

Adult Education New Teacher Training

Module 2

Accountability

WIOA



The Workforce Innovation and Opportunity Act (WIOA) is a United States public law that replaced the previous Workforce Investment Act of 1998 (WIA) as the primary federal workforce development legislation to bring about increased coordination among federal workforce development and related programs. WIOA is designed and intended to be a ‘demand-driven’ workforce development system that is supposed to provide employment and training services that are responsive to the demands of local area employers. The legislation emphasizes coordination and alignment of workforce development services by all core partners.

There are five titles under WIOA and the legislation requires cooperative planning, training, and educational practices for these core partners.

- 1) Title I: Workforce Development Activities: authorizes job training and related services to unemployed or underemployed individuals and establishes the governance & performance accountability system for WIOA
- 2) Title II: Adult Education & Literacy: authorizes educational services to assist adults in improving their basic skills, completing secondary education, and transitioning to employment/postsecondary education
- 3) Title III: Amendments to the Wagner-Peyser Act—amends the Wagner-Peyser Act of 1933 to integrate the U.S. Employment Service (ES) into the One-Stop system authorized by WIOA
- 4) Title IV: Amendments to the Rehabilitation Act of 1973—authorizes employment-related vocational rehabilitation services to individuals with disabilities, to integrate vocational rehabilitation into the One-Stop system; and
- 5) Title V: General Provisions—specifies transition provisions from WIA to WIOA.

Responsibilities of the Core Partners

- 1) Provide access to its programs & activities through the one-stop delivery system (and other locations)
- 2) Use a portion of its funds (authorized, with Federal cost principles (2 CFR parts 200 and 2900), for cost that are allowable, reasonable, necessary and allocable to;
 - Provide applicable **career services**
 - Work collaboratively to maintain the one-stop including funding infrastructure that are
 - Reasonable cost based on proportionate use and relative benefit
 - Federal cost principles, and
 - Any local administrative cost requirements in the Federal law
 - Enter into an MOU with the local WDB relating to operation of the one-stop delivery system
 - Services provided and coordinated through the One-Stop system
 - Other shared services and costs
 - Referral methods among partners
 - Participate in the operation of the one-stop delivery system
 - Provide representation on the State and Local Workforce Development Boards



Goals of WIOA



There are six broad goals of the WIOA legislation:

- 1) Increase access to education, training, and employment-particularly for people with barriers to employment.
- 2) Create a comprehensive, high-quality workforce development system by aligning workforce investment, education, and economic development.

- 3) Improve the quality and labor market *relevance* of workforce investment, education, and economic development efforts.
- 4) Promote improvement in the structure & *delivery of services*.
- 5) Increase the prosperity of workers & employers
- 6) Reduce welfare dependency, increase economic self-sufficiency, meet employer needs, and enhance the productivity & competitiveness of the nation.

The One-Stop System

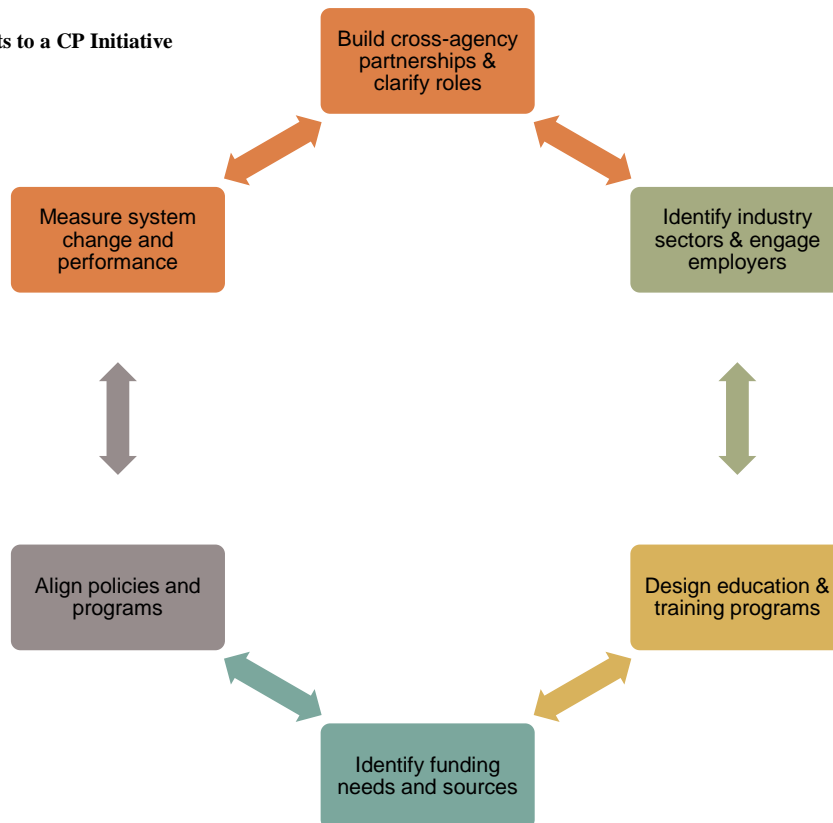
The WIOA system provides central points of service through its system of One-Stop centers. The concept of a One-Stop center is to provide a single location for individuals seeking employment and training services, thus making the process of locating and accessing employment services more efficient and seamless. WIOA requires certain programs to be "partners" in the One-Stop center, either by physical colocation or other accessible arrangements. Notably, WIOA requires the colocation of Employment Service offices with One-Stop centers.

