# FY25 National Reporting System (NRS) Annual Refresher

**Vermont Agency of Education**

**Friday, October 18, 2024**

**Thursday, October 24, 2024**

# Vermont Agency of Education's AEL Team

- Robin Castle, State Director of Adult Education and Literacy

- Linda Moreno, Curriculum, Instruction & Assessment Coordinator

- Miranda Scott, Adult Diploma and GED Programs Coordinator

- The Agency of Education's (AOE) AEL program is housed in the Student Pathways Division, which also houses Career and Technical Education (CTE), Afterschool and Summer Learning, Proficiency-Based Learning and Personalized Learning (Dual Enrollment, Early College), Expanded Learning Opportunities, and State Literacy initiatives.

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# Acronym Key

- **ADP** – Adult Diploma Program

- **AEL** – Adult Education and Literacy

- **AEFLA** – Adult Education and Family Literacy Act

- **AOE** – Agency of Education

- **CCRS** – College and Career Readiness Standards

- **EFL** – Educational Functioning Level

- **EQS** – Education Quality Standards

- **FY** – Fiscal Year

- **GED** – General Educational Development

- **HSCP** – High School Completion Program

- **IELCE** – Integrated English Literacy and Civics Education

- **IET** – Integrated Education and Training

- **MSG** – Measurable Skill Gains

- **NRS** – National Reporting System

- **OCTAE** – Office of Career, Technical, Adult Education

- **PoP** – Period of Participation

- **TABE** – Tests of Adult Basic Education

- **VTVLC** – Vermont Virtual Learning Cooperative

- **WIOA** – Workforce Innovation and Opportunity Act

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# Federal Report Tables

# Federal Report Participant Eligibility

- The U.S. Department of Education requires us to report through NRS for AEL.

- Students are included in the Federal Report population as a **participant** if they:
  - had an active enrollment during the selected program year;
  - received at least 12 hours of service during the program year;
  - had an EFL established prior to the end of the program year;
  - met the demographic requirements – social security number/alternate ID, gender, ethnicity, town of residence, age 16 or older; **and**,
  - are not enrolled in high school.

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# PoPs

- "…the period of time beginning when an individual becomes a participant and ending on the participant's date of exit from the program" ([OCTAE Program Memorandum 17-2](#)).

- A student's date of exit is **90 days** from the date of their last service.

- Each exit marks a separate PoP, even if the student exits multiple times in a FY.

- For MSGs, the federal report counts each period of participation, even if the student doesn't exit from their most recent PoP by the end of the FY.

- Some students do achieve multiple MSGs in a FY. All MSGs do get reported on the federal report's MSG table, but only the most recent makes it onto Table 4.

- For all other performance indicators, the federal report counts a PoP each time a student enters and exits from AEL services.

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# Tables 1 – 3

- Note that not all the federal tables listed in LACES are applicable to Vermont.

- Table 1: Participants by EFL, Ethnicity, and Sex

- Table 2: Participants by Age, Ethnicity, and Sex

- Table 2A: Reportable Individuals by Age, Ethnicity and Sex
  - *Reportable individuals:* Less than 12 hours of service and/or do not have an EFL. Do have required demographic information in their LACES record.

- Table 3: Participants by Program Type and Age

Tables 1 – 2A: New response options "Non-binary" and "No answer."

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# Tables 4 – 4C

- Table 4: MSG by Entry Level

- Table 4A: EFL Gain (MSG Types 1a, 1b, 1c, 1d)

- Table 4B: EFL Gain and Attendance for Pre- and Post-tested Participants

- Table 4C: MSGs by Entry Level for Participants in Distance Education

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# Tables 5, 5A, 9 and 11

- Table 5: Exit-Based Primary Indicators of Performance

- Table 5A: Exit-Based Primary Indicators of Performance for Participants in Distance Education

- Table 9: Outcome Achievement for Participants in IELCE

- Table 11: Outcome achievement for participants in IET Programs

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# Table 5 Cohorts for FY24 Federal reports

| Measure | Number of participants who exited achieving outcome | Federal target | Actual |
|---|---|---|---|
| Employment second quarter after exit **(7/1/2022-6/30/2023)** | 306 | 44% | 41.24% ⬇ |
| Employment fourth quarter after exit **(1/1/2022-12/31/2022)** | 331 | 43% | 48.32% ⬆ |
| Median earnings second quarter after exit **(7/1/2022-6/30/2023)** | 306 | $4,000 | $5,179.42 ⬆ |

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# Table 5 FY24 Credential Attainment Indicator Cohort

| Measure | Number of participants who exited in cohort who exited | Federal target | Actual |
|---------|---------|---------|---------|
| Attained any credential (unduplicated) 1/1/22-12/31/22 | 67 | 40.5% | 63.21%⬆ |

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# Other tables

- Table 6: Participant Status and Program Enrollment

- Table 7: Adult Education Personnel by Function and Job Status

- Table 10: Outcome Achievement for Participants in Correctional Education Programs

- Table 14: Local Grantees by Funding Source

- State and Local Performance Report (SPR)

- Table MSG

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# MSGs

# What are MSGs?

One of the primary indicators of performance established by WIOA.

