

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

Summary of table:	
<ul style="list-style-type: none"> • 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"> – Participants’ EFLs at initial entry – Race/ethnicity – Unduplicated count of participants • 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	

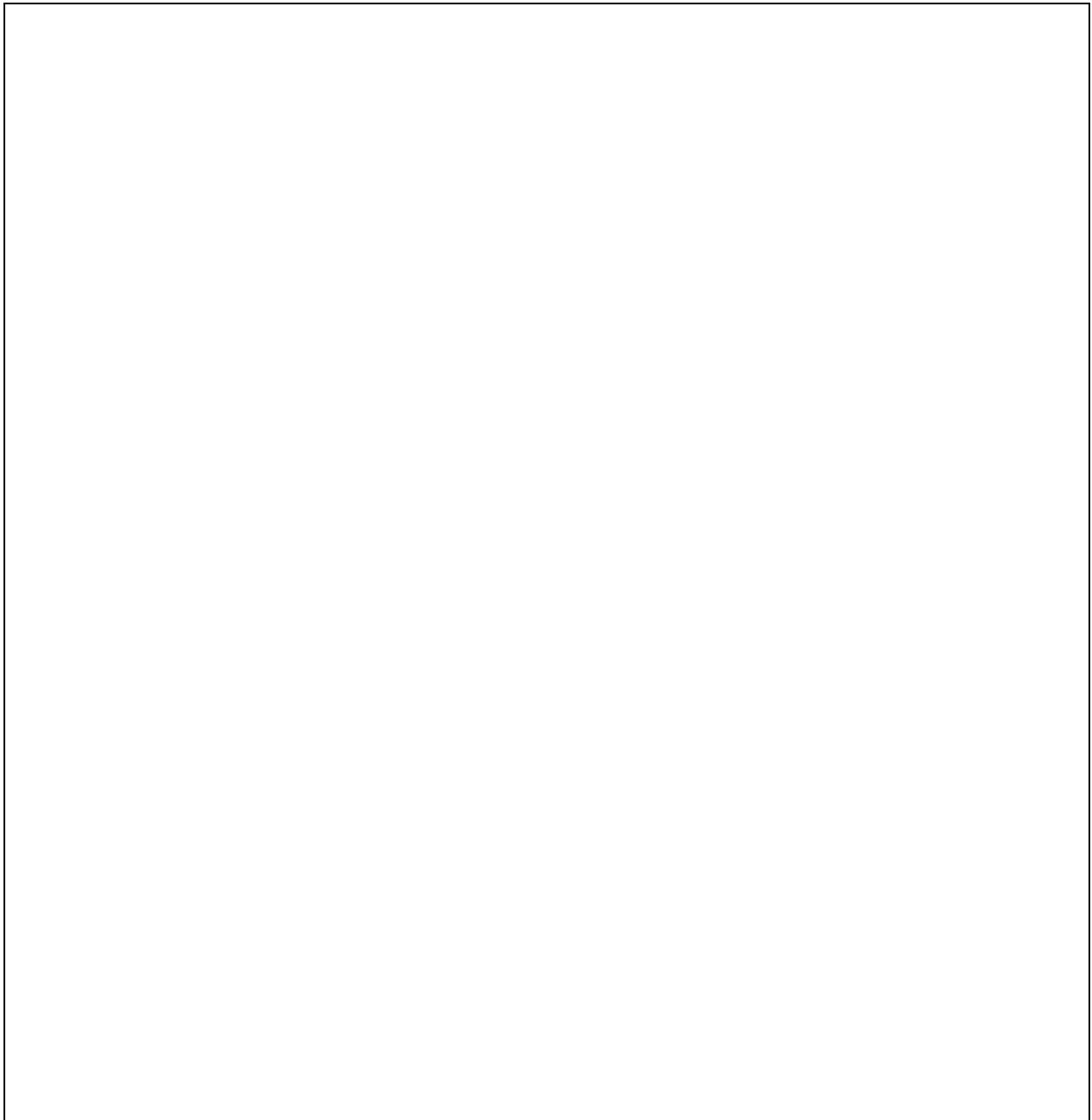
Potential Questions From Locals

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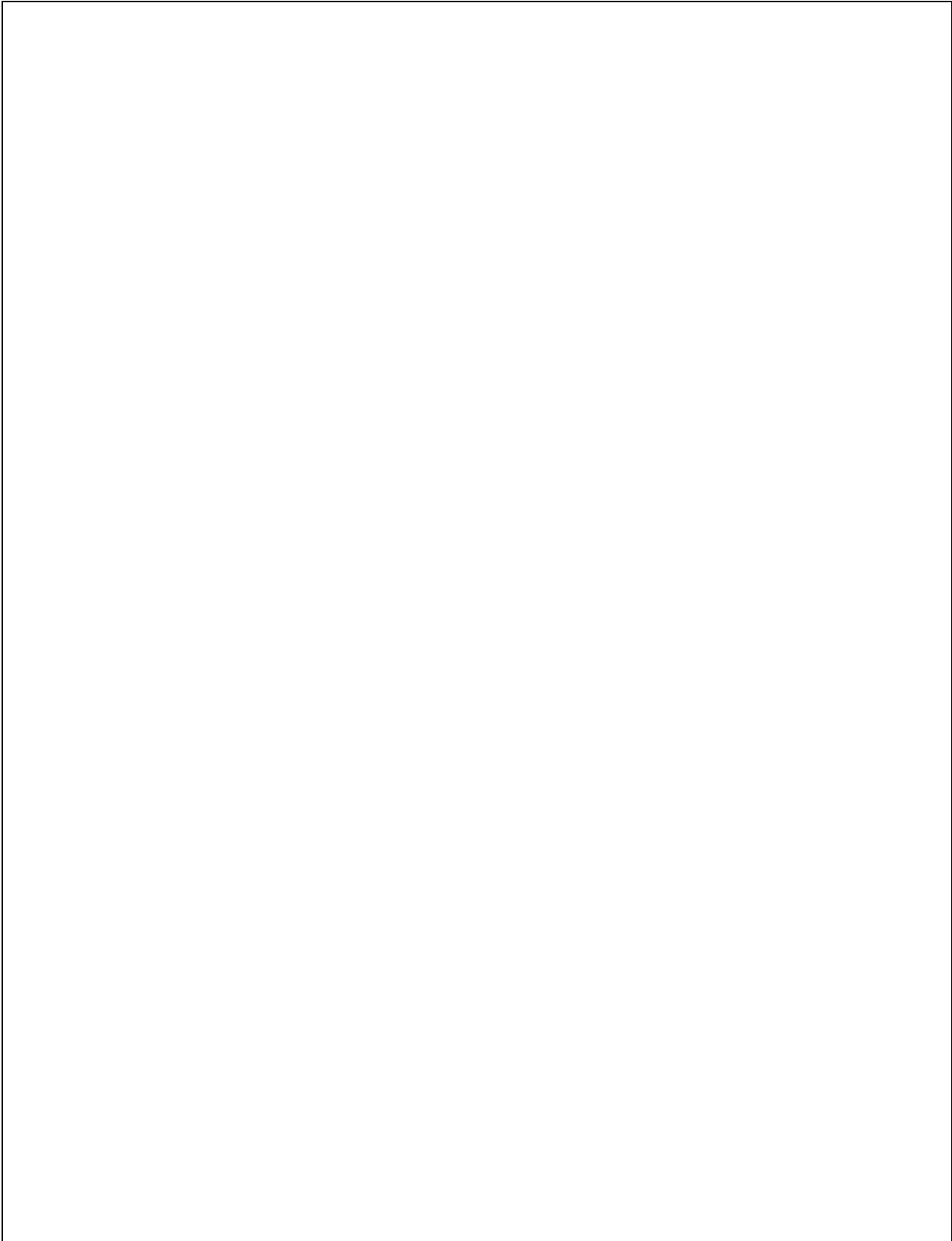
Part B Directions:

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)

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Training Activities/Training Plan (Professional Developers)



Part A (Whole Team)

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

<p>Summary of Table</p> <ul style="list-style-type: none"> • Provides information on the way participants are distributed according to demographics. • Needed to complete the table: <ul style="list-style-type: none"> – 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.
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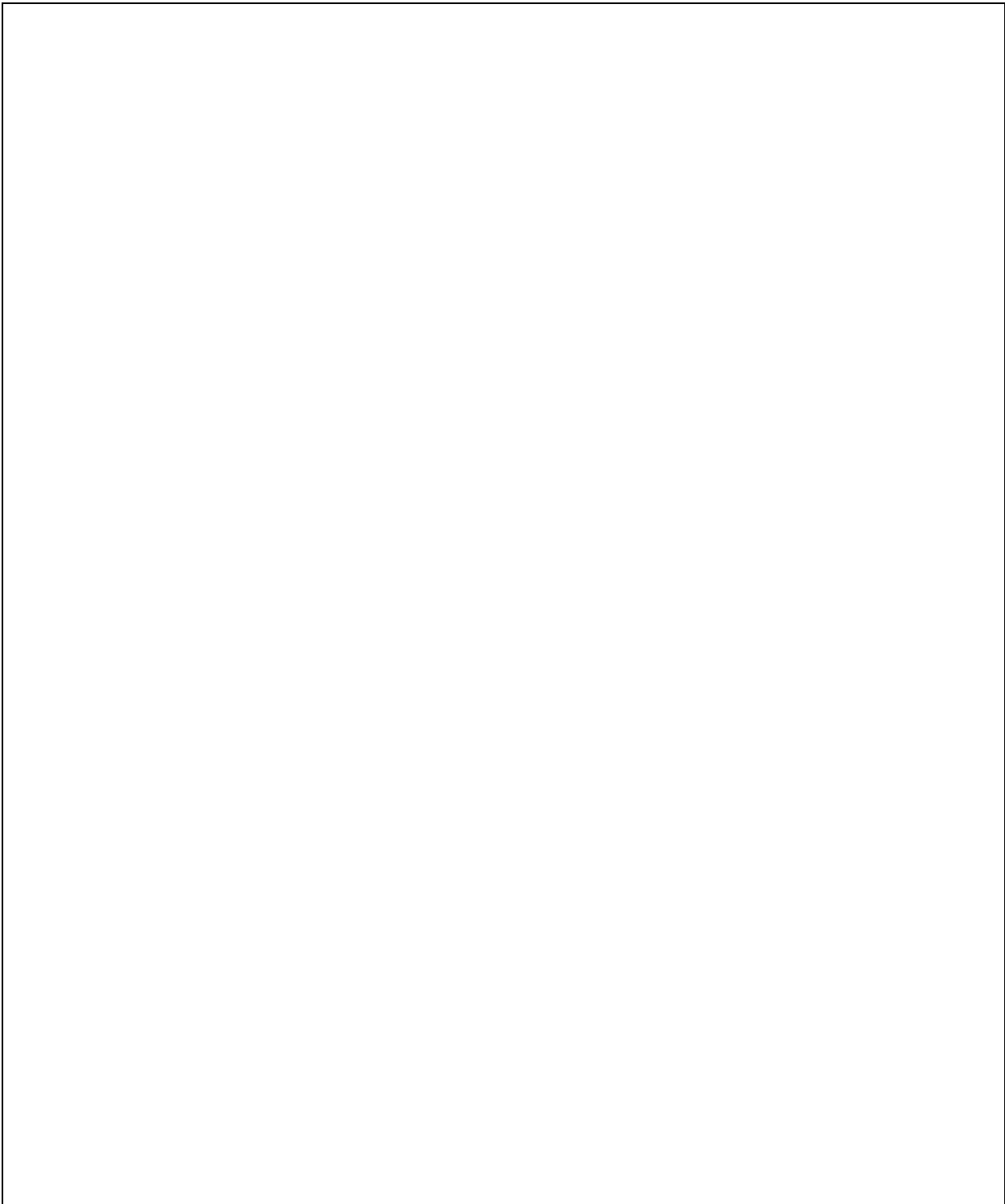
Topic	Implications of WIOA changes for data collection for Table 2
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

