UNDERSTANDING THE NATIONAL REPORTING SYSTEM AND REPORTING REQUIREMENTS

Kathy Olesen-Tracey
Senior Director for Adult Education and Literacy

Rupa Sameer
Director for Adult Education and Literacy

Ijedima Okaduwa
Adult Education Data Intern

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tell me more >>

The Purpose of Adult Education

The Student's Journey

Performance Metrics

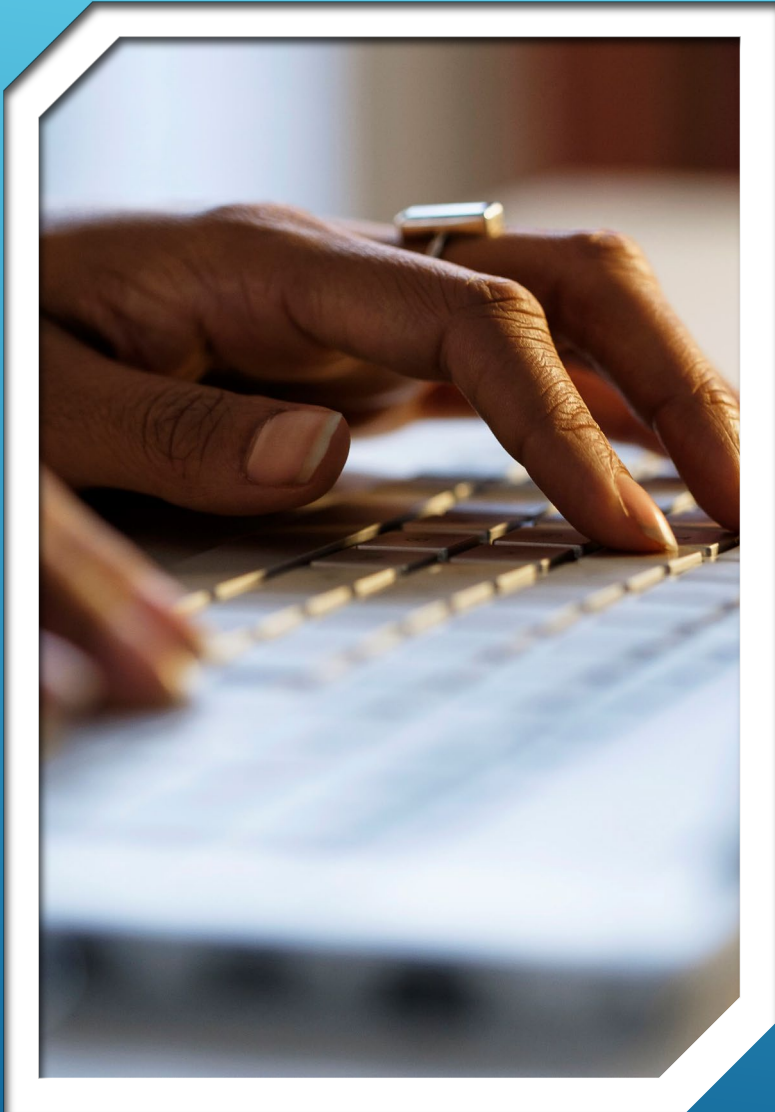How Is This Mapped in DAISI?

MSGs

Next Steps and Data PD

AGENDA

The Purpose of Adult Education

Discuss the following:
- What is our mission and vision in Adult Education and Literacy?
- How do our data collection practices connect to our vision and mission?

Understanding the ***What*** and the ***Why*** of our Data Collection Practices will help improve our processes.

- DAISI connects data and action: Continuous Improvement

- Our students are more than numbers and the data tells us their story and identifies the program's health.

