

What's in the NRS?

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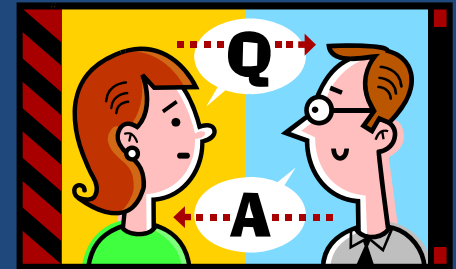
Washington, D.C.
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New Standards for Collecting and Reporting Race and Ethnicity

Data Collection

- Two-part question.
- Students specify ethnicity first and then select one or more races with which they identify.



Reporting

- Separate reporting of Hispanic/Latino ethnicity and race.
- Revisions to current definitions of racial and ethnic categories, including a new “two or more races” reporting category.
- Revised NRS tables 1, 2, and 12.



Definitions: Before and After July 1, 2010

Exhibit 2: Comparison of Definitions for Race and Ethnicity Reporting Categories

Definitions of Existing Reporting Categories

American Indian or Alaskan Native—A person who has origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Asian—A person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., China, India, Japan, and Korea).

Native Hawaiian or Other Pacific Islander—A person who has origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the *Philippine Islands* and Samoa.

Black or African-American—A person who has origins in any of the Black racial groups of Africa *but not of Hispanic culture or origin*.

Hispanic or Latino—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White—A person who has origins in any of the original peoples of Europe, North Africa, or the Middle East *but not of Hispanic culture or origin*.

N/A

Definitions of Reporting Categories Using ED's New Standards (To Be Implemented Beginning July 1, 2010)

American Indian or Alaska Native—A person having origins in any of the original peoples of North and *South America (including Central America)*, and who maintains a tribal affiliation or community attachment.

Asian—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, *Cambodia*, China, India, Japan, Korea, *Malaysia*, *Pakistan*, *the Philippine Islands*, *Thailand*, and *Vietnam*.

Native Hawaiian or Other Pacific Islander—A person having origins in any of the *original peoples of* Hawaii, *Guam*, Samoa, or other Pacific Islands.

Black or African American—A person having origins in any of the Black racial groups of Africa.

Hispanic/Latino of any race—A person of Cuban, Mexican, Puerto Rican, South *or Central American*, or other Spanish culture or origin, regardless of race. *The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino."*

White—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Two or more races—A person having origins in two or more race categories and not Hispanic/Latino.

Revised NRS Table 1

Table 1 (beginning Program Year 2010-11)
 Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Enter the number of participants* by educational functioning level,** ethnicity,** and sex.



Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Beginning Literacy															
ABE Beginning Basic Education															
ABE Intermediate Low															
ABE Intermediate High															
ASE Low															
ASE High															
ESL Beginning Literacy															
ESL Low Beginning															
ESL High Beginning															
ESL Intermediate Low															
ESL Intermediate High															
ESL Advanced															
Total															

Revised NRS Table 12 (optional)

Table 12 (Optional) **(beginning Program Year 2010-2011)**
 Work-based Project Learners by Age, Ethnicity, and Sex

Enter the number of work-based project learners by age,* ethnicity, and sex.

