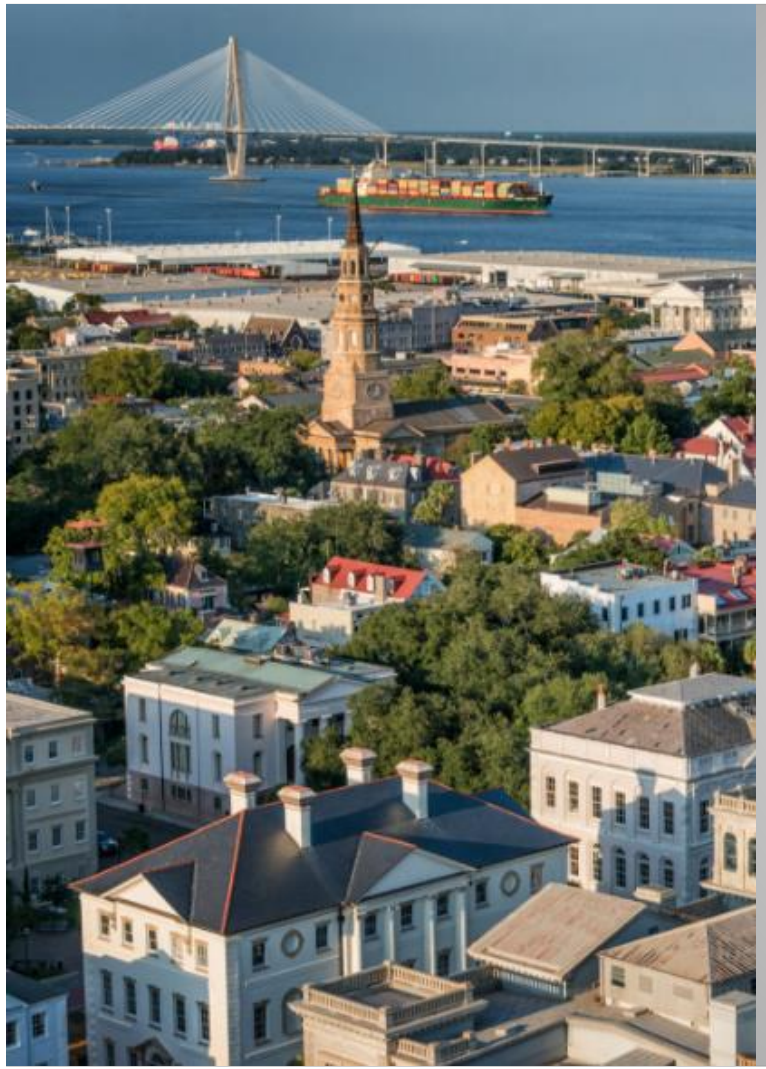
NAEPDC

National Adult Education Professional Development Consortium

National Training Institute • November 14-17, 2017



Welcome

to the

2017 NTI

in Charleston, SC!

NAEPDC

National Adult Education Professional Development Consortium

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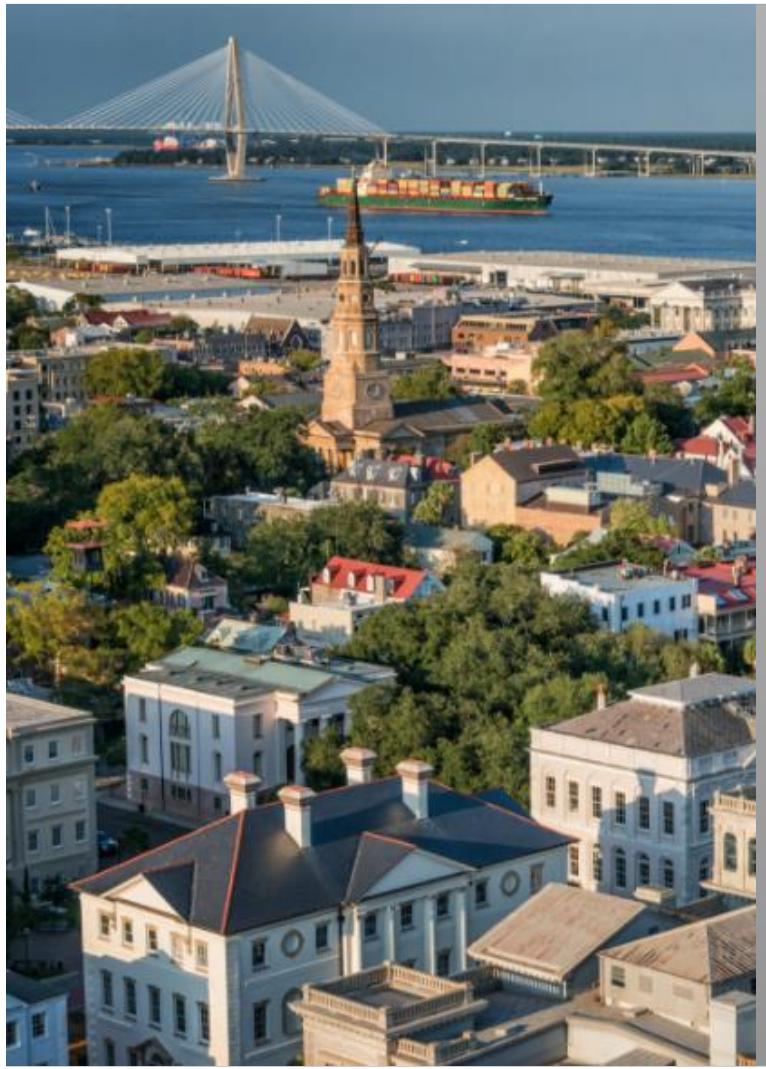


Thursday, November 16, 9am – 10:15am

Session 3

NRS Performance Reporting Debrief

Presenters: Larry Condelli (AIR) &
Cheryl Keenan (OCTAE)

NRS Performance Reporting: State Needs and Assistance

NTI, Charleston, SC
November 16, 2017

NRS
National Reporting System for Adult Education

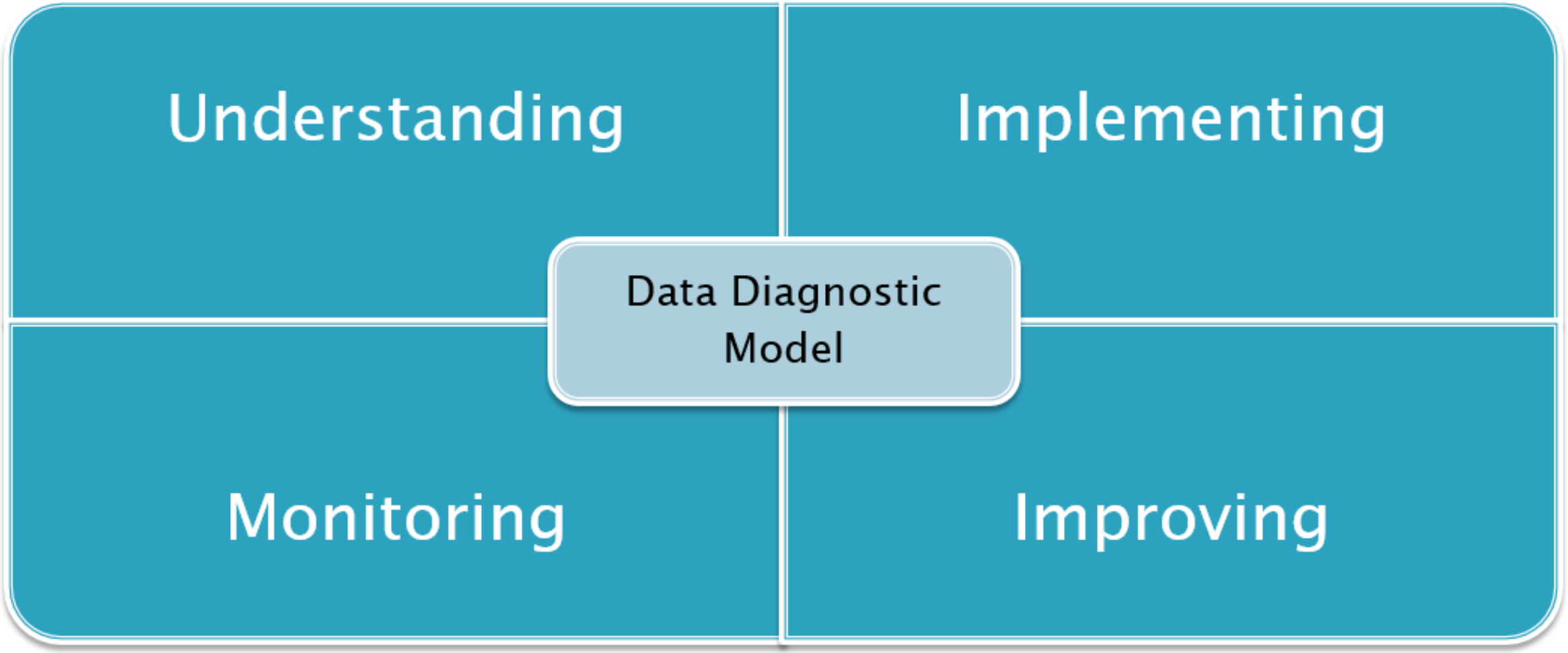
Objectives of Session

- Review data issues from NRS regional training
- Identify areas of WIOA performance reporting needing further clarification
- Review NRS Support project TA and training
- Identify technical assistance needs
- Identify methods for providing training and TA to states