THE ADULT EDUCATION AND FAMILY LITERACY ACT & WIOA

The Adult Education and Family Literacy Act (AEFLA) supports programs that help adults get the basic skills they need including reading, writing, math, English language proficiency, and problem-solving to be productive workers, family members, and citizens. **AEFLA is authorized as Title II of WIOA.**

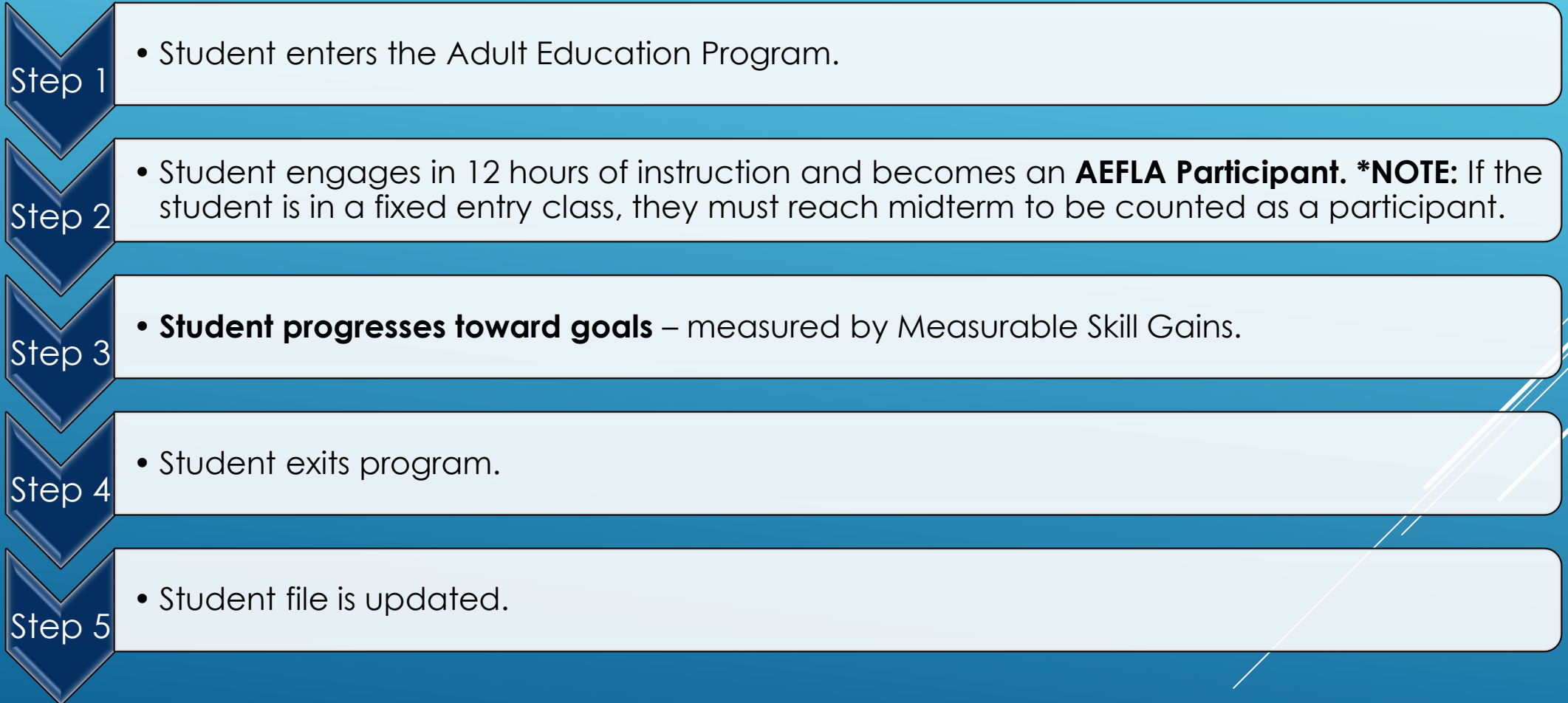Title II provides states with funding for a variety of services to

- ***help adults develop basic skills*** (e.g., reading, writing, math, English language acquisition),
- ***transition students to postsecondary education and training, and gain employment***.

The adult education, English language instruction, and integrated education and training that WIOA Title II supports can open doors to career pathway programs for those with low skills or limited English abilities.