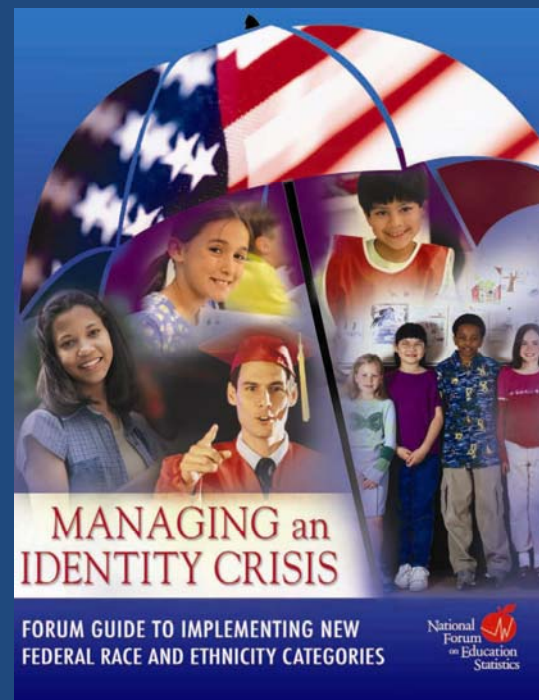
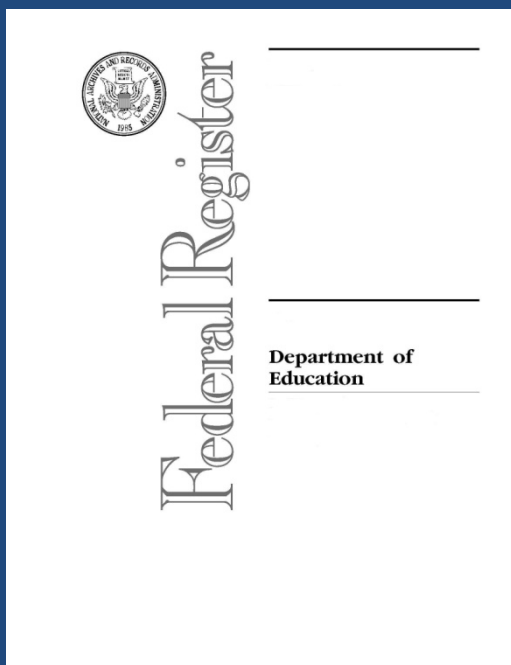
Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
16-18															
19-24															
25-44															
45-59															
60 and Older															
Total															



