



Adult and Family Education

Local Follow-up for Core and Secondary Outcome Measures Policy

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Introduction

This document outlines the District of Columbia Office of the State Superintendent of Education, Adult and Family Education Local Follow-up for Core and Secondary Outcome Measures Policy. All local adult education programs funded by the OSSE with Federal and/or District dollars are required to adhere to these policies and guidelines as established by Title II of the Workforce Investment Act, the Education Department General Administrative Regulations (EDGAR), the National Reporting System (NRS), and the U.S. Department of Education document, *Guidelines for Conducting the Follow-up Survey*, located at <http://www.nrsweb.org/docs/SurveyGuidelinesMarch01.PDF>

National Reporting System (NRS) Core Outcome Measures

The National Reporting System (NRS) *core outcome measures* include:

- Educational gain
- Entered employment
- Retained or improved employment
- Receipt of secondary school diploma or GED
- Placement in postsecondary education or training

These measures were selected to address the core indicators of performance required by the Adult Education and Family Literacy Act (Title II) of the Workforce Investment Act (WIA).

Definitions of Core Outcome Measures and Applicable Populations

Educational Gain

Educational gain refers to the improvements a student makes in educational functioning levels in reading, writing, numeracy, speaking, listening, functional, and workplace areas. Educational gain applies to all students with 12 or more hours of service/instruction.

Entered Employment

Entered employment refers to students who obtain a job by the end of the first quarter after exit quarter.*

*Quarter	Dates	*Quarter	Dates
First	July 1–Sept. 30	Third	Jan. 1–Mar. 31
Second	Oct. 1–Dec. 31	Fourth	Apr. 1–June 30

Entered employment applies to students who are unemployed when they enter a program, who identify finding a job as a goal for the program year, and who exit during the program year.

Retained or Improved Employment

The NRS defines retained or improved employment as remaining employed or improving employment in the third quarter after the exit quarter.

Retained or improved employment applies to: 1) Students unemployed at entry with an employment goal who obtain a job during first quarter after exit and 2) Students employed at entry with a goal of retained or improved employment.

Receipt of Secondary School Diploma or GED

This measure applies to students who obtain a GED, a secondary school diploma, or a recognized equivalent.

Applicable students include individuals who identify passing the GED test or earning their secondary school diploma as a goal and who exit during the program year.

Placement in Postsecondary Education or Training

This measure refers to students who enroll in a postsecondary educational or occupational skills program building on prior services or training received.

Applicable students include individuals who identify enrolling in a postsecondary educational or training skills program as a goal and who exit during the program year.

National Reporting System (NRS) Secondary Outcome Measures

In addition to the NRS *core outcome measures*, there are *secondary outcome measures*. These include outcomes related to employment, family and community activity:

- Reduction in receipt of public assistance
- Voting behavior
- Achieved citizenship skills
- Involvement in children's education
- Involvement in children's literacy-related activities
- Involvement in community activities

Definitions of Secondary Outcome Measures and Applicable Populations

Employment - Reduction in Receipt of Public Assistance

The NRS defines this outcome as the elimination or reduction of a student's Temporary Assistance to Needy Families (TANF) grant or an equivalent public assistance grant as a result of employment or increased income.

This measure applies to all students who receive public assistance. It does not have to be explicitly identified as a goal.

Special Note: It is assumed that all students who are on public assistance have the reduction or elimination of public assistance as a goal.

Family - Involvement in Children's Education

This measure refers to increased involvement in the education of dependent children under a student's care and includes the following: helping children more frequently with school work, increasing contact with children's teachers to discuss children's education, getting more involved in children's school, and volunteering to work on school projects.

Special Note: It is assumed that all students involved in family literacy programs have involvement in children's education as a goal. However, this outcome should be collected for all students who are parents, not just those in family literacy programs.

Family -Involvement in Children’s Literacy-Related Activities

This measure refers to increased involvement in the literacy-related activities of dependent children under a student’s care and includes the following activities: reading to children, visiting a library, and purchasing books or magazines for children.

Special Note: It is assumed that all students involved in family literacy programs have involvement in children’s literacy-related activities as a goal. However, this outcome should be collected for all students who are parents, not just those in family literacy programs.

Community -Voting Behavior

This measure refers to students who register to vote or vote for the first time.

Applicable students include individuals who are not registered to vote or had not voted upon entry into the program. It does not have to be explicitly identified as a goal.

Community - Achieved Citizenship Skills

The NRS defines this outcome as the attainment of the skills needed to pass the U.S. citizenship exam.

This measure applies to students who identify passing the citizenship exam as a goal.

General Involvement in Community Activities

The NRS defines this outcome as increased involvement in any of the following community activities: attending or organizing neighborhood, community, or political meetings; volunteering to work for such organizations; contributing to the support of such organizations; and volunteering to work on community improvement activities.

Follow-up Requirements

According to federal guidelines, the first core outcome - educational gain - is reported while the student is in the program.

The other four core outcome measures - entered employment, retained or improved employment, receipt of secondary school diploma or GED, and placement in postsecondary education or training - require follow-up if an enrolled student sets one of these as a goal.

Follow-up on the secondary outcomes measures can be collected while students are still in the program and/or after they have left the program.

Although follow-up can be challenging because adult learners tend to be transient or hesitant to provide information after they have left the program, all local programs that have students who set one or more of the four core measures requiring follow-up as goals or secondary outcome measures as goals must collect data on these students using the OSSE Adult and Family Education Local Follow-up Survey Form.

