

Tuesday, October 23, 2018

Session One

Title: **NRS Performance Reporting Review**

Presented by: **Larry Condelli**, American Institute for Research

NRS Performance Reporting Review

LARRY CONDELLI

NTI , Savannah, 2018

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Agenda

- Review of:
 - State Performance Report (SPR)
 - Indicator calculations for SPR and Tables 4 and 5
 - Measurable skill gains (MSG) and periods of participation (PoPs)
- Review and discuss new tables
- Small group work on NRS tables
- Discussion and Q & A



Review of SPR Reporting



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WIOA Reporting

Uniform accountability under WIOA: data definitions, measures and reporting

Three reporting mechanisms:

- State Performance Report (SPR) template
- Measurable skill gains (MSG) table
- NRS tables for additional information specific to Title II (adult education)

OCTAE's data portal integrates where possible




State Performance Report Template

- For reporting common WIOA performance measures
- Values represent all participants for all periods of participation (POPs)
- Includes total participants in career and training services (all POPs) and funds expended
- Breaks out measurable skill gains (MSG)
- Breaks out indicators by participant characteristics (sex, age, ethnicity) and categories of barriers to employment



State Performance Report

Program information

Statewide Performance Report				
PROGRAM		TITLE (select one):		
STATE: Test State	Title I Local Area:	Title I Adult	<input type="checkbox"/>	Title II Adult Education 
REPORTING PERIOD COVERED (Required for current and three preceding years.)		Title I Dislocated Worker	<input type="checkbox"/>	Title III Wagner-Peyser <input type="checkbox"/>
From (7/1/2017) To (6/30/2018)		Title I Youth	<input type="checkbox"/>	Title IV Vocational Rehabilitation <input type="checkbox"/>
		Title I and Title III combined	<input type="checkbox"/>	

The Program and Title sections for each joint template will be populated based on the user's login information.

Dates are automatically populated for reporting period



State Performance Report

Summary Information

SUMMARY INFORMATION				
Service	Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)	Funds Expended (Cohort Period: 07/01/2019 - 06/30/2020)	Cost Per Participant Served (Cohort Period: 07/01/2019 - 06/30/2020)
Career Services	2000	1000	\$1,250,000	\$625.00
Training Services	3000	1200	\$2,520,000	\$840.00
Percent training-related employment ¹ :		Percent enrolled in more than one core program:		Percent Admin Expended:

Sections marked with green are automatically populated.

All other sections need to be entered by the state.

Future guidance will be offered regarding this section of the SPR as the system is updated



State Performance Report

Participant Characteristics Section

BY PARTICIPANT CHARACTERISTICS												
	Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)		Employment Rate (Q2) ² (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) ² (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate ³ (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains ³ (Cohort Period: 07/01/2019 - 06/30/2020)	
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide	Populated from Table 4	6,456	Target	2905	45%	2134	33%	\$5,400	2590	40%	2841	44%
			Actual	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Hand Entered	Hand Entered	Populated from Table 4	Calculated

The Date ranges for the sections marked with Green will be automatically populated.

Total Participants Exited will need to be manually entered because the date ranges do not match up with NRS Tables. This value is NOT the denominator for any follow-up indicators because the cohort periods are different.

The target Num and Rate cells will be manually entered based on the negotiated targets set between the State and OCTAE.

The Actual Performance sections, marked in green, will be automatically populated based on the performance data from NRS Tables 4 and 5. The Total Statewide value for Credential Rate will not match Table 5 in the Oct 2018 submission because the value is a consolidation of the 3 Table 5 credential rate rows.



