



National Reporting System Table Changes Activity Packet

Part I: Introduction

Overview

The National Reporting System (NRS) Table Changes Activity Packet is a collection of various training activities for use when training local program staff. The purpose of each activity is to examine the tables at a comprehensive level to better understand the reporting requirements and how they affect data collection. Additionally, the practitioners' familiarity with the content and structure of each table increases by their frequency of repeated actions of locating information on those reporting tables. This packet focuses on tables for PY 2018–19 reporting due on October 1, 2019.

The packet includes activities at varying ranges of difficulty that may be used at varying points in training.

Uses for the NRS Table Changes Activity Packet

Review the activities included in the NRS Table Changes Activity Packet. Each activity can be used as-is, however there is flexibility to maximize their effectiveness by tailoring those activities to your state and program needs. Most of the documents are populated with information such as NRS data points, scenarios, or terms. However, the structure of each activity allows trainers to modify the NRS information by adding to, or replacing existing content, so the difficulty level is appropriate for the training group.

While the activities were designed for face-to-face trainings, the materials lend themselves for use in other formats, such as webinars, online courses, reference documents, or fact sheets. Below are suggestions for modifications:

- **Face-to-face Training.** Change small group work to full group discussions; change documents from worksheets to individualized assessments.
- **Webinars.** Worksheets can be completed prior to a webinar and answers reviewed during the webinar; polls can be used to see how many people select one answer over another; breakout rooms can be used for small group discussion; questions can be submitted prior to a webinar and answers provided during the webinar.
- **Online Courses.** These activities can be added to your state's online courses with modified instructions; the activities can be completed by groups using synchronized or asynchronous common workspaces.
- **Reference Sheets.** Create a reference document using the scenarios included within the handouts along with scenarios developed by participants in previous trainings and provide context and answers; use the timelines to provide details on when and how data should be reported.
- **Fact Sheets.** Create a resource using the terms, definitions, and commonly asked questions.

Contents of the NRS Table Changes Activity Packet

The NRS Table Changes Activity Packet includes the activities described in the chart below. Each activity includes directions, and can be printed, shared as a training handout, or uploaded to a web-based platform.

Activity	Purpose
1. Fact Check	To learn about, refresh knowledge, and share understanding of the terms and concepts that are integral to NRS Table reporting.
2. Understanding Table Changes	To understand why tables contain certain data and why changes were made to the 2016–7 tables.
3. Which Table?	To increase familiarity with each table by identifying where provided data points should be reported.
4. Entering Student Data	To determine how to enter Educational Functioning Level (EFL), Measurable Skill Gains (MSG), and Outcome Achievement student data.
5. Key Terms Jeopardy®	To test knowledge of key NRS reporting terms.
6. Table Changes in Action	To increase understanding of how to report participation and performance using student-based scenarios.
7. Key NRS Changes and How to Explain Them	Exercises to prepare trainers to work with local staff and others about NRS table changes.

Part II: Activities

Activity 1: NRS Table Fact Check

Activity Directions: Walk around the room and find a different person to provide an answer to each question in the chart. Record the name of the person who responded and the answer that person gave. The goal is to complete as many boxes as possible by talking to different people before time is up. The first cell is filled in as an example.

<p>What is the term for an individual who has participated for fewer than 12 contact hours in a period of participation, but shows intent to use program services?</p> <p>Answer: <u>Reportable Individual</u></p> <p>Name: <u>Benjamin</u></p>	<p>What is the term for an individual who has completed at least 12 contact hours in a period of participation?</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>What does the acronym IELCE mean?</p> <p>Answer: _____</p> <p>Name: _____</p>
<p>What does the following information describe?</p> <p>An individual</p> <p>(A) who has attained 16 years of age;</p> <p>(B) who is not enrolled or required to be enrolled in secondary school under State law; and</p> <p>(C) who—</p> <p>(i) is basic skills deficient;</p> <p>(ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or</p> <p>(iii) is an English language learner.</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>A participant exits after 60 hours of instruction. Per the assessment guidelines and state policy this participant could have been posttested but left before taking a posttest. When that participant returns to the program four months later, the program assesses him. Can that assessment be used as the posttest for PoP 1 and the pretest for PoP2?</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Which quarters after exit does employment count towards a core follow-up measure?</p> <p>Answer: _____</p> <p>Name: _____</p>

<p>Should programs count participants without Social Security numbers in participant and performance indicator totals?</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>How many PoPs does an individual have if she received 40 hours of instruction in August PY 1 and 25 hours of instruction in October of PY 1?</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Can a participant who is enrolled in PY1 at the secondary level and achieves a secondary diploma or its equivalent in PY one be counted toward Credential Attainment after exit?</p> <p>Answer: _____</p> <p>Name: _____</p>
<p>Is it mandatory to report the number of participants who voted during the program year?</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Can a participant achieve more than one MSG per PoP?</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Which quarter after exit is median income calculated?</p> <p>Answer: _____</p> <p>Name: _____</p>

