

Preparing for 2012: California Implementation of National Reporting System (NRS) Changes

Workforce Investment Act (WIA), Title II Core Performance Measures Webinar California Department of Education Adult Education Office April 19, 2012

CALIFORNIA DEPARTMENT OF EDUCATION Tom Torlakson, State Superintendent of Public Instruction



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Overview of Presentation

Review 2012 NRS Changes

- a. Core Follow-Up Outcome Measure Changes NRS Table 5, 5A, and 10
 - NRS State Sample
 - California's Policies & Procedures
- b. Student Education Level or Degree, U.S. and abroad (unduplicated) NRS Table 6
- c. Teacher Experience (unduplicated) and Certification (multiple responses accepted) NRS Table 7
- Implementation
- Strategies
- Questions



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.



Implications of "Automatic Cohort Designation"

- Students belong to a group to be followed for NRS post-program outcomes based on predefined characteristics.
- Following students for post-program outcomes will no longer be goal dependent.
- Identification of cohort membership and reporting requires data system changes.
- Local staff must be trained on cohort requirements.



Do Student Goals Still Matter?

- Local staff should continue to set goals with students.
- Goal setting is an essential component of good program and instruction, but...
- Students goals will no longer be used as a way to identify students for the WIA, Title II Core Follow-Up Measures.

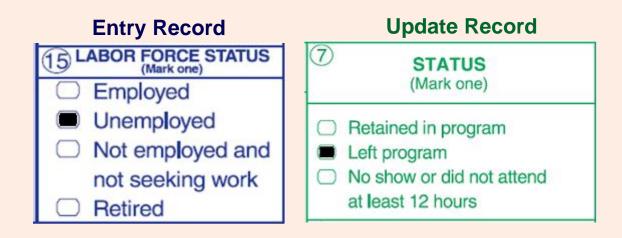


Core Follow-Up Measures: Employment Cohorts

Entered Employment Cohort

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



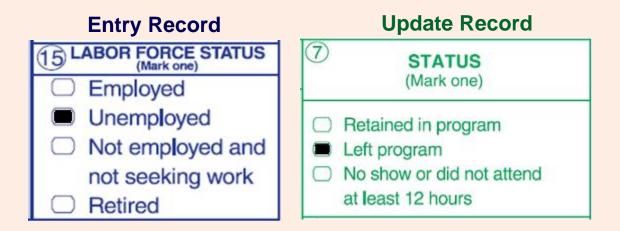


Core Follow-Up Measures: Employment Cohorts

Retained Employment Cohort

Criteria for learners in the Retained Employment Cohort:

- Not employed at time of entry, but in labor force and employed by the first quarter after exit quarter



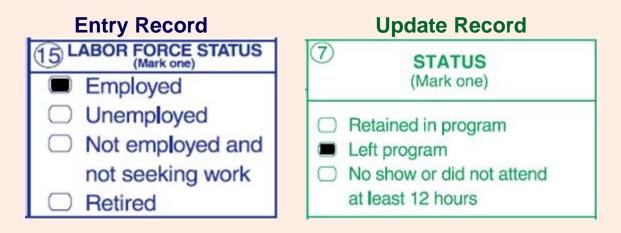


Core Follow-Up Measures: Employment Cohorts (cont.)

Retained Employment Cohort

Criteria for learners in the Retained Employment Cohort:

- Employed at time of entry into program
- Exit during the program year





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.





Core Follow-Up Outcome Measures: Secondary Credential Cohort

Obtain a Secondary Credential Cohort

Criteria for learners in the Secondary Credential Cohort:

General Education Development certificate – GED®

- Attempt all five GED® tests
- Exit during the program year

High School Diploma

- Enrolled in an adult high school instructional program
- Place into the Adult Secondary Education (ASE) High Level and/ or enroll with enough credits for 11th or 12th grade level
- Exit during the program year



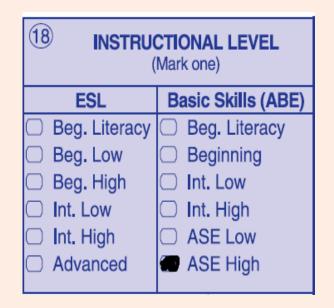


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Core Follow-Up Measures: Secondary Credential Cohort (cont.)