State Performance Report

Participant Characteristics Section

BY PARTICIPANT CHARACTERISTICS													
		Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)		Employment Rate (Q2) ² (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) ² (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate ³ (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains ³ (Cohort Period: 07/01/2019 - 06/30/2020)	
					Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide		Populated from Table 4	6,456	Target	2905	45%	2134	33%	\$5,400	2590	40%	2841	44%
				Actual	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Hand Entered	Hand Entered	Populated from Table 4	Calculated
Sex	Female	5,600	3394		2533	38%	2162	32%	\$5,200	3152	45%	2688	49%
	Male	5,120	3,062		2255	40%	2162	42%	\$5,225	2825	40%	2233	46%
Age	< 16	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	16 - 18	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	19 - 24	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	25 - 44	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	45 - 54	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	55 - 59	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	60+	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	Ethnicity/Race	American Indian / Alaska Native	0		0	0	0%	0	0%	\$0	0	0%	0
Asian		0	0		0	0%	0	0%	\$0	0	0%	0	0%
Black / African American		0	0		0	0%	0	0%	\$0	0	0%	0	0%
Hispanic / Latino		0	0		0	0%	0	0%	\$0	0	0%	0	0%
Native Hawaiian / Pacific Islander		0	0		0	0%	0	0%	\$0	0	0%	0	0%
White		0	0		0	0%	0	0%	\$0	0	0%	0	0%
More Than One Race		0	0	0	0%	0	0%	\$0	0	0%	0	0%	



Reporting Measurable Skill Gains- MSG Template

MEASURABLE SKILL GAINS

Skill Gain Type	Total Skill Gains (Numerator)
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level	0
Attainment of a secondary school diploma or its equivalent	0
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards	N/A
Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)	N/A
Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams	N/A

- This table requires disaggregating MSG attainment for all POPs and must be manually entered
- States only report 2 values in this table:
 1. MSG Achieved through EFL gain and
 2. MSG Achieved through secondary credential completion.
- The sum of the 2 values should equal NRS Table 4, Column J “Total Number of POPs with MSG”
 - NOTE: This will change for the Oct 2019 report due to the updates for NRS Table 4 splitting out the two types of gains.



Reporting Measurable Skill Gains- SPR

		Total Participants Served (Cohort Period: 07/01/2017 - 06/30/2018)	Total Participants Exited (Cohort Period: 04/01/2017 - 03/31/2018)		Employment Rate (Q2) (Cohort Period: 07/01/2016 - 06/30/2017)		Employment Rate (Q4) (Cohort Period: 07/01/2016 - 12/31/2016)		Median Earnings (Cohort Period: 07/01/2016 - 06/30/2017)	Credential Rate (Cohort Period: 07/01/2016 - 12/31/2016)		Measurable Skill Gains (Cohort Period: 07/01/2017 - 06/30/2018)	
					Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide		5		Target		%		%			%	1194	42%
				Actual	1	100.00%	1	100.00%	\$10000		%	5	100.00%
Sex	Female					%		%	\$		%		
	Male					%		%	\$		%		

- Total Participants Served [Total Statewide]: Auto-Populated from Table 4= All Periods of Participation (all program entries)
 - All subset cells will be hand entered based on All POPs (all program entries)
- Measurable Skill Gains (NUM) [Total Statewide]: Auto-Populated from Table 4= The total number of MSG achieved (All POPs and 1 MSG per POP)
 - All subset cells will be hand entered based on Total # of MSG achieved (All Pops & 1 MSG per POP)
- Measurable Skill Gains (Rate) [Total Statewide]: Auto-Populated from Table 4= (MSG NUM / Total Participants Served)
 - All subset rows will be automatically calculated= (MSG NUM/ Total Participants Served)



Participants with Barriers to Employment Under WIOA

Barriers to Employment

Displaced homemakers

English language learners, low literacy levels, cultural barriers

Exhausting TANF within two years

Ex-offenders

Homeless/runaway youth

Long-term unemployed

Low income

Migrants and seasonal farmworkers

Individuals with disabilities

Single parents

Youth in foster care/aged out of system



Barriers to Employment Change for 2019 Reporting

- English language learners, low literacy levels and cultural barriers apply to all adult education program (Title II) participants
- OCTAE Reporting template will automatically include the total number of participants for reporting this barrier.