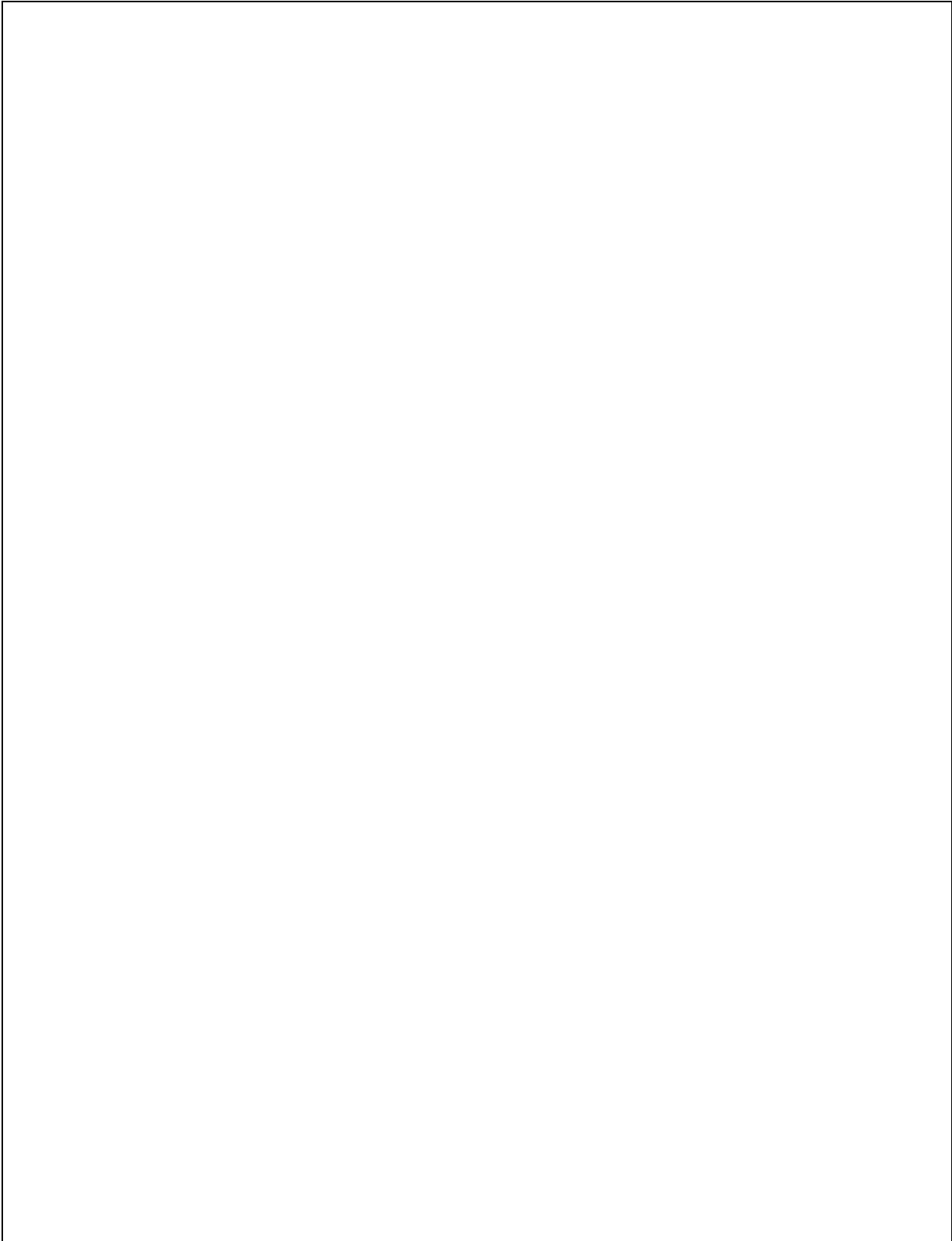
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Part B (by Role)

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.

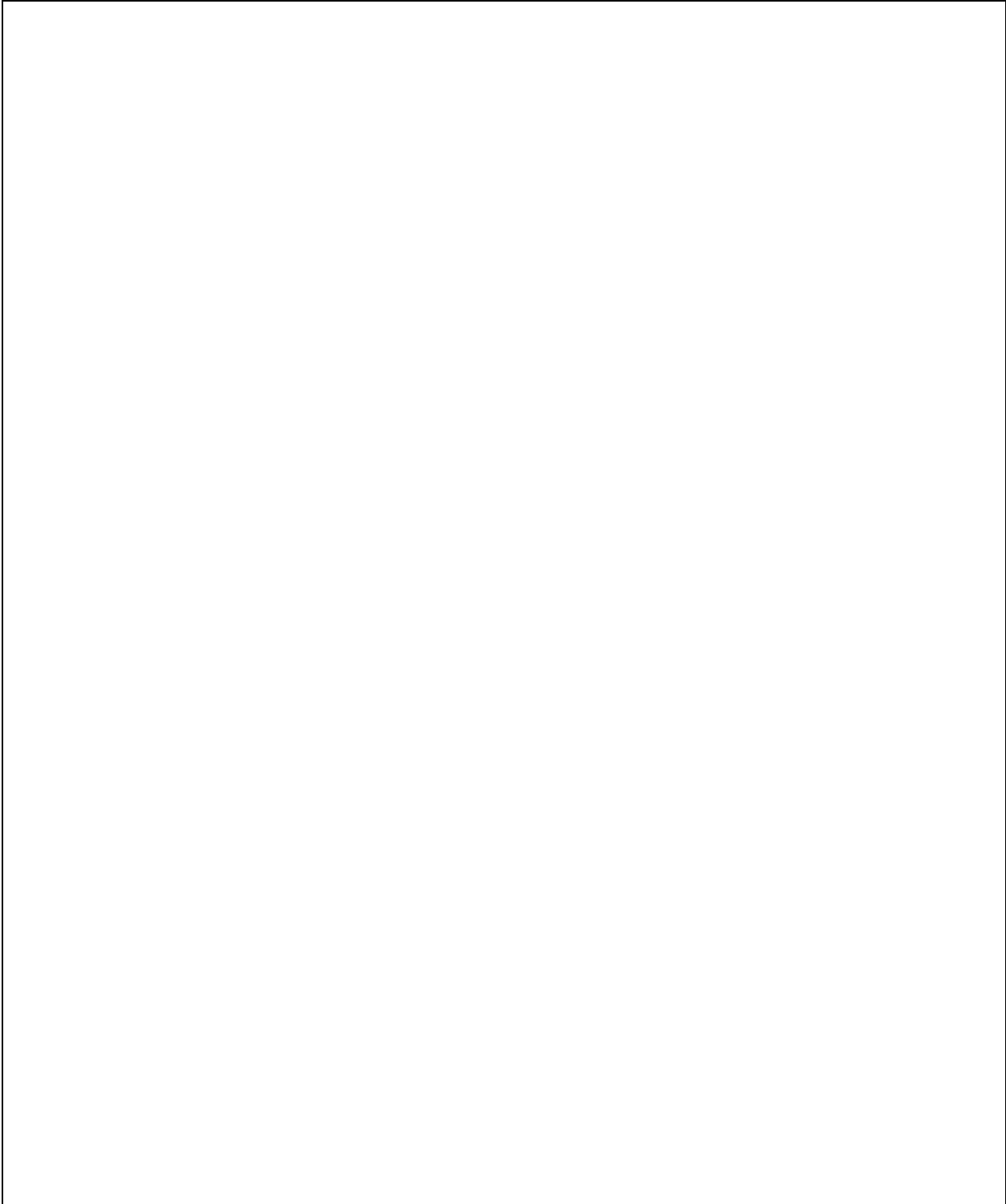
Topic	Implications of WIOA changes for data collection for Table 3
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

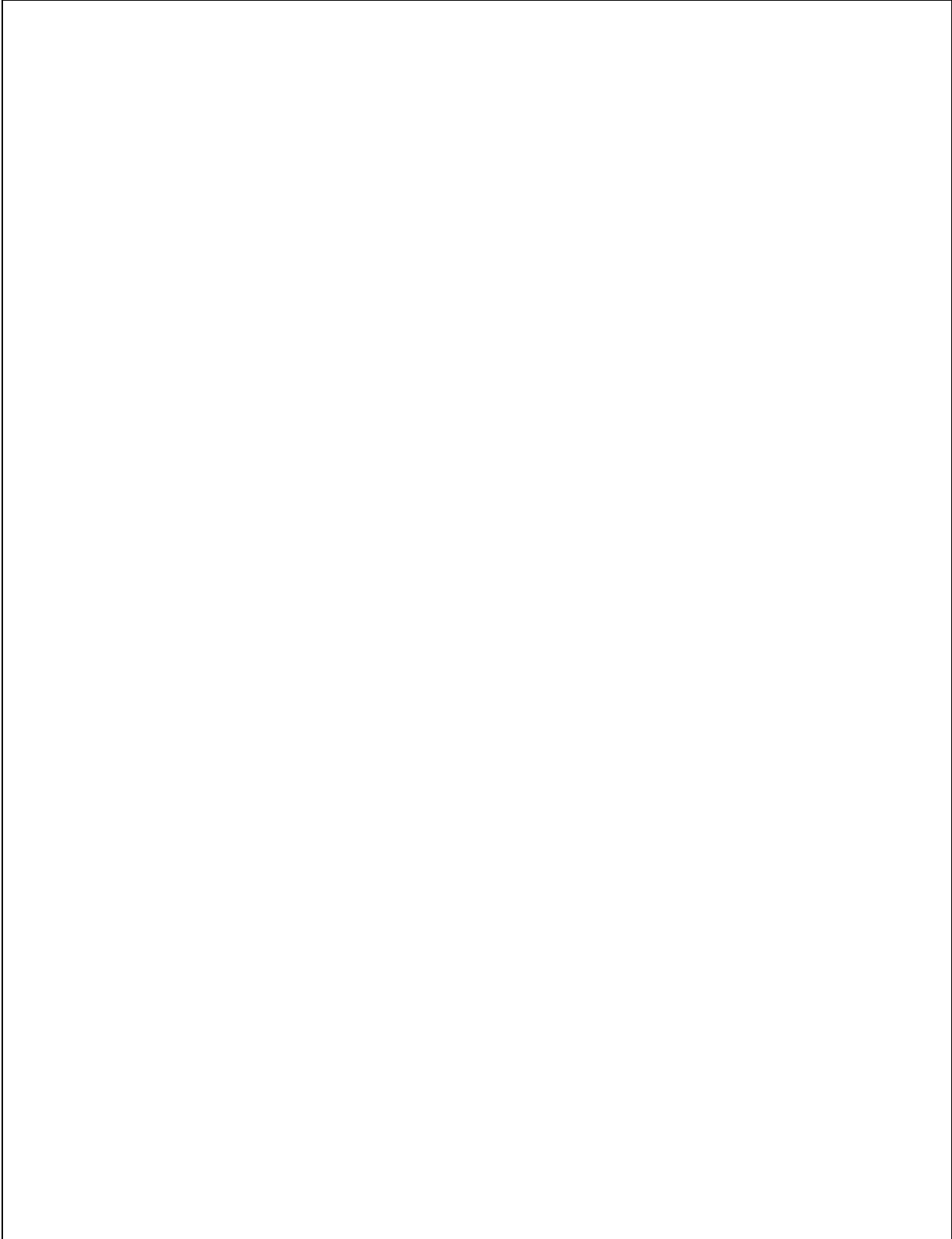
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Part B (by Role)

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.

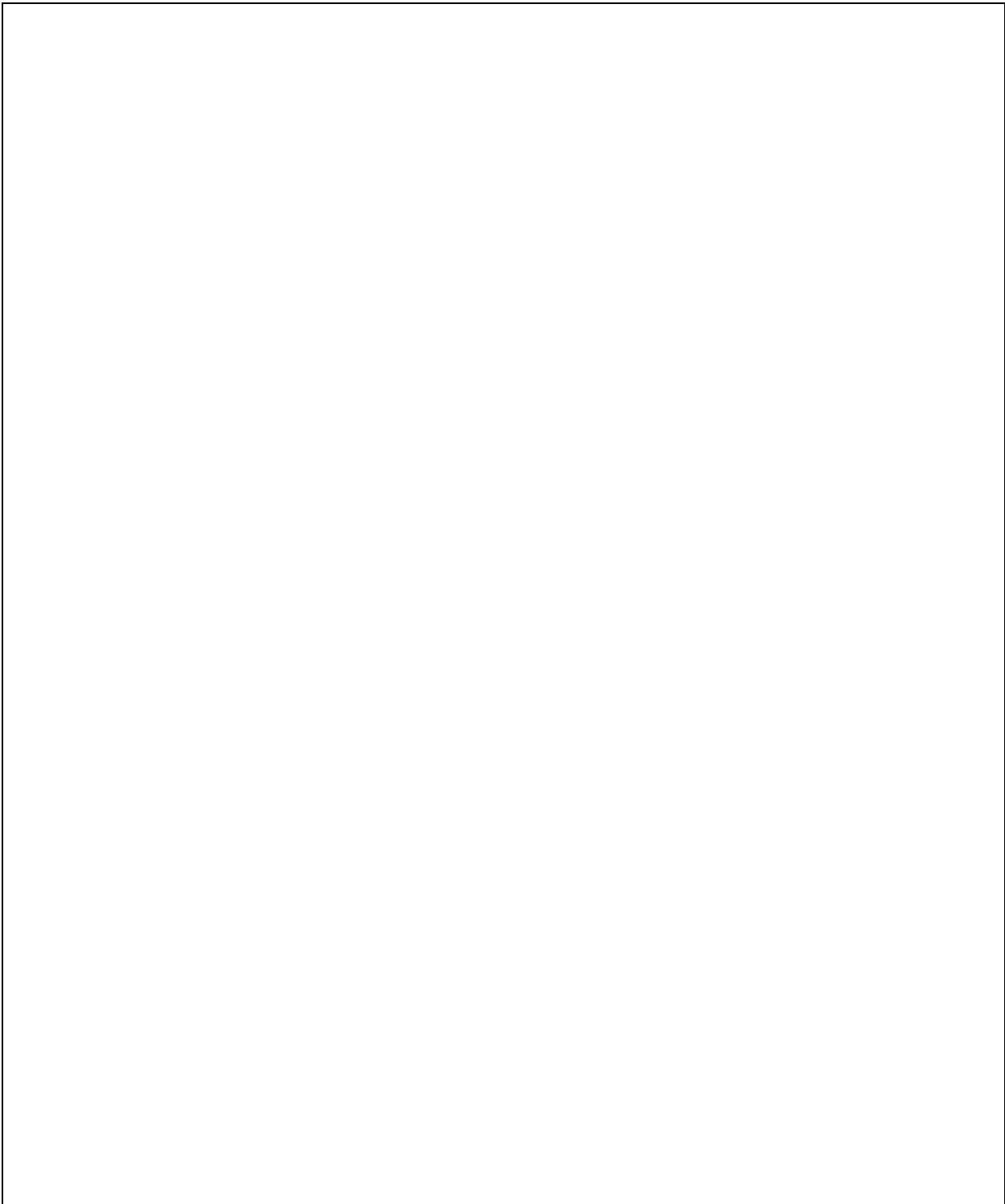
Topic	Implications of WIOA changes for data collection for Table 4
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

