Program Administrative Handbook for Local Directors
Adult Education
Wyoming
Chapter 5: Program Quality, Performance & Accountability

I. Office of Career, Technical, and Adult Education (OCTAE)

The Office of Career, Technical, and Adult Education (OCTAE) administers, coordinates programs that are related to adult education and literacy, career and technical education, and community colleges.

OCTAE's initiatives are designed to:

- Administering the AE formula grant program to the States
- Providing assistance to States to improve quality, accountability, and capacity
- Establish national leadership activities to enhance the quality of adult education.

OCTAE's Division of Adult Education and Literacy (DAEL) is the federal agency which oversees AELFA grants. DAEL administers the AEFLA formula grant program to States using a formula that is based, in part, upon Census data.

To help implement WIOA legislation in AEFLA programs, OCTAE provides guidance through Program Memorandums.

Periodically, OCTAE will conduct audits (monitoring visits) of individual States to verify that the State is in compliance with WIOA legislation. Because accountability is so critical to the AEFLA grant, Wyoming's AE programs have set in place many components to verify WIOA compliance. This includes multiple types of monitoring(s) and technical assistance and training. (See Chapter 10)

Throughout any given year, OCTAE also establishes multiple national leadership activities to enhance the quality of adult education throughout the United States.

II. The National Reporting System

The National Reporting System for Adult Education (NRS) is the accountability system for the federally funded adult education programs, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). 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. They provide the guidance needed to collect all data for accountability purposes. To help local providers and States understand the protocols associated with implementing AEFLA grants, they have provided a Technical Assistance Guide available here. This TA guide was updated in March 2021 and contains guidance on:

1) WIOA performance indicators and other NRS measures
2) Methodologies for collecting the measures
3) Training and technical assistance in collecting and reporting the measures
4) Reporting tables, including the WIOA joint information collection requires (ICR) instruction and forms.

A. NRS Trainings

A wealth of professional development and learning opportunities are also available through the NRS. These self-paced online courses offer educational practitioners an opportunity to learn about NRS and WIOA requirements and provides strategies to improve the collection and validation of NRS data. For more information about NRS sponsored trainings, please click here.

Self-paced online courses available from the NRS include nine courses developed for adult education practitioners to learn about the NRS and WIOA requirements and strategies to improve NRS data quality and use. The courses are open to anyone interested in learning more about the accountability system associated with adult education program in the United States. The time commitment for each course varies in length. Courses available are shown below.

Course	Short Description	Time Commitment
NRS CommQuest	In the NRS CommQuest, you will take on the role of a fictional state adult education staff person to develop a communication plan. The interactive learning experience presents the principles of communication planning and a communication plan model that you may use to develop your program's plan	Approximately 45 minutes to 60 minutes
Measuring Performance Under WIOA	In this online course, you will gain an understanding of the indicators and reporting requirements of the Workforce Innovation and Opportunity Act (WIOA). This course will also describe the NRS reporting tables and help you to identify NRS data collection needs for states to meet the WIOA reporting requirements. Upon completion of this course, you should be able to answer questions revolving around "what," "why," and "how" of the federal accountability system.	Approximately 30 minutes to 45 minutes
Using NRS Data	In this online course you will gain an understanding of how to use NRS data and learn basic techniques on using NRS data to assist in the analysis of educational program(s) data. (Users will be required to log in to access this course.	Approximately 10 minutes to 15 minutes
Developing Report Cards for Adult Education	This 4-part self-directed course provides an overview of how report cards are used in adult education and walks users through the five steps of developing a report card. The course is designed to follow a sequence in which each new section builds upon the previous; however, users may choose to take any lessons within the course at any time. (Users will be required to log in to access this course.	Approximately 1 hour 20 minutes to 1 hour 45 minutes
NRS Data Dashboards	This course reviews how to use data dashboards to summarize and present NRS data and other information that you need to make decisions, understand challenges, and highlight progress toward your organization's goals.	Approximately 2 to 3 hours
Learning to Be an NRS Data Detective	Learn the art of being a data detective and using data to monitor performance, understand programs, and plan and evaluate program improvements efforts.	Approximately 3 to 5 hours
NRS Data Use Guide Training Course	Learn how to use your NRS data for program improvement through this eight-part online course. The course is designed to follow a sequence in which each new section builds upon the previous; however, users may choose to take any lessons within the course at any time.	Approximately 1 hour 15 minutes to 1 hour 45 minutes
NRS Data Flow	Learn how data are transferred throughout the NRS and understand how NRS data flow through the local, state, and federal systems. Upon completion of this course, you should be able to give a detailed account of what goes on at each level of the accountability system.	Approximately 10 minutes to 15 minutes

In addition to the online courses, the NRS also conducts face-to-face trainings in various locations around the United States. Typically these are attended by the State director, but on occasion, local directors are also invited to participate at no cost to their program.

The NRS also offers a wealth of other online resources on its homepage to local providers, such as WIOA & NRS resources, statewide performance reports, State snapshots and data highlights.

III. The AE Accountability System

Section 116 of WIOA establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of States and local areas in achieving positive outcomes for individuals served by the workforce development system's six core programs. These six core programs are --

1) the Adult, Dislocated Worker, and Youth programs authorized under WIOA title I and administered by the Department of Labor;
2) the Adult Education and Family Literacy Act (AEFLA) program, authorized under WIOA title II and administered by the U. S. Department of Education;
3) the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III and administered by Department of Labor; and,
4) the Vocational Rehabilitation (VR) program authorized under title I of the Rehabilitation Act of 1973, as amended by WIOA title IV and administered by the U. S. Department of Education.

A. Six Primary Indicators of Performance

Figure 5.1: Primary Indicators of Performance

The NRS defines 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. WIOA Sec. 116 also defines the six primary indicators of performance that all core partners must report annually on in a joint State report. These indicators are shown in Figure 5.1.