Indicator Calculations



Calculating 2nd Quarter Employment

Numerator

- All participants who are in the denominator, who were employed at any point 2 quarters after exiting the program.

Denominator

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



Calculating 4th Quarter Employment

Numerator

- All participants who are in the denominator, who were employed at any point 2 quarters after exiting the program.

Denominator

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



Calculating Median Earnings

Cohort Inclusion

- All participants who are employed 2 quarters after exit are included in the range of values for the Median Earnings Indicator.

Calculating Median

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

Unreported Wages

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



Reporting Credential Rates- Table 5

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

- Numerator (Column C): Of those in the denominator, participants who Attained a Secondary School Diploma/Equivalent **and** enrolled in Postsecondary Education or Training within one year of exit

Attained a Secondary School Diploma/Equivalent and Employed within one year of exit

- Numerator (Column C): Of those in the denominator, participants who Attained a Secondary School Diploma/Equivalent and Employed within one year of exit

Denominator (Column B) is the same for Both Rows

All participants who:

- Entered the program without a secondary credential,
- **AND** were enrolled in a secondary level program at or above the 9th grade level [at entry, or any point during the POP]
- **AND** exited Adult Education.



Reporting Credential Rates- NRS Table 5

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

Numerator
(Column C)

- All participants in the denominator who achieve a postsecondary credential while enrolled or within one year of exit (*from postsecondary*)

Denominator
(Column B)

- All participants who:
 - Were dual enrolled in Adult Education and Postsecondary Education
 - AND exit from **postsecondary education**



Reporting the Credential Rate Indicator for SPR

Reporting the Credential Rate Indicator on the Statewide Performance Report (SPR) involves consolidating the values on the NRS Table 5 credential rows (both denominators and numerators).

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

Attained a Secondary School
Diploma/Equivalent and
Employed within one year of exit

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



Reporting the Credential Rate Indicator for SPR

Numerator

- If a participant achieves a secondary credential and is employed or enrolled in education or training within one year of exiting OR achieves a postsecondary credential while enrolled or within one year of exiting then he/she is counted ONCE for the credential rate indicator numerator.
- If a participant achieves both credentials, during a given POP, he/she is still only counted ONCE.

Denominator

- If a participant qualifies for either component of the credential indicator then he/she is counted once in the denominator.
- Even if a participant qualifies for both the secondary and postsecondary components of the credential indicator during a given POP he/she is still only counted once in the denominator.



