

NRS Annual Checkup: WIOA Accountability After One Year

September/October 2017



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Welcome and Training Overview



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Goals of the Training

Identify data quality challenges

Examine data flow

Explore methods for improving data quality

Identify data monitoring methods

Develop a plan for improving data quality



Agenda

Day 2

Time	Activity
8:30 a.m.–9:00 a.m.	Registration
9:00 a.m.–9:10 a.m.	Review of Day 1 and Overview of Day 2
9:10 a.m.–10:30 a.m.	State Data Challenges and Questions
10:30 a.m.–10:45 a.m.	Break
10:45 a.m.–11:15 a.m.	DDM: Understanding
11:15 a.m.–12:15 p.m.	State Planning Time
12:15 p.m.–1:15 p.m.	Lunch
1:15 p.m.–1:45 p.m.	Data Diagnostic Model (DDM): Implementation
1:45 p.m.–2:15 p.m.	State Planning Time
2:15 p.m.–3:00 p.m.	Thought Partner Activity
3:00 p.m.–3:15 p.m.	Break
3:15 p.m.–4:30 p.m.	DDM: Monitoring
4:30 p.m.–4:50 p.m.	State Planning
4:50 p.m.–5:00 p.m.	Day 2 Wrap-Up

Day 1

Time	Activity	Room
8:30 a.m.–9:00 a.m.	Registration	Ballroom C/D
9:00 a.m.–9:15 a.m.	Welcome Cheryl L. Keenan, Director, Division of Adult Education and Literacy (DAEL), U.S. Department of Education	Ballroom C/D
9:15 a.m.–9:30 a.m.	Overview of the Training AIR project staff	Ballroom C/D
9:30 a.m.–9:45 a.m.	Planning Tool	Ballroom C/D
9:45 a.m.–10:30 a.m.	Opening Activity	Lavender or Lilac Room
10:30 a.m.– 10:45 a.m.	Break	
10:45 a.m.–12:00 p.m.	Review WIOA Requirements on Performance Indicators	Ballroom C/D
12:00 p.m.–1:00 p.m.	Lunch	Wisdom Room
1:00 p.m.–1:30 p.m.	Review WIOA Requirements on Performance Indicators, continued	Ballroom C/D
1:30 p.m.–2:00 p.m.	WIOA Q&A	Ballroom C/D
2:00 p.m.–2:15 p.m.	Data Diagnostic Model (DDM): Overview	Ballroom C/D
2:15 p.m.–4:00 p.m.	Data Flow Framework <i>Includes a 15 min break</i>	Ballroom C/D Lavender or Lilac Room
4:00 p.m.–4:30 p.m.	State Planning Time	Ballroom C/D
4:30 p.m.–4:45 p.m.	Day 1 Wrap-Up	Ballroom C/D
4:45 p.m.	Close of Day 1	Ballroom C/D

Day 3

Time	Activity	Room
9:00 a.m.	Registration	Belasco
9:10 a.m.	Review of Day 2 and Overview of Day 3	Belasco
10:25 a.m.	Data Diagnostic Model: Improvements	Belasco
10:40 a.m.	Break	
11:25 p.m.	State Planning	Belasco, Tivoli, Empire
12:00 p.m.	Whole-Group Report-Out	Belasco
1:00 p.m.	Lunch	
1:30 p.m.	WIOA Q&A	Belasco
1:45 p.m.	Training Wrap-Up	Belasco
2:00 p.m.	Open Planning Time	Belasco, Tivoli, Empire
	Close of Day 3	Belasco



See Agenda

Planning Tool



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NRS Regional Training 2017
September 13–15 | Los Angeles, CA

PLANNING TOOL

Throughout the training, you will look back on the past year of WIOA implementation in your state. You will examine what is working, what is not, and what needs improvement. Using this tool, you will examine your state's current data collection, data monitoring, and training of local programs in order to develop a plan to help your state improve data quality.

PART 1: Considering Issues With Data Flow

Directions:

As a state team, review your current data flow process. Consider the different steps, input points, job roles, etc. at the state and local levels that are involved; areas of ease/success; and areas where the data flow is interrupted.

Column 1: Use the information from the data flow activities and discussions and determine whether there are any **areas of your current data flow that need to be modified**. Consider how changes in your state will impact data flow as well. Enter these in the first column below.

Column 2: For each area of your data flow that needs to be modified, indicate the **specific problems** that may be associated with each flow point. Enter those in the second column.

Column 3: Once you have identified the problem areas in your data flow, brainstorm **potential solutions** to address each area. Enter those in the third column.

Column 4: Based on the overview of the Data Diagnostic Model (DDM), **identify** whether the problem is an **issue of understanding, implementation, or monitoring** in the final column. You will return to this section later in the tool as you learn more about each step.

PART 2: Identifying Your Data Quality Issue

Section A Directions:

1. Based on the line-up activity, select the data quality issue that **most needs to be addressed**. is the issue on which you will work for the rest of the training and for which you will develop improvement plan to address.
2. Write your state's data quality issue in the space provided below.
3. List specific challenges related to this data quality issue that you have encountered.
4. After your small-group discussion, use the space below to write the question you want to answer during this training regarding your data quality issue.

Data quality issue:

Challenges related to the data quality issue:

Question related to the data quality issue that your state most wants to answer:

PART 3: Identifying the Root Cause of the Problem: Understanding and Implementing

Section A (Understanding) Directions:

1. First, write your **data quality issue** from the section above in the space provided.
2. In the box, identify the **symptoms of the issue** by deconstructing the issue and its causes as it relates to **"Understanding" in the DDM**. (i.e., how do you know it is a problem? What are some of the "symptoms"?)
3. Begin asking **questions about the problem** and why it occurred. Note the **questions and responses** in the table until you arrive at a root cause(s).
4. Based on your state's questioning, identify the root cause(s) of your data quality issue and record them the space provided below.
5. Finally, revise (if necessary) and finalize the question about your data quality issue that you will focus on for the remainder of the training. Jot down your question in the space below and on chart paper with your state name at the top.

Section A (Understanding)

Data quality issue:

Symptoms of the issue as it relates to "Understanding" in the DDM:

See Planning Tool



Opening Activity



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Opening Activity

- ▶ Line up in two rows, facing each other.
- ▶ Discuss question #1 with partner for 4 minutes and record on a Post-it.
- ▶ Row 1 will move three people to the left.
- ▶ Discuss question #2 with partner for 4 minutes and record on a Post-it.



Question #1

What are your
expectations over the
next 3 days?



Question #2

What are your learning needs and motivation for participating?



Opening Activity, Part 2

- ▶ Go back to your table.
- ▶ Group “expectations” and “learning needs and motivation” into clusters by identifying themes.
- ▶ Groups will share out.



Activity Debrief





Break



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Review WIOA Requirements on Performance Indicators



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Why Review WIOA Requirements?

Changes

- NRS table changes
- New legislative requirements

Year 1 Implementation

- First time collecting new data
- First time reporting under WIOA

Data Quality

- Necessary
- Challenges
- Successes
- More changes



Reviewing Requirements and Data Flow

- ▶ Follow the data flow.
 - Order in which data are collected
- ▶ Review WIOA data definitions, data collection requirements, and procedures.
 - Focus on areas in need of clarification.



Data Collection Timeframe

- ▶ At entry:
 - Periods of participation (PoPs)
 - Participant demographic data and barriers to employment
- ▶ During participation:
 - Measurable skill gains (MSG)
 - Contact hours (attendance)
- ▶ Postexit:
 - Employment indicators
 - Credential indicator



Data Collected at Entry Demographics and Barriers to Employment for PoPs



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Enrollment and PoPs

- ▶ Under WIOA a participant may have more than one enrollment period or PoP, each treated separately.
- ▶ A PoP begins when an individual enters the program.
- ▶ A PoP ends at program exit.
 - (90 days without service and none scheduled)
- ▶ A PoP *does not* end when a program year ends.

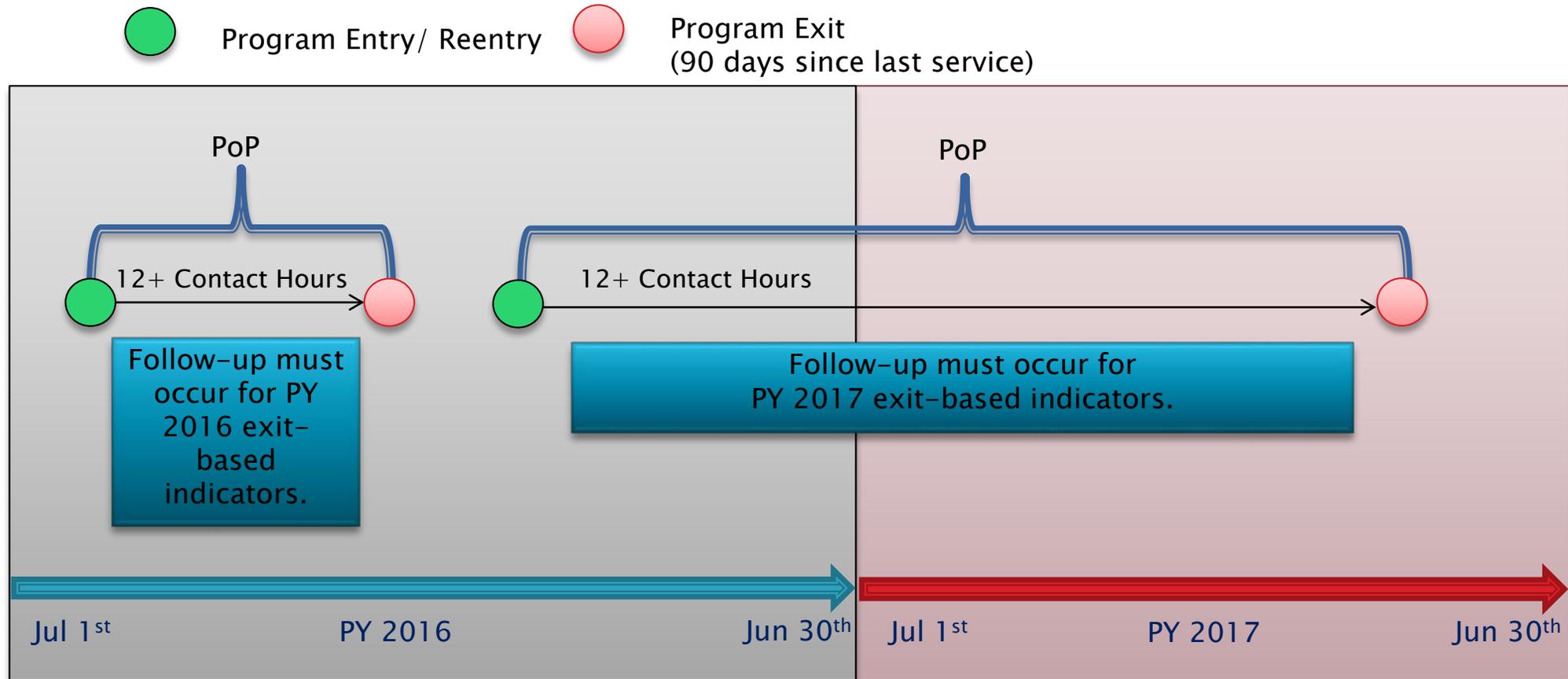


PoPs—Implications for Participant Status

1. An individual becomes a participant after he/she has attained 12 hours of instruction within a PoP.
2. Participant status is continuous: It is retained until exit, even across program years.
3. Individuals must achieve participant status each time a new PoP begins.



Periods of Participation (PoP) Follow-Up Indicators Example



Test Your Understanding: PoPs

- ▶ Scenarios: How many PoPs?

1. An individual enters in September, has 5 contact hours, leaves and returns in January for 10 hours, leaves and never returns.
2. An individual enters in January, has 4 contact hours, returns in March for 10 hours, leaves and never returns.
3. An individual enters in June, has 4 hours, has an additional 10 hours in July, leaves and never returns.



PoP Scenarios

- ▶ How many PoPs? Answers:
 1. **Zero:** The individual never became a participant.
 2. **One:** January–March
 3. **One:** In Program year that started in July
 - *Not* a participant in the program year that ended June 30.
 - There was no exit; participation continued across program years.
 - *Is* a participant in the next year (starting in July).



Demographic Measures and Barriers to Employment

- ▶ Age, gender, employment, race/ethnicity
- ▶ 11 WIOA–defined barriers to employment
- ▶ For use in statistical adjustment model
- ▶ Collected during each period of participation
 - Participant self–report or by observation
 - Can carry over and update from previous PoPs
 - No missing data permitted in reporting



Data Issues: Intake and PoPs

- ▶ Collecting demographic and employment barriers data
 - What areas of confusion do your programs have about collecting this information?
 - What difficulties have you experienced? How have they been resolved?



