

NRS Data Integrity Report

Summary Rows

Total WIOA II Learners

This **includes everyone potentially reported for WIOA II**. It summarizes all ABE, ESL, and ASE learners with any activity in the selected date range.

Specific totals in these fields may not help indicate +/- performance, but it may be good to cross check these totals with expected enrollments and compare with the overall number of students eligible for NRS reports, as well as to CA payment points.

Students Concurrently Enrolled in High School/K12

This step eliminates those who are marked as enrolled in the K-12 system. Any student enrolled in K-12 is not eligible for CA NRS reporting.

Learners Eligible for WIOA II

This indicates the total number of eligible students. “Learners eligible” is not to be confused with “Qualified Enrollees.”

Learners Eligible = any student with any connection (hours, enrollment, or test) connected to one of the WIOA II programs – ABE, ASE, or ESL.

Qualified Enrollees = those in ABE, ASE, or ESL and that meet the criteria to qualify for NRS reporting, such as demographics and 12+ hours of instruction.

The NRS DIR uses Learners Eligible, so it can correctly calculate each of the DIR items, including several items that report critical missing information. This **serves as the denominator for all of the items on the NRS Data Integrity Report**.

Summary Columns

Without PoP

The left-hand column lists the number of Learners Eligible that do not have a PoP. That means they **do** have WIOA II program enrollment, but **do not** have either the test or at least one hour of instruction necessary to comprise a PoP.

Program Year

The second column displays the current program year, and shows the number of Learners Eligible that have **both** WIOA II program enrollment **and** the minimum criteria for a PoP (that is, presence of a test or at least one hour of instruction.)

This total represents the number of students with enrollment in that reported PY **and** should be total of the numbers listed in PoP 1, 2, 3, and 4.

PoPs 1, 2, 3, 4

These four columns display, respectively, the number of enrollees in that PY with 1, 2, 3, and 4 recorded Periods of Participation (PoPs.) Very few will ever have more than two. This information is not important for federal compliance, but is FYI to help determine whether multiple PoPs may be a factor in your DIR Item Counts.

The total of these four columns should equal the total in the Program Year column.

DIR Item	Notes	Where to edit in TE
<p>1. Missing Birthdate or outside 16-110</p>	<p>Basic demographics field. This item is required, and should always be low, even if it is early in the year.</p> <p>For NRS the report looks for those 16 years or older.</p>	<p>In the DIR, right-click on Item Count and open...</p> <p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Identification and add the birthdate. • Save and close.
<p>2. Less than 12 Hours of Instruction</p>	<p>Like the demographics fields, this should generally be very low, but with a couple of key differences:</p> <ul style="list-style-type: none"> • Early in the year, these numbers will usually be high, and these totals may not accurately reflect your agency’s performance. • After the 2Q data submission, these numbers should begin to improve • At some agencies, a spike in this total may occur early in the 3Q as many new students enroll at the beginning of the calendar year. • For certain agencies with “highly transient” students, or that have a long waiting list – these numbers may be high. There may be a need to determine whether numbers can be improved with better data collection, or whether the transient population will always entail numbers in this category. • Agencies are discouraged from deleting records, as it is usually better to live with high totals on the DIR than delete lots of records. That policy has softened in recent years in trying to solve “The Gaps.” 	<p>In the DIR, right-click on Item Count and open...</p> <p>Classes-Records Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon for Activity in Class. • Add the any hours the student may have. • Save and close.
<p>a) <i>Zero or Empty Hours of Instruction</i> b) <i>Total hours between 1-11 hours</i></p>	<p>Items 2a and 2b are not directly related to NRS eligibility or accountability, but are available to provide more context to less than 12 hours.</p>	<p>Classes-Records Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon for Activity in Class. • Add any hours the student may have.

	<ul style="list-style-type: none"> • In most cases zero hours is the larger source of students with less than 12 hours. • If most students appear in 2a Zero/empty hours, then that usually suggests a “data issue” – that is the agency may have hours of instruction that still need to be entered for all reporting students. • Waiting list issues are also a common factor if lots of students have zero hours.. • If most appear in 2b 1-11 hours, that suggests the issue is more likely that students have just not accrued that many hours. 	
3. No Highest Year of School/Degree Earned	<p>Basic demographics field. Like item #1, this one is a critical field and should always be very low.</p> <p>3a and 3b provide additional context to highlight which of the two elements is missing.</p>	<p>In the DIR, right-click on Item Count and open...</p> <p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Education and add the highest year of school. • Save and close.
<i>a. No Highest Year of School</i>		<p><i>In the DIR, right-click on Item Count and open...</i></p> <p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Education and add the highest degree earned. • Save and close.
<i>b. No Highest Degree Earned</i>		<p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Identification and add the gender. • Save and close.
4. No Gender	<p>Basic demographics field. Like item #1, this total should always be very low.</p>	<p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Identification and add the gender. • Save and close.