MSG and PoPs

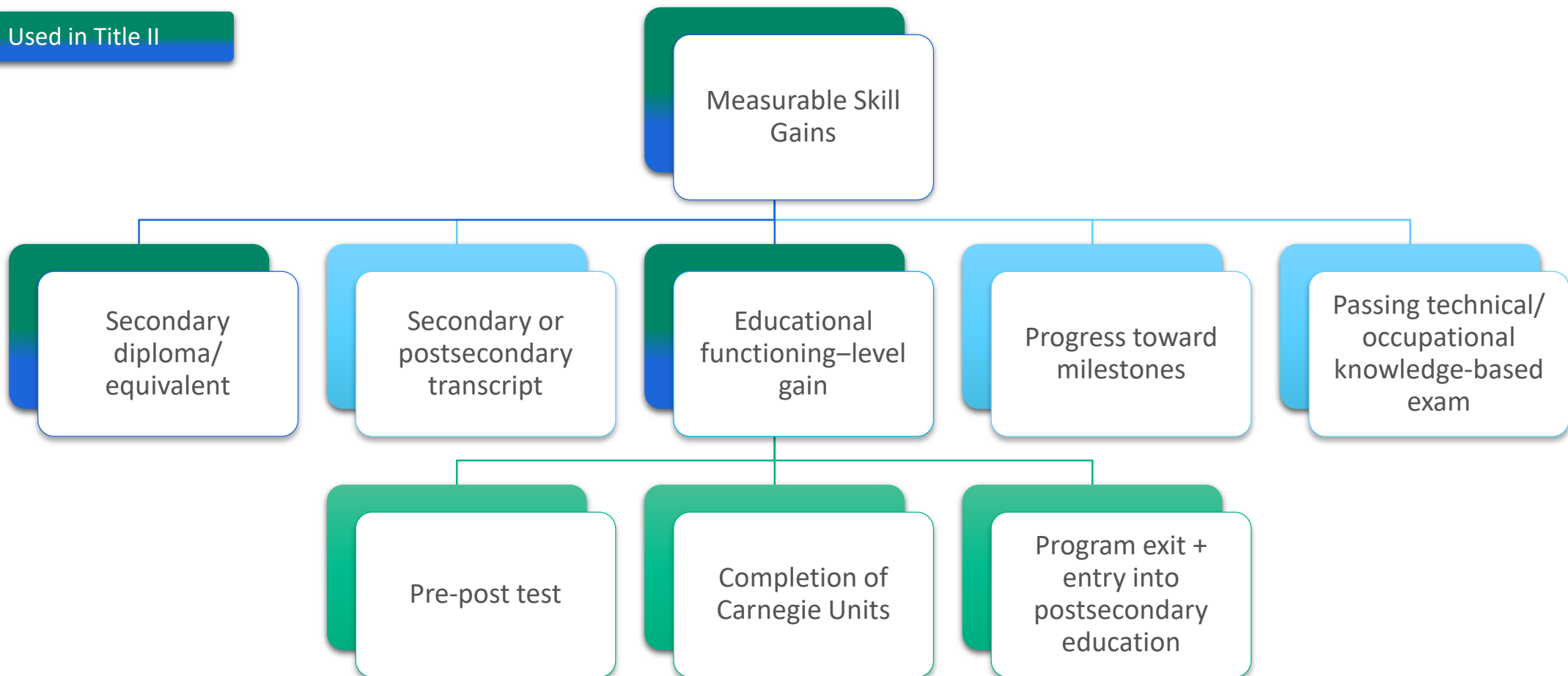


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Five Types of Measurable Skill Gains for WIOA

Used in Title II



Counting Measurable Skill Gains

All participants are included for MSG for *each* period of participation.

Only *one type of gain* can be counted for each participant per period of participation, the last achieved.

Entry into postsecondary education is measured only *after participant exits and can be applied to all previous POPs in that program year*.

Receipt of secondary credential or entry into postsecondary education must occur by the *end of the program year (June 30) and can be applied to all previous POPs in that program year*.

Participants in adult high school can complete Adult Basic Education **(ABE) Level 5 ONLY**, by earning enough Carnegie Units or credits to move to 11th- or 12th-grade status according to *state* rule.



Period of Participation (PoP) for MSG

Period of participation is defined differently for follow-up indicators of performance and MSG. Participants with more than one program entry will have multiple periods of participation in a program year.

Measurable Skill Gain: Every program entry is counted as a period of participation for MSG.

- MSG POPs end when either an exit occurs OR when the program year ends.
- When a program year ends, MSG is reported and a new MSG POP (for MSG reporting) begins. However if no exit occurs:
 - Hours carry over to the new year
 - EFL placement at end of program year carries over



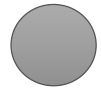
Period of Participation (PoP) for Follow-up Indicators

Follow-Up Indicators of Performance: POP is defined by a program entry followed by a program exit.

- If a program exit occurs in a separate program year (PY) from the program entry then the POP is only counted for the PY in which the exit occurs.