IV. NRS Definitions & Regulations For Accountability

Perhaps one of the most important concepts provided by the NRS are the definitions and guidelines for specific terms. The State has extrapolated several key terms to draw attention to their importance as an Adult Education director in Wyoming.

- Essential Components of Reading
- Types of Individuals
- Learning Environments
- Educational Functioning Levels
- Measuring Gain for Performance
- Periods of Participation
- Outcome Measures
- Barriers to Employment
- Surveying
- Data Validity
- Distance Education

A. *Essential Components of Reading*

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 (Essential Components of Reading) specifically details local program requirements for ECR.

B. *Types of 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 shown in Figure 5.2. Each program is required to report on both types of individuals through the various NRS tables.

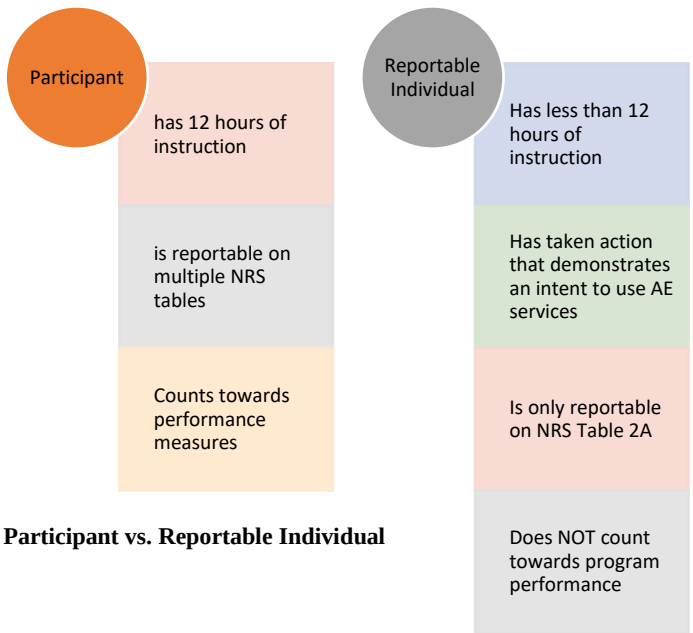


Figure 5.2: Participant vs. Reportable Individual

Under WIOA, an individual who completes at least 12 contact hours of service in an adult education program qualifies as a Title II "participant" and any individual who receives adult education services without completing at least 12 contact hours is considered a "reportable individual." Only participants are reported for WIOA performance indicator purposes. Participant status must be achieved any time an individual enters, or reenters,

an adult education program. Participants who continue receiving services across program years do not need to requalify as a participant in a new program year since exit has not occurred.

A reportable individual is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:

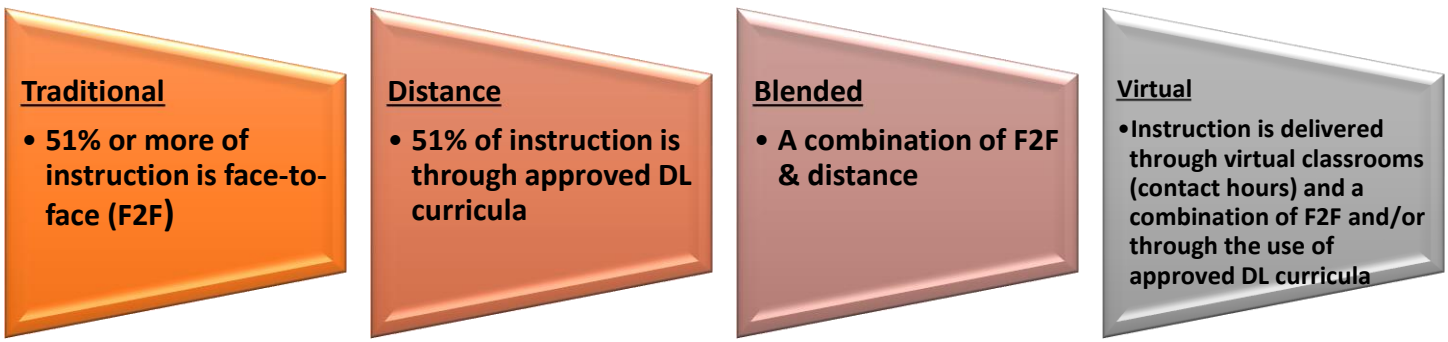
- Individuals who provide personal identifying information through the intake process
- Individuals who complete an electronic intake through the LACES portal but do not fully enroll
- Individuals who only receive information about the program

C. Types of Learning Environments

Adult Education programs recognize multiple types of learning environments as depicted in Figure 5.3. A traditional environment is one where the enrolled participant receives 51% or more of instruction as *contact* hours where participant identity is verifiable. A purely distance environment is one where the enrolled participant receives 51% or more of *proxy* hour instruction through State approved distance learning curricula. Whenever a student's distance learning proxy hours reach 51% or more, the hours are reported on NRS table 4C, which is a subset of table 4. Learning environments which combine both traditional and distance modes are called a blended environment and the reportable hours can be a mixture of both contact and proxy hours.

The COVID era saw the birth of a new type of learning environment and with that came what is now commonly known as a 'virtual learner'. A virtual learner is one who receives instruction through a virtual classroom where hours are measured as 'contact hours' or through a combination of virtual classroom hours and distance learning proxy hours.

Figure 5.3: Learning Environments



D. Educational Functioning Levels

All AE programs are required to report on twelve educational functioning levels (See Appendix #1). These are defined in detail in the Appendix. Table 5.1 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, because LACES has the ability to track and measure any measurable skill gain, it is not always necessary to track the lowest subject as the database will automatically record 'any' gain made by a participant.

