

Data & Reporting Systems Task Force

Minutes from 11/7/03

Members Present: Gary Tweddle, Jerry Emde, Ken Walsh, Linda Cabose, Kathy Johnston, Robert Campsmith, Karyn Goven, Tony Lagos, Ken Walsh, Sheila Veraghen, Pam Montana, Tania Butkowski

- 1) **Approval of Minutes of 9/26/03** – Motion by Campsmith support by Goven: Approved
- 2) **Report by Bob Campsmith on NRS tables**
 - a. Distribution of the “NRS National Reporting System For Adult Education-Implementation Guidelines” & MAERS information
 - b. Review Exhibit 1 “Summary of NRS Measures an Definitions”
 1. Core Out Come Measures-these are the really important Item’s limited to Educational Gain and Follow-up Measures
Our job is to focus on what is important—EFL’s are where you start and where you end up.
 2. Secondary Outcomes (Optional)-these items are not required, therefore no one really cares. The Feds are only interested in Outcomes that match goals
 - c. Bob made a flow chart that showed where items from our MAERS intake forms were transported to fields in the NRS Core Measures (this chart is in the packet of materials that was distributed by Bob) if items are not in a table then the Feds don’t want to know it.
 - d. ESL is a sub set of ABE
 - e. ASE includes GED and HSC
 - f. Funding is not locally attached to MAERS. People need to remember that we have another funding system of FTE’s. There are dollars attached from the Feds to State of Michigan for NRS, but not to the local district.
 - g. What is MAERS? A Reporting system? A Data Gathering System? Or An Accountability System?
- 3) **Review Survey Results**

- a. No one we spoke to in the field uses the MAERS data.
- b. Is it possible to use SRSD collected data instead of MARES.MAERS Batch like SRSD is an electronic data transfer and is “cleaned up at the state end”.
- c. Terms that need definition: Enrolled, Exited, And Dropped.

Karyn

will bring definitions to next meeting for review, as our list will grow.

- d. Collect SS#'s on students for employment follow-up as a heavy recommendation by the task force and have the state do the follow up not the local school.
- e. Analyze data in MAERS that compares growth in students that took TABE, CASSAS, ABLE.... Look at all data we are collecting and see what else is in the system that could be helpful to us.

4) **Recommendations to Department**

A student not being able to be enrolled in 2 districts at the same time “NO DUAL ENROLLMENT” is a major problem with the MAERS system. It would help all parties involved if the system allowed students to be enrolled in multiple schools at the same time. Letter to be sent to State Director with this concern. Vote taken all present are in agreement.

5) **Dean Smith & Linda Thompson**

a. Doesn't the online system place limitations the MAERS system?

The ease of use and relatively low cost of the Internet system means that the system will probably not be changed at least in the short run. The cost to switch to a hard-wired system is currently prohibitive. The management of the MDCD will make decisions on MAERS and that these are based on common MAERS applications for WIA Title: One programs such as One-Stops as well as Adult Ed.

b. Interface Issues: The MAERS Office would like to hear specific proposals of interface changes needed to see how these proposals can be collected by different browsers.

c. Ban on Student Enrollment in Multiple Agencies: This is a program decision. Dianne Duthie must notify MAERS that the ban on enrollment in multiple programs is to be removed as long as the multiple enrollments do not total more that a full FTE. After that notification is received then

MAERS will move forward with implementation of the change as long as funds are available.

d. Reports: Dean said his office welcomed input from the field on which reports are needed. The Data Task Force volunteered to assist with training the field on access of data entered. The MAERS Staff agrees to be a part of the MAEPD Administrative Training. They need only to be invited. Sheila & Pam will run all available reports from MAERS and present at next meeting.

e. Why must enrollment date changes go through the MAERS Central Office even when the date error is the result of a typo? The lock on the enrollment date is in place because it is one of the keys to match the three MAERS pages. The enrollment dates must match on all three pages.

f. Is it possible for Michigan Adult ED to begin to use SSN as a unique identifier? MAERS would welcome the use of Social Security Numbers. The WIA Title One programs already use the SSN for each participant. Should Adult Ed begin to use the SSN then that number could be used to complete NRS Follow-up requirements (ex. employment) through a data match with other agencies and relieve local programs from the burden of conducting follow-up surveys. (Note: This would not be an invasion of individual privacy because the individuals would never be identified. The report would say that a certain number of Adult Ed students obtained a job and another number advanced on the job.) Ken will research the use of schools using ss# for students and the feasibility of adult ed collecting ss #.

g. Will MAERS agree to four submissions a year? This is another issue for Dianne Duthie. MAERS has no problem with 4 submissions of data.

h. Since student goals change after enrollment programs don't get credit for attainment of unintended outcomes- for example attainment of a GED by a student who starts in ABE with a goal to improve literacy or a student who only attains one EFL. There is no time lock on student goals in MAERS. The goals can be updated and such an update is permitted by the NRS. Revision of goals will allow the programs to receive credit for goals attained after revised goals are submitted. The NRS report captures all attainment of even one EFL. The use of 2 EFLs as a standard is a state program issue and should be addressed by Dianne's office. MAERS will implement changes as directed by the state Adult Ed staff.

i. Data Systems Task Force volunteered to set up local group meetings to disseminate MAERS information when needed. Dean

said the agency would welcome such cooperation. He noted that for the next 4 months MAERS will experience major downtime to update other MAERS systems.

j. Tony Lagos was asked to bring examples of the Florida NRS Data Elements to the next meeting.

Questions that we can't forget

- a. GED where are they reported?
- b. What is subject to interpatation by the state?
- c. What do we want to do with all the data we collect?
- d. What happens to border town data on employment follow-up?
- e. Do we need to consider Michigan Works in our data collection or involvement?
- f. We currently use 2 EFL's should it be 1 EFL ?
- g. Do we want to talk to other task forces about test instruments?
- h. What does it mean to be a dropped or separated student?
- i. What is an enrolled student? Register before 12 hrs; enroll after 12?
- j. The students starts in ABE and ends in GED how do we deal with that? Do we track the enrollment or the person?
- k. Do HSC students need to be tested instead of credits? For placement by score not by credits. Can a person with 15 credits and can't read really be at ASE High level? Exit would be graduation?

Adjournment 3:00PM

**Next meeting: January 9, 2004 @ 8: 45 AM
Mt. Pleasant, Comfort Inn**

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