TRANSCRIPT: WIOA Performance Regulations and New NRS Tables

Carrie Tupa

SLIDE 1:

Hello everyone. This is Carrie Tupa with the Texas workforce commission. I want to thank you for joining our webinar. For those who attempted to attend this webinar live, I apologize for our technical difficulties yesterday. We apparently have so many changes based on WIOA that we just overloaded the system with information and subsequently Adobe Connect locked down for about two hours.

Thank you so much for taking the time to watch this recording today. Obviously looking back on anything hindsight is 20/20 and looking back through the presentation from yesterday I've recognized a few things that I want to make a little bit clearer on the recorded version of this webinar so I do encourage you – and I'll show you here in just a minute – to go ahead and download the July 22 version of the PowerPoint which has a few little tweaks or added pieces of information that may make things a little bit clearer. Additionally, if you participated in the live webinar yesterday, you may want to go ahead and listen from the beginning of this one – I know it's a lot of information – to be able to hear all the information that's being presented in case there's anything new or clarified just a little bit.

SLIDE 2:

For those of you that participated yesterday, you noticed that there was a live Q & A option. Obviously, watching now on the recorded version, we're not going to be collecting any questions during the recording; however, there is a link at the end of the recording that you'll be able to submit question to. If you submitted questions yesterday – or during the live version of this webinar, depending on when you're watching this – we did go ahead and export what we had from when the server shut down; you may want to go ahead and resubmit your question to the Q&A link at the end of this webinar just to make sure we got it – but that is the Question and Answer pod that you see in the recording.

SLIDE 3:

Again as I mentioned earlier there's a newer version of the PowerPoint with a few tweaks – some fine points – a few points of clarification that I wanted to add in after yesterday – or during the live webinar rather, so again you may want to take a look and make sure you have the July 22 version of the power point download. SO there's two versions, both called "FINAL" – the first one wasn't quite final enough – so make sure you have the July 22 version of the power point.

SLIDE 4:

Finally, we've added links in this bottom pod on your screen to the final joint report template as well as the NRS tables we will discuss in this webinar for easy access. These are just useful documents for you to take a look at – kind of understand – because it helps you understand how we report information and subsequently why we have you report information in a certain way – so this sort of information that we'll be talking about during the webinar.

SLIDE 5:

So let's start with what we'll cover in this webinar. This is the first in what will be many webinars and trainings over the next year regarding the new accountability model under WIOA; it is simply an introduction, as there will be a need for many more trainings and updates over the next year. It's going to be a lot of information and we're going to do everything we can to get you this information.

Today we'll discuss:

A Timeline of events over the next year

Provide an Introduction of the final regulations related to performance and accountability for the Workforce Innovation and Opportunity Act (WIOA)

Give you a brief Introduction to the WIOA Joint Report Template

And finally provide an Introduction to the revised NRS tables

Again as I mentioned before this is definitely an introduction and an overview geared towards individuals who are already familiar with what the NRS or the national reporting system is – we are and will be working over the next year to develop some more introductory type of information that you may be used to seeing on the AIR website where the NRS is housed. Obviously a lot of their information hasn't been updated for the new WIOA accountability information yet so we want to make sure we provide materials to help you support your frontline staff as we roll out this new model.

SLIDE 6:

So let's first talk about the timeline of events.

The final regulations and revised reports were released on June 30, 2016; additionally, we released version 2.8 of TEAMS, which contained the new joint reporting elements required for WIOA.

For the remainder of the summer, we'll continue to roll out trainings and information related to the new requirements.

As you'll hear me discuss later in the webinar, this fall there will be a public Information Collection request regarding NEW NRS tables which will incorporate additional changes. We will participate in this process, which will include two public comment processes.

The anticipated release of those revised NRS tables (which would be used for next reporting year) is the Spring, though that is obviously contingent upon the department of Education (OCTAE) and AIR, who develops the NRS.

The next program year begins on July 1, 2017, and in October of that year, we'll submit our first joint report (which will cover data collected for this current program year). This is a big change, as, historically we've submitted our department of Education/NRS reports at the end of December; this means even more emphasis from us on timely data entry to ensure we have enough time to develop reports and run necessary data matches at the end of the program year.

SLIDE 7:

During this whole time, there will be additional TEAMS modifications, TEAMS trainings which will incorporate these modifications, and regular updates from TWC. We are in the process of mapping out changes to TEAMS, and we'll continue to update you on these changes.

SLIDE 8:

You'll see me refer to changes described in this webinar as "now" meaning changes already seen, and "future" meaning changes that may take longer to roll out or require more information for us to be able to roll out. During the first part of this webinar, please refer to the top right-corner of each slide which will indicate whether something being described is for "now" meaning it's happening right now or has already happened or something that maybe won't be happening until the "future" or may be a little bit different in the future.