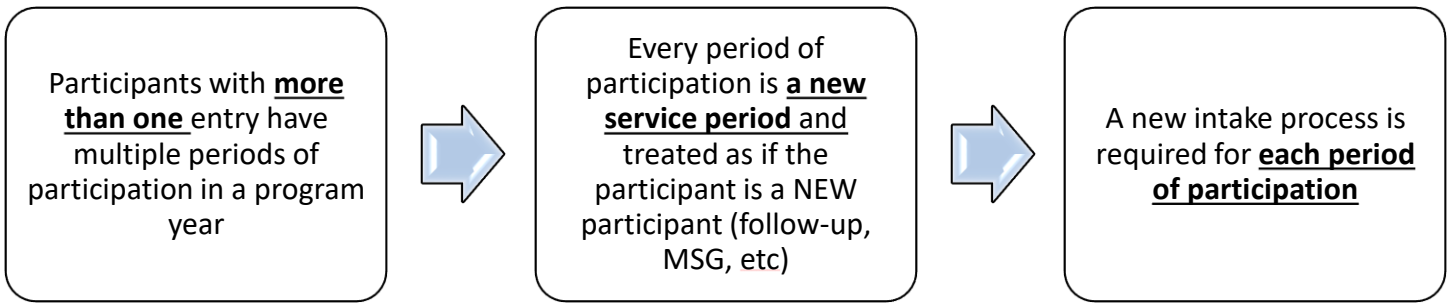
Table 5.1: Educational Functioning Levels

	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

E. Periods of Participation (PoP)

A period of participation begins each time a participant enrolls in adult education—even when multiple enrollments occur during the same program year. Subsequent enrollments during a program year result in a new period of participation. Therefore, a participant may have more than one period of participation in a program year.

A period of participation can start 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.



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 after a 90 day gap in service per participant during the reporting period is considered a period of participation.

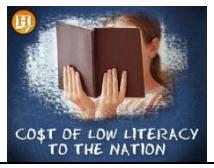
A new period of participation is counted each time a participant exits and reenters again after a 90 day gap in service, even if it occurs during the same program year.

F. Barriers to Employment

Federal legislation requires that AE providers track and report on 13 barriers to employment. These are demographic measures, which 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 5.2: Barriers Defined

Cultural 	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.
Disabled 	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.
Displaced Homemaker 	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.
Economic Disadvantaged (Low income) 	an individual who: (a) In the 6 months prior to application to the program has received: (i) Assistance through the supplemental nutrition assistance program (SNAP); (ii) Assistance through the temporary assistance for needy families (TANF) program; (iii) Assistance of supplemental security income program (SSI); or (iv) State or local income-based public assistance. (b) total family income does not exceed 70% of the lower living standard income level; (c) Is a youth who receives a free or reduced price lunch; (d) Is a foster child on behalf of whom State or local government payments are made; (e) 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; (f) Is a homeless participant or a homeless child or youth or runaway youth; or (g) Is a youth living in a high-poverty area.
English Language Learner 	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.
Ex Offender 	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.

Exiting TANF Within Two Years 	if the participant, at program entry, is within 2 years of exhausting lifetime eligibility regardless of whether receiving these benefits at program entry.
Foster Care Youth(Inc. Aged out): 	a person who is currently in foster care or has aged out of the foster care system
Long Term Unemployed 	if, at program entry, he/she has been unemployed for 27 or more consecutive weeks
Low Literacy Levels 	ALL Adult Education students must have this marked upon intake. 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.
Migrant Farmworker 	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.
Singles Parent or Guardian 	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).
Homeless (Inc. Runaway youth): 	a person without a fixed, regular, and adequate nighttime residence; or runaway youth

Why Collect Data on Barriers to Employment?

Collecting data for Barriers to Employment is critical to OCTAE negotiations with the State for performance targets.

- Uncover obstacles that can impede students' full participation or edibility
- Gain an increased understanding of the needs of student subgroups through analyses
- Demonstrate that local programs are serving students with multiple challenges (used on the Statistical Adjustment Model)

G. Distance Education

Distance education is considered 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:

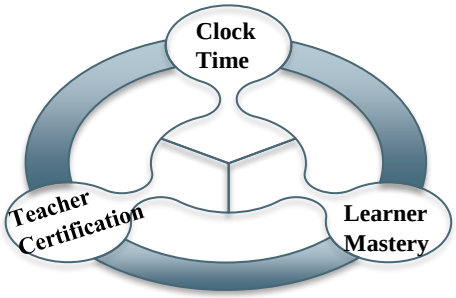
a. Computer software, web-based programs, online technology
b. Printed materials
c. Audio/video
d. Broadcasts

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.

Adult Education programs utilize what is called proxy hours to measure/record the hours a student spends working on a State approved distance learning program. To determine a participant's proxy hours, the State will

approve curriculum requests that utilize one of the federally approved distance learning curriculum models, as shown in Figure 5.4.

Figure 5.4: Distance Learning Curriculum Models



Clock Time Model: Assigns proxy contact hours based on the time that a participant is connected to or engaged in an online or stand-alone software program that tracks time. Clock time model curricula electronically track the time the participant spends interacting with instructional material and stops counting idle time after a preset period of inactivity.

Teacher Verification Model: Assigns a predetermined number of proxy contact hours for each activity completed at an acceptable level of quality, as verified by the instructor. Proxy contact hours for teacher verification model curricula are awarded based on the teacher's certification of participant's completion of assignments. Teachers may award full proxy hour credit if the assignment is completed and the participant has demonstrated competence (in the teacher's professional judgment.) Teachers may award half of the full proxy hour credit if the assignment is only partially completed but still demonstrates competence (in the teacher's professional judgment.) Assignments that do not demonstrate competence must be resubmitted by the participants to be counted for proxy hour credit.

Learner Mastery Model: Assigns a predetermined number of proxy contact hours based on learner mastery of each lesson or unit in the distance curriculum. Proxy contact hours for learner mastery model curricula are awarded based on a passing score on a content test for a particular assignment, lesson, or unit. The passing rate is set at a minimum of 70 percent unless otherwise recommended during the curriculum approval process.

The State distance learning policy outlines approved models and the protocols involved for requesting curricula approval for distance learning in Wyoming.