Indicate placement into this cohort by marking ASE High on Entry Record field 18.

Entry Record





Important Qualifiers Secondary Credential Cohorts GED/High School Diploma

- GED GED® tests may be taken any time (before or after exit), but all five tests must be taken by the end of reporting period to qualify for the cohort.
- High School Diploma Agencies use their local district policy to determine if learner has enough high school credits to be considered at the 11th or 12th grade level.



Core Follow-Up Measures: Postsecondary Cohort

Postsecondary Cohort

Criteria for learners in the Postsecondary Cohort:

- Hold a secondary credential at entry into program (includes learners who enroll with a GED® certificate or high school diploma)
- Exit during the program year

- or -

Entry Record





Core Follow-Up Measures: Postsecondary Cohort (cont'd)

Postsecondary Cohort

Criteria for learners in the Postsecondary Cohort:

- Earn a secondary credential while enrolled (includes learners who earn a GED® certificate or high school diploma during the program year)
- Exit during the program year

- or -





Core Follow-Up Measures: Postsecondary Cohort (cont'd)

Postsecondary Cohort

Criteria for learners in the Postsecondary Cohort:

- Enroll in a class specifically designed for transitioning to community college (includes learners who may **not** have received their GED® certificate or high school diploma)
- Exit during the program year

Class Lister

TOPSpro Enterprise:

Mark under class description if the class is designed for transitioning to postsecondary



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Core Follow-Up Measures: Postsecondary Cohort (cont.)

Transition Course Description

NRS Transition Success—

This course:

- is designed for students who <u>will</u> 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.



Important Qualifiers Postsecondary Cohort

Transition Class

- Designed for students who are transitioning to college, university, an apprenticeship program, or technical training program.
- Should not be confused with Vocational English as a Second Language (VESL), Vocational Adult Basic Education (VABE), workforce readiness, or other transition classes.

Note:

See previous slide for course description for NRS Transition Success. The course can be found on CDE's course approval system (A-22).



Core Follow-Up Measures: Timing for Data Collection – No Change

Entered Employment cohort

No change: Includes students who exited during the program year (PY) and entered employment in first quarter after exit.*

Retained Employment cohort No change: Includes students who exited during PY and are employed in the third quarter after program exit.

Secondary Credential cohort

No change: Includes students who exited during PY and obtained credential during reporting period.

*A learner actually found to be employed by the first quarter after exit will then also be in the "Retained Employment" cohort.



Core Follow-Up Measures: Timing for Data Collection - Change

Postsecondary cohort

Change in reporting: Includes students who exited during PY and entered postsecondary education (college, CTE, or apprenticeship) any time from exit until the **end of the following PY (June 30)**

- Multi-year follow-up and reporting.
 Report unduplicated results on two rows on Table 5: first row for current PY*
 - Report data for learners in the postsecondary cohort in the current year, i.e., those who held a secondary credential at entry, or who earned one while enrolled, or who enrolled in a class designed for transition and exited the program.

*Note: For 2012-13, Table 5 will have only one row filled in.



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Core Follow-Up Measures: Timing for Data Collection - Change (cont'd)

- 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 same student is not required in the second year.



Example of Table 5: PY 2012-13

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	120		100	83%	40	40%
Entered Postsecondary Education or Training prior program year	Leave entire row blank.					

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%



Implications of NRS Changes

- Although the NRS changes for "Core Follow-Up Outcome Measure" will significantly increase cohort sizes for those measures, the state survey sampling methodology will reduce local survey burden.
- The state sample survey does **not** allow for local program estimates.



New NRS Survey Guidelines: State Sampling Procedures

- Response rate requirements for sampling must increase from the current 50% to **70%.**
- A total survey sample size will be set for states to make state and national estimates.
- Sample size for each cohort will be dependent on cohort size of each core follow-up outcome measure needed to produce accurate estimates.



New NRS Survey Guidelines: State Sampling Procedures (cont.)

The State will:

- estimate the size of each cohort within the state using prior year's data.
- estimate the proportion of students in each cohort in each local program.
- draw a random sample for each cohort for each program.



New NRS Survey Guidelines: Timeline for Beginning Sampling

- Sampling will begin in PY 2012 for NRS Reporting.
- The first report with samples will be for PY 2012 (due December 31, 2013).



