



From WIA to WIOA – Changes to the National Reporting System



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Hello, I am Amanda Harrison, chief of the Division of Adult Education. You are viewing the third module in a series that is designed to explain important points about services under the Workforce Innovation and Opportunity Act (WIOA). In the first module, you learned about activities under WIOA that are the same as or similar to what you have already been doing. In the second module you learned about new activities under WIOA: Integrated Education and Training and Integrated English Literacy and Civics Education, plus the new section 243 IELCE program. This third module covers the changes to the National Reporting System.

NRS

National Reporting System (NRS)

- Accountability system for OCTAE
- Methodologies for data collection
- Standards for reporting to OCTAE
- Applies to federal and state adult education/family literacy programs through division

Division of Adult Education annually reports:

- Demographic information
- Local program information
- Student performance results



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The National Reporting System, called NRS for short, is the accountability system for the federally funded, State-administered adult education programs. It addresses the accountability requirements of WIOA. These requirements also apply to our state grants, since we use those funds to meet the Title II cost sharing requirement. The NRS establishes methodologies for data collection and develops standards for reporting to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE).

At the end of each program year, the Division of Adult Education is required to enter state-wide aggregate student data into NRS tables. The data include student demographic information, such as age, gender, ethnicity, and employment status; local program information, including the number of teachers, their years of experience, and staff certifications; and student performance results, which are measurable skill gains, employment rate, and credential attainment. The performance data measure a state's ability to provide effective service to its student population. In turn, the division uses this data to measure a local adult education or family literacy program's ability to provide effective services.

NRS Timeline

1993: Government Performance and Results Act (GPRA) required all Federal agencies to develop indicators of program performance to demonstrate they are meeting their goals.

1995: Adult education program threatened with elimination - a lack of data on program effectiveness cited.

1998: Workforce Investment Act (WIA) becomes law, requiring an accountability system with core indicators of performance.

2000: National Reporting System implemented in all states.

2014: Workforce Innovation and Opportunity Act (WIOA) passed, changes to accountability system.



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Accountability is an integral part of WIOA and has been an important part of adult education for over twenty years. Prior to 1993, programs were not held accountable for student performance. In that year, the Government Performance and Results Act (GPRA) required all federal agencies to develop indicators of program performance to demonstrate that they were meeting goals. In 1995, adult education funding was under threat of elimination due to a lack of data on program effectiveness. This led to the creation of the National Reporting System. When the Workforce Investment Act (WIA) became law, the legislation required an accountability system with core indicators of performance. NRS was adapted to meet this requirement, and by 2000 it had been implemented in all states. WIOA continues the requirement for a reporting and accountability system, with some changes.

WIA vs WIOA

WIA

Educational Gains
Entered Employment
Retained Employment
Obtained Secondary Credential
Entered Postsecondary/Training

WIOA

Measurable Skill Gains
Employment – 2nd Qt.
Employment – 4th Qt.
Credential Attainment
Median Earnings



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While there are some changes to how demographic, program information, and performance outcomes are reported in the NRS under WIOA, the main adult education objectives remain the same as they were under WIA. For outcome performance, WIA measured if a student achieved an educational gain, entered employment, retained employment, attained a secondary credential, and/or entered a postsecondary or training institution. WIOA has similar outcomes, but re-labels them as “primary indicators of performance” and changes some of the cohort characteristics. The WIOA indicators of performance are measurable skill gains, employment rate in the second and fourth quarters after exit, credential attainment rate, and median earnings in the second quarter after exit. Each of these will be discussed in more detail later in this module.

A quick glance shows that WIOA has the same basic objectives that were the focus of WIA. States and programs need to demonstrate that students are showing educational gains, gaining and keeping employment, and are obtaining the credentials necessary to move along a career pathway. I have covered the basics about the NRS and introduced the changes that WIOA brings to the system. Luke Suereth will now go into more detail about these changes.