Making a Formal Request for New Distance Learning Curricula

Providers in Wyoming who want to utilize distance learning as part of their program must formally request to do so. Typically, this request is part of the grant application process, but providers may submit an Application to Use Distance Learning (See Appendix #2).

Local providers may also request that a new distance learning curricula be adopted by the State. The State utilizes a formal approval process for this which requires approval by the States' Distance Learning Committee. There are several things to keep in mind when a provider wants to request new distance learning curricula.

1) All models must show alignment to the College & Career Readiness Standards or ELP Standards. Evidence must be submitted to verify this.
2) All Clock time models must automatically time out at 15 minutes or less. A sample report of how attendance and progress is monitored by the online system must be submitted.
3) Print materials using either Learner Mastery or Teacher Verification must provide all details related to the publisher.
4) Learner Mastery & Teacher Verification models should be piloted first so that the State can determine:
    a. whether requested proxy hours through proof of mastery through assessment is fair
    b. how proxy hours per module/activity/lesson have been determined

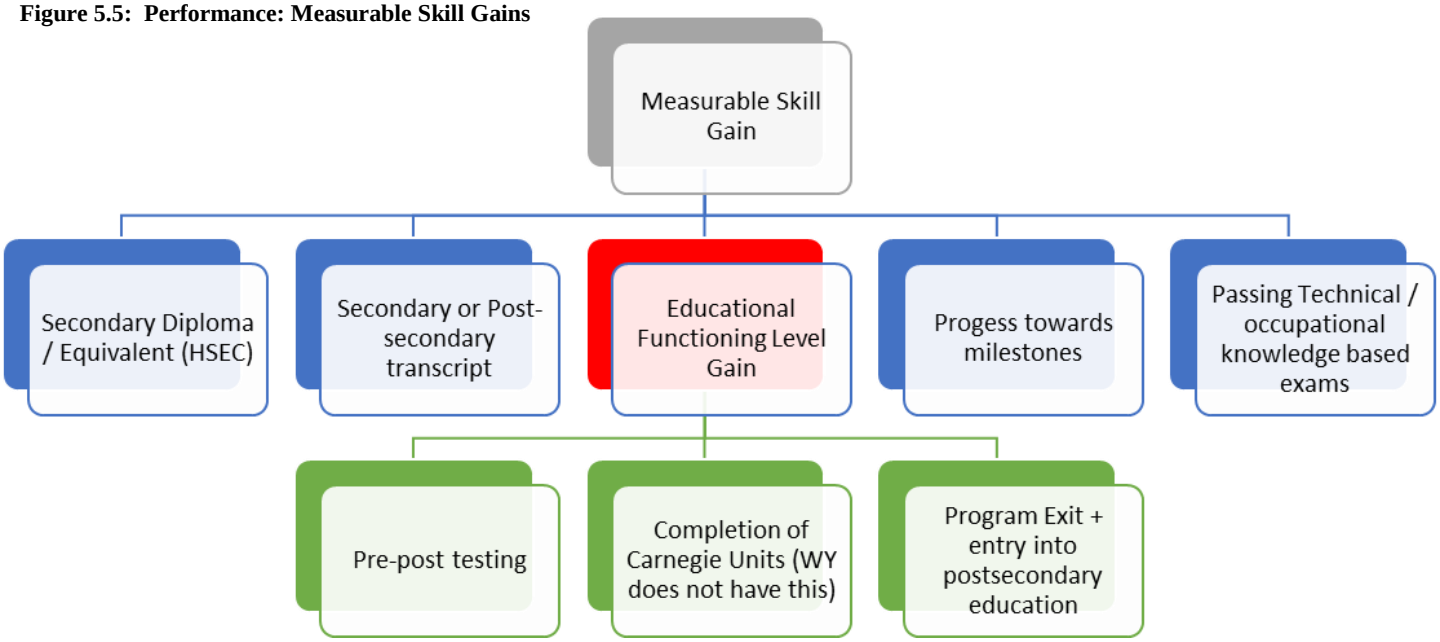
Applications for new distance learning curricula are due in the State office by the end of October each year. However, applications will be accepted and reviewed throughout the year. A copy of this application can be found in Appendix #3.

V. Measurements of Performance

A. Measurable Skill Gains

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 as shown in Figure 5.5. All MSG's are tracked through NRS Tables 4, 4A, 4B, 4C, and Tables : IELCE, Table 10: Corrections, and Table 11: IET.

Figure 5.5: Performance: Measurable Skill Gains



Most AE programs in Wyoming typically utilize only two of the methods shown in Figure 5.5 for calculating gain: Secondary Diploma/ Equivalent or EFL gains.

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 program staff must develop a complete understanding of the progression in which assessments must occur. 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.

Secondary or postsecondary transcript/report card

Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the State unit's academic standards. The transcript/report card must show that the participant has

satisfactorily completed a minimum of 12 hours per semester as a full time student in one semester or as a part time student 12 hours across two consecutive semesters.

For IET's and workplace literacy programs of study, the 'transcript' MSG can be used as long as the program can demonstrate/document that the participant has satisfactorily completed 12 credit hours for per semester for a full time student and 6 hours per semester for part time students across two consecutive terms.