"The measurable skill gains indicator is the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains—**defined as documented academic, technical, occupational, or other forms of progress**—toward such a credential or employment" (OCTAE Program Memorandum (PM) 17-2, page 17)

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# 5 Types of MSGs under WIOA
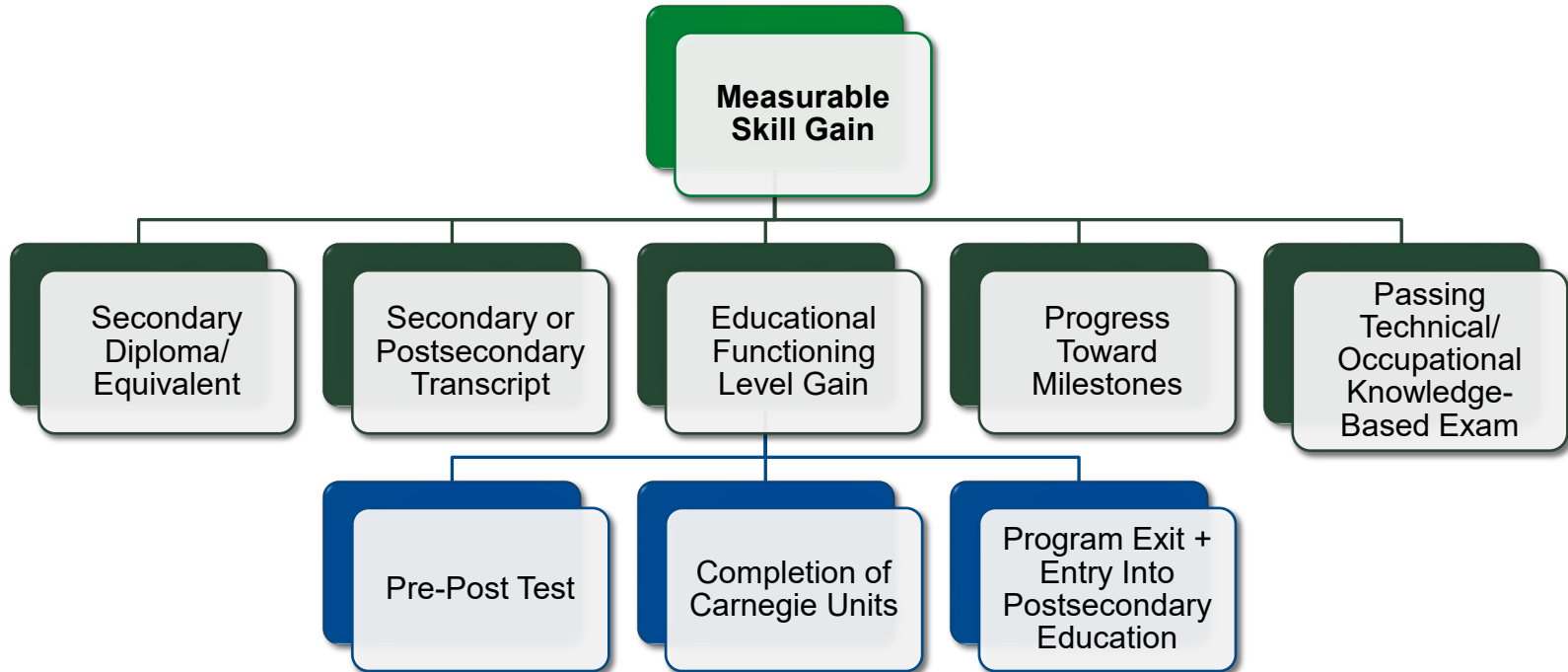


Source: *NRS Tips: Reporting Measurable Skill Gains (MSG) Types 3, 4, and 5 by Adult Education Programs*

**Note: MSG Type 1d is not included in this version of the figure. For a current full list of MSGs, see pages 17 – 20 of the OCTAE Program Memorandum 17-2.**

# MSG Type 1: EFL Gain

- "Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level" ([OCTAE Program Memorandum 17-2](#))

- MSG Type 1a: EFL Gains in Literacy or Math

- MSG Type 1b: EFL Gain by Carnegie Units - **not applicable to Vermont**

- MSG Type 1c: EFL Gain by Transition to Postsecondary Education or Training

- MSG Type 1d: EFL Gain by Passing a High School Equivalency Subtest (i.e., GED)

# MSG Type 2: Attained Diploma or Equivalency

- Attained Secondary School Diploma or High School Equivalency

- "Documented attainment of a secondary school diploma or its recognized equivalent" ([OCTAE Program Memorandum 17-2](#)).