<p>5. No Race/Ethnicity</p>	<p>Basic demographics field. Like item #1, this total should always be very low.</p> <p>Some learners marking Hispanic or Latino do not wish to mark a race. If so—that is fine – marking Hispanic/Latino ensures the student qualifies for state and federal reporting. However, the report will still see race is missing and report it. If there is no race marked for students, check that Hispanic or Latino is marked.</p> <p>If learner is of more than one race, you can mark More than One (included in TE but not on the Entry Record form).</p>	<p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Identification and add the race (or ethnicity) and Save.
<p>6. Total Reported Labor Force Status</p> <p>a. <i>Total ‘Employed’</i> b. <i>‘Employed with Notice’</i> c. <i>‘Unemployed’</i> d. <i>‘Not in Labor Force’</i> e. Total missing Labor Force Status</p>	<p>Basic demographics field. Like item #1, this one is a critical field and should always have a very low number missing.</p> <ul style="list-style-type: none"> • When performing a quality check, it is important to review item 6e rather than 6, as 6e is the item that actually indicates “what’s missing” 	<p>To find information by class for each Labor Force item:</p> <p>In the DIR, right-click on Item Count and open...</p> <ul style="list-style-type: none"> • Drill Down to Student Record Population. This lister includes Labor Force Status. • Add or edit Labor Force Status and Save.
<p>8. No Pretest</p>	<p>Agencies should pretest upon enrollment, so this item should always be low.</p> <ul style="list-style-type: none"> • If your agency uses any of the newer NRS MSG’s such as HSE subsections or 3, 4, or 5 for workforce programs, this number may be higher than expected. • “Waiting List Issues” can sometimes inflate the number for this item – based on the steps your students follow during orientation and enrollment. • DIR items related to pre/post-testing are “fix” in your data, but best addressed by additional test scheduling, and improved coordination and communication with students and staff. 	<p>In the DIR, right-click and open Assessment Population. Or right-click to open NRS Monitor</p> <p>Some other things you can check before initiating more student testing:</p> <ul style="list-style-type: none"> • Add Class Instance • Add Assessment Date • In Assessment Info, add the test form administered and score

<p>9. No Post-Test</p>	<p><i>Without question, the #1 most common problem for most agencies.</i></p> <ul style="list-style-type: none"> • The DIR items related to pre/post-testing are usually best addressed by improved test scheduling, coordination, and communication with students and staff rather than data troubleshooting. • This is an item like “hours” where it is possible high numbers may be due to the time of year, or a transient student population, rather than missing tests. • The CA statewide persistence rate has stayed around 70% -- so the EOY percentage displayed on this item should be 30% or lower. • <i>Use this item in conjunction with the Persister report to pinpoint programs/levels that are of the highest concern.</i> 	<p><i>In the DIR, right-click and open Assessment Population.</i> Or right-click to open NRS Monitor</p> <p>Some other things you can check before initiating more student testing:</p> <ul style="list-style-type: none"> • Add <i>Class Instance</i> • Add <i>Assessment Date</i> <p>In <i>Assessment Info</i>, add the test form administered and score</p>
<p>9a, 9b, 9c. Learners with a pretest but no post-test</p> <p>9a) excluding HSE/HSD 9b) below ASE High 9c) excluding MSG</p>	<p>This item reports the same issue as Item #9 – pretest but no post-test – but with special conditions that are important when calculating outcomes on NRS Table 4,</p> <ul style="list-style-type: none"> • 9a. Excludes students that earned HSE or the HS diploma, and may have successfully completed the program before doing a post-test. • 9b. Excludes students with high pretest scores that placed them in ASE High, the highest of the 12 EFL’s included on NRS Table 4. • 9c. Excludes students earning any other reported MSGs on NRS Table 4. 	<p><i>In the DIR, right-click and open...</i></p> <ul style="list-style-type: none"> • NRS Monitor • Assessments Audit
<p><i>9x, 9ax, 9bx, 9cx. Learners with a pretest but no post-test “in any area”</i></p>	<p>The items designated with an “X” denote testing situations where the test modality for the pretest is different than what is used to determine pre/post-test gains. For NRS the pretest used for EFL placement must always be the test that was administered first.</p>	<p><i>In the DIR, right-click and open...</i></p> <ul style="list-style-type: none"> • NRS Monitor • Assessments Audit