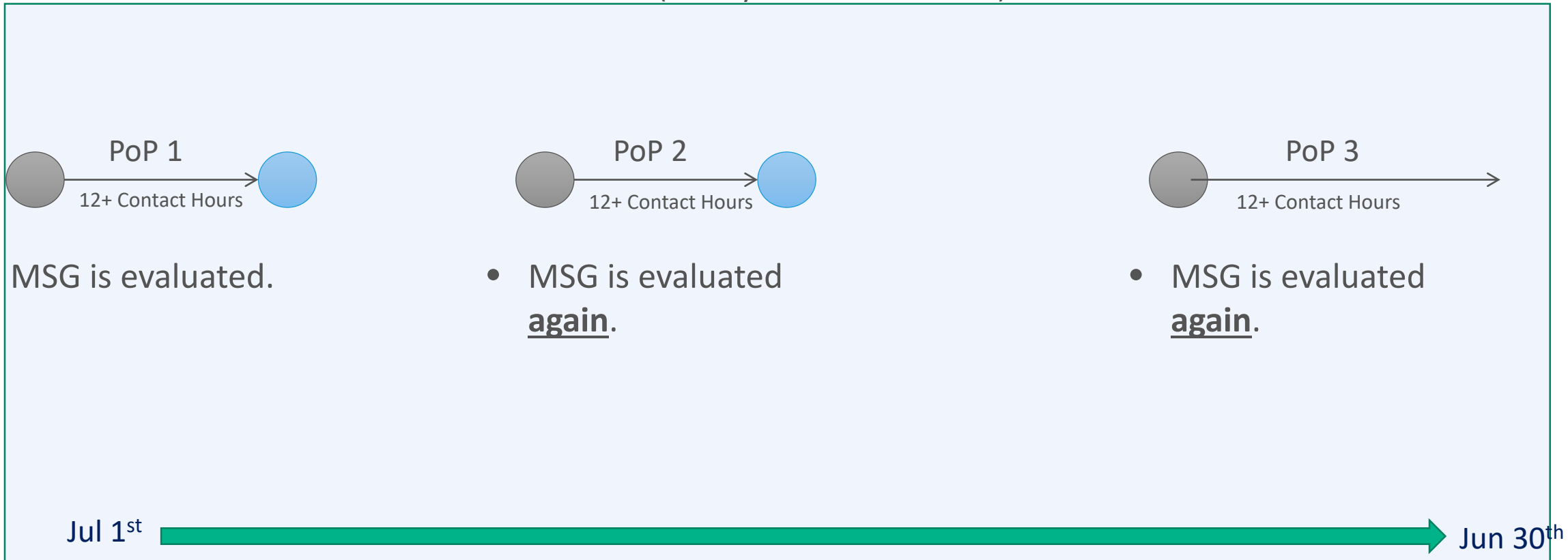
PoP: MSG Indicator Example



Program Entry/ Reentry



Program Exit
(90 days since last service)



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PoP: Follow-Up Indicators Example



Program Entry/ Reentry



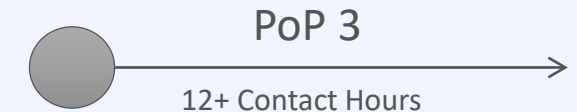
Program Exit
(90 days since last service)



- Follow-up must occur for exit-based measures.



- Follow-up must occur again for exit-based measures.



- Exit based measures are NOT evaluated because there is not an exit.

Jul 1st



Jun 30th



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Periods of Participation (POP)

