

Training-of-Trainers: NRS Table Changes

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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 *NRSWeb* site (www.nrsweb.org)



Participating in Today's Webinar

- Listen-only mode
- Polls
- Chat Pods
 - 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 others along with the recording of the webinar
- A link to a brief evaluation will appear at the end of the webinar.



Agenda

- Purpose and Objectives
- *NRS Technical Assistance Guide*
- Review and Discuss New Tables
- Overview of Training Activity Packet
- Wrap Up



Purpose of Session

This Training-of-Trainers (ToT) session provides training materials and approaches to state-based professional developers for use with local providers in order to increase understanding of the new NRS Tables based on the Workforce Innovation and Opportunity Act (WIOA).



Session Objectives

By the end of this session you will be able to:

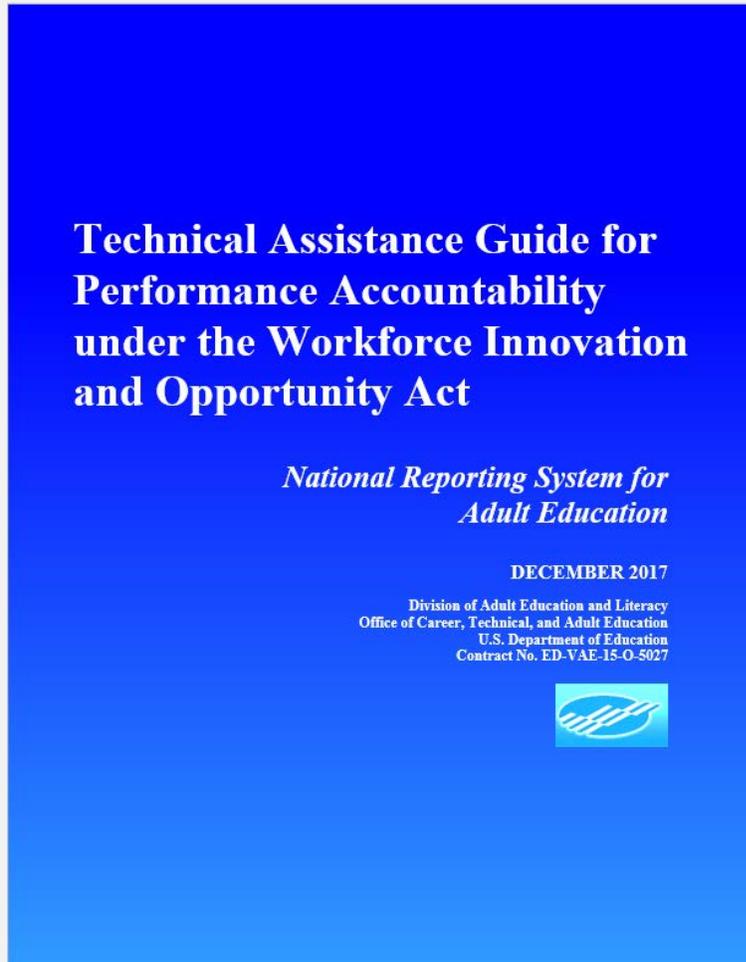
- Review the *NRS Technical Assistance Guide* (also found here: <https://nrsweb.org/policy-data/nrs-ta-guide>).
- Explain changes to NRS table requirements.
- Identify potential training needs of local providers.
- Create/modify training materials and activities for local providers.

IMPORTANT:

This discussion is about October 2019 reporting and NOT October 2018 reporting



NRS Technical Assistance Guide



The *NRS Technical Assistance (TA) Guide*:

Replaces the *NRS Implementation Guidelines*.

Provides all WIOA and NRS requirements.

Includes links to all OCTAE program memorandum on WIOA accountability and data matching (Appendix A).

Includes all reporting tables, including Statewide Performance Report (Appendix E).



NRS TA Guide: Appendix B New Educational Functioning Level (EFL) Descriptors for ABE and ESL

Appendix B contains the new EFL descriptors for ABE and ESL.

**Exhibit 2.2
Functioning Level Table**

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Adult Basic Education (ABE) Level 1 Test Benchmark: TABE (9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below CASAS scale scores: Reading: 200 and below Math: 200 and below Wonderlic, GAIN scale scores: English: 200–406 Math: 200–314	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
ABE Level 2 Test Benchmark: TABE (9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 390–490 CASAS scale scores: Reading: 201–210 Math: 201–210 Wonderlic, GAIN scale scores: English: 407–525 Math: 315–522 MAPT scale scores: All tests: 200–299	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three-digit numbers; can perform multiplication through 12; can identify simple fractions; and can perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps; fill out simple forms requiring basic personal information; write phone messages; and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry-level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

- TABE 11/12 and CASAS Reading GOALS tests are aligned with new ABE descriptors
- Current descriptors (Exhibit 2.2) remain in effect until tests that are aligned to these descriptors are no longer approved for use.