DATA MAPPING THE STUDENT'S JOURNEY

DATA IS A PART OF THE STUDENT'S JOURNEY FROM ENROLLMENT TO COMPLETION

Step 1
- Student enters the Adult Education Program.

Step 2
- Student engages in 12 hours of instruction and becomes an **AEFLA Participant. *NOTE:** If the student is in a fixed entry class, they must reach midterm to be counted as a participant.

Step 3
- **Student progresses toward goals** – measured by Measurable Skill Gains.

Step 4
- Student exits program.

Step 5
- Student file is updated.

KEY TERMS FOR WIOA AND THE STUDENT JOURNEY THROUGH ADULT EDUCATION

WIOA

- **Program entry** – the date of an individual's enrollment in the adult education program or services.

- **Reportable individual** – an individual who has demonstrated an intent to use program services and who meets reporting criteria but has achieved less than 12 contact hours.

KEY TERMS FOR WIOA AND THE STUDENT JOURNEY THROUGH ADULT EDUCATION

WIOA

- ▸ **Participant** – A student has 12 or more contact hours.

  - ▸ **Measurable Skill Gains (MSG)** – WIOA performance indicators: educational functioning level gain, entry into postsecondary education after program exit. MSG, receipt of a secondary credential, and completion of an ICAPS.

  - ▸ **Credential attainment indicator** – Consists of (1) postsecondary credential attainment for participants co-enrolled in adult and postsecondary education or (2) attainment of a recognized secondary school diploma, with employment or entry into a postsecondary education or training program within one year of exit.

KEY TERMS FOR WIOA AND THE STUDENT JOURNEY THROUGH ADULT EDUCATION

WIOA

▶ **Program exit** – the last date the participant received services and has no further services. *Program exit cannot be determined until at least 90 days have elapsed since the participant last received services.*

▶ **Period of participation** – begins each time an individual enters adult education and gets at least 12 hours of service. *Performance is measured and reported on NRS tables for each period.*

THE JOURNEY BEGINS: STUDENT INTAKE

Think about why students come to the programs and the factors that might prevent their participation.

- Why are students coming to our programs?

- Why are students not coming to our programs?

LOCAL MAN OVERCOMING ILLITERACY

LOCAL MA...ACY

BARRIERS TO EMPLOYMENT

- ▶ Are demographic measures that may affect a participant's ability to obtain employment after exit
- ▶ Are defined by WIOA
- ▶ Identify participants with barriers who may require additional or more intensive services
- ▶ Are collected at intake and reported for each PoP

THE 11 BARRIERS IN WIOA

✓ Requires a conversation at intake to identify wrap around services needed for each learner.

- ▸ Displaced homemaker
- ▸ English language learners, low literacy level, cultural barriers
- ▸ Exhausting Temporary Aid for Needy Families within 2 years
- ▸ Low income
- ▸ Migrant and seasonal farmworker
- ▸ Individual with disabilities
- ▸ Single parent
- ▸ Ex-offender
- ▸ Homeless or runaway youth
- ▸ Long-term unemployed
- ▸ Youth in foster care or who has aged out of the system

DATA COLLECTED DURING STUDENT INTAKE

- Social Security Number for data matching
- Name (Let's pause and talk about this!)
- Student Status
- Barriers to Employment
- Co-Enrollment with WIOA Core Partners
- Student Goals

Student Intake information can also be found on the FY24 Provider manual Section 5: page 40.
FY24 Provider Manual.pdf (iccb.org)

Barriers to employment information can also be found on the FY24 Provider manual page 9.
FY24 Provider Manual.pdf (iccb.org)

Adult Education and Literacy Student Intake Form for FY_____

Information provided will be kept confidential in accordance with the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380)

Referral from WIOA Core Partner or One-Stop? ☐ Yes ☐ No   **If Yes, Name of Referring WIOA Partner/One-Stop:** _____

Social Security #: _____   **Last Name:** _____   **First Name:** _____

Middle Name: _____   **Date of Birth:** _____   **Sex:** ☐ Male ☐ Female

Marital Status (Check One): ☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Unknown

Are you Hispanic or Latino? (Or, are you of Spanish origin?) ☐ Yes ☐ No

Are you from one or more of the following racial groups? (Select All That Apply – required if student is not Hispanic nor Latino).