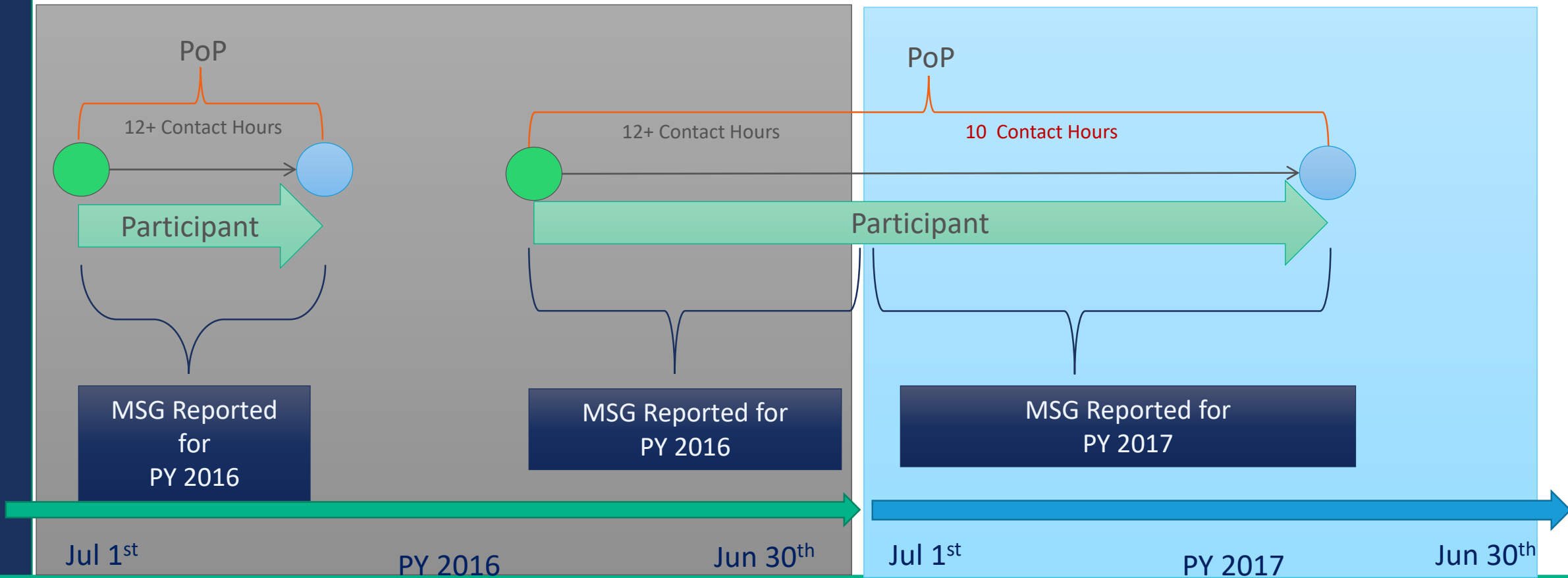
MSG Carried Over Example



Program Entry/ Reentry



Program Exit
(90 days since last service)