SLIDE 9:

So, as we've mentioned numerous times, there's a lot of changes coming fast and furiously because of the new law; you all have been amazing at incorporating these changes into your daily practices, and we are ahead of many of our peer states in incorporating these changes. It's going to feel very overwhelming at times over the next year, and please just remember, our team is here to help. We're working diligently to learn this new content and get it to you as quickly as possible (for example, we learned some of the details of the new NRS just last week) so that you can absorb, ask questions, and incorporate this content into your programs.

SLIDE 10:

So, now I'll move into an introduction of the final regulations related to performance and accountability for WIOA. This is just that – an introduction. This webinar is targeted to individuals familiar with the NRS and performance and accountability under Title II, adult education and literacy. We will continue to roll out trainings for you, who are the leadership of your program, but also provide updated trainings for front line staff on these changes. Many of you utilize the trainings provided by AIR on the NRS; unfortunately, these trainings are not updated for the new accountability models. Thus, we're working to

provide up-to-date trainings for all your staff on the new model to ensure that accountability is understood from the ground-up.

SLIDE 11: (Hidden, not discussed)

SLIDE 12:

So let's start with some core principles of the new accountability model under WIOA, and the first of these is who is considered a participant.

SLIDE 13:

These definitions are in place now, and important for you to understand in running your program; WIOA designates a Participant versus a Reportable individual.

So, under WIOA, a participant for Title II is one who has received services other than the services described in § 677.150(a)(3), after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.

For Title II, when an individual in an AEFLA program has completed at least 12 contact hours they are considered a participant – so this is not a change from what a participant is currently considered.

Finally, Participants count towards accountability measures.

But under WIOA we also have reportable individuals. The easiest way to describe these individuals are those with less than 12 hours. These individuals are those for whom you've collected basic information for – and I clarified with the department of Education, this includes information on barriers to employment – so, the information collected as a part of the "PIRL" or "Joint reporting". These individuals are reported under demographic/characteristic reporting on our joint report. So, while these individuals don't count towards accountability measures, they are still reported.

SLIDE 14:

This really emphasizes why it is critical that you enter data into TEAMS immediately for all reportable individuals, as is specified in the assessment guide. There is a requirement around how quickly you must get information into TEAMS. TEAMS is not just for individuals with 12 hours; TEAMS is for reportable individuals.

So again, only participants fall into accountability measures, but reportable individuals are reported on the WIOA joint report. So again, really just stressing why it's absolutely critical that you follow that assessment guidance and continue to put those individuals who you begin services with, begin initial screening, things like that, into TEAMS in a timely manner.

SLIDE 15:

Next I want to discuss program entry and program exit.

SLIDE 16:

So, program entry is considered the date that a reportable individual enrolls in the adult education program. This date is, essentially retroactive, as an individual may enroll in services *before* becoming a participant. So for example, an individual may enroll in your adult education and literacy program – so, come to an orientation or an intake session, and not become a participant until September 1. The date of enrollment - the day–that they are considered in program entry – goes back to that July 1 date – the date they started those 12 hours. And this is consistent with how we do thing now, just important to keep that piece of information in mind.

Program exit is the last day of service. Program exit is also retroactive as this date cannot be determined until at least 90 days have elapsed since the participant last received services. So, for example, if a participant's last day of services is in May, 90 days must pass with no service to establish that as the day of exit. SO a participant stops services, 90 days' pass, then it's confirmed that those 90 days have passed beyond that last date, that last date that they actually participated in services becomes their last date of service/day of exit.

This also requires that there are no plans to resume services, otherwise known as a planned gap in service.

SLIDE 17:

So a planned gap in service, which is now a feature in TEAMS, allows you to indicate that an individual has a planned gap which will exceed 90 days (the point of exit). This allows you to avoid exiting the participant when there is a plan for that participant to return.

Examples:

Participant is enrolled in a class that begins more than 90 days after their last class

Participant is scheduled for progress test more than 90 days after their last service

Planned gaps cannot be *longer* than 180 days

If you use the "planned gap in service" feature, you need to indicate when service will resume, which needs to tie back to an actual class date, semester start, etc.

And finally, if a participant has a planned gap and does not return for services as planned, the date of exit is retroactive (to when they *would* have exited)

SLIDE 18:

So, let's look at an example; in this example, this individual has a planned gap that begins July 1 and ends October 15 (let's say they are scheduled to begin classes at that time)

But, the participant does not return, as planned, at that time

SLIDE 19:

The exit is applied retroactively, so will be calculated as their last day of actual service, not their planned next day of service (because they did not return).

This stresses the importance of regular check-ins with students and a specific process that moves the participants strategically through your program (not just "class has ended; come back next semester"); this is one thing we talked very specifically about at the quality model for student success meetings, and the need to think of a participant's services from start to finish, with finish being the achievement of a goal, not just the end of a program year.

SLIDE 20:

And this moves us into the next topic, period of participation. Periods of participation are a new concept for Title II, and differ from how things are currently calculated.