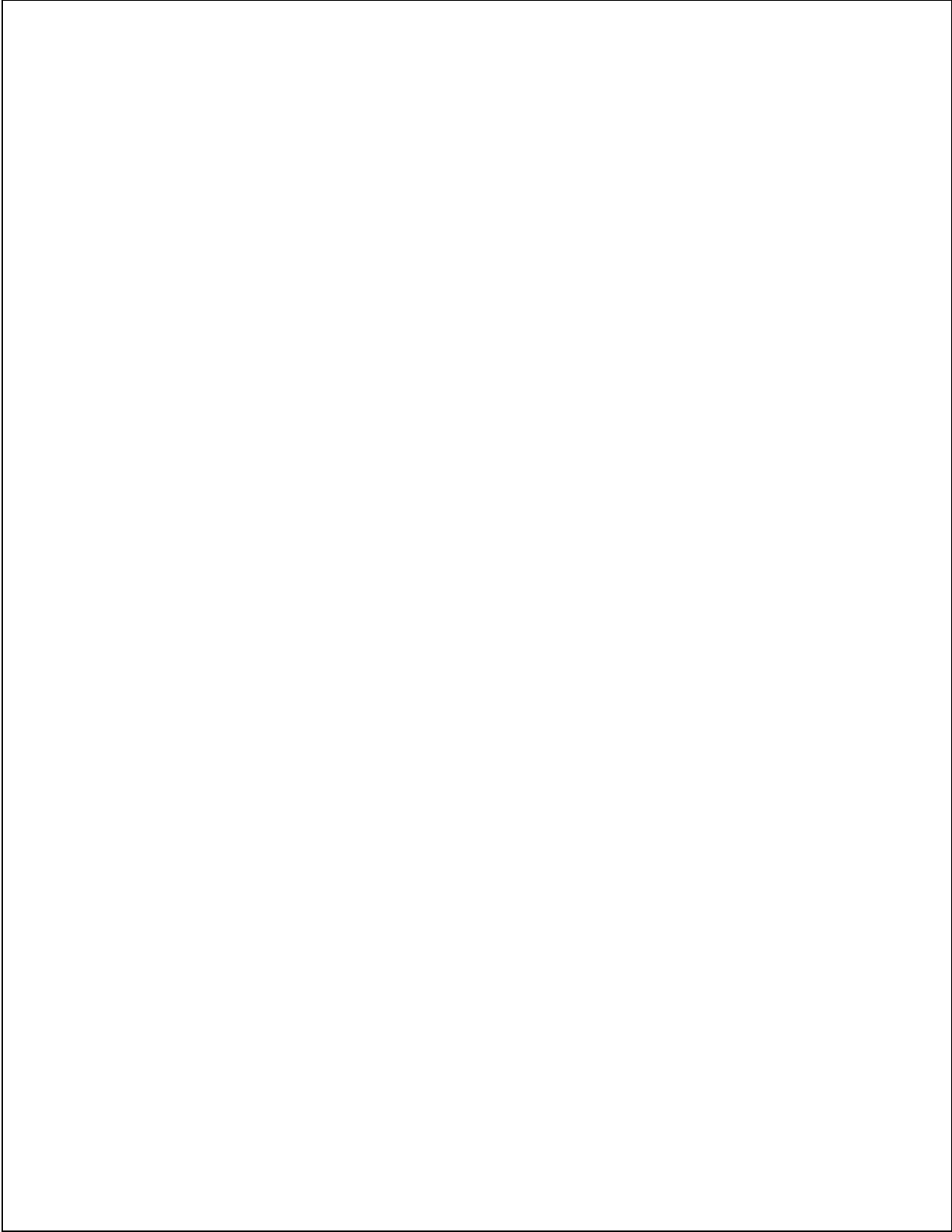
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Part B (by Role)

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).

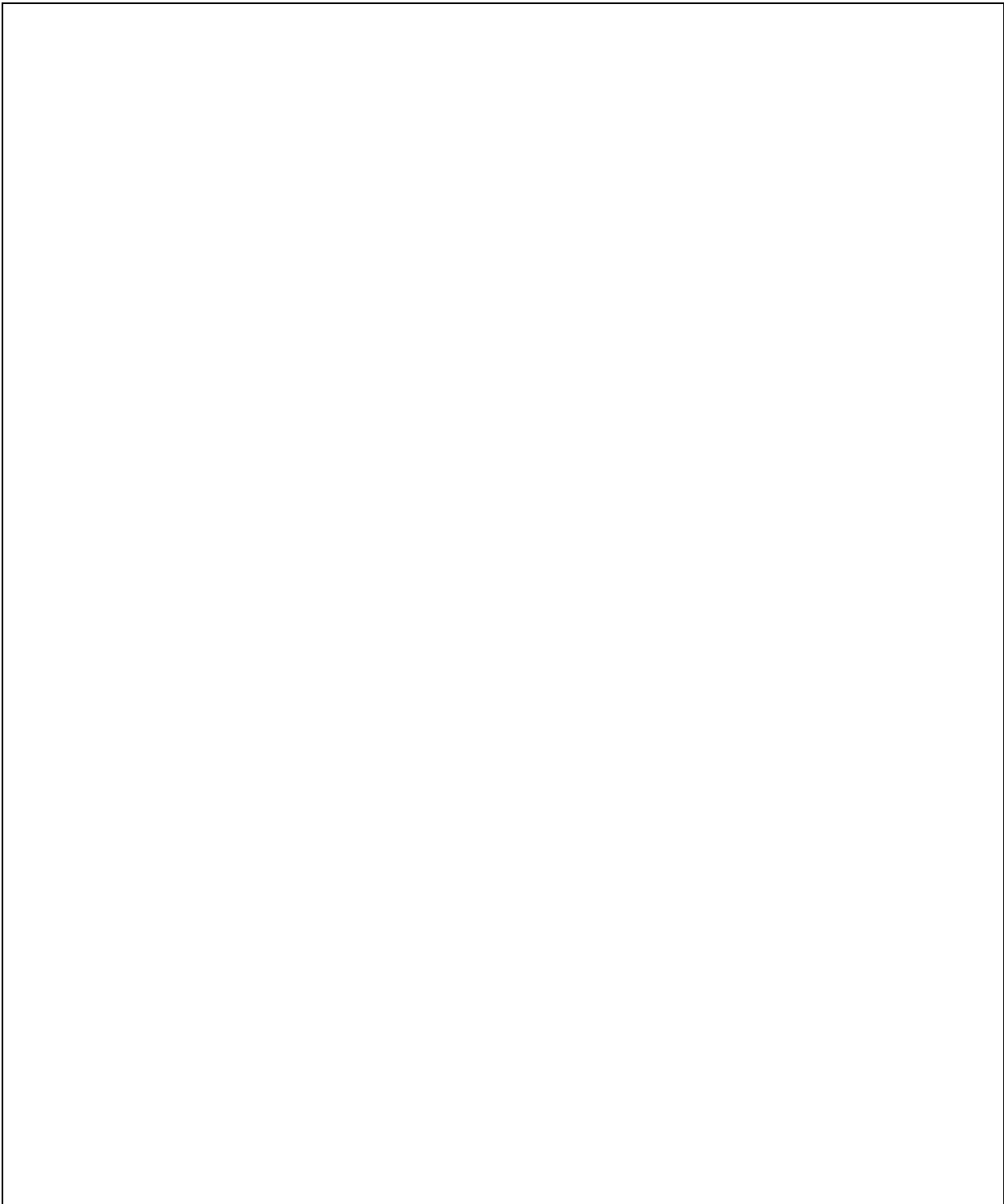
Topic	Implications of WIOA changes for data collection for Table 4b
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

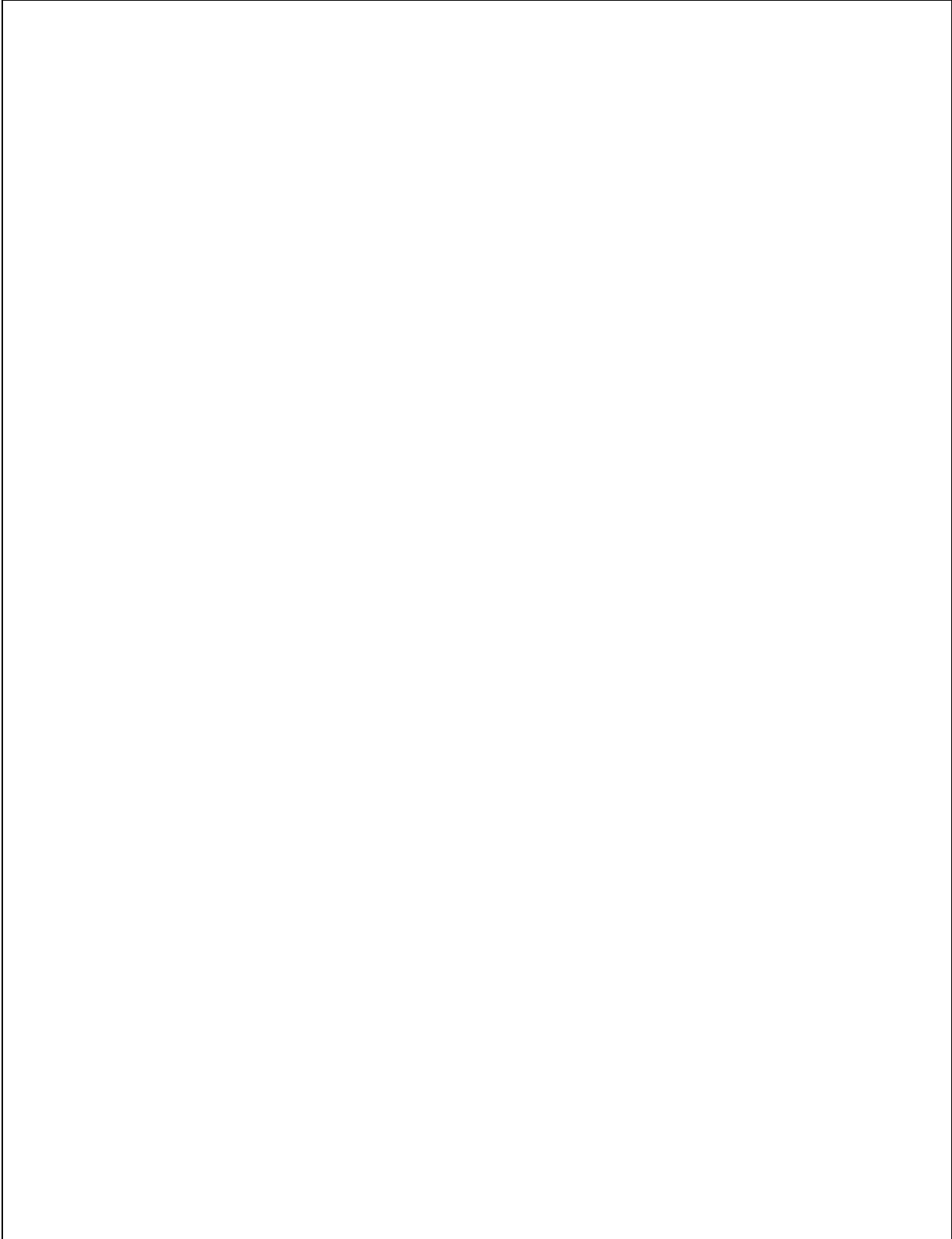
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Part B (by Role)

Communication (Data Specialists)



Training Activities/Training Plan (Professional Developers)



Part A (Whole Team)

Table 5: Core Follow-Up Outcome Achievement

<p>Summary of Table:</p> <ul style="list-style-type: none"> • Provides information on the outcomes that participants have achieved. • Needed to Complete the table: <ul style="list-style-type: none"> – 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.

