Your Success, Our Future: Measuring Achievement After Exit

Overview

AMERICAN INSTITUTES FOR RESEARCH
VIRTUAL |
SEPTEMBER 21, 22, AND 24, 2020
SEPTEMBER 28 AND 29, AND OCTOBER 1, 2020

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Welcome, Introductions, and Training Overview
Training Objectives

• Drawing from information and data from your state and best practices, state teams will:
  – Adopt a framework for understanding the data collection process for postexit indicators,
  – Use the framework to identify areas of the system in need of improvement,
  – Develop strategies to promote understanding of local programs about the importance of collecting data for the postexit indicators,
  – Develop an action plan for state improvements of data collections for the postexit indicators, and
  – Develop considerations for local engagement of data collection for the postexit indicators.
Agenda
Training Workbook
Training Workbook

The workbook and other training resources are available on the NRSOnline Moodle site:

https://courses.nrsweb.org/course/view.php?id=56
Opening Activity
Opening Activity

Part 1:

What is your one-word reaction or thought on 2020 and its impact on adult education in your state?

Click the URL in the chat box PollEv.com/gemarneoms984 to type your answer or
Text (1) 22333 and type GEMARNELOMS984 and then (2) enter your word.

Part 2:

Imagine it is now the same time next year (2021). What do you hope your one-word reaction or thought will be about 2021, and what will its impact be on adult education in your state?

Click the URL in the chat box PollEv.com/gemarneoms984 to type your answer or
Text (1) 22333 and type GEMARNELOMS984 and then (2) enter your word.
Overview of Workshop Activities

Pre-Session
- Review requirements for collecting data on postexit indicators
- Identify three potential challenges to collecting data on postexit indicators

Day 1
- What we already know
- Guiding framework for success
- NRS quiz show
- Select two of three challenges identified in the pre-session work – Offline
- Develop responses to guiding and strategy-focused questions – Offline

Day 2
- State-to-state sharing, inquiring, and solving
- State group presentations
- From one perspective to another
- Planning improvements for our future success – Offline
- Gallery walk posting and self-guided review – Offline

Day 3
- Independent state planning – Offline
- Networking and state sharing

Day 4
- Planning improvements for our future success: Gallery walk reflections and discussion
- Considerations for and with your local programs
- 3-6-9 to keep us on time
What We Already Know: Review
WIOA Postexit Indicators of Performance

**Credential Indicator:**
- Secondary credential with employment or entry into postsecondary
- Postsecondary credential

**Employment Indicator:**
- Second quarter employment indicator
- Fourth quarter employment indicator
- Median earnings indicator
WIOA Postexit Indicators of Performance: Review

• Guiding questions and check for knowledge on:
  – Employment indicators:
    ▪ For which participants do you collect employment indicators?
    ▪ What is unique about the quarterly earnings indicator?
  – Credential indicators:
    ▪ For which participants does the credential indicator apply?
    ▪ To count secondary credential attainment, what else must the participant do within 1 year of exit?
    ▪ How do you count participants who achieve both credentials for NRS reporting? For indicator calculations?
WIOA Postexit Indicators of Performance: Review

• Guiding questions and check for knowledge or responses to questions about:
  – Barriers to employment:
    ▪ Why is collecting these measures important for programs? For performance indicators?
    ▪ When and how do programs collect these measures?
    ▪ What are other ways to collect these measures?
Credential Attainment Indicator: Rate Calculation

Attained a secondary school diploma/equivalent and enrolled in postsecondary education or training or employed within 1 year of exit

Exited participants who entered without a secondary credential and were enrolled in a secondary level program; and exited participants who were dual enrolled in adult and postsecondary education and exited postsecondary education

Numerator: Attained a postsecondary credential while enrolled or within 1 year of exit

Denominator: Note: Credential rate is an unduplicated count; a participant is only counted once per PoP, no matter how many credentials are attained. The same is true for denominator cohorts.
Participant Pools for Indicator Denominators (in Blue)

Total Participant Pool:
*Include all exited participants, except those subject to exclusion.*

For each participant, include:
- Exit date for each PoP and
- Demographic data.