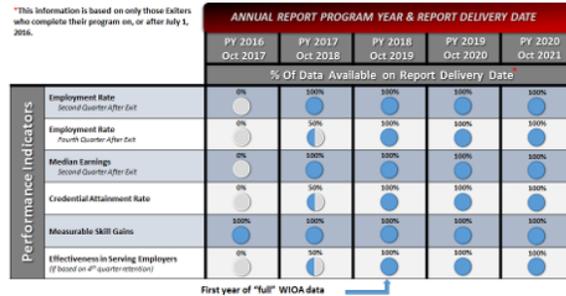
NRS TA Guide: Appendices C & D

TIME LAG FOR FOLLOW-UP INDICATORS

WIOA requires that States determine whether participants achieved the outcomes required by post exit (follow-up) performance indicators after exit from each PoP. The time period for the credential indicator, fourth quarter employment and some elements of MSG is up to one year after each PoP exit. In addition, the delay for data to appear in extant databases used for data matching, such as the unemployment insurance (UI) and wage record databases, increases the time lag for when data are available. Consequently, reporting of these indicators lags behind reporting of all other elements and tables of the NRS. Table 5 and other NRS tables with follow-up measures report on a different set of participants than all other tables, which report on participants who attended during the prior program year (July 1 through June 30).

To accommodate these delays and to ensure that a full year of data are available for each indicator, full reporting for all indicators will not be possible until the report due in October 2019, which is for PY 2018. In the 2016-17 PY (report due October 2017), States will not report on follow-up indicators. In other words, NRS Table 5 and related tables, and the follow-up indicator section on the joint ICR, will not be reported, as Exhibit C-1 illustrates.

Exhibit C.1. Reporting of Performance Indicators by Program Year



States report only MSG in PY2016 and only two quarters of the fourth quarter employment rate and credential attainment rate in the PY 2017 report (due October 2018). Effectiveness in serving employers also is only partially reported at that time. It is not until PY 2018 (the report due October 2019) that States will report full data for all indicators.

The need to accommodate the time lag also creates differences in reporting on the group of participants for each indicator. As shown in Exhibit C-2, for the PY 2017 report (due October 2018), the credential attainment and fourth quarter employment indicators include participants who exited in

Appendix C: Time periods for reporting post-exit indicators

Appendix D: Sample surveys and survey suggested methodology



Current Training



Changes to Tables 4 and 5 and New NRS Tables

- **Table 2A:** Reportable Individuals by Age, Ethnicity, and Sex
- **Table 4:** Measurable Skills Gains (MSG) by Entry Level (columns added)
- **Table 4A:** Educational Functioning Level Gain
- **Table 5:** Primary Indicators of Performance (column headings)
- **Table 11:** Outcome Achievement for Participants in Integrated Education and Training Programs



Changes to Tables 4, 5, 8, and 10



Table 4: New Columns

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.*

1st Period of Participation									All Periods of Participation			
Entering Educational Functioning Level	Total 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 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	12		400	5	2	2	3	58.33%	15	4	4	26.67%
ABE Level 2	13		500	8	3		2	84.62%				0.00%
ABE Level 3	0							0.00%				0.00%
ABE Level 4	0							0.00%				0.00%
ABE Level 5	0							0.00%				0.00%
ABE Level 6	0							0.00%				0.00%
ABE Total	25		900	13	5	2	5	72.00%	15	4	4	26.67%
ESL Level 1	20		875	12	4	0	4	80.00%	25		14	56.00%
ESL Level 2	0							0.00%				0.00%
ESL Level 3	0							0.00%				0.00%
ESL Level 4	0							0.00%				0.00%
ESL Level 5	0							0.00%				0.00%
ESL Level 6	0							0.00%				0.00%
ESL Total	20	0	875	12	4	0	4	80.00%	25	0	14	56.00%
Grand Total	45	11	1775	25	9	2	9	75.56%	40	4	18	45.00%



Table 4

What is the purpose of the new columns?

- The new columns allow for
 - the accounting of participants excluded from the MSG indicator,
 - and a break out of EFL gain and secondary credential attainment within the Periods of Participation section for the MSG indicator.

Why are the new columns required?

- They enable the calculation of MSG without excluded participants.
- They allow disaggregated Periods of Participation values for the number of secondary credentials received and EFL gains for the MSG indicator.



