if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program. Measure only applies to participants at the ninth- grade equivalent or higher.	



## Handout 4: Communication Guidance

### Directions:

This handout describes characteristics of effective communication that you can use to develop messaging to communicate information about WIOA to your local programs. Refer to the guidance below when reviewing your communications for your audience(s).

### Effective communication requires the following:

- **Simplicity:** Complicating the message with unnecessary details confuses the message and makes it difficult for the audience to understand. Keep the message concise to ensure that your idea is what the audience hears and understands.
- **Clarity:** Be specific with your message. The audience shouldn't have to decipher what you are trying to say or "read between the lines."
- **Consistency:** Make sure you are stating the same information to multiple audiences. Your message should also be consistent across various platforms—for example, flyers, social media, websites, and in-person meetings.
- **Multiple forums:** Multiple platforms, such as newsletters, meetings, and webinars, help get your message to the right people. Multiple forums will also ensure that you reach as many stakeholders as possible.
- **Repetition:** Messages need to be reinforced multiple times to take root. The "Rule of Seven" says that a person needs to see or hear something at least seven times before he or she takes action or buys into a concept.
- **Explanation of seeming inconsistencies:** Even when your message is correct and clear, different people may interpret the message in different ways. Consider the different ways that your audience may think about the message, and respond directly. You may have more than one way to say the same thing, so ensure that it is accurate and consistent.
- **Give and take:** Sharing a message opens up the opportunity for questions from stakeholders. Good communication allows for a response and opportunity for input from the audience. Provide opportunities for audiences to ask questions, and consider online options to save and share questions and answers.

### Guide for Creating Messages

- What is our goal?
- How can our messages be helpful to our audience?
- What background knowledge does the audience have about our topic?
- What would be the reaction of our audience? Why?
- What related issues are important to our audience?



# Handout 5: Six Key Issues Activity

## Directions:

Use this handout to help develop communication for local providers around the six key issues of WIOA. Follow the steps below with your team.

1. Review the “Communication Guidance” handout.
2. Discuss the topic/prompt with your team (use the prompt below that corresponds to your group number).
3. Individually, write the message to your local programs, explaining the topic in your own words.
4. Discuss messages as a team and share feedback, then teams will update language for one message.
5. Write team’s final message on chart paper

## Activity Prompts:

### Group 1: Participants and reportable individuals

- What are the differences between participants and reportable individuals? Why are the differences important?

### Group 2: Program entry and exit

- How do you determine program entry and exit?

### Group 3: Periods of participation

- What does period of participation mean? What are its implications?

### Group 4: Employment performance indicators (a)

- What are employment performance indicators, and what is the time lag for collecting that information?

### Group 5: Employment performance indicators (b)

- Who can be excluded from employment performance indicators?

### Group 6: Measureable skill gain (MSG) (a)

- What is an MSG? What are the different types of MSG?

### Group 7: MSG (b)

- How should MSG be reported?

### Group 8: Credential attainment indicator

- What is a credential attainment indicator, and whom does it apply to?

### Group 9: Participant exclusions from indicators

- Who is excluded from indicators?



Draft Message

[Empty box for Draft Message]

Final Message (Based on Incorporating Feedback)

[Empty box for Final Message]

## Handout 6: Table Changes in Action

### Directions:

Use this handout as you discuss ways to address issues and challenges that may arise in your state or local programs related to the NRS table changes.

After each set of tables is presented, answer the corresponding questions or scenarios below. If time allows, jot down additional questions that you think may arise when collecting and reporting data for these tables.

### Example:

- A participant is coenrolled in postsecondary education classes simultaneously with adult education and exits adult education. Can this be counted as entry in postsecondary education for measureable skill gain (MSG)? Why or why not?

ANSWER: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Tables 1–3:

- A participant enrolls in an IET program. Can this entry be considered enrollment in postsecondary education for MSG? Why or why not?

ANSWER: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Scenario: Jane enters ABE Level 3 in July 2016, gets 10 hours, and leaves. She returns in September 2016, gets 40 hours, and exits at the end of the month. She then returns in January 2017, gets 80 hours, and is still there at end of year.
  - How many periods of participation does Jane have?
  - When is her exit date for each period of participation?

ANSWER: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Table 4:

- A participant has one period of participation with an MSG. The same participant has another period of participation, with an exit but no MSG.
  - Are both periods of participation recorded? Why or why not?

ANSWER: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Scenario: Carlos enrolled in ABE Level 5 in September, achieved an EFL gain, and then exited in November. He returned in January, exited in May, and entered a postsecondary program.
  - What MSG does he have?
  - How many periods of participation?
  - Where would these be reported?

ANSWER: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Table 5:

- Scenario: Bob enrolls in September and exits in December. He re-enrolls in April and exits in June.
  - When should second-quarter employment be collected?

ANSWER: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Tables 6–14:

### Part 1:

In your state team, create a question scenario for your assigned NRS table (if X, what happens?). Provide a response to your question in the third box below.

#### SCENARIO:

#### RESPONSE:

Part 2:

Switch scenarios with the table next to yours. Teams should solve the new scenarios. Once both teams have come up with an answer to the other's scenario, discuss to determine if anything is missing.

SCENARIO:

RESPONSE:

# Handout 7: Who? What? When?

## Directions:

Below you will find our three students' names with a time line. For each student, identify what information needs to be reported about them and when it needs to be reported.

### Carmen

- Left in November 2016.
- Had one EFL gain.



