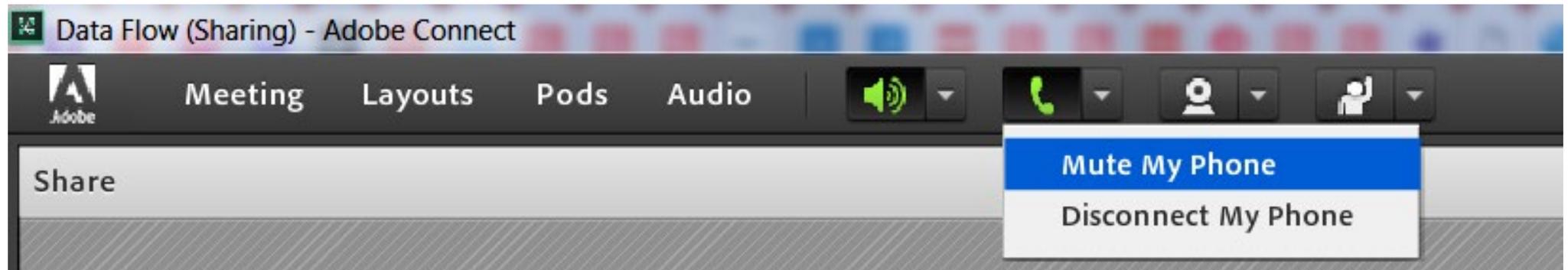


Before We Begin

- For audio, please select “Using microphone” or “Dial out” option.
- To avoid background noise, please mute yourself upon entry. You will need unmute to speak when we move into the breakout rooms.



- Please download the file we'll be referencing in today's training.
(There is a 508 compliant .pdf and non-508 compliant Word version of the same document.)

Back to Basics: Foundations of the NRS

September 2020



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NATIONAL
REPORTING SYSTEM
for Adult Education



Getting Started

- Words of Welcome
- Purpose of this Training-of-Trainers Session
 - Review performance indicators, data collection, and other NRS requirements
 - Review a professional development activity packet for use with local programs
 - Share strategies for assisting programs with requirements, data collection, and reporting



Participating in Today's Webinar

- **General Chat Pod**
 - Submit content questions at any time
 - We will also have Q&A at the end of the webinar
- **Question-Specific Chat Pods**
 - Share your responses to group discussion questions
- **Breakout Room**
 - You will be randomly assigned breakout groups for a discussion
 - Pick a notetaker, and notes will be shared
- **Activity Packet**
 - Under Files, click on the document, then click Download File(s)
- **Evaluation**
 - A link to a brief evaluation will be available in the bottom right corner at the end of the webinar



Session Objectives

- Explain accountability's role defined under the Workforce Innovation and Opportunity Act (WIOA)
- Review the basic terms, definitions, and procedures for reporting performance through the National Reporting System (NRS)
- Review indicators of performance
- Review data collection issues around assessment and follow-up
- Identify technical assistance needs





NRS Basics

Activity Packet



NRS Basics Activity Packet

Back to Basics	Multiple choice, short answer, and discussion questions about foundational concepts of WIOA and NRS
Let's Talk Strategy	Discussion questions about data collection strategies
Keeping Records Complete	Checklist of the steps and procedures for comprehensive records and reporting
What do the Numbers Mean?	Sample data and questions to conduct calculations and analyze program and state performance



Agenda

- Accountability under WIOA
- Key terms for NRS reporting and performance indicators
- Data collection
- Reporting issues
- Strategies and resources for data challenges
- Q & A
- Wrap-up



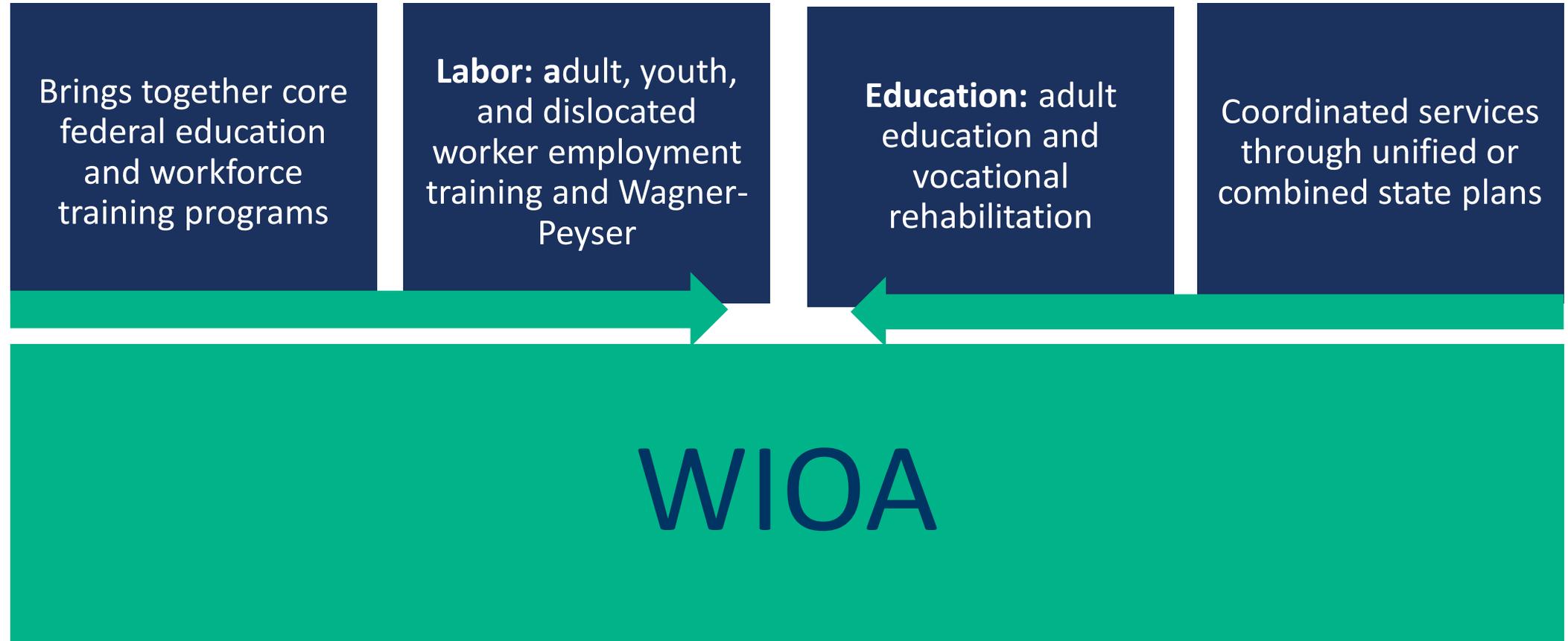
Accountability Under WIOA



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Workforce Innovation and Opportunity Act (WIOA)