Additional Resources

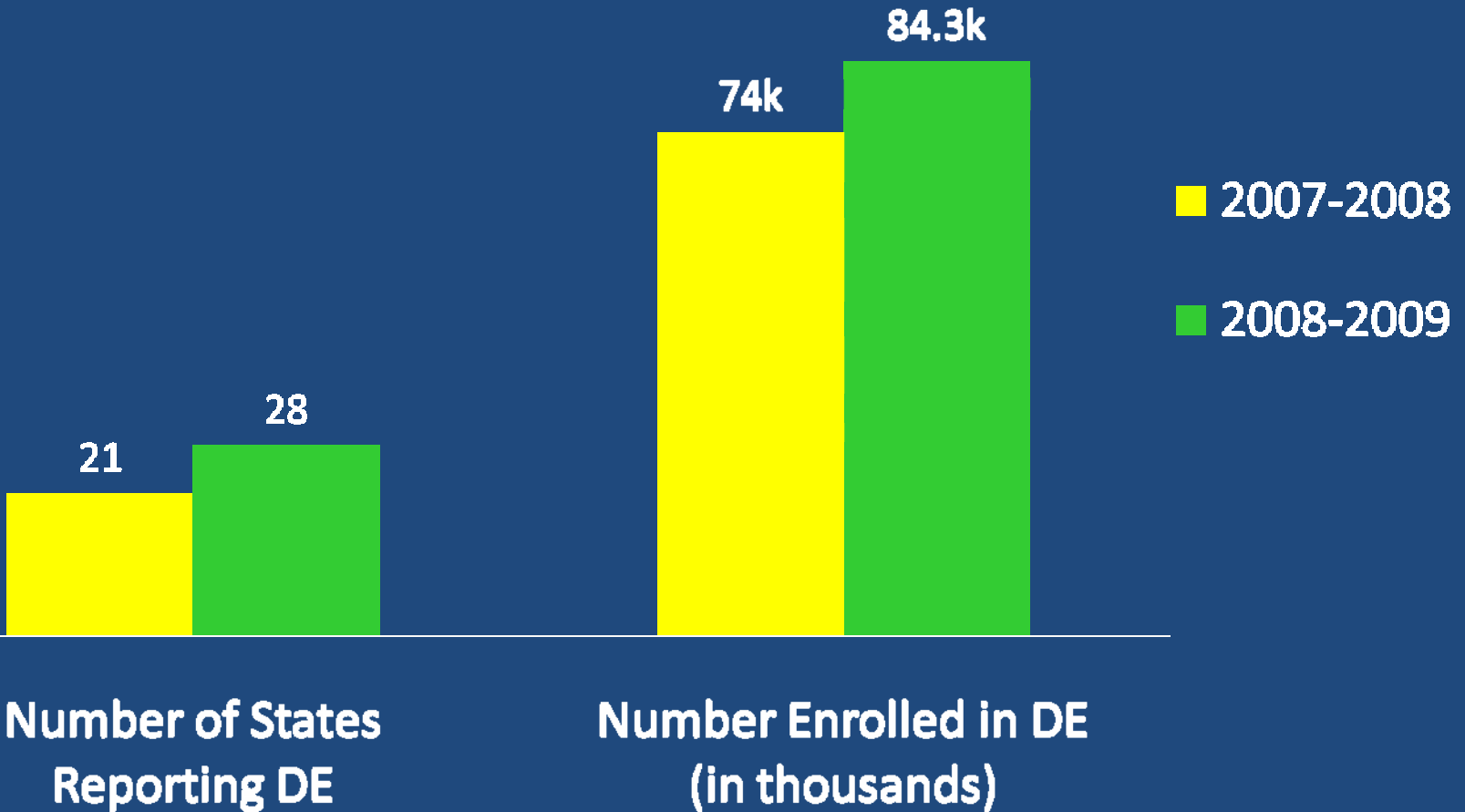


<http://www.nrsweb.org/docs/tips/