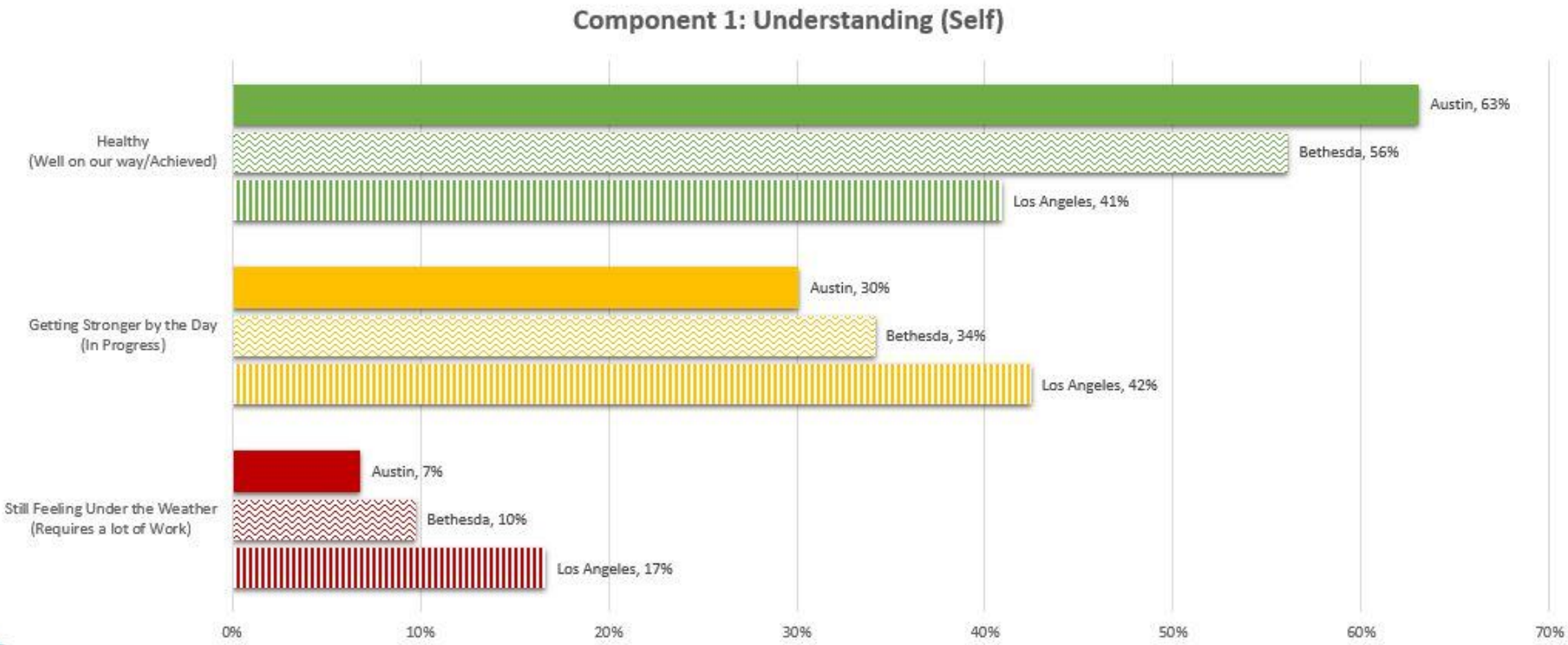
NRS Regional Training: Annual Checkup--WIOA Accountability After One Year

- Reviewed WIOA data collection requirements
- Reviewed data flow: collection to reporting
- Explored methods for improving data quality and implementation of those methods
- Identified data-monitoring methods
- States develop a plan for enhancing data quality

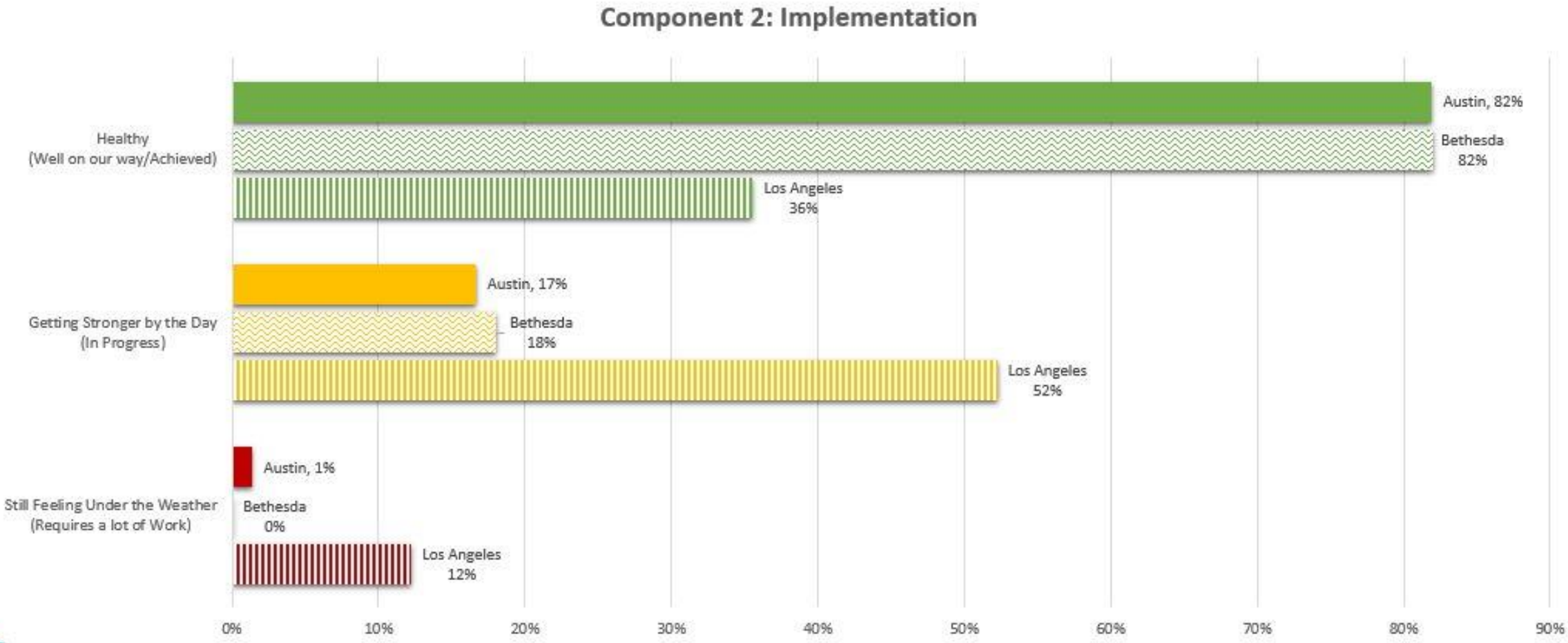
Training Model



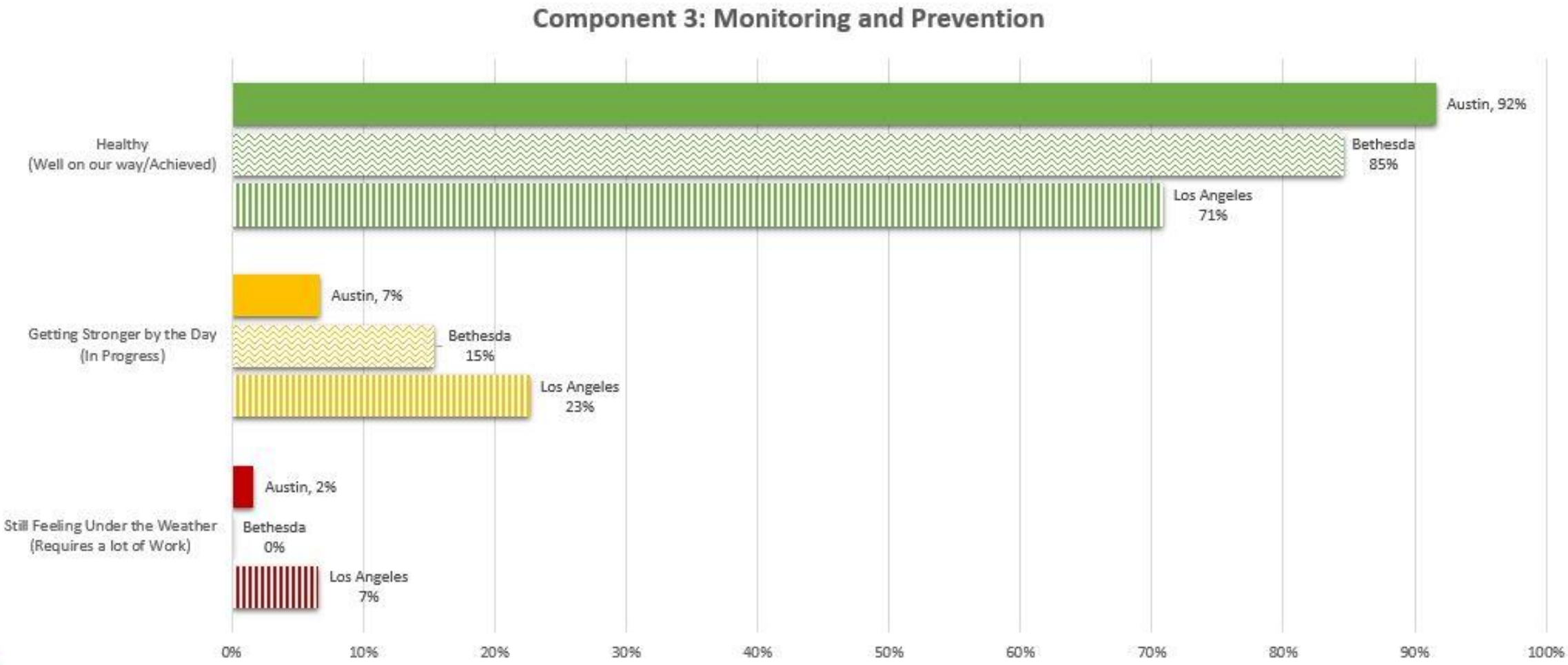
Understanding of Accountability Requirements