	<p><i>These situations do not necessarily reflect an “error” but are for information only to help track how TE selects pre- and post-tests for federal reporting.</i></p>	<p>You could also right-click and drill down to DIR to review and trends for students that appear here.</p>
<p>10a. Learners with a pre/post-test pair</p>	<p>This includes all students with a valid pre/post-test.</p>	<p><i>In the DIR, right-click and open...</i></p> <ul style="list-style-type: none"> • NRS Monitor • Assessments Audit
<p>10b. Learners with a pre/post-test pair, but have not completed a level</p>	<p>This item is especially helpful to identify when the agency has successfully pre/post-tested most students but the students are not achieving many level gains.</p> <p>This issue usually needs a longer term strategy focused on student performance in the classroom rather than improved data collection and clean-up.</p>	<p><i>In the DIR, right-click and open...</i></p> <ul style="list-style-type: none"> • NRS Monitor • Assessments Audit
<p>11a. Achieved EFL Gain with pre/post-testing</p>	<p>Identifies learners who made literacy gains through NRS MSG’s 1a-1d. On the DIR this is a straight item count, but for NRS Table 4, MSG’s will always be an unduplicated count</p> <ul style="list-style-type: none"> • <i>11a.</i> MSG 1s Pre/Post-testing • <i>11b.</i> MSG 1b Identifies learners who achieve a level gain through high school credits. • <i>11c,</i> MSG 1c Enter Post-Secondary • <i>11d.</i> MSG 1d Passing a HSE subsection 	<p><i>In the DIR, right-click and open...</i></p> <ul style="list-style-type: none"> • NRS Monitor
<p>11b. Achieved EFL Gain with High School credits earned</p>		<p>For additional context you could also run NRS Table 4A, which provides item counts for each specific MSG.</p>
<p>11c. Achieved EFL Gain with Post-Secondary outcome</p>		
<p>11d. Achieved EFL Gain with HSE Subsection</p>		

<p>12a. Passed HSE</p>	<p>Identifies learners who marked a passed GED or HiSET.</p>	<p>To find information for HiSET and GED:</p> <ul style="list-style-type: none"> • In the DIR, right-click and Drill Down to Student Record Population. • The records in this lister include Passed HiSET and Passed GED. • Add or edit Education Outcome and Save.
<p><i>12b. Passed HSE but instructional program not HSE</i></p>	<p>If a student is enrolled in another program area, but earned their HSE, the outcome will still “count” – but it is expected that enrollment is in the HSE program area</p>	<ul style="list-style-type: none"> • In the DIR, right-click to Student Program Population. • Open the Program Enrollment record • Add or edit to instructional program HSE
<p><i>12c. Passed HSE but Highest Degree Earned is HSE or higher</i></p>	<p>If a student with a higher education level earned their HSE, the outcome will still “count” – but it is expected that it is a level below HSE.</p>	<ul style="list-style-type: none"> • Right-click to Student Population • Double-click to open the student record. • Click the edit icon next to Education and add the highest degree earned, if necessary.
<p>13a. Earned HSD</p>	<p>This identifies learners who marked HS diploma.</p>	<p>To find information for High School diploma:</p> <p>In the DIR, right-click on Item Count and open...</p> <ul style="list-style-type: none"> • Drill Down to Student Record Population. This lister includes Earned High School diploma. • Add or edit if necessary.
<p><i>13b. Earned HSD but instructional program is not HSD</i></p>	<p>If a student is enrolled in another program area, but earned their diploma, the outcome will still “count” – but it is expected that enrollment is in the HS diploma program area</p>	<p>In the DIR, right-click to Student Program Population.</p> <ul style="list-style-type: none"> • Open the Program Enrollment record • Add or edit to instructional program HS diploma, if necessary.

