NRS Table Changes

MEASURING AND VALIDATING MEASURABLE SKILL GAINS (MSG)

April 22, 2021

NATIONAL REPORTING SYSTEM for Adult Education

nrsweb.org

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Chat Pod

Submit questions at any time during the webinar for both content questions and to request technical assistance

Q&A session at end of presentation

Use chat or unmute yourself

Will follow up with any unanswered questions

Agenda

- Overview of Table 4 Changes and Table 99
- Review of MSG definitions
- Data Validation
- Indiana's Approach
- Questions and Sharing Opportunities

NRS Table Changes

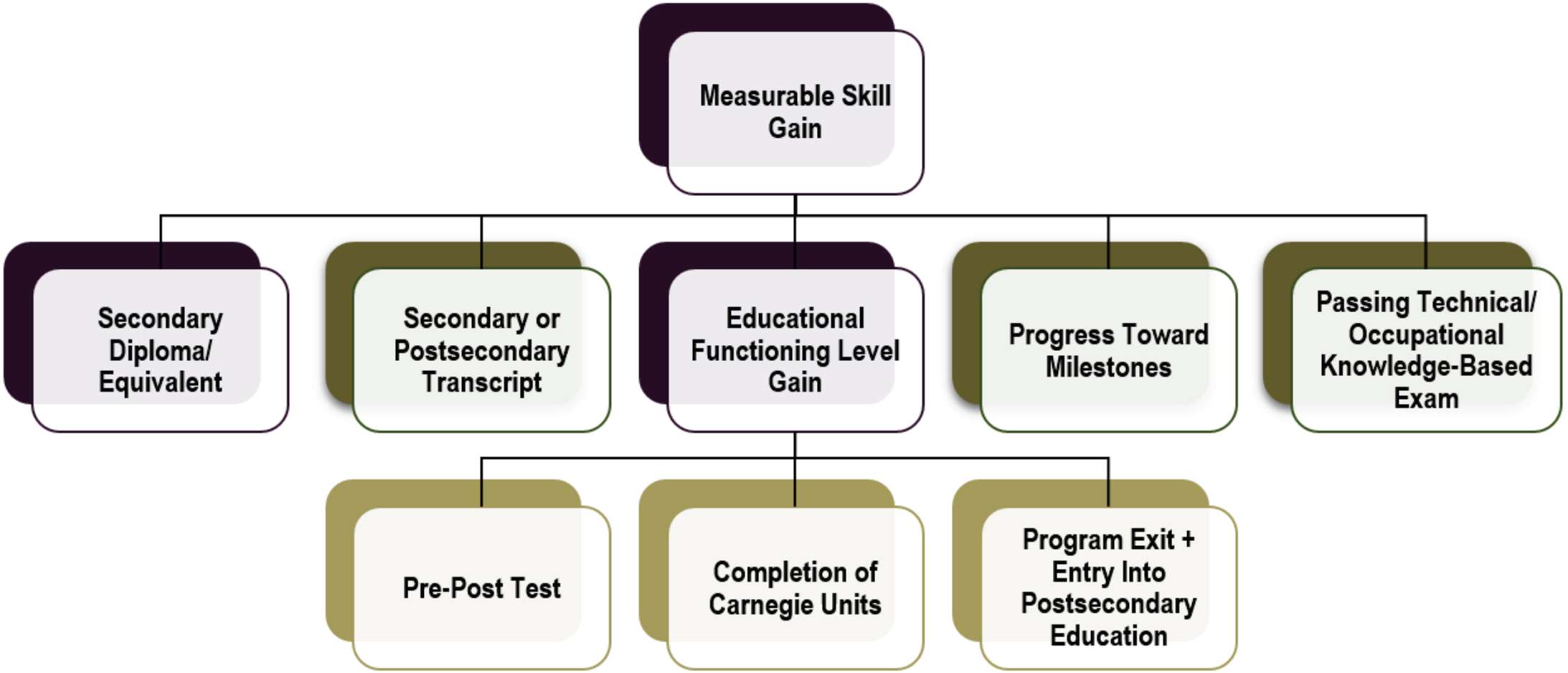
Tables 4 and 4c

- New columns to allow reporting of additional MSG types for participants in workplace literacy programs and integrated education and training (IET) programs
- Added in response to public comments on the Information Collection Request (ICR) for the NRS tables