At a high level, periods of participation are times within a program year that a participant exit then returns. So exits – meaning there is a break in services, no plans to return, but then does return to the program. At that point, a new period of participation begins if that individual does reach 12 hours when they come back.

SLIDE 21:

So as an example:

Think of the program year, beginning July 1, ending June 30.

SLIDE 22:

A customer participates in service from July 1 through September 30, which is their last day of services; they do not participate in anything else, with no plan of returning, for 90 days, meaning that participant has exited on September 30.

SLIDE 23:

On February 1, the participant becomes a participant again from February 1 through May 20. This a new period of participation for this participant.

SLIDE 24:

So, this participant has two periods of participation in the program year. One that began July 1 and another that began February 1.

SLIDE 25:

This gets us into the "future" versus "Now" conversation. So, in general, period of participation, for our state, follows these guidelines.

Generally, WIOA provides that States/Programs are accountable for performance outcomes for each Period of Participation.

This relates to outcomes only. Participants Served counts are unduplicated across the PY so that each Participant only counts once no matter how many Periods of Participation they have during the PY.

This means that each time a person becomes a Participant within a program year, they will be included in the Measurable Skills Gain measure.

This also means that States/Programs will be accountable for the Exit-based outcome measures nearly every time a Participant Exits on the following measures (even if the person exits more than once during the reporting period):

Employed 2nd Quarter

Employed 4th Quarter

Median Earnings 2nd Quarter

Credential Rate (for those who were at the 9th grade level)

There are limited circumstances in which a Participant would be removed from performance including if at exit or during the 4 quarters that follow, the Participant was deceased, institutionalized, hospitalized for a period expected to last more than 90 days, or recalled to active military duty for a period expected to last longer than 90 days.

So, the period of participation concept is very new; we're used to thinking of things in terms of the beginning of the program year and the end of the program year, but the period of participation essentially creates mini program years if you have a participant who enters then exits then enters then exits within a program year.

The period of participation is complex and a very new concept and we'll be doing some very specific trainings on this topic to help folks understand exactly what that means for your program.

SLIDE 26:

But in terms of what this means for you now, and what this is going to mean for you in the future -

We will use these periods of participation, as outlined, on our statewide reports for PY'16-'17 –so the report we will submit for the program year that just started. But, obviously, current contracts don't calculate targets this way, so for example, you don't get credit for a participant who enrolls in multiple services, or in other words, may have multiple periods of participation; that individual doesn't count as multiple participants for your program, and that will probably never be the case.

But in terms of your contracted targets and things like that, there needs to be some modifications of the targets under the new contracts that address how the periods of participation work, what's expected, etc. So, future contracted targets will address this requirement a little more specifically in the calculation of participants, and further TEAMS will be modified to address period of participation in this manner. So, right now, TEAMS wouldn't automatically for two measurable gains, in a year, but in the future, that will be the case; if a participant has 90 days of inactivity with no planned gap, TEAMS would then automatically calculate the two different periods of performance.

So, again, we have some current things that are happening and future things that are happening; our division of operational insight is working to develop all the reports outside of TEAMS to make sure we calculate periods of performance in this way, and then we will continue working on modifications in the system so that you're able to see for each participant, not just that they are a participant, but that they've had a certain number of periods of participation.

SLIDE 28:

So I want to move away from periods of participation; again, that in itself is a lot of information, keep in mind we will continue talking about that – I imagine a lot of questions will come forward on that, and that's great; think of very specific examples that really helps hash out specific need for your program.

I want to move into measurable skills gains, which offers one of the biggest shifts for us under a huge shift under WIOA.

SLIDE 29:

So, WIOA allows for 5 types of measurable skills gains.

*Secondary Diploma/ Equivalent

Secondary or Post-Secondary Transcript

*Educational Functioning Level Gain

Progress towards a milestone – predetermined within an employment/training context

Or the passing of a technical or occupational knowledge based exam

Within Educational Functioning level gain there are actually three ways to count a gain (so, essentially, there are 7 MSG methods):

Pre/posttest, as we are used to

Completion of Carnegie units (we don't do this in Texas; this is for adult high school diploma programs, which are not authorized in Texas)

And Program exit with entry into postsecondary education *in the program year* which we'll talk about in a minute.

Now, you'll see I've noted that those items with a star/red are those used in title II at this time. The limiting of options for measurable skills gains is not in the law – the limiter was provided by OCTAE and AIR, so we're continuing conversations with the department of Education as well as Labor on this topic, and will take opportunities for comment when the new draft NRS tables come out in the fall. For the purposes of this webinar, at this time, we'll be talking about the currently approved methods for title II. But please know that we are continuing conversations about the other methods listed on here in the blue-green color because these are methods allowable under the regulations, and we want to make sure that we are affording our programs as many opportunities as possible towards measuring outcomes as is outlined or expected in WIOA.

