

Post-exit Indicators

TRACKING STUDENTS OVER TIME

August 29, 2018



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NATIONAL
REPORTING SYSTEM
for Adult Education

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Logistics for Today's Webinar

- Webinar will last approximately **60 minutes** and is being recorded
- Recording and PowerPoint presentation will be available soon on the *NRSWeb* site (www.nrsweb.org)



Participating in Today's Webinar

- Raise your hand to ask questions
- Chat
- Polls
- A link to a brief evaluation is in the corner of your screen



Agenda

Overview

In Practice

- The State Perspective: What Kentucky is doing
- The Local Perspective: What the Las Vegas–Clark County Library District (LVCCLD) program is doing

Questions



Overview



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Post-Exit Indicators

- Measurable skill gains (MSG)—entry into postsecondary education and secondary credential attainment
- Employment rate in the second quarter after exit
- Employment rate in the fourth quarter after exit
- Median earnings in the second quarter after exit
- Credential attainment



Tracking Students

- Data Matching
- Supplemental Data Collection --Surveys and other methods
 - See OCTAE Program Memorandum 17-6



Data Matching

Benefits:

- ✓ Efficient
- ✓ Less burden on local programs
- ✓ Tends to be more valid and reliable

Considerations:

- ❑ Data sources
- ❑ Compliance with privacy laws such as Family Educational Rights and Privacy Act (FERPA)
- ❑ Agreements needed with partner agencies



Supplemental Data Collection Methods

Benefits:

- ✓ Do not require common, unique identifiers across agencies
- ✓ Provide a personal touch

Considerations:

- Rely on self-reporting
- Lower response rate
- More burden on state and local programs



In Practice

State Perspective: Kentucky Adult Education

Local Perspective: Las Vegas–Clark County Library District



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Tracking Students Over Time

National Reporting System Webinar

August 29, 2018

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Data Match for Follow Up Outcomes

- **90% of participants have a valid SSN for match.**
- **Kentucky Adult Education Reporting System (KAERS) tracks exit date; i.e., no attendance for 90 days.**
- **Data warehouse stores exit date and flags exit quarter.**
- **Have MOU with Kentucky Department of Workforce Investment for data (e.g., employment, co-enrollment, etc.) match process.**
- **Kentucky Skills U is at the Council on Postsecondary Education, which houses all postsecondary data that is used for match.**

Participant Release of Information Form

- *I give the Kentucky Council on Postsecondary Education (CPE) and Kentucky Skills U permission to release my postsecondary enrollment, GED Testing Service® information, and employment status to Kentucky Skills U providers as well as this enrollment information to the Kentucky Community and Technical College System or any other public postsecondary institution.*

Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
AND
THE DEPARTMENT OF WORKFORCE INVESTMENT
FOR THE AUDIT/EVALUATION OF EDUCATION PROGRAMS
AND
TO AUTHORIZE THE RELEASE AND USE OF CONFIDENTIAL DATA

Data Being Shared

**Provide
specific data
elements
needed to
complete
audit/
evaluation**

From Skills U to DWI

- Social Security Number
- Date of Birth
- First Name
- Last Name
- Measurable Skill Gain (Y/N)
- Measurable Skill Gain Date (if applicable)
- Period of Participation (start date – exit date)

From DWI to Skills U after match

- Employment Status 1st quarter after exit (Y/N)
- Employment Status 2nd quarter after exit (Y/N)
- Employment Status 3rd quarter after exit (Y/N)
- Employment Status 4th quarter after exit (Y/N)
- Median Earnings of Participants Employed 2nd Quarter
- Title I Participant (Y/N)
- Title III Participant (Y/N)
- Title IV Participant (Y/N)
- Period of Participation in Title I, III, and/or IV (start date – exit date)
- Measurable Skill Gain (Y/N)
- Measurable Skill Gain Date (if applicable)

This will be collected on all clients to help with tracking those employed for the Credential Attainment cohort.

Postsecondary Match

- **Skills U matches postsecondary enrollment twice a year and loads into warehouse for KAERS reports.**
- **KAERS reports show if participant is enrolled in postsecondary institution with postsecondary start date.**
- **If participant is enrolled in both adult education and postsecondary education, student is flagged, so MSG is not counted.**
- **Also, Skills U matches postsecondary credentials once a year.**

SARA

- **SARA is a case management system which helps to automate 1) contact with students and 2) the creation of case notes.**
- **SARA has been used for one year in one local workforce area.**
- **Participating agencies are Kentucky Skills U, Office of Vocational Rehabilitation, Department of Community Based Services, and Office of Employment and Training.**

SARA

- **An API was set up with the Skills U reporting system (KAERS) to pull in student data for those in the local area.**
- **Students are put on “tracks” for different purposes.**
- **Kentucky Skills U wrote tracks related to attendance and after-exit follow-up.**

SARA



- **Tracks in SARA are composed of tasks.**
- **Each task contains scripted messages to be texted or emailed to students at predetermined intervals. These messages are interactive and solicit responses from the student.**

SARA



- **All tasks and tracks are customizable to the agency's needs, such as following up with gaps in attendance or after exit for employment or postsecondary enrollment/outcomes.**
- **SARA also allows for ad hoc texting and emailing.**

SARA



- **Staff report using the ad hoc texting feature the most. The automatic creation of case notes from text is a benefit.**
- **Kentucky prompted the inclusion of a referral function to allow students to be shared across agencies.**

SARA: Challenges

- **Partner agencies are undergoing technology upgrades and reorganization.**
- **There is still duplication of effort between using KAERS and SARA. Taking full advantage of the features would require a broader API.**
- **Confinement to one workforce region has hampered buy-in and implementation.**

Conclusion

Questions?

Data Collection

Community Adult Learning in Libraries (CALL)

Las Vegas–Clark County Library District



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Social Security Number Collection

Initial Problem: CALL was typically obtaining Social Security numbers for less than 50% of students, resulting in the need to capture more numbers and increase percentage.

- Evaluated existing collection procedures (approx. 3 times):
 - Requested on Registration form at pretesting
 - Noted on form to follow-up if student said they had a SS# but left at home
 - Exit survey and demographic update requested SS#



Social Security Number Collection

Identified new plan:

- Online registration instructs students to bring SS# to orientation/pretest
- At Orientation, explanation that the SS# is not required but it allows us to offer free classes and to secure on-going funding for free classes
- Printed registration form requests SS#
- Noted on form to follow-up if student stated they forgot to bring SS#
- Students encouraged to provide SS# at 12-hour contract time
- Follow-up calls made during class cycle
- Exit survey and demographic update requests SS#

Result:

- SS#'s collection rate ranges between 67%–71%



Follow-up Survey Phone Calls

Staff making calls initiate conversation identifying themselves and reminding the student they attended a class through our program

Staff asks genuine questions about how they are doing and that they are calling to see if there is any other support we can offer them.

Staff then asks them if they are working and gives genuine excitement if the answer is positive and then continues to ask if they are working part-time or full-time, if part-time, they ask about how many hours per week giving them a range, if necessary

Staff then segues into asking if they are getting paid well, and depending on the response, clarifies minimum wage, continuing to ask clarifying questions and providing wage range as needed to identify wage

Staff ends call by asking again if they need any additional services or assistance our program might be able to provide and lets them know of our math and writing workshops as well as open labs, which offer support to working students who may still want to improve their language or academic skills.



Questions?



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THANK YOU



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