Table 99 (New)

- New, internal table for reporting denominators of indicators of performance on state performance report

The Five Types of MSG



Reporting on Tables 4 and 4c

For workplace literacy and IET participants:

- States can report the most recent, single MSG outcome, other than EFL gain or receipt of a secondary credential, in:
  - Column G: for first period of participation (POP)
  - Column N: for other POPs

Table 4c is for reporting of participants in distance education

Optional for October 2021 reporting

Required for October 2022 reporting

Table 4
Measurable Skill Gains (MSG) by Entry Level

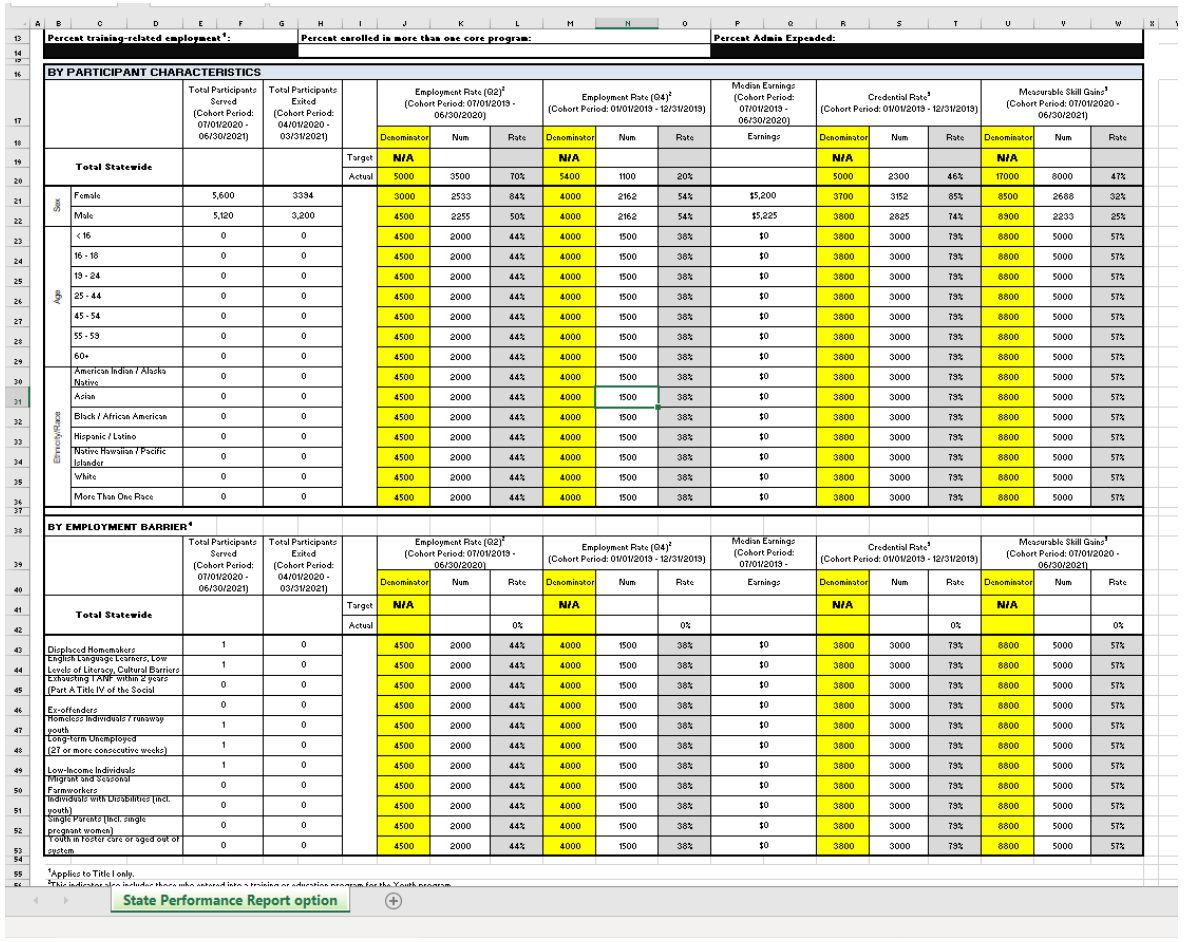
Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

	First Period of Participation									All Periods of Participation				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for all participants (D)	Number who achieved at least one EFL gain (E)	Number who attained a secondary school diploma or its recognized equivalent (F)	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma * (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total number of Periods of Participation (K)	Total number of Periods of Participation in which Participants achieved at least one EFL gain (L)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (M)	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma * (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
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														

* **NOTE:** For program year 2020 performance data due on October 1, 2021, the use of columns G and N is permissible but not required.
For program year 2021 performance data due on October 1, 2022, the use of columns G and N is required.