SLIDE 30:

So, again, to outline what is currently allowable

At this time, there are two options (think of the middle row of the previous image) for MSG for title II

One of those options, EFL gain - has three options within it: Comparing the participant's initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test – the way we're used to measuring educational gains.

States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units. (**we don't do this in Texas**)

Finally, States may report an educational functioning level gain for participants who exit the program and enroll in postsecondary education and training during the program year. I want to stress that – participants must exit (meaning 90 days no activity) then enroll in postsecondary before the end of the program year for this method to count. Meaning, a participant would need to first exit – meaning 90 days would need to go past that point to determine yes indeed that participant did exit, and then be enrolled in postsecondary education and training before June 30.

Again, this is something we've been thinking through some specific program models where this would work; some program models where this would be available, so, please look for us to have subsequent webinars in this series with a practitioner focus of what do these things really look like in practice.

So, again, educational functioning level gain with those options are one way to calculate a measurable skills gain.

Finally, the next option, and this one a lot us were very excited about - achievement of a high school equivalency from any grade level, this is an important distinction we'll make for credential obtainment later in the webinar. But for measurable skills gain purposes, if a participant gets that high school equivalency from any level you can count a measurable skills gain. So, gone are the days where you have to give an individual a progress test after they've already passed the high school equivalency exam. So this is great news for us and big win for our participants to avoid death by testing.

SLIDE 31:

So for those that are like me, more visually inclined just a rundown of what this means.

So, any participant – so this is an individual with 12 hours and a baseline assessment – they will need to have some of measurable skills gain in the program year. This means either an EFL gain which would be a post-test like we currently do, or exit then entry into postsecondary in the program year – so again, this is someone who leaves adult ed, calculates an exit, then entry in postsecondary education prior to June 30, OR a high school equivalency. So, right now, under our program, under title II, this is how a measurable skills gain can be counted. Again, if you think back to the image we looked at a minute ago, there are other ways that can be calculated on the joint report for other titles. We at this time are exploring – trying understand why OCTAE decided to limit these options for adult education programs and will continue to update you on those conversations.

SLIDE 32:

So I now want to move into employment indicators and this is another pretty big shift for adult education and literacy programs in terms of how these indicators are reported.

SLIDE 33:

So as you may have heard me mention if you've heard me talk at any of our events this summer, there's no longer this entered employment, retained employment based on different denominators that we had in WIA. There is simply, is the individual employed in the second quarter after exit and are they employed in the fourth quarter after exit, and what are the median earnings in the second quarter after exit for individuals in unsubsidized employment. So, again, three performance indicators for our participants. So here's some important information on employment indicators for WIOA.

There is no "entered employment" or "retained employment" cohorts under WIOA. It's just "are they employed in quarters 2 and 4 after exit?".

And understanding the cohorts is really important for understanding this next part – so all participants are in this measure, - there's no cohort per say, and all participants are in this denominator when they exit the program regardless of their employment status at program entry

So, using the "not in the labor force" indicators used to pull them out of performance for this indicator – that is not the case under WIOA. Any participant in your program with the exception of a few that I'm going to talk about in a second are in this denominator.

Yes, this includes participants who do not have an SNN. So again, putting participants not in the labor force or failing to put an SNN does not pull them out of the denominator for this measure.

It's very very very important that you understand the definitions of Employed not employed not in the labor for employed but received a notice of termination under WIOA. These definitions may read or have some different components then you may have thought under WIA so it's really important to take a look at the assessment guide, take a look at those regulations that are in appendix I and understand what these various statuses mean.

So for adult education and for all programs the only exception for participants to not be included in this measure so as we talked about at the quality models for student success we discussed the exception reasons the exception reasons are if the participant is found to be deceased if the participant is found to be incarcerated institutionalized hospitalized or were called to active military duty for a period Expected to last longer than 90 days. It doesn't matter what status that individual has a program entry in terms of employment – employed, unemployed, not in the labor force, employed but received notice of termination. It doesn't matter – those individuals, upon exit, will fall into this measure.

Another important thing to understand is incarcerated individuals/for an incarcerated individual if that individual is released prior to program exit they are in the denominator. So this really gets us into talking about things like reentry programs things like that that will be talking about as we discussed more program specific implementation of WIOA add over the next year but again if their status at exit if any of the statuses apply that participant falls into the employed indicator. So again gone are the days where if an individual is not in the labor force so has that as an employment category is not included in the denominator.

SLIDE 35:

I know one of the concerns for employment are those who either lack an SNN, or who may work for an organization with less than 20 people, or are self-employed.

WIOA provides for some alternatives to traditional data matching, but these options present their own challenges. For instance, doing follow-ups requires retaining contact with a participation for at least a year after exit, depending on the quarter of exit.

We are working to add options for other types of reporting in TEAMS prior to the end of this program year.

So, again it's important for you to understand what data sources are looked at for that employment measure.

