Tuesday, October 23, 2018

Session One

*Title:* NRS Performance Reporting Review

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

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Participants Served</th>
<th>Participants Exited</th>
<th>Funds Expended</th>
<th>Cost Per Participant Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td>2000</td>
<td>1000</td>
<td>$1,250,000</td>
<td>$625.00</td>
</tr>
<tr>
<td>Training Services</td>
<td>3000</td>
<td>1200</td>
<td>$2,520,000</td>
<td>$840.00</td>
</tr>
</tbody>
</table>

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.
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

<table>
<thead>
<tr>
<th>Total Statewide</th>
<th>Total Participants Served (Cohort Period: 07/01/2018 - 06/30/2020)</th>
<th>Employment Rate (Q1) (^2) (Cohort Period: 07/01/2018 - 06/30/2020)</th>
<th>Employment Rate (Q4) (^2) (Cohort Period: 07/01/2018 - 12/31/2020)</th>
<th>Median Earnings (Cohort Period: 07/01/2018 - 12/31/2020)</th>
<th>Credential Rate (^3) (Cohort Period: 07/01/2018 - 12/31/2020)</th>
<th>Measurable Skill Gains (^3) (Cohort Period: 07/01/2018 - 12/31/2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Populated from Table 1</td>
<td>Populated from Table 2</td>
<td>Populated from Table 3</td>
<td>Populated from Table 4</td>
<td>Num</td>
<td>Rate</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-16</td>
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</tr>
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</tr>
<tr>
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<td>0.00</td>
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</tr>
<tr>
<td>55+</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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</tr>
<tr>
<td><strong>Ethnic/Race</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Black / African American</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>More Than One Race</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
### MEASURABLE SKILL GAINS

<table>
<thead>
<tr>
<th>Skill Gain Type</th>
<th>Total Skill Gains (Numerator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level</td>
<td>0</td>
</tr>
<tr>
<td>Attainment of a secondary school diploma or its equivalent</td>
<td>0</td>
</tr>
<tr>
<td>Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit’s academic standards</td>
<td>N/A</td>
</tr>
<tr>
<td>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.)</td>
<td>N/A</td>
</tr>
<tr>
<td>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</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>Total Participants Served (Cohort Period: 07/01/2017 - 06/30/2018)</th>
<th>Total Participants Served (Cohort Period: 04/01/2017 - 03/31/2018)</th>
<th>Employment Rate (Q2) (Cohort Period: 07/01/2016 - 06/30/2017)</th>
<th>Employment Rate (Q4) (Cohort Period: 07/01/2016 - 12/31/2016)</th>
<th>Median Earnings (Cohort Period: 07/01/2016 - 06/30/2017)</th>
<th>Credential Rate (Cohort Period: 07/01/2016 - 12/31/2016)</th>
<th>Measurable Skill Gains (Cohort Period: 07/01/2017 - 06/30/2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>Rate</td>
<td>Num</td>
<td>Rate</td>
<td>Earnings</td>
<td>Num</td>
<td>Rate</td>
</tr>
<tr>
<td>Total Statewide</td>
<td>5</td>
<td>Target</td>
<td>%</td>
<td>%</td>
<td>$10000</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Actual</td>
<td>1</td>
<td>100.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

- **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

<table>
<thead>
<tr>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit</td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Equivalent and Employed within one year of exit</td>
</tr>
<tr>
<td>All participants who:</td>
</tr>
<tr>
<td>• Entered the program without a secondary credential,</td>
</tr>
<tr>
<td>• <strong>AND</strong> were enrolled in a secondary level program at or above the 9th grade level [at entry, or any point during the POP]</td>
</tr>
<tr>
<td>• <strong>AND</strong> exited <strong>Adult Education</strong>.</td>
</tr>
</tbody>
</table>

Denominator (Column B) is the same for Both Rows
### Reporting Credential Rates - NRS Table 5

<table>
<thead>
<tr>
<th>Numerator (Column C)</th>
<th>Denominator (Column B)</th>
</tr>
</thead>
</table>
| • All participants in the denominator who achieve a postsecondary credential while enrolled or within one year of exit (from postsecondary) | • All participants who:  
  • Were dual enrolled in Adult Education and Postsecondary Education  
  • AND exit from postsecondary education |

**Attained a Postsecondary Credential while enrolled or within one year of exit**
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
Five Types of Measurable Skill Gains for WIOA

- Measurable Skill Gains
  - Secondary diploma/equivalent
  - Secondary or postsecondary transcript
  - Educational functioning–level gain
  - Pre-post test
  - Completion of Carnegie Units
  - Progress toward milestones
  - Program exit + entry into postsecondary education
  - Passing technical/occupational knowledge-based exam

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 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
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)

PoP 1
12+ Contact Hours

PoP 2
12+ Contact Hours

PoP 3
12+ Contact Hours

12+ Contact Hours

Jul 1st

Jun 30th

• MSG is evaluated.

• MSG is evaluated again.