Career Pathways

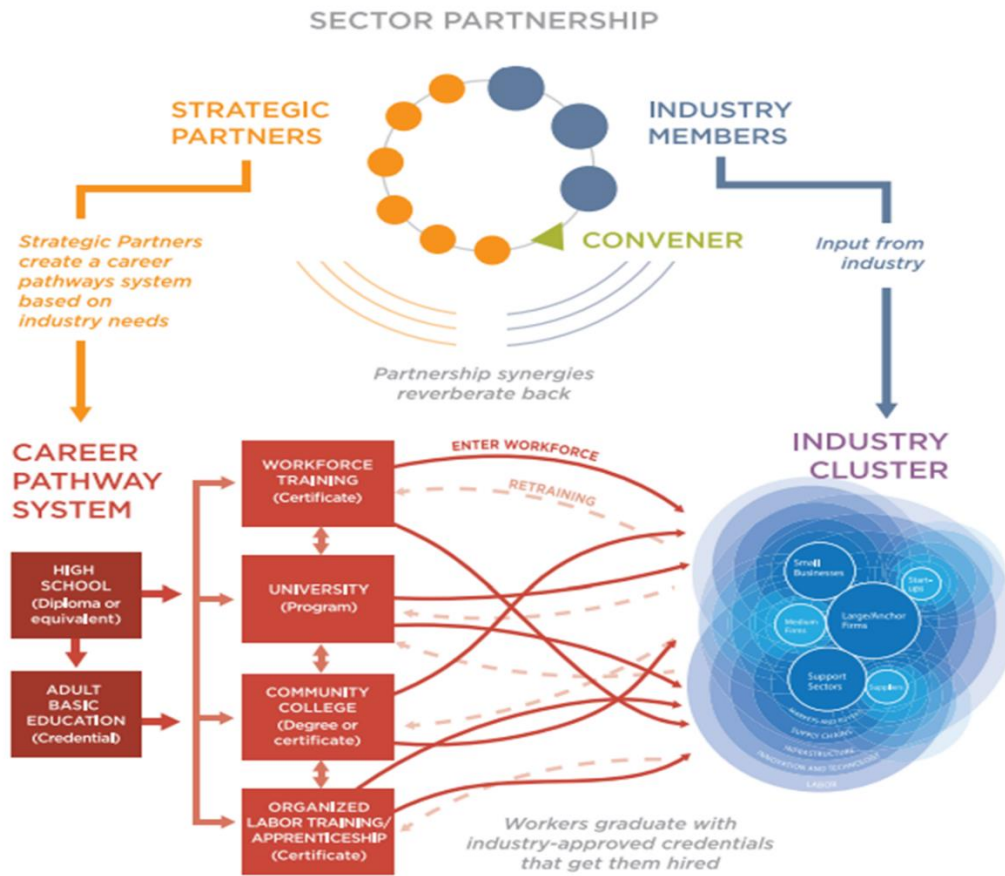
The legislation provides universal access to career services, which are defined and addressed in each of Wyoming's Adult Education Career Services course. These include, but are not strictly limited to those activities outlined in Module 1 of this training.

Career Pathways is an important element of WIOA legislation and of the Unified State Plan. As mentioned in the previous module, local Adult Education programs are required to develop programming that aligns to a career pathways system. The Career Pathways initiative is a unified planning system that reorients existing education and workforce services to focus on successes in postsecondary/workforce (economic success for the region). The figure below depicts the six core elements to the development of the Career Pathways initiative.

Figure 1: Elements to a CP Initiative



To clarify how a true Career Pathways system should work, the National Governor’s Association developed the graphic below to show the linkages which must occur between sector partnerships and a Career Pathways System. Notice the importance of Adult Education in this graphic!



National Reporting System (NRS)



National Reporting System
for Adult Education

The National Reporting System for Adult Education (NRS) is the accountability system for the federally funded adult education program, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). The NRS includes the WIOA primary indicators of performance, measures that describe adult education students and their program participation, methodologies for collecting performance data, and program reporting procedures. For more detailed information about the NRS, please refer to their website at: <https://nrsweb.org/>










The NRS provides definitions, clarifications, and the regulations needed to implement WIOA in Adult Education programs. This training will review several of the key definitions and the reporting protocols needed for instructors to understand why and how data is to be collected.

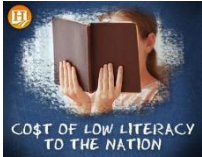



A. Definitions & Regulations

Barriers to Employment: There are 13 barriers to employment that WIOA requires Adult Education providers track and report on. These are demographic measures that may affect a participant’s ability to obtain employment after exit and may require additional or more intensive services. The barriers to employment are used to make statistical adjustments to performance measure targets so it is critical that ‘all’ barriers be identified and report on.