RaceandEthnicity.pdf>

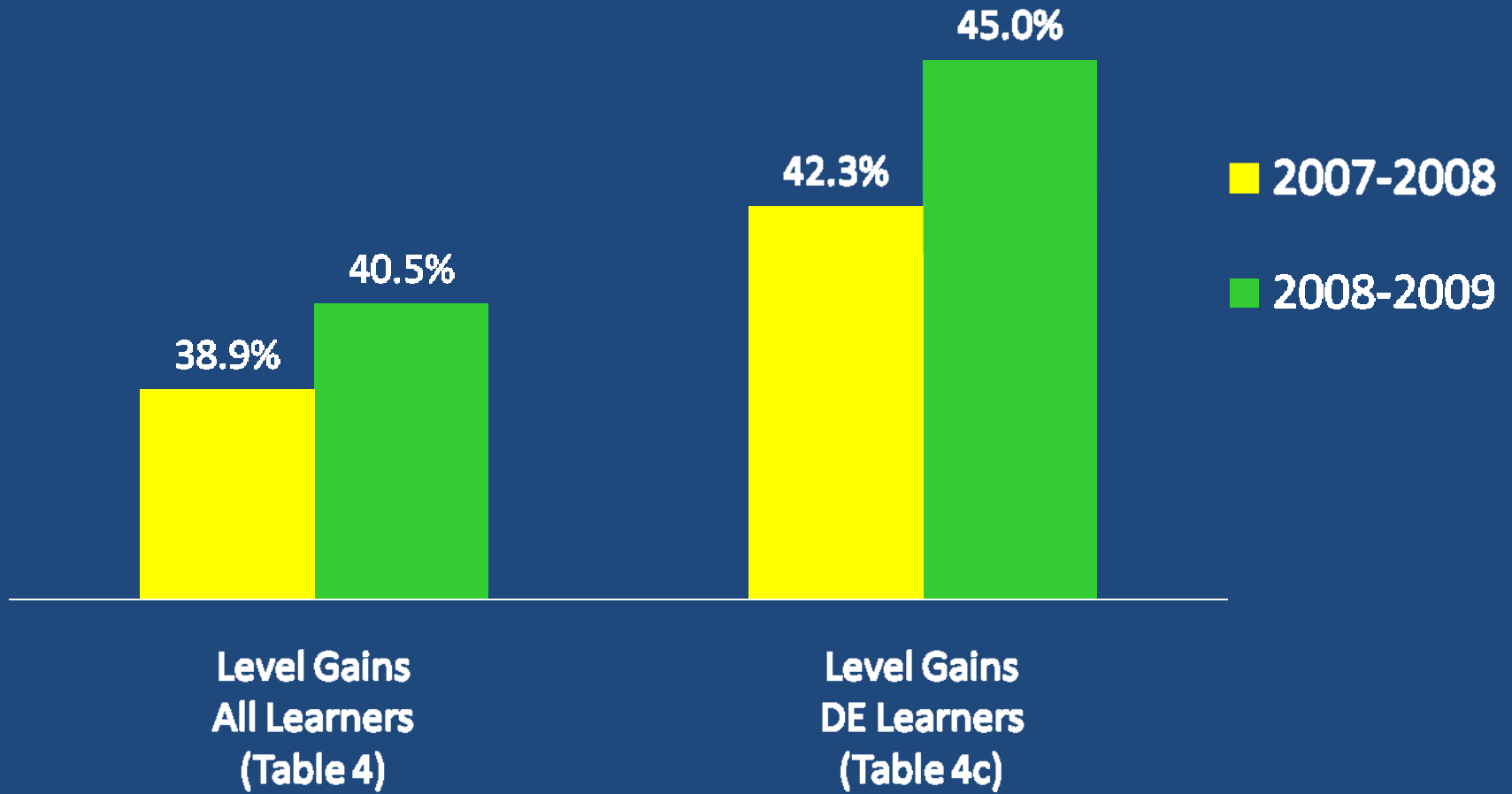


<http://nces.ed.gov/pubs2008/2008802.pdf>