<p>14a. Learners with only one Period of Participation</p> <p>14b. Learners with more than one Period of Participation</p>	<p>This item reports Periods of Participation (PoPs) that are based on student attendance and the federal 90-day rule, and important for federal reporting. A student may have more than one enrollment in a program year, or enrollment that extends more than a year,</p> <p>Having multiple PoPs (or not) does not affect NRS performance but managing PoPs helps track the flow of exited students that may be eligible for follow-up.</p>	<p>In the DIR, right-click to Class Record Population.</p> <ul style="list-style-type: none"> • Open the Class Record. • Add or edit instructional hours if applicable.
<p>15a. Learners with 90-97 days between Dates of Service</p> <p>15b. Learners with 83-89 days between Dates of Service</p>	<p>This item is also more for NRS reporting, and helps agencies manage Periods of Participation (PoPs.) Specifically, this item displays “close calls” where a student was just over (or under) 90 days of no attendance.</p> <p>Having multiple PoPs (or not) does not affect NRS performance but managing PoPs helps track the flow of exited students that may be eligible for follow-up.</p>	<p>In the DIR, right-click to Class Record Population.</p> <ul style="list-style-type: none"> • Open the Class Record. • Add or edit instructional hours if applicable.
<p>16a. Learners enrolled in IET</p>	<p>IET is for students enrolled in an ABE, ASE or ESL class and a CTE class at the same time. For this item the DIR shows Learners Eligible that marked Special Programs = Integrated Education & Training.</p>	<p>In the DIR, right-click and:</p> <ul style="list-style-type: none"> • Choose Students – Records Population • Open the student record • Add or edit to Special Programs = Integrated Education & Training
<p>16b. IET/Workplace Literacy MSG</p>	<p>This corresponds to MSG’s 3, 4, and 5 on NRS Table 4, which require enrollment in either IET or Workplace Literacy.</p> <p><i>MSG 3 = Post-Secondary</i> <i>MSG 4 = Training Milestone</i> <i>MSG 5 = Passage of Exam</i></p>	<p>In the DIR, right-click and:</p> <ul style="list-style-type: none"> • Choose Students – Records Population • Open the student record • Add or edit to Special Programs = Integrated Education & Training OR • Special Programs = Workplace Literacy

<p>17. No Primary Goal</p>	<p>Learner goals are not required for federal reporting, but this information contributes to good instruction and an effective adult educational program; in addition, agency level goal setting is now an established part of both WIOA II and CAEP reporting.</p>	<p>In the DIR, right-click and:</p> <ul style="list-style-type: none"> • Choose Students – Records Population • Open the student record • Click the edit icon to add Primary and Secondary Goal
<p>18. No Secondary Goal</p>	<p>Learner goals are not required for federal reporting, but this information contributes to good instruction and an effective adult educational program; in addition, agency level goal setting is now an established part of both WIOA II and CAEP reporting.</p>	<p>In the DIR, right-click and:</p> <ul style="list-style-type: none"> • Choose Students – Records Population • Open the student record • Click the edit icon to add Primary and Secondary Goal
<p>19. Learners with at least one Barrier to Employment</p>	<p>Barriers to Employment includes a variety of issues that may make it more difficult for the student to attain employment and/or succeed in the classroom.</p>	<p><i>In the DIR, right-click and open...Program Years Population</i></p> <ul style="list-style-type: none"> • Select and Open student record • Select Barrier(s) that apply to the student and Save.
<p><i>19a. Learners with multiple Barriers to Employment</i></p> <p><i>19b. Learners with No Barriers to Employment</i></p>	<p>No “follow up” is required to verify barriers. If “the student says so,” that is enough to justify marking it.</p> <p>Increasingly, at the state and federal level, this field is used to better identify adult education learning populations at the local, state, and federal levels – specifically, those groups that may require more support.</p>	<p><i>In the DIR, right-click and open...Program Years Population</i></p> <ul style="list-style-type: none"> • Select and Open student record • Select Barrier(s) that apply to the student and Save.
<p>20. Learners co-enrolled in WIOA Titles I, III or IV</p>	<p>This identifies learners who are co-enrolled with a WIOA partner program. There are separate options in the Personal Status field for each WIOA program. If you have the information, please record it here.</p> <p><i>WIOA Title I = Workforce Training</i> <i>WIOA Title III – One Stop/AJCC</i> <i>WIOA Title IV - Rehabilitation</i></p> <p>This has become an increasingly important field at both the state and federal level, given the recent emphasis on more collaboration with workforce partners.</p> <p>By definition, adult education students in ABE, ASE, and ESL are considered WIOA Title II – so only Title I, III, and IV are available to record co-enrollment.</p>	<p>In the DIR, right-click and:</p> <ul style="list-style-type: none"> • Choose Students – Records Population • Open the student record • Add or edit to Personal Status = WIOA Title I, III, or IV