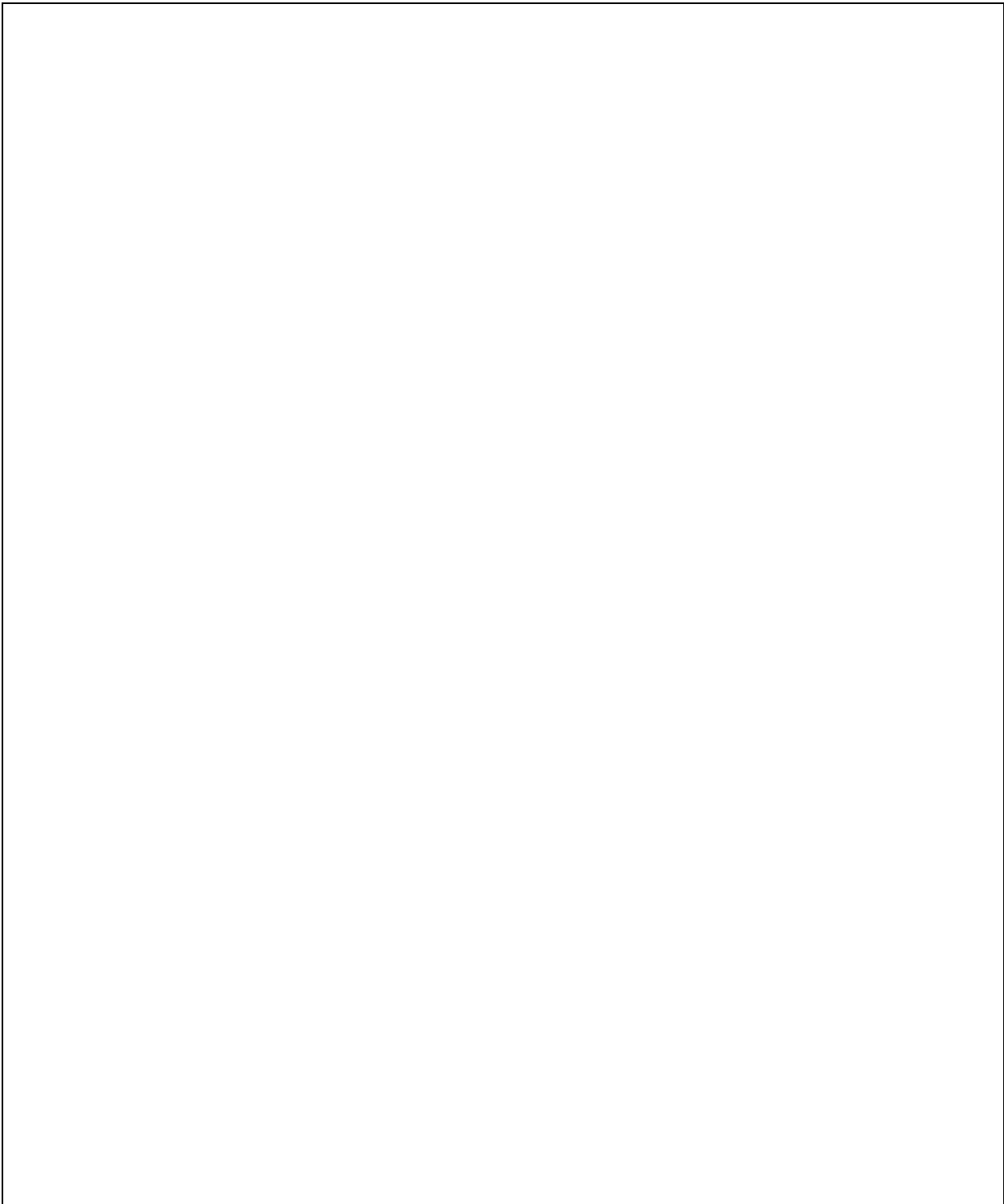
Topic	Implications of WIOA changes for data collection for Table 5
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

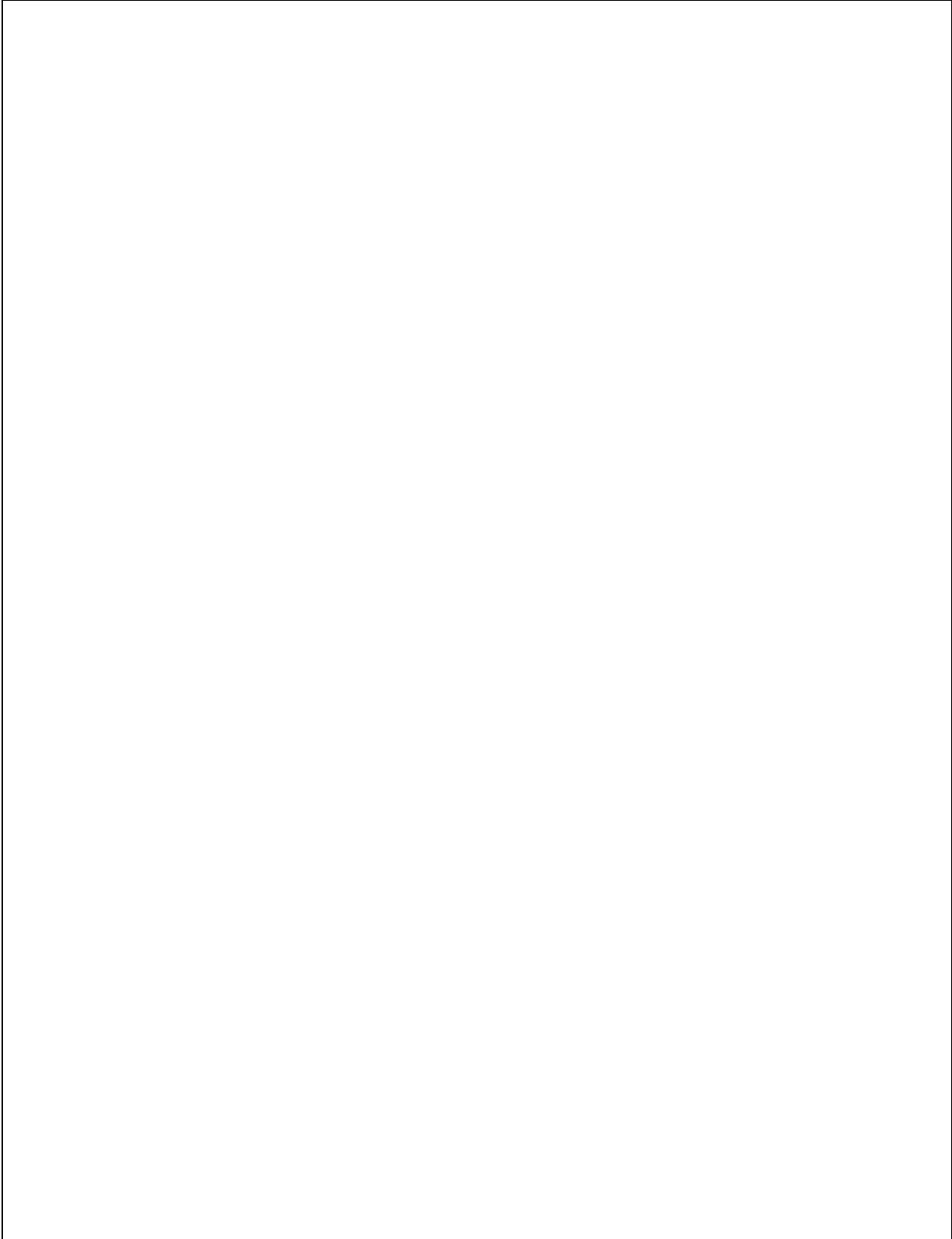
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Part B (by Role)

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.

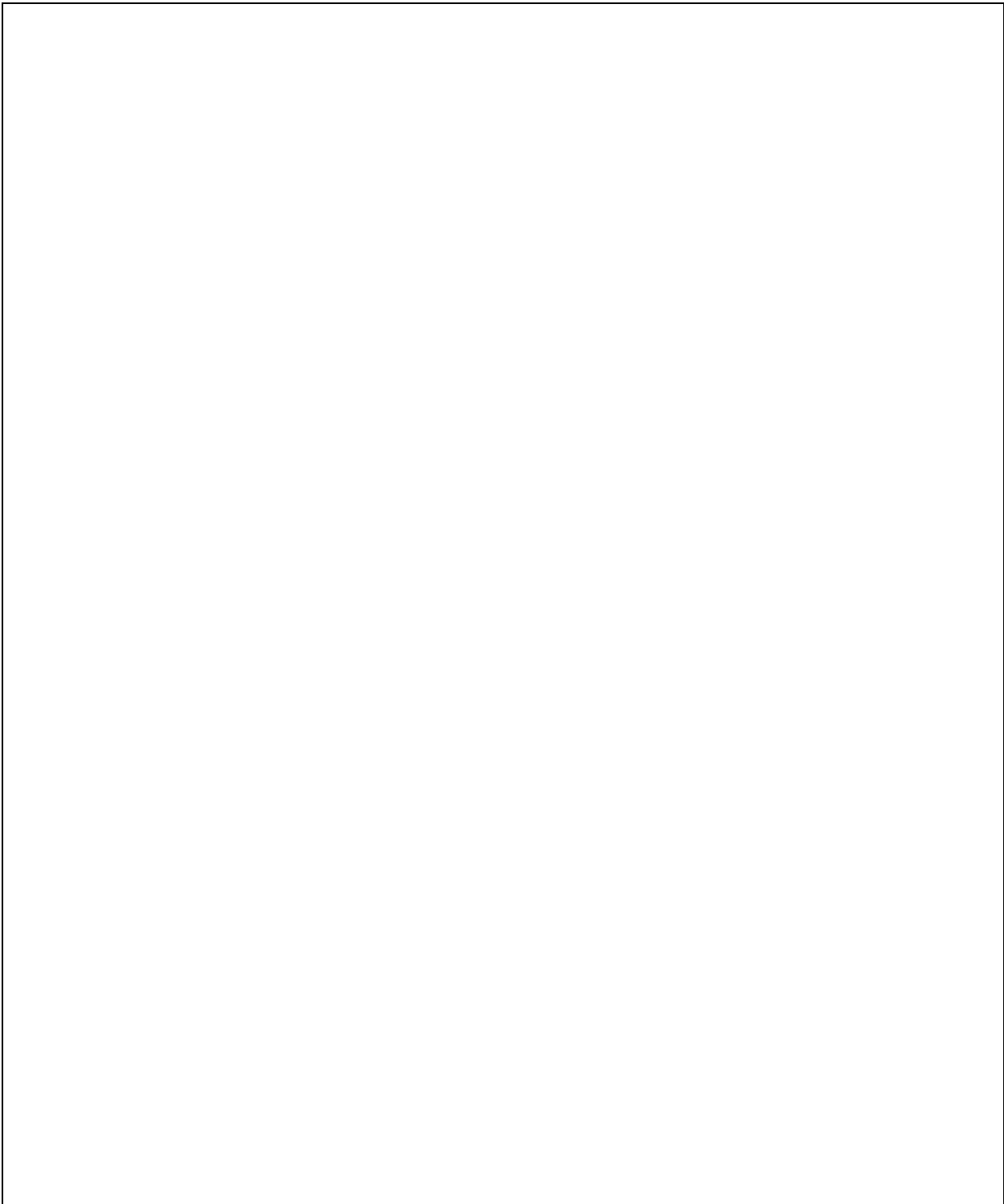
Topic	Implications of WIOA changes for data collection for Table 5a
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