Figure 5.6: Full Time

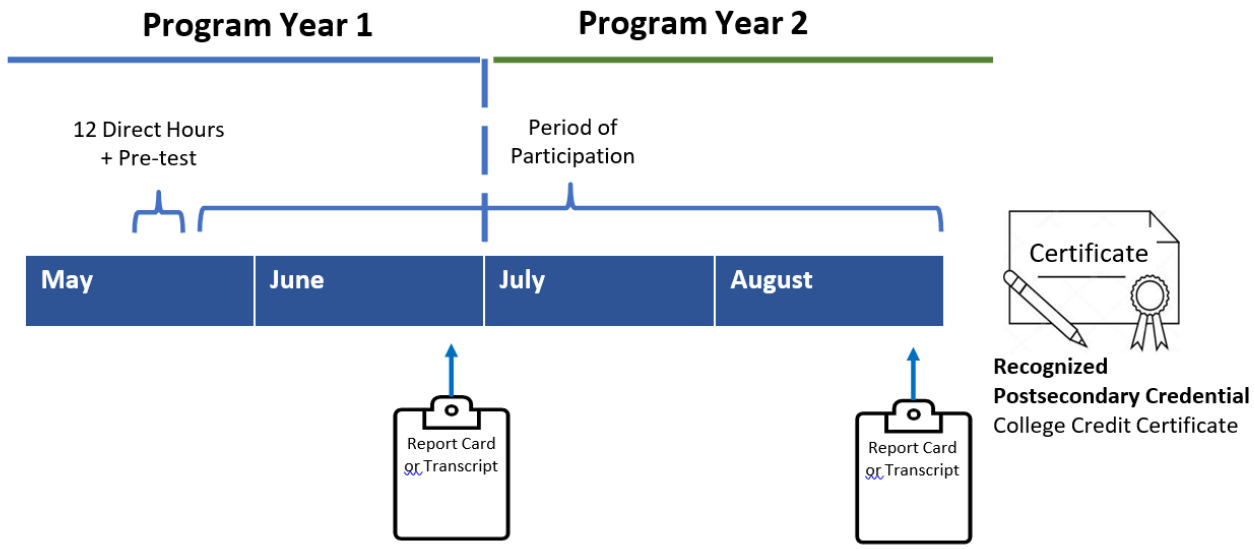
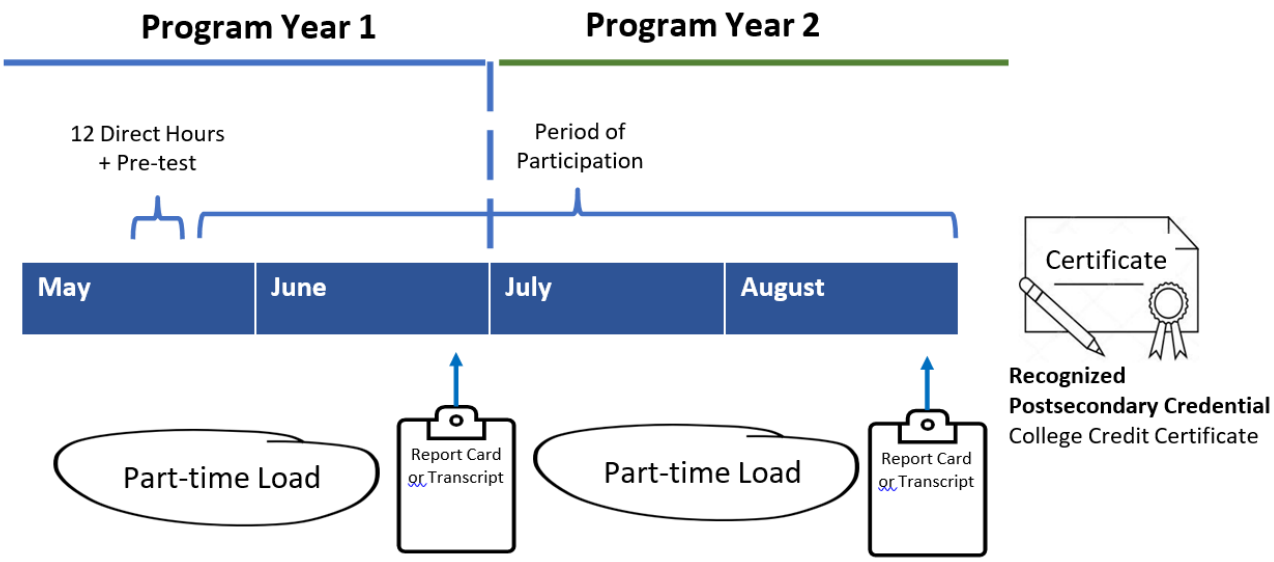
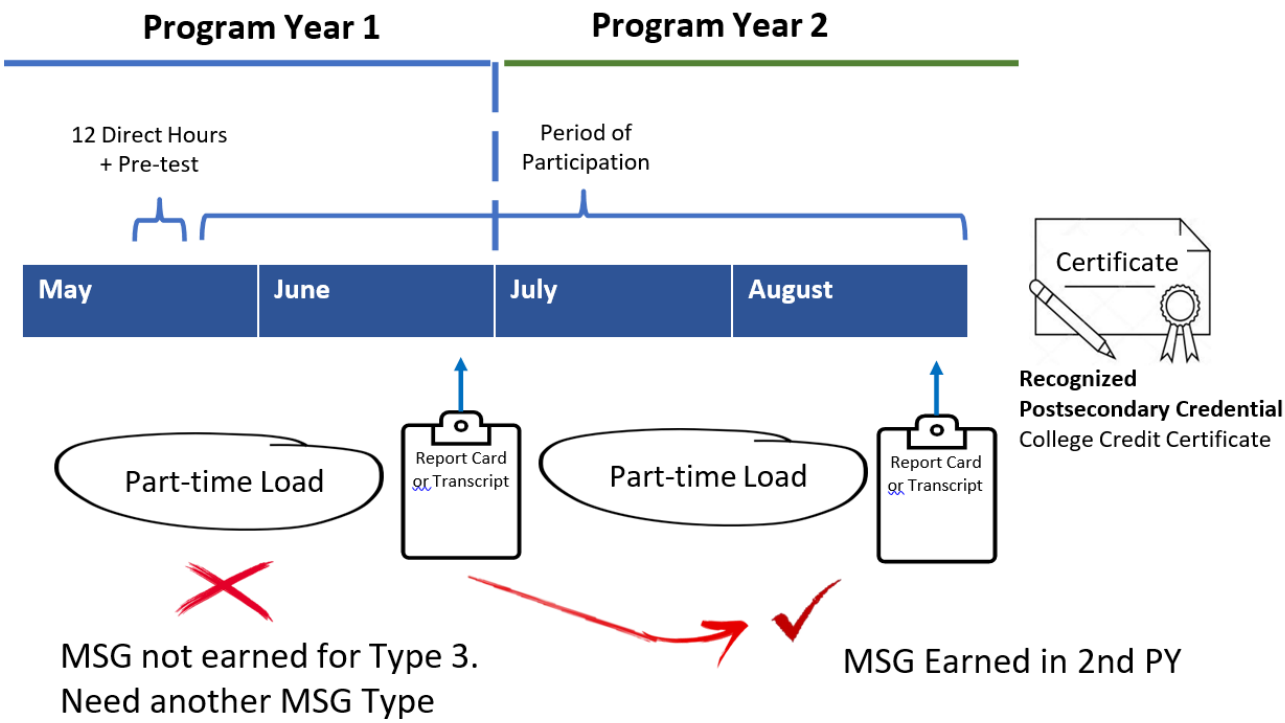