Implementation Health



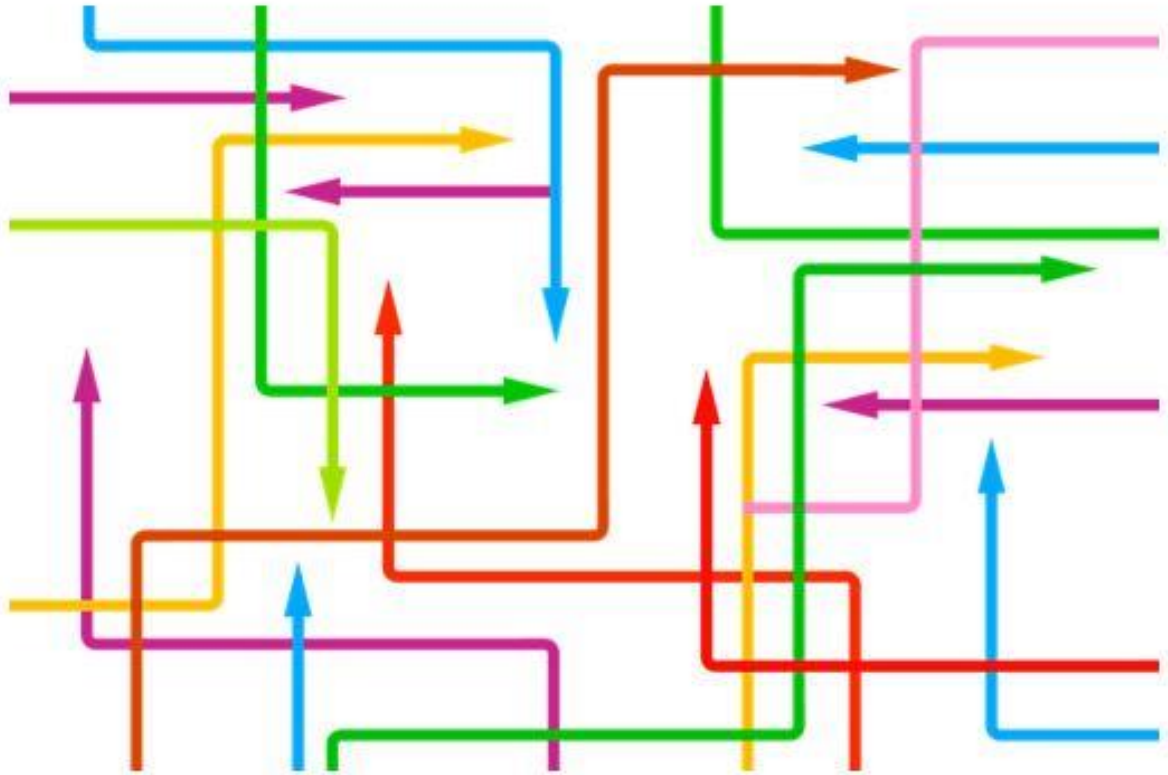
Data Monitoring Health

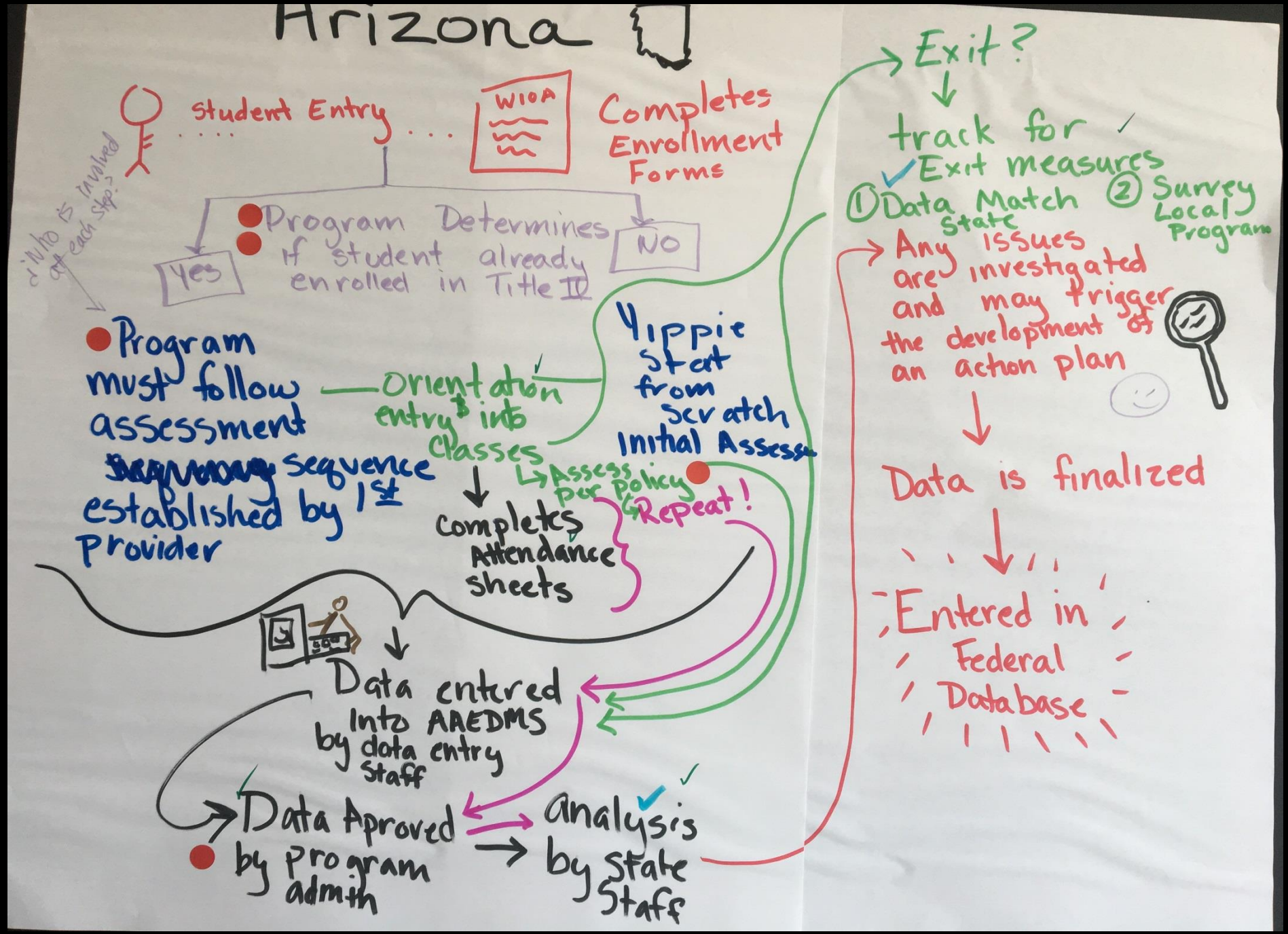


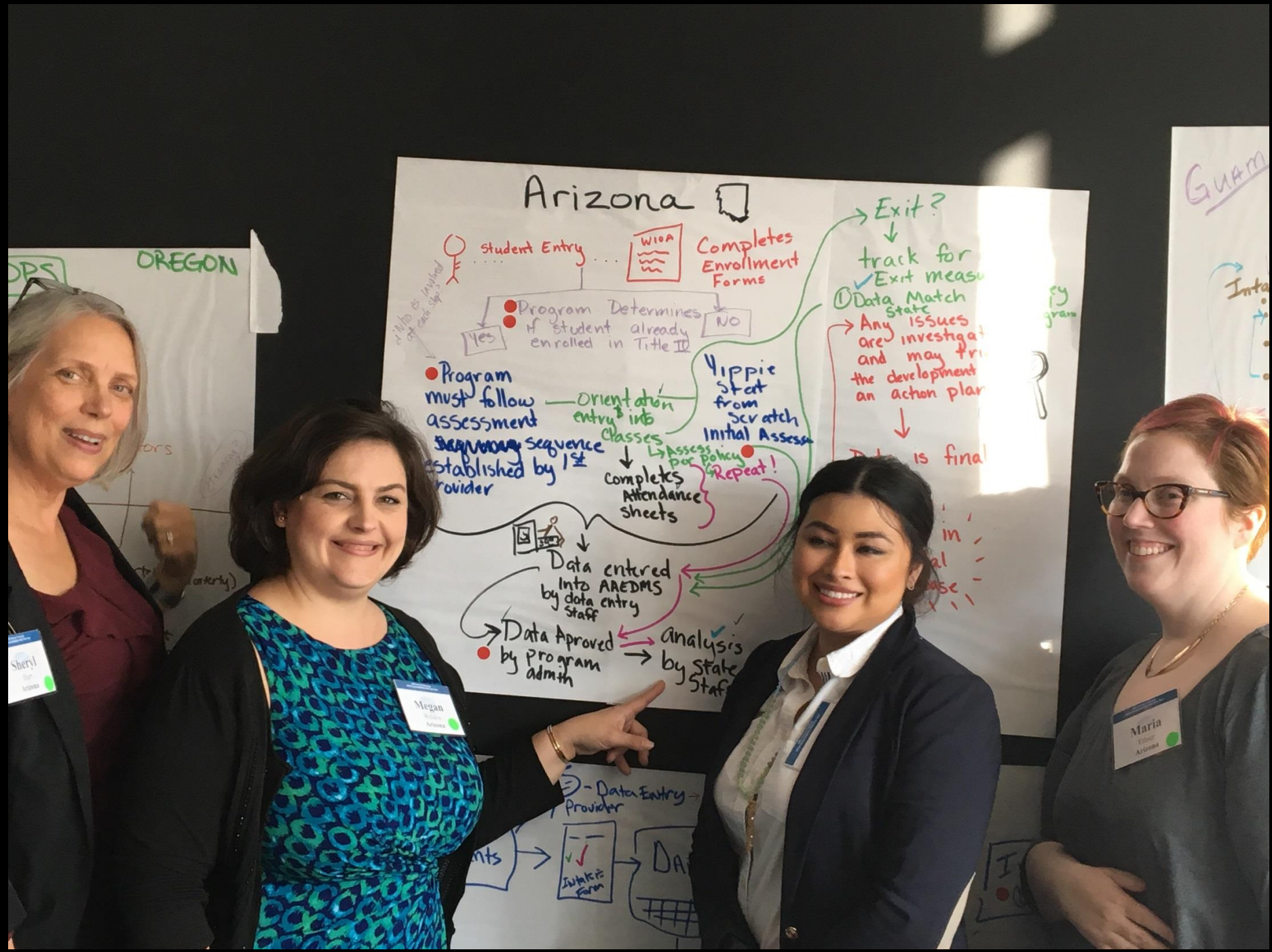
What Is YOUR Data Flow?