Programs cannot avoid the follow-up requirements by not asking goal related questions and are required to:

- 1) Assist students in setting SMART (Specific, Measurable, Attainable, Realistic, Timely) goals when they enter the program by having students complete goal forms;
- 2) Record the data (core and/or secondary outcome measures/goals and set date) in LACES (Literacy Adult Community Education System) and retain a hard copy of the goal form in a student's folder;
- 3) Periodically review goals with a student and revise as necessary;
- 4) Follow-up with students who set one or more of the four core outcome measures as goals after they have left/exited the program according to the prescribed NRS follow-up timelines (shown in the table below);

Core Outcome Measure	Student Population To Include	Time Period To Collect Measures
Entered employment	Learners unemployed at entry with employment goal	First quarter after exit quarter
Retained employment	Learners unemployed at entry with employment goal who obtain a job during first quarter after exit; and learners employed at entry with a goal of retained or improved employment	Third quarter after exit quarter
Placement in postsecondary education or training	Learners with a goal of entering postsecondary education or other training	Any time to the end of the reporting period (December 31)
Receipt of secondary diploma or GED	Learners with a goal of obtaining a secondary diploma or GED certificate	Any time to the end of the reporting period (December 31)

Exit Quarter	Collect Entered Employment by the End of:	Collect Retained Employment by the End of:
First Quarter (July 1–September 30)	Second Quarter	Fourth Quarter
Second Quarter (October 1–December 31)	Third Quarter	First Quarter, Next Program Year
Third Quarter (January 1–March 31)	Fourth Quarter	Second Quarter, Next Program Year
Fourth Quarter (April 1–June 30)	First Quarter, Next Program Year	Third Quarter, Next Program Year

- 5) Follow-up with students who set a secondary outcome measure as a goal while they are involved in the program and/or after they have left/exited the program;
- 6) Record the data (goal met date and any notes) in LACES (Literacy Adult Community Education System) and retain a hard copy of the completed Local Program Follow-up Survey in the student’s folder.

Follow-up Methods

The U.S. Department of Education identifies three methodologies for collecting follow-up data on core and secondary outcome measures. These include direct program reporting, data matching, and local follow-up survey.

Direct Program Reporting

With the direct program reporting method, information is collected directly from students while they are still enrolled and receiving instruction. This data collection method applies to the first core measure - educational gain - which is determined by testing a student while he or she is still attending class.

Data Matching

If social security numbers (SSN) are available for all students in a state system, the SSN can be crossed with the state wage record system to identify individuals who were employed in each quarter. The DC Office of the State Superintendent of Education, Adult and Family Education does not require local programs to collect SSNs for students and data matching is currently not available in DC at this time.

Follow-up Survey

According to U.S. Department of Education guidelines, the survey is the other acceptable method for collecting follow-up information. When conducting follow-up surveys, programs are allowed to survey either a universal or a random sample of students after they have exited the program.

The survey sample must include students from each local program. The size of the survey sample depends on the number of students who set one of the four core outcome measures requiring follow-up as goals:

- 300 or fewer students—the entire group with the core goal must be surveyed
- 301-5,000 students – a random sample of 300 may be drawn and surveyed
- 5,001 or more – a random sample of 1,000 may be drawn and surveyed

Required Follow-up Methods in the District of Columbia

In the District of Columbia, where data matching is not available, programs are required to use a combination of direct program reporting and survey to collect follow-up data on core and secondary measures required for NRS.

The first core measure - educational gain - is determined by testing while the student is still attending class. It is the only core indicator for which progress is reported while the student is in the program. All local programs are required to enter student appraisal, pre-test and post-test data in LACES (Literacy Adult Community Education System) so that educational gains are reported on NRS Tables 4, 4b and 5c.

The other four follow-up measures - entered employment, retained or improved employment, receipt of secondary school diploma or GED, and placement in postsecondary education or training - are reported after the student exits the program. Even if a student attains a goal while in the program, it will not be reported until after he or she exits the program. All local programs are required to use the OSSE Adult and Family Education Local Follow-up Survey Form to follow-up with students who set one of the four core measure outcomes requiring follow-up as a goal so that the data is reported on NRS Table 5. Programs can enter a student's outcome into the LACES while the student is still enrolled; however, LACES will not include the outcome on the NRS Table 5 until the student has exited the program.

If a student attains a goal while still attending classes, there is no need to perform a follow-up survey after the student exits the program. The information can be gathered using the direct program reporting method.

Programs do not have to collect data on every follow-up measure on every student. Each student's goals will determine which follow-up measures apply. That is, programs are only required to conduct a follow-up survey for those students who set core outcome measures requiring follow-up as goals or secondary outcome measures as goals.

Procedures for Conducting Surveys

Follow-up surveys must be conducted by mail, email and/or telephone using the OSSE Adult and Family Education Local Follow-up Survey Form. Please note that a mail or email survey, while inexpensive and easier to administer, may produce an unacceptably low response rate. Therefore, programs are required to conduct follow-up surveys by phone, and use mail or email surveys as a supplement if needed.

All follow-up data must be entered into LACES (Literacy Adult Community Education System) so that the data is reflected and reported on the NRS Tables. Programs are required to record and report both positive and negative survey results.

Monitoring and Reporting

Programs will be monitored via Desk Reviews in LACES and Final Monitoring Reviews to ensure compliance with federal, state and local accountability and reporting requirements.

Policy Adherence

All programs must adhere to these policies and guidelines as established by the Title II of the Workforce Investment Act, Education Department General Administrative Regulations (EDGAR), the National Reporting System (NRS), and the U.S. Department of Education document, *Guidelines for Conducting the Follow-up Survey*, located at <http://www.nrsweb.org/docs/SurveyGuidelinesMarch01.PDF>.