Table 4 Discussion

What can be done with the data at the state level?

What can be done with the data at the program level?



**Table 5
Core Follow-up Outcome Achievement**

1st Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit			0.00%			0.00%
Employment Fourth Quarter after exit			0.00%			0.00%
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit			0.00%			0.00%
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit			0.00%			0.00%
Attained a Postsecondary Credential while enrolled			0.00%			0.00%
Attained any credential (unduplicated)	Report here, a participant who is included in the secondary OR postsecondary credential cohort	Report here, a postsecondary credential OR qualifying secondary credential.	#VALUE!			0.00%



Table 5 Column Heading Changes

What is the purpose of the column heading changes?

- The new headings more clearly designate that the table should break out indicators achieved in the first period of participation (PoP) and to include indicators for all PoPs.
NOTE: This change also applies to Tables 4, 4C, 5A, 8, 9, 10, and 11.
- The new row on Table 5 provides a single consolidated value for credential attainment that will be used for the Credential Rate indicator.

Why are the new column heading changes required?

- The new headings prevent confusion on how to complete the tables and show how all PoPs are included in the final calculation for performance reporting.

Why is the new row required?

- The new row allows for transparency between NRS Table 5 and the Statewide Performance Report by providing the consolidated Credential Rate Indicator value.



Table 8 and 10 Additional Change

1st Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome



Additional Column Heading Changes for Tables 8 and 10

What is the purpose of the column heading changes?

- The new heading for Column B on tables 8 and 10 will note that the participant count should be all those included in the indicator for each row.
NOTE: This header change will apply to Tables 9 and 11 as well.

Why ARE the new column heading changes required?

- There were a lot of questions about tables 8 and 10 during the 2016–2017 program year's data submission regarding who should go into Column B for the MSG Indicator row because the column header referred to exited participants.



NRS Tables 4, 5, 8, & 10 - Additional Questions



New NRS Tables



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NRS Staff Will Answer...

- What is the purpose of the new table?
- Why is the new table required?



Questions You Will Answer

- What is the value of collecting these data?
- What are the programmatic and state level implications of the new requirement?
- How can I best explain the new table requirements to local programs?
- What questions can I anticipate from local program staff?
- What scenarios can I develop to illustrate how to collect and present the data in the new NRS tables?



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

Enter the number of reportable individuals* who have completed fewer than 12 contact hours by age**, ethnicity***, and sex.

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
	16-18														
19-24															
25-44															
45-54															
55-59															
60+															
Total															



Table 2A

What is the purpose of the new table?

- The purpose of Table 2A is to formally collect data on reportable individuals (individuals who have completed fewer than 12 hours) by age, ethnicity, and sex.

Why is the new table required?

- The table meets WIOA requirements to report characteristics of reportable individuals to enable comparison with participants.



Table 2A Discussion

- What can be done with the data at the state level?
- What can be done with the data at the program level?



Table 2A Poll



Table 4A
Educational Functioning Level Gain

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain For Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/ Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/ Credits (H)	Number with EFL Gain by Transition to Post-secondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
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 4A

What is the purpose of the new table?

- The purpose of Table 4A is to collect **EFL gains** separated out by method of achievement (pre/post in English Language Arts/English Language Proficiency or Math, Carnegie Units, and/or transition to postsecondary) by actual count and percentage

Why is the new table required?

- Staff at the federal, state, and local program levels can evaluate whether gains are being made in multiple areas and whether gains are too limited to specific areas (e.g., not enough entries into postsecondary education)



Table 4A Discussion

- What can be done with the data at the state level?
- What can be done with the data at the program level?
- What are the implications of this new table for data collection at the state level?
- What impacts might this new table have on local level staff as they perform data collection?



Table 11
Outcome Achievement for Participants in Integrated Education and Training Programs
 Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	<u>Total Periods</u> of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
MSG via Achievement of at Least One Educational Functioning Level Gain						
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent						
MSG via Secondary or Postsecondary Transcript						
MSG via Progress Toward Milestones						
MSG via Passing Technical/ Occupational Skills Exam						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			



First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	<u>Total Periods</u> of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Attained a <u>Secondary School Diploma/Recognized Equivalent</u> and Enrolled in Postsecondary Education or Training within one year of exit						
Attained a <u>Secondary School Diploma/Recognized Equivalent</u> and Employed within one year of exit						
Attained a <u>Postsecondary Credential</u> while enrolled or within one year of exit						



Table 11

What is the purpose of the new table?

- The purpose of Table 11 is to capture outcomes for participants in integrated education and training (IET) programs in the first PoP and all PoPs. It also includes other ways to measure MSG used by Title I programs.