SLIDE 36:

So I now want to move into credential attainment.

SLIDE 37:

I want to talk a little bit more about this, the secondary credentials attainment so this is the high school equivalency is limited to participants who exit and began the program year at or above 9th grade level and who did not previously process a high school equivalency. This 9th grade limiter is very new for us. Right now and I got a side by side in a minute here, the high school equivalency attainment in terms of who falls into that denominator, there is no requirement for credential attainment for those individual regardless of where their skill level falls. So an individual is in the denominator simply by picking all sections of the test, exiting, and then earning that credential.

Under WIOA those individuals are only in the denominator if they have a grade level or are starting at a grade level equivalency at or above the 9th grade level. Additionally, the post-secondary education attainment measure, so this earning a post-secondary or training credential is limited to participants who exited and were enrolled in either post-secondary or education and training program, we are going to talk about this one here in a minute. Because this one has some new nuisances that to be honest based on the revised NRS tables we are a little perplexed about a few of those pieces. This is a little bit different than how this is measured in the joint report, so we are having discussions about the second one, but we will talk about that in a minute.

Slide 40:

I want to go back to high school equivalency, this is the side by side I was talking about. Under WIOA after the cohort methodology went into place which was in 2012. The denominator for high school equivalency so as a credential were individuals who enter lacking a high school equivalency or diploma took all sections of the high school equivalency test and exited. Participants were in the numerator if they earn that high school equivalency by December after the end of the program year. Under WIOA the denominator are individuals who lack the high school equivalency diploma, test at or above the 9th grade level at program entry.

We don't know if this is a domain of significance or if this is any level and OCTAE does not know the answer to that question either. We asked them that question and they said they had not thought about it. We do not know what that means as soon as we find out we will let you know, but right now that is one of the conditions of being in that denominator. So it would essentially not include anyone who test at or below the 8th grade level. So individuals who are testing into that 8th grade level are not included cannot be counted towards credential attainment even if they earn a high school equivalency at that level. And then finally those participant must exit.

For the numerator, that high school equivalency must be earned within one year of exit and they must be enrolled in a post-secondary or training within one year after exit or must be employed. So again you added on this additional caveat that individuals can only earn this credential if they then subsequently are enrolled in a post-secondary & training program or are employed within a year. This really kind of changes how we report his information. For instance, we can't report credential attainment for this year for anyone who gets high school equivalency because we have to do a follow up a year later, a year after exit to determine if they are employed or enrolled in post-secondary education or training. One of those must be met for us to report that equivalency information. So again some big changes to how we historically done things in the past.

Slide 41:

So that concludes kind of the overview and believe it or not that is the high level introductory version. A lot of information, I know. But I want to move into the actual reporting template and reporting tables. Again these are not table that you ever report to us on, but these are tables that you are used to or familiar with seeing things run. For example, in TEAMS you are used to the old NRS table, and it's important to know how that data is collected how that data is reported. Because it helps you understand why you subsequently collect the info that we collect. Report the info we report, look for the outcome we look for within your program, things like that.

SLIDE 42:

So I am going to be talking about 2 reports here, the WIOA joint report and the NRS table. The WIOA joint report is a common report format filed for every single program, this includes info on barriers to employment. For those of you that are familiar that have attended the sessions over the summer this would be what you would refer to as the PIRL. All of that information goes into the WIOA joint report. The NRS tables are just a supplemental report that we submit to OCTAE, the department of education. In addition to our WIOA joint report. Right now those tables are not completely aligned the law, are definitions from the law.

For example, I talked about the measurable skills gain and how they placed some limiters on Tittle II program, and there is other disconnects there too. We are looking very closely at these. We are communicating what the department of education trying to get clarity understating about why they might have done things a certain way. We will continue to keep you all in the loop of that information to how things are aligned. This is important when you are communicating with your partners from other programs, because again the goal of WIOA is to align performance and accountability and obviously when we have things which are out of that alignment that creates additional challenges. So we really pushed and will continue to push the intent of WIOA. But just keep that in mind, when we go through these various tables.

SLIDE 44:

I want to start by talking about the joint report, again we TWC are required to submit the NRS tables as well as the joint report to the feds. And the joint report is where all that information about barrier or the PIRL is contained. This combines reporting for joint accountability measured across all titles so every single title will use the exact same format for the joint report to submit data. It won't all go into the exact same report, but it's the exact same format which then gets submitted.

You can review that template here if you want to take a look at it just to see what it looks like. This is just kind of a screen shot and one thing that is helpful that you understand is that each of the blue numbers that you will see on that report refers to a definition that could be found starting on page 6 or appendix b. it helps to print it out and take a look at this in terms of those definitions and those definitions describe what information goes into the actual report itself.

Again interesting to kind of look out understand and you will see this is the report that is aligned to the WIOA accountability regulations under the law.