Reportable Individuals

WIA – “served” student

Completed intake form

Completed 1st assessment

Less than 12 hours of instruction

Not included in outcome performance cohorts

WIOA – “reportable individual”

Same requirements

Not included in performance indicator cohorts



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As Amanda noted, WIOA requires changes to the way we collect data and report student data and performance. Some changes are simple and easy to understand and some are a little bit more complicated. Let's start with an easy one – Reportable Individuals. Under WIA, any individual with a completed intake form, a first assessment, and less than twelve hours of instruction was labeled as “served.” These students were entered into the e-Data v2 system but were not counted for enrollment or performance purposes. Under WIOA, these students are labeled as “reportable individuals.” Programs must continue to enter these individuals into eData, and, as before, they will not count for enrollment or performance purposes. Many times, these are students that need to take care of some barrier issues before beginning instruction. So for now, this is just a name change; however, we expect additional clarifying information from OCTAE regarding reportable individuals later in 2017.

Participant

WIA – “enrolled” student

Completed intake form

Completed assessment

12 hours of instruction

Included in applicable outcome performance cohorts

WIOA – “participant”

Same requirements

Included in applicable performance indicator cohorts



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Under WIA, a student with a completed intake form, a first assessment, and twelve or more hours of instruction was labeled “enrolled” and included in applicable outcome cohorts. Under WIOA, this student is labeled as a “participant.” Again, this is just a name change. The criteria remain the same. Don’t worry, as hard as everyone may try, it will take several years before we get the hang of calling enrolled students “participants.” Please note that the division will continue to use the term “contracted enrollment” for grants.

Periods of Participation

WIA

- Only one period of participation in program year, no matter how many times the student left the program and returned
- Student X:
 - attended for 40 hours and does not posttest
 - returned after an absence of 100 days
 - attended for 50 more hours, posttests and achieves an education gain
- 90 hours of attendance; counted once towards program contracted enrollment and an educational gain outcome



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The first major change is “Period of Participation,” or “PoP” for short. Under WIA, once a student was enrolled, they counted as one student during the course of the program year. Even if the student missed 90 days or more and then returned during the program year, the student was only counted once in the performance cohorts they qualified for. For example, Student X attended a program for 40 hours and then left before being posttested. After an absence of 100 days, this student returned for 50 more hours of instruction and took a posttest that showed an educational gain. This student had 90 total hours of instruction for the program year and had one match for one educational gain cohort (100%). The student also counted once towards the program’s contracted enrollment number.

Periods of Participation

WIOA

- 12 hours creates a “period of participation” or PoP
- 90 days without service – student is exited
- If the student returns and attends for another 12 hours it creates a 2nd PoP.
- After a 90 day absence, previous attendance hours do not count toward a new period of participation.
- Student X:
 - attended for 40 hours
 - returned after 100 days without service
 - attended for 50 additional hours
- Student X has two periods of participation (one of 40 hours and one of 50 hours)



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Under WIOA, when a student reaches twelve hours of instruction, they are a “participant” and thus in a “period of participation.” They remain in this period until they have 90 days or more of inactivity. At that point, the student is exited from the 1st period of participation. Now applying WIOA regulations to our example, when Student X returns after the absence of 100 days, he will be assigned to a 2nd period of participation once he achieves twelve hours of instruction. He will remain in this 2nd PoP until he exits again or until the end of the program year. Note that instructional hours accrued prior to 90 days or more of inactivity will not be counted towards a new second period of participation.

Periods of Participation

- Students with multiple periods of participation will be included in applicable performance cohorts for each PoP
- Student X:
 - no posttest in first “PoP”
 - posttested and showed an education gain in 2nd PoP
- Student X is reported to the NRS as one educational gain out of two PoPs (50%), but still counts only once towards program contracted enrollment



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Students with multiple PoPs will be included in applicable performance cohorts for each period of participation. In our example, Student X has two periods of participation. The student did not achieve an EFL gain in the first period of participation (did not posttest) but did achieve an education gain in the second PoP. For state performance, this student has one match out of two PoP cohorts for Measurable Skill Gains (50%). In this example, having multiple periods of participation hurts performance. Note: a student with multiple PoPs will only count once towards a program’s contracted enrollment number.

Periods of Participation - Exception

Exception to Periods of Participation

- A student that is scheduled to return after an extended absence of 90 days or more (example – working seasonal job)
- Program must check “leave of absence” and enter the scheduled return date on the student’s intake form and also enter this information into e-Data v2
- When the student returns, he/she will remain in their current period of participation



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Programs should screen students for readiness during orientation and provide additional barrier support to enable students to remain in the program until they have reached their goals. However, there will be times that this doesn’t happen, and there will be some students with multiple periods of participation.