☐ American Indian or Alaska Native   ☐ Asian   ☐ Black/African American   ☐ Native Hawaiian or Other Pacific Islander   ☐ White

Please identify your primary racial/ethnic group (Select One).

☐ American Indian or Alaska Native   ☐ Asian   ☐ Black/African American   ☐ Native Hawaiian or Other Pacific Islander   ☐ White

English is a Second Language? ☐ Yes ☐ No   **If yes, please record Native Language:** _____

CONTACT INFORMATION

Address: _____   **City:** _____   **Zip Code:** _____

Home Phone #: _____   **Work Phone #:** _____   **County of Residence:** _____

EDUCATION/EMPLOYMENT

School Type: ☐ US Based Schooling   ☐ Non-US Based Schooling   **Month/Year Last Enrolled:** _____

Number of School Years Completed (Please check one of the following):

☐ No Schooling ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10

☐ Grade 11 ☐ Grade 12 ☐ HS Diploma or Alternative Credential ☐ GED or other High School Equivalency Certificate ☐ Some college, no degree

☐ College or Professional Degree ☐ Unknown

U.S. High School Equivalency upon entry? ☐ Yes ☐ No | **U.S. Diploma upon entry?** ☐ Yes ☐ No

If employed, what is your occupation? _____

STUDENT STATUS

Please check one: ☐ Not Disabled ☐ Documented Disability as Defined by ADA ☐ Chooses Not to Disclose

Do you live in (Please check one): ☐ Rural Area ☐ Urban Area with High Unemployment ☐ Neither

How did you hear about the program: ☐ One-Stop ☐ Employer ☐ Other

Please check one of the following: ☐ Not in the Labor Force ☐ Employed but received notice of Termination or Military Separation
(Required)
☐ Unemployed ☐ Employed Full-Time **If employed, hours per week:** _____

Do you receive Public Assistance? *(Required)* ☐ Yes ☐ No **If yes, Public Assistance Number:** _____

Barriers to Employment Information: ☐ Displaced Homemaker ☐ Low Income ☐ Individual with a Disability ☐ Ex-Offender
(Please check all that apply)
☐ Homeless Person or Runaway ☐ Youth ☐ Single Parent
☐ Youth in Foster Care/Aged out of System ☐ Long-Term Unemployed
☐ Migrant and Seasonal Farmworker ☐ Exhausting TANF within 2 years
☐ English Language Learner, Low Literacy Levels, Cultural Barriers

Please check all that apply: ☐ In a Correctional Facility
☐ In a COMMUNITY CORRECTIONAL PROGRAM
☐ In OTHER INSTITUTIONAL SETTING

Student Goals:

_____   _____   _____   _____
Intake Signature   Date   Student's Signature   Date

Let's Discuss

Q1: How do you capture required data?
Social Security Number for data matching.
Name (Let's pause and talk about this!)
Student Status
Barriers to Employment
Co-Enrollment with WIOA Core Partners
Student Goals

Q2. How do you capture data to address student goals and move through the education process?

Q3: How do you use Barriers to Employment information?

Student Intake information and Barriers to Employment can also be found on the FY24 Provider manual.

UNDERSTANDING NRS PERFORMANCE METRICS

POST EXIT INDICATORS

▶ Collected on exited participants only

▶ Collected for each PoP

▶ Collected for specific times after exit

Measurable Skill Gains are one of the 3 NRS Performance Indicators. These are metrics determined by the National Reporting System (NRS) to determine the success of Adult Education Programs across the country.

Additionally, the measurable skill gains indicator is used to measure a participant's interim progress through pathways that offer different services based on program purposes and participant needs.