Table 2: Barriers Defined

<p>Cultural</p>		<p>an individual who perceives him or herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment.</p>
<p>Disabled</p>		<p>a person who has any "disability" as defined in the Americans with Disabilities Act. A "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities.</p>
<p>Displaced Homemaker</p>		<p>a person who has been providing unpaid services to family members in the home and who: has been dependent on the income of another family member but is no longer supported by that income; or is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment, or a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>
<p>Economic Disadvantaged (Low income)</p>		<p>an individual who:</p> <ol style="list-style-type: none"> In the 6 months prior to application to the program has received: <ol style="list-style-type: none"> Assistance through the supplemental nutrition assistance program (SNAP); Assistance through the temporary assistance for needy families (TANF) program; Assistance of supplemental security income program (SSI); or (iv) State or local income-based public assistance. total family income does not exceed 70% of the lower living standard income level; Is a youth who receives a free or reduced price lunch; Is a foster child on behalf of whom State or local government payments are made; Is a participant with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement; Is a homeless participant or a homeless child or youth or runaway youth; or Is a youth living in a high-poverty area.
<p>English Language Learner</p>		<p>a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.</p>
<p>Ex Offender</p>		<p>a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.</p>
<p>Exiting TANF Within Two Years</p>		<p>if the participant, at program entry, is within 2 years of exhausting lifetime eligibility regardless of whether receiving these benefits at program entry.</p>
<p>Foster Care Youth(Inc. Aged out):</p>		<p>a person who is currently in foster care or has aged out of the foster care system</p>
<p>Long Term Unemployed</p>		<p>if, at program entry, he/she has been unemployed for 27 or more consecutive weeks</p>

<p>Low Literacy Levels</p> 	<p>ALL Adult Education Students must have this marked upon intake.</p> <p>if the participant is, at program entry: A) a youth, who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or B) a youth or adult, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant's family, or in society.</p>
<p>Migrant Farmworker</p> 	<ol style="list-style-type: none"> 1. A low-income individual who: for 12 consecutive months out of 24 months prior to program entry, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment; and faces multiple barriers to economic self-sufficiency. 2. A seasonal farmworker and whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day. 3. A dependent of the individual described as a seasonal or migrant seasonal farmworker above.
<p>Singles Parent or Guardian</p> 	<p>if single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).</p>
<p>Homeless (Inc. Runaway youth):</p> 	<p>a person without a fixed, regular, and adequate nighttime residence; or runaway youth</p>

In Wyoming, barriers to employment are initially noted at intake and may have to be updated should a participant exit and then re-enter a program.

Data Validity: An essential feature of the data collection process must be regular and frequent review of data entered into the data system. The data system has pre-programmed error reports that allow for a review of inconsistent, out-of-range, and missing data. Data entry and clerical staff should regularly review these reports and should return them to teachers, intake workers, and clerical staff to clarify problems and obtain the missing data. Corrections should then be sent to data entry staff so they can enter them into the database.

WIOA legislation requires that each State have policies in place to ensure that data contained in reports is valid and reliable. This is fully explained in [WY Policy #08142020](#).

Distance Education: A formal learning activity where students and instructors are separated by geography, time, or both, for the majority of the instructional period. Instruction is provided by:

- a. Computer software, web-based programs, online technology
- b. Printed materials
- c. Audio/video
- d. Broadcasts

Wyoming's [Distance Learning policy](#) provides explicit details about how to count hours and the approved materials for distance education in our Adult Education programs of study.

Educational Functioning Levels (EFL): There are twelve Educational Functioning Levels that all AE programs are required to report on. These are defined in detail in Exhibit B at the end of this module. The table below depicts the naming convention and placement levels into which all participants must be placed when entering a program of study in an Adult Education program. Unless specifically requested, students are placed into an EFL based upon their lowest score earned on a specific assessment. For instance, if a student takes the Reading, Writing, and Mathematics test and scores the lowest in Language, their placement on these levels would be in Language. However, if the student or program director specifically requests that Reading be tracked, this can be done, but a note must be made in the student file and the data base must be updated accordingly.

Table 1: Educational Functioning Levels

	Assessment Instrument			
	TABE 11/12: Reading, Language, Mathematics			
	Tested Scale Score Ranges by Subject			
	Reading	Math	Language	
ABE Level 1	300-441	300-448	300-457	
ABE Level 2	442-500	449-495	458-510	
ABE Level 3	501-535	496-536	511-546	
ABE Level 4	536-575	537-595	547-583	
ABE Level 5	576-616	596-656	584-630	
ABE Level 6	617-800	657-800	631-800	
	TABE CLAS-E: Reading, Writing, Listening, Speaking			
	Reading	Writing	Listening	Speaking
ESL Level 1	250-392	200-396	230-389	231-425
ESL Level 2	393-436	397-445	390-437	426-460
ESL Level 3	437-476	446-488	438-468	461-501
ESL Level 4	477-508	489-520	469-514	502-536
ESL Level 5	509-557	521-555	515-549	537-567
ESL Level 6	558-588	556-612	550-607	568-594

Essential Components of Reading (ECR): WIOA focuses on the important role that strong basic skills play in an adults’ ability to attain a secondary school diploma, transition to postsecondary/training, and in securing employment. To this end, the law specifies that ‘the essential components of reading instruction’ be incorporated into instruction. Wyoming’s Adult Education programs are required to incorporate ECR into all subjects. [Wyoming Policy #5012020](#) specifically details local program requirements for ECR.