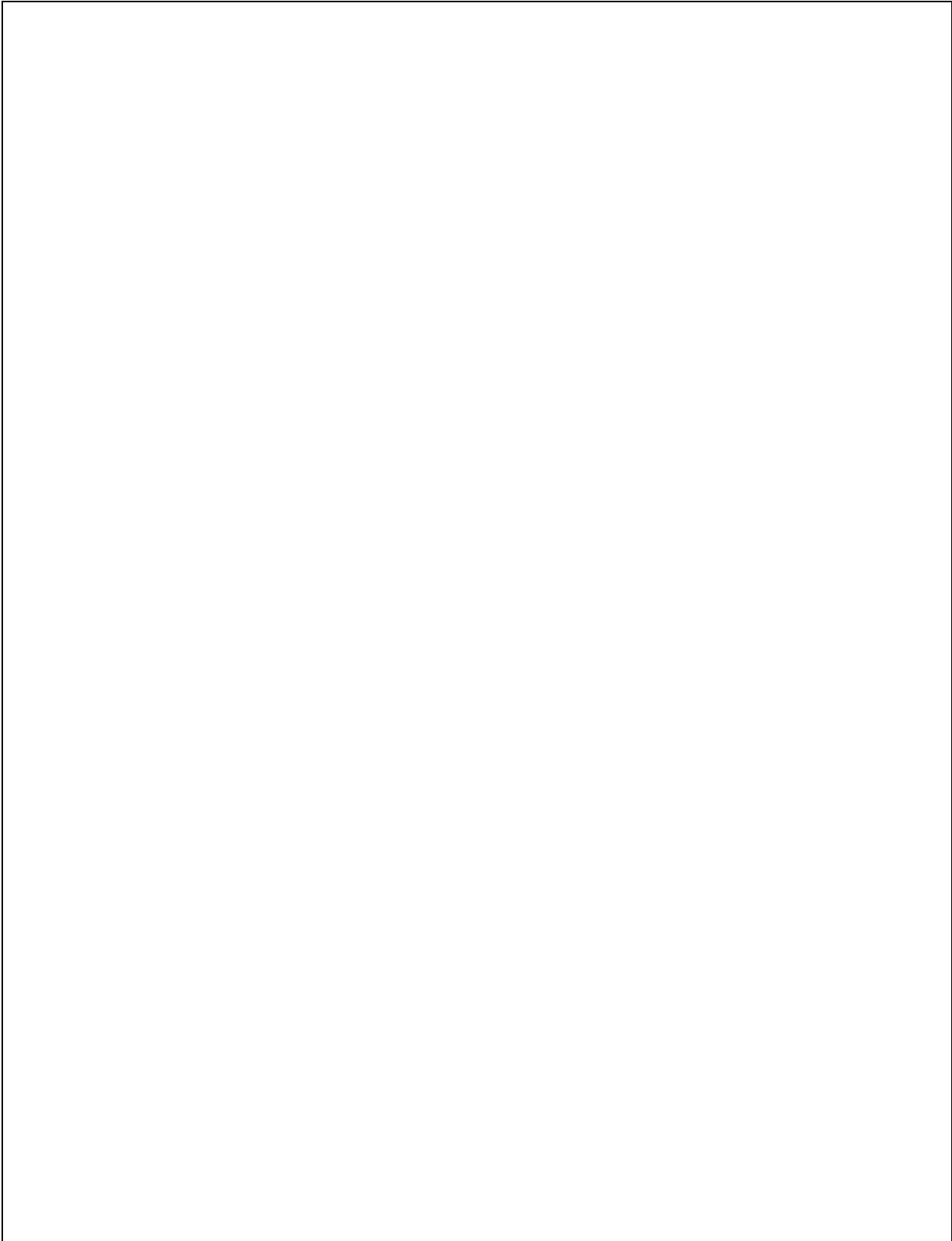
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Part B (by Role)

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

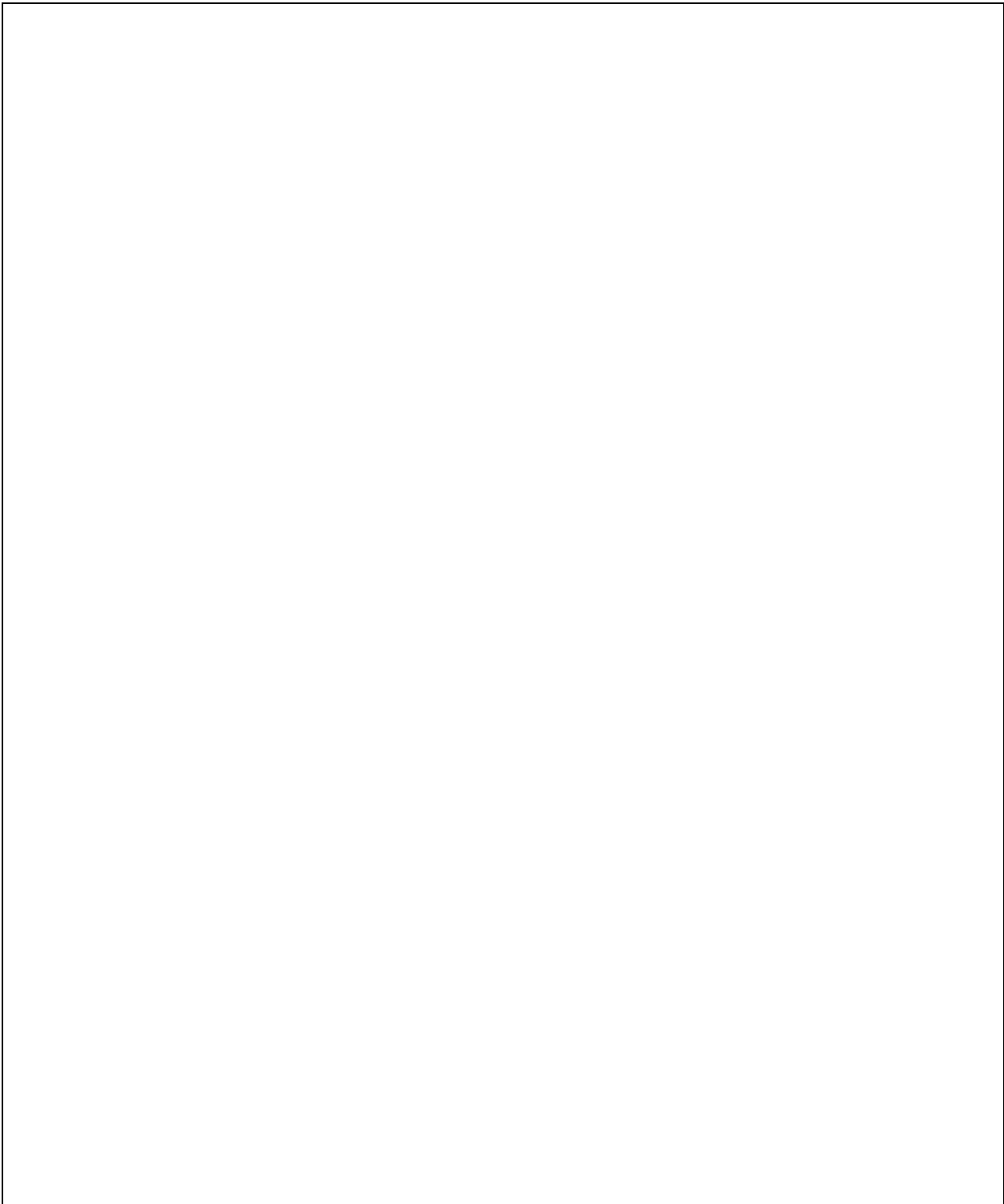
Topic	Implications of WIOA changes for data collection for Table 6
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

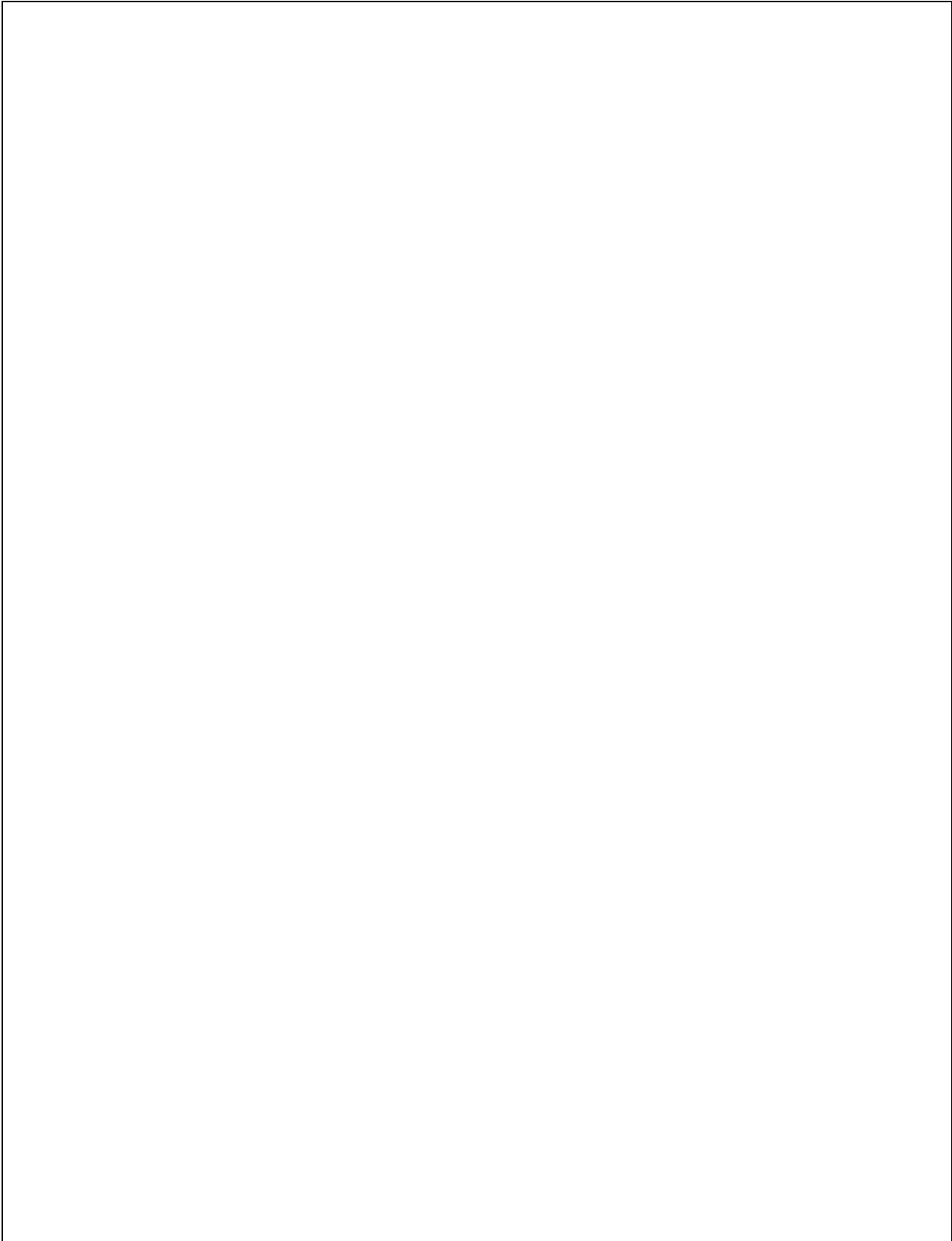
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Part B (by Role)

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.

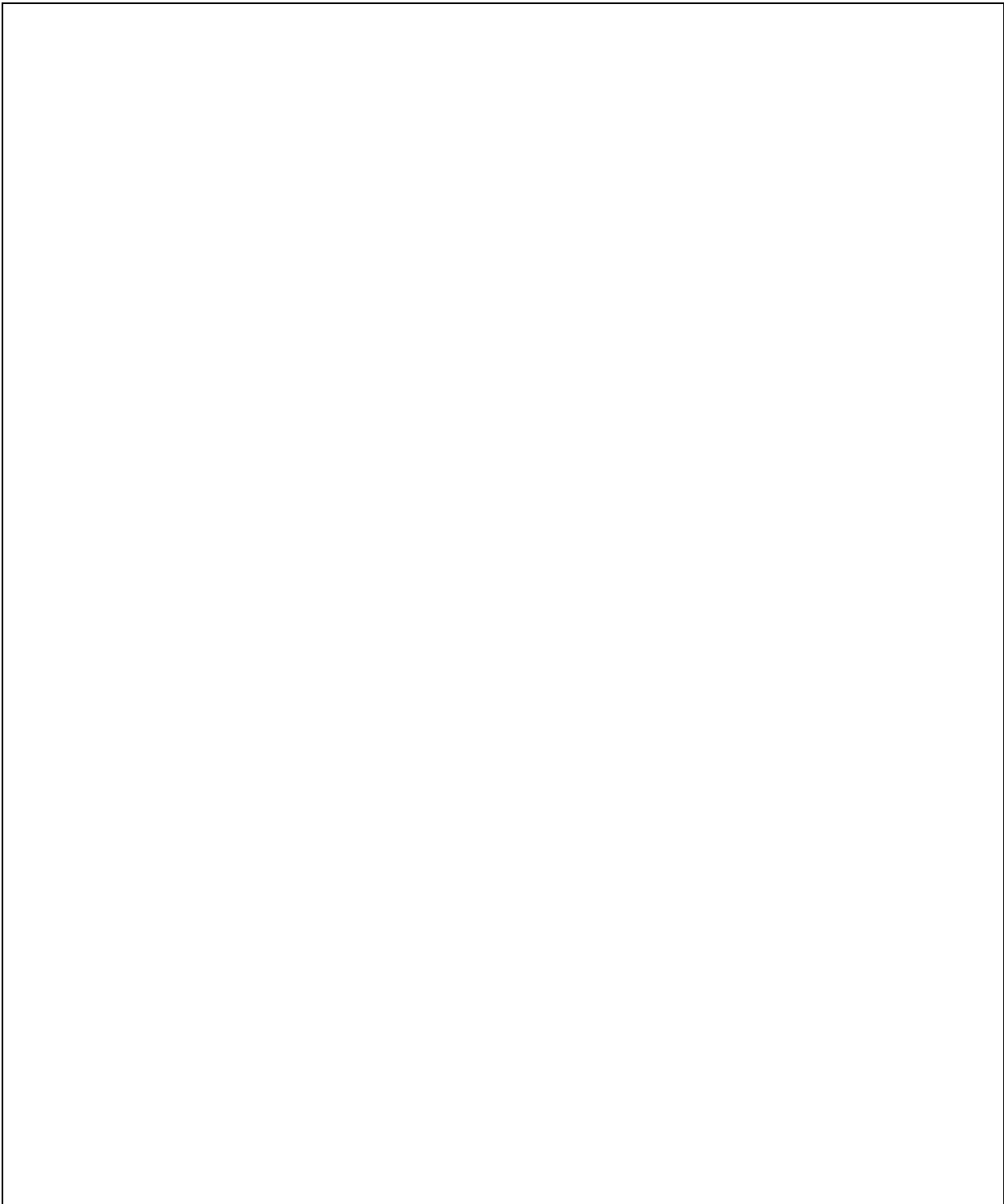
Topic	Implications of WIOA changes for data collection for Table 7
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