Data Collected During Participation Measurable Skill Gains (MSG)



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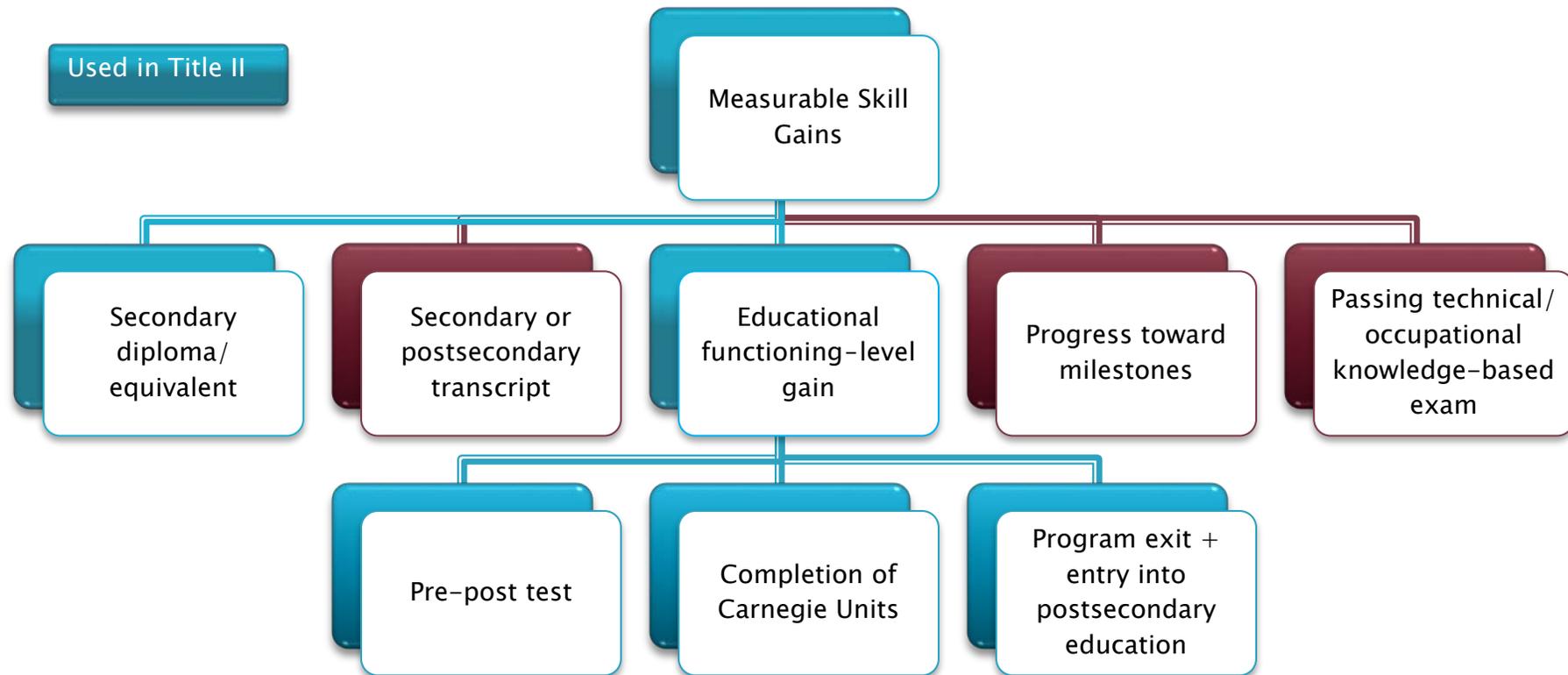
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Measurable Skill Gains (MSG)

- ▶ Five types of gain to measure progress toward academic, technical, or occupation credential, or employment
- ▶ Two types of gain apply to adult education:
 - (1) Educational functioning level (EFL) gain—three ways to document EFL gain
 - (2) Receipt of a secondary credential



Five Types of Measurable Skill Gains for WIOA



Educational Functioning Level (EFL) Gain

An EFL gain can be measured by the following:

1. Comparing a participant's pretest with his/her posttest, using a test approved for use in the NRS
2. Awarding of Carnegie Units or credits in an adult high school program
3. Enrollment in postsecondary education and training after exit



Counting Measurable Skill Gains

All participants are included for MSG for *each* period of participation.

Only *one type of gain* can be counted for each participant per period of participation, the last one achieved.

Entry into postsecondary education is measured only *after participant exits*.

Receipt of secondary credential or entry into postsecondary education must occur by the *end of the program year* (June 30).

Participants in adult high school can complete Adult Basic Education (ABE) Level 5 by earning enough Carnegie Units or credits to move to 11th- or 12th-grade status according to *state* rule.



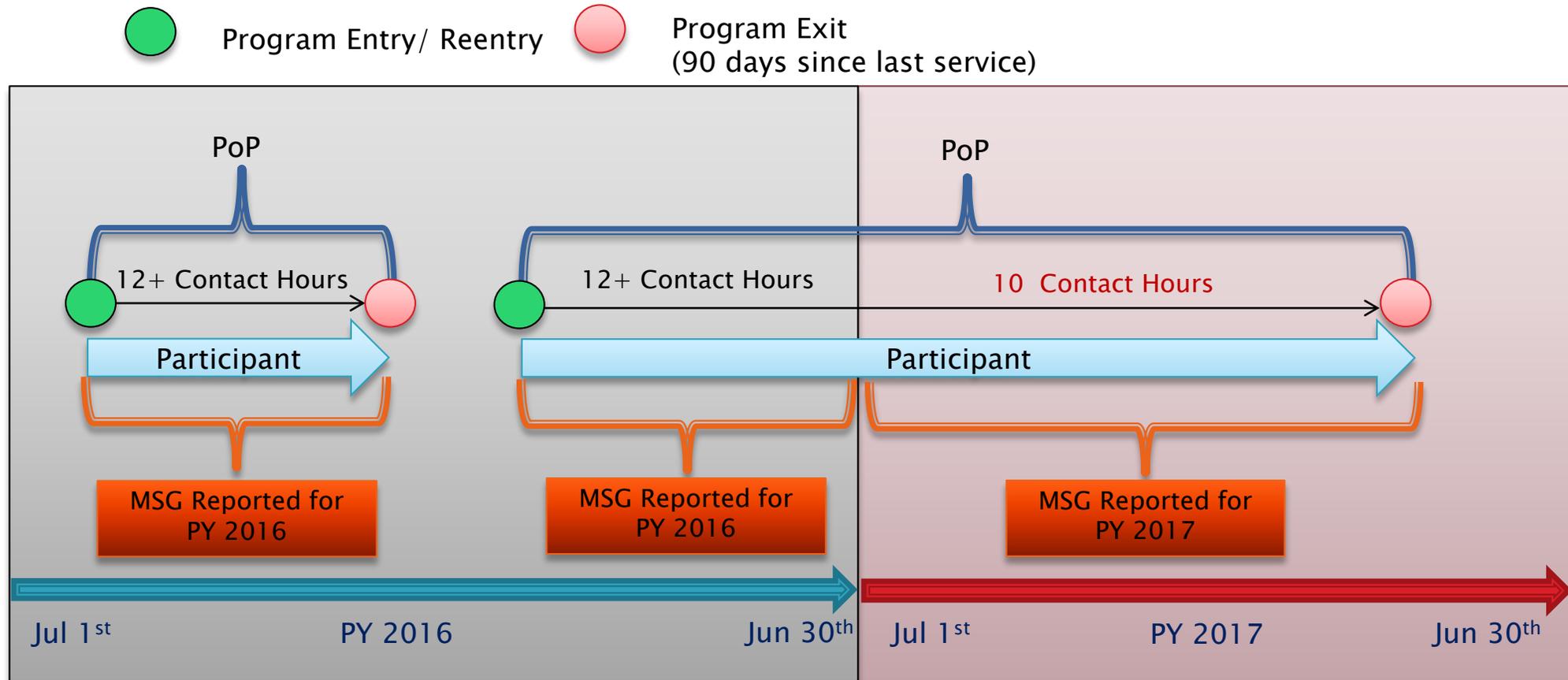
MSG and PoPs

- ▶ MSG must be reported at least once for every participant per program year.
- ▶ Participants who remain continuously enrolled across a new program year do not have to requalify as participants, but MSG must be reported in both years.



Periods of Participation (PoP)

MSG Indicator Example



Reporting EFL Gain via Posttesting in a Prior PoP

- ▶ EFL placement may be carried over from a previous PoP, if allowable in state assessment policy.
- ▶ EFL gain via posttesting for a PoP may be achieved in a subsequent PoP, if the test scores are still valid according to test publisher guidelines.

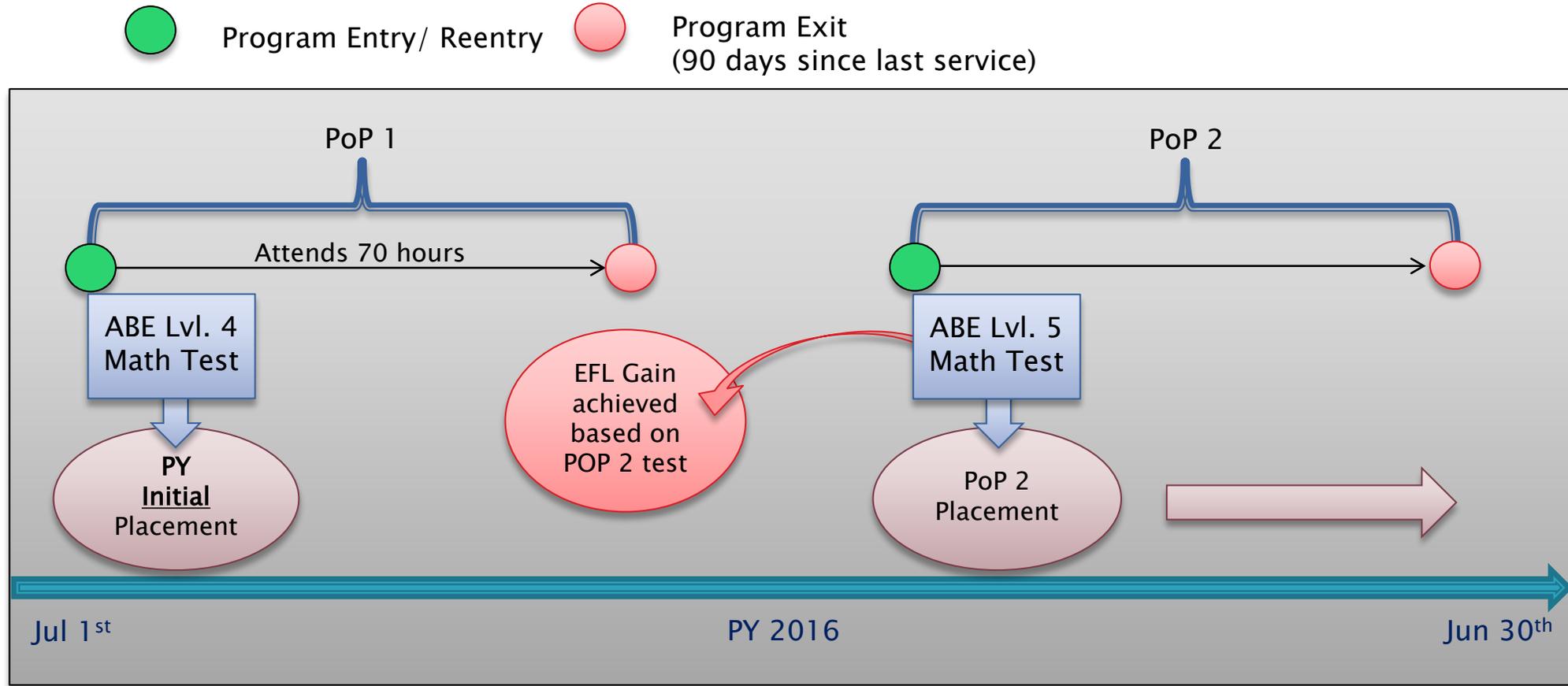


Reporting EFL Gain via Posttesting in a Prior PoP: Scenario 1

- ▶ The state has a policy of posttesting after 40 hours.
- ▶ A participant exits PoP 1 with 70 hours toward posttesting but does not complete a posttest.
- ▶ The individual reenters the program (PoP 2) and is tested at entry. Can the result of this test be used:
 - For measuring MSG in the prior PoP?
 - For placing the participant in PoP 2?
- ▶ Is it possible for the participant to have an MSG gain in both PoPs?



Reporting EFL Gain via Post-Testing in a Prior PoP: Scenario 1

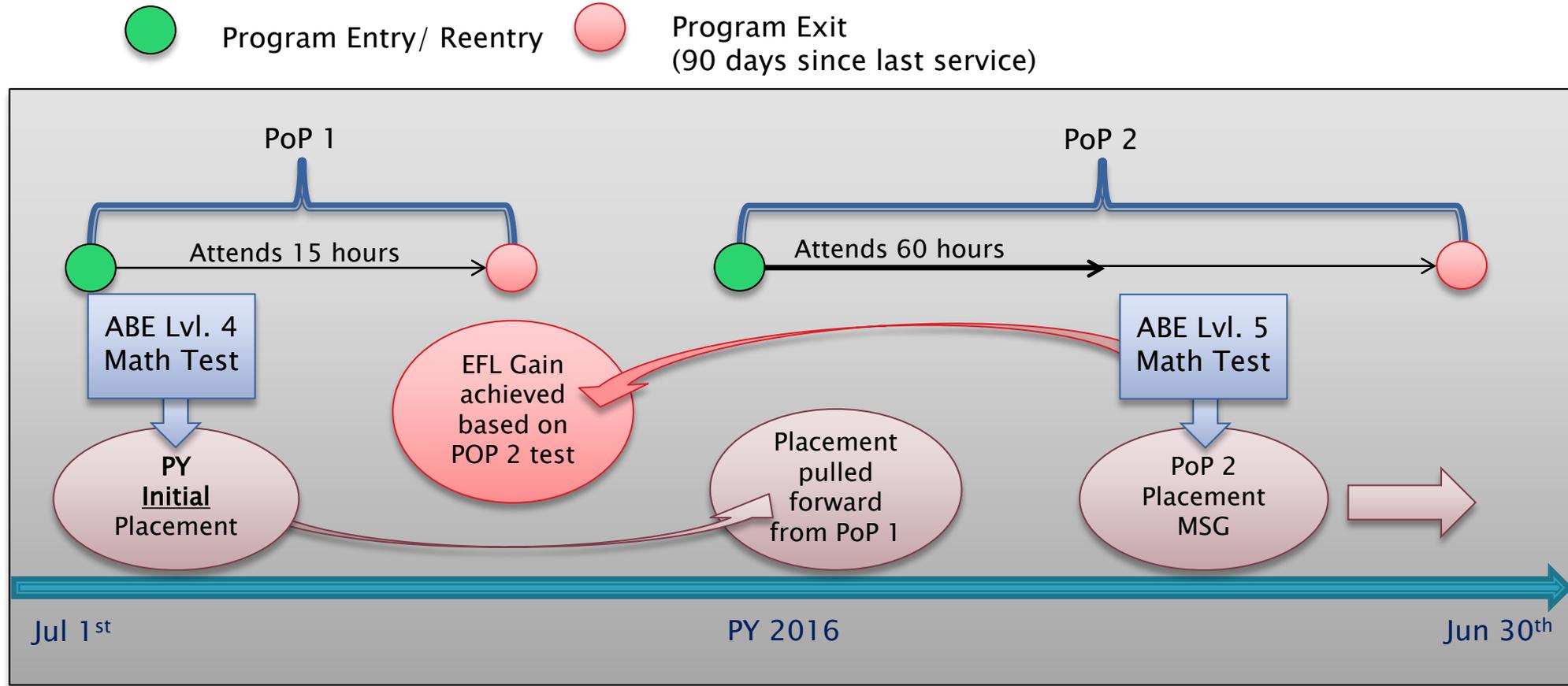


Reporting EFL Gain via Posttesting in a Prior PoP: Scenario 2

- ▶ The state has a policy to posttest at 40 hours.
- ▶ A participant exits PoP 1 with only 15 contact hours and is not posttested.
- ▶ The individual returns to the program after more than 90 days, is tested after receiving 25 hours of instruction (PoP 2), and then continues for 25 more hours before leaving.
 - How many PoPs does the participant have?
 - Can the test taken at the second enrollment count toward an MSG gain if there is a gain? If yes, how would you record it?
 - Which test can be used for placement when the student returned?
 - Could the participant get more than one EFL gain in this scenario? How?