Students that anticipate an extended absence of 90 days or more and are scheduled to return to the program during the program year should have a “leave of absence” date entered on their intake form and also into the e-Data v2 system. If the student does return to the program, they will not be assigned another period of participation but will remain in their previous PoP. Programs should only use “leave of absence” in cases in which a student can provide an anticipated return date.

Primary Indicators of Performance

Cohort

- Students that meet certain criteria are assigned to a primary indicator of performance cohort
- Once in a cohort, the student will be matched to see if they achieved that performance indicator



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Before I discuss the changes to outcome performance measures, now called “primary indicators of performance,” let’s review the term “cohort”. A cohort is a group of students that meet certain criteria to be eligible for data matching. For example, to be eligible for the entered employment match cohort under WIA, a student had to enter the program without employment, have a social security number (SSN), and exit the program. If those conditions were in place, the student went into the “entered employment” cohort, and a data match would search for employment in the 1st quarter after student exit.

Primary Indicators of Performance

WIA - Educational Gains

- Included in the cohort – everyone (exited or continuing)
 - Exception: High Adult Secondary Education students
- Match - achieved an educational level gain on a posttest

WIOA – Measurable Skill Gains (MSG)

- Included in the cohort – everyone (exited or continuing)
- Match – one of the following:
 - achieve an educational level gain on a posttest
 - attain a secondary credential by the end of the program year
 - exit the program and enter postsecondary education program by the end of the program year



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Now, let's review the changes to federal performance reporting that have occurred as a result of the shift from WIA legislation to WIOA.

Educational Gain under WIA could only be demonstrated by a student taking a post assessment and achieving a score that denoted an Educational Functioning Level (EFL) gain from the first assessment. Students did not have to exit the program to be included in this cohort; however, students that entered the program at a high Adult Secondary Education (ASE) level were not included in the cohort as they could not show an educational gain on a posttest. Under WIOA, Educational Gain is now referred to as "Measurable Skill Gains" and can be achieved by a student via three different methods: a) achieving an EFL gain based on posttesting like before, b) attaining a secondary credential by the end of the program year, or c) exiting the program and entering a postsecondary education or training institution by the end of the program year. A student can only get credit for one of the three methods for each PoP, so a student with one "period of participation" that gets both an EFL gain and a secondary credential will not get credit for two matches for Measurable Skill Gains.

Primary Indicators of Performance

WIA – Entered Employment

- Cohort – student entered program without employment and exited
 - Students without SSNs or not in labor force were not included in cohort
- Match was done in the 1st qt. after exit

WIA - Retained Employment:

- Cohort – student entered program with employment and exited
 - Students without SSNs or not in labor force were not included in cohort.
 - Students that were unemployed and matched for entered employment in the 1st qt. after exit were included in this cohort.
- Match was done in the 3rd quarter exit



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Under WIA, students without social security numbers (SSNs) or who were not in the labor force (unavailable for work) when entering the program were not included in the employment cohort data matching process. Prior to PY 2016-17, students that provided SSNs and entered the program without employment were included in the “entered employment” cohort and data matched for employment one quarter after they exited the program. Students that came into the program with a job and provided a SSN were included in the “retained employment” cohort and were matched for employment three quarters after they exited the program. Also, any student that entered employment in the first quarter after exit was also included in the retain employment cohort.

Primary Indicators of Performance

WIOA – Employment Rate

- Two cohorts
 - All exited students are in the employment rate cohorts
 - Includes both employed and unemployed at program entry.
 - Includes those students without SSNs or not in the labor force
- Match – 2nd quarter and 4th quarter after exit



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Under WIOA, all students (with or without SSNs, not in the labor force, unemployed, and those currently employed) are placed in the Employment Rate cohort at program exit. Employment will be measured twice, in the 2nd quarter after exit and in the 4th quarter after exit. While programs often serve students that are not currently in the labor force or do not provide SSNs, some care must be taken to make sure this number does not get too large. Remember, everyone goes into these employment cohorts at program exit.

Primary Indicators of Performance

WIA – Obtained Secondary Credential

- Cohort - students who entered the program without a secondary credential, took all of the equivalency tests, and exited the program.
- Matched for completion of credential with DiplomaSender™

WIA – Entered Postsecondary Education/Training Institution

- Cohort - students who entered the program with a secondary credential, or who earned one while enrolled in the program, or were enrolled in a transition class and exited the program.
- Matched with National Student Clearinghouse (NSC) data base and through postsecondary certification forms submitted by programs.



