

Rolling Out LEAP II: Helping Local Providers LEAP

December 7, 2016



National Reporting System
for Adult Education

Logistics for Today's Webinar

- Webinar will last approximately 90 minutes and is being recorded
- Recording and PowerPoint presentation will be available soon on the NRS Web page (www.nrsweb.org)



Participating in Today's Webinar

- Listen-only mode
- Q&A Pod
 - Submit questions at any time during the webinar
 - Use for both content questions and to request technical assistance
 - We will respond to as many questions as we can and will post responses to the others along with the recording of the webinar
- A link to a brief evaluation will pop up at the end of the webinar.



Reflect and Respond

Which one or two words would you use to describe your progress in sharing what you learned during LEAP II with your locals?

If you feel comfortable, please explain your answer.

Please type your response into the chat pod.



Purpose of This Webinar

- ▶ Update and clarify reporting issues from Questions from LEAP II
- ▶ Share how you have explained and rolled out the changes to your local program
- ▶ Learn about others' challenges and successes



Overview of the Training

- ▶ Accountability under WIOA
- ▶ Measures
- ▶ NRS table changes
- ▶ Data system changes
- ▶ Planning for and communicating NRS changes



What Is LEAP?

- ▶ **Learn** about WIOA and the new measures.
- ▶ **Explore** what it means.
- ▶ **Assess** your situation.
- ▶ **Plan** for implementation.



How Do We Help Locals LEAP?

Support locals as they:

- ▶ **Learn** about WIOA.
- ▶ **Explore** what it means for their context.
- ▶ **Assess** their situation.
- ▶ **Plan** for implementation in their program.

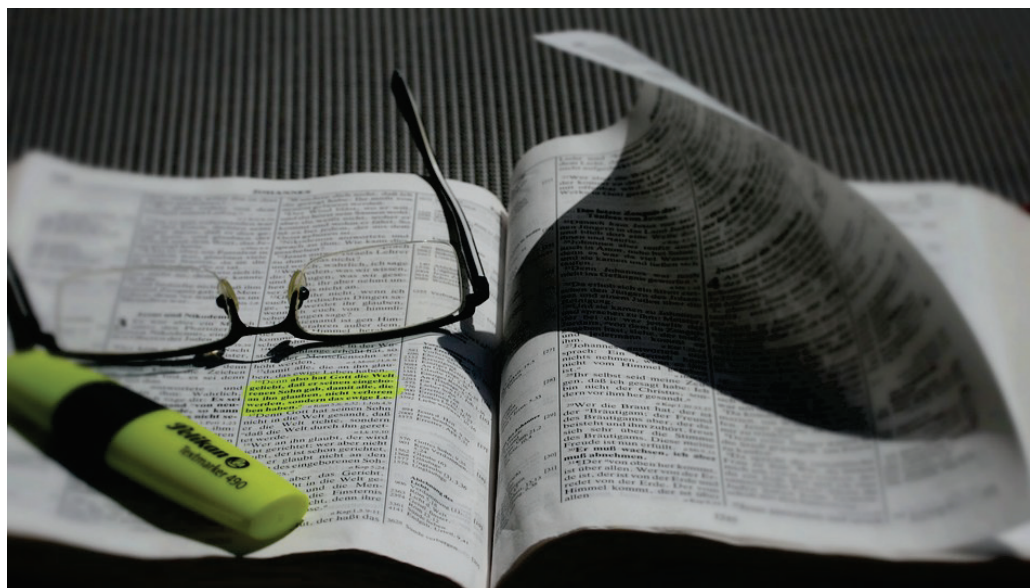


Communicating With Locals

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



Learn



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Table Updates and Reporting Clarifications

- ▶ Table 4
 - Measurable Skill Gains (MSG)
- ▶ Table 4b
 - Participants who are pre- and posttested
- ▶ Table 4c and Table 5a
 - Reporting participants in distance education
- ▶ Secondary credential Indicator
 - Timing of employment



Question: Reporting in Table 4–PoP

- ▶ If a student advances a level during the initial period of participation (PoP) and enters for another PoP (e.g., from ABE 3 level to ABE 4 level), should the participant be counted in the row in Table 4 based on initial PoP or the PoP of the second PoP?



