

NRS Changes for 2012-13

Summary of Changes from the CDE Webinar April 19, 2012

Reviewing the Core Follow-Up Outcome Measure Changes

Automatic Cohort Designation for Core Follow-Up Measures – NRS Federal Table 5, 5A, and 10

Program Year 2011-2012	Program Year 2012-13
Participants identified based on self-reported goals	Participants automatically identified based on assignment to a cohort. The definition for "cohort" varies by outcome.

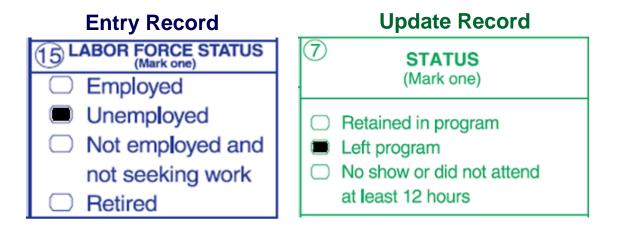
Four NRS Cohorts

- 1. Enter Employment
- 2. Retain Employment
- 3. Obtain Secondary Credential
- 4. Enter Post-secondary

Enter Employment

Criteria for learners in the Entered Employment Cohort:

- Not employed at time of entry into program
- In labor force
- Exit from program during program year



Retain Employment

Two possible ways to qualify for Retain Employment cohort:

- 1. Employed at Entry/Exit Program
- 2. Unemployed at Entry/Got a Job during enrollment/Exit Program

Retain Employment

Entry Record

LABOR FORCE STATUS
 (Mark one)
 Employed
 Unemployed
 Not employed and not seeking work
 Retired

Update Record

STATUS
(Mark one)

Retained in program
Left program
No show or did not attend
at least 12 hours

- or -

Entry Record

15 ^L	ABOR FORCE STATUS (Mark one)
	Employed
	Unemployed
	Not employed and
	not seeking work
	Retired

Update Record

7	STATUS (Mark one)
	Retained in program Left program No show or did not attend at least 12 hours

9				
WORK				
Got a job				
Retained job				
 Entered job training 				
 Entered apprenticeship 				
Entered military				
Acquired workforce readiness				
skills				
☐ Reduced public assistance				
○ Other				

Important Qualifiers Employment Cohorts

- Student does **not** place into either of the employment cohorts if Labor Force Status = "Retired" or "Not Employed/Not Seeking Work."
- Examples of not seeking work: student is not looking for work, can't work due to injury or family situation, or is incarcerated.

Entry Record LABOR FORCE STATUS Employed Unemployed Not employed and not seeking work Retired

Obtain Secondary

1. GED

- Attempt all five GED Subsections
- Exit Program
- CDE data match to determine GED outcomes

2. High School Diploma

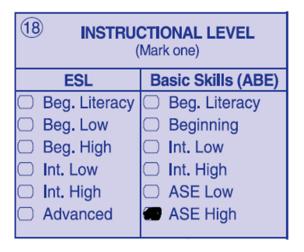
- Placement into ASE High Instructional Level
- Pretest ≥ 246
- Enroll with enough credits to place at the 11th/12th grade level

Obtain Secondary

High School Diploma

- Pretest ≥ 246 places student into ASE High
- Placement at 11/12 grade level also places student into ASE High
 - For these learners mark ASE High in Entry field 18

Entry Record



Three ways that a student places into the Enter Post-Secondary cohort:

- Enrollment with Highest Degree Earned =
 GED or high school diploma
- 2. Earn GED or earn HSD during enrollment
- 3. Enrollment into designated Transitions class

Enrollment with Highest
 Degree Earned = GED/HSD
 and
 Exit Program

Entry Record



Earn a secondary credential while enrolled and
 Exit Program

EDUCATION

Returned to K-12
Passed GED
Earned certificate
Earned high school diploma
Entered college
Entered training program
Gained computer or tech skills
Mastered course competencies / educational plan
Other