Exclusions: There are instances in which a participant can be excluded from performance reporting. OCTAE Program Memorandum 17-2 specifically details these instances as:

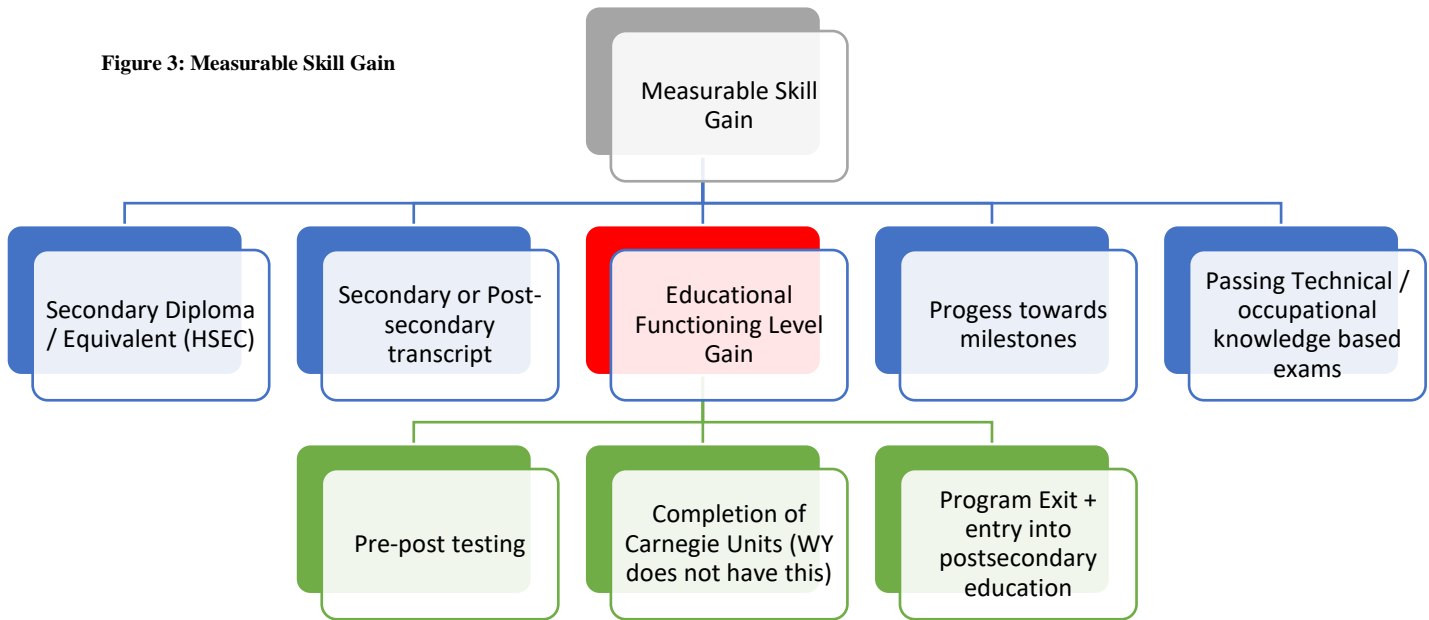
- 1) The participant exits the program because s/he has become incarcerated into a correctional facility or has become a resident of an institution or facility providing 24 hour support such as a hospital or treatment center during the course of receiving services as a participant.
- 2) The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
- 3) The participant is deceased.
- 4) The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.

In the event that one of your student’s meet the aforementioned exclusion criteria, it is critical that this information be relayed to the local director.

Exit Date: The exit date is the last date of service. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services. Services do not include self-service, information-only services or activities, or follow-up services.

Measurable Skill Gain Indicator: The MSG indicator, as defined by the NRS, represents the percentage of 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 academic, technical, occupational, or other forms of progress, towards such a credential or employment. This definition provides for five ways in which AE programs are allowed to report MSG gains.

Figure 3: Measurable Skill Gain



Most AE programs in Wyoming typically utilize only two of the aforementioned methods for calculating gain: Secondary Diploma/ Equivalent or EFL gains.

A. Secondary Diploma/Equivalent: Students who earn a *high school equivalency* are automatically counted as achieving a MSG if the last test on record is the high school equivalency test. If a student post tests after earning the HSEC, then the HSEC credential would not count for reporting purposes. It is for this reason that instructors develop a complete understanding of the progression in which assessments must occur. (outlined in module 1). Completing a HSE is limited to participants who did NOT previously possess a high school equivalency/diploma AND entered the AE program at or above the 9th grade level OR who advanced to the 9th grade or higher level during a period of participation AND exited from the program.

B. Secondary or postsecondary transcript/report card: Credit hours earned towards the State unit's academic standards. (Wyoming does not utilize this method)

C. Educational Functioning Level Gain: The NRS has outlined three ways in which educational functioning level gains may be made.

1) Comparing the participants' initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post test.

2) States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units. (Wyoming does not have this)

3) States may report an educational functioning level gain for participants who exit the program AND enroll in postsecondary education/training during the program year. This indicator is limited to participants who were enrolled in a postsecondary education/training program, including an IET AND exited from the postsecondary/training program in the program year.

D. Progress Towards Milestones: A satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of 1 year of an apprenticeship program or similar milestones, from an employer or training provider who is providing the training.

E. Passing Technical/occupational Knowledge Based Exams: Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Periods of Participation (PoP's): A period of participation starts at the beginning of a fiscal year, after determining the student's entry EFL AND 12+ hours of instruction OR within a fiscal year after a 90 day gap in attendance in which the student has earned 12+ hours since returning to study. PoP's are very difficult to understand, so it would be advisable to talk to your program director about them.

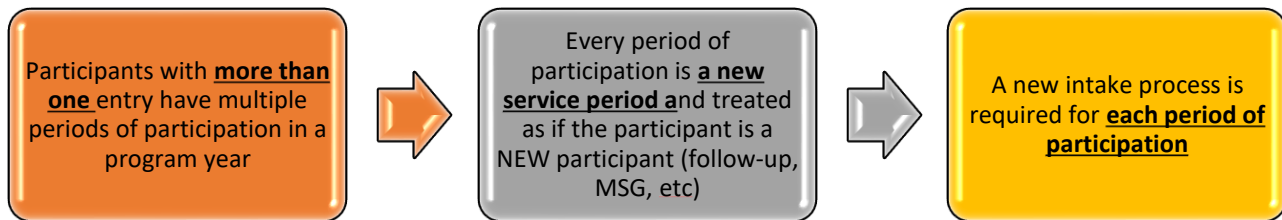


For the purposes of reporting measurable skill gain, each program entry per participant during the reporting period is considered a period of participation.