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Under WIA, there were separate performance cohorts for obtaining a secondary credential and for entering a postsecondary education or training institution. To be in the secondary credential cohort, a student had to exit the program and have taken all of the High School Equivalency (HSE) tests. The Division matched for HSE completion up through October 31st. Students that entered an adult education program with a high school credential, attained one while in the adult education program, or enrolled in a class specifically designed for transitioning to postsecondary education were included in the “entered postsecondary education or training” cohort at program exit. The data match used records from the National Student Clearinghouse and postsecondary credential forms submitted by the adult education programs.

Primary Indicators of Performance

WIOA – Credential Attainment

- Indicator of Performance – measures attaining a secondary or postsecondary credential
- Cohort – Secondary Credential
 - the student does not have a secondary credential at program entry
 - the student has to enter the program at a 9th grade level (low or high adult secondary ed.) or achieve this level during the program year
 - student must exit the program and will be included in cohort even if they didn't take any of the HSE tests
- Match with DiplomaSender™
 - only get credit for a match if student is employed or enters a postsecondary or training institution up to a year after program exit



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Under WIOA there is only one credential performance indicator which includes the attainment of a secondary or postsecondary credential. For a secondary credential, students are included in this cohort if they enter the program without a secondary school diploma or equivalent and at or above the 9th grade educational level (low or high adult secondary education), or achieved this level during the program year, and exited the program. The data match will look for HSE completion up to a year after the student's program exit date; however, the student must also have a data match for being employed or entering a postsecondary education or training program during that time period. This is a big change from how students were matched for secondary credentials under WIA – just attaining a secondary credential is not enough to get credit for a data match under Credential Attainment!

Primary Indicators of Performance

WIOA– Credential Attainment (continued)

- Cohort - Postsecondary Education/Training
 - student must be co-enrolled in an adult education and postsecondary or training program during the program year
 - student must exit the adult education program
- Match is with NSC and postsecondary certification forms
 - student must earn the credential during the program year or up to one year after program exit
 - if a student matches for both credentials for a period of participation, get credit for highest level credential



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Another big change is that WIOA measures postsecondary credential attainment – not entering a postsecondary or training program. Entering a postsecondary or training program can be used as a match for Measureable Skill Gains and attaining a secondary credential, but it is not itself a primary performance indicator. Students that are co-enrolled in a postsecondary or training program while receiving adult education instruction are included in the Credential Attainment cohort upon exit. Students that attain a recognized postsecondary or training credential up to a year after program exit will count as a data match. A detailed list of what is considered a “recognized” credential will be provided by the NRS at a later date. For federal reporting, those students that exit from an adult education program and transition into a postsecondary or training program will not be included in this cohort. **Note:** A student cannot get credit for both a secondary and a postsecondary credential. If the student earns both, they will be reported as attaining the postsecondary credential.

Primary Indicators of Performance

WIOA– Median Earnings (new)

- Cohort - students employed in the 2nd Qt. after exit
- Match – Total quarterly earnings for the cohort are collected and listed in order. The value at the middle of the list is the median earnings for the state
 - Student must have earnings greater than \$0
 - Example: \$8,000, \$5,000, \$3,000, \$1,500, \$500
 - Median Earnings is \$3,000



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Median Earnings is a new primary indicator of performance. Total quarterly earnings, for all participants employed in the 2nd quarter after exit, are collected and listed in order, from lowest to the highest value. The value in the middle of this list is the median earnings value, where there is the same quantity of numbers above the median number as there is below the median number. So, if five students match for employment in the 2nd quarter after exit and the three months' earnings are \$8,000, \$5,000, \$3,000, \$1,500, and \$500 – the median earnings is \$3,000. Students that were not employed in the 2nd quarter after exit or who had earnings of \$0 are not included in this cohort.

Primary Indicators of Performance

Students are exempted from cohorts if they:

- Become incarcerated;
- Are receiving medical treatments that last 90+ days;
- Are called up for National Guard duty; or
- Die

Students, served with adult education funds while incarcerated, are not included in the employment and credential cohorts while in a correctional facility, but if released:

- Included in employment cohorts and credential cohorts (if applicable).
- programs must enter release date on the intake form and into e-Data v2 system



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There are some exemptions that allow students to not be included in performance indicator cohorts. Students that exit a program because they become incarcerated, are receiving medical treatment that is expected to last longer than 90 days, are called up for the National Guard or other reserve military unit for at least 90 days, or have died are not included in performance indicator cohorts.