Purposes of WIOA

- Increase access to and opportunities for employment, education, training, and support services
- Improve worker and family connections to employment and training
- Strengthen workforce and education programs for adults and youth experiencing barriers to economic success



Employment and Postsecondary Education Emphasis Through Indicators of Performance

Measurable Skill Gains Toward Credential or Employment

Postsecondary credential

Secondary credential + employment or postsecondary entry

Employment and wage measures

Programs and instruction must address the next step: adult literacy...for what?



National Reporting System Supports WIOA Goals

Supports states in:

- Explaining and reporting WIOA indicators of performance and other measures
- Maintaining and developing databases that support student outcomes
- Using data to promote continuous improvement



Explaining and Reporting WIOA Indicators of Performance

- Measurable skill gains (MSG)
 - Educational functioning level gain
 - Gain measured by pre- and posttesting
 - Entry into postsecondary education
 - Earning Carnegie Units
 - Obtaining a secondary credential
- Credential attainment
 - Secondary and postsecondary
- Employment
 - Second-quarter employment
 - Second quarter median earnings
 - Fourth-quarter employment

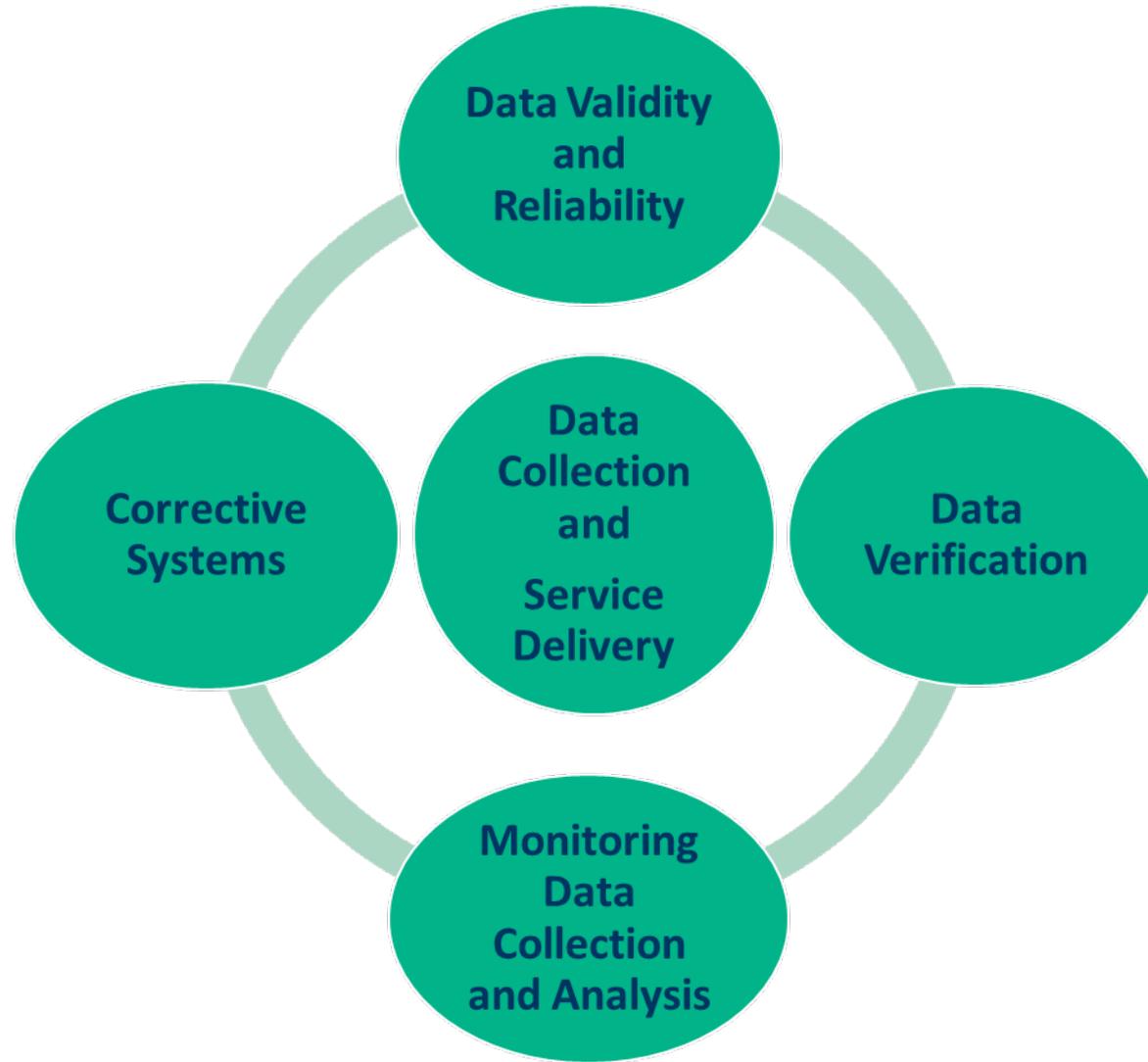


Databases That Support Outcomes

- Record and report WIOA indicators and other NRS measures
- Require data-tracking and data-sharing abilities
 - Student identifiers
 - Employment databases
 - Postsecondary databases
- Ability to track:
 - Employment *and* wages
 - Year of secondary credential with employment *or* postsecondary entry
 - Attainment of postsecondary credential



Continuous Improvement



Discussion

- **How has the focus on employment and credentials affected local programs' programming, service delivery, and data collection?**
- **What have you done that has been particularly effective in helping them understand the goals of WIOA?**



NRS Basics Activity Packet



Back to Basics

Activity 1

Fundamentals

Below are multiple-choice, short-answer, and discussion questions about general WIOA and the NRS. Check your understanding and explore topics with your colleagues and how to conduct data collection and promote continuous improvement.