California's Policies and Procedures for Core Follow-up Outcome Measure

California will use the state sample survey for the following three core follow-up measures:

- Entered Employment cohort Sample Survey
- Retained Employment cohort Sample Survey
- Entered Postsecondary cohort Sample Survey

California will use several data collection methods for the core follow-up outcome measure listed below:

- Secondary Credential cohort
 - Obtain GED® certificate **Data Match** (CDE, GED® office) Obtain High School Diploma - Verified by TOPSpro update record and local school district certified list of high school graduates



Things to Remember

- **70% survey** response rate is critically important for a state estimate.
- **Timely data entry** is critically important to ensure completeness of data.
- Local agencies must include all student and test data before submitting quarterly data to CASAS.
- Survey Methods Agencies can use verbal confirmation, e-mail, telephone, or any other electronic media.
- Employment Outcome Agencies can use a local data match if a waiver is signed by the student. Refer to local district policy.



Things to Remember (cont.)

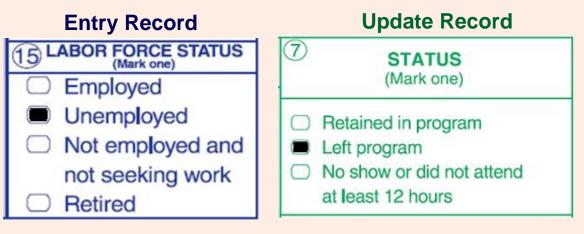
- CDE will continue to use GED® data match between TOPSpro and the CDE's GED® Office.
- High School Diploma will be verified by local school district.
- Postsecondary/Training Outcome In addition to learners who have entered postsecondary, agencies may use learner entry in a CTE occupational training or local apprenticeship training as outcome achieved for the postsecondary cohort.
 - Learners do not have to complete the training.



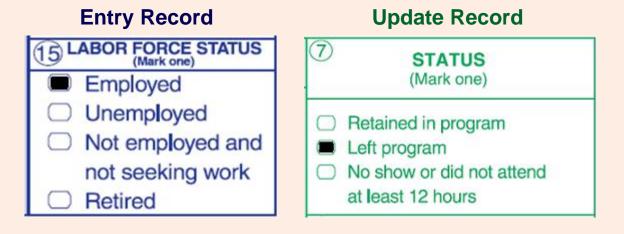


Review Required Data Entry Elements

Entered Employment Cohort:



Retained Employment Cohort:

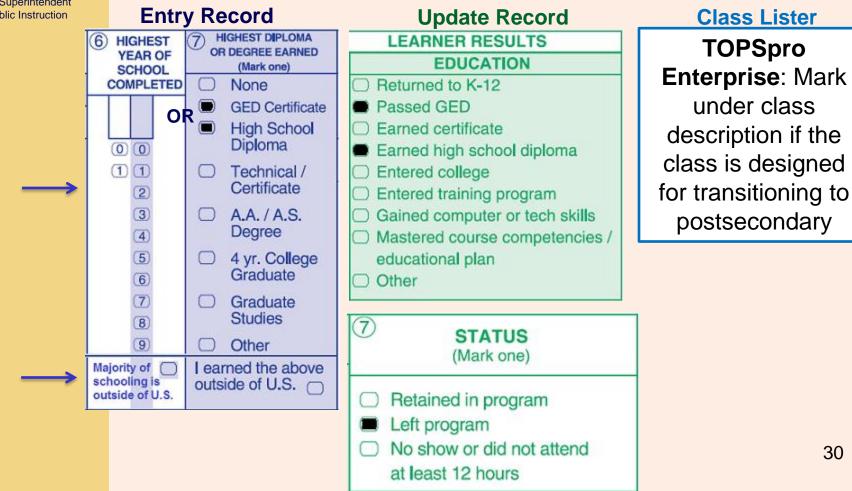




Review (contd.) Required data entry elements

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Postsecondary cohort





Review (contd.) Required data entry elements

Secondary Credential cohort

Entry Record INSTRUCTIONAL ★ PROGRAM (Mark one) Basic Skills (ABE) ESL ESL / Citizenship Citizenship High School Diploma GED OR