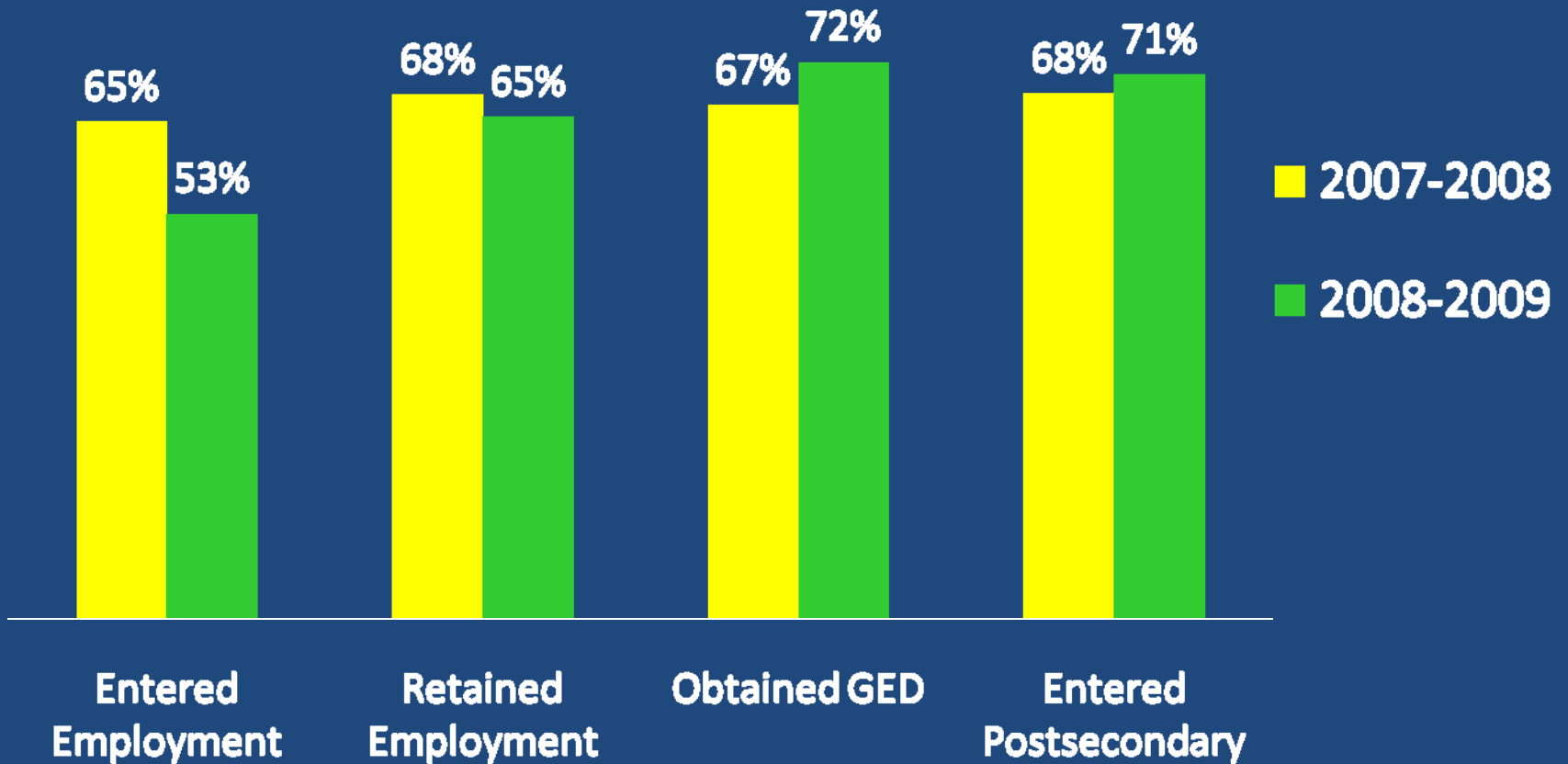
Distance Education (DE) Two Year Comparison