Multiple-Choice Questions:

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 - Department of Labor
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If they do not mention these strategies, suggest they consider the following:

Ideas from other staff/programs:

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Keeping Records Complete

Activity 3

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- Access databases, such as the following:
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This worksheet provides one completed sample with data and calculations for Program A, and four sets of data to practice calculating postexit indicators. Use the data provided for Programs B-E to determine postexit employment and credential performance. There are blank sheets to conduct calculations and discussion questions to analyze the data results.

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Note: These sample data are provided only to illustrate computation of the indicators. Actual data reported in Table 5 would come from different cohorts and program years. For example, the total number of participants used to calculate second- and fourth-quarter employment would differ. Secondary credential data in the table are unduplicated unique counts in this sample data, which may not be the case in actual data.



Sample Content Review with Local Programs

What measures do states have to report on through the NRS?

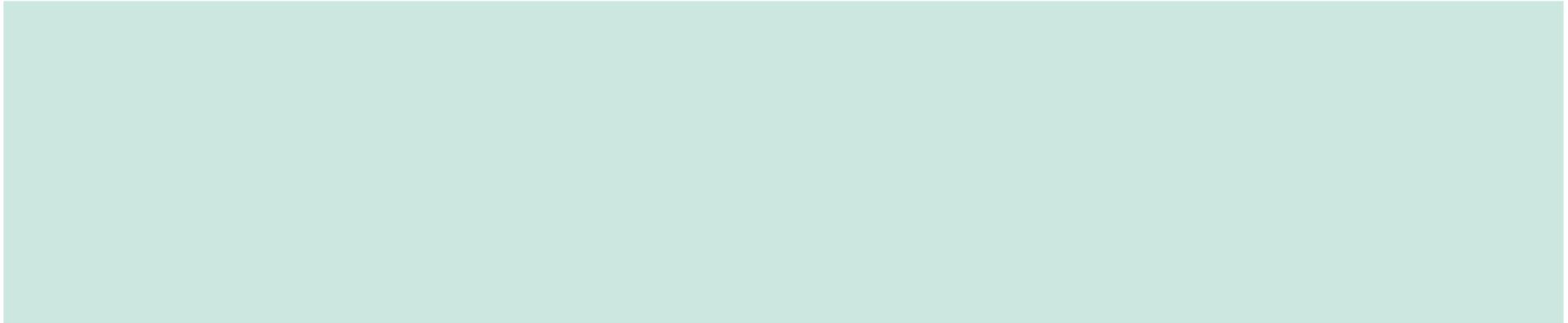
- Data validity and reliability
- State ranking
- Number of opportunities for employment
- Performance indicators, descriptive measures, participation indicators



Sample Content Review with Local Programs

Discussion Question for Local Staff:

- What impact does the need to collect indicators of performance, including WIOA's focus on employment and credentials have on your programming, service delivery, and data collection?



Key Terms for NRS Reporting



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Important Terms for NRS Reporting

- Participants and reportable individuals
- Periods of participation
- Participant exit
- Barriers to employment
- Workplace education
- Integrated education and training (IET)
- Integrated English literacy and civics education (IELCE)



Participant

An individual becomes a participant upon achieving 12 contact hours after program entry

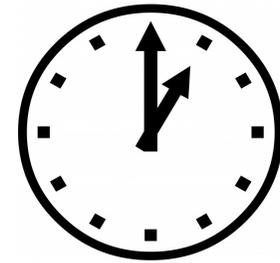


Reportable Individual

A reportable individual is an individual who has taken action that demonstrates an intent to use program services but has reached fewer than 12 contact hours.

For example:

- Individuals who provide identifying information
- Individuals who use only a self-service system
- Individuals who only receive information-only services or activities



Period of Participation (PoP)

- A PoP begins each time a participant (an individual with at least 12 contact hours) enrolls in adult education and then exits the program
- Subsequent enrollments during a program year result in a new period of participation
- A participant may have more than one period of participation in a program year
- If the participant does not exit, the PoP remains active



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Participant Exit

- Exit occurs when:
 - There are 90 consecutive days without service and
 - The participant has no plan for resuming services
- Exit date is retroactive to the last date of service
- Exit date is needed to determine the end of a PoP and for the postexit measures



Barriers to Employment

- Demographic measures that may affect a participant's ability to obtain employment after exit
- Defined by WIOA
- Participants with barriers may require additional or more intensive services
- Used to make statistical adjustments to performance measures to take participants' characteristics into account
- Collected at intake and reported for each PoP



