NRS Data Updates

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Research and Performance Management
2017-2018 Data Collection and Reporting

- **July 15**: Program Year Data Finalized and Submitted
- **July 27**: CBO Data Freeze
- **July 30**: College Data Freeze & Final Resubmissions (if applicable)
- **August 1**: System Roll Over
- **September 3**: Initial NRS Data Draft
- **September 24**: Final NRS Data Draft and Dashboards Preview
- **October 1**: Final Data Submission and Release of Dashboards and Reports
What’s On the Horizon

• Monthly data views
• Dashboards
• Increased emphasis on using data for program evaluation and improvement
• Focused areas for data collection and analysis:
  • De-duplication of students across the state
  • Factors that contribute to MSGs
  • Barriers to Employment
  • Assessment Practices
  • Peer Comparisons
NRS Technical Assistance Guide

https://nrsweb.org/
NRS
Regional Training
## Logic Model for Program Evaluation

### Topic or Problem:


### Goal


<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Activities</td>
<td>Participants</td>
</tr>
<tr>
<td>Inputs are resources used by the program.</td>
<td>Activities are what the program does with its inputs to fulfill its mission.</td>
<td>Participants refer to clients/customers reached by program.</td>
</tr>
<tr>
<td>Examples: program staff, funding, time, external partners, materials.</td>
<td>Examples: events, informational materials, products, workshops, trainings, conferences, exhibits, curricula</td>
<td>Examples of short/intermediate-term outcomes: knowledge, attitudes, awareness, opinions, skills, behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSUMPTIONS</th>
<th>EXTERNAL FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumptions are the principles, ideas, or beliefs you hold and what you understand to be true and effective about your services.</td>
<td>External factors are things or situations that may support or impede success.</td>
</tr>
</tbody>
</table>
### Self-Paced Online Courses

**How to get started**
- Create an account
- Return to your course
- Professional Development: 
  - Resources to guide staff
  - Who Can Contact for Technical Support

**About the NRS Online Courses**
The NRS support project developed nine 10-hour online courses for adult education practitioners to learn about NRS and WIOA requirements and strategies to improve NRS data quality and use. Since it is not always possible to attend training in person, these courses are designed to offer flexibility and convenience. NRS online courses are offered through the Moodle learning management platform. Please find links to the right to either (a) create a new log in to access the courses for the first time, or (b) enter your established log in so you can continue working on a course you have started or continue to take other courses within the course catalog. Also to the right, find guidance for professional development staff to assist.

### Course Descriptions

<table>
<thead>
<tr>
<th>Course</th>
<th>Short Description</th>
<th>Time Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS Data Flow</td>
<td>After completing this course, you should have a comprehensive understanding of each level of the NRS.</td>
<td>Approximately 10 to 15 minutes</td>
</tr>
<tr>
<td>NRS Data Dashboards</td>
<td>This course reviews how to use data dashboards to summarize and present NRS data and other information that you need to make decisions, understand challenges, and highlight progress toward your organization’s goals.</td>
<td>Approximately 2 to 3 hours</td>
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<tr>
<td>NRS Data Systems</td>
<td>This course presents the key steps for planning and implementing a data system that can be used for several purposes.</td>
<td>Approximately 1 hour</td>
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<tr>
<td>Developing Report Cards for Adult Education</td>
<td>Learn to develop your own state or local report card in this four-part self-directed course based on the NRS Guide: Demonstrating Results: Developing State and Local Report Cards for Adult Education.</td>
<td>Approximately 60 minutes to 100 minutes</td>
</tr>
<tr>
<td>Using NRS Data</td>
<td>Gain an understanding of how to use NRS data and learn basic techniques for using NRS data to assist in the analysis of educational program data.</td>
<td>Approximately 10 to 15 minutes</td>
</tr>
<tr>
<td>Learning to Be an NRS Data Detective</td>
<td>This seven-part course includes a variety of readings and tools that illustrate the art of being a data detective and using data to monitor program performance, understand programs, and plan and evaluate program improvement efforts.</td>
<td>Approximately 3 to 5 hours</td>
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<tr>
<td>NRS Myth Busters</td>
<td>Offers a detailed model and approach to assist state and local adult education programs in using their NRS data to &quot;bust&quot; common myths and conduct research related to adult education students, teachers, or programs.</td>
<td>Approximately $60 minutes to $90 minutes</td>
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</tbody>
</table>