Reporting EFL Gain via Post-Testing in a Prior PoP: Scenario 2 (cont.)



Reporting EFL Gain via Posttesting in a Prior PoP Requirements

To apply MSG across PoPs via pre-/posttesting:

- The participant must have sufficient hours to posttest according to state policy and test guidelines from either PoP 1 or combined PoP 1 + PoP 2.
- The PoPs **must** be in the same program year.
 - MSG **cannot** be applied retroactively to a prior program year.



Data Issues: EFL Gain and Assessment

- ▶ Assessment and Measuring EFL Gain
 - What difficulties in understanding have you experienced in assessment and PoPs?
 - How have they been resolved?
 - What difficulties have you experienced with understanding collecting and reporting other types of MSG?





Lunch



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Postexit Indicators Employment and Credential Indicators



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Employment Performance Indicators

Second Quarter Employment

- The percentage of participants who are in unsubsidized employment during the second quarter after exit

Fourth Quarter Employment

- The percentage of participants who are in unsubsidized employment during the fourth quarter after exit



Employment Performance Indicators (cont.)

Median Earnings

- **Second quarter after exit**
- Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program



Corrections Exclusions

Participants in a correctional institution under Section 225 of WIOA who remain incarcerated after exit are included in the MSG indicator, but excluded from:

2nd-Quarter Employment Indicator

Median Earnings Indicator

4th-Quarter Employment Indicator

Credential Indicator



Participant Exclusions

The following reasons for EXIT allow the exclusion of a participant from ALL performance indicators:

Exit is due to the participant becoming incarcerated or entering into a 24-hour support facility such as a hospital or treatment center.

Exit is due to medical treatment that lasts more than 90 days.

Participant is deceased.

Exit is due to being called into active duty in the National Guard or other armed services for at least 90 days.



Employment Data Collection Methods

- ▶ Data collection methods
 - Data matching
 - Survey
 - Other supplemental methods for earnings (OCTAE Memorandum 17-6)
 - Tax records
 - Sales commission records
 - Employer or counselor case notes
 - One Stop administrative records
 - Self-employment worksheets



Issues Collecting Employment Data

- ▶ What areas of misunderstanding or confusion have you or local programs had in planning to collect these data?
- ▶ Data–matching issues:
 - Obtaining or reporting data
 - Data system design or compatibility
- ▶ Survey issues
 - How to conduct survey and track students



Credential Attainment Indicator



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Credential Attainment Indicator

Secondary Credential

Percentage of participants who obtain a secondary school diploma or equivalent while enrolled or within one year of exit **and** who are employed or enrolled in a postsecondary education or training within one year of exit

Postsecondary Credential

Percentage of participants who obtain a recognized postsecondary credential while enrolled or within one year of exit



Credential Indicator: Whom to Include

Secondary Credential

Participants who:

Did not previously possess a high school equivalency **and**

Were enrolled at entry or progressed into a secondary education program at or above the 9th grade who exit.

Postsecondary Credential

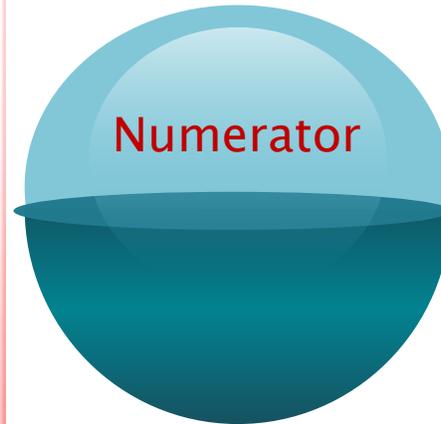
Participants who:

Were coenrolled in a postsecondary education or training program that leads to a credential and exit the postsecondary education or training program



Calculating the Credential Indicator

Participants who achieve a secondary and postsecondary credential are reported **only once** in the numerator for the credential indicator based on the highest credential attained.



Participants in the secondary and postsecondary credential cohorts are reported **only once** in the denominator for the credential indicator.



Scenario: Alejandro's Success

- ▶ Alejandro immigrated from Mexico 2 years ago. He left school after 6th grade and attends an ESL program in Los Angeles.
- ▶ His teacher suggests that he improve his employment prospects by getting his secondary credential and job training.
- ▶ He takes secondary-level classes to study to take the GED and also takes an IET course in mechanics that the program offers.
- ▶ He passes the GED and completes the IET course, obtaining a certificate. After exiting, he quickly get a job with Firestone Tires.



Credential Indicator: Counting Alejandro

- ▶ How do you record Alejandro's successes on this indicator?
 - What credentials apply to Alejandro for WIOA reporting? Explain your answer.
 - How many credentials did he achieve?
 - Which do you record for accountability?
 - What do you put in the numerator? The denominator?
 - Could the program count him for other indicators?
 - Would you want Alejandro to be in your program?



Issues with Credential Indicator

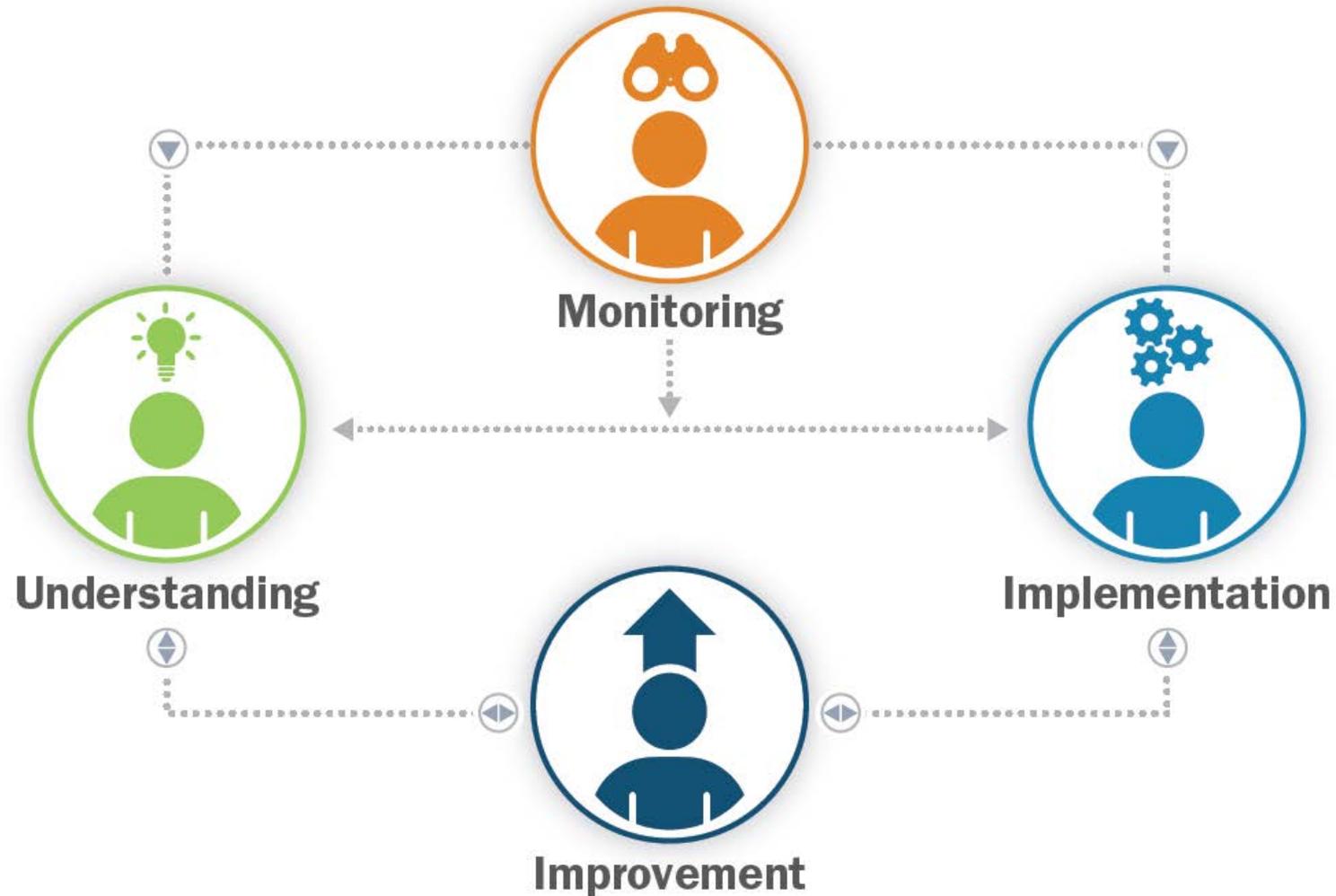
- ▶ What areas of confusion are there for the credential indicator?
 - Whom to include
 - Numerator and denominator
 - How to track participants
 - When to collect
 - Determining exit from IET programs



WIOA Q&A



What is a Data Diagnostic Model (DDM)?



See Handout 1: Data Diagnostic Model

Value of a DDM

- ▶ Allows states to diagnose data quality issues through a different lens.
- ▶ Provides states an opportunity to understand what the data quality issues are...problems in data quality are often not as simple as they may seem.
- ▶ The DDM supports states through a structured process of investigation.



DDM Example

- ▶ **Problem**: Parents need to lower blood pressure.
- ▶ **Understanding**: I understand that high blood pressure can lead to many, more serious issues such as a heart attack. I understand that reducing sodium intake and eating a healthy diet can help.
- ▶ **Implementation**: I remind my parents to stop putting extra salt on food and to add vegetables to all their meals.
- ▶ **Monitor**: I go to their doctor's visit with them after 3 months but blood pressure was still too high!



DDM Example (cont.)

- ▶ **Problem**: Parents need to lower blood pressure.
- ▶ **Understanding**: Doctor asked if they had been exercising and how much alcohol they drink. We didn't know that changing those behaviors was needed as well. *We had an issue with understanding.*
- ▶ **Implementation**: I helped them reduce salt intake. However, they still used salt and other products with high sodium levels. Sodium consumption is probably more than the recommended 1,500 mg per day. *This is both an issue of understanding and implementation.*



DDM Example (cont.)

- ▶ Problem: Parents need to lower blood pressure.
- ▶ **Monitoring**: I will help them change behavior and check in with the doctor in another 3 months. She put them on medication that needs to be taken daily. Medication is expensive and they don't want to be on it regularly, so I will help monitor their activities. *I will monitor their understanding and implementation.*
- ▶ **Improvement**: My plan is to help them find alternate recipes and help them prepare their meals in a better manner. I will also help them find tools to monitor daily sodium and begin a regular workout plan, and encourage them to document both activities to help reduce their blood pressure. *The improvement plan allows for regular monitoring that will, hopefully, lead to improvement.*



What's Your Data Diagnostic Model (DDM)?

- ▶ Do you use a formal process, similar to the DDM, to diagnose data quality issues?
- ▶ Discuss your state's process with your table, and note similarities and differences to the one presented.



Data Flow Framework



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Data Flow

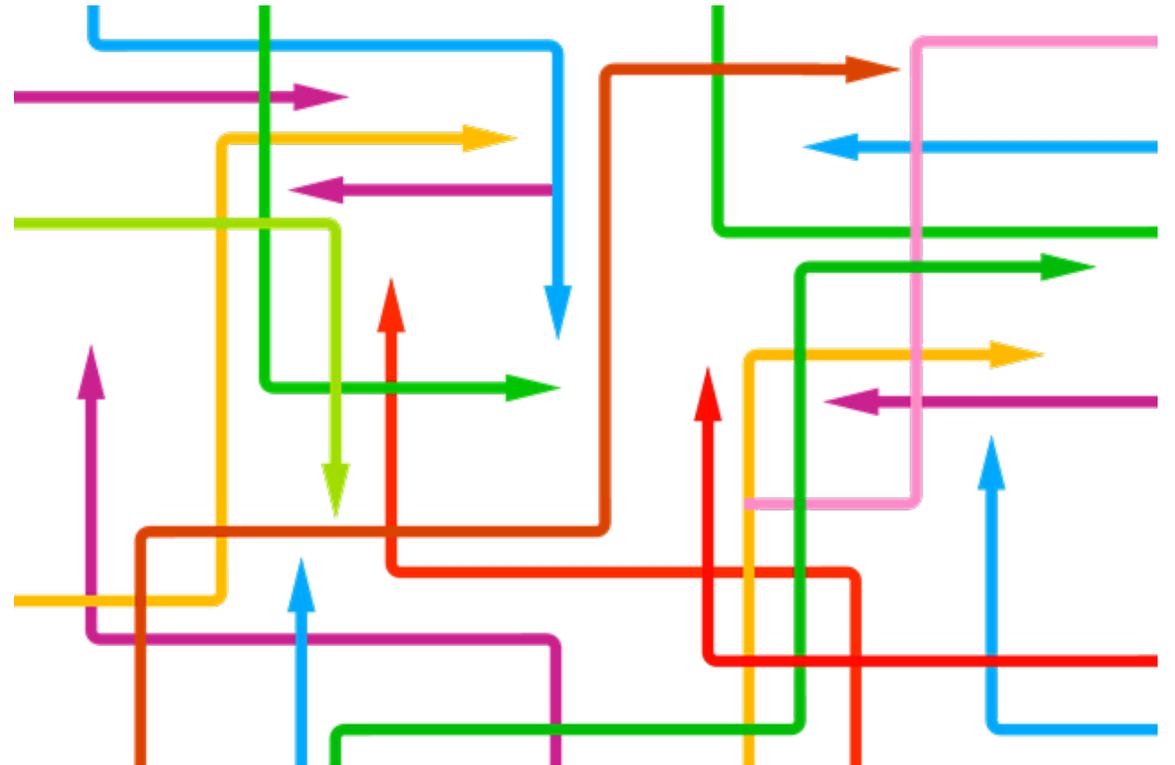
- ▶ Local programs have data collection processes and procedures.
- ▶ All staff have a role:
 - Intake, data collection, and data entry
 - Requires training for understanding and accurate implementation



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





Activity Directions

- ▶ With your state team, sketch a visual of your data flow.
 - Identify both *processes* and the *people* who are responsible for those actions.
- ▶ Put your final visual on chart paper with your state name at the top.
- ▶ Each group will be provided with markers and Post-its to create their visual.
- ▶ Put a red sticker next to the area in your data flow that you believe causes the most challenges around data quality.