Barriers to Employment Defined in WIOA

(1) Displaced homemaker

(5) Homeless or runaway youth

(9) Individual with disabilities

(2) English language learner, low literacy level, cultural barriers

(6) Long-term unemployed

(10) Single parent

(3) Exhausting temporary aid to needy families (TANF) within 2 years

(7) Low-income

(11) Youth in foster care or who has aged out of the system

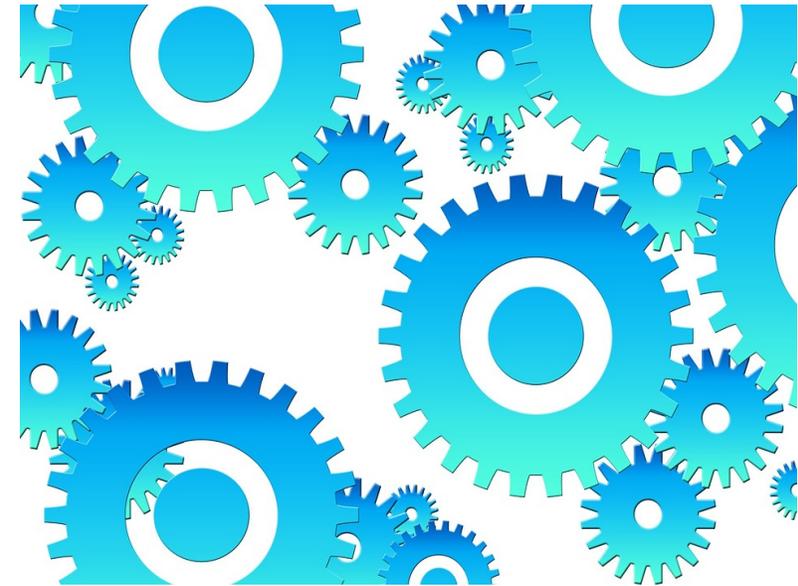
(4) Ex-offender

(8) Migrant and seasonal farmworker



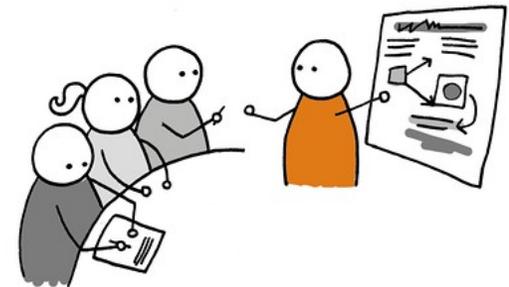
Workplace Education

- Adult education and literacy activities offered by an eligible provider
- Offered in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce



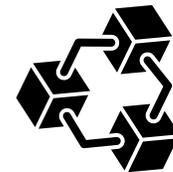
Integrated Education and Training Programs

- Adult education and literacy activities offered concurrently and contextually
- Include workforce preparation activities and workforce training
- Target a specific occupation or occupational cluster for the purpose of educational and career advancement
- Support the local and state workforce development board plans as required under WIOA



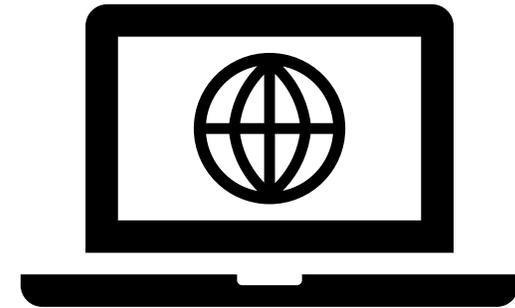
Integrated English Literacy and Civics Education Programs

- Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries
- Focus is to enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States
- Instruction in literacy and English language acquisition, the rights and responsibilities of citizenship and civic participation, and possible workforce training
- Must be provided in combination with IET



Distance Education

- Formal learning activity where students and instructors are separated by geography, time, or both, for the majority of the instructional period. Instruction is provided by:
 - Computer software, web-based programs, online technology
 - Printed materials
 - Audio or video
 - Broadcasts
- Support and student–teacher interaction via:
 - Online technology, software applications, email, telephone, snail mail



Discussion

- **Which WIOA data concepts have posed the most challenges for local program staff (PoPs, postexit indicators, barriers to employment, etc.)?**
- **What effective strategies have you used to help the local staff understand these concepts (webinars, PD sessions, one-on-one consultation, user guides, etc.)?**



NRS Basics Activity Packet



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Sample Content Review with Local Programs

Multiple Choice Question for the Local Staff:

What is the role of PoPs in the NRS? (Select all that apply.)

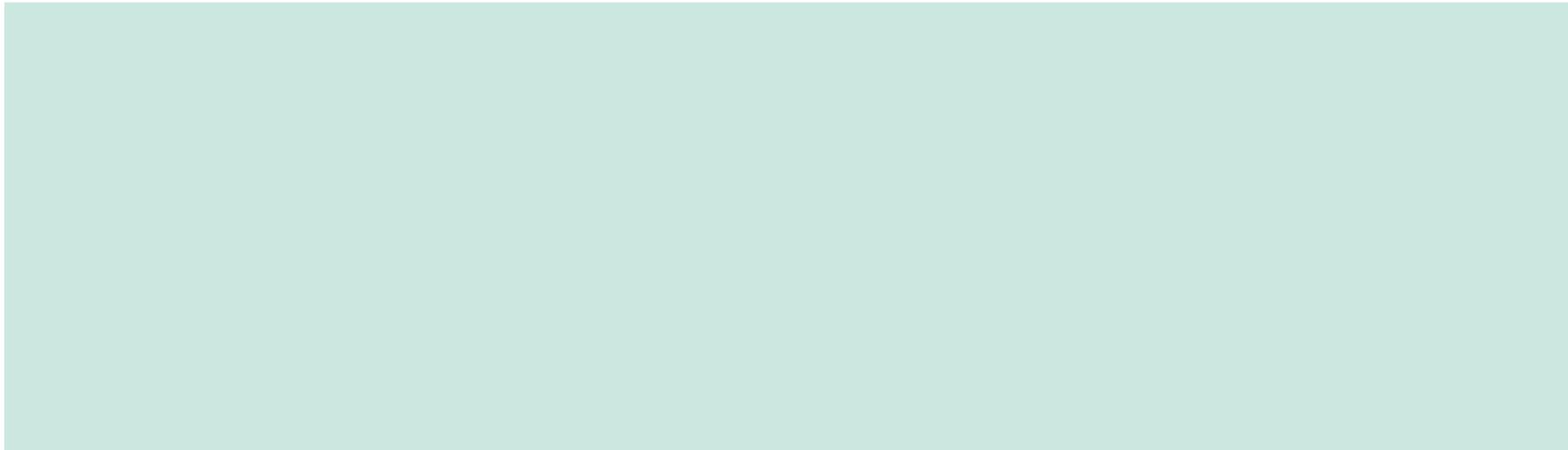
- The purpose of PoPs is to improve states' ability to track participants.
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Sample Content Review with Local Programs

Discussion Question for Local Staff:

Why is it important to collect data on barriers to employment? How do you use the information for service delivery, and how might it affect program and state performance?