Elements you might include:

- Different processes
  - Intake
  - Updates
  - Assessment (and reassessment)
  - Data checking
- Who is involved
  - Student
  - Teacher
  - Administrator
  - State office




Arizona
Student Entry
WIOA
Completes Enrollment Forms
Program Determines if student already enrolled in Title II
YES
NO
Who is involved at each step?
Program must follow assessment sequence established by 1st Provider
Orientation entry into Classes
Assess per policy
Repeat!
completes Attendance sheets
Yippie Start from Scratch
Initial Assess
Data entered into AAEDMS by data entry staff
Data Aproved by program admin
analysis by State Staff
Exit?
track for Exit measures
1 Data Match State
2 Survey Local Program
Any issues are investigated and may trigger the development of an action plan
Data is finalized
Entered in Federal Database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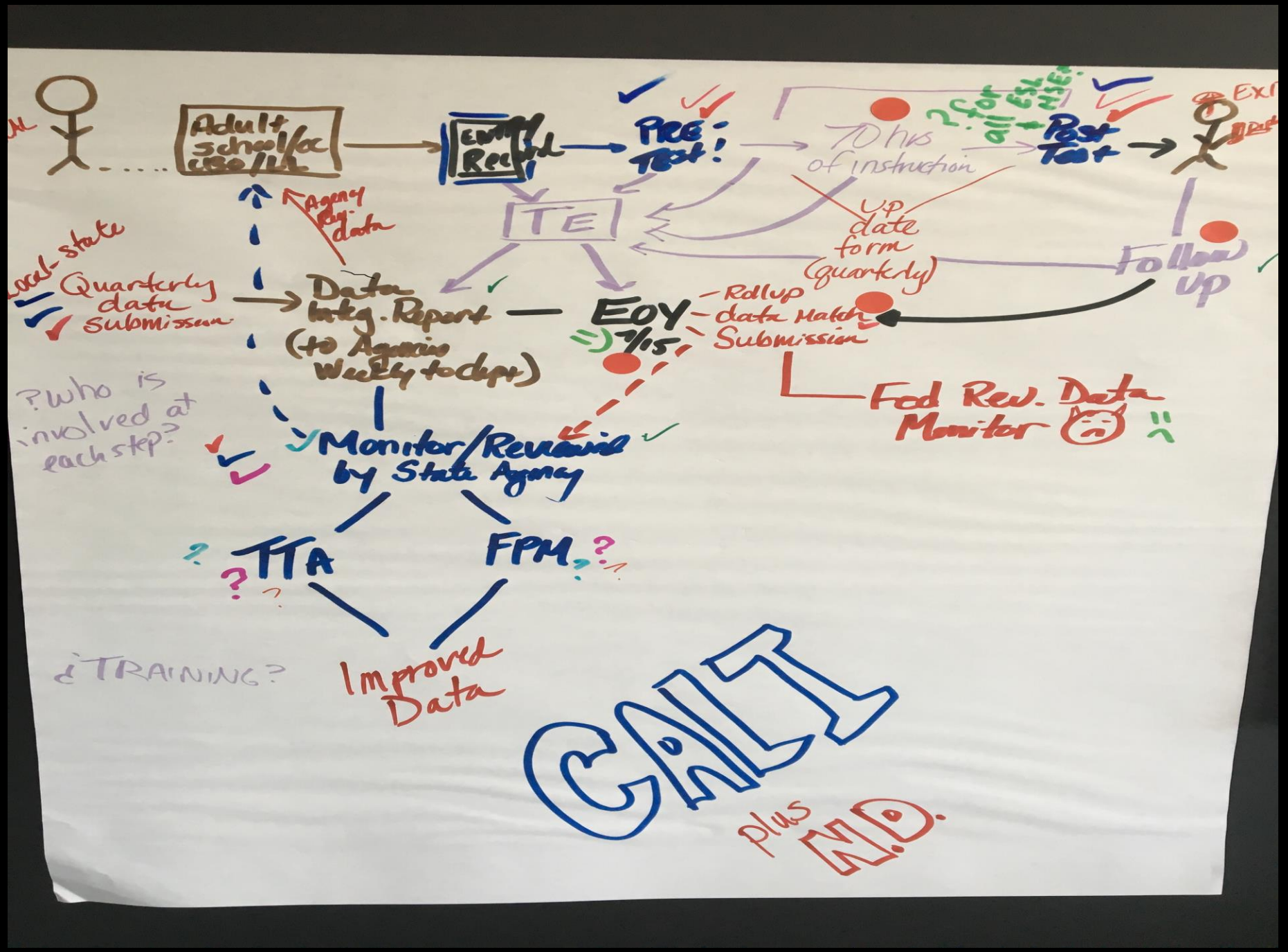
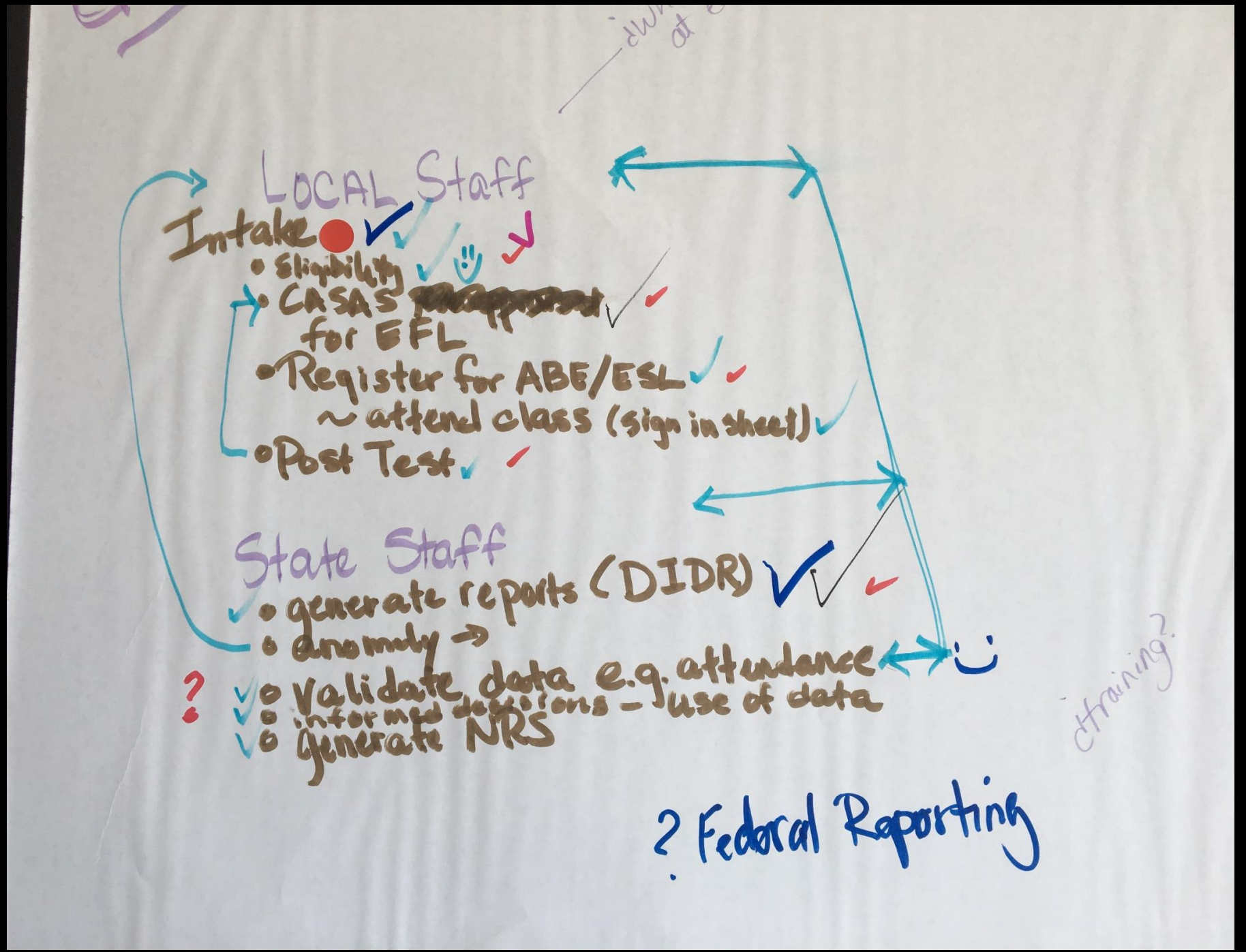
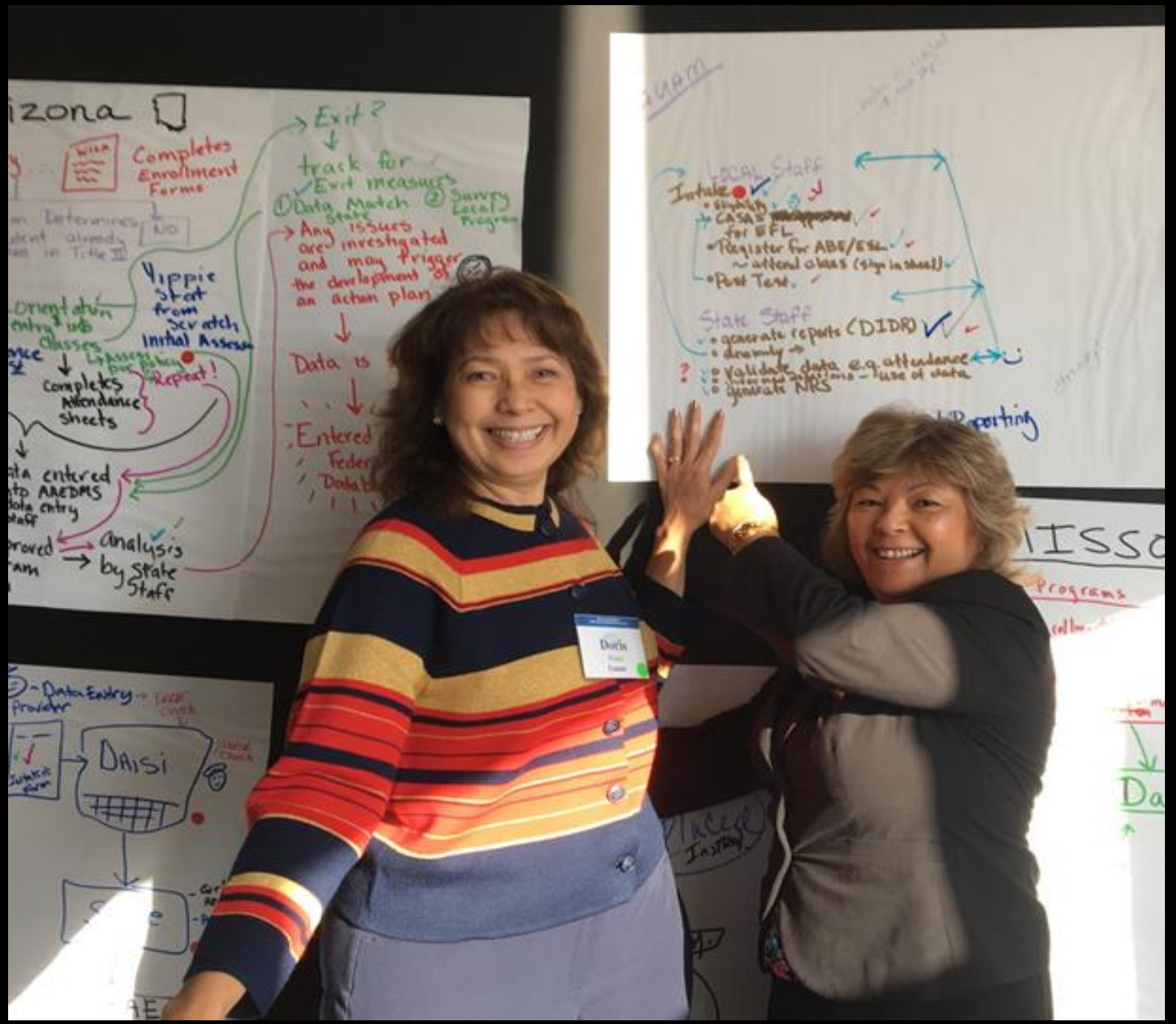
Analysis by State Staff
Exit?
track for
Exit measu
Data Match
Any issues are investiga
and may tr
the development
an action plan
OREGON
GUAM
Sheryl
Arizona
Megan
Arizona
Maria
Arizona


