

Memorandum

To: State Directors of the Adult Education and Family Literacy Program

From: Jay LeMaster
National Reporting System (NRS) for Adult Education
Office of Career, Technical, and Adult Education

Subject: NRS Annual Reporting Instructions

Date: August 30, 2024

This memo provides information regarding the annual reporting requirements for the adult education state-administered formula grant program. The required reporting components and their due dates are as follows:

| Reporting Component | Due Date |
|---|-------------------|
| <ul style="list-style-type: none">• Performance reporting – PY 2023-24• Data quality checklist – PY 2023-24• Assessment policy – PY 2025-26 | October 1, 2024 |
| <ul style="list-style-type: none">• Initial financial reporting – PY 2023-24• Narrative report – PY 2023-24 | December 31, 2024 |
| <ul style="list-style-type: none">• Final financial reporting – PY2022-23 | January 28, 2025 |

To submit the reporting components, please use the online NRS database at the following web address <https://nrs.ed.gov>. In the coming weeks, we will conduct database walk-through webinars on the use of the system. We will notify you as soon as those are scheduled.

Performance Reporting for PY 2023-24 – due October 1, 2024

Your performance report for **PY 2023-24** is comprised of the following tables:

- Tables 1, 2, 2A, 3, 4, 4A, 4B, 5, 6, 7, 9, 10, 11, 14, the *Statewide Performance Report*, and the *Measurable Skill Gains* table are required.
- Tables 4C and 5A are required for states conducting distance education programs.
- Table 8 is optional.

To submit your performance report for **PY 2023-24**, please follow these steps. After you log into the system, click the “Enter Data” button next to the program year “2023” on the left side of the screen. Scroll down to the “Statistical” section and click the “create” link to the right of the table for which you wish to enter data.

Data Quality Checklist (DQC) for PY 2023-24 – due October 1, 2024

To submit your DQC for **PY 2023-24**, please follow these steps. After you log into the system, click the “Enter Data” button next to the program year “2023” on the left side of the screen. Scroll down to “Data Quality Checklist” section and click the “create” link to the right of the “Data Quality Checklist” item. Before submitting the DQC in the system, the certification statement must be electronically signed by the state director of adult education or head of the state agency that administers the federal adult education program. If your state does not meet one or more of the data quality standards at the **Superior** level or higher, you must include a data quality improvement plan with your DQC.

Assessment Policy for PY 2025-26 – due October 1, 2024

To submit your assessment policy for **PY 2025-26**, please follow these steps. After you log into the system, click the “Assessment Policy” button under the “Documents” column in the middle of the screen. On the next screen, click the “Choose File” button and select the document you would like to upload. The system will only accept documents with the extension .doc or .docx. PDF files are no longer accepted.

Below the “Choose File” button, there is a question asking whether the assessment policy you are submitting is different from the previous year. Please answer yes or no to that question. If you answer yes, please describe the changes in the box provided. Click the “Save” button. When you are ready to submit your narrative report, click the “Submit for Review” button and answer “yes.”

Initial Financial Reporting for PY 2023-24 – due December 31, 2024

To submit your **initial** financial reporting components for **PY 2023-24**, please follow these steps:

Federal Financial Report – Initial

After you log into the system, click the “Federal Financial Report – Initial” button under the heading for program year 2023 on the right side of the screen. On the next screen, click the “create” link to the right of “Table FFR 1 Federal Financial Report – Initial” to enter data.

Recipient Share Detail - Initial

After you log into the system, click the “Recipient Share Detail - Initial” button under the heading for program year 2023 on the right side of the screen. On the next screen, click the “create” link to the right of “Table FFR 3 Recipient Share Detail - Initial” to enter data.

Validate and Sign: To determine whether all validations have been met for a financial reporting component, please click the “Save” button at the bottom of the edit screen. To electronically sign your report, please click the “Submit for Review” button at the bottom of the screen.

Narrative Report for PY 2023-24 – due December 31, 2024

To submit your narrative report for **PY 2023-24**, please follow these steps. After you log into the system, click the “Narrative Report” button under the “Documents” column in the middle of the screen. The system will display the narrative report edit screen. You may copy and paste text

from another document into the boxes for each topic within a content area or type text directly into the box. We recommend copying and pasting from an external document in the event that text entered into the data system is lost due to a session time out. Please click the “Save” button at the bottom of the edit screen to confirm your entries and retain your progress. Each narrative report box provides several formatting tools which may be helpful in arranging your text. To advance through the six narrative report content areas, click on the gray shaded tabs at the top of the edit screen.

The maximum number of pages is 10. When you have completed your narrative report, please click the “Submit for Review” button at the bottom of the edit screen. Please use the following outline to prepare your narrative report for each of the six content areas:

1. Introduction

Please provide an overview of the Adult Education and Family Literacy Act (AEFLA) program in the State, including the opportunities and challenges implementing AEFLA for the reporting period.