Indicators of Performance



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Measurable Skill Gains (MSG)

Measurable skill gains (MSG) is a measure of a participant's interim progress toward a credential or employment. For Title II WIOA programs,* MSG is defined as:

- Educational functioning level (EFL) gain
 - Complete one or more educational functioning levels in reading, writing, speaking, listening, and functional areas, as measured by an NRS-approved assessment
 - Earning enough Carnegie Units or credits to move from ABE level 5 to ABE level 6, according to state rule.
 - Enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year
- Attainment of a high school equivalency (HSE) credential

* Title I WIOA programs use additional methods to report MSG



WIOA Postexit Indicators

- Collected on exited participants only
- Collected for each PoP
- Collected for specific times after exit
- Not collected for WIOA-defined excluded participants



Second Quarter Employment

Numerator

- All participants who are in the denominator, who were employed at any point in the second quarter after exiting the program.

Denominator

- All participants who have exited the program
- Remember that this is determined for EVERY program exit (POP)



Fourth Quarter Employment

Numerator

- All participants who are in the denominator, who were employed at any point in the fourth quarter after exiting the program.

Denominator

- All participants who have exited the program
- Remember that this is determined for EVERY program exit (POP)



Median Quarterly Earnings

Cohort Inclusion

- All participants who are employed in the second quarter after exit are included in the range of values for the Median Earnings Indicator.

Calculating Median

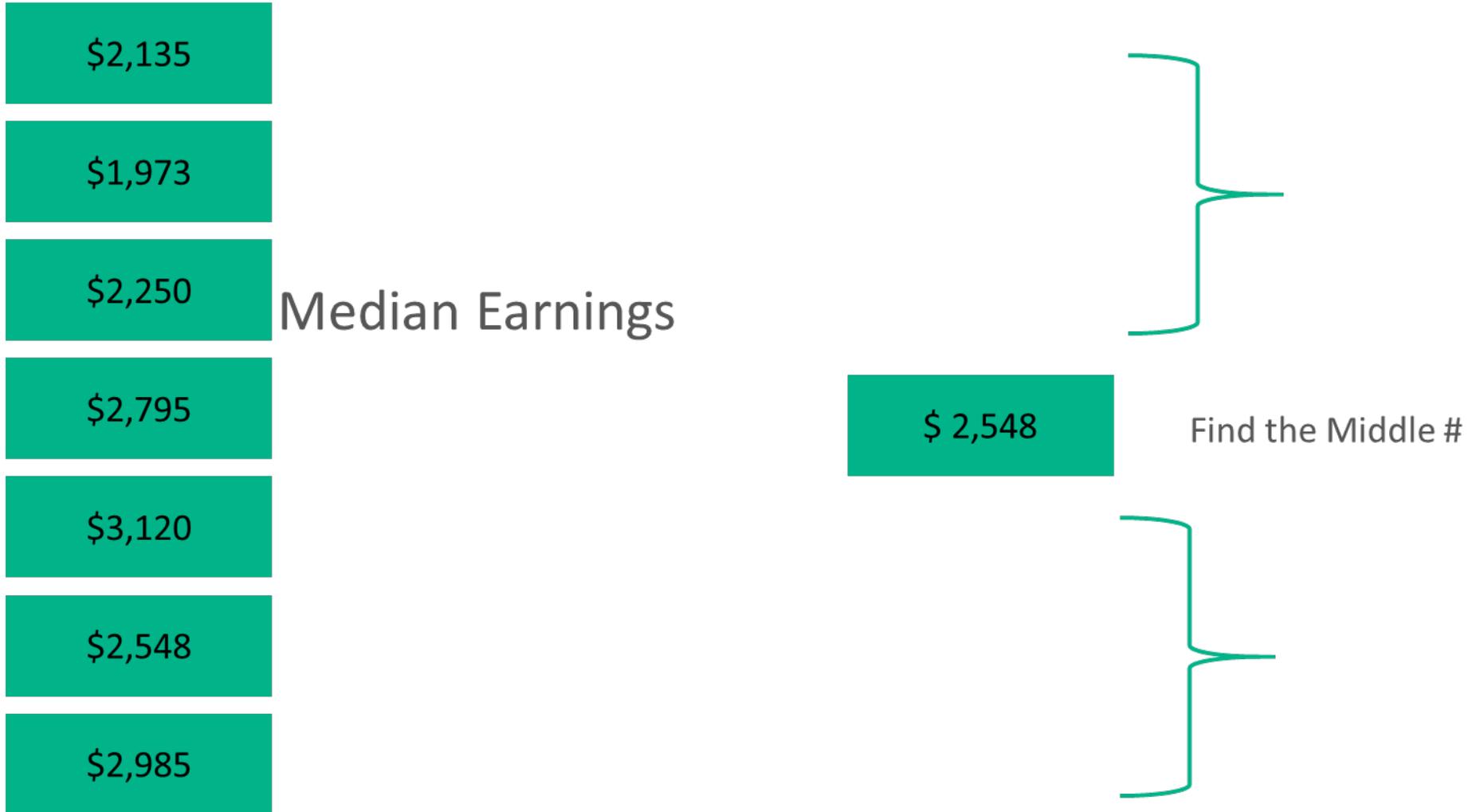
- The **quarterly** earnings for each participant included in the indicator is arranged in a range of values and the middle number is selected as the state's median quarterly earnings value.

Unreported Wages

- Data matches or surveys resulting in \$0 wages for a participant indicates that the participant should not be considered employed, and thus should not be counted in this indicator.
- Survey results with non-responses should be recorded as \$1 median quarterly wages and included in the median calculation.