Name	Scenario	Table	Periods of participation
Carmen	Carmen became a participant in September in ESL Level 4. She attended until the class ended in November, achieved a level gain, and then never returned.  Carmen has one EFL gain, reported in Column D and Column J (Table 4)	4	Carmen has one period of participation (PoP), reported in Column I:  1. September to November = 1 PoP (determined 90 days after exit)

### What information can you report about Carmen?

Reportable information	When it should be collected or reported

## Tony

- Left in December 2016 and June 2017.
- Had one EFL gain.



Name	Scenario	Table	Periods of participation
Tony	<p>Tony enrolled in September but left after 10 hours. He returned in November but dropped out in December after 40 contact hours. He returned in April, posttested in June and showed a level gain, and then exited that same month.</p> <p>Tony has one EFL gain, reported in and Column J.</p>	4	<p>He has two PoPs, reported in Column I:</p> <ol style="list-style-type: none"> <li>1. September to December = 1 PoP (determined 90 days after exit)</li> <li>2. April to June = 1 PoP (determined 90 days after exit)</li> </ol> <p><b>Retesting, period of participation</b></p> <ol style="list-style-type: none"> <li>1. If Tony was pretested in September, his test can be reused in December for placement and reporting.</li> <li>2. He must be retested for placement in April if the September test has expired.</li> </ol>

## What information can you report about Tony?

Reportable information	When it should be collected or reported

## Christopher

- Left in December 2016 and June 2017.
- Had an EFL gain.
- Obtained a secondary credential.



Name	Scenario	Table	Periods of participation
Christopher	<p>Christopher became a participant in October in ABE Level 4, achieved an EFL gain, and then dropped out in December. He returned in April and passed the GED tests in June to get his secondary credential, and exited.</p> <ol style="list-style-type: none"> <li>Christopher has an EFL gain and obtained a secondary credential.</li> <li>The EFL gain is reported in Columns D &amp; J. The secondary credential gain is reported in Column J.</li> </ol>	4	<p>He has two PoPs, reported in Column I:</p> <ol style="list-style-type: none"> <li>October to December = 1 PoP (determined 90 days after exit)</li> <li>April to June = 1 PoP (determined 90 days after exit)</li> </ol> <p>He had two MSGs, one in each period of participation, both reported in Column J.</p> <p><b>Retesting, period of participation</b> If not expired, Christopher's posttest in December can be used for placement in April.</p>
	See scenario above.	5	<p>Christopher has two PoPs and must be followed up for both:</p> <ol style="list-style-type: none"> <li>October to December</li> <li>April to June</li> </ol> <p><b>Employment</b></p> <ol style="list-style-type: none"> <li>Must be checked second (April–June) and fourth (October–December) quarters after exit for Period 1.</li> <li>Must be checked second (October–December) and fourth (April–June) quarters after exit for Period 2.</li> </ol> <p><b>Median earnings</b> If Christopher was employed in the second quarter after exit from either or both periods,</p>



Name	Scenario	Table	Periods of participation
			<p>he will be included in median wage calculation.</p> <p><b>Credential indicators</b></p> <ol style="list-style-type: none"> <li>1. Christopher moved into the ABE Level 5 (ninth-grade equivalent or above) during the first period of participation, and he began the second POP at that level. He is included in the credential measure denominator for both POPs.</li> <li>2. He must be employed or have entered onto postsecondary education within 1 year after exit from the second period of participation to count in the numerator.</li> </ol>

What information can you report about Christopher?

Reportable information	When it should be collected or reported

# Handout 8: Data System Changes

## Part 1: Directions

As you listen to the presentation about data system–related changes, take notes in the table provided below. First, identify necessary elements to be included in your data system upgrade, and then, in the second column, write any ideas that come to mind regarding the changes and how they relate to your state’s system. These ideas will be shared with your team while planning for data system changes.

WIOA-related data system changes needed	
Elements to consider:	Notes:
Data elements to add	
Elements to consider:	Notes:
Data elements to delete	
Elements to consider:	Notes:

<b>New requirements for tracking students</b>	
Elements to consider:	Notes:
<b>Tracking participants through periods of participation</b>	
Elements to consider:	Notes:
<b>Tracking participants and exit-based outcomes</b>	
Elements to consider:	Notes:
<b>New reporting needs</b>	
Elements to consider:	Notes:
<b>Other changes to consider for your data system</b>	
Elements to consider:	Notes:

<b>Data coordination needs</b>	
Elements to consider:	Notes:
<b>Developing a complex data system</b>	
Elements to consider:	Notes:
<b>Ensuring security and privacy</b>	
Elements to consider:	Notes:

## Part 2: Directions

Think about the NRS tables and the changes that you will need to make to your data systems to adapt to these reporting changes. In LEAP I, we talked about the following process for thinking through changes to your data systems. The Outputs-Inputs-Functionality process can also be adapted to think through other ways to use your data.



Using this process, consider the following questions and note your answers in the space below.

**What do the data in the NRS tables tell you?**

**Think about the reason OCTAE collects this information. In what other ways could it be useful for your state adult education program?**

**What else do you want to know about your state adult education program? (Things about your participant population? Performance of a particular subset? Etc.)**

**How can you use the data collected in the NRS tables to help you answer those questions?**

**Other notes:**



# Handout 9: State Action Planning

In your state teams, review the State Planning tool and begin planning action steps based on your role as data or professional development specialist. Use the planner below to articulate your steps.

Role:				
Task	Action Steps	Person Responsible	Support	Timeline
<i>What needs to be completed?</i>	<i>What steps need to be taken to meet the task demands?</i>		<i>What support do you need? Where can you find it?</i>	