SLIDE 46:

You will never submit data to us in this fashion, but again it's important for you to understand the measures and the definitions. The joint report is common among all titles, however as I mentioned a few times is that Title II has inserted some limiter to that, so we are currently working to make sure that we are clear on their account or the NRS table. Finally, that joint report data is what gets used in our agency goal setting or retargeting setting so it's very important information that gets submitted. Its where those various barriers for employment get submitted which when subsequently are used in the subsequent model that target based on, to put it most simply how difficult your population your serving is to serve.

SLIDE 47:

I want to talk now about the NRS tables this is going to be probably one of the more jarring things you are very used to certain tables in TEAMS. You are used to certain tables in TEAMS, those tables are essentially not the tables anymore. We obviously will be working to update those tables, one of the first updates a not name then the NRS tables because they aren't the NRS tables anymore and we don't want there to be any confusion the other added challenge we have is that in all the tables now or many of the tables now there is follow up data that we won't have right away.

For example, you are very used to having your educational functioning level games measured in real times as soon as that data is in the system that is no longer feasible. Because there are methods in the educational functioning level gain and the overall measurable skills gain that require either some type of data match or follow up data that we may not get in real time. So we again will provide you as up to date information as we have outside the system, we will work to incorporate as many data matches that we have in real time into the system, but there will be instances where you will not have info related to how performance is measured at real time as you are used to having it.

SLIDE 48:

In general, regarding the NRS, this is how we TWC submit our performance to the department of education. These tables were provided based on meeting minimum requiring of the law regulations. As I mentioned previously though there are aspects of the tables which don't quite meet the laws of regulations for the definition of the regulation so they did the minimum, but there are still some aspects that are not quite aligned. And we are hearing conversation with the department of education on why there is misalignment if there is an intent for that misalignment to be corrected in the future.

As I mentioned at the beginning of the webinar additional revisions will be out for public comment in the fall and then released later next year. I got a link on this slide to those tables, there is also a link in the web link box or pod on your screen. One important thing to note which is visually just right away one of the main differences is that all the educational functioning levels are now listed as numbers not as levels. This in part because of the revised level descriptors which will go into effect as soon as there is assessment that are aligned to those new descriptors, but there is some difference that collapse some of the levels so the level names that you are used to are gone. Those are now level numbers.

The other important that could get a little bit confusing is that ESL A not ELA language acquisition except when referring to the program type. So you have probably noticed us moving to the term analogy English Language Acquisition that is consistent with WIOA Title II and Tittle II regulations. In terms of English Language Acquisition versus ESL as a level it was the decision to retain ESL when referring to

the level of a participants so ELS level 1, ESL level 2, ESL level 3. Then ELA when refereeing to the program type, so an ESL participant participates in a ELA program, could get a little confusing. Again just kind of associate one, associate level one, associate to the program type and you will see that in the tables.

SLIDE 49:

I'll start with table 1, again you notice right away we got the levels to refer to the foot notes and things like that. Obviously you want to visit the actual tables themselves, get familiar with the footnotes that are listed. In terms of the differences of the changes in this report and just the you know we internally develop the side by side, which I hope to be able to send to providers which essentially says here's the old table here's the new table. You can look at them very clearly together, if it's something you want to be very familiar with. This PowerPoint will also be helpful in kind of see what the major changes are.

SLIDE 50:

Again for table 1 those levels are numbered not named that's really the only changes for table one in terms of how this is laid out.

SLIDE 51:

For table 2, participant by age, ethnicity, and sex.

SLIDE 52:

The big change is that they have now slip 2 of the age category grouping from 45-54/ 55-59 this used to be one particular grouping. That really is the big change on this particular table for a participant.

SLIDE 53:

Table 3 is quite a bit different, first off obviously they broken out the age categories.

SLIDE 54:

But the big change is the program type that we are used to seeing, so you will see right away as I mentioned previously ABE, ASE, and then ELA as the program.

SLIDE 56:

It now asks us to do is for each of these categories we then break out how many of the participants in that particular program type are now integrated education and training participants or participating in an integrated education & training program. This particular TABLE used to be ABE, ASE, and ESL it's now ABE, ASE, ELA in which language acquisition and then integrated English literacy and civics. El CIVICS historically was only reported on our states narrative report. This is the first time we will actually be reporting that data as a part of our other NRS tables. That's a big thing for us, you will see that change obviously we already collect data in a way that allows us to do this very easily, so no huge changes for you and that is accomplished.

The other things are that English's Literacy Language, Civics education section 243. Activities which is why there is activities that are specifically broken down when you report them. As opposed to you providing English literacy civics activities with your other types of funding which will fall into this category right here. So a little bit different but important to understand and important to understand to break out our IET activities, rosters, and various program types.

SLIDE 57:

As I mentioned previously IET is a sub set, for example if 324 individuals are in IET, 34 of those are maybe participating in IET. Again you will never report information this way, but as you use that data it may be important for you to understand how that information is reported, you can better understand why we collect it.