MEASURABLE SKILL GAINS

PoPs and Exits

A PoP begins each time a student enrolls in an adult education program and then exits the program

Subsequent enrollments during a program year results in a new period of participation

A student may have more than one period of participation in a program year

If the student does not exit, the PoP remains active

Student Exit

Exit occurs when there are 90 consecutive days without service and the student has no plan for resuming services

Exit date is retroactive to the last date of service

Exit date is needed to determine the end of a PoP and for the post-exit measures

PARTICIPANT EXIT PERIODS FOR REPORTING POST EXIT INDICATORS

Indicator	Participant Exit Period	Participant Exit Period for Program Year (PY) 2021 Reporting (Due October 3, 2023)
2nd Quarter Employment	Program Year, One Year Previous	July 1, 2021 – June 30, 2022, PY 2021
Median Earnings	Program Year, One Year Previous	July 1, 2021 – June 30, 2022, PY 2021 *Note – this is **only** calculated at the Q2 Interval.
4th Quarter Employment	Calendar Year, Two Years Previous to Report Date	January 1, 2021 – December 31, 2021 (Last two quarters of PY 2020, first two quarters of PY 2020)
Credential Attainment	Calendar Year, Two Years Previous to Report Date	January 1, 2021 – December 31, 2022 (Last two quarters of PY 2020, first two quarters of PY 2021)

TAKE A BREAK AND COME BACK FOR DAISI!

BEYOND INTAKE: HOW IS THIS JOURNEY MAPPED IN DAISI?

Step 1
- All required demographic and assessment data is entered into DAISI.

Step 2
- Progress toward goals - Student is marked as an ICAPS, ESLTP, or IELCE Learner. Attendance is recorded. Post testing as appropriate.

Step 3
- Student Exits Program – Student file is reviewed for accuracy. Review for Social Security number, barriers to employment, and co-enrollment.

Step 4
- Outcomes (**2nd quarter employment, 4th quarter employment, credential attainment, and median earnings**) are measured.

You can find more Information on the DAISIS User Guide; Student Section – DAISI 2.0 User Guide (iccb.org)

NRS CORE PERFORMANCE WITH TESTING GROUPS

▶ What do you see?

▶ How can you use this report?

NRS Core Performance Report with Testing Groups

Program false
General College Activity: Not Specified
Specific College Activity: Not Specified
Include Students with at least 12 hours of attendance

Performance Measures	Group 1: Level Gainers (LG)	Group 2: PT, but no LG	Group 3: Enough AH, but no PT	Group 4: Lacked AH for PT	Number of students needed to meet state target for this level	Eligible for a post-test and no prior LG (Group 2 & 3)	Unduplicated NRS Total	Number who Completed Level in Program	Perc whi Compl Leve Progi
ABE Level 1	12	16	18	22	19	27	68	12	18%
ABE Level 2	58	120	169	216	141	190	563	58	10%
ABE Level 3	58	143	239	340	201	270	780	58	7%
ABE Level 4	16	85	146	319	181	166	566	16	3%
ABE Level 5	4	15	53	120	73	55	192	4	2%
ABE Level 6	0	3	22	59	27	22	84	0	0%
Subtotal: ABE	148	382	647	1,076		730	2,253	148	7%
ESL Level 1	88	7	77	183	98	77	355	88	25%
ESL Level 2	116	25	84	212	111	87	437	116	27%
ESL Level 3	345	174	236	470	280	259	1,225	345	28%
ESL Level 4	277	441	349	731	470	395	1,798	277	15%
ESL Level 5	249	427	332	652	399	391	1,660	249	15%
ESL Level 6	102	517	304	614	224	343	1,537	102	7%
Subtotal: ESL	1,177	1,591	1,382	2,862		1552	7,012	1,177	

A link to the NRS Core Performance Report with Testing Group can be found in the DAISI User Guide. You can access the report in the "Reports" section of the DAISI 2.0 User Guide. Reports – DAISI 2.0 User Guide (iccb.org)