For the purposes of reporting on Employment 2nd Quarter, Employment 4th Quarter, Median Earnings, and the Credential indicators, each program entry and exit per participant during the reporting period is considered a period of participation.

A new period of participation is counted each time a participant exits and reenters again, even if it occurs during the same program year.

Figure 4: Periods of Participation-Implications



PoP's: Testing: For post-testing purposes, hours can carry from one PoP to another. Students who have a 90 day gap in service and have a test on record that is more than 180 days old, must be given a new test to establish a new baseline for instruction.

PoP: Reporting: Student's who have multiple periods of participation are recorded at the initial entry level for each PoP and can count one EFL gain for each PoP.

Outcome Measures (Primary Post-Exit Indicators of Performance): In addition to measurable skill gain, Adult Education programs have several other areas in which performance must be reported. The indicators are collected on exited participants only and are collected for participation in each PoP. The collection of post-exit data has specific timeframes on which data must be collected and reported on for participants. (Please see your local director for these time frames). In Wyoming most of this data is collected through a data-match system at the State level, so local instructors are not overwhelmed by the burden this reporting requirement entails. However, there are instances when instructors will be required to collect this information through what is known as surveying (see below).

The post-exit indicators in which data must be collected on include:

- 1) Unsubsidized employment in the 2nd quarter after exit: The number of qualified participants who were employed at any point in the second quarter after exit.
- 2) Unsubsidized employment in the 4th quarter after exit: The number of qualified participants who were employed at any point in the fourth quarter after exit.
- 3) Median Quarterly Earnings in the 2nd quarter after exit: The median quarterly wage earned by each qualified participant during the second quarter after exit. Students who are surveyed for this information and are not willing to disclose earnings, should be recorded as \$1 median quarterly wage.
- 4) Credential Attainment: There are two components of the credential attainment indicator:
 - a) *Secondary credential attainment*-The Secondary credential component is limited to participants who DID NOT previously possess a high school equivalency AND entered an AE program at or above the 9th grade level OR who advanced to the 9th grade or higher level during a period of participant AND was exited from the secondary education program.
 - b) *Postsecondary credential attainment*- The postsecondary education component is limited to participants who were enrolled in a postsecondary education/training program, including an IET AND exited from that program.

This indicator records the percentage of participants who obtain a secondary school diploma or recognized equivalent OR a recognized postsecondary credential, while enrolled or within one year of exit.

However, it should be noted that a participant who has attained a secondary school diploma for the Credential Attainment Indicator is ONLY counted if the participant is employed or enrolled in a postsecondary education or training program within one year of exit.

Participants & Reportable Individuals: Every student who walks through the door and completes an application must be reported on. Determining how this is completed is based entirely upon the number of hours a participant has with the program. There are two types of individuals that AE centers must report on. These are defined in the figure below.

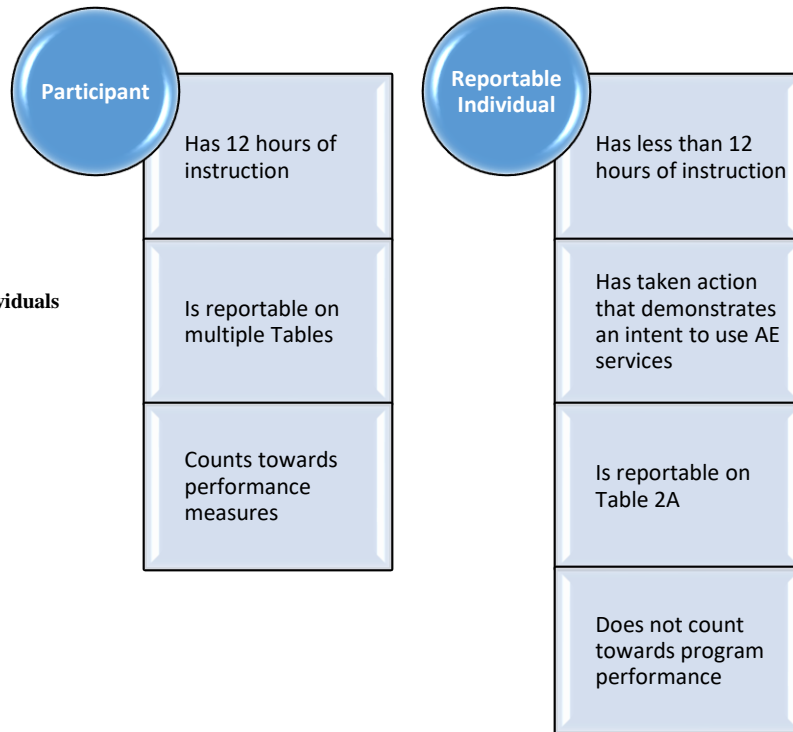


Figure 2: Types of Individuals

Referrals: Referrals are an important part of an integrated WIOA system in Wyoming. Because of this agencies must track the number of referrals made for each student through a State approved Referral form. Programs are required to report on this on a quarterly basis, so it is important that instructors track this and report any referral made to your local director.