Adult school/cc CBO/LL
Entry Record
PRE-TEST!
70 hrs of instruction
Post Test
Ex
TE
Up date form (quarterly)
Follow up
Agency Rev. data
Local-state
Quarterly data submission
Data Integ. Report (to Agencies Weekly to dept)
EOY 7/15
Rollup
data Match
Submission
Fed Rev. Data Monitor
?who is involved at each step?
Monitor/Reviewed by State Agency
TTA
FPM
¿TRAINING?
Improved Data
CALT
plus N.D.

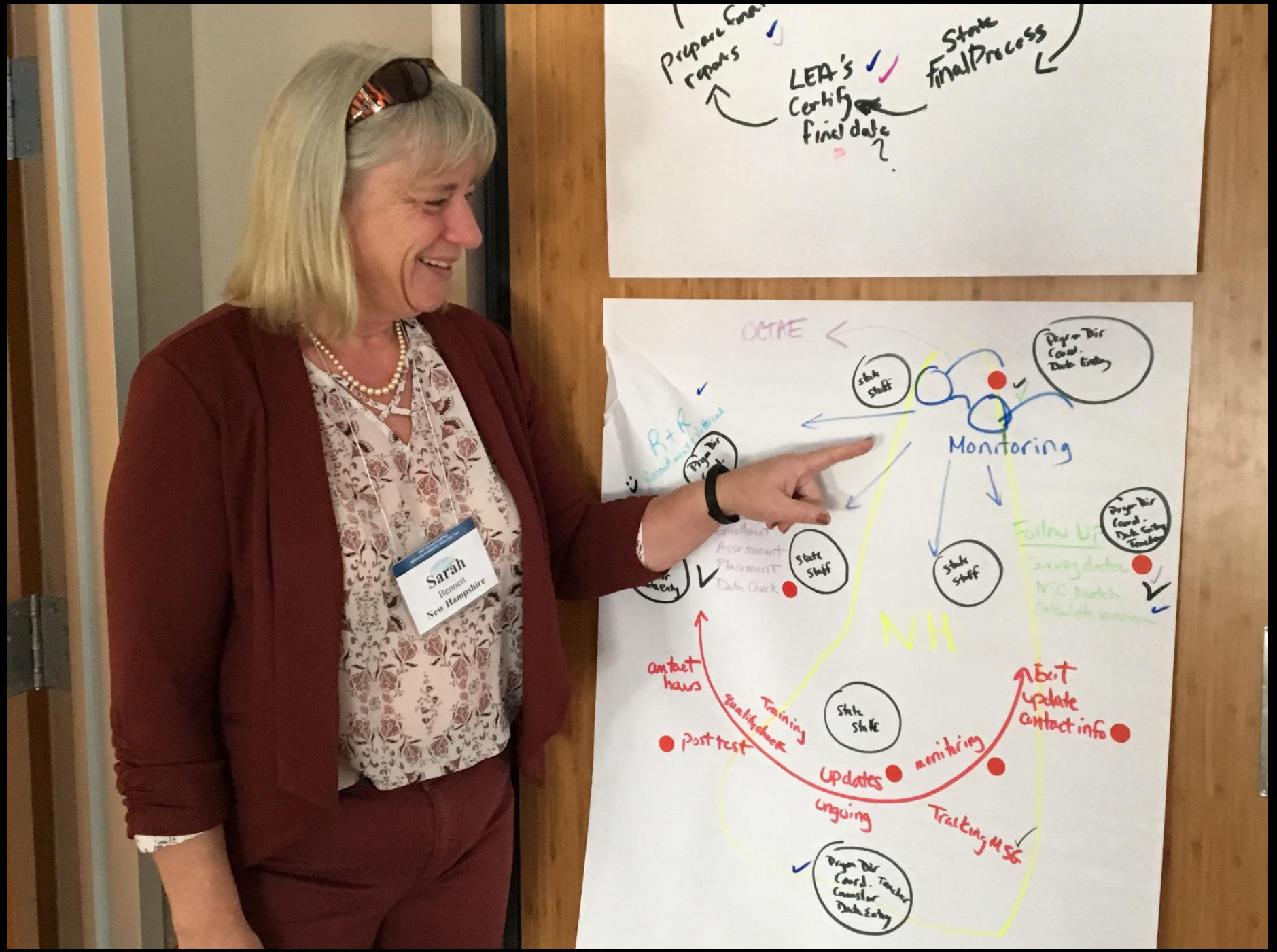
Jay
Wright
California
Carolyn
Cory
Rayala
California
Adult schools/ccc use/ch
Pre Test
Post Test
Exit
TE
Up date form (quarterly)
Local state
Quarterly data submission
Data Integ. Report
(to Agency Weekly to dept)
EOY
Rollup data Match Submission
Fed Rev. Data Monitor
Monitor/Reviewed by State Agency
TTA
FPM
Improved Data
CALI
plus N.P.
Local SIS
Updates
attendance
progress
* STATE INVOLVED
* Data input
* ADMIN INVOLVED