Include from above only if:
- Received postsecondary level instruction and
- Had no secondary credential at entry.

Include from above only if:
- Co-enrolled in postsecondary education and
- Exited postsecondary.

Include from above only if:
- Second Quarter Employment Indicator
- Fourth Quarter Employment Indicator

Include from above only if:
- Employed during second quarter.

Credential Indicator

Quarterly Median Earnings Indicator
Large Group Brainstorm

• Based on your experiences, what are some of the reasons for and challenges in understanding and interpreting definitions at the
  – State level and
  – Local level?

• Share your responses.
10-MINUTE BREAK
Framework for Success
Data Collection Framework for Postexit Indicators

What are the four key areas or processes in which data are collected and used for postexit indicators?

- Intake/Enrollment
- Orientation
- Participation
- After Exit
NRS QUIZ SHOW!
Rules

• You will work in your state teams.

• You have been preassigned to a breakout room.

• There is a preassigned order in which your team will answer. This will be provided by your facilitator and appear in the chat box.

• Every team will have the opportunity to answer at least three questions.

• If a team answers correctly, it wins the assigned point amount. If a team answers incorrectly, no one wins a point, and the next team takes its turn.

• Teams have 20 seconds to respond to the question.

ALL RESPONSES MUST BE PROVIDED IN THE FORM OF A QUESTION!
<table>
<thead>
<tr>
<th>Going Swimming</th>
<th>Love Connection</th>
<th>Welcome to the 21st Century</th>
<th>Motes, Fences, &amp; Jersey Walls</th>
<th>Relays &amp; Long Jump</th>
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Your Success, Our Future: Measuring Achievement After Exit

NRS Final Jeopardy Question
Our Framework for Success
Data Collection Framework for Postexit Indicators

**Intake/Enrollment**
- Student enrollment (online, in person)
- Discuss student’s needs and goals
- Explain program requirements
- Obtain additional student information

**Orientation**

**Participation**
- Instruction
- Ongoing contact with participants (high, low)
- Monitor exit date
- Coordinate data transfer with partners

**After Exit**
- Data match (employment and postsecondary databases)
- Access partner databases
- Supplemental data collection
Challenges Collecting Indicator Data: Intake and Orientation

• Missing data from participants:
  – Barriers to employment status not provided
  – Social security number (SSN)
  – Intake procedures not conducive to collecting these data

• Collecting SSNs:
  – Education agencies not required to collect
  – State legal and philosophical reasons for refusals
    ▪ State, local provider and participant concerns about privacy and data use
  – Undocumented participants without SSNs
Challenges Collecting Indicator Data: During Enrollment

- Participant contact issues:
  - Uneven attendance (participant’s may be absent at critical times)
  - Unknown exit dates and student stop-out (i.e., stop attending for a while and then return)
  - Teachers and local staff fail to ask for data

- Database issues:
  - No missing data report or indication in database
  - Data not entered or not timely

- Issues with partner datasharing:
  - Partners do not share data
Challenges Collecting Indicators Data: After Exit

• Data matching:
  - Database incompatibility among partners
  - Time lag and multiple databases, especially for postsecondary data matching
  - Data sharing agreement issues
  - Linking barriers to employment data
  - Employment in a state that differs from the state of participation

• Supplemental data collection:
  - High burden on local programs
  - Limited resources for data collection
  - Lack of expertise in developing and conducting
  - Multiple data sources and agreements needed
Data Collection Framework for Postexit Indicators

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**After Exit**
- Data match (employment and postsecondary databases)
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**Best Practices**
- Standardized, electronic intake form
- Obtain basic information about students
- Obtain data from partners
- Train intake staff

- Explain intake form and data needs
- Discuss need for follow-up
- Explain importance of capturing student barriers
- Refer to partner agencies, if appropriate or possible
- Discuss instructional needs, and explain program procedures and requirements