Table 2a

Age Group (A)	Am. Ind. M	Am. Ind. F	Asian M	Asian F	Black M	Black F	Hisp. M	Hisp. F	N.Hawa. M	N.Hawa. F	White M	White F	2+ races M	2+ races F	TTL
16-18	2	1	13	9	58	70	168	179	0	0	166	154	7	14	841
19-24	1	1	92	85	120	169	790	900	0	1	228	329	19	19	2754
25-44	4	5	360	678	389	536	2272	3535	1	4	606	1277	23	34	9724
45-54	0	0	66	231	58	121	469	1323	0	0	119	315	2	9	2713
55-59	1	1	20	67	22	33	126	317	0	0	38	95	1	0	721
60+	0	0	69	134	32	54	153	307	0	0	64	113	1	4	931
TOTAL	8	8	620	1204	679	983	3978	6561	1	5	1221	2283	53	80	17684

NRS Core Performance Table 2a

Reports – DAISI 2.0 User Guide (iccb.org)

BASED ON WHAT WE'VE LOOKED AT, HOW CAN YOU USE DATA TO GUIDE PROGRAM IMPROVEMENTS?

- ▶ MSG Type 1: Education Functioning Level Gain

- ▶ MSG Type 2: Attainment of High School Diploma or its Recognized Equivalent

MSG Types 3, 4 and 5 are counted if the following criteria are true: the student is in a Bridge, ICAPS, or ESLTP Program and the student did not earn an MSG in Type 1 or 2.

- ▶ MSG Type 3: Postsecondary Transcript Demonstrating Student is Meeting State Academic Standards

- ▶ MSG Type 4: Progress Towards Milestones

- ▶ MSG Type 5: Passing Technical/Occupational Knowledge-Based Exam or Demonstrating Progress in Attaining Technical/Occupational Skills

WAYS TO MAKE A MEASURABLE SKILL GAIN

MSG Type 2: Attainment of a High School Diploma or its Recognized Equivalent

Data Match

TestType: **GED Series 2014**
Passed: No Total Score: 584
Match Level: 2
Has Taken All Parts of the Test: Yes

Test Date	Test Type	Test Score
05/24/2021	Mathematical Reasoning	142
05/25/2021	Reasoning Through Language Arts	140
05/26/2021	Science	148
05/27/2021	Social Studies	154

Constitution Test Passed: Yes (06/06/2005)

* Match Level - The four match levels are as follows:

1 = ssn/birthdate/lastname
2 = lastname/birthdate/zipcode
3 = lastname/birthdate
4 = ssn only

MSG TYPE 1: *EDUCATION FUNCTIONING LEVEL GAIN (LEVEL GAIN)*

▸ Student needs a pre/post-test pair

▸ Student's first test of FY is pre-test

▸ If student has two test series (e.g., Reading and Math), NRS-approved test with lower pre-test NRS level is chosen as pre-test.

MSG TYPE 3: SECONDARY OR **POSTSECONDARY TRANSCRIPT** OR REPORT CARD WITH ENOUGH CREDIT HOURS THAT SHOWS A PARTICIPANT IS **MEETING THE STATE UNIT'S ACADEMIC STANDARDS**.

▸ Measured by the **passage of a postsecondary course**

▸ Calculated via **annual data match**

MSG TYPE 4: 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.

Measured by:

Completion of a

- ✓ ICAPS/IET Program
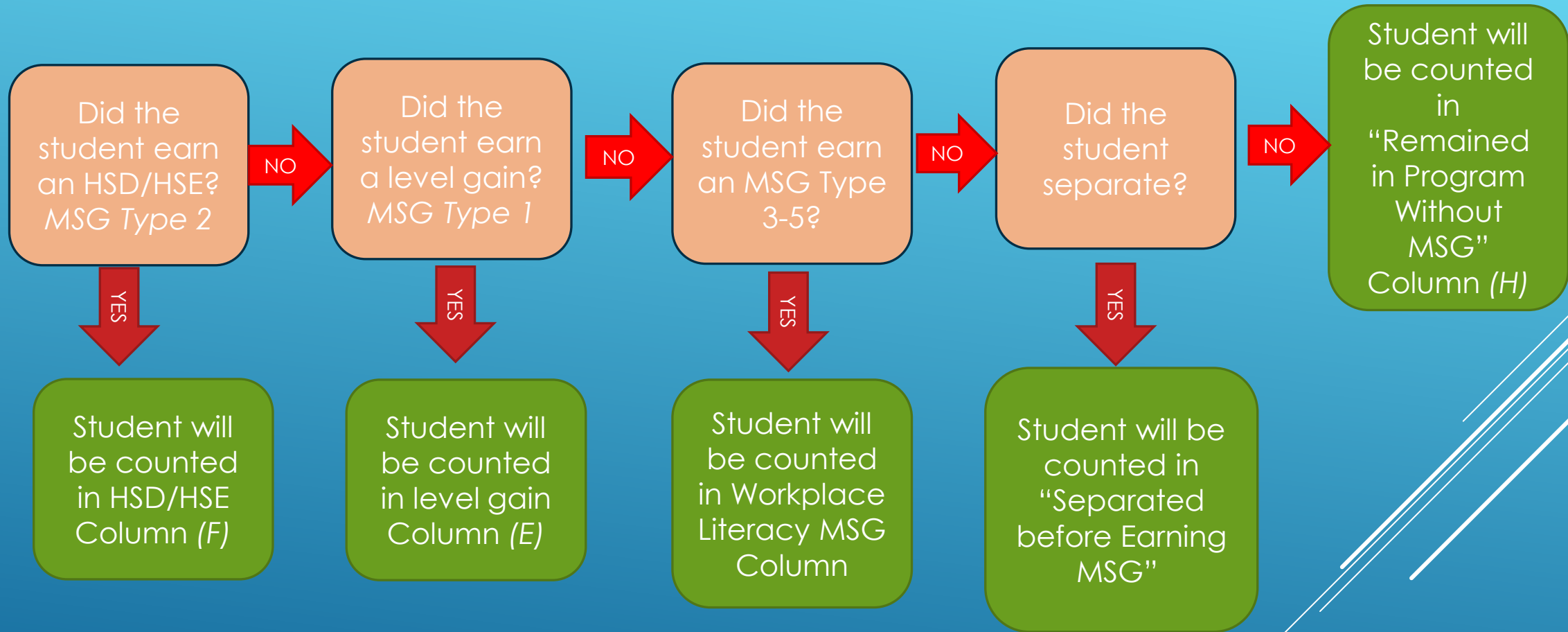- ✓ Bridge Program
- ✓ ESLTP

MSG TYPE 5: 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

Measured by the attainment of **industry-recognized credentials by Bridge/IET/ICAPS Program participant.**

WHICH MSG WILL COUNT?

Did the student earn an HSD/HSE? *MSG Type 2* → **NO** → Did the student earn a level gain? *MSG Type 1* → **NO** → Did the student earn an MSG Type 3-5? → **NO** → Did the student separate? → **NO** → Student will be counted in "Remained in Program Without MSG" Column *(H)*

YES ↓ Student will be counted in HSD/HSE Column *(F)*

YES ↓ Student will be counted in level gain Column *(E)*

YES ↓ Student will be counted in Workplace Literacy MSG Column

YES ↓ Student will be counted in "Separated before Earning MSG"

Remember, only 1 MSG per Period of Participation will be counted!

IMPORTANT NOTICE

▶ Enrollment, Level gains, HSD/HSE attainments, and all other MSG types won't be counted on NRS Reports if:

▶ The student has fewer than 12 attendance hours

▶ The student is in an Error State

▶ The student dropped before their midterm date (Fixed-Entry-only), the midterm hasn't happened yet, and/or attendance hasn't been entered *through* the midterm date.

▶ The student is enrolled exclusively in VOC or Foreign Language GED classes

▶ The student's NRS-Official pre-test scored at ESL Exit Criteria

Data is how we tell our students' stories as they progress through their adult education journey.

Were your original questions answered?

The conversations continue:

- Data Pathway
- Data Virtual Learning Community

THANK YOU FOR COMING