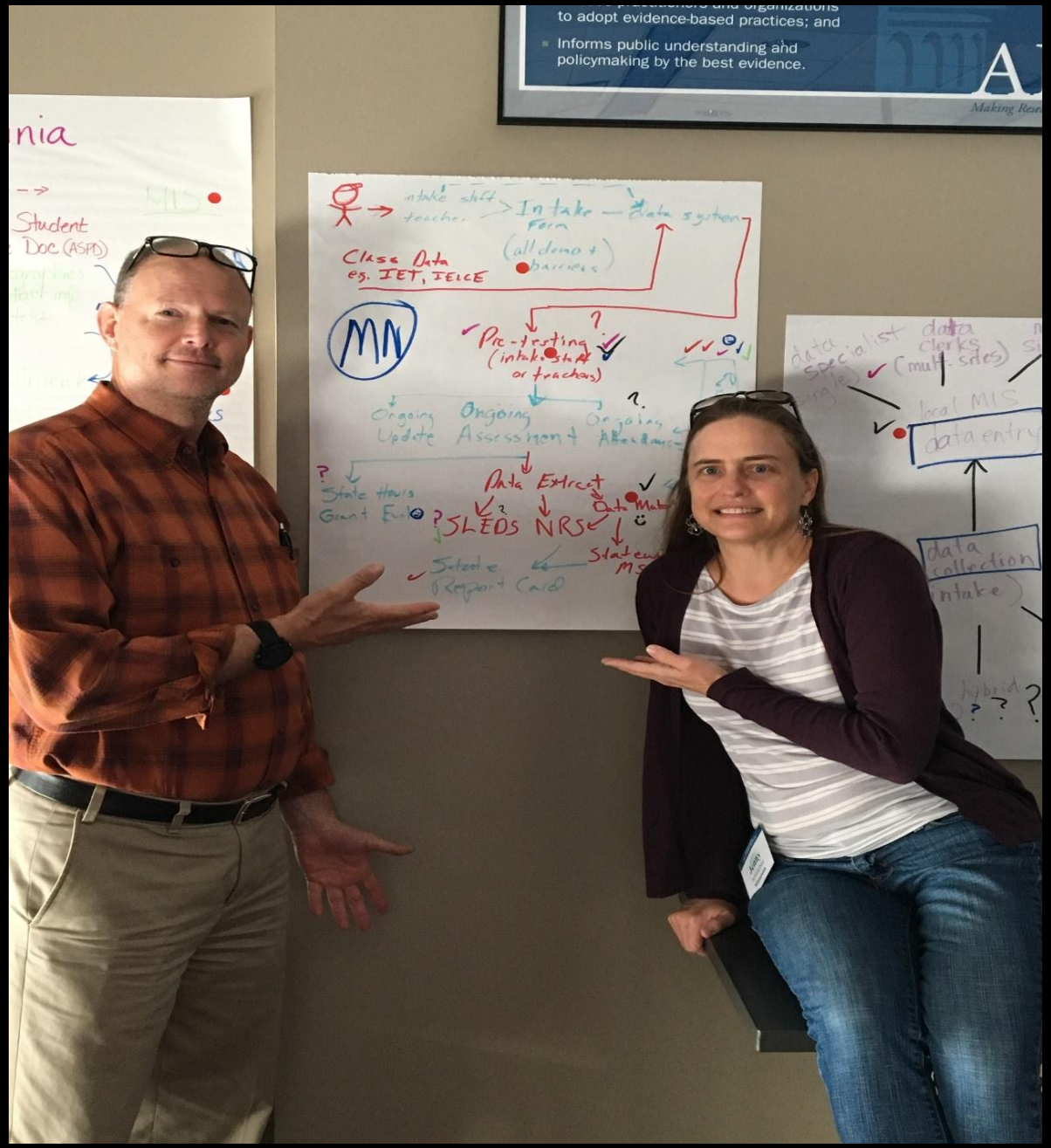

LOCAL Staff
Intake
• Eligibility
• CASAS
for EFL
• Register for ABE/ESL
~ attend class (sign in sheet)
• Post Test
State Staff
• generate reports (DIDR)
• anomaly →
• Validate data e.g. attendance
• informed decisions – use of data
• generate NRS
? Federal Reporting
training?

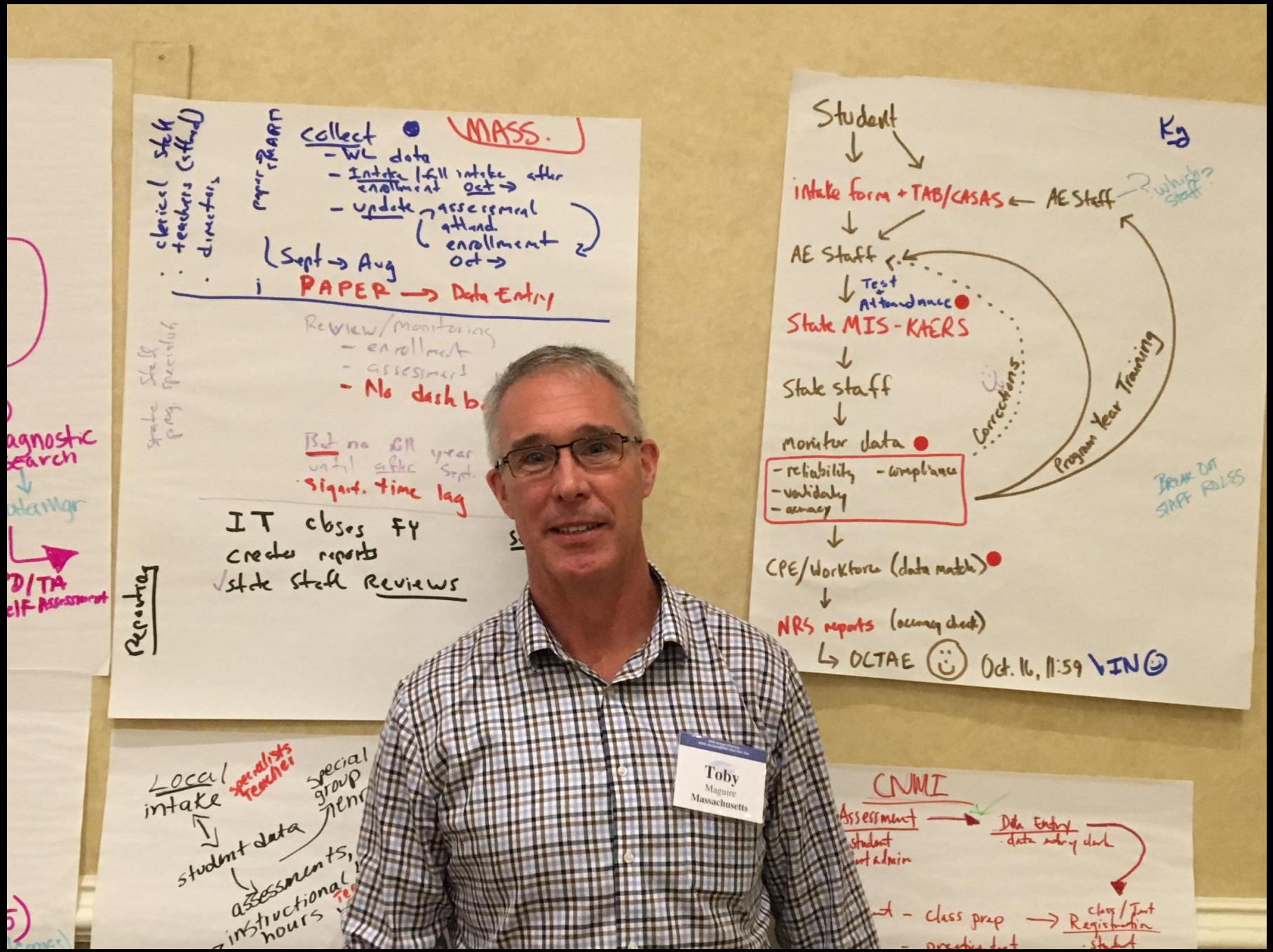

Completes Enrollment Forms
Exit?
track for Exit measures
Data Match
Survey Local Program
Any issues are investigated and may trigger the development of an action plan
Data is
Entered
Yippie start from scratch
Initial Assess
Completes Attendance sheets
Repeat!
analysis by State Staff
Local Staff
Intake
CASAS for EFL
Register for ABE/ESL
Post Test
State Staff
generate reports (DIDR)
Validate data e.g. attendance
generate NRS
Data Entry
Daisi
Programs

1st CONTACT
front desk
Custodian
students
INTAKE
TEACHERS
COORDINATORS
OFFICE STAFF
DIRECTORS
DATA ENTRY
INTAKE
ASSESSMENTS
INSTR. HOURS
POST-TEST
OUTCOMES
QUARTERLY
"UH-OH!"
WHACK!
MAINE
STATE
OFFICE
Tech. Assist.
PD
TRAINING
INCENTIVES

MASS.
collect
- WL data
- update
Sept → Aug
PAPER → Data Entry
- No dashboard
Student
Kg
intake form + TAB/CASAS
AE Staff
State MIS - KAERS
State staff
monitor data
- reliability
- compliance
- validity
- accuracy
CPE/Workforce (data match)
NRS reports (accuracy check)
OCTAE
Oct. 16, 11:59
Corrections
Program Year Training
Tennessee
Intake - Student completes
Staff enters data
Assess - Student receives
Review
Data Entry
class prep
practice test
official test
Instruction
post test / updates
data check


Sarah
Bennett
New Hampshire
LEA's
Certify
final data
State
Final Process
OCTAE
Monitoring
State staff
Follow Up
Survey data
NSC Match
Data Check
NH
contact hours
Training
Post test
Updates
monitoring
Exit
update
contact info
Tracking MSG


to adopt evidence-based practices; and
Informs public understanding and policymaking by the best evidence.
Student Doc (ASPD)
Intake Form
Data system
Class Data
eg. IET, IELCE
MN
Pre-testing
Ongoing Update
Ongoing Assessment
Data Extract
SLEDS
NRS
State Report Card
data specialist
data clerks
local MIS
data entry
data collection
intake
hybrid



MASS.
collect
- WL data
- Intake / fill intake after enrollment Oct →
- update assessment attend. enrollment Oct →
Sept → Aug
PAPER → Data Entry
Review/Monitoring
- enrollment
- assessment
- No dash b
But no fill year until after Sept.
Signif. time lag
IT closes FY
creates reports
state staff Reviews
Reporting
Student
Kg
intake form + TAB/CASAS
AE Staff
AE Staff
Test Attendance
State MIS-KAERS
State staff
monitor data
- reliability
- compliance
- validity
- accuracy
Corrections
Program Year Training
CPE/Workforce (data match)
NRS reports (accuracy check)
OCTAE
Oct. 16, 11:59
IN
Local intake
specialists teacher
student data
assessments,
instructional hours
special group
CNMI
Assessment
Data Entry
class prep
class/Test Registration
Toby
Maguire
Massachusetts

Understanding and Implementation Challenges Identified by States

- Understanding of PoPs, especially by local staff
- Collecting of barriers to employment
  - Privacy and validity issues
- Data matching and supplemental data collection for post-exit indicators
- Data systems development
- Training of local staff

Your State's Challenges: Understanding and Implementing

- Complete the handout to identify:
  - Specific questions you still have
  - Areas where your local programs are struggling
  - The reasons for difficulties such as staff turnover, lack of training, data system problems, etc.
- Discuss issues with others at your table (designate a reporter)
- Report out the whole group

Monitoring and Data Quality Improvement Challenges Identified by States

- Availability of data
  - Have data been reviewed by state and local staff
  - necessary reports and tables in place in data system
- Data Quality Analyses
- Monitoring
- New data monitoring tools
- Motivating local program staff
- Lack of tools and training for using and understanding data