Figure 5.7: Part Time



Undoubtedly, there will be instances when it will be a challenge for a local program to document progress towards earning an industry recognized credential when the participant is in the middle of a program of study at the end of a reporting fiscal year (i.e. June). In the example shown in Figure 5.6, a student may not have completed 6 credit hours by the end of June but is still making progress towards earning that credential. In these situations, the local program will need to use another type of MSG, such as 'Progress Towards Milestones' to report on progress for the first program year (depicted in figure 5.8)

Figure 5.8: Using Multiple MSG's Types Across Multiple Reporting Periods



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 an approved NRS 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.

Progress Towards Milestones

Beginning in FY 2020/21 two new MSG's were added to Table 4: Progress towards Milestones & Passing Technical and Occupational Exams.

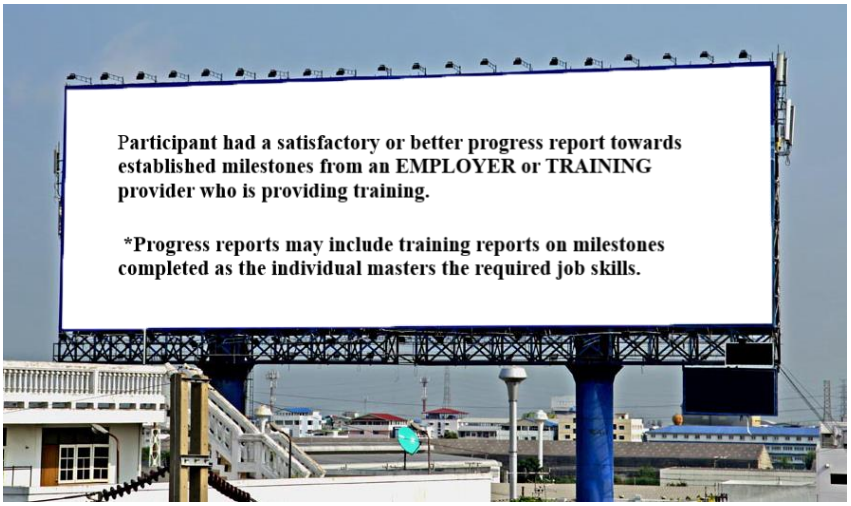
In order to show a MSG for 'Milestones' as being met a program must have a **progress report** from an employer or training provider that the participant has met a 'pre-established' milestone.

This one can be a bit tricky because it requires that the recognized milestone be established **BEFORE** a participant enrolls in the program. For example, the local AE program and the employer/trainer would have to identify & agree on what these milestone indicators would be before the launch of the training program that will use 'Milestones'. Additionally, the employer/training provider would have to be willing to write a progress

report indicating that the individual has met one or more the pre-approved milestone markers during the course of the training.

Increases in pay resulting from newly acquired skills or increased performance can also be used to document progress in meeting a 'Milestone'.

Here is the rule:



Unlike the post-testing MSG, the federal definition for 'Progress Towards Milestones' is not necessarily *quantifiable*. This MSG allows providers to report 'progress' towards achieving a credential, which is not necessarily based upon a test. Instead, it could be based upon a pre-established progress report established by an employer or a training provider, such as the ones represented in Document #1.

As of August 2021, Wyoming is working towards developing an official policy and an official tracking document for 'Milestones'.

Document #1: Sample Report of Progress Towards Milestone

Progress Milestones Gains				
Participant:		**Tyson Plant:**		**Program Year**
Participant Identification:		**Individual Documenting Gain:**		**Contact Email:**
SKILLS TO BE LEARNED *(Skills may be learned concurrently. Document all skills earned.)*	**METHOD** *(e.g. in-person instruction, remote instruction, distance education, shadowing, etc.)*	**ESTIMATED HOURS**	**PROGRESS EVALUATION METHOD** *(e.g. tests, reports, skill demonstration, performance verification, wage gain)*	**Milestone Progress**
1)				☐ Attained ☐ In Progress ☐ Not Attained
2)				☐ Attained ☐ In Progress ☐ Not Attained
3)				☐ Attained ☐ In Progress ☐ Not Attained
4)				☐ Attained ☐ In Progress ☐ Not Attained
5)				☐ Attained ☐ In Progress ☐ Not Attained
6)				☐ Attained ☐ In Progress ☐ Not Attained

The ‘Progress Towards Milestone’ MSG allows for greater flexibility in documentation. The language used in the federal descriptor is intentionally vague to allow States and programs to develop their own systems to capture progress. The method of measurement is to be ‘customized’ to the service(s) provided in the IET/workplace literacy program. The **ONE** requirement in this customized MSG is that the provider must document ‘substantive’ skill development where the skill development area is:

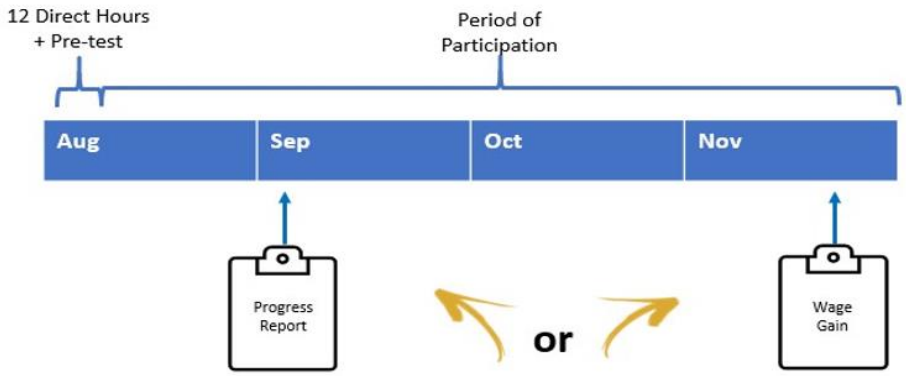
- subjective yet specific
- included to ensure meaningful effort to achieve
- not depicted as an ‘easy’ way to make gain
- a demonstration of progress in mastering competencies (ie. Shows the steps being taking)

Progress reports with ‘Milestones’ are likely to be most common for workplace literacy programs. Under this model a local AE program in conjunction with the employer/training provider would have to preplan by:

1) Documenting the specific job skill levels desired by the employer for specific tasks regardless of who the employee is
2) Document the deficiencies that need to be addressed to get students to the skill level identified by the employer in step 1 above (i.e. develop "skills gain" objectives for each student);
3) Outline the training that will be provided by AE to address the specific skill deficiencies; and
4) Have the employer complete an official skills evaluation on each student to document the attainment of the desired skills gain objectives that were identified in step 2 above

Figures 5.9 & 5.10 below show represent examples of how ‘Progress Towards Milestone’ can be captured as MSG’s.

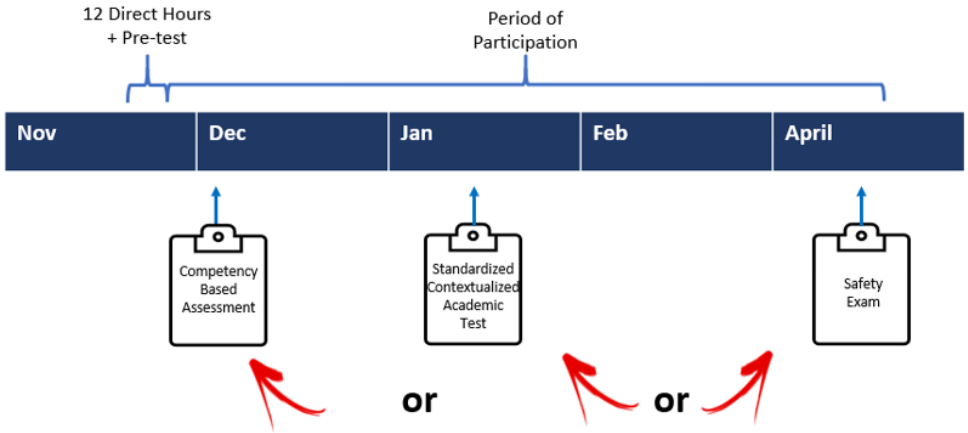
Figure 5.9: Milestone Example-Tyson Foods



Progress report towards established milestones from an employer or training provider could include:

- Lock Out Tag Out (LOTO) certification
- Report on performance verification of:
  - ✓ Detecting work piece defects or equipment malfunction/ repair
  - ✓ Measuring dimensions to determine accuracy
  - ✓ Interpreting daily production schedule as measured by customized ESL test
  - ✓ Pay increase replated to skills gained or promotion
- Report may require achievement of one or more of these measures

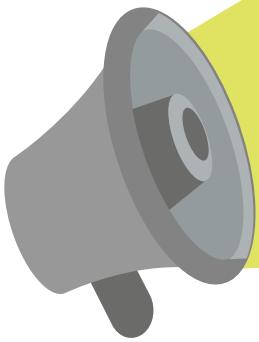
Figure 5.10: Workplace Literacy Model of Milestone-Tyson Foods



Satisfactory or better progress report towards established milestones from an employer or training provider who is providing training could include:

- A gain in digital literacy through a competency-based digital literacy assessment
- Standardized contextualized academic test
- A gain on the company's safety exam in English

Passing a Technical Exam (Skills Progression)



Federal Definition

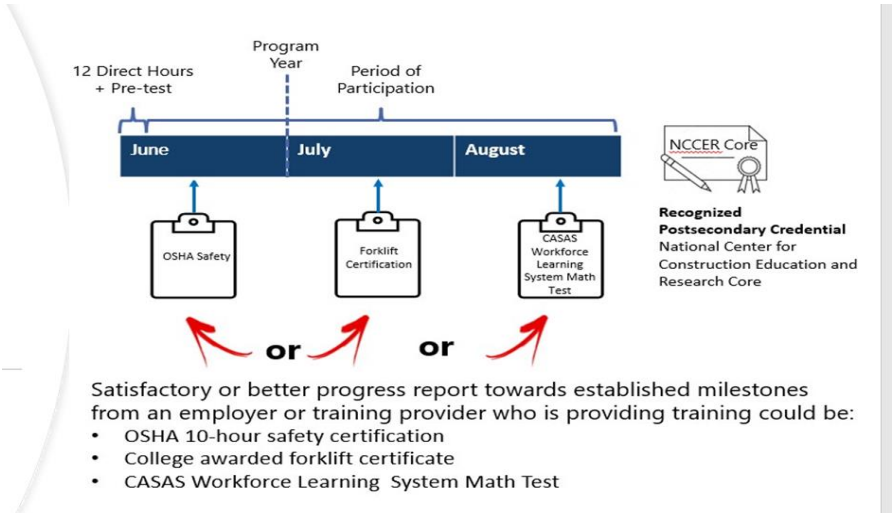
"Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidence by trade-related benchmarks, such as knowledge-based exams. Documentation for this gain may include passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary to obtain a credential"

Here again, the federal definition allows for greater flexibility in recognizing the ways this MSG can be measured. The first part of the definition clearly states that evidence is to be based upon an exam/test required for a job/occupation. However, the use of 'or' in this definition indicates that there are other **options** available to successfully capture an MSG. For example, if a local program can provide documentation that a participant

has made satisfactory progress towards in preparing for an occupational exam this could be counted as an MSG. Consider the following scenario. (Other acceptable scenarios/examples can be found in the Anson Green/Judy Mortrude presentation found in Appendix #4).