- Regularly request missing data from and exit plans for students
- Keep in contact with partners for updates
- Remind students to keep in touch with teachers
- Keep database up to date

- Identify students by exit date, indicator, and barriers to employment
- Match data periodically
- Maintain contact through electronic and social networks
- Conduct survey electronically with contact
Data Collection Framework for Postexit Indicators

Intake/Enrollment
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Orientation
- Discuss student’s needs and goals
- Explain program requirements
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Data
- Demographic (barriers to employment)
- SSNs
- Contact information
- Barriers to employment status
- SSNs
- Updated contact information
- Student service needs
- SSNs
- Update contact information
- Exit date
- Second quarter employment
- Median earnings
- Fourth quarter employment
- Credential attainment
Activity: Our Challenges, Our Framework

✓ In the pre-session work, your state team completed the following activity:

• Select two of your three data collection issues or challenges (draw from the three identified in the pre-session).

• What is the evidence that this a challenge? What is the “why” behind it? (Consider using root cause analysis to help answer this.)

• What will look different if this challenge is addressed and how will you know from a data perspective?
1. Working in your state teams, answer the questions below and capture your answers in the Moodle template in time for tomorrow’s session:

- Select two of your three data collection issues or challenges.
- Based on each challenge, answer the following question:
  - How does addressing or not addressing this challenge impact (a) the program or local provider, (b) the state, and (c) students?
  - Is the challenge impacted by cultural, technical, or political barriers? If so, please describe.
  - What components of the Framework provide the opportunities to impact the data collection issue or challenge?
  - What potential strategy could be used and how? What is the reason behind this strategy?

2. Individually

- Read your scenario or all scenarios in preparation for tomorrow’s breakout group.
Day 1 Wrap-Up and Overview of Day 2
NRS Training Evaluation

• Please complete your evaluation for today.

• We use this information to inform our trainings and future resources and the supports that we provide to states.
Welcome Back and Review Day 1 and Overview for Day 2
Overview of Workshop Activities

Pre-Session
✓ Review requirements for collecting data on postexit indicators
✓ Identify three potential challenges to collecting data on postexit indicators

Day 1
✓ What we already know
✓ Guiding framework for success
✓ NRS quiz show
✓ Select two of three challenges identified in pre-session work – Offline
✓ Develop responses to guiding and strategy-focused questions – Offline

Day 2
✓ State-to-state sharing, inquiring, and solving
✓ State group presentations
✓ From one perspective to another
✓ Planning improvements for our future success – Offline
✓ Gallery walk posting and self-guided review – Offline

Day 3
✓ Independent state planning – Offline
✓ Networking and state sharing

Day 4
✓ Planning improvements for our future success: Gallery walk reflections and discussion
✓ Considerations for and with your local programs
✓ 3-6-9 to keep us on time
State Presentations
5-MINUTE BREAK
State-to-State Sharing, Inquiring, and Solving
Activity: State-to-State Sharing, Inquiring, and Solving

• After receiving your assigned state team partner(s) and having been placed in your breakout rooms, do the following:

1. People from one state will present one data collection challenge and their responses to the guiding questions from the Day 1 “Our Challenges, Our Framework” activity.

2. People from the partner state will ask clarifying questions and provide feedback.

3. Reverse roles when 15-minute time notification appears and repeat Steps 1 and 2.

• Someone should be assigned to record your state team’s updated responses as you go through this activity.
  – Tip: The recorder could share his or her screen and capture notes in a Word document!

• Select a reporter.
State Presentations: Sharing, Inquiring, and Solving
Share Out
Additional Strategies for Improving Data Collection
Strategies for Improving Data Collection: Intake

• Inform participants why SSNs and other data are important at enrollment and orientation.
  – Explain contact after exit, if using surveys.

• Use electronic data collection.

• Obtain data from partners for co-enrolled participants or those referred.