[https://courses.nrsweb.org/](https://courses.nrsweb.org/)
Dashboard Samples from Other States

### WIOA/NRS Program Evaluation Report FY 2018

**Agency:** Adult Learning Center

#### 1. Educational Gain

<table>
<thead>
<tr>
<th>Educational Functioning Level</th>
<th>Enrollment</th>
<th>Average Contact Hrs</th>
<th>Periods of Participation (POP)</th>
<th>Number Making Gain</th>
<th>Number Getting MSG</th>
<th>Post Test Rate*</th>
<th>Percent w/MSG</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Beginning Literacy</td>
<td>16</td>
<td>110</td>
<td>17</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>50</td>
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<tr>
<td>ABE Beginning Basic Education</td>
<td>240</td>
<td>121</td>
<td>245</td>
<td>119</td>
<td>0</td>
<td>119</td>
<td>63</td>
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<tr>
<td>ABE Intermediate Low</td>
<td>637</td>
<td>103</td>
<td>646</td>
<td>256</td>
<td>7</td>
<td>263</td>
<td>59</td>
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<tr>
<td>ABE Intermediate High</td>
<td>491</td>
<td>85</td>
<td>499</td>
<td>155</td>
<td>42</td>
<td>197</td>
<td>55</td>
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<tr>
<td>ASE Low</td>
<td>134</td>
<td>92</td>
<td>143</td>
<td>43</td>
<td>39</td>
<td>82</td>
<td>51</td>
</tr>
<tr>
<td>ASE High</td>
<td>43</td>
<td>73</td>
<td>44</td>
<td>0</td>
<td>28</td>
<td>28</td>
<td>65</td>
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<tr>
<td>ESL Beginning Literacy</td>
<td>501</td>
<td>202</td>
<td>515</td>
<td>283</td>
<td>0</td>
<td>283</td>
<td>75</td>
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<tr>
<td>ESL Low Beginning</td>
<td>413</td>
<td>200</td>
<td>424</td>
<td>253</td>
<td>0</td>
<td>253</td>
<td>75</td>
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<tr>
<td>ESL High Beginning</td>
<td>208</td>
<td>241</td>
<td>217</td>
<td>130</td>
<td>0</td>
<td>130</td>
<td>76</td>
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<tr>
<td>ESL Intermediate Low</td>
<td>240</td>
<td>243</td>
<td>252</td>
<td>143</td>
<td>0</td>
<td>143</td>
<td>81</td>
</tr>
<tr>
<td>ESL Intermediate High</td>
<td>263</td>
<td>181</td>
<td>269</td>
<td>116</td>
<td>0</td>
<td>116</td>
<td>75</td>
</tr>
<tr>
<td>ESL Advanced</td>
<td>136</td>
<td>173</td>
<td>138</td>
<td>71</td>
<td>0</td>
<td>71</td>
<td>84</td>
</tr>
</tbody>
</table>

| Enrollment minus ASE High              | 3,286      | 152                 | 3,365                          | 1,576              | 88                 | 1,664          | 68%          |
| Total Enrollment                       | 3,329      |                     |                                |                    |                    |                |              |

*Post Test Rate Target: 70%*

#### Follow-up Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number Tracked</th>
<th>Number with Outcome</th>
<th>Survey Percentage</th>
<th>Number with Outcome</th>
<th>Percentage with Outcome</th>
<th>State Averages</th>
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<tbody>
<tr>
<td>Employed 3rd Quarter</td>
<td>2,395</td>
<td>0</td>
<td>-</td>
<td>23</td>
<td>0</td>
<td></td>
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<tr>
<td>Employed 4th Quarter</td>
<td>2,395</td>
<td>0</td>
<td>-</td>
<td>10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Median Income 3rd Quarter</td>
<td>2,395</td>
<td>0</td>
<td>-</td>
<td>23</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Earn HSG/Oner Recognized Credential</td>
<td>151</td>
<td>57</td>
<td>37</td>
<td>75</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Earn Post-Secondary Credential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Employment Outcomes (Survey and Data Match)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Earnings (Survey and Data Match)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up Outcomes Total</td>
<td>4,021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NC Standard Reports
Desired Characteristics of New NC Dashboards