Why is the new table required?

- The data can be used to determine the type of gains participants in IET programs make and compare them with gains made by participants in other programs.
- It also will provide information about the use of the other methods for measuring MSG.



Table 11 Discussion

- What can be done with the data at the state level?
- What can be done with the data at the program level?
- What are the implications of this new table for data collection at the state level?
- What impacts might this new table have on local level staff as they perform data collection?



New NRS Tables: Group Activity

Preparation for Training Locals:

- What questions can I anticipate from locals? How will this impact training?



New Tables 2A, 4A & 11- Additional Questions



Training Tools & Resources



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Example Training Activities

- Fact Check
- Understanding Table Changes
- Which Table?
- Entering Student Data
- Key Terms Jeopardy©
- Table Changes in Action
- Key NRS Changes and How to Explain Them



Activity: Entering Student Data

Activity: 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• Attended off and on from July 1, 2016 - June 30, 2017• Has 120 contact hours• In Integrated Education and Training Program• 1 EFL gain in ELA/Literacy• Has 3 <u>PoPs</u>• 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 <u>posttested</u>• Has 1 <u>PoP</u>• Age 45
C	<ul style="list-style-type: none">• Pretested at ABE Level 4



Session Reflections



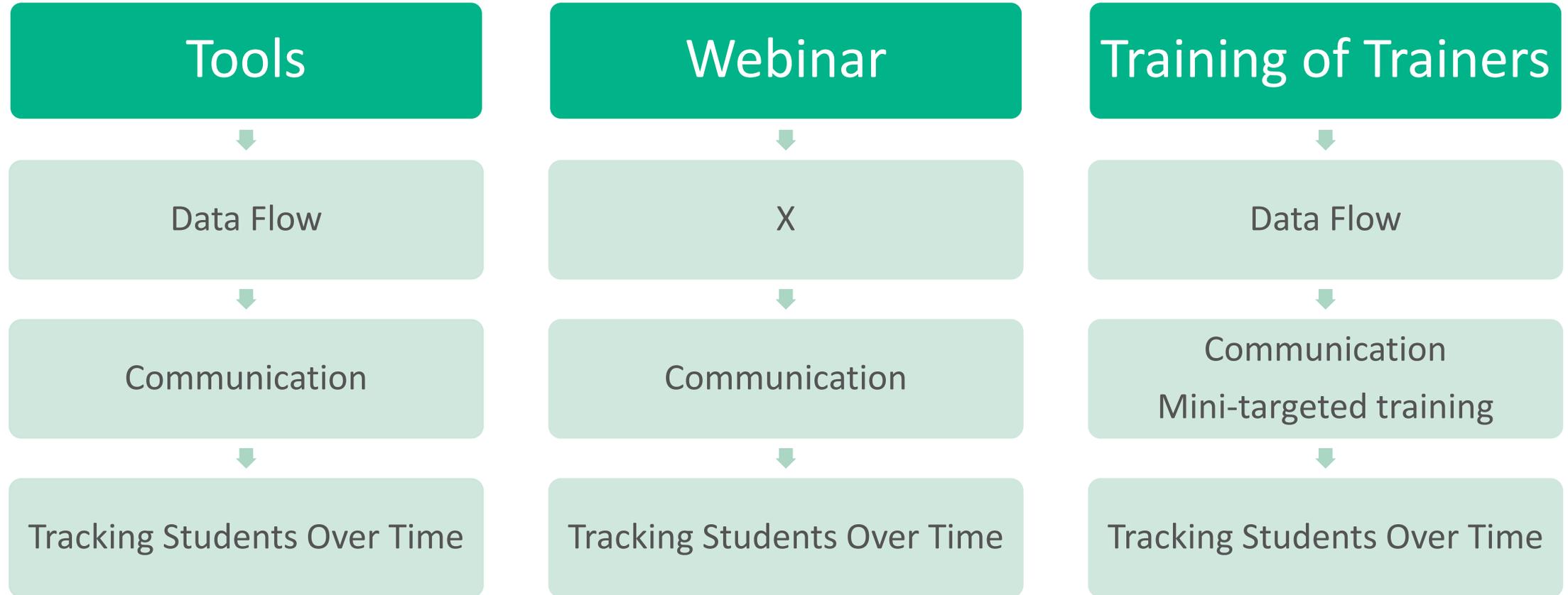
Upcoming NRS Training

Regional Training: Evaluating Program Effectiveness

- Summer 2018



Additional NRS Support



Wrap Up

NRS Training Evaluation Link: <https://bit.ly/2GQzA00>



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THANK YOU



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