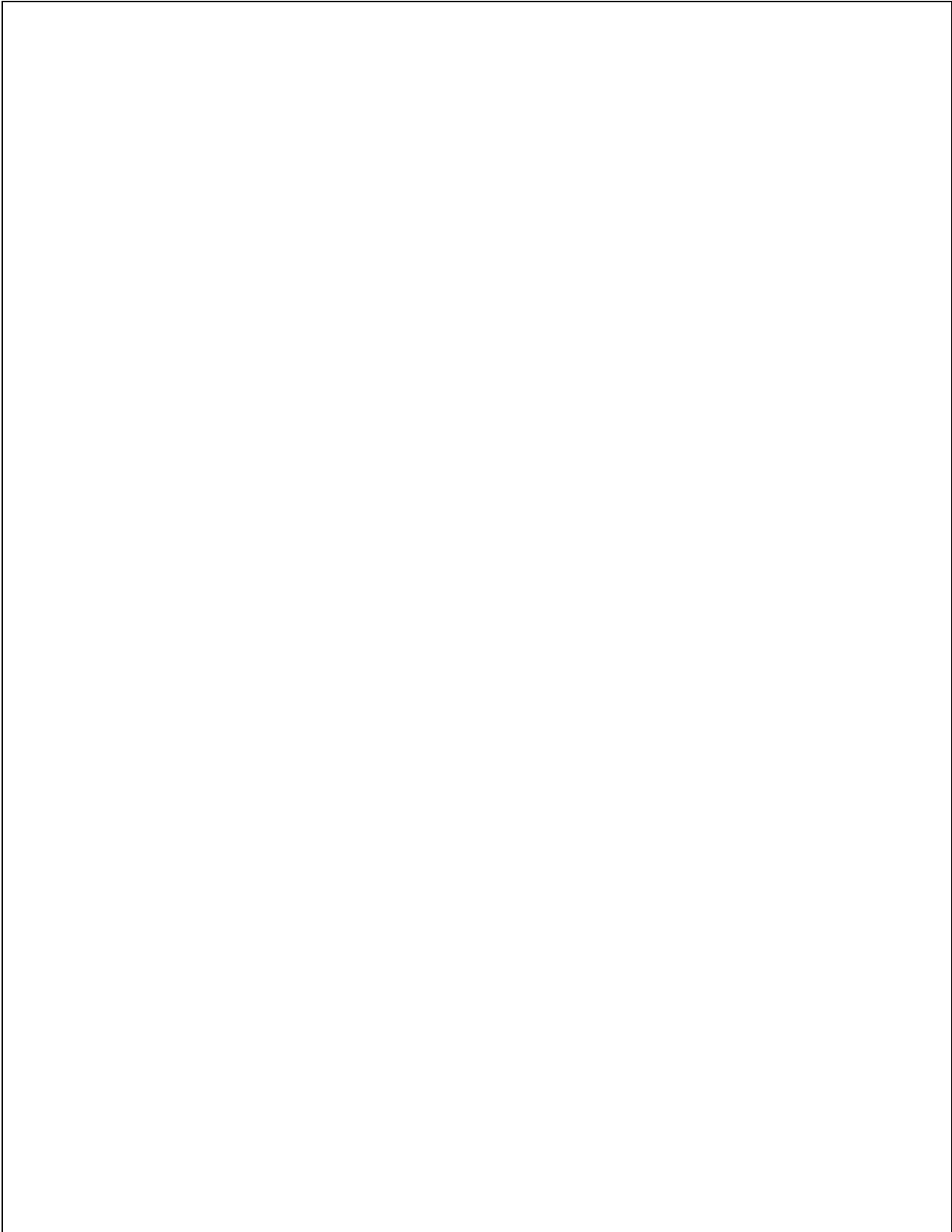
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Part B (by Role)

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.

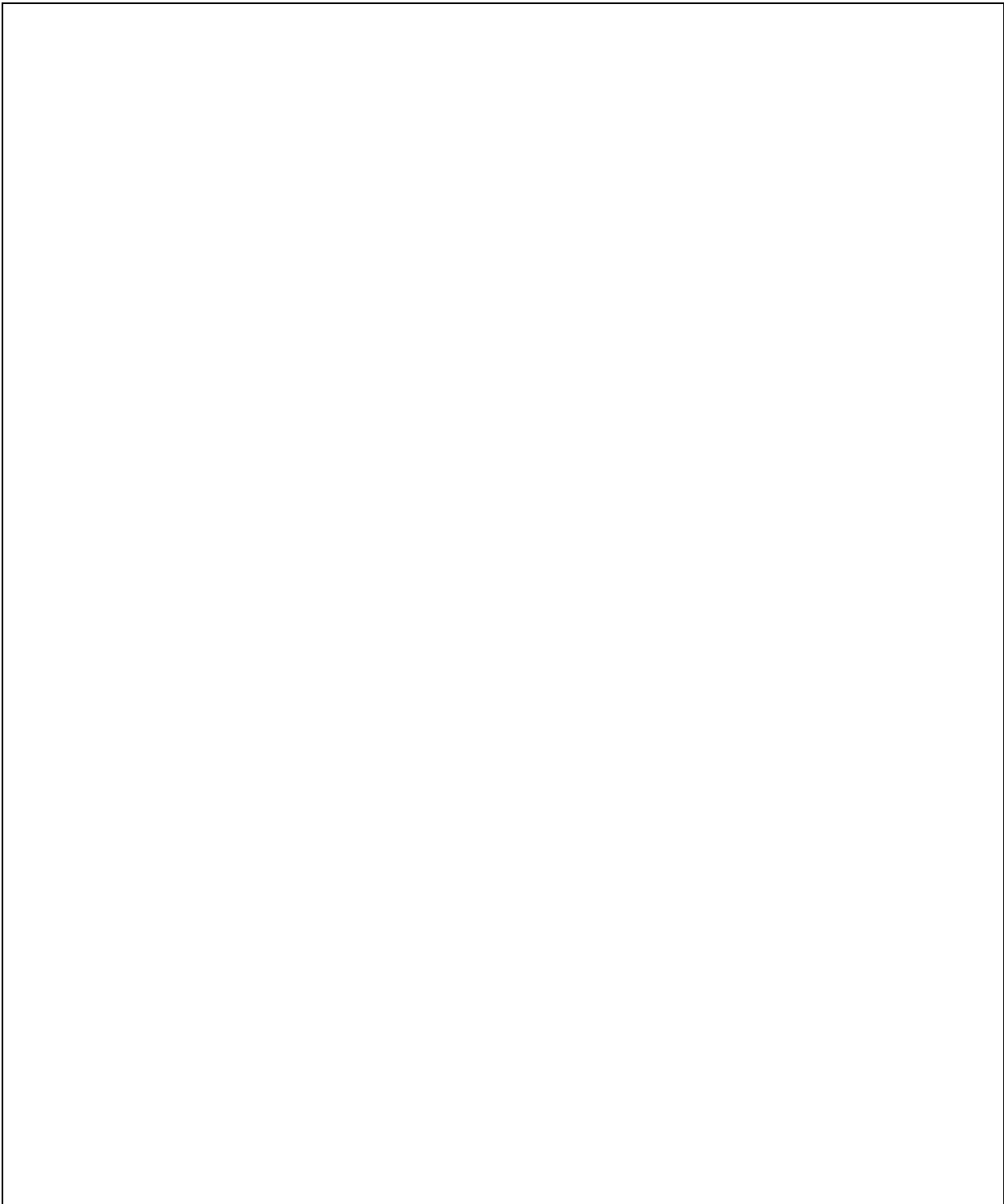
Topic	Implications of WIOA changes for data collection for Table 8
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

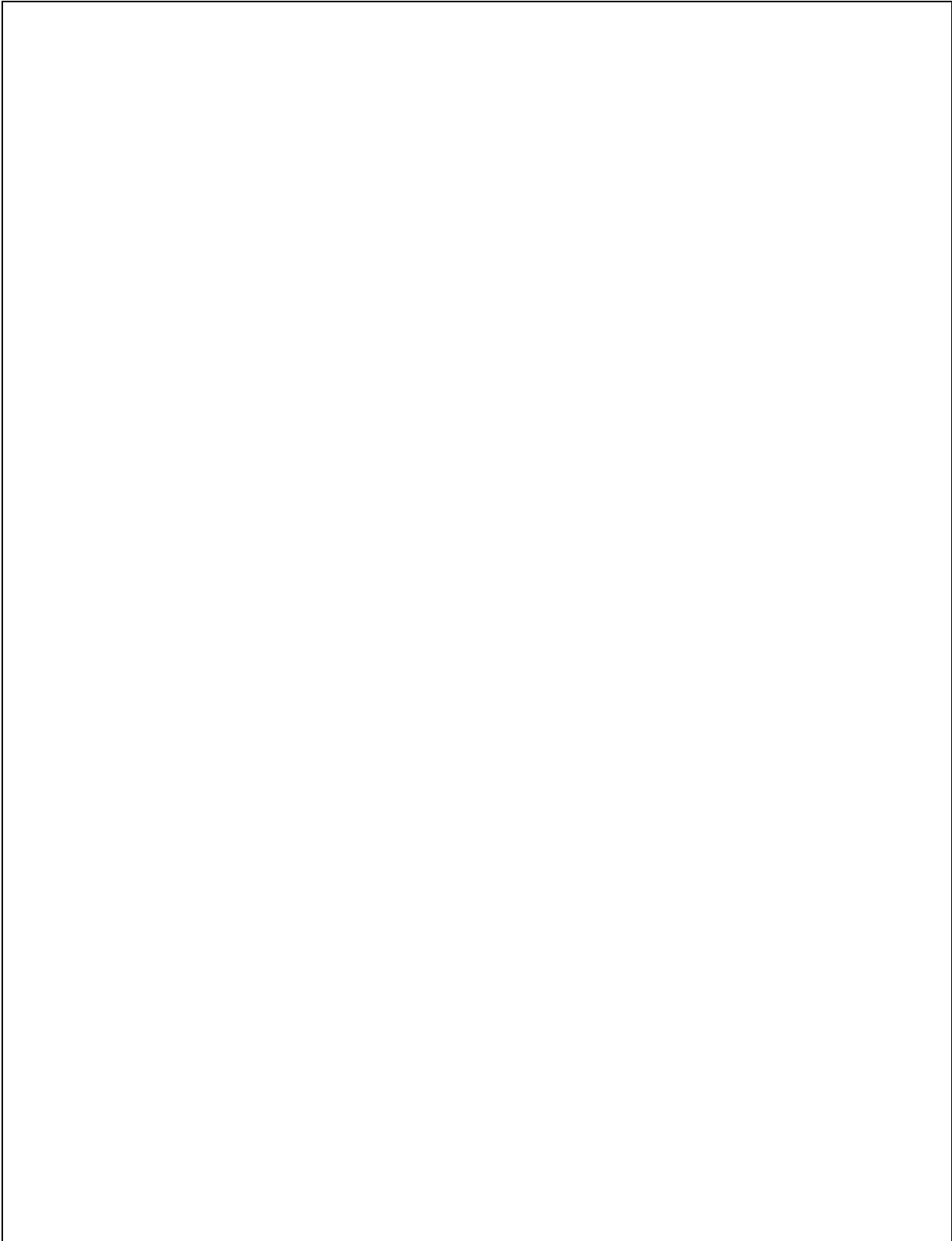
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Part B (by Role)