Gallery Walk

- ▶ Walk around the room and review other states' data flow.
- ▶ Use sticky notes and markers to add comments to others' data flows:
 - ✓ next to something that is similar to yours
 - 😊 next to something you really like
 - ? next to anything that isn't clear
- ▶ If you have questions for the team, put it on a Post-it next to the chart.



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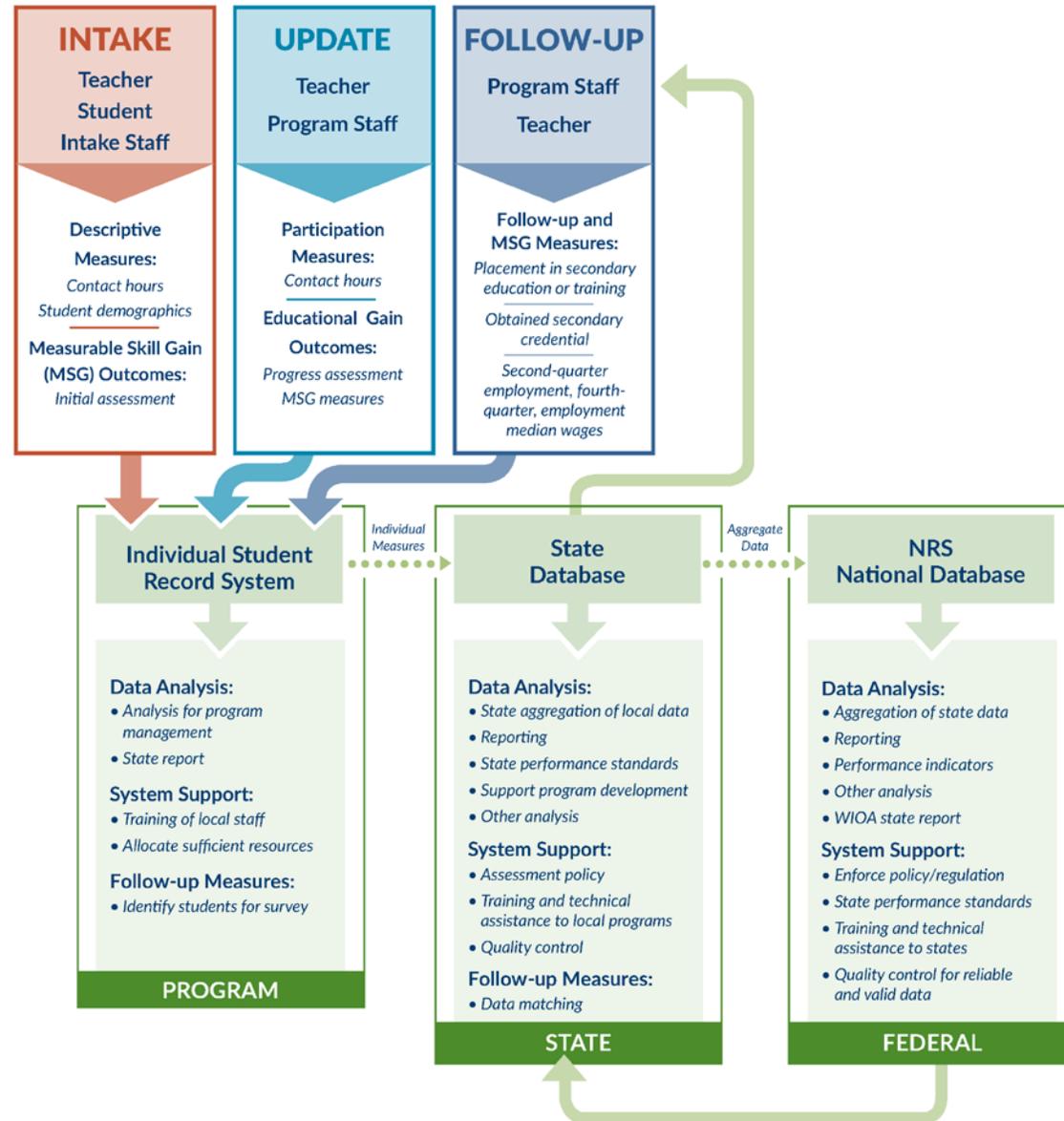


Debrief

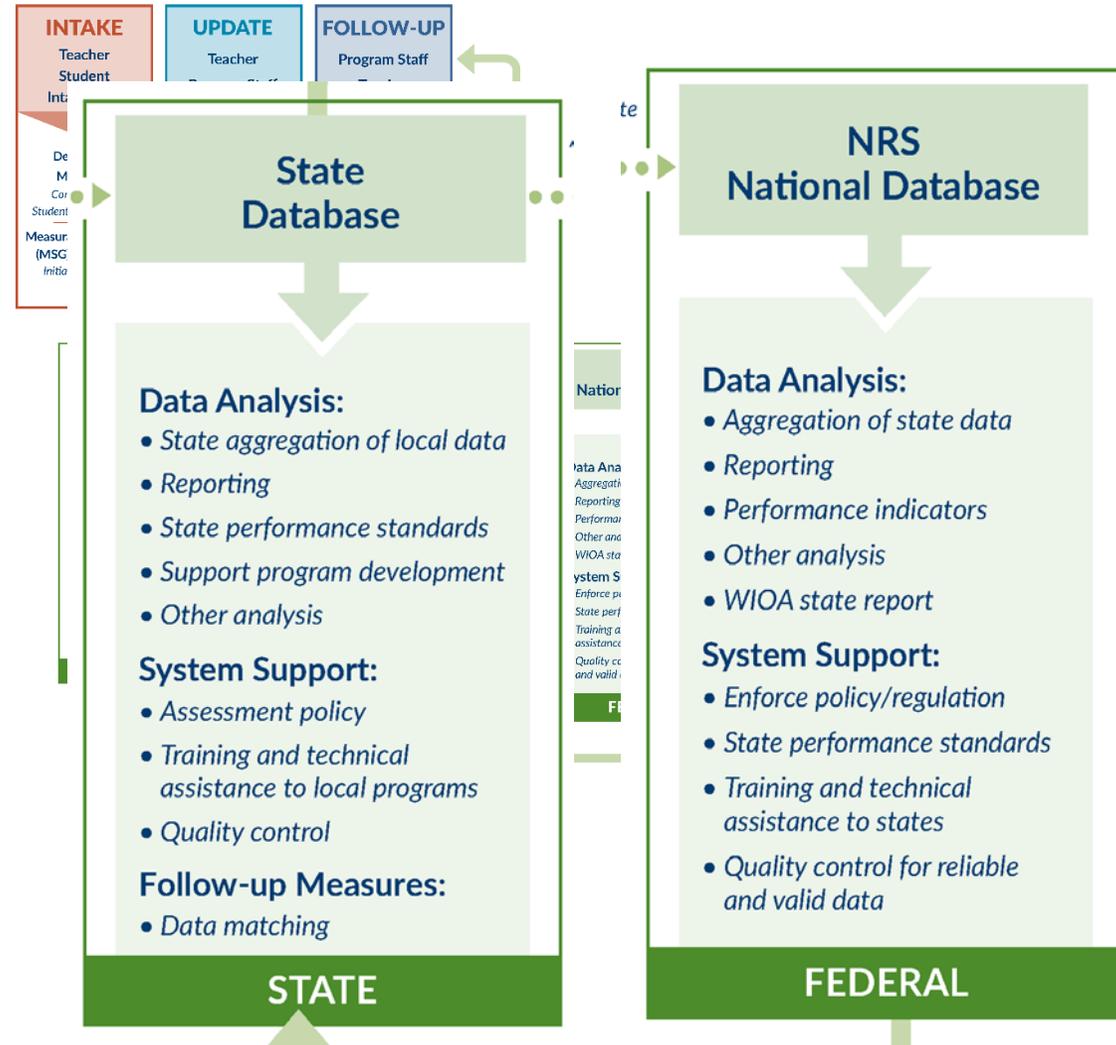
- ▶ What similarities did you see?
 - Elements?
 - Process?
 - Challenges?
- ▶ Why are there differences?
- ▶ What are others doing that you might want to try?
- ▶ Do you have your data flow mapped out and do you share it with all staff in state and local programs?