• Train staff on reasons and importance of collecting barriers to employment, SSNs, and postexit indicator data:
  – Understand reasons why providers and participants do not provide SSNs.
  – Analyze programs and students—who is not providing the data and why?
  – Set target percentages for local providers and offer incentives for meeting and/or sanctions for failing to meet targets.
Strategies for Improving Data Collection: During Enrollment

• Request missing SSNs and data from participants at regular intervals, for example, monthly, at testing, or before exit, when exit date is known.

• Provide local staff with missing data reports from database.

• Contact partners.

• Keep participant contact information current.
Strategies for Improving Data Collection: After Exit

• Maintain frequent contact with students—stay in touch before survey:
  – Use community resources and networks to maintain contact,
  – Use social media, and
  – Continue to ask for missing SSNs.

• Maintain a list of participants by exit data and indicator.

• Collect supplemental data from partners or by conducting a survey.
Strategies for Conducting Surveys

• Inform students at exit about the survey.

• Keep survey short (three or four questions) and use only simple language:
  – Brand with program identification,
  – Pilot test, and
  – Translate.

• Use apps and social media to contact students.

• Track response rates.

• Integrate survey into database.

• Implement incrementally:
  – Focus on larger programs and
  – Reduce total participant pool by focusing on larger programs or those who are most likely to respond.
From One Perspective to Another
Perspectives

• Who are some of the individuals or entities involved in the collection and other process related to measuring achievement?

• What is the relevance for them?

• Where within the Framework are you most likely to engage with these stakeholders?
Activity: Perspectives Scenarios

- Once you are in your breakout rooms:
  - Refer to the assigned scenario (you should have read these prior to today’s session).
  - Assign a recorder, reporter and if needed, a facilitator.
  - Discuss the guiding questions at the end of the scenario.
  - Share your responses on your guiding questions.
  - Identify one or two strategies from each perspective that may help to address the needs of both primary stakeholders for each scenario.
  - Record your responses. *Tip: Recorder could share his or her screen and capture notes in a Word document!*
10-MINUTE BREAK
Share Out

• Select a reporter from your combined team to report out the following:
  
  – The scenario (title) that each partner team discussed,
  
  – Each team’s response to one of the facilitator’s selected guiding questions, and
  
  – **One** strategy from each perspective that may help to address the needs of both primary stakeholders for each scenario.

• As a full group discuss the following:
  
  – What are the implications of these different perspectives in addressing data needs for postexit indicators?
Planning Improvements for Our Future Success
Offline Activity Review: Planning for Improvement Action Plan

<table>
<thead>
<tr>
<th>Strategy to Address the Challenge</th>
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<tbody>
<tr>
<td><strong>Action Steps</strong></td>
</tr>
<tr>
<td>List action steps relevant to this strategy.</td>
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<td>•</td>
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</tbody>
</table>

**Evaluation Measure(s):** List or describe what will be measured and how it will be measured. These items should align with your objectives and should be realistic based on your audience and the communication channel(s) you have chosen.

•  
•  
•  

**Other notes:**
Offline Activities Review—Planning for Improvement: Action Plan

1. In your state teams, complete the Improvement Action Plan Worksheet. Consider the following:
   - What areas of data or data collection do you do well? How do you know? Is there anything from this area of strength that can be used to address the data collection challenge?
   - Who is involved and impacted by each of your strategies? Is there interdependency or cross-agency or cross-partner collaboration required?
   - What key tasks must occur to make any of these strategies “come alive”?
   - Do any of these strategies align with existing priorities that are currently being implemented by the state or local providers (this will help with prioritization)?
   - Where does this strategy connect to the Framework? Is the connection direct or indirect? How?

2. Capture your plan and post it to the assigned area in the NRSonline Moodle site.

3. Review and scan the Improvement Action Plans for at least three other states.
Gallery Walk: OFFLINE
Day 2 Wrap-Up and Overview of Days 3 and 4
NRS Training Evaluation

• Please complete your evaluation for today.