- In Vermont, this would either be a high school diploma achieved previously through the High School Completion Program or soon through the Adult Diploma Program **and/or** passing all 4 GED tests.

# MSG Type 3:
# Secondary or Postsecondary Transcript or Report Card

- This is only available for IET participants, who are enrolled in a college class for the training component and a transcript provided.

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# MSG Type 4: Progress Toward Milestones

Only available for NRS participant students who have a Workplace Literacy program or IET enrollment within the fiscal year in which they are an NRS participant.

## Workplace Literacy Programs

### Location:

At a workplace or an off-site location designed to improve the productivity of the workforce

### Documentation:

- Progress Reports from employer

- Document development of substantive skills that participant has gained (newly acquired or increased performance)

### Criteria

- Provided in collaboration with an employer or employee organization

- Customized to Employer's Need

- Progress towards milestones are set in collaboration with an employer.

- State will need to approve in advance – guidance is forthcoming

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# Additional Information: Progress Towards Milestones

- Established with the employer prior to the start of training

- Tied to a specific occupation that is part of the training and assesses what is taught.

- Include a method for documenting and measuring progress.

*"Did the program set milestones with the employer prior to the trainings that are needed for the job?"*
*Note: If the answer is "no" you may not use MSG Type 4.*

# MSG Type 5: Passage of an Exam or Progress in Attaining Skills

➢ Only appropriate for participants in an IET

➢ Only service under AEFLA that allows occupational training

➢ Demonstrated in one of two ways:

- **Passing an exam**
  - Must be required for a specific occupation and the skills must reflect industry benchmarks
  - Can be employer required
  - Knowledge-based
  - "Other" test necessary to obtain a credential
- **Demonstrating progress** in gaining technical or occupational skills as evidenced by trade-related benchmarks

# Performance and Targets - MSGs

| MSGs | FY18 | FY19 | FY20 | FY21 | FY22 | FY23 | FY24 |
|---|---|---|---|---|---|---|---|
| Actuals | 38%⬆ | 39%⬆ | 28.9%⬇ | 28.14%⬇ | 26.77%⬇ | 27.29%⬇ | 31.56%⬇ |
| Targets | 36% | 37% | 38% | 39.5% | 40% | 37% | 39% |

# FY25-FY26
# Negotiated Performance Targets

| Performance Indicators | PY 2024 (FY25) Negotiated Level | PY 2025 (FY26) Negotiated Level |
|---|---|---|
| Employment (Second Quarter After Exit) | 44.4% | 45% |
| Employment (Fourth Quarter After Exit) | 40% | 40.5% |
| Median Earnings (Second Quarter After Exit) | $4,425 | $4,450 |
| Credential Attainment Rate | 45.8% | 46% |
| Measurable Skill Gains | **36%** | **37%** |

# Definitions

# Employment Status

- Should be assigned depending on which definition applies to a student. The definitions can be found in the [NRS TA Guide](#) (pages 155-156).

- "Not in the Labor Force": The participant, at program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).

  - This status does not exclude students from DOL match forever. Use this status for all students who meet the definition and update as necessary.

- In LACES, employment status records are located under the "History" tab of a student record, within the "Work History" panel.

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# Corrections

- Vermont does not currently serve students in correctional facilities with AEL grant funds, but we do track students in a Community Corrections Program on Tables 6 and 10.

- Community Corrections Program means "a community-based rehabilitation facility or halfway house." (NRS Technical Assistance Guide)
    - In Vermont, only residents of Dismas House are identified as being in a community-based rehabilitation facility or halfway house

- Also, a student would qualify as being in a Community Corrections Program if it is an explicit required component of probation that they participate in an AEL program.

- In LACES, indicate participation in a Community Corrections Program on the Key Data tab when creating new student records, or on the Demographics tab for existing student records.

# Follow Up Surveys

# What is a follow up survey?

- The survey collects employment and post-secondary information from students that is important for federal reporting.

- The survey is voluntary; AEL providers must offer the survey, but students are not required to respond.

- Follow up surveys are administered to students who have exited from AEL services and had 12 or more hours of service in the fiscal year.

- Students who have social security numbers entered in their LACES records do not need to have employment and earnings information collected by a follow up survey – that data is collected through an annual data match with the Vermont Department of Labor.

# How to conduct a survey

- Surveys can be completed via any communication method (phone call, chat, postal mail, email, etc.)

- If a student doesn't respond to your first attempt, only try once more.

- A template with the survey questions is available on the AOE's AEL Initiatives & Resources webpage (currently called "AEL Post-Exit Survey Purpose, Tips and Survey Questions).