Activity 2: Understanding Table Changes

Activity Directions: There are 17 Tables for reporting NRS data. Use the *Adult Education and Family Literacy Act (AEFLA) Reporting Tables* handout to fill out the chart below. With your group, discuss the purposes of each table listed in the chart below—why is your program and state collecting these data? Note the key changes that were made to the tables in 2017 and discuss why you think these changes were made and what purposes the changes serve. Then consider whether the changes affect how you do your work, e.g., an impact on how you serve students, or an impact on your program’s data collection processes.

List of seventeen tables: identification of the main purpose, key changes, reasons for changes and effects on the program				
Table	Purposes of Table	Key Changes to Table	Reasons for Changes	Effects on Our Program (data collection processes, services, etc.)
1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex	<i>Provides demographic information by EFL so that programs and the state can determine any trends in performance by entering level and ethnicity and sex</i>	<i>No Change</i>		
2: Participants by Age, Ethnicity, and Sex				
2A Reportable Individuals by Age, Ethnicity, and Sex				
3: Participants by Program Type and Age				
4: Measurable Skill Gains (MSG) by Entry Level				
4A Educational Functioning Level Gain				

List of seventeen tables: identification of the main purpose, key changes, reasons for changes and effects on the program

Table	Purposes of Table	Key Changes to Table	Reasons for Changes	Effects on Our Program (data collection processes, services, etc.)
4B: Educational Functioning Level Gain and Attendance for Pretested and Posttested Participants				
4C: Measurable Skill Gains by Entry Level for Participants in Distance Education				
5: Primary Indicators of Performance				
5A Primary Indicators of Performance for Participants in Distance Education				
6: Participant Status and Program Enrollment				
7: Adult Education Personnel by Function and Job Status				
8: Outcomes for Adults in Family Literacy Programs (Optional)				

List of seventeen tables: identification of the main purpose, key changes, reasons for changes and effects on the program

Table	Purposes of Table	Key Changes to Table	Reasons for Changes	Effects on Our Program (data collection processes, services, etc.)
9: Outcome Achievement for Participants in Integrated English Literacy and Civics Education				
10: Outcome Achievement for Adults in Correctional Education Programs				
11: Outcome Achievement for Participants in Integrated Education and Training Programs				
14: Local Grantees by Funding Source				

Activity 3: Which Tables?

Activity Directions: In the left column, there are data points that are collected for NRS reporting. Look through the *Adult Education and Family Literacy Act (AEFLA) Reporting Tables* handout and identify which table(s) can be used to report this information. The first row is completed as an example.

Data Point	Tables for Reporting	Table Columns
50 Participants are ages 45-54	Table 2 Table 3	Table 2: column E Table 3: column E
15 Participants exited and have not been in programming for 120 days		
ABE Level 2 Participant hours total 2000		
20 Participants separated before achieving MSGs		
32 Participants increased involvement in children’s literacy activities		
17 percent of ABE Level 4 Participants achieved an EFL gain in mathematics		
375 Participants enrolled		
33 individuals had fewer than 12 contact hours		
57 ESL Level 4 Participants achieved an EFL gain		
25 Participants achieved a postsecondary credential while enrolled		
42 Participants achieved a postsecondary credential within one year of exit		
29 ESL Level 3 Participants had three PoPs		
48 Participants exited in October 2018 and were employed in May 2020.		
150 Participants achieved at least one EFL		
210 Participants achieved an MSG		
30 Participants left public assistance		

Activity 4: Entering Student Data

Activity Directions: The chart below contains NRS student level data that comprises a sample of program data. Using blank versions of tables 3, 4, 4A, 4B, and 5, enter the information provided in aggregate, an example is provided below. When you are finished, compare answers with a partner. Did you have any questions or uncertainty in doing this exercise? If so, what were your questions?

