3.6 Description of the Federal National Reporting System (NRS) for the Adult Education and Family Literacy Activities and Performance Accountability System

Effective Date: July 1, 2007; titles updated July 1, 2008; Annual Tables and Data Flow updated July 1, 2012.

Revises Previous Effective Date: N/A

I. Policy:
The National Reporting System for Adult Education (NRS) is the accountability system for Federally funded state-administered adult education programs, mandated by P.L. 105-220, Title II.

II. Applicability:
This applies to all Adult Education offices and employees associated with the Technical College System of Georgia (TCSG).

III. Related Authority:
P.L. 105-220
National Reporting System (NRS) Implementation Guidelines

IV. Definitions:
Core Measures are organized into three categories:
• Outcome measures include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED certificate, and placement in postsecondary education or training.
• Descriptive measures include student demographics, reasons for attending, and student status.
• Participation measures include contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).
National Reporting System (NRS): the accountability system for the federally funded adult education program. The system includes a set of student measures to allow assessment of the impact of adult education instruction. The required Federal end of the year NRS report is composed of 14 statistical tables, narrative and an inventory to meet Georgia requirements.

Performance Standards: the numeric levels, benchmarks, or specified levels of achievement, for expectations for educational outcomes that provide a basis for measuring learning outcomes. (NRS)

Reporting Level: the lowest assessment level is reported in NRS when an adult learner is at different educational functioning levels.

Twelve Hours Requirement: a federal reporting requirement for the end of the year NRS Report for adult learners to have twelve contact hours to be counted on the federal report. (NRS)

Unduplicated Count: each participant is reported only once regardless of the number of classes or programs attended during reported period. (NRS)

V. Attachments: (Use the back button on your browser to return to this section after viewing an attachment).

NRS Implementation Guidelines

VI. Procedure:

The National Reporting System (NRS)

The NRS addresses the accountability requirements of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA-P.L. 105-220). The components of the accountability system are detailed in the NRS Implementation Guidelines, which explains the:

• NRS measures that allow assessment of the impact of adult education instruction,
• Methodologies for collecting the measures,
• Reporting forms and procedures, and
• Training and technical assistance requirements to assist States in collecting and reporting the measures.

NRS Annual Performance Report

The NRS Report is composed of several components to document program improvement and outcomes. The State of Georgia submits to the U.S.
Department of Education, Division of Adult Education and Literacy:

A. Narrative report using the following outline:

1. Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

2. Describe any significant findings from the TCSG’s evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

3. Describe how the TCSG has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the TCSG is being represented on the Local Workforce Investment Boards, adult education’s involvement on the State Workforce Investment Board, the provision of core and other services through the One-Stop system and an estimate of the Title II funds being used to support activities and services through the One-Stop delivery system.

4. Describe successful activities and services supported with EL Civics funds, including the number of programs receiving EL Civics grants and an estimate of the number of adult learners served.

B. Annual Tables for Statistical Report which are:

- Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex
- Table 2: Participants by Age, Ethnicity, and Sex
- Table 3: Participants by Program Type and Age
- Table 4: Educational Gains and Attendance by Educational Functioning Level
- Table 4B: Educational Gains and Attendance for Pre- and Post-tested Participants
- Table 4C: Educational Gains and Attendance for Participants in Distance Education
- Table 5: Core Follow-up Outcome Achievement
- Table 5A: Core Follow-up Outcome Achievement for Participants in Distance Education
- Table 6: Participant Status and Program Enrollment
➢ Table 7: Adult Education Personnel by Function and Job Status
➢ Table 8: Outcomes for Adults in Family Literacy Programs
➢ Table 9: Outcomes for Adults in Workplace Literacy Programs
➢ Table 10: Outcomes for Adults in Correctional Education Programs
➢ Table 11: Secondary Outcome Measures
➢ Table 12: Work-based Project Learners by Age, Ethnicity, and Sex
➢ Table 13: deleted July 1, 2012
➢ Table 14: Local Grantees by Funding Source

C. Annual Data Quality Checklist for the following 4 areas:
   a. Data Foundation and Structure content area that addresses whether Georgia has in place the foundation and structures for collecting quality data that meet NRS guidelines;
   b. Data Collection and Verification content area measures whether the state collects measures according to NRS guidelines;
   c. Data Analysis and Reporting quality standards include whether Georgia has systems for analyzing and reporting data; and
   d. Staff Development standards for professional development of state and local staff on the NRS.

D. Annual Financial Status Report for final and initial fiscal years.

Overview of the NRS Measures and Methods

NRS measures were developed to collect uniform valid and reliable data. The measures are divided into three categories:

• **Outcome measures** include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED certificate, and placement in postsecondary education or training;
• **Descriptive measures** include student demographics, reasons for attending and student status; and
• **Participation measures** include contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

The NRS Data Flow Framework

The local program will adhere to all TCSG data collection and reporting requirements. Each entity has an essential role in the operation and maintenance of the system that helps ensure the collection of valid and reliable data from programs and States.

Local programs are responsible for allocating sufficient resources and designating responsibilities to staff to collect NRS measures and reporting them according to State requirements. Local programs have primary responsibility for collecting
these measures using valid, uniform procedures to ensure comparability among programs and must maintain these data in an individual student record system. To ensure that educational gains are standardized, programs must have common methods for assessing students at intake and following instruction. Local program staff needs ongoing training and assistance in data collection.

States are responsible for implementing NRS measures, methods, and requirements in a way that meets Federal guidelines; setting State performance standards; providing resources, training, and support for data collection to local programs; monitoring local programs using quality control procedures to ensure data validity; maintaining a database that includes data from all local programs; establishing a written policy for collecting follow-up measures; and implementing data matching procedures when data matching is used as the follow-up methodology. In addition, States must have a written assessment policy to ensure that measures of educational gains are meaningful by establishing a standardized assessment system based on tests or authentic performance. States are to use NRS measures to promote continuous improvement based, in part, on their performance on NRS measures. Refer to *NRS Implementation Guidelines* for additional information.

**Twelve Hour Rule and Lowest Educational Functioning Level**

Since it is difficult for many students to make progress with fewer than 12 hours of study, the NRS project decided that States and outlying territories would only report to the United State Department of Education those students who received 12 or more hours of service.

For reporting purposes, when pre-assessments indicate different educational functioning levels, the student is reported at the lowest educational functioning level.

**GALIS**

All students are entered into GALIS. When it is time to complete the NRS data tables, GALIS reports students with 12 or more hours of instruction.

All assessments are entered into GALIS. GALIS has been designed to determine valid assessments, educational functioning levels, educational gains, and core follow-up achievements.

**VII. Records Retention:**

Local eligible programs will adhere to Record Retention Chart which is available in the attachment section of Policy 2.3.