• We use this information to inform our trainings and future resources and the supports that we provide to states.
Welcome Back and Review Day 2 and Overview for Day 4
Overview of Workshop Activities

**Pre-Session**

- Review requirements for collecting data on postexit indicators
- Identify three potential challenges to collecting data on postexit indicators

**Day 1**

- What we already know
- Guiding framework for success
- NRS quiz show
- Select two of three challenges identified in pre-session work – *Offline*
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**Day 2**

- State-to-state sharing, inquiring, and solving
- State group presentations
- From one perspective to another
- Planning improvements for our future success – *Offline*
- Gallery walk posting and self-guided review – *Offline*

**Day 3**

- Independent state planning – *Offline*
- Networking and state sharing

**Day 4**

- Planning improvements for our future success: Gallery walk reflections and discussion
- Considerations for and with your local programs
- 3-6-9 to keep us on time
Planning Improvements for Our Future Success: Gallery Walk Reflections
Planning Improvements for Our Future Success: Gallery Walk Reflections

• What common themes or unique elements did you note across states in the gallery postings?

• Was there anything you read that you might want to adapt for or replicate in your state?
Gallery Walk and Improvement Action Plan Reflections

Capture overall themes, strengths, considerations across improvement action plans etc.

• Overall or common themes:
  – XYZ
  – Panda Bears
Gallery Walk and Improvement Action Plan Reflections

capture overall themes, strengths, considerations across improvement action plans etc.

• Considerations:
  – Koala Bears
  – Hawaiian Coffee
Considerations for You and Your Local Providers
Activity: Considering Local Providers

Each state will be in the “fishbowl” for 20 minutes.

1. The presenting state will (5 minutes maximum)
   • Pick and present **one strategy from your improvement plan that involves the engagement of and/or ownership by a local provider** and
   • Identify one or two potential barriers to this strategy **and** at least one potential solution to address one of those barriers.

2. The peer state will (5 minutes maximum)
   • Pose questions, seek clarity, and provide additional observations that are not solutions.

3. Both states will then collectively brainstorm and identify (10 minutes maximum)
   • At least one or two potential solutions to address one or more of the barriers.

4. After both states have completed the above steps, reverse roles and repeat the process.

Be sure to assign someone from your state team to capture notes about the discussion, because you may use these notes to update and revise your Improvement Action Plan. (We will ask for one or two states to volunteer and report out their experience!)
Share Out

• Volunteer!
• From your discussions, report on
  – One strategy and related barrier from your improvement plan that involves the engagement of and/or ownership by a local provider and
  – Potential solutions or feedback from the discussion that will help your state implement the strategy.
10-MINUTE BREAK
3-6-9 to Keep Us on Time
3-6-9 Action Item List


Identify **three action items**
to implement over the **next 6 weeks**
that will help to address
the challenge in your state.

In 9 months, which challenge and related strategies do you want to revisit?
## 3-6-9 Action Item List

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<th>What three steps will you take over the next 6 weeks?</th>
<th>Importance</th>
<th>Responsible</th>
<th>Start by</th>
<th>Finish by</th>
<th>Next Step</th>
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<tr>
<th>In 9 months, which challenges and related strategies do you want to revisit?</th>
<th>Challenge</th>
<th>Related Strategy</th>
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Share Out
Day 3 Wrap-Up
Overview of Workshop Activities

**Pre-Session**
- Review requirements for collecting data on postexit indicators
- Identify three potential challenges to collecting data on postexit indicators

**Day 1**
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NRS Training Evaluation

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INSERT SLIDE FOR ANY UPCOMING ACTIVITY
THANK YOU

LARRY CONDELLI
GEMAR NELOMS
DELPHINIA BROWN

FOR ADDITIONAL INFORMATION, CONTACT THE NATIONAL REPORTING SYSTEM DIRECTOR
LCONDELLI@AIR.ORG
202-403-5331

THANK YOU