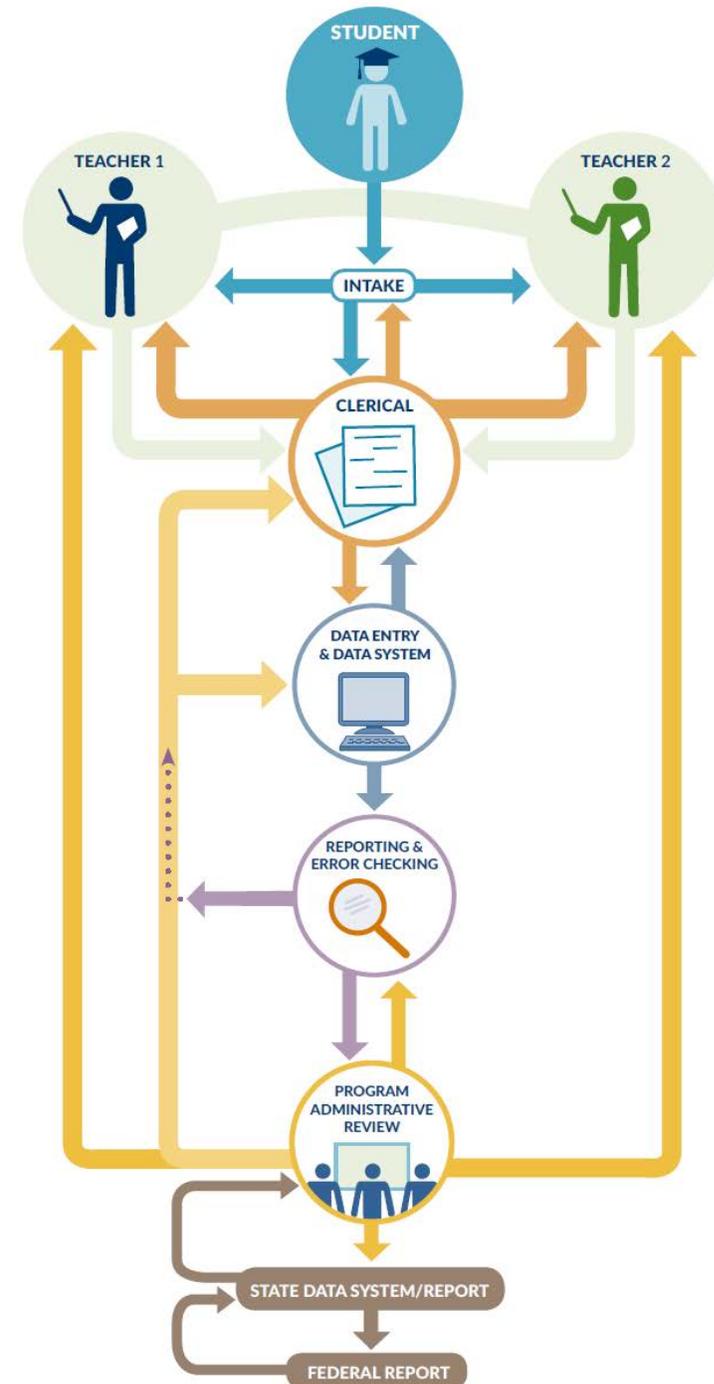
Big Picture Data Flow



See Handout 2: Data Flow Frameworks



Local Program Data Flow

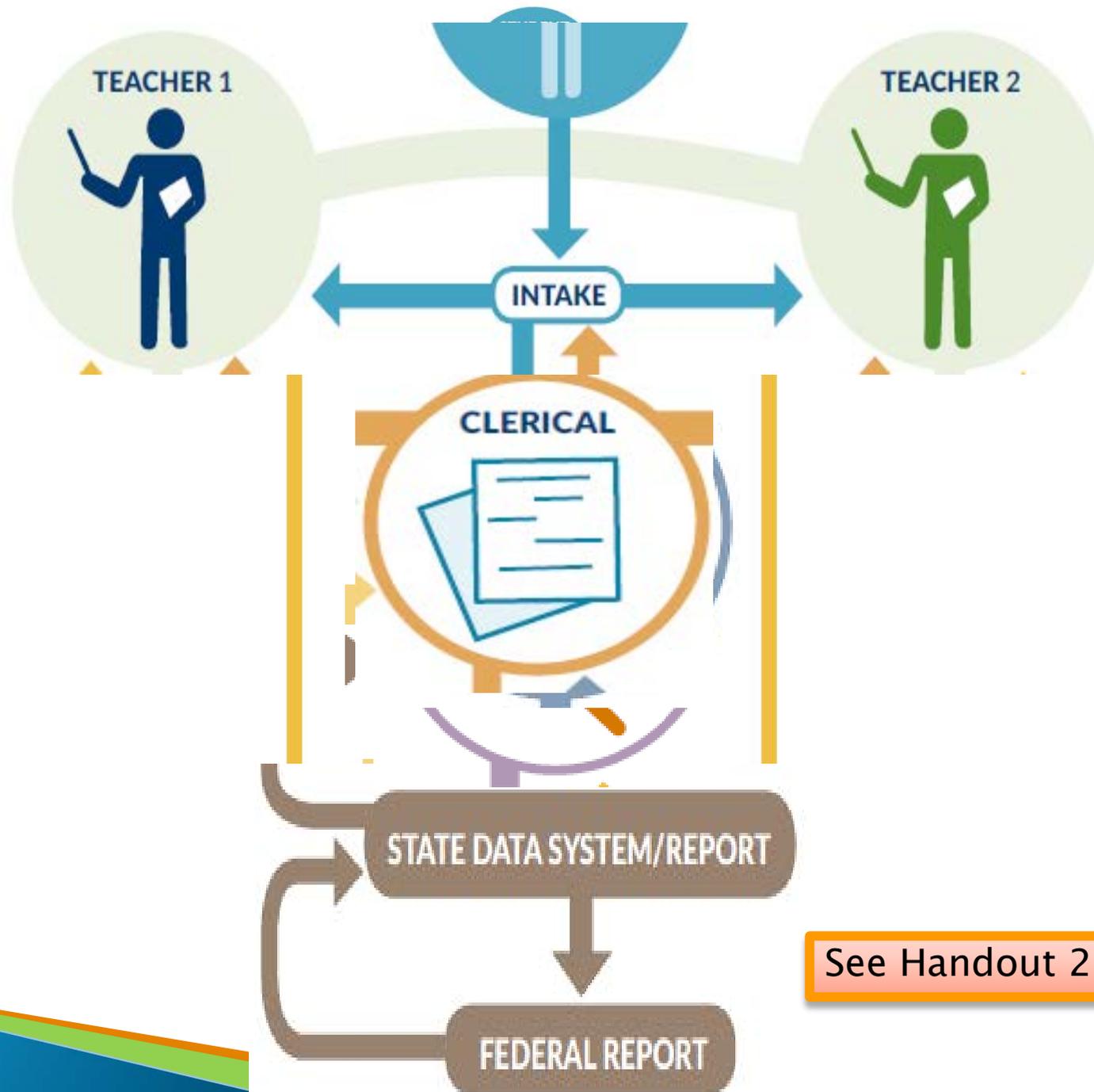


Data Flow Game Instructions

1. Go to your breakout room!
 - Introduce yourself to team members.
 - Identify a spokesperson.
2. Read each of your scenarios
3. For each one:
 - Identify what is causing the bottleneck.
 - Suggest a solution.
4. Write on chart paper.



See Handout 3: Data Flow Game Notes



See Handout 2: Data Flow Frameworks



Reflection

- ▶ How does the data flow for the program we followed compared to the data flow in *your* local programs?
- ▶ Do you think data quality was enhanced or compromised as “data” moved through the system? Can you identify the possible consequences/results of data that have been compromised, i.e., were not of high quality?
- ▶ Did this exercise result in any “Aha!” experiences for you? Share your “Aha!” experience.



State Sharing



State Sharing – Questions

1. Which policies and procedures around data collection and input should our state revisit and update (based on our data flow challenge points)?
2. What changes should we make in our procedures? How can we implement them?
3. What kinds of additional training can we provide to improve local data collection and reporting? And who should participate in that training?
4. Which local programs are exemplars of good quality data? How do we know they are good? How can we replicate exemplars and/or share with other programs?
5. How can we improve data review processes at the state level?
6. What are the follow up procedures for data collection and reporting? How effectively are we tracking participants? How can we improve our follow up methods to reach everyone?
7. What innovations in data collection and reporting have we heard that we can replicate in our state? What plans can we put in place to make those changes?



State Planning



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State Planning

- ▶ Review your current data flow.
- ▶ Use information gathered during activities and discussions to consider if any piece or pieces of your current data flow need to be modified.
- ▶ What impact will changes have in your state? How will you prepare for them?
- ▶ Considering the data diagnostic model, what points in your data flow are blocked by lack of understanding or incorrect implementation? How do you know and what potential solutions can you come up with?



Day 1 Wrap-Up



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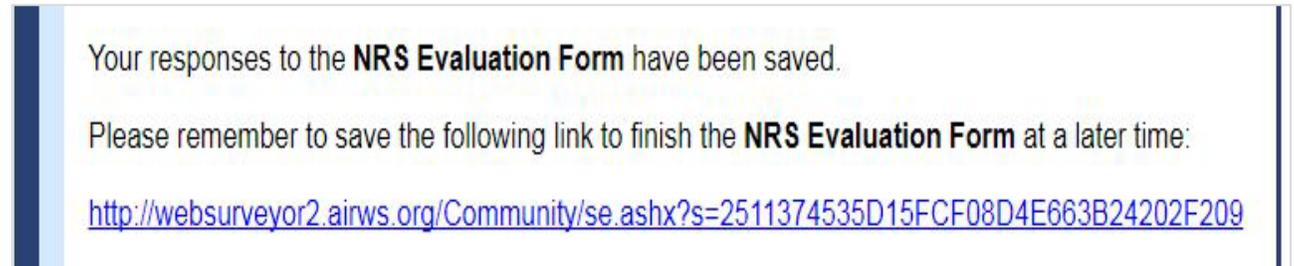
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Day 1 Evaluation

- ▶ Click on the following link to complete the NRS Evaluation Form.
 - <http://bit.ly/2fPRDWL>
 - You have the option to complete the evaluation at a later time by clicking the “Save” button (see image below) located at the bottom-left corner of the screen.



- ▶ Once you click “Save,” you will be taken to a page with the following message.



It is **IMPORTANT** that you save the unique link provided so you can complete the evaluation from where you left off.



Day 1 Reflection



Day 2



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Review of Day 1 and Overview of Day 2



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State Data Challenges and Questions

WIOA Data Review



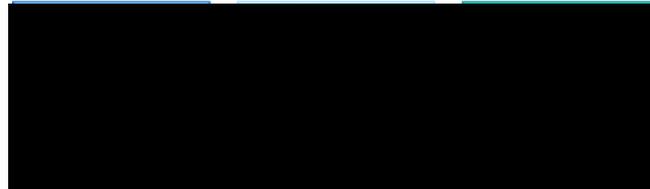
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NRS Data Review

2016

2017



July						
Su	Mo	Tu	We	Th	Fr	Sa
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August						
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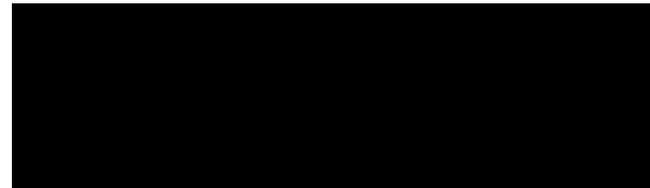
February						
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March						
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May						
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June						
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NRS Error Checks


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NRS STATE DATA QUALITY CHECKLIST

State: _____ Date: _____

Completed by (name and title): _____

A. Data Foundation and Structure

Acceptable Quality

1. State has written assessment policies that specify: Yes No

- Standardized assessments to use for accountability that are valid and appropriate for adult students.
- Time periods (in hours or weeks) for when to pre- and posttest.
- Score ranges tied to educational functioning levels (EFL) for placement and for reporting gains for accountability.
- Appropriate guidance on tests and placement for special populations (e.g., students who are unable to be tested due to language or disability).
- Unacceptable methods of assessment for EFL placement.
- Appropriate guidance on requirements and conditions for testing distance education students reported in the NRS (if applicable).

1a. List up to three of the most of commonly used assessments permitted for ABE and ESL.

ABE Assessments:

ESL Assessments:

- ▶ How have you used the NRS State Data Quality Checklist to review your 2016–17 data?
- ▶ What other tools have you used for intertable validity?
- ▶ Based on your 2016–17 data, what have you learned about your current data quality?



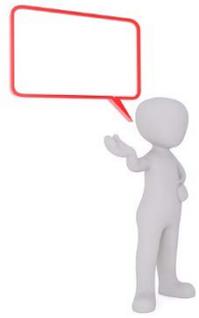
Activity—Line up!

Purpose:

- ▶ Help surface similarities and differences in the group.
- ▶ Make issues open and discussable.
- ▶ Get a sense of the complexity of current data quality issues.



Activity—Line Up!

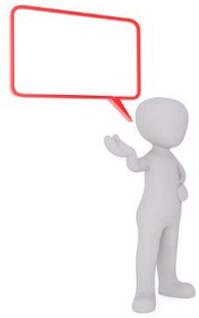


Line Up! Activity Directions

- ▶ Stand up and gather around the tape.
 - The tape is a continuum between two answers to questions you will be asked.
- ▶ We will make a statement. Everyone should spread themselves along the tape depending on how much you agree or disagree with the statement.
- ▶ Note the people around you who agree with statements that you also agree with.



Activity Example



Activity Statements

- ▶ Periods of participation are a data quality challenge in my state.
- ▶ Collecting demographics and barriers to employment is a data quality challenge in my state.
- ▶ Tracking students after exit is a data challenge in my state.
- ▶ Tracking students who do not appear in the UI database (e.g., do not have a Social Security Number) is a challenge in my state.
- ▶ Credential indicator collection and reporting is a data quality challenge in my state.
- ▶ Collecting employment performance indicators is a data quality challenge in my state.



Decisions

- ▶ Based on the Line Up! activity
 - List your top concerns.
 - Prioritize those concerns.
 - Focus on your top priority—the most pressing data quality issue you would like to address—by developing an improvement plan with your state team.



See Planning Tool, Part 2



Small Group Discussion

- ▶ Go to the chart paper with your priority area listed.
- ▶ Discuss with others who share the same priority and develop a question you need the answer to for data quality in your state.
- ▶ Discuss specific challenges around the topic you selected with your small group.
- ▶ Once you have completed your discussion, look at the other issues/questions and write your state initials next to those you also have.





Break



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Data Diagnostic Model (DDM): Understanding



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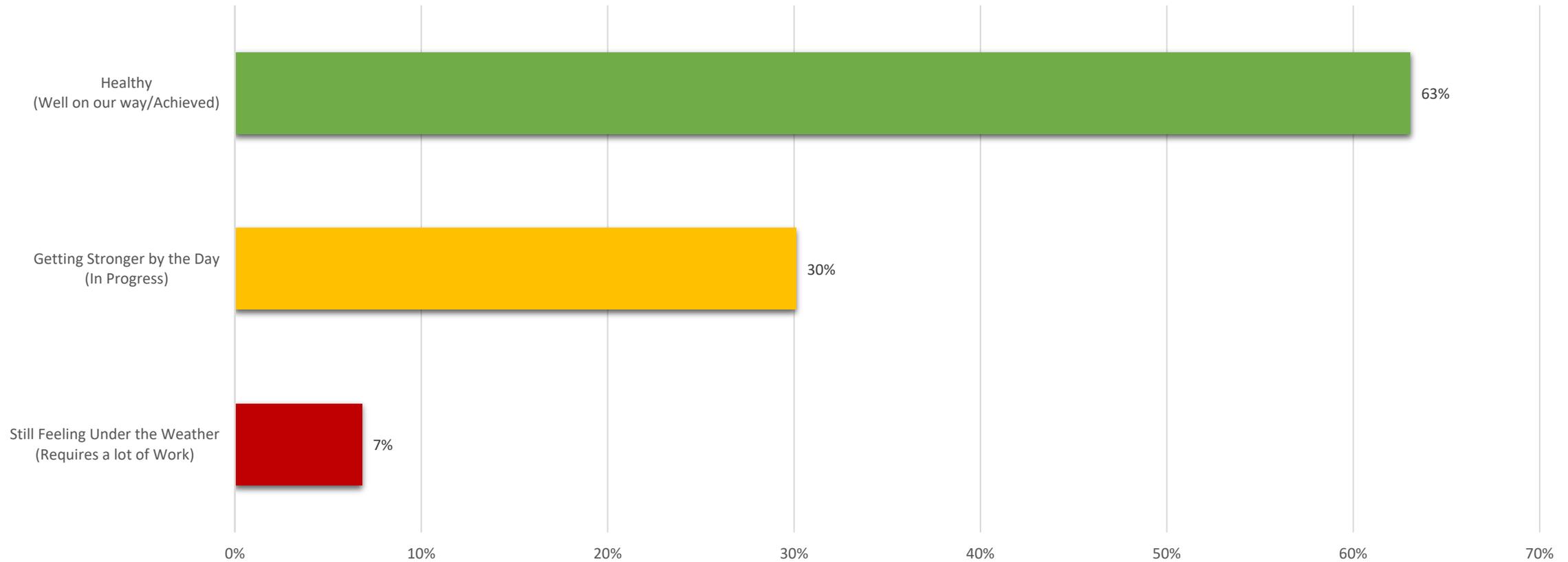
What is a Data Diagnostic Model?