Calculating Median Quarterly Earnings



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

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**



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 9th grade level;
- **OR** who advance to the 9th grade or higher level during a period of participation;
- and exited from the secondary education program.



Credential Attainment Indicator: Postsecondary Credential

The postsecondary education component of the Credential Attainment Indicator is limited to participants who

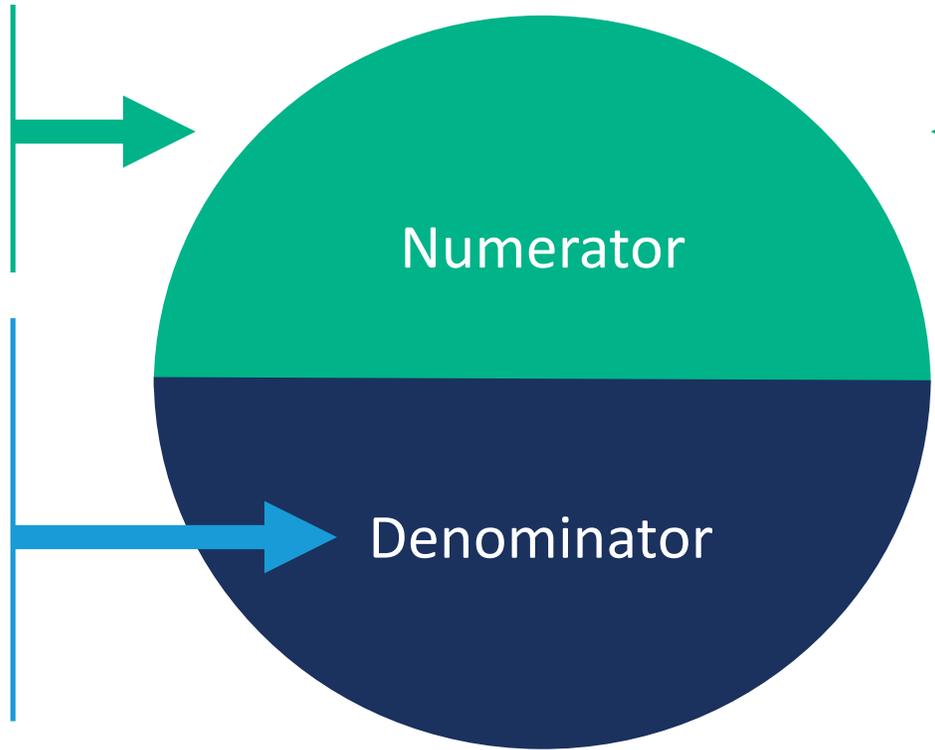
- were enrolled in a postsecondary education or training program, including an integrated education and training (IET) program;
- and exited from the postsecondary education or training program.



Credential Attainment Indicator Rate Calculation

Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training or employed within one year of exit

Exited participants who entered without a secondary credential and were enrolled in a secondary level program; and exited participants who were dual enrolled in adult and postsecondary education and exited postsecondary education.