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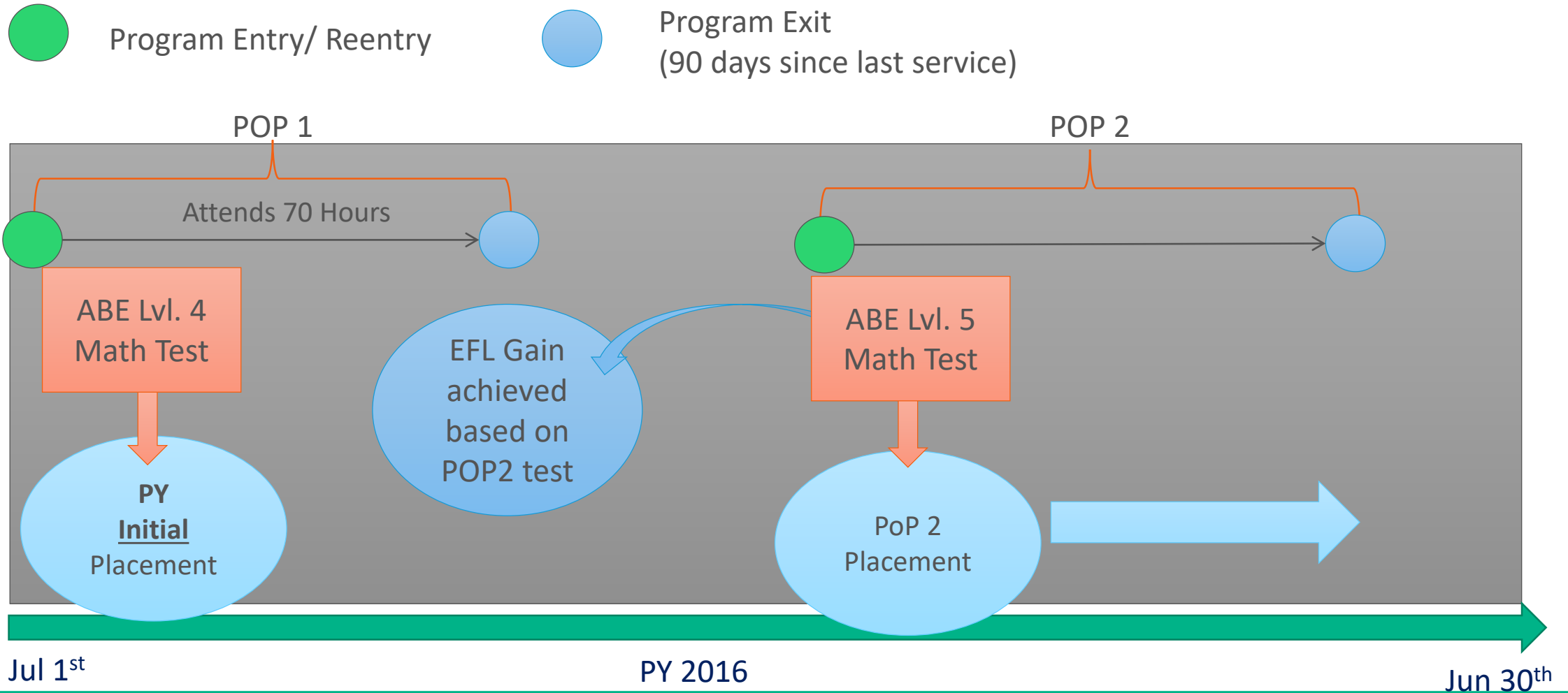
Reporting MSG in a Prior PoP

- Educational Functioning Level (EFL) placement may be carried over from a previous PoP, if the state accounts for this practice in the state assessment policy and the test is still valid according to the test publisher's guidelines.
- EFL gain via post-testing may be achieved in a PoP based on post-testing in a subsequent PoP, assuming the test scores are still valid according to test publisher guidelines.