Update Record

3. Enrollment into designated Transitions class and

Exit Program

Instructional Programs:	○ N/A High School Diploma Adults w/Disabilities Other Program			
	Basic Skills (ABE) GED Health & Safety ROCP			
	✓ ESL Spanish GED Home Economics			
	✓ ESL/Citizenship Career/Tech Ed Parent Education			
	Citizenship Workforce Readiness Older Adults			
Transition Focuses:	○ N/A			
	Transitions to work			
	✓ Transitions to workforce training			
	✓ Transitions to postsecondary education			
,	Transitions from ABE/ESL into ABE/GED courses			
Special Programs:	☐ Alternative Ed. [K12] ☐ EL Civics ☐ Jail ☐ Tutoring			
	Carl Perkins Non-traditional Training None Workplace E			
	Carl Perkins Non-traditional Training None Workplace E CBET Even Start Other			

Transition Course Description

- Designed for students who will be attending college, university, an apprenticeship program, or technical training program.
- Covers topics that will assist students who will be transitioning into postsecondary education/ training opportunities.
- Meets NRS reporting requirements regarding follow-up of Entry into Postsecondary Education or Training Cohort.

Multi-year follow-up and reporting.

Report unduplicated results on two rows on Table 5: first row for current PY; second row for updated prior PY.

- Learners included in the postsecondary cohort for the prior year who did not enroll in postsecondary education are followed up during the current PY.
- If a student entered postsecondary in the first year, follow up with that student is not required in the second year.

Example of Table 5: DV 2012-14

Example of Table 5: PY 2013-14						
Core Follow-up Outcome Measures	No. of Participants in Cohort	No. of Participants Included in Survey Sample	No. of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	No. of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Postsecondary Education or Training current program year	125		100	80%	50	50%
Entered Postsecondary Education or Training prior program year	120		100	83%	60	60%

Survey Sampling

- Response rate requirements for sampling must increase from the current 50% to 70%.
- Sample size for each cohort will be dependent on size of each outcome measure needed to produce accurate estimates. The State will:
 - Estimate the size of each cohort statewide using prior year's data.
 - Estimate the local program's proportion of the statewide total in each cohort.
 - Draw a random sample for each cohort for each program.

Survey Sampling - Example

- 1. CASAS determines that in 2011-12, CA has 30,000 students eligible for Enter Employment.
- 2. Using calculations provided by the NRS, the sample size for 30,000 = 1,500.
- 3. Using same dataset, Agency XYZ has 60 students in Enter Employment in 2011-12.
- 4. Agency XYZ's portion = 60/30,000 = .002
- 5. .002 of 1,500 = 3 --- so Agency XYZ will need to survey a randomly generated list of **3 students**.

Federal Table 6 Changes

Addition to Table 6 for New Student Measure

Participant Status on Entry into the Program (A)	Number (B)		
Highest Degree or Level of School Completed ***	US Based Schooling	Non-US Based Schooling	
No schooling			
Grades 1-5			
Grades 6-8			
Grades 9-12 (no diploma)			
High School Diploma or alternate credential			
GED			
Some college, no degree			
College or professional degree			
Unknown			



Federal Table 6 Changes

- "Majority of schooling outside of U.S." added to Highest Yr of School
- New category "Some college, no degree" added to Highest Degree Earned

Entry Record

(6) HIGHEST YEAR OF SCHOOL	OR DEGREE EARNED (Mark one)
COMPLETED	□ None
	☐ GED Certificate
0 0	☐ High School Diploma
1 1	☐ Technical / Certificate
2	☐ Some College
3	☐ A.A. / A.S.
4	Degree
5	☐ 4 yr. College
6	Graduate
7	☐ Graduate
8	Studies
9	☐ Other
Majority of schooling is outside of U.S.	I earned the above outside of U.S.

Federal Table 7 Changes

Addition to Table 7 for New Teacher Measures

	Adult Educati		
Function (A)	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	Unpaid Volunteers (D)
Teachers' Years of Experience			
Less than one year			
One to three years			
More than three years			
Teacher Certification			
Not reported			
Adult Education Certificate			
K-12 Certification			
Special Education Certification			
TESOL Certification			



Federal Table 7 Changes

- Table 7 now includes teacher years of experience as well as certifications/ qualifications.
- Report all certifications (multiple responses accepted) at beginning of program year.
- TOPSpro Enterprise will include data entry capabilities for teacher experience and certification.
- TE will list qualifications related to all types of WIA II providers, and will then link the different options to one of the defined federal categories.