Reporting on Table 99

- Created to provide denominators for calculation and to eliminate past observed inconsistencies
- Internal table only
  - OCTAE is modifying the data entry screen to include columns for the denominators
- Enter numbers into the yellow-shaded “denominator” column
  - No longer enter data into the gray-shaded “rate” column
- Begin using for this year’s (October) data submission



Percent training-related employment[1]:	Percent enrolled in more than one core program:	Percent Admin Expended:

BY PARTICIPANT CHARACTERISTICS

		Total Participants Served (Cohort Period: 07/01/2020 - 06/30/2021)	Total Participants Exited (Cohort Period: 04/01/2020 - 03/31/2021)		Employment Rate (Q2)[2] (Cohort Period: 07/01/2019 - 06/30/2020)			Employment Rate (Q4)[2] (Cohort Period: 01/01/2019 - 12/31/2019)			Median Earnings (Cohort Period: 07/01/2019 - 06/30/2020)	Credential Rate[3] (Cohort Period: 01/01/2019 - 12/31/2019)			Measurable Skill Gains[3] (Cohort Period: 07/01/2020 - 06/30/2021)		
					Denominator	Num	Rate	Denominator	Num	Rate	Earnings	Denominator	Num	Rate	Denominator	Num	Rate
	Total Statewide			Target	N/A			N/A				N/A			N/A		
				Actual	5000	3500	70%	5400	1100	20%		5000	2300	46%	17000	8000	47%
Sex	Female	5,600	3334		3000	2533	84%	4000	2162	54%	$5,200	3700	3152	85%	8500	2688	32%
	Male	5,120	3,200		4500	2255	50%	4000	2162	54%	$5,225	3800	2825	74%	8900	2233	25%
Age	< 16	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	16 - 18	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	19 - 24	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	25 - 44	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	45 - 54	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	55 - 59	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	60+	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
Ethnicity/Race	American Indian / Alaska Native	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	Asian	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	Black / African American	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	Hispanic / Latino	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	Native Hawaiian / Pacific Islander	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	White	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
	More Than One Race	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%

BY EMPLOYMENT BARRIER[4]