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# LACES & Follow Up Survey

- LACES Follow Up Survey Instructions: VT Beginner LACES User Manual, pages 101 – 114. Found by going to LACES > User News > Vermont Customizations

- Students eligible for survey can be found under Additional > All PoPs Summary > Searches > General > Eligible for Follow Up
  - By selecting any of the records in this list, you can:
    - View the student's contact information
    - Mark if the student didn't respond (only do this after second attempt) or declined the survey
    - Enter student's survey responses

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# Follow Up Survey Monitoring

- AOE is federally required to monitor the follow up survey process.

- Need to ensure that attempts are being made to contact eligible students and that the information being entered into LACES matches the students' responses.

- Upload all evidence of follow up survey communications to students' LACES records (Key Data tab > Documents panel), even if the student declined or did not respond.

- Evidence includes:
  - Summary/notes of phone call
  - Chat logs
  - Email thread
  - Screenshots of text messages

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# Additional Training

- [AEL Follow Up Survey Purpose, Tips and Survey Questions](#)

- [AEL Follow Up Survey Data Collection and Entry into LACES](#)

- LACES monthly mini refresher

- Data Specialist training

# AEL activities

# Instructional AEL Activities

Instruction that aligns with:

- CCRS for Adult Education
- Workforce preparation activities, which are aligned with the EQS Transferable skills:

Communication
Collaboration
Creativity
Innovation
Inquiry
Problem solving
Use of technology

**New Transferable Skills in EQS beginning FY26:**

**Critical thinking**
**Intercultural competency**

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# Exclusions/non-AEL activities

- Job/technical skill training is NOT an AEL activity however,
  - in some circumstances we will be able to count training hours if they are part of the training component of an IET
  - consult with AOE for a determination before entering hours in LACES.

- Art

- Foreign language

- Physical education

- Classes at the postsecondary level are also not allowable hours that can be entered (e.g., dual enrollment classes)

# Criteria to meet requirement of AEL activity

- Are the instructional hours I'm providing directly aligned with a CCRS or Transferable Skill standard?

- Am I providing instruction in reading, writing, math, digital literacy or other skill that makes it possible for the student to access an excluded class?

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# Distance Education and Proxy Hours

# Distance Education Federal Reporting Requirements

- All Students that meet the federal report requirements in a program year will be reported in federal report Table 4.

- Students that receive more than 50% of services via Distance Education in a program year will be reported as Distance Education students in federal report Table 4C.

# Distance Education Instruction

- Contact hours
  - **Synchronous** time an **AEL provider** spends directly instructing the learner through phone, video or online platform (1:1 or group) in real-time and
  - Identity of learner is verifiable.

# Distance Education Proxy Hours

- **Clock Time Model** may be **synchronous or asynchronous** proxy hours: time a learner is engaged in a curriculum program (from a non-AEL source) that tracks actual time on task.
  - Approved Clock Time model: VTVLC traditional or on-demand courses.
  - Note that there is no limit on the number of proxy hours through VTVLC.

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# Clock time model proxy hours on approved platforms

Students can use up to 20 hours per quarter (January 1 – March 31, etc.) of proxy learning from an approved program (below) to count towards the minimal 40 hours of instruction that occurs between progress assessments. This is **asynchronous** time a learner spends independently engaged with any of these platforms:

- TABE Academy

- Burlington English

- Essential Education's GED Academy

- Khan Academy (standards-based content aligned with Vermont State standards only: math, reading and language arts, and science.)

- IXL (standards-based content aligned with Vermont State standards only: math, language arts, science and social studies.)

# Learner Mastery Model

- **Learner Mastery Model hours are Asynchronous** proxy hours: assigns a fixed number of contact hours for unit or lesson mastery based on passing a unit or lesson test.

- **ACT WorkKeys: National Career Readiness Certificate** – 3 proxy hours may be entered for each of the three assessments that the student passes AND achieves a score with a minimum of Level 4 on each WorkKeys assessment – **Graphic Literacy, Applied Math, and Workplace documents** for a total of 9 possible proxy hours. This is in addition to the 20 hours/quarter and other Clock Time proxy hours.

# Resources

# Resources Available

- [NRS TA Guide](#)
- [NRS Resources for Reporting MSG Types 3, 4 and 5](#)
- [NRS Self-Paced Courses](#)

- [LINCS Online Courses](#)

- [LINCS Resource Collection](#)

- LACES User News section – VT Customizations page, timestamped training videos, etc.

- [AOE AEL Initiatives and Resources](#)

- [Vermont WIOA Combined State Plan 2024-2027](#) (FY25-28)

- [Education Quality Standards ](#)(new EQS takes effect 7/1/25)

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# Thank you!