



National Reporting System

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

Entry Record

15	LABOR FORCE STATUS (Mark one)
<input type="checkbox"/>	Employed
<input checked="" type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired

Update Record

7	STATUS (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours

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

15	LABOR FORCE STATUS (Mark one)
<input checked="" type="checkbox"/>	Employed
<input type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired

Update Record

7	STATUS (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours

- or -

Entry Record

15	LABOR FORCE STATUS (Mark one)
<input type="checkbox"/>	Employed
<input checked="" type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired

Update Record

7	STATUS (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours

9	WORK
<input checked="" type="checkbox"/>	Got a job
<input type="checkbox"/>	Retained job
<input type="checkbox"/>	Met work-based project goal
<input type="checkbox"/>	Entered job training
<input type="checkbox"/>	Entered apprenticeship
<input type="checkbox"/>	Entered military
<input type="checkbox"/>	Acquired workforce readiness skills
<input type="checkbox"/>	Reduced public assistance
<input type="checkbox"/>	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

15	LABOR FORCE STATUS (Mark one)
<input type="checkbox"/>	Employed
<input type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	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

⑱ INSTRUCTIONAL LEVEL (Mark one)	
ESL	Basic Skills (ABE)
<input type="checkbox"/> Beg. Literacy	<input type="checkbox"/> Beg. Literacy
<input type="checkbox"/> Beg. Low	<input type="checkbox"/> Beginning
<input type="checkbox"/> Beg. High	<input type="checkbox"/> Int. Low
<input type="checkbox"/> Int. Low	<input type="checkbox"/> Int. High
<input type="checkbox"/> Int. High	<input type="checkbox"/> ASE Low
<input type="checkbox"/> Advanced	<input checked="" type="checkbox"/> ASE High

Enter Post-Secondary

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

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

Enter Post-Secondary

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

Entry Record

⑦ HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)	
<input type="checkbox"/>	None
<input checked="" type="checkbox"/>	GED Certificate
<input checked="" type="checkbox"/>	High School Diploma
<input type="checkbox"/>	Technical / Certificate
<input type="checkbox"/>	A.A. / A.S. Degree
<input type="checkbox"/>	4 yr. College Graduate
<input type="checkbox"/>	Graduate Studies
<input type="checkbox"/>	Other

Enter Post-Secondary

2. Earn a secondary credential while enrolled
and
Exit Program

Update Record

LEARNER RESULTS


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

Enter Post-Secondary

3. Enrollment into designated Transitions class and Exit Program

Instructional Programs:	<input type="radio"/> N/A	<input type="checkbox"/> High School Diploma	<input type="checkbox"/> Adults w/Disabilities	<input type="checkbox"/> Other Program
	<input type="checkbox"/> Basic Skills (ABE)	<input type="checkbox"/> GED	<input type="checkbox"/> Health & Safety	<input type="checkbox"/> ROCP
	<input checked="" type="checkbox"/> ESL	<input type="checkbox"/> Spanish GED	<input type="checkbox"/> Home Economics	
	<input checked="" type="checkbox"/> ESL/Citizenship	<input type="checkbox"/> Career/Tech Ed	<input type="checkbox"/> Parent Education	
	<input type="checkbox"/> Citizenship	<input type="checkbox"/> Workforce Readiness	<input type="checkbox"/> Older Adults	
Transition Focuses:	<input type="radio"/> N/A	<input type="checkbox"/> This class does not focus on transitions		
	<input type="checkbox"/> Transitions to work			
	<input checked="" type="checkbox"/> Transitions to workforce training			
	<input checked="" type="checkbox"/> Transitions to postsecondary education			
	<input type="checkbox"/> Transitions from ABE/ESL into ABE/GED courses			
Special Programs:	<input type="checkbox"/> Alternative Ed. [K12]	<input type="checkbox"/> EL Civics	<input checked="" type="checkbox"/> Jail	<input type="checkbox"/> Tutoring
	<input type="checkbox"/> Carl Perkins	<input type="checkbox"/> Non-traditional Training	<input type="checkbox"/> None	<input type="checkbox"/> Workplace Ed.
	<input type="checkbox"/> CBET	<input type="checkbox"/> Even Start	<input type="checkbox"/> Other	
	<input checked="" type="checkbox"/> Community Corrections	<input checked="" type="checkbox"/> Family Literacy	<input type="checkbox"/> State Corrections	
	<input type="checkbox"/> Distance Learning	<input type="checkbox"/> Homeless Program	<input type="checkbox"/> Special Needs	



Enter Post-Secondary

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.

Enter Post-Secondary

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: 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)	
	US Based Schooling	Non-US Based Schooling
Highest Degree or Level of School Completed ***		
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 COMPLETED	⑦ HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)
<input type="checkbox"/>	<input type="checkbox"/> None <input type="checkbox"/> GED Certificate <input type="checkbox"/> High School Diploma
<input type="checkbox"/> 0	<input type="checkbox"/> Technical / Certificate
<input type="checkbox"/> 1	<input type="checkbox"/> Some College
<input type="checkbox"/> 2	<input type="checkbox"/> A.A. / A.S. Degree
<input type="checkbox"/> 3	<input type="checkbox"/> 4 yr. College Graduate
<input type="checkbox"/> 4	<input type="checkbox"/> Graduate Studies
<input type="checkbox"/> 5	<input type="checkbox"/> Other
<input type="checkbox"/> 6	
<input type="checkbox"/> 7	
<input type="checkbox"/> 8	
<input type="checkbox"/> 9	
<input type="checkbox"/> Majority of schooling is outside of U.S.	<input type="checkbox"/> I earned the above outside of U.S.

Federal Table 7 Changes

Addition to Table 7 for New Teacher Measures

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
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.