Reporting New PoPs in Table 4

- ▶ Report all PoPs on the same educational functioning level row in which the participant first entered
 - For example, a participant enters at ABE level 3, achieves an MSG to ABE level 4, exits and returns for a second PoP
 - Report the second PoP and MSG in the ABE 3 level row



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 equivalent, and periods of participation outcomes.

Entering Educational Functioning Level	Total Number Enrolled	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 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 with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
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										



Question: Reporting in Table 4–Attendance

- ▶ What attendance hours are reported in Column C? Only those for the initial PoP or for all PoPs?



Reporting Attendance in Table 4

- ▶ Include total attendance hours for all PoP in Col. C

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)
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		

Question on Table 4B: Reporting Pre–Posttesting

- ▶ Which posttest for which PoP should be used for Table 4b, the initial period, latest or any?



Reporting in Table 4b: Pre- and Posttesting

- ▶ Any posttest from any PoP may be used for reporting participants in this table
- ▶ Follow the current procedures for reporting on this table



Table 4B

Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1						
ABE Level 2						
ABE Level 3						
ABE Level 4						
ABE Level 5						
ABE Total						
ESL Level 1						
ESL Level 2						
ESL Level 3						
ESL Level 4						
ESL Level 5						
ESL Level 6						
ESL Total						
Total						



Question: Reporting Distance Education Students

- ▶ If participants are distance education students during one PoP but not in another, would they be reported in Tables 4c and 5a?



Tables 4c and 5a: Participants in Distance Education

- ▶ A participant can be designated as a distance education participant at any time during the year, regardless of PoP, and reported in these tables
- ▶ Definitions of distance education participants remain the same



Table 4C
Measurable Skill Gains by Entry Level for Participants in Distance Education

Enter the number of distance education 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 equivalent, and periods of participation outcomes.

Entering Educational Functioning Level	Total Number Enrolled	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 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 with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
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										



Table 5a
Outcome Achievement for Participants in Distance Education

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

Secondary Credential Indicator: Timing of Employment Requirement (1)

- ▶ Definition of credential Indicator:
 - The percentage of participants who obtain a recognized postsecondary credential while enrolled or within one year of exit, AND
 - The percentage of participants who obtain a secondary school diploma or recognized equivalent while enrolled or within one year of exit **and** who are employed or enrolled in a postsecondary education or training program within one year of exit.

- ▶ Questions:
 - Does employment have to occur after exit—what if the participant was already employed at entry or during enrollment?
 - Does employment or entry into postsecondary need to occur exactly one year or less after exit or can we account for time differences in quarterly matching?



Secondary Credential Indicator: Timing of Employment Requirement (2)

- ▶ Employment requirement counts regardless of temporal order
 - Example: A participant who is employed at entry, receives a secondary credential and exits and remains employed is counted as counted as achieving this outcome
- ▶ “Within one year of exit” may exceed a year to account for data matching by quarter
 - Example: Participant exits in May 2017, employment in data match quarter one year later (April–June 2018) would count