	Total Participants Served (Cohort Period: 07/01/2020 - 06/30/2021)	Total Participants Exited (Cohort Period: 04/01/2020 - 03/31/2021)		Employment Rate (Q2)[2] (Cohort Period: 07/01/2019 - 06/30/2020)			Employment Rate (Q4)[2] (Cohort Period: 01/01/2019 - 12/31/2019)			Median Earnings (Cohort Period: 07/01/2019 -	Credential Rate[3] (Cohort Period: 01/01/2019 - 12/31/2019)			Measurable Skill Gains[3] (Cohort Period: 07/01/2020 - 06/30/2021)		
				Denominator	Num	Rate	Denominator	Num	Rate	Earnings	Denominator	Num	Rate	Denominator	Num	Rate
Total Statewide			Target	N/A			N/A				N/A			N/A		
			Actual			0%			0%				0%			0%
Displaced Homemakers	1	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
English Language Learners, Low Levels of Literacy, Cultural Barriers	1	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
Exhausting TANF within 2 years (Part A Title IV of the Social	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
Ex-offenders	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
Homeless individuals / runaway youth	1	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
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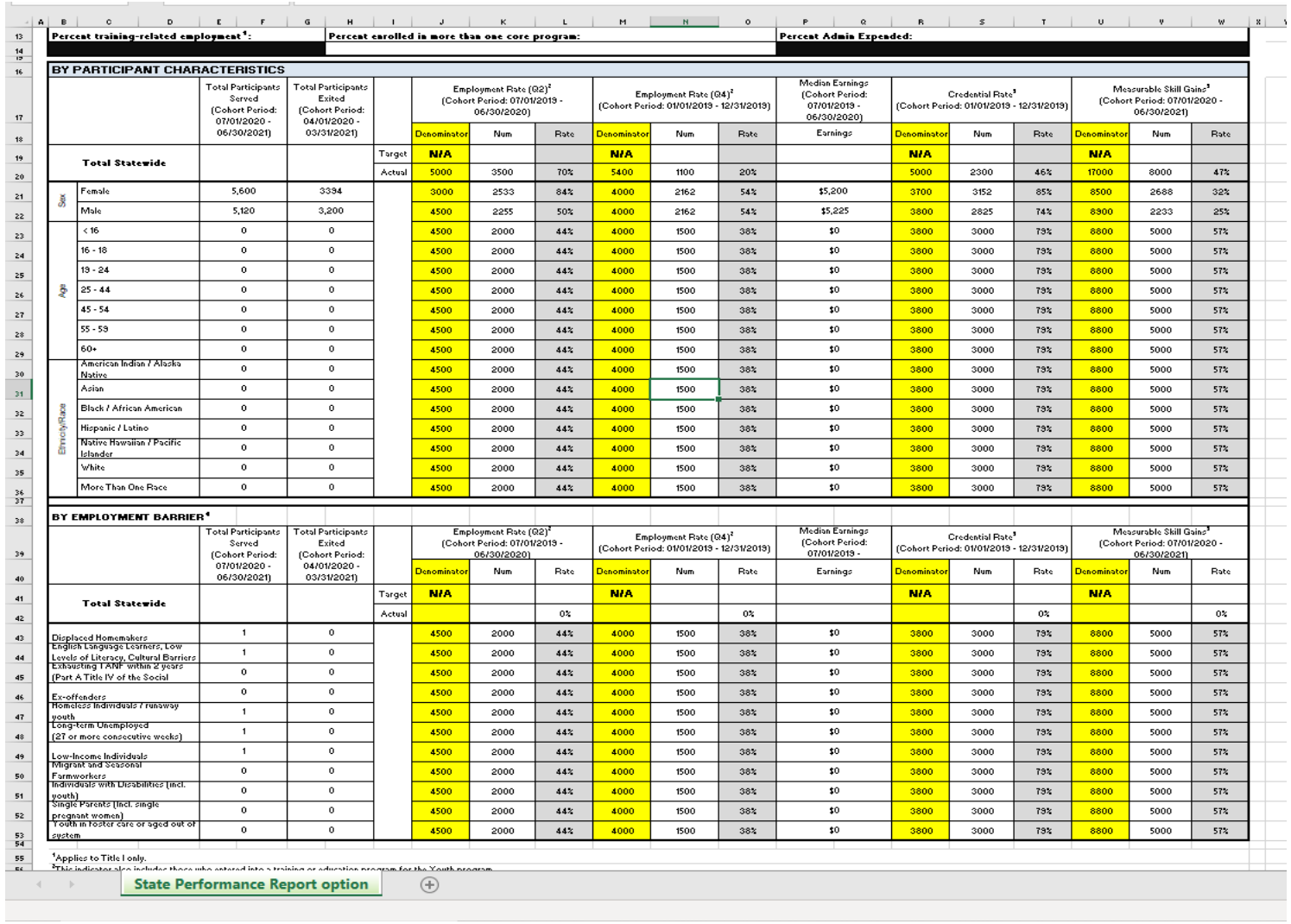
Low-Income Individuals	1	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
Migrant and Seasonal Farmworkers	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
Individuals with Disabilities (incl. youth)	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
Single Parents (incl. single pregnant women)	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%
Youth in foster care or aged out of system	0	0		4500	2000	44%	4000	1500	38%	$0	3800	3000	79%	8800	5000	57%

[1]Applies to Title I only.

State Performance Report option

Table 99



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[1]Applies to Title I only.

[2]This indicator also includes those who entered into a training or education program for the Youth program

State Performance Report option

Collecting and Validating MSG for Participants in IET and Workplace Literacy

NATIONAL
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Definitions of MSG: Types 3, 4 and 5

MSG Type	Definition (from OCTAE Program Memorandum (PM) 17-2)
Type 3: Postsecondary Report Card or Transcript	Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the State unit's academic standards
Type 4: Progress Toward Milestones	Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training
Type 5: Passage of Occupational Exam or Demonstration of Progress Attaining Technical/Occupational Skills	Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Data Validation: Type3: Transcript (OCTAE PM 19-1)

A postsecondary education transcript or report card for a participant who complete a minimum of 12 hours per semester, or for part time students a total of at least 12 credit hours over the course of two completed consecutive semesters during the program year.