2. State Leadership Funds (AEFLA Section 223)

Describe how the State used funds made available under section 223 (State Leadership activities) for each of the four required activities. Identify the State’s efforts for each leadership activity and the challenges the state encountered while carrying out these activities. Please include information on troubleshooting and innovations.

- Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).
- Establishment or operation of high-quality professional development programs as described in section 223(1)(b).
- Provision of technical assistance to funded eligible providers as described in section 223(1)(c).
- Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).

As applicable, please describe how the State has used funds for additional permissible activities described in section 223(a)(2). Identify the State’s efforts for each permissible activity and the challenges the State encountered while carrying out these activities. Include information on troubleshooting and innovations.

3. Performance Data Analysis

Based on the State data submitted to the National Reporting System (NRS) for this reporting period, describe the State’s progress towards meeting its negotiated levels of performance.

Please include in the discussion other State-identified initiatives for the reporting period, such as targets for student enrollments and teacher recruitment. What strategies were effective in helping the State make progress? What challenges did the State encounter and how were they addressed?

4. Integration with One-stop Partners

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carried out or delegated its required one-stop roles to eligible local providers. If the State delegated its required one-stop roles to eligible providers, discuss how the State monitored the effectiveness of the local providers in carrying out the State's roles and responsibilities. Describe the career services and, if applicable, the supportive services that were provided through the one-stop system. Please explain how infrastructure costs for the AEFLA program were supported with federal, State, or local resources.

5. Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

Describe the State's development and implementation of the IELCE program, including the civics component, how the program enables adults to acquire the skills needed to function effectively as parents, workers, and citizens, how local IELCE programs were assessed by the State, as well as performance successes and challenges. Discuss how the State used performance indicator data to improve the quality of the IELCE program. Please provide the date of the most recent IELCE competition and the number of years for which grants were awarded.

Describe the State's efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities as described in section 243(a) and how the State is ensuring access to IET programs.

Describe how the State is preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1). Include challenges and lessons learned.

Describe how the State is progressing towards ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2). Include challenges and lessons learned.

6. Integrated Education and Training (IET) (AEFLA Section 203(11))

Describe the State's implementation of IET programs, including its development and review process (e.g., labor market analysis or needs assessment) and the number of IET programs available in the State. Discuss whether the IETs are offered in adult basic or secondary education, IELCE, or corrections education programs, how the IET programs are assessed by the State, as well as the performance successes and challenges for the reporting period.

7. State-adopted Adult Education Content Standards

Describe the State’s successes and challenges with implementing State-adopted adult education content standards, including how the State monitors the implementation of the standards in local programs.

8. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

Describe the State’s implementation of the corrections education program, how the programs were assessed by the State, as well as the performance successes and challenges for the reporting period. Include the types of correctional facilities in which these programs operated (e.g., jail, prison), the activities the State supported with section 225 funds, and whether the State used other funding sources to support these activities.

What was the relative rate of recidivism for students served under section 225? Please describe the methods and factors used in calculating the rate for this reporting period.

Final Financial Reporting for PY 2022-23 – due January 28, 2025

To submit your **final** financial reporting components for **PY 2022-23**, please follow these steps:

Federal Financial Report – Final

After you log into the system, click the “Federal Financial Report – Final” button under the heading for program year 2022 on the right side of the screen. On the next screen, click the “create” link to the right of “Table FFR 2 Federal Financial Report - Final” to enter data.

Recipient Share Detail - Final

After you log into the system, click the “Recipient Share Detail - Final” button under the heading for program year 2022 on the right side of the screen. On the next screen, click the “create” link to the right of “Table FFR 4 Recipient Share Detail - Final” to enter data.

Validate and Sign: To determine whether all validations have been met for a financial reporting component, please click the “Save” button at the bottom of the edit screen. To electronically sign your report, please click the “Submit for Review” button at the bottom of the screen.

Data Entry Tips

If you get lost at any point in the system, please click any of the “breadcrumb” links at the top of the screen for help in finding the appropriate screen or resource you need. As you enter data, you may see certain data validation messages appear on the screen. If so, please resolve them prior to submitting the tables in the system. Certain inconsistencies may prevent you from submitting tables for review.

One of several helpful features of the system is the ability to cut and paste data from an offline spreadsheet or table directly into the cells of the NRS tables. Manual data entry is not necessary for some screens. We hope you will make frequent use of this time-saving feature! More tips will be covered in the upcoming system training webinars.

Requests for Reporting Extensions

Requests for reporting extensions must be received by **September 3, 2024**, and include the following:

- Sufficient detail of the unexpected circumstances that will lead to untimely or incomplete reporting to warrant an extension.
- A proposed extension, fitting of the circumstances causing the delay, which should not exceed 30 calendar days after the established annual reporting deadline.
- Any other information that the state deems relevant to help explain the need for an extension.

Please send requests for reporting extensions to NRS@ed.gov.

Contact Information

If you have any questions or need to address a technical issue, please contact the NRS team at NRS@ed.gov. We will be happy to assist you!