• MSG is evaluated again.
**PoP: Follow-Up Indicators Example**

- **Program Entry/ Reentry**
- **Program Exit**
  (90 days since last service)

PoP 1: 12+ Contact Hours

PoP 2: 12+ Contact Hours

PoP 3: 12+ Contact Hours

- 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.
Periods of Participation (POP)
MSG Carried Over Example

- Program Entry/ Reentry
- Program Exit (90 days since last service)

PoP
12+ Contact Hours
Participant

MSG Reported for PY 2016
Jul 1st
PY 2016

12+ Contact Hours
Participant

MSG Reported for PY 2016
Jun 30th

PoP
10 Contact Hours
Participant

MSG Reported for PY 2017
Jul 1st
PY 2017

Jun 30th
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

- Program Entry/ Reentry
- Program Exit
  (90 days since last service)

POP 1

- Attends 70 Hours
- ABE Lvl. 4 Math Test
- PY Initial Placement

POP 2

- ABE Lvl. 5 Math Test
- PoP 2 Placement

EFL Gain achieved based on POP2 test

Jul 1st  PY 2016  Jun 30th
Reporting MSG in a Prior PoP: Scenario 2-Test Later in PoP2

- Program Entry/Reentry
- Program Exit (90 days since last service)

**POP 1**
- Attends 12+ Hours
- ABE Lvl. 4 Math Test
- PY Initial Placement

**POP 2**
- Attends 60 Hours
- ABE Lvl. 5 Math Test
- Placement for POP2 MSG

**EFL Gain achieved based on POP2 test**
- Placement pulled forward from PoP1

**Timeline**
- Jul 1st
- PY 2016
- Jun 30th

**Program Entry/Reentry and Program Exit Dates**
- Jul 1st
- Jun 30th

**Program Year**
- PY 2016
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 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.

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level</th>
<th>Total Number of Participants Excluded from MSG Performance</th>
<th>Total Number of Participants</th>
<th>Total Attendance Hours for all participants</th>
<th>Number who achieved at least one educational functioning level gain</th>
<th>Number who attained a secondary school diploma or its equivalent</th>
<th>Number Separated Before Achieving Measurable Skill Gains</th>
<th>Number Remaining in Program without Measurable Skill Gains</th>
<th>Percentage Achieving Measurable Skill Gains</th>
<th>Total number of Periods of Participation</th>
<th>Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain</th>
<th>Percentage of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>12</td>
<td>12</td>
<td>400</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>58.33%</td>
<td>15</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>13</td>
<td>13</td>
<td>500</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>84.62%</td>
<td>15</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ABE Level 3</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ABE Level 4</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ABE Level 5</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ABE Level 6</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ABE Total</td>
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<td>900</td>
<td>13</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>72.00%</td>
<td>15</td>
<td>4</td>
<td>4</td>
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<tr>
<td>ESL Level 1</td>
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<td>20</td>
<td>875</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>80.00%</td>
<td>25</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>ESL Level 2</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ESL Level 3</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>ESL Level 4</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ESL Level 5</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ESL Level 6</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ESL Total</td>
<td>20</td>
<td>20</td>
<td>875</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>80.00%</td>
<td>25</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Grand Total</td>
<td>46</td>
<td>46</td>
<td>1175</td>
<td>25</td>
<td>9</td>
<td>2</td>
<td>9</td>
<td>75.69%</td>
<td>40</td>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Primary Indicators of Performance</th>
<th>1st Period of Participation</th>
<th>All Periods of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Participants whoExited</td>
<td>Number of Participants whoExited Achieving Outcome or Median Earnings Value</td>
</tr>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>Employment Second Quarter after exit</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Employment Fourth Quarter after exit</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Median Earnings Second Quarter after exit</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Attained a Postsecondary Credential while enrolled</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Attained any credential (unduplicated)</td>
<td></td>
<td>Report here, a participant who is included in the secondary or postsecondary credential cohort</td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level</th>
<th>Number of Participants (A)</th>
<th>Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (B)</th>
<th>Percentage Achieving ELA/Literacy or ELP EFL Gains (C)</th>
<th>Number with EFL Gain for Mathematics by pre-posttesting (D)</th>
<th>Percentage Achieving Mathematics EFL Gains (E)</th>
<th>Number with EFL Gain by Carnegie Units/ Credits (F)</th>
<th>Percentage Achieving EFL Gain by Transition to Postsecondary Education (G)</th>
<th>Number with EFL Gain by Transition to Postsecondary Education (H)</th>
<th>Percentage Achieving EFL Gain by Transition to Postsecondary Education (I)</th>
<th>Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Level 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Level 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Level 4</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Level 5</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>ABE Level 6</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Total</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 1</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>ESL Level 2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 4</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 5</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 6</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>ESL Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>First Period of Participation</th>
<th>All Periods of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Indicators of Performance</strong></td>
<td><strong>Number of Participants Included in the Indicator</strong></td>
</tr>
<tr>
<td>MSG via Achievement of at Least One Educational Functioning Level Gain</td>
<td>(A)</td>
</tr>
<tr>
<td>MSG via Attainment of Secondary School Diploma/ Recognized Equivalent</td>
<td></td>
</tr>
<tr>
<td>MSG via Secondary or Postsecondary Transcript</td>
<td></td>
</tr>
<tr>
<td>MSG via Progress Toward Milestones</td>
<td></td>
</tr>
<tr>
<td>MSG via Passing Technical/ Occupational Skills Exam</td>
<td></td>
</tr>
<tr>
<td>Employment Second Quarter after exit</td>
<td></td>
</tr>
<tr>
<td>Employment Fourth Quarter after exit</td>
<td></td>
</tr>
</tbody>
</table>
| Median Earnings Second Quarter after exit | | | | | | | N/A
<table>
<thead>
<tr>
<th>Primary Indicators of Performance</th>
<th>First Period of Participation</th>
<th>All Periods of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Participants</td>
<td>Total Periods of Participation</td>
</tr>
<tr>
<td></td>
<td>Included in the Indicator</td>
<td>Achieving Outcome or Median Earnings Value</td>
</tr>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attained a Postsecondary Credential while enrolled or within one year of exit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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