Your State's Challenges: Monitoring and Quality Improvement

- Complete the handout to identify:
  - What monitoring procedures do you have in place? Do you plan any changes or new approaches?
  - In reviewing your 2016-17 data, what data collection nd reporting problems have you found?
  - Are local programs doing there own data quality analyses? What tools and training do they have available?
- Discuss issues with others at your table (designate a reporter)
- Report out the whole group

Supporting Accountability in Adult Education: Technical Support for the NRS

- **Main Goals of This NRS Support Project**
  - Train and provide tools to state staff to meet Title II Workforce Innovation and Opportunity Act (WIOA) accountability requirements
  - Support states' efforts to produce quality data for NRS reporting
  - Promote state use of data for program management and improvement
  - Provide support to OCTAE on NRS implementation

Project Activities: Training

- **Face-to-Face Training**
  - Regional trainings on general NRS issues related to WIOA accountability requirements and NRS data for all states
  - Targeted training on specific issues for more advanced states (by application)

Professional Development and Technical Assistance Activities

- **State Technical Assistance**
  - Focused on state data systems, assessment, and issues identified by OCTAE
  - States selected by OCTAE
- **Online Courses**
  - One new course annually
  - Facilitated and non-facilitated courses
  - Continue existing, self-directed courses

Assistance to States to Train Local Providers

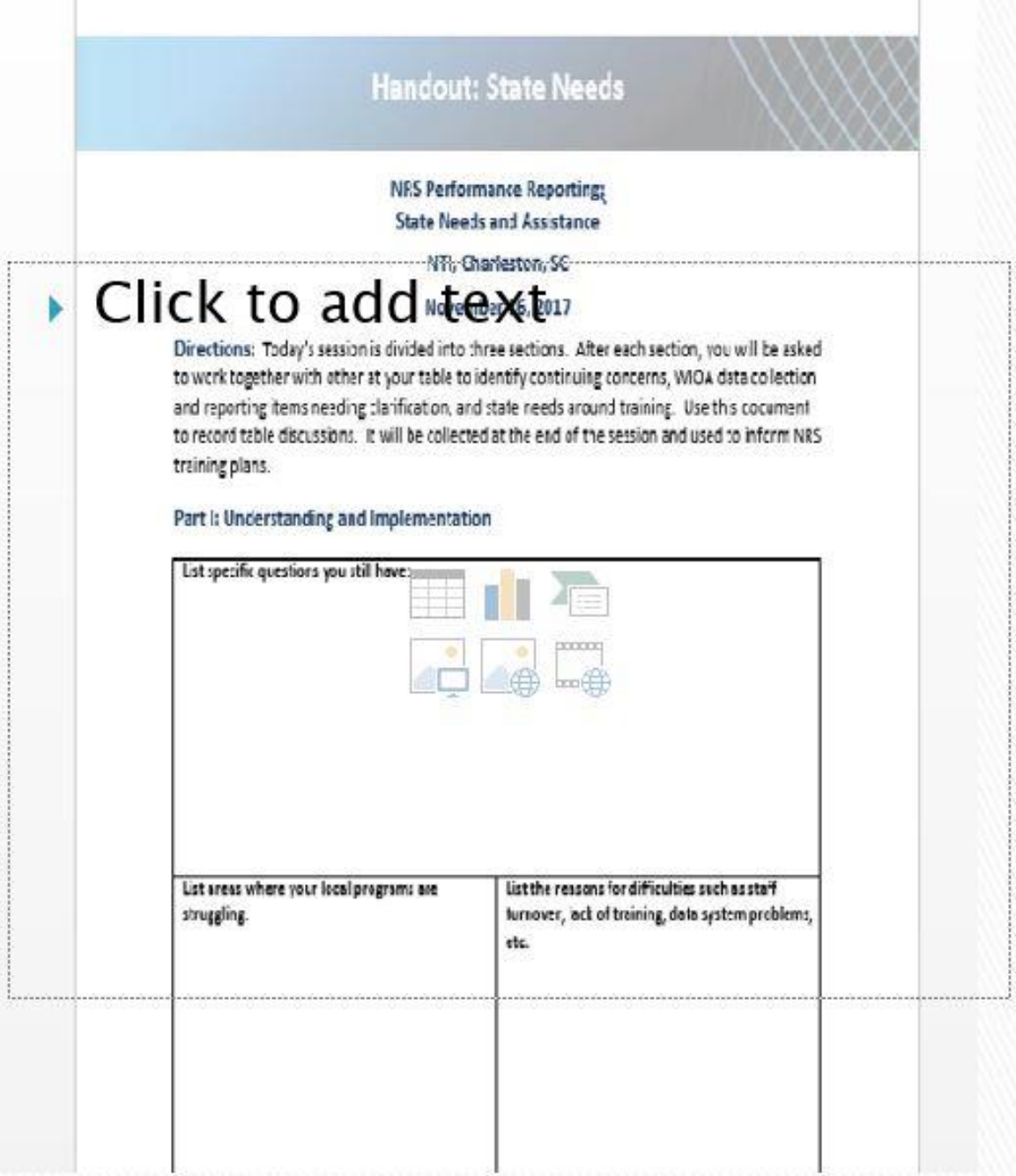
- Provide tools to states to assist in training local providers
  - WIOA requirements
  - Data systems
  - Data quality
- Webinars
- Training-of-trainer (ToT) events (face-to-face and in-person)

Training and TA Needs

- Complete Part 3 of the the handout to identify:
  - What frequent and recurring needs could the project assist you in training locals, such as webinars and online courses?
  - Discuss other needs and ways they can be provided
- Discuss issues with others at your table (designate a reporter)
- Report out the whole group

Data Collection

- Don't forget to leave your completed handout on your table.
- Information provided will be used to inform upcoming learning opportunities



Handout: State Needs

NRS Performance Reporting:
State Needs and Assistance

NTI, Charleston, SC

November 6, 2017

Directions: Today's session is divided into three sections. After each section, you will be asked to work together with other at your table to identify continuing concerns, WIOA data collection and reporting items needing clarification, and state needs around training. Use this document to record table discussions. It will be collected at the end of the session and used to inform NRS training plans.

Part I: Understanding and Implementation

List specific questions you still have:	
List areas where your local programs are struggling.	List the reasons for difficulties such as staff turnover, lack of training, data system problems, etc.

- Click to add text

SAVE THE DATE

WIOA Comm.

WIOA Communication Planning for Adult Education Administrators

Online and in Washington, DC
Begins January 2018

A project-based training produced by the National Reporting System Support Project

Learn how to effectively and strategically partner with WIOA stakeholders using communication planning and your NRS data!

The goal of this training will be for state teams to develop a strategic communication plan to communicate with partners and that leverages their NRS data.

Topics to Be Covered:

- Developing and implementing communications plans to enhance strategic partnerships
- How to establish goals for your strategic communication plan
- Understanding the needs of your partners and how to reach your partners with NRS data
- Data persuasion: Changing attitudes or teaching new skills to state partners and local agencies
- The art of crafting effective communications messages and materials
- Use of NRS data to generate support from stakeholders for adult education programs.

Applications under review

Other Training Opportunities and Resources: Coming Soon

- Informational Webinars
  - Understanding NRS Tables
  - Using the NRS TA Guide
  - Using NRS Online Courses
- Train-the Trainer Webinars
  - Data Flow Tool
    - Based on the recent training, for local program use

Additional Tools and Assistance

- Tools
  - Supplemental Data Collection: Effective Survey Methods
  - Data System development toolkit
    - Overview of data system development process
    - Specifications for Developers
    - Business rules for NRS Data
    - Tips on Usability testing

- Individual state technical assistance
  - Contact OCTAE staff

Contact Us

- Website: http://www.nrsweb.org
  - New website coming this month!

- Email: NRS@air.org and lcondelli@air.org

Thank You

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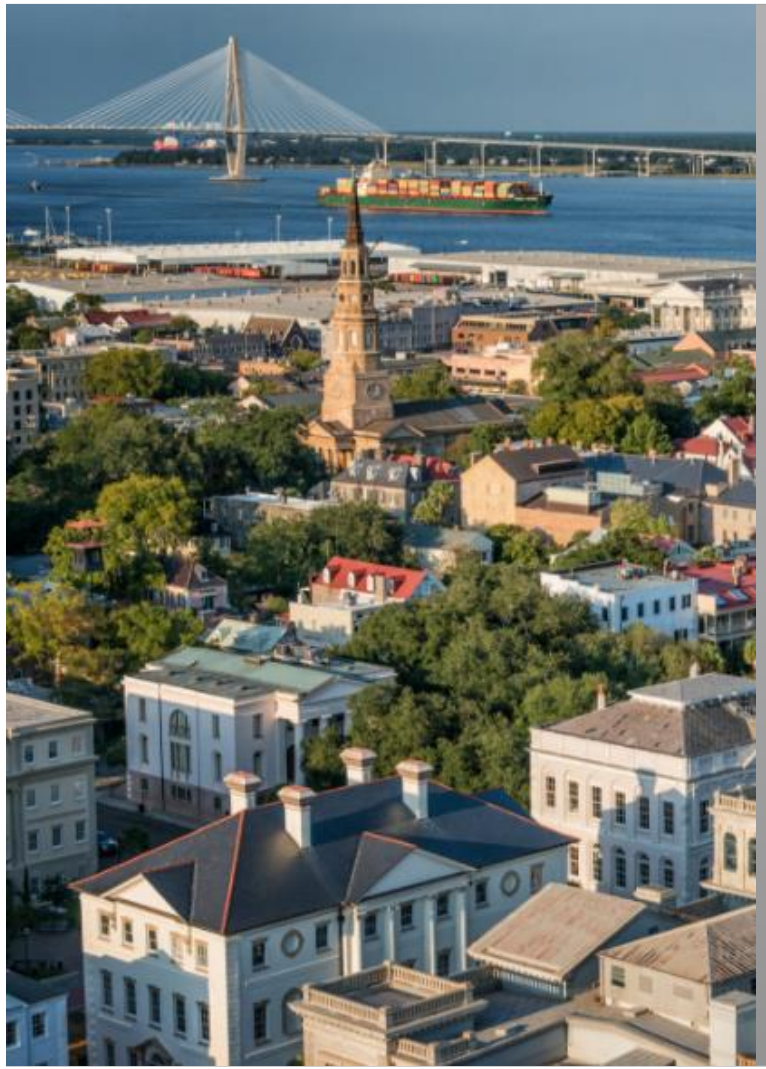