Must show that a participant is meeting the State's academic standards.

Data Validation: Type 4: Milestones (OCTAE PM 17-2)

Participant had a satisfactory or better progress report towards established milestones from an employer or training provider who is providing training

Progress reports may include training reports on milestones completed as the individual masters the required job skills

Use for workplace literacy education program

Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress

Data Validation: Type 5: Passage of Occupational Exam or Demonstration of Progress (OCTAE PM 19-1)

Participant successfully passed an exam that is required for a particular occupation, or made progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks

- Results of knowledge-based exam or certification of completion.
- Documentation demonstrating progress in attaining technical or occupational skills
- Documentation from training provider or employer
- Copy of a credential that is required for a particular occupation and only is earned after the passage of an exam

Data Collection and Validation: MSG Types 3 and 5 (Occupational Exams)

Transcript (Type 3)

- Establish IET partnership with postsecondary institution or training provider for appropriate courses and credit hours
- Obtain transcript with relevant information

Occupational Exam (Type 5)

- Establish IET partnership with postsecondary institution or provider to Identify appropriate exam, administration time and passing score for relevant
- Exam must be required for the specific occupation

Data Collection and Validation: MSG Types 4 (Milestones) and 5 (Demonstration of Progress)

- Progress reports with milestones likely to be most common for workplace literacy
- Progress toward occupation benchmarks likely to be most common for IET
  - Both are often the most challenging to establish
- Example of an approach for IET from Indiana

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

Connecting & Engaging.
It's What We Do!

Indiana Adult Education IET/WEI/MSG –Oh My!

April 22, 2021

Marilyn Pitzulo, Associate Chief Workforce Strategy & Design
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INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA FAST FACTS

- PY 19 Enrollment – 21,468
- IET
  - Classes – 223
  - Enrollments – 2,853
- WEI (Workforce Education Initiative)
  - Classes – 115
  - Enrollments – 1,497

- 25% of all AE funds must benefit employers (IET/WEI)
- AE is housed in the workforce agency (DWD)
- InTERS Homegrown data system for AE & CTE

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

IET PROCESS

1) AE Provider Develops a curriculum with the training partner to meet specific training needs and creates the class in InTERS.
2) The IET application and supporting documents are sent to the state for approval. Documents include SSLO, funding sources and credential to be earned.
3) Once approved, the course is activated in InTERS indicating it is an IET.

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

PROGRESS MILESTONES

- Definition - documented attainment of satisfactory or better progress towards established milestones, such as completion of on-the-job training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.

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INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

PROGRESS MILESTONES – OJT MODEL

1) Document the specific job skill levels desired by the employer for specific tasks regardless of who the employee is;

2) Document the deficiencies that need to be addressed to get students to the skill level identified by the employer in step 1 above (i.e. develop "skills gain" objectives for each student);

3) Outline the training that will be provided by AE to address the specific skill deficiencies; and

4) Have the employer complete an official skills evaluation on each student to document the attainment of the desired skills gain objectives that were identified in step 2 above.

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

WEI – WORK IN PROGRESS

1) AE Provider works with the employer to develop curriculum and progress milestones to meet employer needs and creates the class in InTERS.
2) The WEI application and supporting milestone tracking document, signed by the employer are sent to the state for approval.
3) Once approved, the course is activated in InTERS indicating it is a WEI.
4) Proof of milestone attainment will be kept in the student record for monitoring purposes.

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Other Questions?

Our Challenges – Your State Perspective

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Now It's Your Turn….

Which challenges have you faced in collecting these data?

Please type your answer into the chat pod.

NRS Forum on MSG for Participants in IET and Workplace Literacy Programs

CONTRIBUTE TO THE FORUM WITH YOUR APPROACHES

ASK QUESTIONS

SHARE APPROACHES—LEARN WHAT YOUR PEERS ARE DOING

Resources

- **OCTAE Program Memorandum**
  - PM 17-2-Performance Accountability Guidance
  - PM 19-1—Guidance for Validating Performance Data

  See NRS TA Guide

National Reporting System

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THANK YOU

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