SLIDE 58:

The biggest change and the one that will create probably the most heartache has to do with the measurable skills gain, obviously measurable skills gain is such a different way of measuring things then what we have been used. As such the table will be very very different.

As I mentioned previously, one of the 1st things well do in the tables in TEAMS is to simply rename. For example, table 4 which currently only measures education functioning level as a pre-posttest will be renamed to basically that, because that is all it measures now. It's not an indicator for our measurable skills gain which now include many other options for measurable skills gain.

SLIDE 59:

You'll think back earlier on the webinar measurable skills gain now include secondary diploma or equivalent. Or education and function level gain, education function level gain can be either a pre-posttest. Completing of Carnegie units which is now using Texas and then program and trained upon secondary. For us we will obviously be able to use this one. So secondary diploma and equivalent so pre-posttest so we can actually update Table 4 to include that information to see how you are doing on Measurable Skills gain.

One thing we cannot do is put in that measurable skills gain table is that program exited in an entry is that postsecondary education because that's not data we get except for once a year. Even if we do start to receive that data more frequently and made 5 specific levels, we will still have the added challenge that there is a delay on how what information gets reported. So while high school equivalence information gets recorded pretty regularly nightly data match with TEA. This info does not get reported as regularly to the Texas Higher Education force, so while we will update table 4 in TEAMS. That table will never truly reflect your final measurable skills gain.

We understand the challenge in a day to day running of a program and understand that there is only so much you can do if you don't have all the data. So we are working on developing some strategies which well get some feedback on related to what type of information would be helpful in at least projecting certain measurable skills and things like that. So please understand, I am personally being very well aware and we are all very well aware that you need and are used to be able to run your program with very regular data being available. This will be a challenging year as we try to incorporate all these changes, but

also incorporate that changes knowing that we are going to have run our program with slightly different information being available on a regular basis.

SLIDE 60:

In terms of the tables itself obviously the numbers are now numbered.

SLIDE 61:

In terms of the columns, number completed level and number completed level in advance one or more level has now become number who achieves at least one educational functioning level gain. And number who attained a secondary school diploma or equivalent. So you are either getting an ESL gain, which again can either be a pre-posttest or exit and then enter into post-secondary education and training in the program year or a secondary school diploma or its equivalent.

Two separate columns in terms how things get reported in each column and who goes into which column is a participant who gets both of these things is whichever one was achieved the most recent to the end of the program year or last in relation to the program year. So you can't get 2 measurable skills gain for a single participant. Unless that participant has 2 periods of participation, which we talked about earlier in the webinar. You will also notice that there is a period the participation of measurable skills gains towards the end of the table. Which has to do with participants that have more than one period participation within the program year and one period participation with a measurable skills gain.

SLIDE 62:

Table 4B is actually probably a lot more similar to table 4B that we are used to as it only includes pre-posttest to participants. So this is an individual to earn that education function level gain with a pre posttest.

SLIDE 63/64:

So this table while it has changed a little bit the levels are now numbered and there are no more numbers completing a level in advance more than one level is simply that got in. This table in general since it is focused on just those with the pre-posttest have not changed that much and it will continue to be very useful for you to see of those that you are getting a progress to. How may are making a gain, are you being effective with your educational instruction?

SLIDE 66:

Table 4B is essentially identical to table 4 but it's for participants in distance education so in terms of what changed that old column and that new column are identical to the changes that are found in table 4. This table is only for participants in distance education, again these are participants who are considered distance education participant, meaning half of their hours are proxy hours.

SLIDE 67:

Table 5 has been patted for the core follow-up achievement measures so the new measures the new waking are calculated you got your various measures here and your employment measures your obtained

secondary school diploma and enrolled with in post-secondary training with in one year, attained a secondary school diploma are employed with a year.

SLIDE 69:

Then this last one I want to talk a little bit about that I'll talk about that second point here in a minute, but I want to talk about the attained secondary credential while enrolled or one year of exit.

SLIDE 70:

This is another one that we are talking to the department of education about. As what the actual measure is, is inconsistent with what it said in the foot notes. Which actually states that the only individual gets reported in this measure are participants who are enrolled in IET programs. Meaning if you had a participant who transitioned upon secondary education and training and then earned a post-secondary credential you would not get credit for that credential. You can only get credit for that participant who are enrolled in integrated education and training program so actually they really got rid of this. We don't know why, that's not the way it's written in WIOA, so again we are trying to get some clarification on why they done that why they limited to that way. We don't want it to be limited that way we want you to receive credit if you do the incredible work of transitioning the participant into post-secondary training not in a IET program and those participant earn a credential. But right not the NRS report is limited to that on the actual reported thing.

SLIDE 69:

The piece that I skipped over here has some again very important information related to our old table 5.