See Handout 1: Data Diagnostic Model

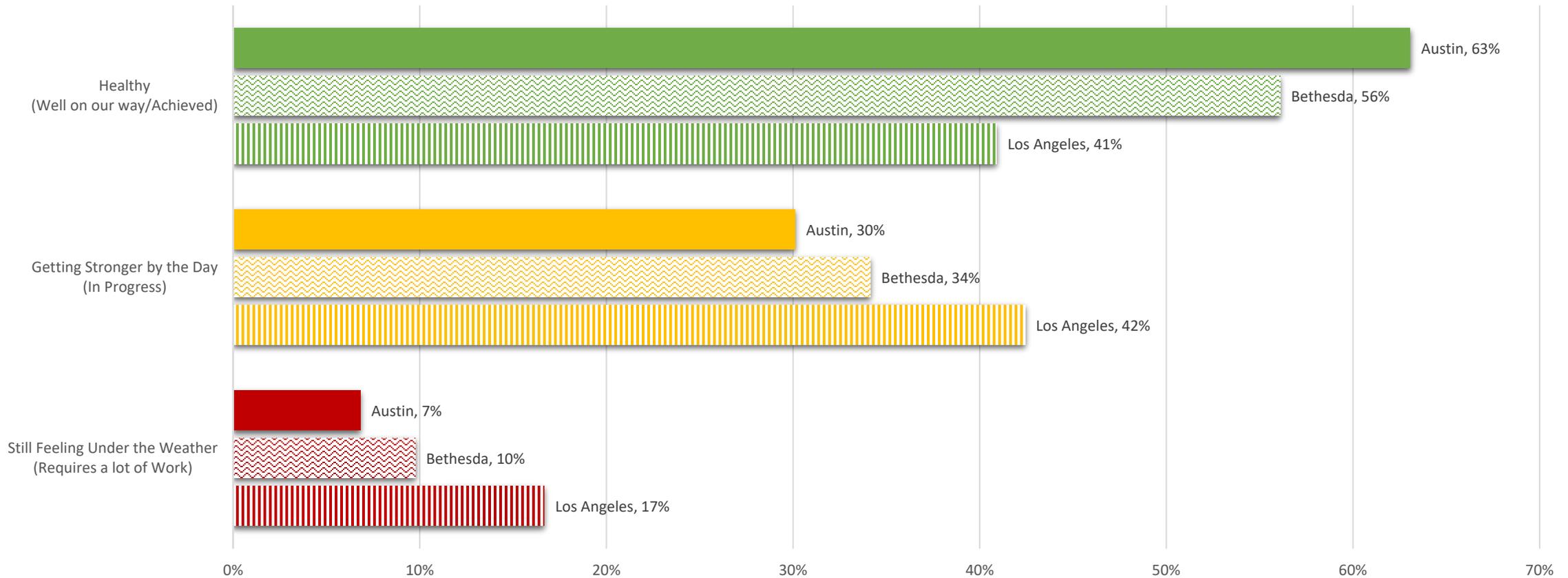
Moodle Self Assessment – Understanding

Component 1: Understanding (Self)



Understanding Compared to Los Angeles & Bethesda

Component 1: Understanding (Self)



Understanding Example

- ▶ I know I need to help my parents exercise so I encourage them to walk around the block every day. They take a 5 minute walk daily.
- ▶ They don't understand that to impact health they have to do at least 20 minutes of aerobic exercise.
- ▶ They know walking is good for them, but don't understand the duration needed for it to be effective.
- ▶ Therefore, the issue is an understanding problem. They don't have the correct information and don't fully understand the impact of exercise.



Understanding in a DDM

- ▶ Do local programs understand WIOA regulations and reporting requirements?
 - If yes, how do you know?
 - If not, how do you know?



Understanding, Example 2: LEAP Training

- ▶ The NRS team delivered two 3–day regional trainings on WIOA requirements and reporting changes. Because we delivered these trainings and posted them online, we believe that all state directors and state data specialists have a strong foundational knowledge of these changes.
- ▶ What might indicate that we were wrong?



Ways to Confirm Issues of Understanding

▶ **Examine**

- Did the information reach the appropriate staff? What ways were used to inform/disseminate information?
- How frequently was the information reinforced? Was information shared regularly?
- Was understanding verified? What methods were used to verify understanding?
- Comprehension—was the message understood (e.g., appropriate language used)?

▶ **Ask (self-assess)**

- Is what we are doing enough for staff, particularly those who are not “entrenched” in policy? What evidence do we have that it is or isn’t?
- Ask a series of questions about information sharing to locals to get to the real issue of data quality. Think of it as a self-assessment.



State Planning

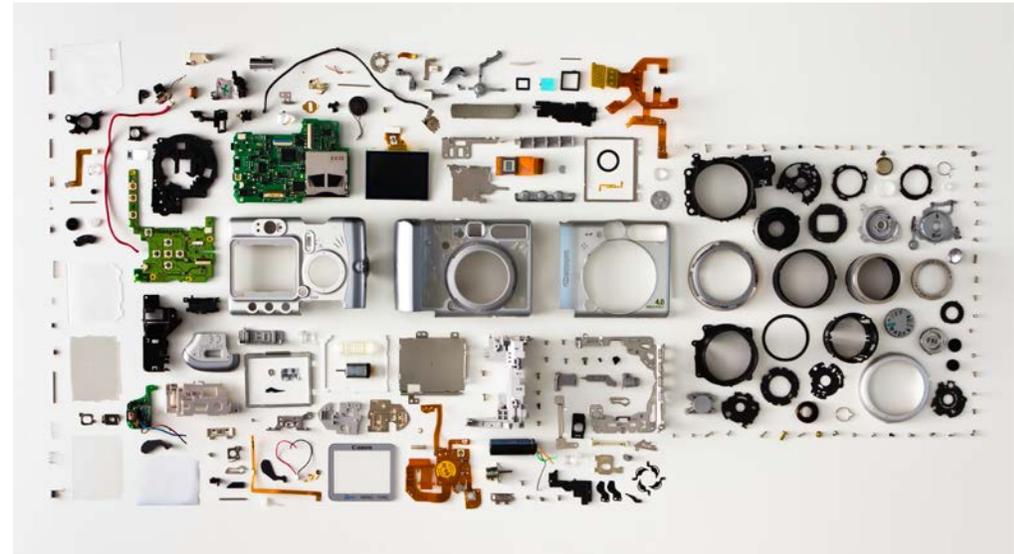


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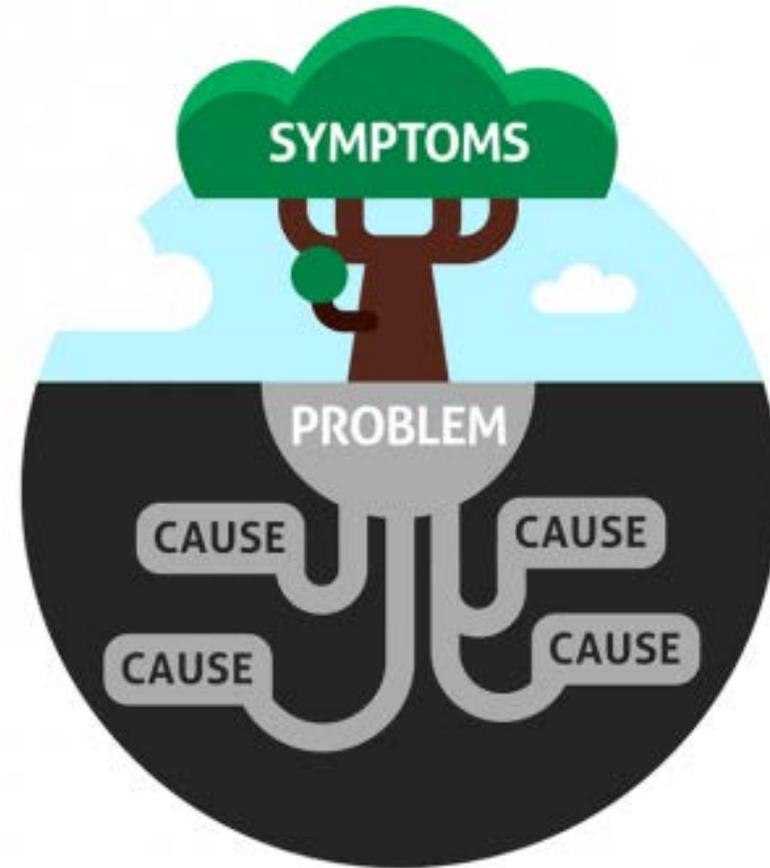
State Planning

- ▶ During this time, you will take the question about data quality in your state, and consider whether you want to stick with this or revise it.
- ▶ The purpose of the question is to make the problem and solution clearer by discovering the **root cause**.
- ▶ This is a deconstruction process.



Root Cause

- ▶ The root cause is the fundamental reason for the occurrence of a problem.
- ▶ It is important to find the root cause of your data quality issue so you can select the appropriate solution.



Sample Questions to Uncover Root Cause

- ▶ Did the information reach the appropriate staff? What ways were used to inform/disseminate information?
- ▶ How frequently was the information reinforced (regularity of information sharing)?
- ▶ Was understanding verified? What methods were used to verify understanding?
- ▶ Was the message understood (e.g., was appropriate language used)?
- ▶ Is what we are doing enough for staff, particularly those who are not “entrenched” in policy? What evidence do you have that it is or isn’t?



Question Development—Example

- ▶ You go to the doctor and say, “My stomach hurts.”
- ▶ The doctor will ask questions to zero in on what exactly hurts to determine what to do and why.
 - Where does it hurt?
 - Describe the pain.
 - When do you get the pain?
 - How long does it last?

Problem

Deconstruction Process



Question Development—Example 2

- ▶ You review your data and realize that there is a problem with accurate barriers-to-employment data.
- ▶ Your team will ask questions to zero in on what exactly the issue is to determine what to do and why.
 - Are there specific barriers where the data are incomplete/inaccurate? Is this all the data?
 - Are the incomplete data focused on new requirements or previously collected items?
 - Is the inconsistency across programs or unique to some? Why?
 - What guidance was provided for collecting these data?

Problem

Deconstruction Process

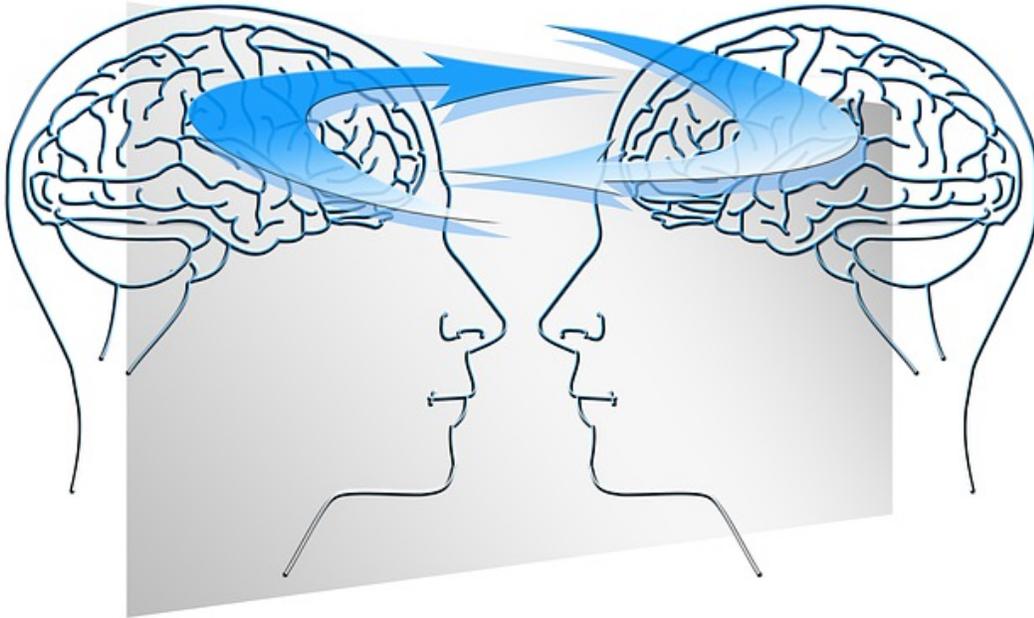


State Planning

- ▶ Note the data quality issue you decided on with your team.
- ▶ Think about and write down any information (symptoms) that is necessary to help deconstruct the issue and its causes as it relates to “understanding” in the DDM.
- ▶ Ask why the problem occurred and note responses. Continue to ask why until the root cause(s) is determined. Is it an issue of understanding?
- ▶ Refine and finalize your question to focus on for the training.
- ▶ Update it on your chart paper.



Question Review and Thought Partners



- ▶ Review other groups' questions.
- ▶ Sign up as a thought partner for later in the training.
- ▶ A thought partner is a state that has demonstrated success in an area and can support other states that are experiencing challenges in that area
- ▶ Help them with their planning process.





Lunch



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Data Diagnostic Model (DDM): Implementation



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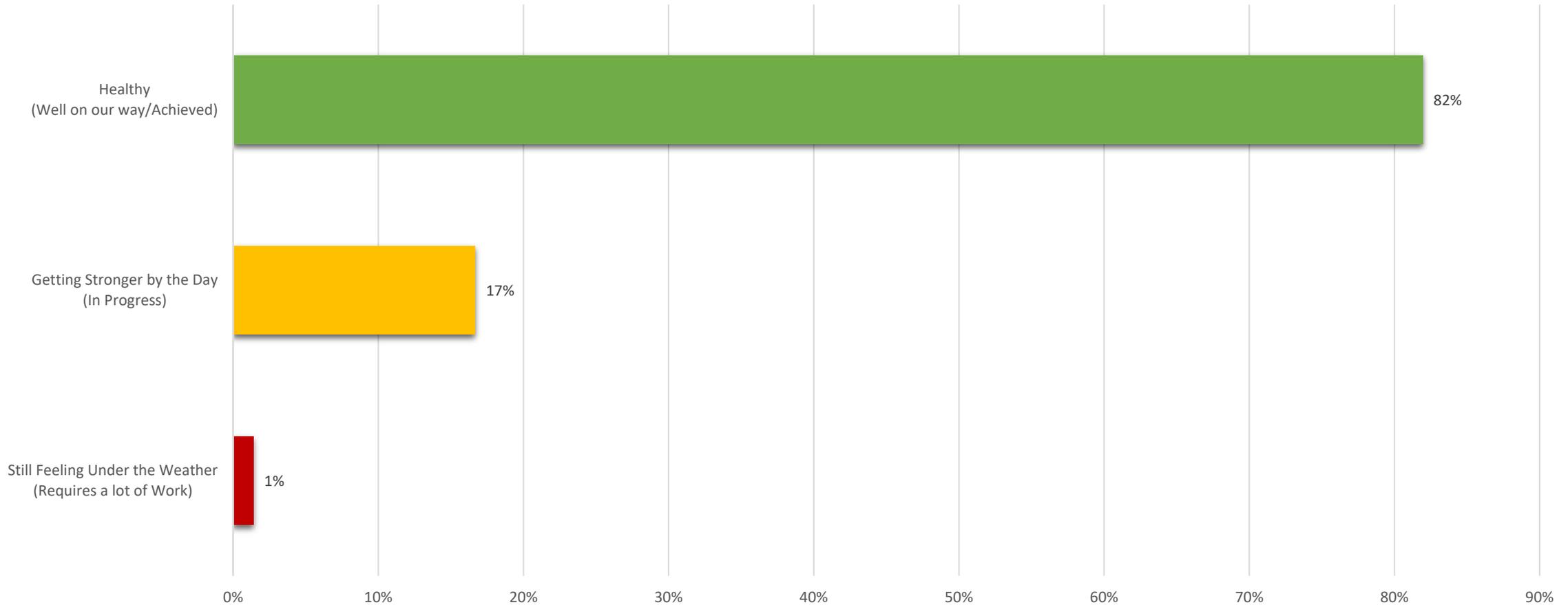
What is a Data Diagnostic Model?