Distance Education (DE) Performance: Level Gains

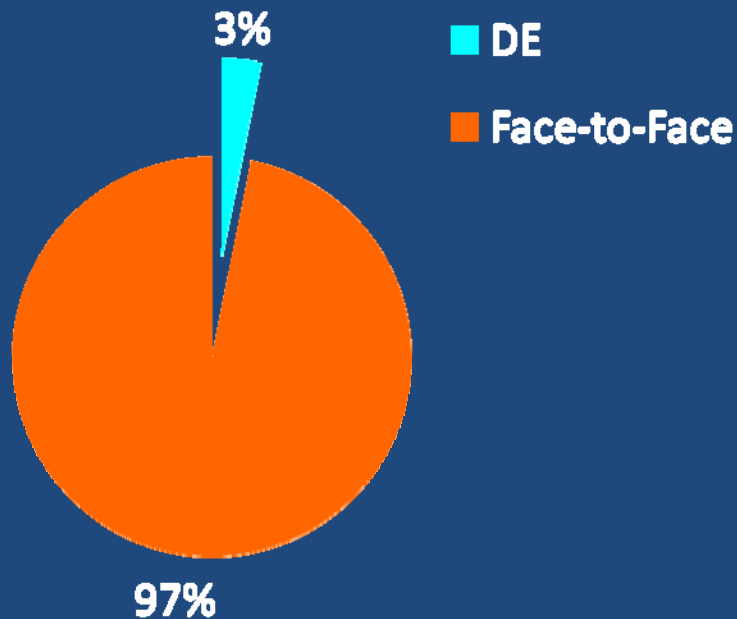


Distance Education (DE) Performance: Follow-Up Measures

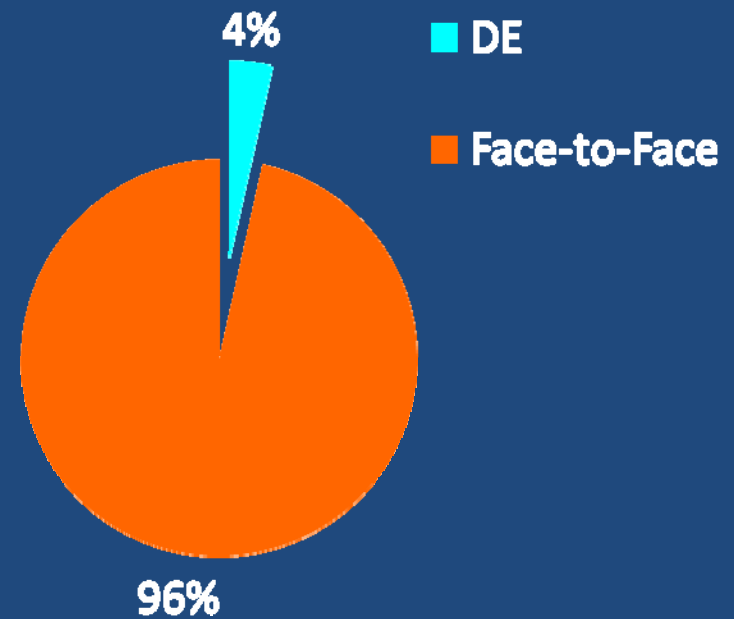


Distance Education Enrollment as Percentage of Total Enrollment

Total Enrollment 2007-2008



Total Enrollment 2008-2009



Proposed Revision to Financial Status Report

Current Situation

- States submit FSR that separates expenditures into state administration, state leadership and programs of instruction.
- Instructional expenditures are divided into 0-8, 9-12, and institutionalized.
- 0-8 includes ABE and ESL expenditures

Proposal from Office of Management and Budget (OMB)

- OMB suggested to OVAE that the FSR be amended to include an additional category for ESL programs of instruction.

Proposed Revision to FSR

a separate column for ESL expenditures

FINANCIAL STATUS REPORT (FINAL REPORT - TOTAL ALLOCATION) Proposed Draft Change for ESL		1. Federal Agency and Organizational Element to Which Report is Submitted		2. Federal Grant or Other Identifying Number		OMB Approved No. 80-R0180		Page of Pages		
		U.S. Department of Education								
		Division of Adult Education and Literacy								
3. Recipient Organization <i>(Name and complete address, including ZIP code)</i>		4. Employer Identification Number		5. Recipient Account Number or Identification Number		6. Final Report		7. Basis		
		8. Project/Grant Period (See Instructions)				9. Period Covered by This Report		Yes No Cash Accrual		
		From <i>(Month, day, year)</i>				To <i>(Month, day, year)</i>		From <i>(Month, day, year)</i>		To <i>(Month, day, year)</i>
Status of Funds										
10. Programs/Functions/Activities		(a) State Administration		(b) State Leadership		Programs of Instruction		(g) Institutionalized Persons		(h) Total
						(c) Programs of Instruction (0-8)		(d) Programs of Instruction (9-12)		(e) Programs of Instruction (ESL)
a. Net outlays previously reported										\$ -
b. Total outlays this report period										\$ -
c. <i>Less:</i> Program income credits										\$ -
d. Net outlays this report period <i>(Line b minus line c)</i>		\$ -		\$ -		\$ -		\$ -		\$ -
e. Net outlays to date <i>(Line a plus line d)</i>		\$ -		\$ -		\$ -		\$ -		\$ -
f. <i>Less:</i> Non-Federal share of outlays										\$ -
g. Total Federal share of outlays <i>(Line e minus line f)</i>		\$ -		\$ -		\$ -		\$ -		\$ -
h. Total unliquidated obligations										\$ -
i. <i>Less:</i> Non-Federal share of unliquidated obligations shown on line h										\$ -
j. Federal share of unliquidated obligations										\$ -
k. Total Federal share of outlays and unliquidated obligations <i>(Line g plus line j)</i>		\$ -		\$ -		\$ -		\$ -		\$ -
l. Total cumulative amount of Federal funds authorized										\$ -
m. Unobligated balance of Federal funds <i>(Line l minus k)</i>		\$ -		\$ -		\$ -		\$ -		\$ -
11. Indirect Expense		a. Type of Rate <i>(Place "X" to the left of the appropriate item)</i>				13. Certification I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.		Signature of Authorized Certifying Official		Date Report Submitted
		Provisional Predetermined Final Fixed								
		b. Rate c. Base								
		d. Total Amount e. Federal Income								
12. Remarks: <i>Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislations.</i>								Typed or Printed Name and Title		Telephone <i>(Area code, number and extension)</i>

Discussion Questions

- What would be the impact of this FSR change at the state and local level?
- How useful will separate reporting of ESL expenditures be at the federal, state, and local level?
- What additional issues do you foresee?

Thank You!

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