Communication (Data Specialists)



Training Activities/Training Plan (Professional Developers)



Part A (whole team)

Table 9: Secondary Outcome Measures (Optional)

<p>Summary of Table:</p> <ul style="list-style-type: none"> • Provides information on how many participants have achieved the civics education outcome measure. • Needed to complete the table: <ul style="list-style-type: none"> – Unduplicated count of participants who exited – Unduplicated count of participants who exited and who had achieved the outcome • Note: This table is optional.
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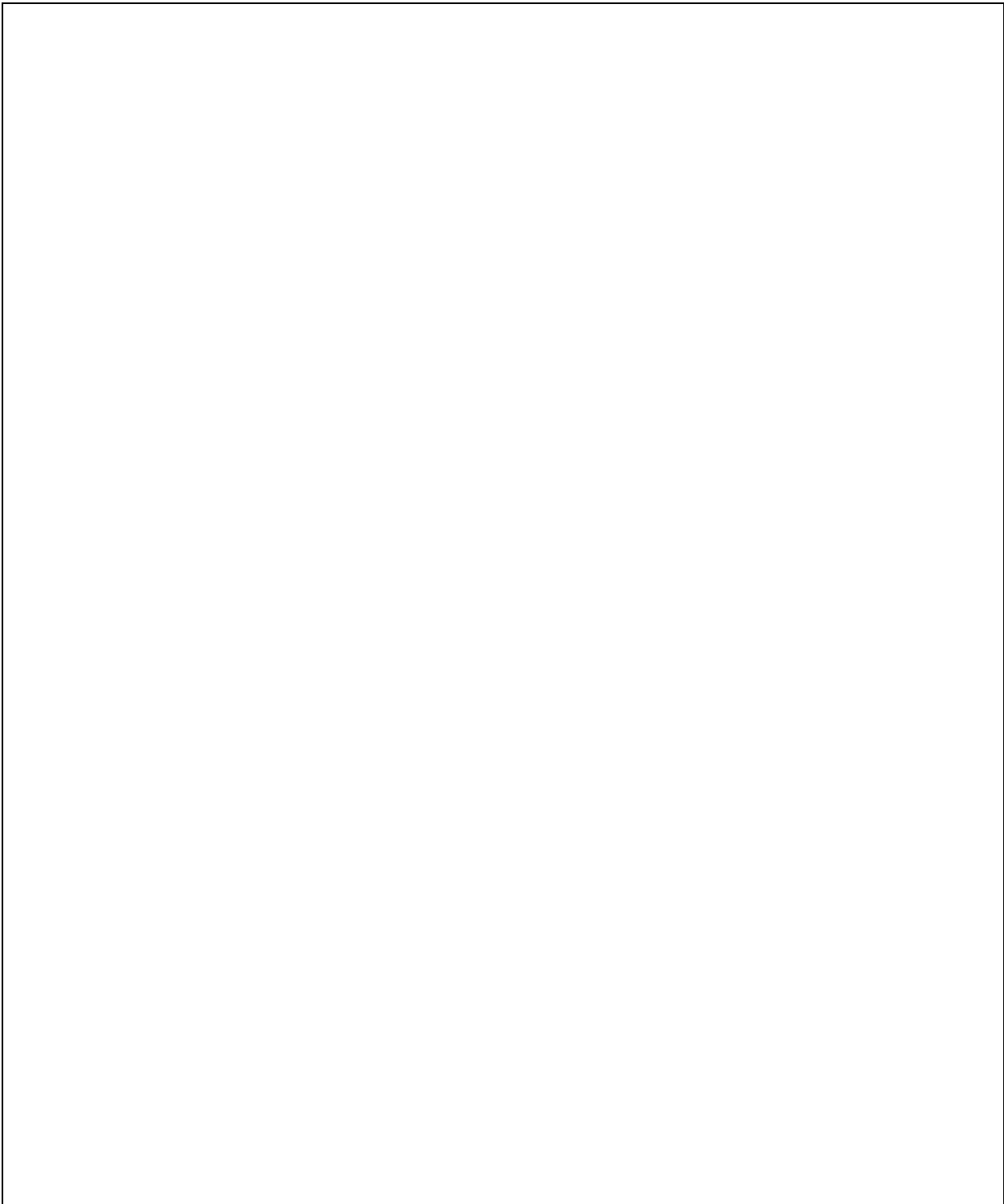
Topic	Implications of WIOA changes for data collection for Table 9
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

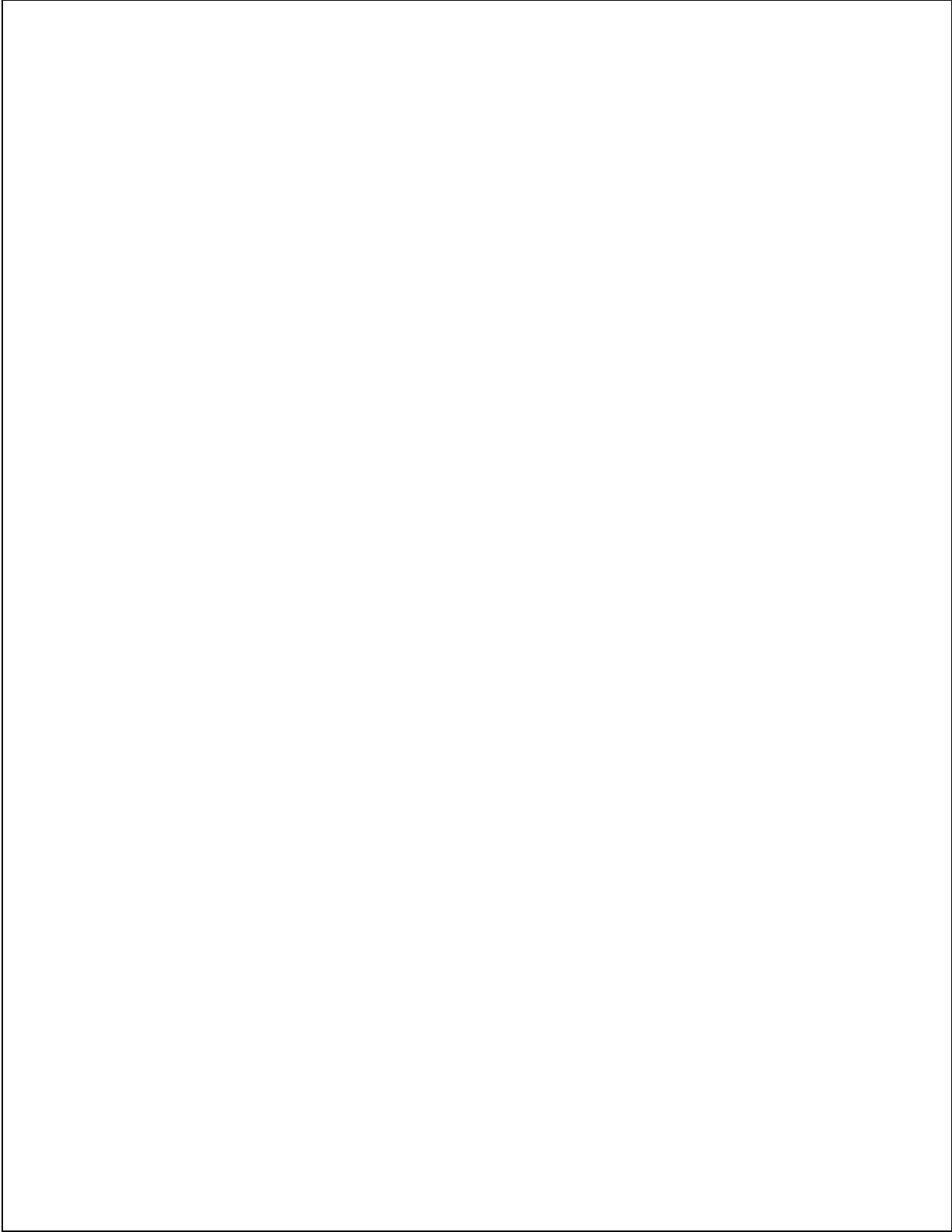
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Part B (by Role)

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.

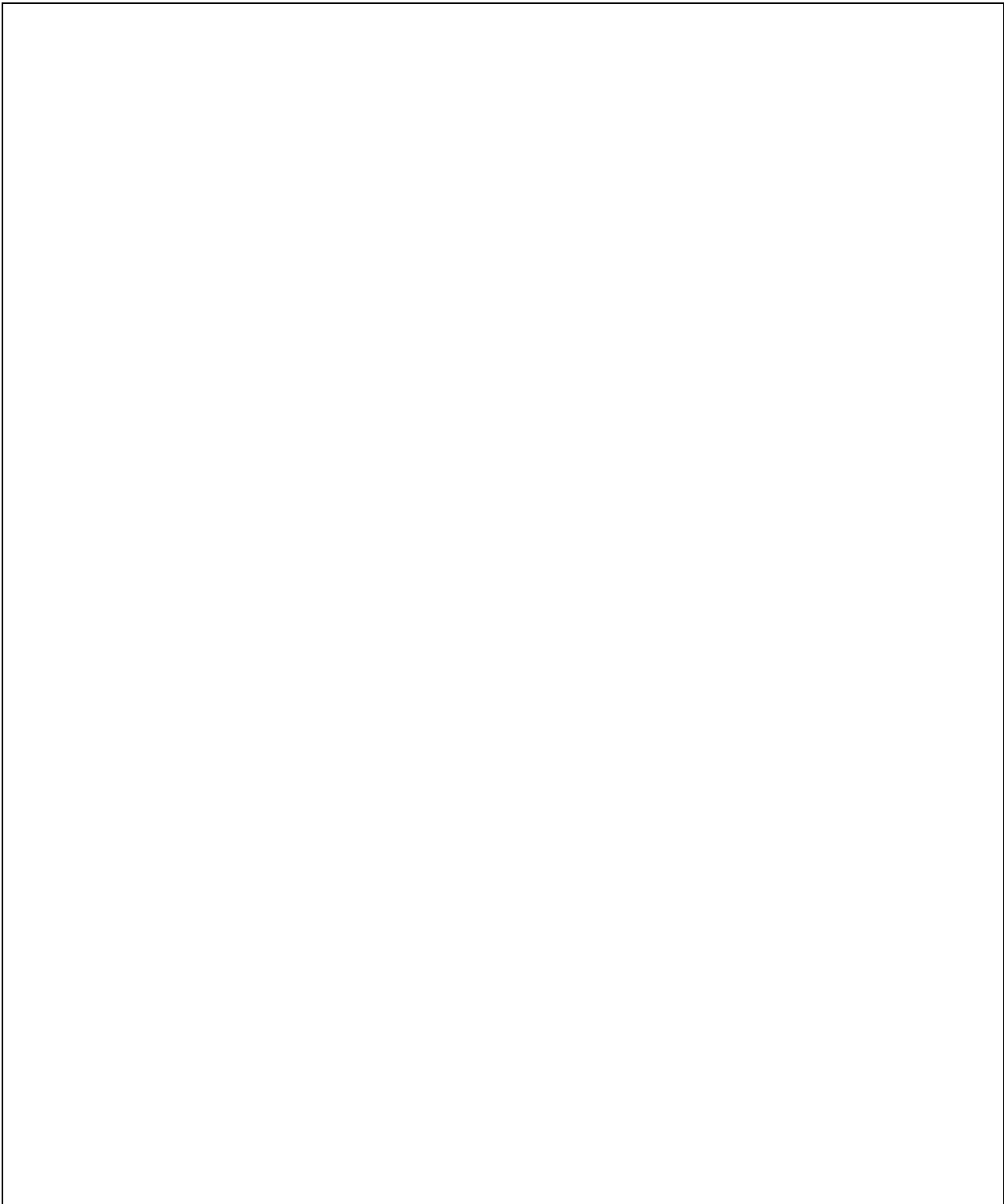
Topic	Implications of WIOA changes for data collection for Table 10
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