Surveying of Students: There are instances in which instructors will be called upon to collect post-exit performance indicator data. Students who do not provide an Adult Education program with a social security number for data-matching purposes will have to have a surveying conducted at least two times after exiting the program. In addition, because there are several industries in Wyoming which are not required to report payroll earnings to the State’s UI system, it is not possible to conduct data matches on participants employed in these industries. Consequently, the State ([Policy #08112020R](#)) requires that manual surveys be conducted on all individuals that indicate, upon entry into the program, that they are employed as:

- a) Self employed
- b) Railroad
- c) Farmer/rancher
- d) Federal and military employee

There are specific protocols surrounding the use of a survey to collect data for reporting purposes. Please consult your local program director about this.

Local Data Collection

Data collection is a requirement of the Workforce Innovations and Opportunities Act. Publically funded programs and agencies have greater accountability in this law and the law requires programs to demonstrate their impact.

Data is collected on student demographics and the progress made towards advancing their educational levels, employment, and enrollments in postsecondary/training. These are recorded in a Management Information System (MIS). The vendor we use in Wyoming is LiteracyPro Systems and the software is LACES.



Once the data is collected on the intake form and entered by each local ABE program provider, the data is aggregated at the state level for reporting to the US Department of Education – Office of Career, Technical, and Adult Education (OCTAE). State data is entered into the National Reporting System (NRS) online database. OCTAE creates a NRS report that is then given to the U.S. Congress. It has both state profiles and aggregated data tables for the national Adult Education program.

It all begins with our AE students entering the AE program to enroll in classes. The quality of the data is initially up to the front line staff that walks the student through the orientation, enrollment, and assessment process. Instructors accurately determining the appropriate post testing times, timely input of scores, recording attendance, and managing the student files to reflect current information on students is a cornerstone to this accountability process. Error checking and updating should happen on a continual basis.

INTAKE

When students enter the program, intake staff collect NRS measure data, including demographics such as age, ethnicity, race, and gender, as well as, family information. Contact information is recorded on the intake form which will be used in retention and follow-up activities. Intake staff completes give directions for completing an intake form and sends the forms to data entry staff.

CAREER SERVICES

All students complete a career service course where such things as assessments, career planning, goal setting, participatory learning, brain-based theory is introduced to students. Instructors must compile, record, and submit all completed documentation to the program director/data entry person to record this information into the student's LACES record.

INSTRUCTORS

Instructors have a large role in data collection in most programs. They report student attendance or contact time, assess students, report test scores, and sometimes are involved in the goal-setting process. In addition, since instructors have direct contact with students, they are often asked to provide student information that was missing or incorrect at other stages of the data collection process. Ideally, instructors not only help with completing forms, but also have a role in reviewing data and reports. NOTE: Valid and accurate data collection is part of everyone's responsibility.

CLERICAL AND ERROR CHECKING STAFF

The data collection process results in a high volume of paper (forms, test scores, attendance records, surveys) that clerical staff receives and tracks. Staff must develop an organized system for managing this paper flow. The process includes receiving forms from other staff for checking and correcting. Once error checkers correct forms, program staff then completes the data entry.

DATA ENTRY AND DATA SYSTEM

One or more staff members must enter information from forms into the program's database (LACES). Data entry may occur at an instructional site, or the program may have a central data entry point to which all sites submit their forms for key entry. Programs must have an individualized student database that is organized to allow the program to examine relationships among student and program variables, attendance, and student outcomes. Once forms are keyed, data entry staff should review error reports promptly and resolve errors and missing data by returning forms to the staff members who collected the problem data. The Dashboard has interactive graphs to help expedite the process but thorough checks must be done at least quarterly.

PROGRAM ADMINISTRATIVE REVIEW

The review process should include a regular opportunity for the program director and other program leaders to review data reports. As the person most responsible, the director may often look at the "big picture," and bring a different perspective to the data review process. This review may raise further questions about data integrity, requiring another round of data checking and verification among the staff. The program director may share data reports with staff as a means to identify problems, track progress, and receive staff buy-in into the data collection process by demonstrating how data can be used for program management and inform continuous program improvement.

STATE DATA SYSTEM AND REPORTING

All local program data is dynamically available to the state agency and used for integration into the state data reporting system. The state level database combines the individual program data into a state aggregated report. As part of the data integration process, state staff may identify errors or inconsistencies in local data, initiating another round of data checking, cleaning, and data entry by the local program.

FEDERAL REPORT

All states send their data to the U.S. Department of Education (ED) annually, using the NRS data tables. ED then creates a national report and submits the report to the U.S. Congress and uses the data in determining state performance incentives. Prior to creating the national report, ED reviews each state's data tables for errors and inconsistencies and asks for corrected data tables from states, as needed. In turn, states may once again need to review local program data to correct data problems and contact local program directors for corrections. Local staff then needs to identify problems and correct errors and resubmit data to the state, which then provides corrected tables to ED.

SUMMARY: THREE KEY CONCEPTS


The discussion around the model data collection process identifies two key characteristics central to the success of a good data collection system. First, the process requires many people working together as a team. Each point of the process represents a staff person who has a definite role in data collection. Each person must know his or her job and do it right. Ideally, each staff member will also accept responsibility, as a member of the team, for fulfilling his or her role. The team makes the process work, which includes collecting and recording accurate and timely information, submitting the information to the next staff person in the process, and reviewing and correcting information that is missed or erroneous. The second characteristic of a good data collection process is that it has many checkpoints and feedback loops. There are frequent checks on the data (when forms are first completed, after data entry, prior to report submissions) and several opportunities to improve data integrity. At each checkpoint, there is a staff member who has the responsibility and authority to correct the data. In addition, several different levels of staff (clerical and data entry, teachers, program directors, state and federal) review the data. This review by staff, internal and external to the process, produces quality data. The third concept is in WY the expectation is that all local providers will meet the NRS Measures.