Entry Record

18 INSTRUCTIONAL LEVEL (Mark one)					
ESL Basic Skills (ABE					
Beg. Literacy	Beg. Literacy				
Beg. Low	Beginning				
Beg. High	Int. Low				
Int. Low	Int. High				
Int. High ASE Low					
Advanced	ASE High				
Update Record					
T STATUS					
(Mark one)					
 Retained in program Left program 					
 No show or did not attend at least 12 hours 					



Reviewing the Student Education Level or Degree Changes

Addition to Table 6 for New Student Measure

Participant Status on Entry into the Program	Number		
(A)	(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			



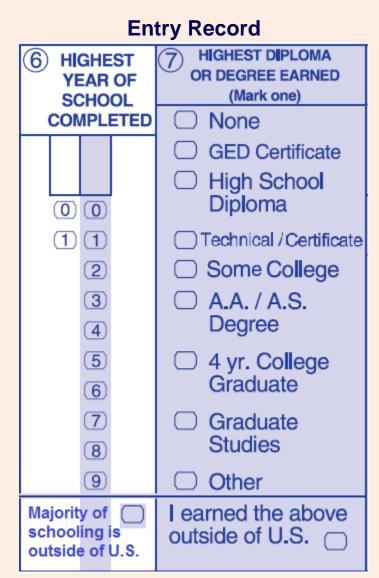




Important Qualifiers for Student Education Level

Student Education:

- Mark highest year of schooling, and also indicate if the majority of schooling is outside U.S.
- Mark if the learner has earned a diploma or degree, and also indicate if diploma or degree was earned outside U.S.





Reviewing the Teacher Experience and Certification 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			

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National Reporting System



Important Qualifiers for Teacher Experience and Certification

- Count only years of teaching experience in adult education.
- Report all certifications (multiple responses accepted).
- **TOPSpro Enterprise** will include data entry capabilities for teacher experience and certification.
- Update teacher experience at the beginning of the program year.



Implementation

Process steps—what all agencies will need to do:

- Designate staff for data entry.
- Arrange for staff training.
- Enter data into TOPSpro Enterprise in an accurate, timely manner. It is critical that agencies commit extra attention to "required" data fields such as Highest Year of School, Highest Diploma or Degree Earned, Degree Earned Outside U.S., Labor Force Status, Exit Program, and Teacher Credentials.
- TOPSpro Enterprise Quarterly Reporting. Core Performance data will continue to be submitted one quarter behind TOPSpro data submission.



Implementation (cont.)

Process steps—what all agencies will need to do:

- Follow up on the randomly selected students for your agency listed on the Core Performance by Agency Report that CASAS will produce each quarter. CASAS will program random sampling and agency percentage of the State cohort for each core follow-up measure in TOPSpro Enterprise.
- Agencies will follow normal core performance survey reporting methods with students.
- Agencies will enter final survey results into TOPSpro Enterprise, not the CASAS Web site.



Training

- Agency's Administrator, CASAS/TOPSpro coordinator, and/or data entry staff must attend the CDE Implementing NRS Changes Webinar.
- CASAS will also host a series of online Q & A sessions starting Monday, April 30, 2012, as well as more specific Web sessions on meeting these requirements using TOPSpro Enterprise in the fall.



Strategies to Ensure Accurate and Complete Data Collection

- Designate staff to complete the student enrollment forms.
- Make sure accurate student address and contact information are collected for followup.
- Avoid having students complete the forms on their own.
- Use an orientation class to have agency staff review the forms with students for completion.



Strategies to Ensure Accurate and Complete Data Collection (cont'd)

- Use teachers and teachers' aides to update a student's status after exit.
- Collect various methods of contact information: several phone numbers, mailing address, and e-mail address.
- Update contact information every quarter using staff that speak the student's native language.
- Let the student know why it is important to keep in contact with the school after exit.
- Verify contact information at registration during an orientation or counseling session. Let all students know what the process is upon exit.
- Dedicate staff for follow-up and student contact.



Questions?? Follow-up After Today:

- Attend CASAS Q & A sessions offered each Monday morning at 11:00 a.m. to noon, starting Monday, April 30, 2012.
- Attend your local TOPSpro and WIA Network Meetings.
- Use the Outreach and Technical Assistance Network (OTAN) to identify creative media to contact students.
- Share Webinar with staff.
- View this PowerPoint and FAQs on the <u>CASAS</u> <u>California Accountability Web site.</u>
- Contact your CDE Consultant and CASAS Program Specialist.