See Handout 1: Data Diagnostic Model

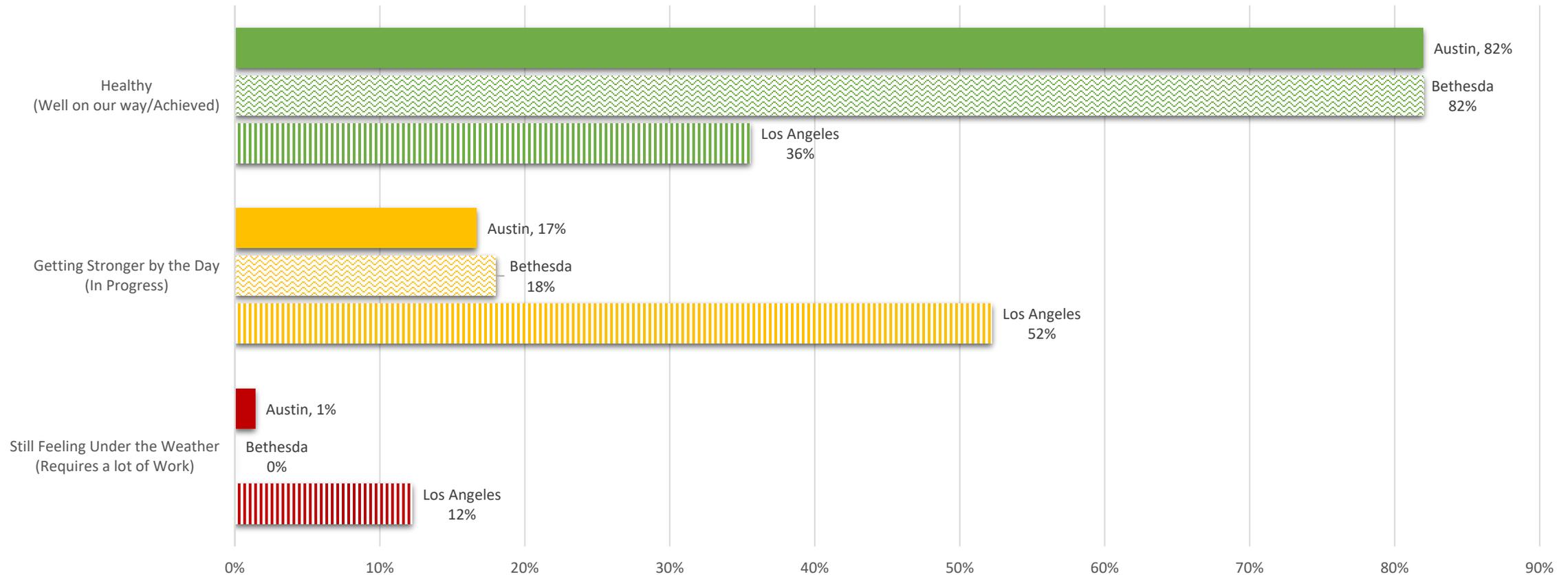
Moodle Self Assessment – Implementation

Component 2: Implementation



Implementation Compared to Los Angeles & Bethesda

Component 2: Implementation



Implementation in a DDM

- ▶ Understanding = Staff fully understand requirements.
- ▶ Implementation = Staff are engaging in behavior that demonstrates understanding and are doing what they are supposed to do.



Implementation Example

- ▶ I know (and my parents know) they need to exercise to stay in shape. I understand what kind of exercise is recommended and how often they should do it and have shared that with them so they know as well.
- ▶ They exercise for 15 minutes twice a week by walking during lunch. They just don't have time for more with a busy social calendar.
- ▶ The issue is an implementation problem. We have the correct information but they do not apply it. The problem is implementation, not understanding.



Diagnosing Implementation Problems

- ▶ Are they implementing requirements correctly?
 - If yes, how do you know?
 - If no, how do you know?



Digging Deeper

- ▶ If no, you need to break down the process and see what is not being done and why. Are they
 - Following required procedures?
 - Collecting the right information at the right time?
 - Entering it into the data system?
 - Following up?
 - Finding missing data?
 - Checking if errors exist?
 - Entering test scores and attendance?
 - Is data system functioning properly?



Implementation, Example 2: LEAP Training

- ▶ The NRS team delivers two 3-day regional trainings on WIOA requirements and reporting changes. Because we delivered these trainings and posted them online, we believe that all state directors and state data specialists have a strong foundational knowledge of these changes and are implementing changes with fidelity.
- ▶ What might indicate that we were wrong?



State Planning



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State Planning

- ▶ Continue with your identified problem.
- ▶ Note any information necessary to help dissect the problem and its causes as it relates to “implementation” in the DDM.
- ▶ Ask why the problem occurred and note responses. Continue to ask why until the root cause(s) is determined.
- ▶ Where might issues with data flow affect implementation?



Thought Partner Activity



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Thought Partner Activity

- ▶ With your thought partner, discuss the following:
 - Data collection/reporting question
 - What you know about your issue
 - Possible solutions and rationale
 - Questions about the topic/moving forward
- ▶ As a thought partner, provide:
 - Feedback on possible solutions
 - Questions to foster thinking about different angles. What questions *haven't* been asked yet?
 - Examples of your successes



State Planning

- ▶ Based on the conversation with your thought partner state, update your planning tool around issues of understanding and implementation.





Break



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Data Diagnostic Model (DDM): Monitoring



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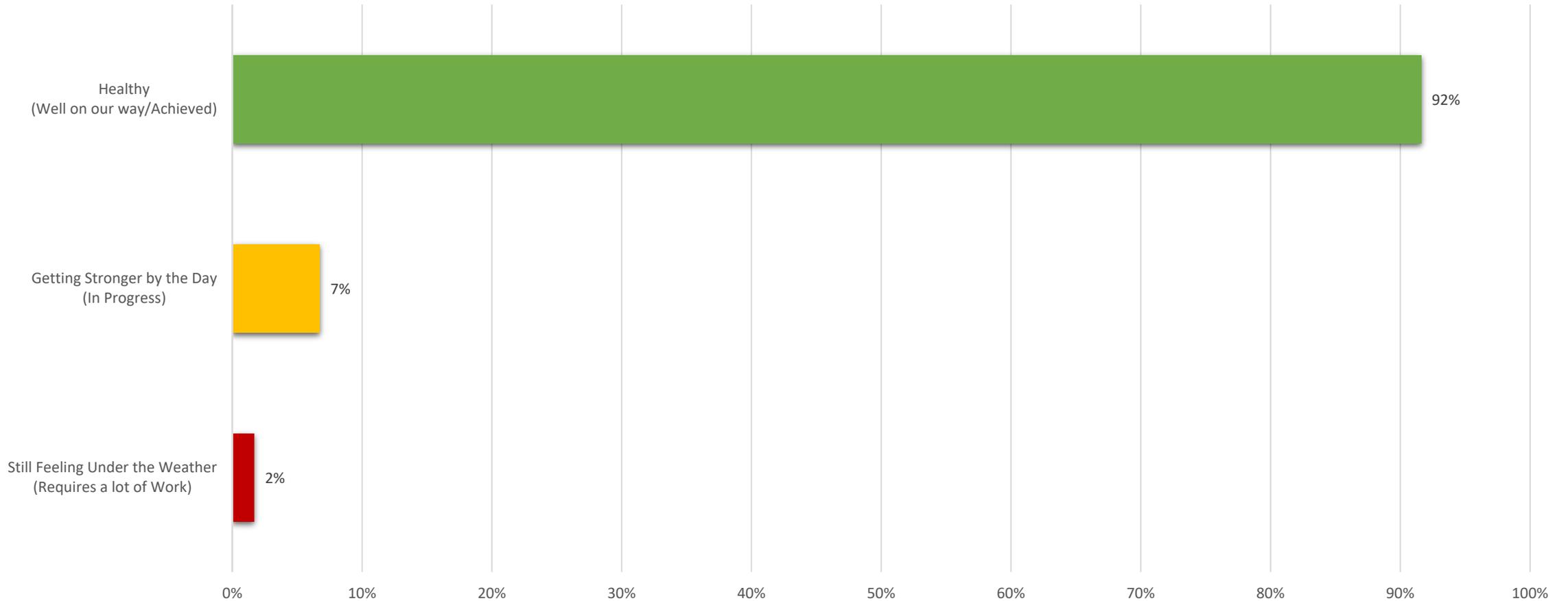
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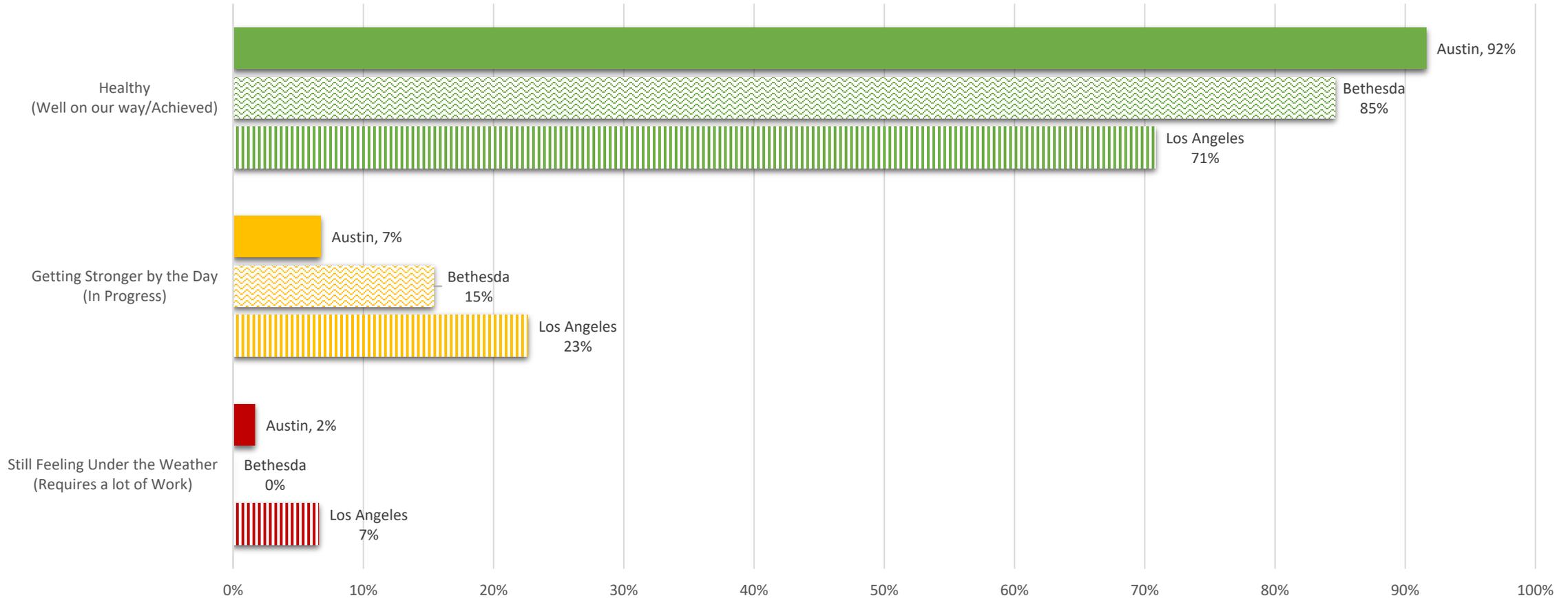
Moodle Self Assessment – Monitoring

Component 3: Monitoring and Prevention



Monitoring Compared to Los Angeles & Bethesda

Component 3: Monitoring and Prevention



Monitoring

- ▶ Goal is to track operations and performance in a timely way to prevent errors and improve performance and student outcomes.
 - Operations—are procedures working as intended?
 - Performance—on track toward achieving goals



Monitoring Example

I know I need to exercise to stay in shape, get to a healthy weight, and reduce my blood pressure.

- ▶ Understanding: I understand what kind of exercise is recommended and how often I should do it.
- ▶ Implementation: I usually engage in vigorous exercise 4x per week for 20 minutes each time.
- ▶ Monitoring: I keep an exercise log to monitor my own behavior. I review the log at the end of the month to determine any issues with lack of exercise. I weigh myself weekly and keep track of my blood pressure.



Value of Monitoring

- ▶ Keeps local program staff focused on outcomes and processes.
- ▶ Identifies issues important to staff and program participants.
- ▶ Increases staff involvement in data collection and reporting.
- ▶ Provides data on accomplishments.
- ▶ Helps refine data collection processes and products.
- ▶ Identifies areas for program improvement.
- ▶ Provides information for decision making.
- ▶ Enables enhanced program accountability.



Approaches to Monitoring

- ▶ Desk reviews
- ▶ Onsite reviews
- ▶ Data system and reports



Ways to Collect Data for Monitoring

- ▶ Program self-review
- ▶ Document review and environmental scans
- ▶ Observations
- ▶ Interviews
- ▶ Dashboards
- ▶ Built-in error checks
- ▶ Reports



Monitoring Panel and Discussion

- ▶ Three states will share effective processes and tools
- ▶ Open Q&A after presentations



See Handout 5: Panel Presentation

Panel Summary

Florida

Georgia

South Dakota

Wyoming



State Planning



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State Planning

- ▶ Consider your data reporting and collecting question identified at the beginning of Day 1.
- ▶ How is the current issue being monitored?
- ▶ What changes can you make to address lack of understanding and/or implementation to support effective monitoring?
- ▶ Focus on monitoring; identify one to three monitoring techniques that you can put in place and the action steps needed to do so.



Day 2 Wrap-up



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Day 2 Evaluation

- ▶ Using your saved link, please complete the evaluation for Day 2.