Thursday, November 16, 10:30am – 12pm

Session 4

Integrated Education & Training Implementation Options

Panel Facilitator: Susan Fish (OR)

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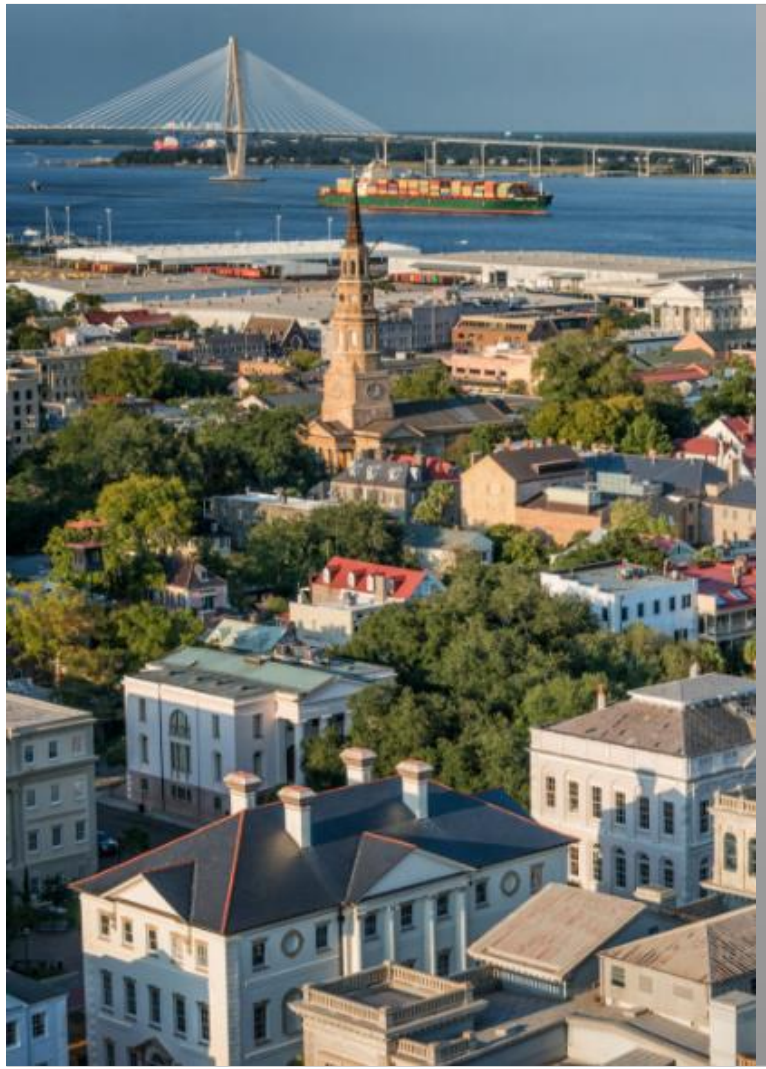

Integrated Education & Training Implementation Options

PANEL MEMBERS

Connie Beene	Kansas
Sandy Crist	Mississippi
Philip Less	Rhode Island
Gail Senese	Maine

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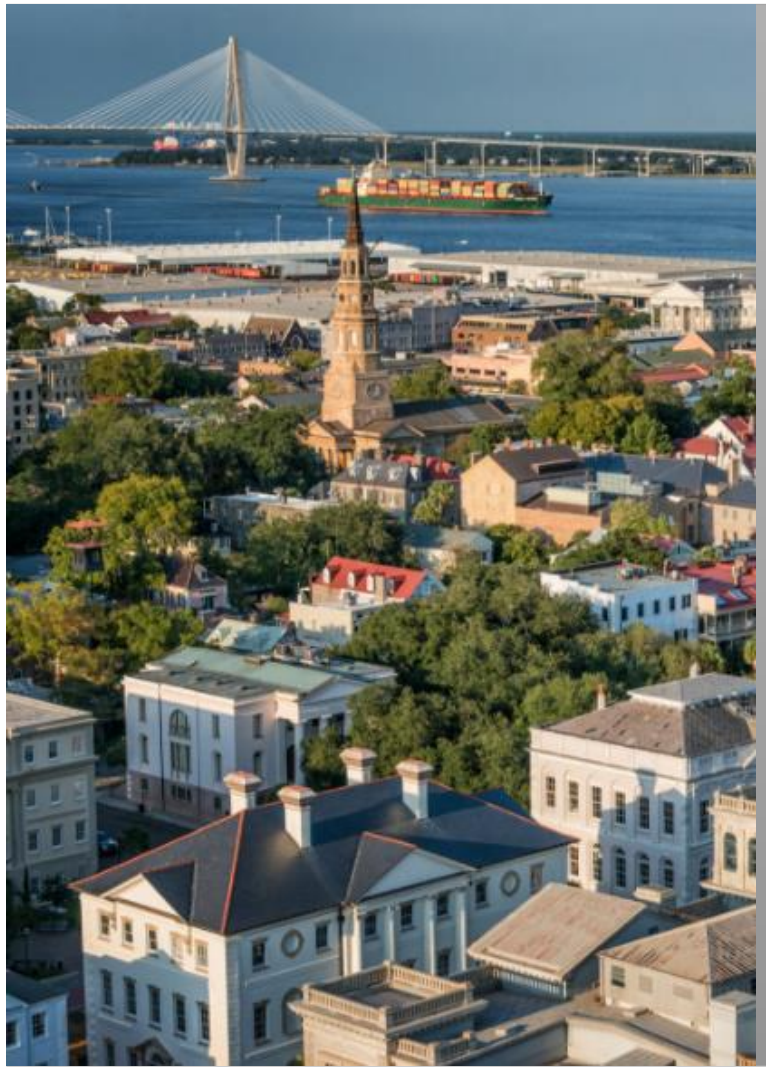

Integrated Education & Training Implementation Options

Discussion Points:

- State Policies
- Funding
- Professional Development
- Program Design

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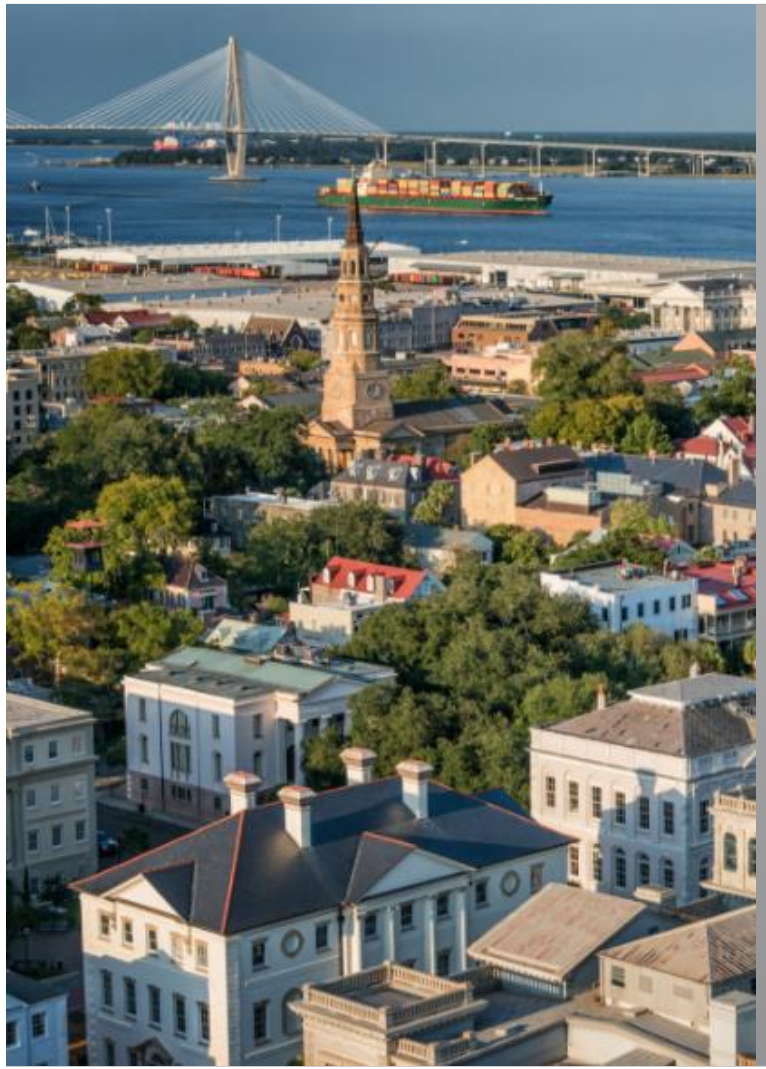

Thursday, November 16, 1:30pm – 4:15pm

Session 5

Integrated English Literacy & Civics Education

Presenter: Christopher Coro (OCTAE)

Small Group Breakouts: Please refer to the Session 5 Room Assignment for the location of your breakout group

Questions for Small Group Case Study Discussion:

Read your assigned case study and note any questions or observations that occur to you. Work with your facilitator in your small group and evaluate the case study considering the following questions:

- 1. Based on the information presented, which IELCE requirements appear to be met by the example in the case study?
- 2. What information is missing or what questions does the case raise for you in terms of meeting the requirements for IELCE programs?
- 3. If this was a program in your state, what changes or clarifications would you request of this program to better ensure its compliance with applicable statute and regulations?
- 4. What implications for monitoring or technical assistance does this case raise for you?