Student	Individual Data
A	<ul style="list-style-type: none"> • Pretested at ABE Level 4 in ELA/Literacy • Attended off and on from July 1, 2016–June 30, 2017 • Has 120 contact hours • In Integrated Education and Training Program • One EFL gain in ELA/Literacy in the first POP of the program year • Has three PoPs • Obtained a job in May 2017 and is still employed in July 2018 • Age 32
B	<ul style="list-style-type: none"> • Pretested at ESL Level 3 • Attended from August 2016–October 2016 • Has 45 contact hours • Exited program in October 2016 • Was not posttested • Has one PoP • Age 45
C	<ul style="list-style-type: none"> • Pretested at ABE Level 4 in Mathematics • Posttested at Level 5 in Mathematics in January 2017 • Attended from July 2016–August 2016 for 15 hours • Attended from December 2016–April 2017 for 70 hours • Age 27
D	<ul style="list-style-type: none"> • Pretested at ESL Level 1 • Posttested at ESL Level 3 • Attended from July 2016–May 2017 • Has 200 contact hours • Age 55
E	<ul style="list-style-type: none"> • Pretested at ABE Level 5 • Attended from September 2017–May 2018 • Earned a secondary diploma in May 2018 • Entered Post-secondary in June 2018 • Attended for 144 hours • Age 25
F	<ul style="list-style-type: none"> • Pretested at ESL Level 6 • Had 35 contact hours April 2017–June 2017. Had 60 hours July 2017–October 2017 • In Integrated Education and Training Program • Obtained a job in September 2017 • Worked in this job until December 2018 • Age 40

Example Response:

Below, partial Information on Student A and Student B has been entered into Tables 3 and 4.

Table 3: Participants* by Program Type and Age

Enter the number of participants by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**			1				
Integrated Education and Training Program			1				
Adult Secondary Education***							
Integrated Education and Training Program							
English Language Acquisition****				1			
Integrated Education and Training Program							
Integrated English Literacy and Civics Education (Sec. 243)*****							
Integrated Education and Training Program							
Total							

Table 4: Measurable Skill Gains by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

First Period of Participation									All Periods of Participation			
Entering Educational Functioning Level	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its recognized equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)
ABE Level 1												
ABE Level 2												
ABE Level 3												
ABE Level 4												
ABE Level 5												
ABE Level 6												
ABE Total												
ESL Level 1												
ESL Level 2												
ESL Level 3												
ESL Level 4												
ESL Level 5												
ESL Level 6												
ESL Total												
Grand Total												

Activity 5: Key Terms Jeopardy® (LEAP II Toolkit, p. 7)

Activity Directions: Use the link below to go through Jeopardy® questions related to key terms. If in teams, use the standard Jeopardy® rules and have one team start with a point level question. Whoever answers the question correctly can then pick the next question to reveal. 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.

To edit the existing game, you can go to the link below, click on Edit, and then create a new password. You will then have a clone of the game board and you can modify the content.

Link to activity: <https://jeopardylabs.com/play/nrs-leap-ii-jeopardy2>

Activity 6: Table Changes in Action (LEAP II toolkit, p. 8)

Activity Directions: Your trainer has presented each NRS table to you. In Part I, there are student level data and questions about how to report these data, related to the particular NRS tables listed. As a team, respond to these questions. In Part II, your team will be assigned an NRS table, and will create similar student scenarios and questions for a partner group to analyze.

Part I

Example:

- **Scenario:** Celia is enrolled in postsecondary education classes simultaneously with adult education and exits adult education. Can this be counted as entry in postsecondary education for measurable skill gain (MSG)? Why or why not?

ANSWER: _____

Tables 1–3:

- **Scenario:** Jackson 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:

- **Scenario:** Gavin has one period of participation with an MSG. He then 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 data 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: _____

Part II

Tables 6–14:

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

SCENARIO:

RESPONSE:

Section B. 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:

Activity 7: Key NRS Table Changes and How to Explain Them

Directions: The tables listed below are either new in PY 2018–19 or include substantial changes to the existing WIOA tables. As a group, discuss why the data are collected by the program and the state, and what impact collecting this new information has at the state and local level. Additionally, think about what scenarios you could provide to help others understand the table changes, and what questions you think local programs may have related to the table changes and potential responses you could provide.

Table 2A: Reportable Individuals by Age, Ethnicity, and Sex

Purposes of the table	
What questions can I anticipate from local providers?	What scenarios could I use to illustrate how to collect and present the data in the tables?
What are the implications of this new table for data collection the state level?	What impacts might this new table have on local level staff as they perform data collection?
What can be done with the data collected?	

Table 4A: Educational Functioning Level Gain

Purposes of the table	
What questions can I anticipate from local providers?	What scenarios could I use to illustrate how to collect and present the data in the tables?
What are the implications of this new table for data collection the state level?	What impacts might this new table have on local level staff as they perform data collection?
What can be done with the data collected?	

Table 11: Outcome Achievement for Participants in Integrated Education and Training Programs

Purposes of the table	
What questions can I anticipate from local providers?	What scenarios could I use to illustrate how to collect and present the data in the tables?
What are the implications of this new table for data collection the state level?	What impacts might this new table have on local level staff as they perform data collection?
What can be done with the data collected?	

For Previously Modified Tables – replicate graphic as needed

Table 4: Measurable Skill Gains (MSG) by Entry Level

Purposes of the table	
What are the key changes?	How can I explain the table changes?
What questions can I anticipate from local providers?	What scenarios could I use to illustrate how to collect and present the data in the tables?