- Compact
- High-level
- Visually compelling
- Integrated
- Objective
- Timely
- Public
Dashboard Development

**PLANNING**
- Identify audience, goals, and key questions
- Measures and metrics

**DESIGN**
- Determine content, layout, aesthetics
- Choose appropriate visuals
- Create a mock-up
- Get feedback

**USAGE**
- Publish
- Use and review
- Evaluate and revise

Source: NRS Dashboard Course, Part 2
Planning: Identify Audience and Goals

Performance goals: participation, retention, MSG completion, GED attainment, employment outcomes, etc.

Compliance goals: attendance tracking, pre-and-post-testing rates, assessment practices, etc.

Strategic planning goals: demographic trends, factors that affect advancement, or cost-related items

Peer comparisons: state and national

Source: NRS Dashboard Course, Part 2
Planning Phase: Identify Key Questions

To determine which metrics to include in a dashboard, consider the kinds of information likely to help you make relevant strategic or operational decisions. For example:

**Key question:**

“How is your group going to achieve its yearly target for GEDs?”

**Factors that affect your ability to meet the GED goal:**

1. Progress to date ("We are in month 7 and have met 45% of our target")
2. Seasonal trends ("The majority of GEDs are earned in the third quarter")

Source: NRS Dashboard Course, Part 2
Planning Phase: Identify Key Factors

To determine key factors, consider questions that must be answered to assess progress toward a goal or inform next steps for achieving it. For example, when working to increase the number of GEDs attained, a state director might ask:

**How far are we from meeting the goal?**

**Which systemic factors might be hindering our goal?**
- Are students receiving sufficient hours of instruction before taking the tests?
- Is the available instruction helping them to advance?
- When they take the tests, are they prepared to pass them?

**Which differences or factors may affect the goal?** For example, which groups of students are passing the GED tests at lower rates than others?
- Are portions of the state lagging (or leading) others in GED attainment?
- Are students of particular ages passing the GED tests at higher rates than others?
Planning: Key Questions or Factors

Dashboard Goal #1

Participation:
Ensure that programs have good retention

Dashboard Goal #2

Key Questions or Factors
To what extent are we losing students to apathy and other forms of attrition after intake?

Dashboard Goal #3

How regularly are students attending adult education instruction?

Source: NRS Dashboard Course, Part 2
Planning: Key Questions or Factors

Dashboard Goal #1

Advancement:
Ensure that students are advancing academically

Dashboard Goal #2

Key Questions or Factors
Are programs helping enough students to advance? Are instructional activities becoming more efficient in helping students to advance?

Dashboard Goal #3

Are programs providing instruction that enables students to advance in a timely manner?

Are programs assessing student progress in a timely manner?

Source: NRS Dashboard Course, Part 2
Planning: Key Questions or Factors

Outcomes:
Increase GED completion rates by 15% across 3 years

At what rate are students obtaining their GEDs?

How many contact hours do students need to pass the GED tests?

Source: NRS Dashboard Course, Part 2
Planning: Measures and Metrics

Measures: A data point at a single point in time

Examples:
• Time
• Hours
• Number of students
• Age of students
• Program Type

Metrics: A data point in context

Examples:
• Percentage
• Change over time
• Distance from goal

Source: NRS Dashboard Course, Part 2
Planning: Measures and Metrics

Sample Participation Goal
Ensure that programs have good retention

Source: NRS Dashboard Course, Part 2
Planning: Measures and Metrics

To what extent are we losing students to apathy and other forms of attrition after intake?

Measures: Time from intake to separation for students not posttested

Metrics: Median number of weeks from intake for students to reach 12 hours
  - Past 12 months
  - Statewide and by region
  - More than 20% below

Source: NRS Dashboard Course, Part 2
Planning: Measures and Metrics

Goal #1

Key Question or Factor #1

Key Question or Factor #2

How regularly are students attending adult education instruction?

Measures:

- Median student contact hours by program type (adult basic education (ABE), adult secondary education (ASE), English as a second language (ESL)).
- Percentage of students above, below, and substantially below median.

Source: NRS Dashboard Course, Part 2
Group Work & Report Out
Questions

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Phone: 919-807-7180