So if you are familiar with the old table 5, the old what was called the outcome measures all of those measures where waited. Based on those measures where waited. Based on the # valid SNN that were present, so essentially a data match was run and then the results where then proportionally waited based on the proportion of the valid SNN or available SNN that were available. That is gone there is no waiting. So this feels with all of this measure, so again there will be a big change in how those outcomes look because of the proportionality and waiting has been removed, meaning that if a participant if you are not able to verify something and follow up.

For example, employment because of a missing SNN or invalid SNN or unable to do one of the follow up measures or method that is zero outcome. That participant is no longer part of the waited group of individuals who do not a valid SNN, who do not provide an SNN in the system. So a big change again I encourage you to look at this table side by side with the old table 5. If you are looking for the table those are available in the current or skyline which are still on the NRS website. As I mentioned before we developed a side by side that we are going to send out but take a look at what those look like.

SLIDE 71:

Table 5A, not much different with the exception of this is just for participants in distance education so again much like table5 but for the participants that are in distance education.

SLIDE 73:

Table 6 has to do with participant status and program enrollment. Again some important differences or some changes. Some of the status categories have been dropped from this report which is interesting because some of those categories actually exist in the joint report for example disabled was dropped on here, but exists in joint report we are not quite sure why.

SLIDE 74:

Optional secondary status categories have been dropped, again this just has to do with the alignment of this to the common data element. Program types of homeless and work based learner have been dropped This changes high school or GED to high school equivalency to some college to post-secondary education and high school to high school secondary or secondary high school equivalent rather.

This table and I will tell you important to note in TEAMS is not correctly matched to the new options for highest degree of level completed so that is one change, very important change that will need to be made to this table. If you were to run it in TEAMS, you would get some funny results that don't match at all. What the status currently looks, obviously you will see the new WIOA status of employment up here at the top.

SLIDE 75:

Table 7, no changes to how the table exists under WIOA.

SLIDE 76:

Table 8 is an optional table I will verify this I don't believe we report this but this is essentially table 5, but for participants who are in family literacy program.

SLIDE 77:

this is the rest of table 5 which also has some additional information related to activities or outcomes within table 8.

SLIDE 79:

Table 9 is also optional and for table 8 and table 9 and I am verifying this and I apologize that I do not know this in time for our webinar. Verifying with our division of operational insights. Right now program often report secondary outcome measures and they also do self-report achievements. I believe for sure that self-reporting achievements are gone we don't report those anywhere. There is no need to do them, so you will make sure that there is clear guidance on that but I will also verify for these to again provide clear guidance for those of you, weather we are reporting the tables. The optional tables when we report at the end of the year.

SLIDE 80:

Table 10 has to do with outcome in correctional education programs. Again its essentially table 5, but for individuals that are in correction. In addition, it also adds the measurable skills gain option so it basically table 5 with the measurable skills gain added. Table 14 which is local grant used by funding source again this kind of shows the breakdown of funding across different entity types. This table is another one I can

confirm if you are to run it right now in TEAMS is going to be very inaccurate its data that we actually have to manually enter because we have broken the connection of TEAMS to the system that they used to TVA. That filtered all the financials to the particular report.

SLIDE 83:

In terms of what changed, the column essentially includes now integrated English literacy & civics so it shows the number of providers that are proving integrated English literacy & civics programs. Obviously for us right now all of our grant recipients are providing Integrated English language literacy & civics, but within that the providers may not be the only source.

SLIDE 84:

So that is a summary of the table changes again it's a lot information, I encourage you to take a look. Look through the new tables, but also be comfortable again as I mentioned earlier that some of the facts that some of these things may take a while to show up for you to be able to see in TEAMS and sometimes you many never be able to see in TEAMS or be able to see in TEAMS on a timely basis, because they do require that follow up data match from various participants. As I also mentioned earlier this is a lot of information, this is an introduction to all of this year's changes, we will continue to go over the information. I encourage to go through this again watch it again. Kind of understand, go through the information and write down you questions so that you can ask those to us. So that we can provide an FAQ.

I wanted to say thank you to our division of operational insight that is our department which manages all of our performance for our entire agency the director, Adam Leonard, is the one that fights consistently on our behalf with the department of education related to our target. Fight may be the wrong worn, but really is a champion on our behalf for the department of education and for our target. For making sure that we have all the opportunities in the world related to our performance and the opportunity provider in WIOA. Then his amazing team, which work to run all of our performance, provide us tools, templates, and things like that to use to manage our day it day program. So I wanted to thank them very much they were instrumental in making sure I said everything correctly on this webinar, hopefully everything is correct. But they will continue to support us and provide guidance and things like that into managing our performance under WIOA.

SLIDE 85:

Finally, we have a survey for questions. Again if you submitted question to the original webinar we exported what we could. We are not sure when things officially collapsed so I do encourage you to submit questions on the survey monkey link so that we can put it onto our QA. And look forward to gaining a new discussion about changes under WIOA.

So thank you so much for your patience in sitting through this and look forward to working with you all over the next year.