**Information from <http://www.nrsonline.org/training>

Performance Measure Targets

Every two years States negotiate with the Office of Career, Technical & Adult Education to establish performance measure targets for each Measurable Skill Gain and for the Post-Exit Indicators. States and local program are expected to meet each of these targets, which is why accurate data collection is so crucial.

PY 20/21 AND 21/22 Table 4 Performance Targets for Each Educational Functioning Level

 Workforce Innovation and Opportunity Act Measurable Skill Gains Target Negotiations Worksheet PY 2020 and PY 2021							
Wyoming							
PY 2018 MSG Performance Outcomes						Target Worksheet	
Entering Educational Functioning Level	Total Number Enrolled (Unique)	Total Periods of Participation	Measurable Skill Gains (POP)	% Achieving MSG (POP)	PY 2018 National Average MSG (POP)	PY 2020 Proposed Individual Targets	PY 2021 Proposed Individual Targets
ABE Level 1	51	54	24	44.44%	43.78%	45.0%	46.0%
ABE Level 2	411	415	182	43.85%	42.45%	46.0%	47.0%
ABE Level 3	547	550	343	62.36%	45.58%	48.0%	49.0%
ABE Level 4	389	392	279	71.17%	45.23%	47.0%	48.0%
ABE Level 5	106	106	90	84.90%	48.67%	65.5%	66.6%
ABE Level 6	65	66	47	71.21%	43.17%	67.5%	69.5%
ESL Level 1	70	70	20	28.57%	52.53%	40.0%	40.0%
ESL Level 2	60	60	27	45.00%	53.11%	45.0%	46.0%
ESL Level 3	38	38	18	47.36%	49.37%	46.0%	47.0%
ESL Level 4	44	44	27	61.36%	44.58%	42.0%	43.0%
ESL Level 5	73	73	34	46.57%	43.81%	40.0%	41.0%
ESL Level 6	18	18	11	61.11%	27.52%	39.0%	40.0%
Total	1,872	1,886	1,102	58.43%	45.06%	47%	48%

PY 20/21 AND 21/22 Table 5 Performance Targets (Targets are in Gold)

Negotiations												
			PY 2020					PY 2021				
Indicator of Performance	PY 2018 Outcome	PY 2018 National Average	GPRA Target	Statistical Adjustment Model Estimate	Expected Level of Performance	Negotiated Target %	Negotiated Target Number	GPRA Target	Statistical Adjustment Model Estimate	Expected Level of Performance	Negotiated Target %	Negotiated Target Number
Employment Rate (Q2)	46.99%	27.53%	28.5%	46.9%	45.0%	44.7%	648	29.0%	46.9%	46.0%	45.0%	652
Employment Rate (Q4)	47.56%	26.08%	27.0%	-----	45.0%	43.0%	661	27.5%	-----	46.0%	43.5%	669
Median Earnings	\$3,566	\$4,392	-----	\$3,566	\$3,500	\$3,566	N/A	-----	\$3,566	\$3,550	\$3,570	N/A
Credential Rate	41.34%	24.91%	27.0%	-----	45.0%	41.0%	329	28.0%	-----	46.0%	41.5%	333

		Negotiated PY 2020	Negotiated PY 2021
Table 5	Employment (Second Quarter After Exit)	44.7%	45.0%
Table 5	Employment (Fourth Quarter After Exit)	43.0%	43.5%
Table 5	Median Earnings (Second Quarter After Exit)	\$3,566	\$3,570
Table 5	Credential Attainment Rate	41.0%	41.5%
Table 4: Total	Measurable Skill Gains	47.0%	48.0%

Exhibit B: Functioning Level Table ABE

<p><u>Beginning Literacy (ABE)</u></p> <p>Level 1</p> <p>TABE (11–12) scale scores (grade level 0-1.9): Reading: 441 and below Mathematics: 448 and below Language: 457 and below</p> <ul style="list-style-type: none">LITERACY / ENGLISH LANGUAGE ARTS	<p>Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context. Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.</p> <p>Writing : Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.</p> <p>Speaking & Listening : Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.</p> <p>Language: When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.</p>
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<ul style="list-style-type: none"> • MATHEMATICS • Level 1 	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.</p> <p>Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.</p> <p>Geometry and Measurement: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.</p> <p>Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.</p>
<p>Beginning Basic (ABE) Level 2</p> <p>TABE (11–12) scale scores (grade level 2-3.9): Reading: 442-500 Mathematics: 449-495 Language: 458-510</p> <ul style="list-style-type: none"> • LITERACY / ENGLISH LANGUAGE ARTS 	<p>Reading: Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to</p>

	<p>describe how reasons support specific points an author makes in a text and identify the author’s main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author’s.</p> <p>Writing: Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.</p> <p>Speaking & Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.</p> <p>Language: When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.</p>
<ul style="list-style-type: none"> • MATHEMATICS • Level 2 • Beginning Basic 	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple</p>

