



INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

TO: Adult Education Consortia Partners

FROM: Scott B. Sanders 
Commissioner

DATE: August 23, 2013

SUBJECT: DWD Policy 2013-04
Adult Education Data Collection and Reporting

PURPOSE

This policy provides guidance on the collection and reporting of data for adult education programs.

RESCISSION

DWD Policy 2011-08, Adult Education Data Collection and Reporting

CONTENT

The Office of Vocational and Adult Education (OVAE) through National Reporting System (NRS) requires the Department of Workforce Development (DWD), Division of Adult Education to report annually specified information on Adult Education. OVAE establishes NRS measures that address the federal accountability requirements of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA—PL105-220).

Adult Education (AE) providers who receive federal and/or state funds from DWD must collect, report, and submit required NRS and state data electronically using the InTERS system. Each AE provider *must* have up-to-date local policies or procedures that align with current state policies and procedures for data collection and reporting on file. The AE staff with access to InTERS *must* attend the required InTERS trainings established during the program year.

NRS guidelines may be found at:

<http://www.nrsweb.org/docs/ImplementationGuidelines.pdf>.

Required Data Reporting

The following information shall be collected and entered for each student in InTERS:

- *Demographics*: Race/ethnicity, gender, and age;
- *Status*: Labor force status, public assistance status, urban or rural residency, disability status, education status, citizenship status, and current enrollment type;
- *Test Scores*: All TABE and TABE CLAS-E scores, including both valid and invalid scores.
- *Educational Gain*: Gains in all subjects as determined by TABE or TABE CLAS-E pre- and post-testing;
- *Student participation*: Contact hours and program enrollment type; and,
- *Follow-up Measures*: Exit type, entered employment, retained employment, receipt of secondary school diploma or high school equivalency certificate, and placement in postsecondary education or training.

Providers may elect to report the following optional NRS secondary outcome and student status measures in InTERS:

- *Work-based project learner achievement*: Met work-based project learner goal;
- *Community*: Achieved citizenship skills, voting behavior, and general involvement in community activities;
- *Family*: Involvement in children's education and involvement in children's literacy-related activities; and
- *Student Status*: Low-income status, displaced homemaker, single-parent status, dislocated worker, and learning disabled adult.

DWD requires providers to request Social Security Numbers (SSNs) from their students to be entered in InTERS for data matching purposes. Students shall be informed that disclosure is not mandatory and is requested only for the purposes of data matching. Providers may not deny individuals services if the individual refuses to disclose his or her SSN.

Schedule for Data Entry

DWD strongly recommends that data be entered into InTERS on a weekly basis at a minimum. If the time lag for reporting data is too long, the likelihood of missing, and possibly inaccurate, data increases. Timely data entry will allow program staff and DWD to analyze data on a regular basis and use it for program planning and continuous program improvement.

While programs may determine their own schedule for data entry, DWD requires that all monthly data for NRS and state measures be entered by the **10th of the consecutive month** and data should be available for review at all times.

Attendance Hours

Attendance shall be entered within twenty-four (24) hours of class time and no later than the end of the week. Every effort shall be made to enter attendance within twenty-four (24) hours of class time.

Follow-ups

DWD strongly encourages follow-ups to be conducted on exited students on a quarterly basis at a minimum. Follow-up information should be gathered for the four NRS follow-up outcomes tracked on NRS Table 5: entered employment, retained employment, obtained the High School Equivalency, and entered post-secondary training. While the following definitions are accurate, the NRS definitions may be found at <http://www.nrsweb.org/docs/ImplementationGuidelines.pdf>.

- Entered employment: The student is unemployed but part of the labor force upon enrollment into the AE program, and gains employment either during the participation in the AE program or during the first quarter after exit.
- Retained employment: The student is unemployed but part of the labor force and is employed in the first quarter after exit, or is employed upon enrollment in the AE program. The student retains employment in the third quarter after exit.
- Obtained Secondary School Diploma or its Equivalent: When enrolled, the student does not have a high school diploma or high school diploma equivalent **but** is enrolled at an adult high school and at adult secondary education (ASE) level; or, has taken all high school equivalency assessments, and achieved high school certificate equivalent any time between the exit date and end of the calendar year (Dec. 31).
- Training: The student earned a high school diploma or high school diploma equivalent either while enrolled or prior to enrollment in an AE program, or is enrolled in a transition to post-secondary class(es) and enrolls in post-secondary class(es) or training any time during the end of the program year, after the program year in which the student exited.

Follow-ups can be recorded on paper then transferred into InTERS or directly entered into InTERS on the Follow-Up screen.

Accurate Data Entry and Validation

Programs shall make every effort to ensure accurate data entry. If DWD determines that a program has a pattern of data entry discrepancies beyond occasional errors, the program will be monitored and may be required to submit data documentation. All programs shall maintain and back up data documentation including attendance, student exit, and follow-up data in accordance with DWD policy 20XX-XX, Program Monitoring and Improvement Policy.

Analysis

DWD strongly encourages programs to monitor student progress and attendance through the active use of InTERS data on a daily basis. DWD recommends that administrators and consortium monitor their program(s) for compliance and progress through the data available in InTERS and that results are shared with staff on a regular basis.

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August 23, 2013

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OWNERSHIP

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EFFECTIVE DATE

Immediately

ENDING DATE

Upon rescission

ACTION

Indiana's adult education system will follow the guidance contained in this policy.