Day 2 Reflection



Day 3



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Review of Day 2 and Overview of Day 3



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Data Diagnostic Model (DDM): Improvements



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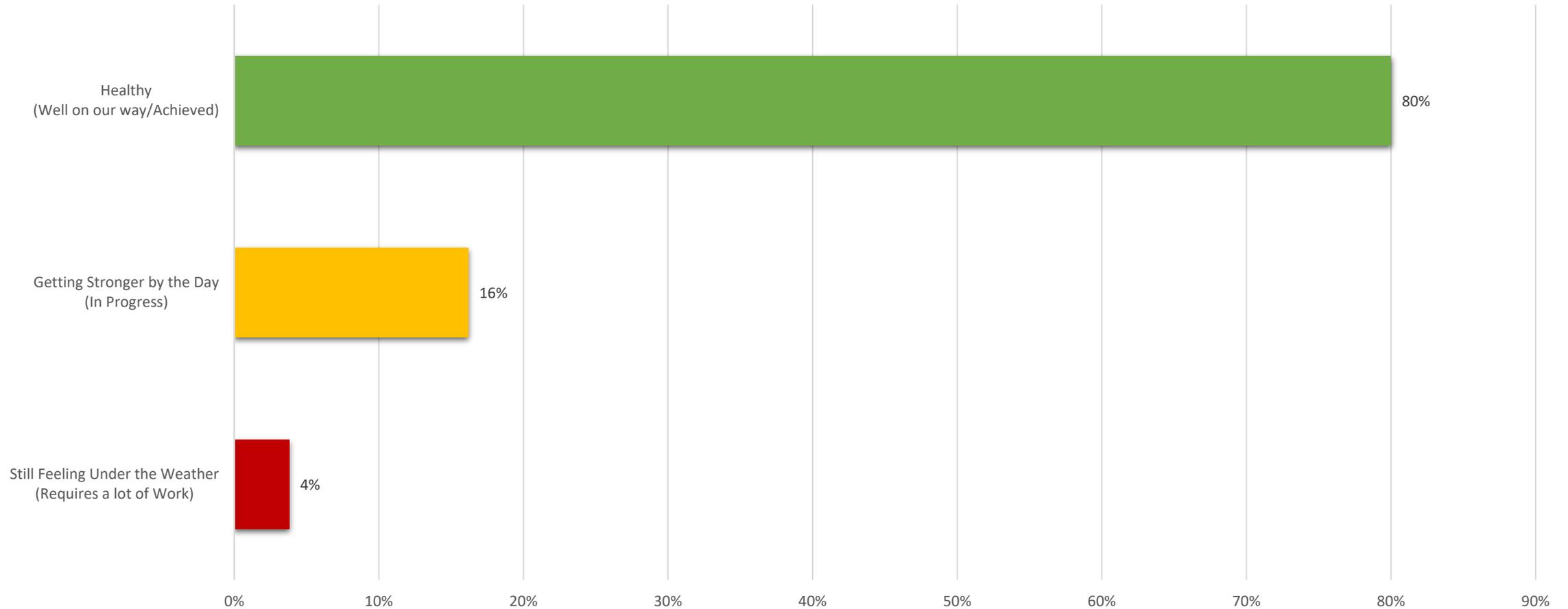
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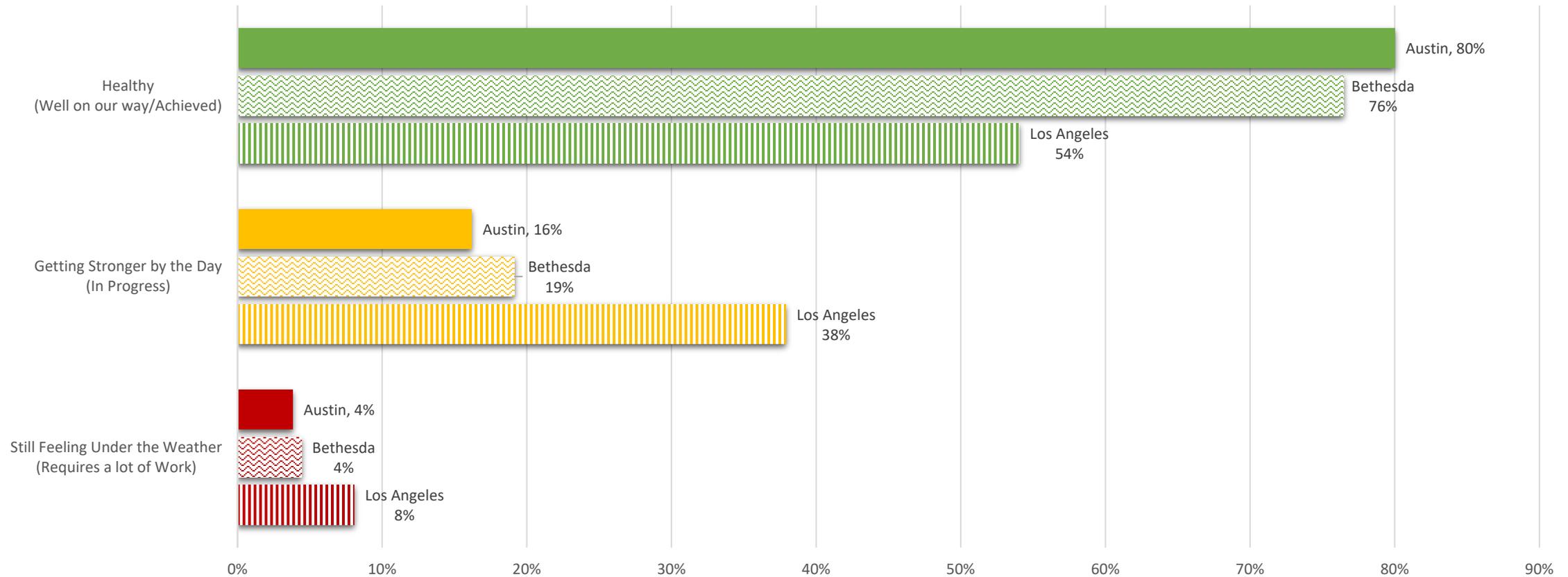
Moodle Self Assessment – Improvement

Component 4: Improvement



Improvement Compared to Los Angeles & Bethesda

Component 4: Improvement



Improvements: Getting and Staying Healthy

- ▶ Diagnosis and treatment
 - Model will have helped identify issues and sources of problems.
- ▶ Develop a plan for improving *understanding, implementing, and monitoring* where problems were identified.



Improve: Methods for Improving Data Quality

- ▶ Communication
- ▶ Training
- ▶ Update Data System
- ▶ Monitoring
- ▶ Motivation
- ▶ Other



See Handout 6: Methods for Improving Data Quality

Improving Data Quality

- ▶ Depending on what your original question/issue was, your approach for resolving it will be different.
- ▶ The root cause of your issue will help you decide what solution(s) you decide to implement.



Communication



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Communication and Improving Data Quality

Reason/Goal

Messages

Audience

Outcome



Achieving your Goal



Methods for Implementing Strategy

Method	Sample Tactic
Newsletter	Send out a biweekly newsletter.
Social Media	Engage audiences on Twitter. Encourage them to send questions.
Webinars	Hold monthly webinars.
Hotline	Send a separate e-mail or make a phone to reach out with questions



See Handout 7: Communication

What does this look like in your state?
How might you use these strategies to
address issues of understanding,
implementation, and monitoring?



Training



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Training Plan

- ▶ Using data and discoveries regarding understanding, implementing, and monitoring, develop a training plan that addresses root causes.
- ▶ For case studies, coordinate with local programs that have been successful.
- ▶ Utilize resources available from other states.



Training Calendar



NRS Training Materials

- ▶ Use, modify, and share!

LEARN MORE

State-administered, federally funded adult education program, meeting the requirements of Section 116 of the Workforce Innovation and Opportunity Act (WIOA). Learn more about the NRS, adult education data management, ways to use data to improve adult learning opportunities, and training and technical assistance that are available to states here.

EXPLORE SUPPORT PROJECTS

TRAINING AND ONLINE MATERIALS

The NRS provides technical assistance and training to States in ways that best meet the needs of State and Local program providers to improve data quality, increase data use for program development, develop data systems, and more. Select one of the topic areas (icons) below to learn more.

FACE TO FACE **SELF-PACED** **WEBINARS**

WIOA RESOURCES

- Explore resources related to WIOA and the NRS including: state guidance, reporting, LEAP training materials, and external WIOA resources.
- [AEFLA NRS Performance Reporting](#)
- [Performance Accountability Guidance for WIOA](#)
- [WIOA Statewide and Local Performance Report Template](#)
- [WIOA Joint Participant Individual Record Layout \(PIRL\)](#)
- [LEAP: NRS Training on WIOA 2016](#)
- [WIOA Partner Resource Pages](#)

EXPLORE ALL WIOA RESOURCES



What does this look like in your state?
How might you use these strategies to
address issues of understanding,
implementation, and monitoring?



Data System Updates



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Data System Review

- ▶ Dashboards
- ▶ NRS State Data Quality Checklist
- ▶ Intertable reliability checks
- ▶ Monitoring tools
- ▶ Built-in error checks, specifications



What does this look like in your state?
How might you use these strategies to
address issues of understanding,
implementation, and monitoring?



Monitoring



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Develop/Update a Monitoring Plan

1. Identify state policy for monitoring. Gather support from those who have a stake in the results.
2. Specify the scope of work for monitoring.
3. Identify individuals to lead and participate in monitoring activities.
4. Identify resources available for monitoring local programs.
5. Determine a process for collecting data with clearly stated criteria for rating. Conduct monitoring activities.
6. Report on the findings, including recommendations.
7. Follow up on the results.

See Handout 8: Develop/Update a State Monitoring Plan



Do you need to develop or update your monitoring plan? How might you use one to address issues of understanding and implementation?



Motivation



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Motivation

- ▶ What works to motivate you?
- ▶ What have you tried to motivate your programs?
 - What has been more successful?
 - What has been less successful?



Improvements: Motivating Staff

Motivation is helpful in getting someone to continue (and improve on) a behavior:

Incentives

Goal setting

Showing the value of data

Rankings/competition



State Presentations – Motivation

New York

Texas

Washington



What does this look like in your state?
How might you use these strategies to
address issues of understanding,
implementation, and monitoring?



Moodle – Google Doc

Directions: Please list 1–2 tools, resources, or activities you have found helpful to support data collection and management under WIOA in the following table. Note that the text in **red** are examples.

State	Resource/Strategy	Description
Indicate your <u>state</u> in this column.	Indicate the topic area, resource method, activity, etc. that you are sharing in this column.	Provide a brief description of the tool or approach in this column.
<i>Example: North Carolina</i>	<i>Example: Training for local programs</i>	<i>Example: We developed a face-to-face training on NRS table changes.</i>
<i>Example: Missouri</i>	<i>Example: Intake process</i>	<i>Example: We created a new form that includes fields for multiple entries and exits to track PoPs.</i>
<i>Example: Georgia</i>	<i>Example: Data system</i>	<i>Example: We developed an electronic schedule to track data entry so that all staff know when entry and data checks will be performed.</i>
North Dakota	Data System-LACES	LACES has been awesome in learning the changes and making adjustments in their system. Also, coming to ND for face-to-face training with State Staff, Directors, and other AE staff.
North Dakota	Data Management	We try to have a local data specialist at each site to monitor data weekly and then State staff monitor data on a monthly basis and send out a report. Helpful in catching inconsistencies, developing PD, planning future instruction.
North Dakota	Intake Process	Ongoing: create a heavy concentration on contact info and means of communication to allow for survey and follow-up
Nevada	Follow-up Report Tool	I take the list of participants that need to be followed up each quarter and create a report for each local agency that includes all of the information needed for their followup survey activity. The report then doubles as their call log. I also include a report of the number/percentage of participants that provided a SSN and do not need to be surveyed.
Oregon	Data Professional Activity	I had all our local data professionals map out the flow of their student data from the student to the state and then develop error checking and validation procedures based on the data flow. This helped them conceptualize the flow. Also, mapping who all touched the data helped pinpoint areas of data flow that might need to be checked or who might be responsible for checks. Their documents should also help transition knowledge as many of them face turnover at their institution.
Hawaii	Monthly data monitoring	Registrars, who are responsible for data management at each of our agencies submit a series of dashboard results, data checks, and NRS Tables for monthly review at the state level. Even if the data is not "clean" at that time, focus is drawn to items that need attention. The subsequent monitoring will reveal whether or not corrections were made, at which time appropriate support measures could be implemented.





Break



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State Planning



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State Planning

- ▶ Review issues identified in understanding, implementing, and monitoring.
- ▶ Identify steps for improvement.
 - Incorporate feedback received and suggestions given by thought partners.



See Planning Tool, Parts 5 & 6

Whole-Group Report Out



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Traffic Debrief

- ▶ **RED:** What things have you identified that need to STOP in order to be more successful with data collecting and reporting?
- ▶ **YELLOW:** What things have you have identified that you need to be CAUTIOUS about as you continue with WIOA implementation and changes?
- ▶ **GREEN:** What things have identified that you want to GO for? This could be group goals or behavior suggestions.





Lunch



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State Planning



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State Planning

- ▶ Take a few minutes in your state team to review your:
 - planning tool
 - data flow
 - issues/challenges
 - potential solutions
 - monitoring processes
- ▶ Jot down additional questions and next steps.



WIOA Q&A



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Training Wrap-Up



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NRS Support

- ▶ Targeted training
- ▶ Webinars
 - Understanding NRS Tables
 - Using the NRS TA Guide
 - Using NRS Online Courses
 - Working With Employers to Improve Employment and Training
- ▶ Individual state assistance



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.

Look for more details in Fall 2017.

NRS Tools

- ▶ NRS TA Guide (Guidelines)
 - Text, web and e-Book versions
- ▶ Developing NRS Data Systems for WIOA Accountability
- ▶ Tools for Understanding Accountability and Tables
- ▶ Follow-up to this training for, example:
 - Diagnostic model
 - Analyzing data flow
 - Monitoring



Day 3 Evaluation

- ▶ Using your saved link, please complete the evaluation for Day 3.



Thank you & safe travels!