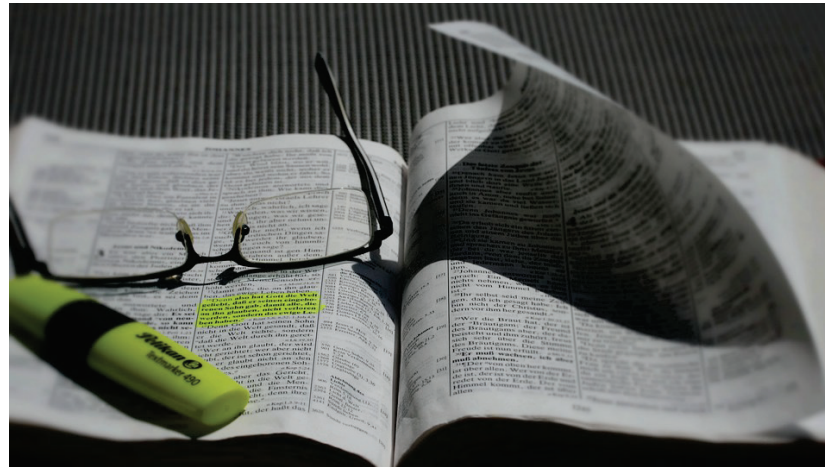
Questions on Tables and Policies

- ▶ Type questions in chat pod
- ▶ We'll respond as time permits
- ▶ Other questions will be answered in writing and responses posted on NRSWeb



Reflect and Respond

What part of the **L**earning step was most challenging for you? How could you help your locals overcome similar challenges?



Please type your response into the chat pod.



Explore



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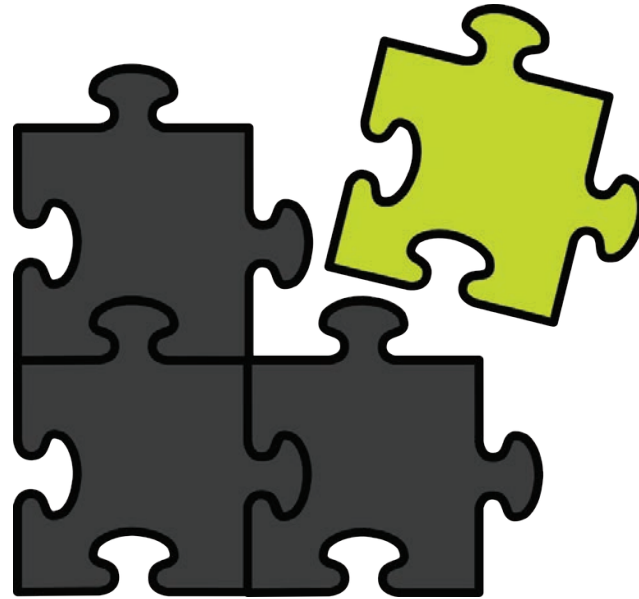


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How do we help locals **E**xplore?



Assess

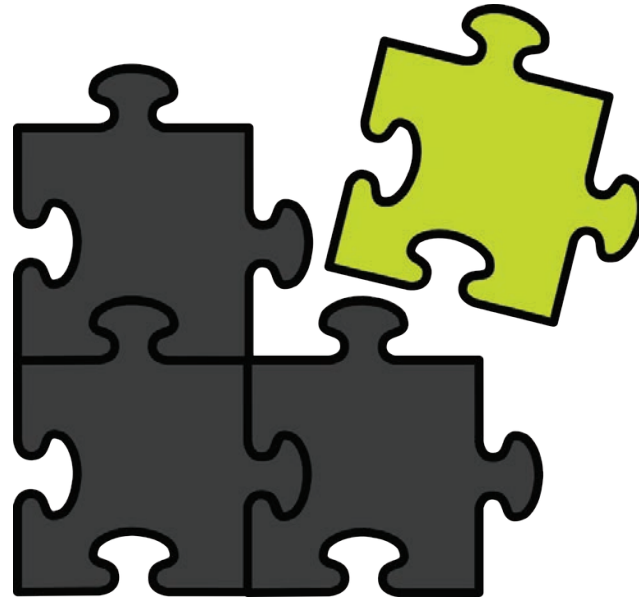


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How do we help locals **A**ssess?



Plan



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Reflect and Respond

What part of the **P**lanning piece was most challenging for you? How could you help your locals overcome similar challenges?



Please type your response into the chat pod.



How do we help locals **P**lan?



Big Picture: A Combined Vision Under WIOA



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Upcoming Events

- ▶ Release of the “NRS LEAP Toolkit” – end of Dec./early Jan
- ▶ Webinar on “Using the LEAP Toolkit with State and Local Providers” (ToT) – Jan. 12, 2017



Questions