Incarcerated adult education students that remain incarcerated after exiting the adult education program are also exempt from employment and credential cohorts. On the other hand, if incarcerated adult education students are released from their institution, they will be included in the employment rate cohorts and may be included in the credential cohort, if applicable. Programs are required to enter the incarcerated student's release date in the e-Data v2 system.

Data Matching

Programs may:

- Submit supplemental wages for the self-employed or those students without Social Security Numbers.
 - this information must be collected for both 2nd and 4th quarters and median wages must be determined for the 2nd quarter after exit
 - collecting this information may be difficult, so this is optional
- Submit postsecondary certification forms for those students that entered a postsecondary education or training program or attained a credential
 - Generally this is for training programs that may not show up on the National Student Clearinghouse
 - Optional, but programs are encouraged to use this form for students entering a postsecondary or training program



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When it comes to employment data matching, programs are allowed to collect supplemental wage records for those students that are self-employed or decline to provide their SSN. If collecting supplemental wage records, the program must collect wage information for all three employment measures. This may be difficult to obtain, so supplemental wage records are not a requirement by the NRS but an option. In addition, the Division still offers the post-secondary certification form to be used to report entry into a postsecondary education or training program or completion of a recognized credential that may not be tracked through the National Student Clearinghouse. Since some cohort data matching occurs up to a year after a student leaves a program, this form is also optional.

Federal vs. Program Performance

- Everything that programs enter into the e-Data v2 system and reported by the Division is based on WIOA regulations.
- This data is entered into the NRS which establishes Pennsylvania's performance for the reporting period.
- OCTAE uses Pennsylvania's data to determine future federal performance targets.
- Programs can view each state's results on the NRS/OCTAE website:
wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/login.cfm



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Everything the division collects and reports to the NRS is based on WIOA regulations. The Office of Career, Technical, and Adult Education uses Pennsylvania's NRS data to determine future performance targets. You can view each state's federal results on the NRS/OCTAE website.

Federal vs Program Performance

Ridell High School	Performance Overview - PY 2016-17			
	16-17 %	16-17 Set	16-17 Met	16-17 State Targets
Enrollment	92%	300	275	100%
Persistence	55			
Post-test rate	65%			
Overall EFL gains	48%	250	120	44%
GED	90%	50	45	84%
Employment (2nd qt.)	45%	200	90	48%
Employment (4th qt.)	50%	100	50	46%
Post-sec. Ed/Training	40%	50	20	20%
Goals Met per Student	1.18	XXXXXXX	325	1
Goals Set per Student	2.16	650	XXXXXXX	2
Median Earnings			\$3,250	\$3,500
Individual Functioning Levels				
Beg ABE Lit	60%	5	3	41%
Beg ABE	50%	20	10	48%
Low Int ABE	54%	50	27	45%
High Int ABE	37%	60	22	38%
Low ASE	50%	20	10	41%
Beg ESL	50%	10	5	50%
Low Beg ESL	53%	15	8	56%
High Beg ESL	67%	15	10	60%
Low Int ESL	50%	20	10	48%
High Int ESL	48%	25	12	46%
Adv ESL	30%	10	3	30%

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Hopefully, most staff members have seen the program's annual performance sheet, updated each year by the division. This is an example of a program's annual performance sheet. It contains the program's data for each indicator of performance, along with the program's outcome-per-student result. This sheet also contains performance information that may help programs target areas for improvement (posttesting rate, retention hours, and enrollment). Because of several factors, the division does not use the same NRS cohorts and data matching procedures when determining local program performance. Despite slightly different indicator cohorts and matching parameters, program performance will still revolve around educational gains, credential attainment, and employment.

Federal vs Program Performance

For program performance purposes

- Students will only have one period of participation
- Educational Gains will still be determined by posttesting results only
- Employment Rate will be measured in the 2nd quarter after student exit. For the time being, students without SSNs or in the labor force will still be excluded from the cohort
- Secondary Credential will be its own indicator and still include exited students that took all of the HSE tests
- Postsecondary Education or Training will be its own indicator cohort for those students entering a postsecondary or training institution under specific conditions



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Programs will enter all data according to WIOA regulations, but the division will do the cohort determinations and data matching for both federal and program performance reporting. Programs and staff will not have to worry about additional work on their end.