	<p>fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.</p> <p>Algebraic Thinking: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.</p> <p>Geometry and Measurement: Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.</p> <p>Data Analysis: Students prepared to exit this level are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units.</p>
<p>Low Intermediate Basic Education (ABE) Level 3</p> <p>TABE (11–12) scale scores (grade level 4-5.9): Reading: 501-535 Mathematics: 496-536 Language: 511-546</p> <ul style="list-style-type: none"> LITERACY / ENGLISH LANGUAGE ARTS 	<p>Reading: Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 and 1010).¹² They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.</p> <p>Writing: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.</p>

	<p>Speaking & Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.</p> <p>Language: When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).</p>
<ul style="list-style-type: none"> • MATHEMATICS • Level 3 • Low Intermediate 	<p>The Mathematical Practices: Students prepared to exit this level are able to decipher multistep problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-step word problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.</p> <p>Algebraic Thinking: Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-</p>

	<p>world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.</p> <p>Geometry and Measurement: Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.</p> <p>Data Analysis and Statistics: Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.</p>
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<p>High Intermediate Basic Education (ABE) Level 4</p> <p>TABE (11–12) scale scores (grade level 6-8.9): Reading: 536-575 Mathematics: 537-595 Language: 547-583</p> <ul style="list-style-type: none"> LITERACY / ENGLISH LANGUAGE ARTS 	<p>Reading: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 and 1185). They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts. Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis.</p>
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	<p>It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.</p> <p>Speaking and Listening: Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language: When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.</p>
<ul style="list-style-type: none"> • MATHEMATICS • Level 4 • Middle Intermediate 	<p>The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.</p> <p>Number Sense and Operations: Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.</p> <p>Algebraic Thinking: Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.</p>

	<p>Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.</p> <p>Statistics and Probability: Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).</p>
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<p><u>Low Adult Secondary Education (ASE)</u> Level 5</p> <p>TABE (11–12) scale scores (grade level 9-10.9): Reading: 576-616 Mathematics: 596-656 Language: 584-630</p> <ul style="list-style-type: none"> LITERACY / ENGLISH LANGUAGE ARTS 	<p>Reading: Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335).¹⁴ This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience’s knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology’s capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.</p>
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	<p>Speaking and Listening: Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker’s point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language: Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.</p>
<ul style="list-style-type: none"> • MATHEMATICS – Level 5 • High Intermediate 	<p>The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.</p> <p>Number Sense and Operations: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multistep real-world and mathematical problems.</p> <p>Algebraic Thinking: Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.</p> <p>Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.</p>

	<p>Statistics and Probability: Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.</p>
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<p>Adult Secondary Education (ASE) Level 6</p> <p>TABE (11–12) scale scores (grade level 11-12.9): Reading: 617 and above Mathematics: 657 and above Language: 631 and above</p> <ul style="list-style-type: none"> LITERACY / ENGLISH LANGUAGE ARTS 	<p>Reading: Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 and 1385).¹⁵ This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.</p> <p>Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology’s capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.</p> <p>Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to</p>
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contribute to the team’s overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others’ ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker’s point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Exhibit B.1. Quantitative Analysis Chart for Determining Text Complexity¹⁶

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (Level 2)	2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13
C (Level 3)	4.97–7.03	52–60	4.51–7.73	740–1010	5.42–7.92
D (Level 4)	7.00–9.98	57–67	6.51–10.34	925–1185	7.04–9.57
E (Level 5)	9.67–12.01	62–72	8.32–12.12	1050–1335	8.41–10.81
E (Level 6)	11.20–14.10	67–74	10.34–14.2	1185–1385	9.57–12.00

- MATHEMATICS
- Level 6

The Mathematical Practices: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision.

Algebraic Thinking: Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, $V = IR$, to highlight resistance R . They are also able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise. Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).

Geometry: Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot).

Data Analysis and Statistics: Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

Exhibit B-2 Functioning Level Table ESL

<p>Beginning ESL Literacy TABE CLAS-E scale scores: (SPL 0-1) Reading: 250-392 Writing: 200-396 Total Reading/Writing: 225-394 Listening: 230-389 Speaking: 231-425 Total Listening/Speaking: 230-407</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Low Beginning ESL TABE CLAS-E scale scores: (SPL 2) Reading: 393-436 Writing: 397-445 Total Reading/Writing: 395-441 Listening: 390-437 Speaking: 426-460 Total Listening/Speaking: 408-449</p>	<p>Individual can understand basic greetings, simple phrases, and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers, letters, and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry-level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>
<p>High Beginning ESL TABE CLAS-E scale scores: (SPL 3) Reading: 437-476 Writing: 446-488 Total Reading/Writing: 442-482 Listening: 438-468 Speaking: 461-501 Total Listening/Speaking: 450-485</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization, and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace, and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>
<p>Low Intermediate ESL TABE CLAS-E scale scores: (SPL 4) Reading: 477-508 Writing: 489-520 Total Reading/Writing: 483-514 Listening: 469-514 Speaking: 502-536 Total Listening/Speaking: 486-525</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry-level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>
<p>High Intermediate ESL TABE CLAS-E scale scores: (SPL 5) Reading: 509-557 Writing: 521-555 Total Reading/Writing: 515-556 Listening: 515-549 Speaking: 537-567 Total Listening/Speaking: 526-558</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>

Exhibit B-2 Functioning Level Table ESL

<p>Advanced ESL TABE CLAS-E scale scores: (SPL 6) Reading: 558-588 Writing: 556-612 Total Reading/Writing: 557-600 Listening: 550-607 Speaking: 568-594 Total Listening/Speaking: 559-600</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles, descriptions, and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables, and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>
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