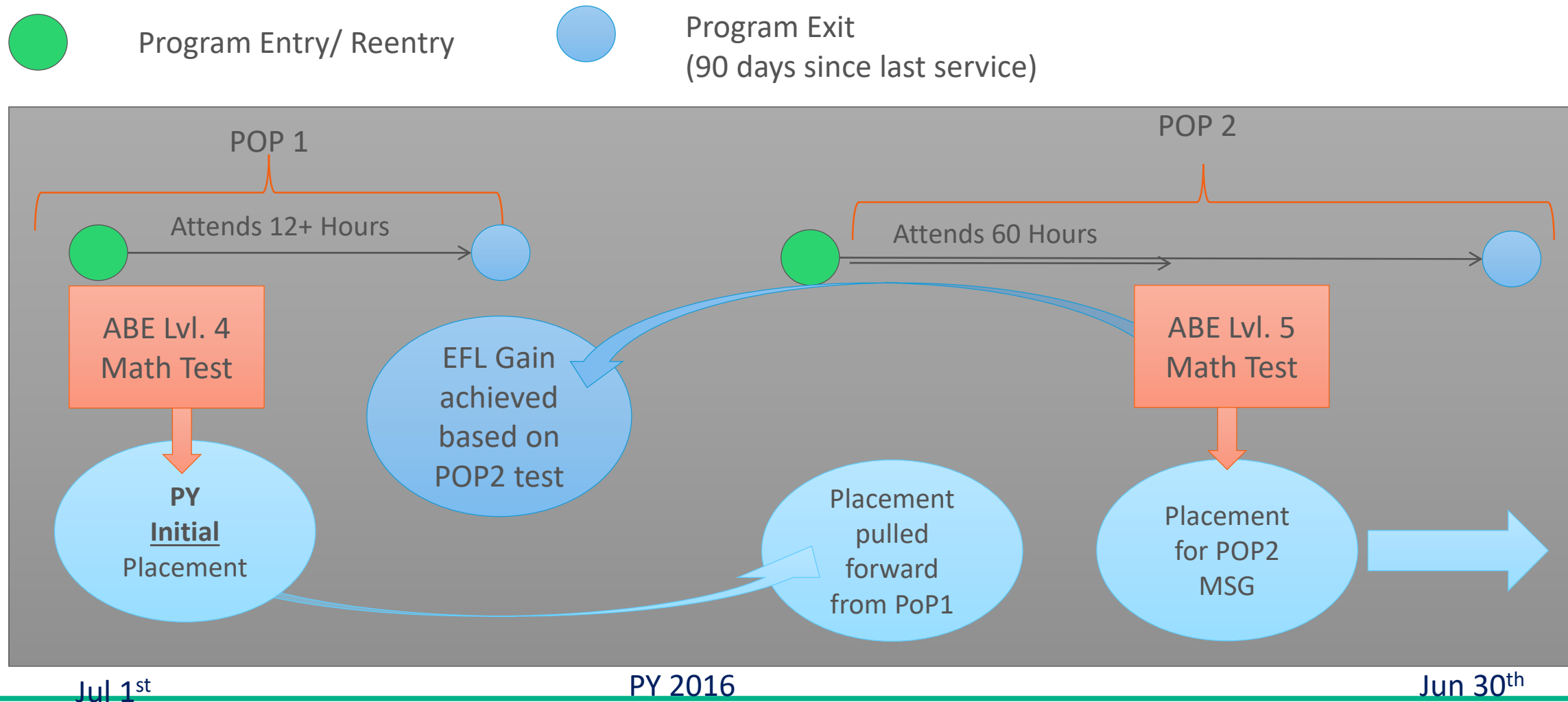
Reporting MSG in a Prior PoP:

Scenario 1-Test on PoP2 entry



Reporting MSG in a Prior PoP:

Scenario 2-Test Later in PoP2



PoPs Across Program Years

- Participants who remain continuously enrolled across multiple program years do *not* need to requalify as a participant in new program years.
- Measurable Skill Gain (MSG) *must be* reported at least once for every participant per program year.
- PoP continues across program year if there is no exit
 - If EFL gain in prior program year, participant is placed in the higher level for reporting in new program year.



Table Changes for 2019 Reporting



Changes to Tables 4 and 5 and New NRS Tables 2A, 4A 11



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



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: 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 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 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%



New NRS Tables for 2019: 2A, 4A and 11



Participants and Reportable Individuals

Participant:

- Only upon achieving 12 contact hours after program entry
- Reported on NRS and Statewide Performance Report tables
- Count toward performance measures

Reportable Individual:

- Has taken action that demonstrates an *intent* to use program services
 - For Title II that means providing identifying information (Age, Race/Ethnicity, and Sex)
- Has *less* than 12 contact hours





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
	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)	(P)
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 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 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.



Activity: Which Tables

- Review NRS Tables 2, 2a, 3, 4, 4a, 5 and 11
- Review the student information in the handout
- Consult with your colleagues at your table and identify for each student point:
 - The tables where you would report the data
 - The columns on this table you would report the data
- We will discuss responses as a whole group



Questions and Final Discussion



LARRY CONDELLI
NRS SUPPORT PROJECT DIRECTOR
LCONDELLI@AIR.ORG
NRS@AIR.ORG

THANK YOU



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