For program performance purposes, most of what we measure will remain the same. The division will continue to treat the whole program year as one period of participation (combining hours if there is a gap in service) and thus the student will only be included once for each applicable indicator cohort. Educational Gains will still be determined by posttest results only. Employment will be measured in the 2nd quarter after exit, for both those entering and those retaining employment. Students without SSNs or not in the labor force will still be excluded, for the time being. The Secondary Credential cohort will still include exited students that took all the HSE tests but will not require employment or entry into postsecondary education or training for a successful match. Postsecondary credential cohort will only track exited students with secondary credentials to see if they entered into postsecondary education or training. **Note:** Median Wages will be an informal program performance indicator.

Federal vs Program Performance

- Why two performance reporting methods?
 - Timely program improvement and professional development decisions
 - Funding decisions based on up-to-date data
 - Better way to measure program performance
 - Straightforward and easy to use for presentations



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Why two performance reporting methods? Programs need data that is current if they are going to enact useful program improvement measures. This means that data needs to be as up-to-date as possible. In addition, the Division sometimes has to make funding decisions based on program performance numbers, and it would be difficult to make sound decisions with dated performance results. Federal reporting requirements do not allow for all data to be reported for the program year just completed.

Another reason for having a slightly different way of determining program performance is that Division staff feels that this is a better method to determine how effective programs are with providing services to students. As an example, the Division feels strongly that the WIOA credential cohort change - from entering postsecondary education or training to attaining a postsecondary credential and only allowing co-enrolled students into the cohort - does not provide a true picture of how successful our programs are in transitioning our students into postsecondary education or training programs.

Finally, programs are accustomed to how the division determines their performance. It is relatively easy to understand their performance results and programs have data that is straightforward and useful when presenting to local workforce development boards and other interested parties.

Why the NRS is Important

Why is it important that everyone understands the NRS and the new WIOA performance regulations?

- Useful for program improvement
- Determining professional development activities
- Division funding decisions
- Failure to meet federal targets could result in sanctions
 - Cut in governor's reserve funding



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Why is it important that everyone in your program, including administrators, data entry, instructors, student support staff, tutors, and subcontractor staff, understand the NRS and the new WIOA performance regulations? Every funding source has requirements for compliance, and staff must understand these requirements to ensure accurate reporting and, hopefully, continued funding for adult education.

As Luke noted, the performance results are extremely useful for program improvement and determining professional development activities. Also, the Division may have to make funding decisions during the year based on program performance; performance results definitely play a part in the grant competition process. Finally, WIOA imposes sanctions on states that don't meet performance targets. So, if Pennsylvania fails to meet its federal adult education targets, there could be a financial penalty imposed on the governor's reserve fund. This is something new. Under WIA, states could earn additional funds with good performance; with WIOA, states lose funds with poor performance.

Why the NRS is Important

- No system will ever make everyone happy
- There continues to be debate over what should be measured
- Some parties still argue against an accountability system
- Most federal programs that did not create effective accountability systems have been eliminated
- Adult education still receives funding



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We understand that no performance system will ever make everyone happy, and there continues to be debate among stakeholders over what should be measured. Some adult educators still argue against an accountability system. While all this continues, it should be noted that most federal programs that did not create effective accountability systems have been eliminated. Adult education still receives funding.

Activities

PY 2016-17 and 2017-18 (release date – TBD)

- Policy C.100
- Policy C.135

Review last 5 years of program performance

- PY 2011-12 through 2015-16
- Areas of weakness and strength
- Causes




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In this module, we have presented a lot of information. For a more comprehensive understanding of the new NRS requirements and the methods for determining performance at the state and program levels, the division recommends that administrators review Policies C.100 (Adult Education and Family Literacy Performance Standards) and C.135 (Cohorts for the Primary Indicators of Performance).

Administrators should lead all program staff in a review of the last five years of program performance. Examine those areas the program has performed well in and those areas that need improvement. Discussions should focus on the underlying causes of performance issues and what changes need to occur to improve student results.



For more information on this topic, please visit PDE's website at
www.education.pa.gov

The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.



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