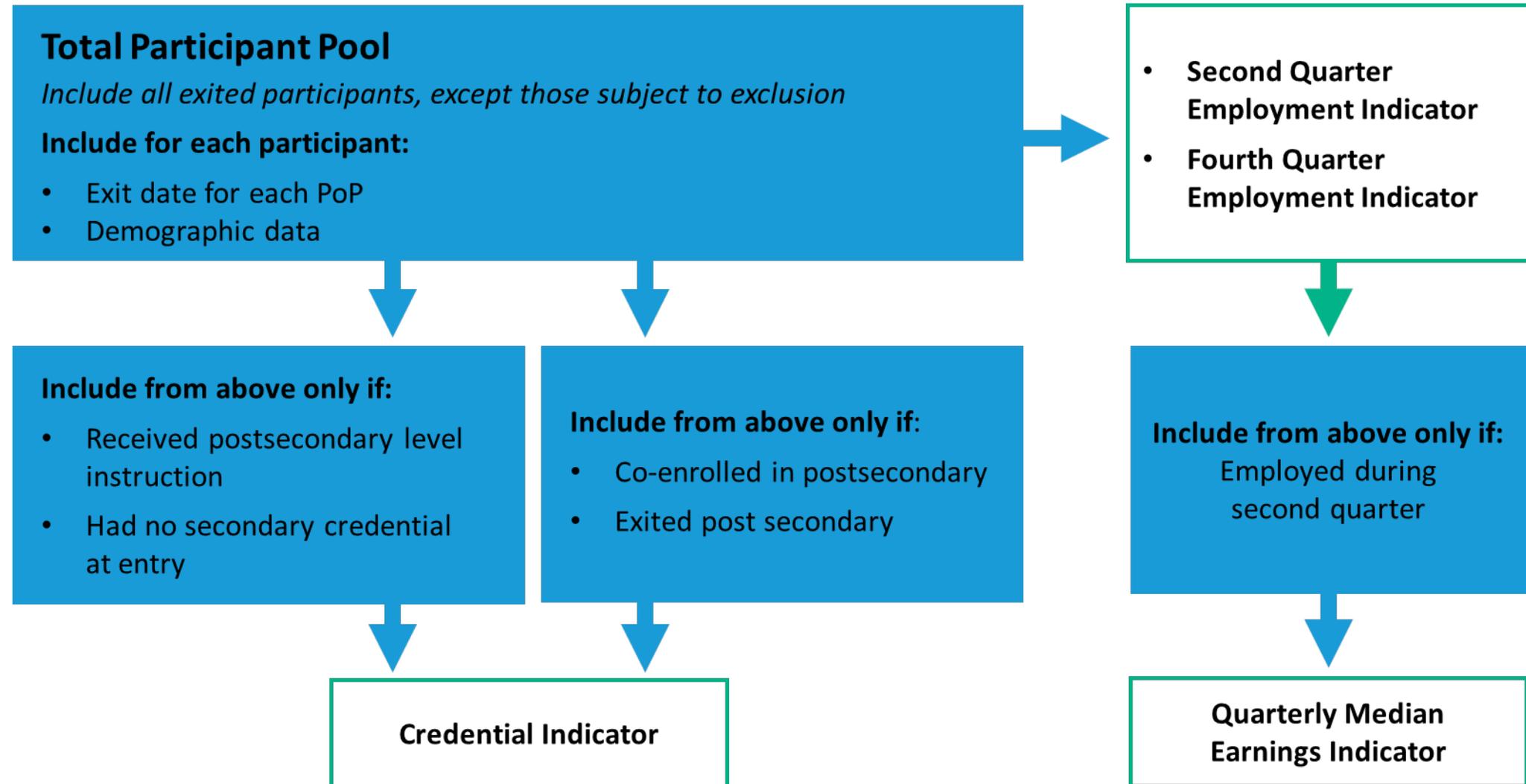


Attained a Postsecondary Credential while enrolled or within one year of exit

Note: Credential rate is an unduplicated count, participant is only counted once per PoP, no matter how many credentials are attained. The same is true for denominator cohorts.



Participant Pools for Indicator Denominators (in Blue)



Participant Exclusions for Reporting Indicators

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 service for at least 90 days



Discussion

- **What questions do local programs ask most frequently about the indicators? What challenges do they have with understanding the indicators or collecting the data?**
- **What strategies have been effective in helping them understand and collect the data accurately and comprehensively (webinars, PD, one-on-one consultations, user guides, etc.)?**



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- Use the protocol, examples, and definitions to capture barriers to employment data.
- Explain to students why information is collected; ensure confidentiality.
- Use forms and follow procedures that explain the barriers to students in simple language and why they are important.
- Update students over the course of programming.

Employment

- Record current employment during enrollment.
- Record employer contact information during enrollment.
- Verify employment during participation.
- Verify employment at exit.
- Identify which participants should be tracked based on exits and likelihood or knowledge of postexit employment.
- Maintain contact with participants via electronic communications, so they are accessible for hearing from your organization and receiving requests for information.
 - Conduct surveys.
 - Collect self-employment worksheets.
- Access databases, such as the following:
 - Unemployment Insurance



What Do the Numbers Mean?

Activity 4

This worksheet provides one completed sample with data and calculations for Program A, and four sets of data to practice calculating postexit indicators. Use the data provided for Programs B-E to determine postexit employment and credential performance. There are blank sheets to conduct calculations and discussion questions to analyze the data results.

Program Sample Data

	Program A	Program B	Program C	Program D	Program E
Employment					
Total Exited Participants (PoPs)	310	383	675	455	1,400
Number of Participants Who Fall in Excluded Categories	10	0	7	13	25
Data Match for Employed During Second Quarter After Exit	150	189	350	290	650
Data Match for Employed During Fourth Quarter After Exit	125	150	375	290	350
Credentials					
Number of Exited Participants (PoPs) Who Entered Without a Secondary Credential and are Receiving Secondary-Level Instruction	108	70	150	130	250
Number of Exited Participants Co-Enrolled in Adult and Postsecondary Education or Training	50	30	45	39	400
Number of Participants (PoPs) in Both Credential Groups	8	10	25	15	100
Number of Participants Who Obtained Both a Postsecondary and Secondary Credential and Were Employed Within 1 Year of Exit	2	8	20	13	70
Attained Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training Within 1 Year of Exit	12	20	25	30	50
Attained Secondary School Diploma/Recognized Equivalent and Employed Within 1 Year of Exit	40	35	45	50	100
Attained a Postsecondary Credential While Enrolled or Within 1 Year of Exit	10	12	17	10	20

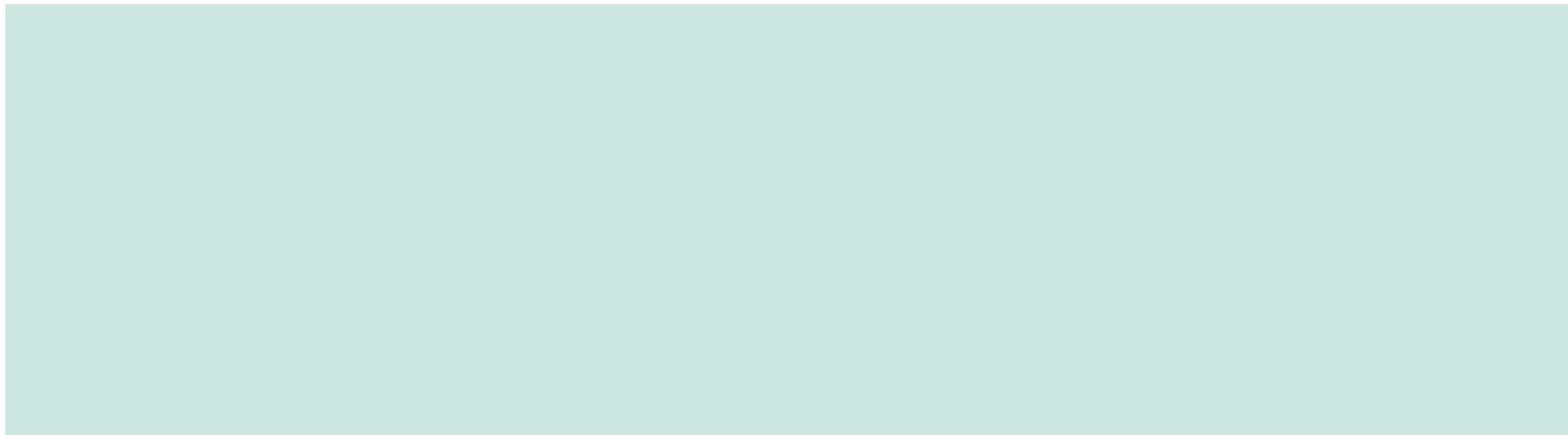
Note: These sample data are provided only to illustrate computation of the indicators. Actual data reported in Table 5 would come from different cohorts and program years. For example, the total number of participants used to calculate second- and fourth-quarter employment would differ. Secondary credential data in the table are unduplicated unique counts in this sample data, which may not be the case in actual data.