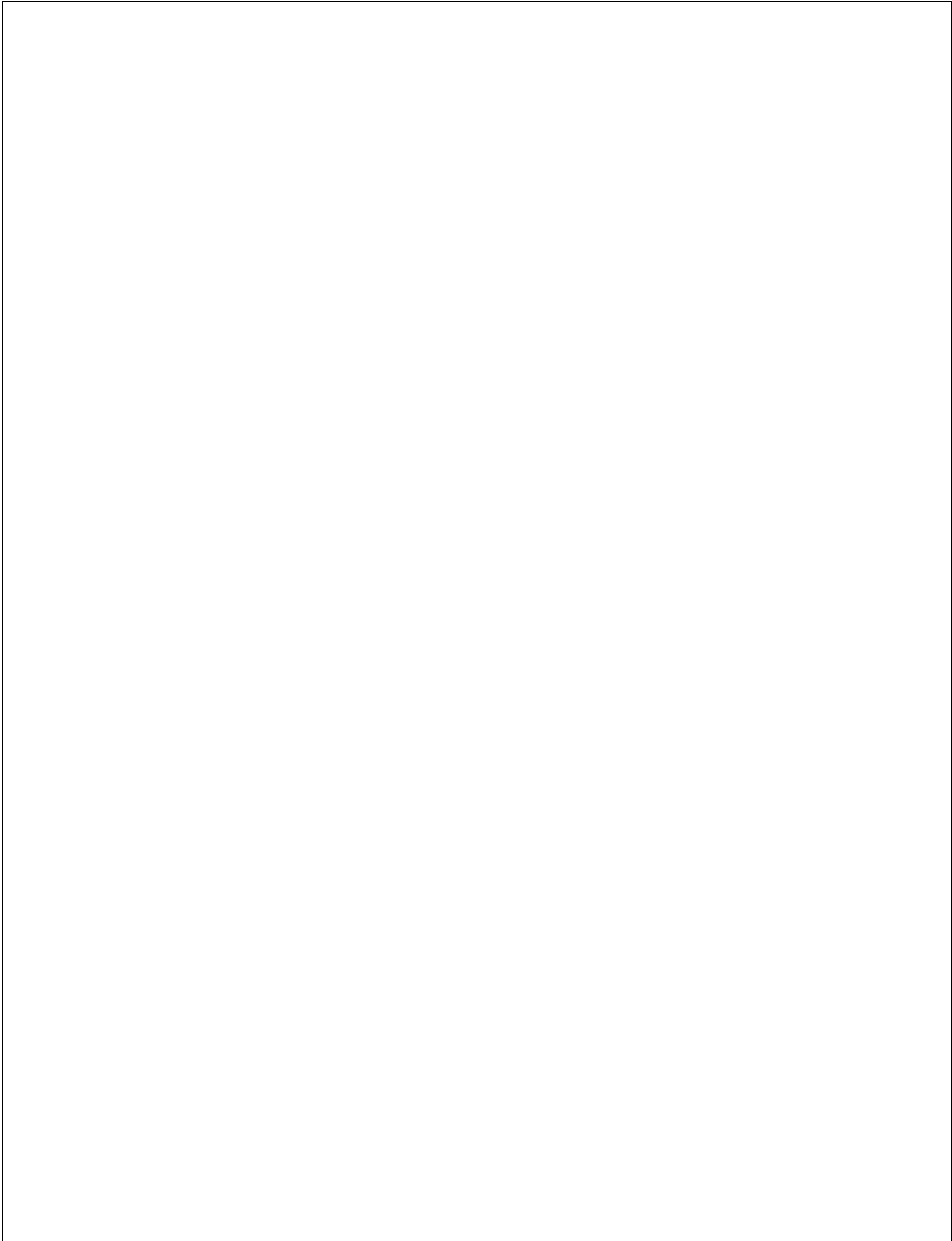
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Part B (by Role)

Communication (Data Specialists)



Training Activities/Training Plan (Professional Developers)



Part A (whole team)

Table 14: Local Grantees by Funding Source

Summary of Table:

- Provides information on type of local grantee directly funded by the State and the amount of Federal and State funding they received
- Needed to complete the table:
 - Type of provider
 - Amount of Federal funding
 - Amount of State funding

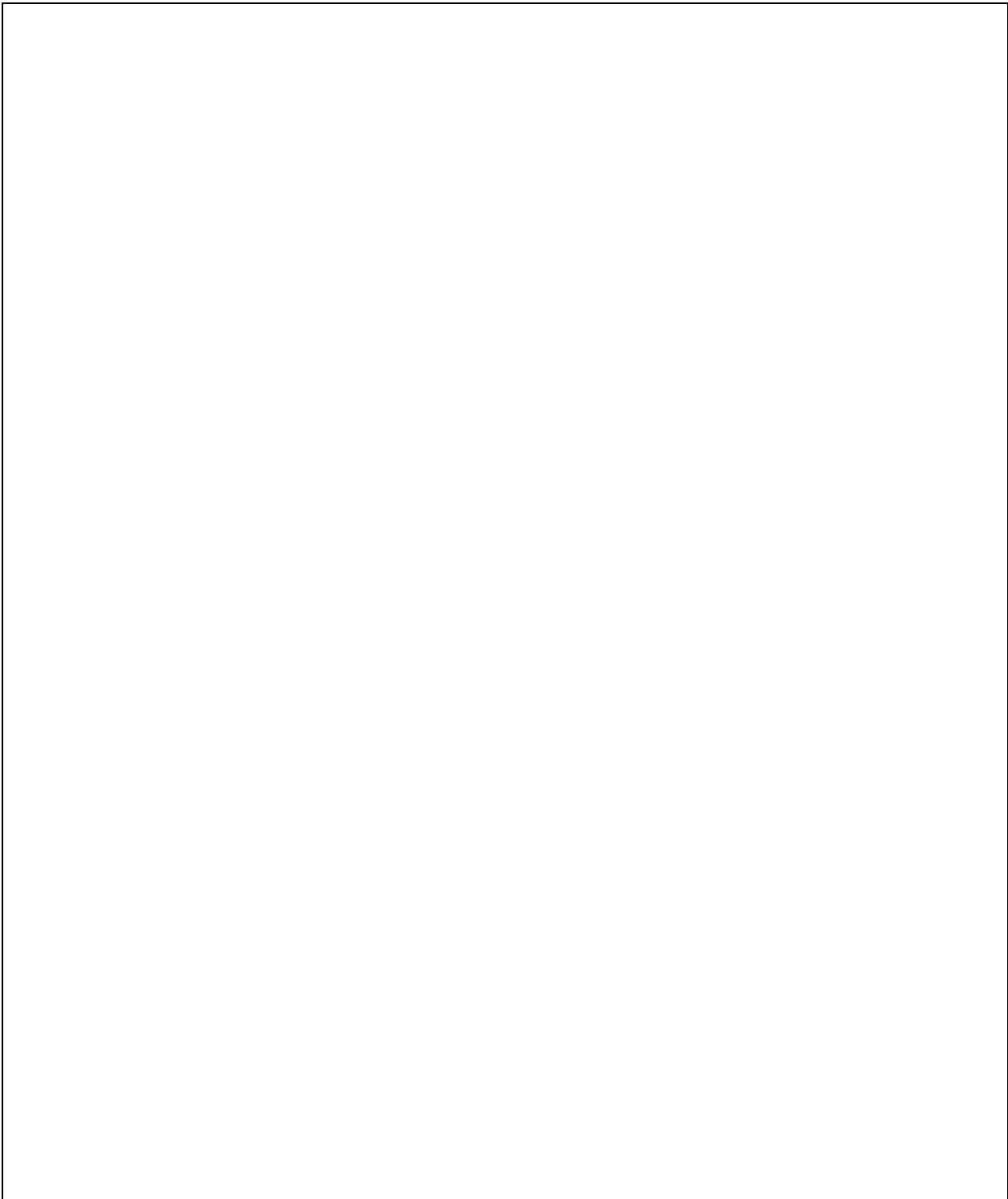
Topic	Implications of WIOA changes for data collection for Table 14
Intake	
Measurable skill gain (MSG)	
Follow-up	
Data systems	
Program monitoring	
Training, communication, and leadership	
Other	
Other	

Potential Questions From Locals

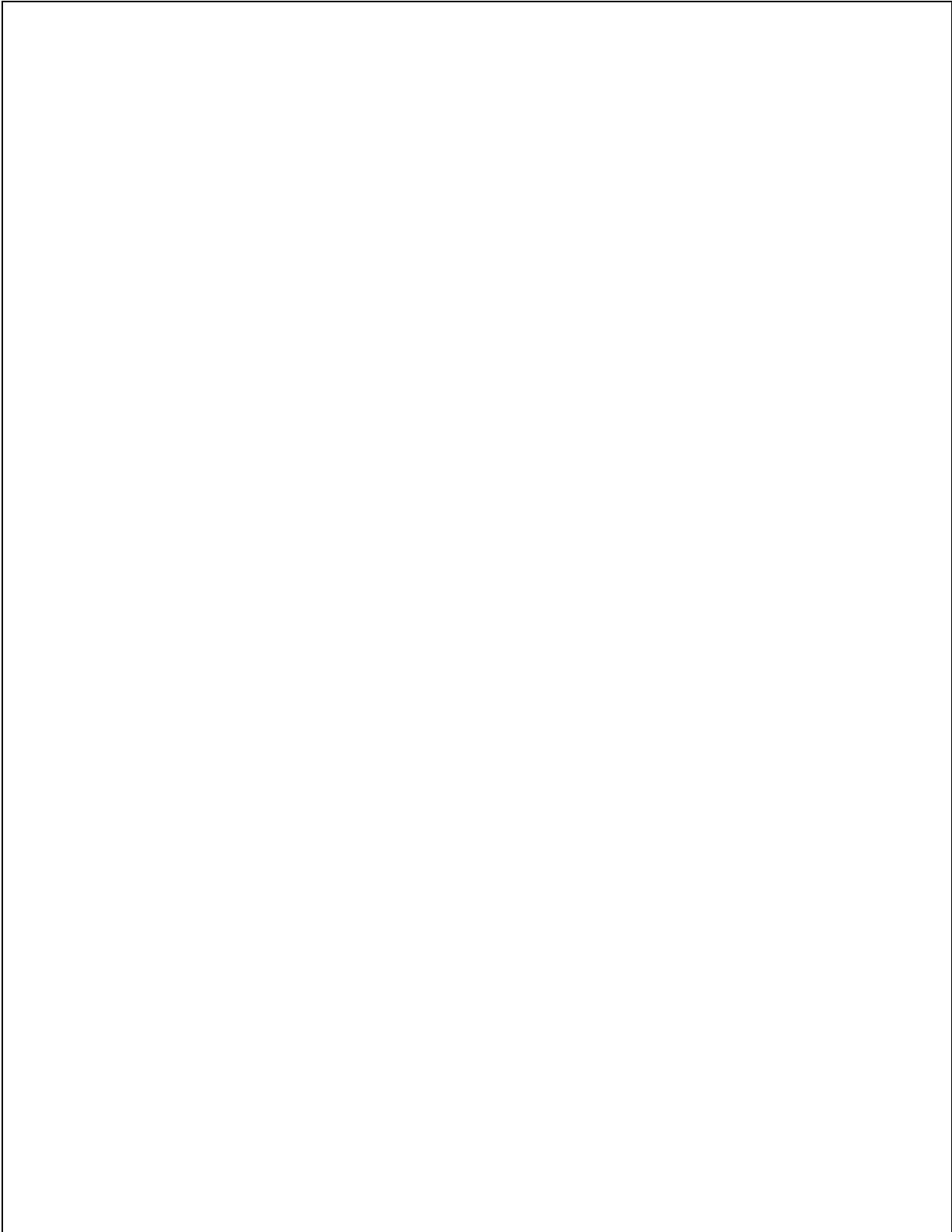
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Part B (by Role)

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 9th 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 9th 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 11th or 12th 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
Reportable individual	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.	
Participant		An individual who has 12 or more contact hours
Period of participation	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.
Measureable skill gain (MSG)	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.
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.	
Program entry		The date of enrollment in the program.
Program exit	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.
Credential attainment	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"> 1. September to December = 1 PoP (determined 90 days after exit) 2. April to June = 1 PoP (determined 90 days after exit) <p>Retesting, period of participation</p> <ol style="list-style-type: none"> 1. If Tony was pretested in September, his test can be reused in December for placement and reporting. 2. He must be retested for placement in April if the September test has expired.

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"> Christopher has an EFL gain and obtained a secondary credential. The EFL gain is reported in Columns D & J. The secondary credential gain is reported in Column J. 	4	<p>He has two PoPs, reported in Column I:</p> <ol style="list-style-type: none"> October to December = 1 PoP (determined 90 days after exit) April to June = 1 PoP (determined 90 days after exit) <p>He had two MSGs, one in each period of participation, both reported in Column J.</p> <p>Retesting, period of participation 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"> October to December April to June <p>Employment</p> <ol style="list-style-type: none"> Must be checked second (April–June) and fourth (October–December) quarters after exit for Period 1. Must be checked second (October–December) and fourth (April–June) quarters after exit for Period 2. <p>Median earnings 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>Credential indicators</p> <ol style="list-style-type: none"> 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. 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.

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:

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

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