<p>21. Learners with a pretest in the conservative estimate range ♦</p>	<p>These (♦ diamond score) range test scores are allowable for NRS, CAEP, and CA Payment Points – but may not accurately represent the individual’s skill level.</p> <ul style="list-style-type: none"> • Large numbers or percentages may indicate need for adjustment in agency’s pre/post-testing practices – especially at student enrollment and placement. • This issue was introduced to the DIR in 2008, because at that time 25% of the pretests statewide were diamond scores. • Since then, almost all agencies have improved this area of performance significantly and are normally well below 10% in this area. 	<p><i>In the DIR, right-click and open...</i></p> <ul style="list-style-type: none"> • NRS Monitor • Assessments Audit
<p>22a. Learners with a pre/post-test pair but less than 40 hours of instruction</p>	<p>Federal requirement is that all learners must have at least 40 hours of instruction between the pretest and the first reported post-test.</p> <ul style="list-style-type: none"> • Informally, we have used 10% as a useful threshold for this item. • Drill down on this item to generate and print this list to document local administrator approval for all learners with a pre/post-test pair with less than 40 hours of instruction. • <i>The CASAS recommendation for hours between tests is 70-100 hours – not just 40.</i> 	<p><i>In the DIR, right-click and open...</i></p> <ul style="list-style-type: none"> • NRS Monitor • Assessments Audit
<p><i>22b. Learners without a pre/post-test pair but more than 40 hours of instruction</i></p> <p><i>22c. No pair but more than 70 hours of instruction</i></p>	<p>These DIR items address the same requirement as Item 22a above – but instead display instances when the student does have sufficient hours, but no pre/post-test pair.</p> <p>This may be helpful in prioritizing students for post-test.</p>	<p><i>In the DIR, right-click and open...</i></p> <ul style="list-style-type: none"> • NRS Monitor • Assessments Audit

<p>22ax, 22bx, 22cx. "In any area"</p>	<p>The items with an "X" denote testing situations where the test modality for the pretest is different than what is used to determine pre/post-test gains. For NRS reporting the placement pretest must always be the test that was administered to the student first.</p> <p><i>These situations do not necessarily reflect an "error" but are identified for information only.</i></p>	<p><i>In the DIR, right-click and open...</i></p> <ul style="list-style-type: none"> • NRS Monitor • Assessments Audit
<p>29a. Provided SSN</p> <p>29b. Provided ITIN</p> <p>30. SSN Not Provided</p>	<p>SSN is required for the EDD data match, which verifies employment and earnings information for exited students reported on NRS Table 5.</p> <p>Students providing SSN are exempt from the Employment & Earnings follow up Survey.</p> <p>ITIN = Taxpayer ID, which is also allowed for the data match, and providing ITIN also exempts the student from receiving the E & E Survey.</p>	<p>In the DIR, right-click on Item Count and open...</p> <p><i>Student Population</i></p> <ul style="list-style-type: none"> • Double-click to open the student record. • Add or edit SSN/ITIN. • Save and close.
<p>30 a-b-c-d-e SSN/ITIN and consent signed</p>	<p>DIR Items 30a-30e provide a variety of different scenarios to determine whether or not your agency has collected information needed for data match and given each student the opportunity to provide consent for providing this information.</p> <p>The CDE recommends that student consent be given before providing personally identifiable information such as SSN or ITIN. For guidance, see CDE Memorandum 17-1.</p>	<p>In the DIR, right-click on Item Count and open...<i>Student Population</i></p> <ul style="list-style-type: none"> • Double-click to open the student record. • Review the fields for SSN and ITIN, as well as <i>Consent Signed</i>. • Add or edit these fields as appropriate.
<p>30f. SSN out of range</p> <p>30g. ITIN out of range</p>	<p>Both SSN and ITIN are 9-digit numbers formatted xxx-xx-xxxx.</p> <p>SSN's always begin with numbers 0-6 ITIN's begin with the number 9.</p>	<p>In the DIR, right-click on Item Count and open...<i>Student Population</i></p> <p>In Identification, review the fields for SSN and ITIN. Add or edit these fields as appropriate.</p>

<p>31 Missing Phone</p> <p>32 Missing Mobile Phone</p> <p>33 Missing Email</p>	<p>Phone number and email address are used to contact students to respond to the Employment & Earnings Survey.</p> <p>It is not required to complete each of these fields for every student, but at least one of these fields should be completed for each student to provide some way to follow-up.</p>	<p>In the DIR, right-click on Item Count and open...<i>Student Population</i>.</p> <p>Scroll down to Address, Contact, and Provider Use to find and edit email and phone number.</p> <p>You may also review the Quarterly Follow-up Survey reports to view this information for the students on track for E & E follow up.</p>
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