Sample Content Review with Local Programs

Discussion Question

A participant is a National Guard member. She attends your program for 60 hours but is called away for five months of active duty before she posttests. Explain how you would report this participant in your data.



Data Collection and Reporting



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MSGs and PoPs

- Count only one MSG per PoP, the last one achieved
 - Example: A participant achieves an EFL gain by a pre- and posttest and later achieves an HSE school credential.
 - » Only count one MSG, the HSE
- A participant's achievement of an HSE or entry into postsecondary counts as an MSG in all PoPs
 - Example: A participant exits with an MSG gain in the first PoP and returns for a second PoP and achieves an HSE
 - The HSE counts as an MSG in both PoPs



MSG and Testing for Distance Learning

- Reporting MSG attainment for distance education participants is the same as for all other participants
 - EFL gain measured by:

Pre- and posttesting

Credit completion

Entry into
postsecondary
education after
program exit

- Attainment of a recognized secondary credential
- Pre- and posttesting may be done using a virtually-administered assessment where available



Time Periods for Collecting Postexit Indicators

Postexit indicators have different time periods and participants from other tables

Employment indicators

- Based on exit quarter of indicator
- Second-quarter employment and median earnings: Full prior *program year* reported

Credential rate and fourth-quarter employment indicators

- Reported for a calendar year (not program year) January–December
- Two years prior to calendar year when reported
- Will include parts of two program years



Participant Exit Periods for Reporting Postexit Indicators

Indicator	Participant Exit Period	Participant Exit Period for Program Year (PY) 2019 Reporting (due October 1, 2020)
Second-Quarter Employment	Program Year, One Year previous	July 1, 2018–June 30, 2019 PY 2018
Median Earnings	Program year, One Year previous	July 1, 2018–June 30, 2019 PY 2018
Fourth-Quarter Employment	Calendar Year, Two Years Previous to Report Date	January 1, 2018– December 31, 2018 (Last two quarters of PY 2017 and first two quarters of 2018)
Credential Attainment	Calendar Year, Two Years Previous to Report date	January 1, 2018– December 31, 2018 (Last two quarters of PY 2017 and first two quarters of 2018)



Collect Indicator Achievement Data

Methods for Collecting Participant Achievement Data: Data Matching

- Second- and fourth-quarter employment: run match for appropriate quarter
- Median earnings: calculate median from all quarterly wages of second-quarter employed
 - Collect for each PoP, tied to participant demographics
- Credential attainment
 - Match to secondary education and postsecondary education databases
 - Attained while enrolled or within one year of exit
 - Additional employment or postsecondary match for secondary credential attainment, within one year of exit
 - Collect for each PoP, tied to participant demographics



Supplemental Data Collection

Supplemental methods when data match is not possible--when there is no database, no participant Social Security number (SSN), no agreement with partner agencies

- Participant Survey
 - Conduct survey according to timeline for indicators (not reporting); use telephone or online methods
- Other Supplemental Methods—Employment and Earnings
 - Copies of quarterly tax payment forms or pay stubs
 - Signed letter from employer
 - Detailed case notes verified by employer
 - One-Stop operating systems' administrative records
 - Self-employment worksheets



Postsecondary Databases for Credential Indicator

- Integrated Postsecondary Education Data System (IPEDS)
- National Student Clearinghouse
- At the institution level, state and local colleges
- Institute for Higher Education Policy (IHEP)
- Federal Student Aid (FSA)



Activity: Data Collection and Challenges

Recent Challenges:

- Collecting SSNs
- Collecting barriers to employment
- Using surveys and other supplemental data
- Assessment testing in distance education



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Small-Group Discussion

- Discuss challenges and strategies
- Discuss supports or technical assistance that may be needed to implement these strategies



Breakout Rooms Instructions

Take **10 minutes** to:

1. Brainstorm solutions for one of the challenges.
2. Identify resources, supports, or technical assistance that may be needed to implement these strategies—for you and the local programs.
3. Determine next steps for securing these resources, supports, or technical assistance.
4. Assign a reporter to take notes on your discussion in the note pod, which will be visible to the larger group when you reconvene to share out.



Report Out

- One strategy you identified
- One support
- One next step



Discussion and Questions



Other Support

- NRS Website: <https://nrsweb.org/>
- NRS TA Guide
 - Guide to all accountability requirements
- Demonstrating Success: TA Guide for Collecting Postexit Indicators
- Barriers to Employment: Strategies for Success Tips and Toolkit
- NEW COURSE: NRS Basics Online Course: Measuring Performance Under WIOA
 - <https://courses.nrsweb.org/enrol/index.php?id=55>



NRS Virtual Training: Your Success, Our Future: Measuring Achievement After Exit

- Training will be held virtually September 21-24, September 28-October 1
- Learn about a framework for collecting postexit indicators
- State staff will use the framework to support better data collection, planning, and program improvement

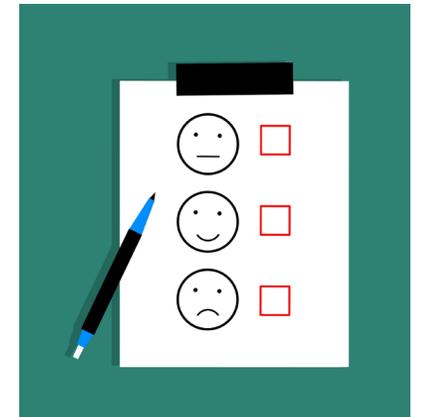


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Evaluation

**You can access the evaluation in the bottom right corner of the screen.
It will also pop up when we close the room.**

We appreciate your feedback!



Wrap-up

Thank you for participating!

- Larry Condelli
- Marcela Movit
- Ruth Sugar



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