A participant is enrolled in an IET for the Construction Trades that cross two AE reporting periods-the program of study begins in June and ends in August. The local AE program will need to have a way to measure progress towards completing that industry recognized credential by the end of June (i.e. the first reporting period). Figure 5.11 below shows how MSG's could be captured for both reporting periods.

Figure 5.11: MSG Type 5 (Progress Towards Milestone For Technical/Occupational Exams)



Example: Milestones: Demonstration of Work in Progress Model

1) AE provider works with the employer to develop curriculum and progress milestones to meet employer needs
2) AE provider works with employer to identify milestone tracking document, employer signed documents are submitted
3) Proof of milestone attainment is kept in the student file for monitoring purposes
4) Passage of an Occupational Exam or Demonstration of Progress

Participant successfully passed an exam that is required for a particular occupation, or made progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks. Examples may include:

1) Results of knowledge-based exam or certificate of completion (such as a CPR credential completed prior to passing a State C.N.A. board examination)
2) Documentation demonstrating progress in attaining technical or occupational skills. Progress towards occupational benchmarks are most common for IET's; yet they are often the most challenging to establish. Examples could include: on-the-job-training or completion of one year of an apprenticeship program or similar milestones from an employer/training provider.
3) Documentation from training provider or employer. For IET's this should be a copy of a transcript.
4) Copy of a credential that is required for a particular occupation and only is earned after passage of an exam

B. Outcome Measures

In addition to measurable skill gain, Adult Education programs have several other areas in which performance must be reported on. The indicators are collected on exited participants only and are collected for participation in each PoP. Data must be collected on outcome measures on students who have exited the program for up to one year after exit. This data is reported on Table 5.

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.

   When conducting a survey (See Appendix #3) for median earnings, the NRS has described that supplemental wage information and wage data for reporting may include: tax documents, payroll records, employer records, self-reporting from program participant, etc.

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.

The collection of post-exit data has specific timeframes on which data must be collected and reported on for participants.

EMPLOYMENT OUTCOMES:			
If your student exited between These dates:	Then for this follow-up period…	…the start date of their employment record should be dated between these dates:	These will display on NRS Table 5 in Fiscal Year:
1/1/19 to 3/31/19 (Third Quarter)	2nd Quarter Follow up	7/1/19 to 9/30/19	19/20
	4th Quarter Follow up	1/1/20 to 3/31/20	20/21
4/1/19 to 6/30/19 (Fourth Quarter)	2nd Quarter Follow up	10/1/19 to 12/31/19	19/20
	4th Quarter Follow up	4/1/20 to 6/30/20	20/21
7/1/19 to 9/30/19 (First Quarter)	2nd Quarter Follow up	1/1/20 to 3/31/20	20/21
	4th Quarter Follow up	7/1/20 to 9/30/20	20/21
10/1/19 to 12/31/19 (Second Quarter)	2nd Quarter Follow up	4/1/20 to 6/30/20	20/21
	4th Quarter Follow up	10/1/20 to 12/31/20	20/21
1/1/20 to 3/31/20 (Third Quarter)	2nd Quarter Follow up	7/1/20 to 9/30/20	20/21
	4th Quarter Follow up	1/1/21 to 3/31/21	21/22
4/1/20 to 6/30/20 (Fourth Quarter)	2nd Quarter Follow up	10/1/20 to 12/31/20	20/21
	4th Quarter Follow up	4/1/21 to 6/30/21	21/22
7/1/20 to 9/30/20 (First Quarter)	2nd Quarter Follow up	1/1/21 to 3/31/21	21/22
	4th Quarter Follow up	7/1/21 to 9/30/21	21/22
10/1/20 to 12/31/20 (Second Quarter)	2nd Quarter Follow up	4/1/21 to 6/30/21	21/22
	4th Quarter Follow up	10/1/21 to 12/31/21	21/22
1/1/21 to 3/31/21 (Third Quarter)	2nd Quarter Follow up	7/1/21 to 9/30/21	21/22
	4th Quarter Follow up	1/1/22 to 3/31/22	22/23
4/1/21 to 6/30/21 (Fourth Quarter)	2nd Quarter Follow up	10/1/21 to 12/31/21	21/22
	4th Quarter Follow up	4/1/22 to 6/30/22	22/23

In Wyoming most employment data is collected through a data-match system at the State level, so local programs are not overwhelmed by the burden this reporting requirement entails. However, there are instances when programs will be required to collect this information through what is known as surveying. (See below)

Education data is also collected on exited students for up to 365 days from an exit date. Local programs are required to collect this data in several ways. As outlined in State policy local programs are required to data match student records through the National Student Clearinghouse AND through the local community college at least three times per year: October, February & June. Data matches conducted through the local community college are also required to include non-credit, credential bearing workforce courses because these types of courses/credentials are not reported to the National Student Clearinghouse. The second method of collecting education data is through surveying (see below).

EDUCATIONAL OUTCOMES		
If your student exited between These dates:	They are eligible for follow-up for 365 days from their exit (last hours) date	These will display on NRS Table 5 in Fiscal Year:
1/1/2019 to 12/31/2019		20/21
1/1/2020 to 12/31/2020		21/22
1/1/2021 to 12/31/2021		22/23

Surveying for Post-Exit Outcome Measures

There are times when it is not possible to conduct a data match. Wyoming State policy defines these times as:

1) *Inability to collect a social security number:* Although the State conducts data matches for employment and for postsecondary, local providers are also expected to collect data on students who have exited the program and have not provided a social security number. Local programs must utilize the state approved survey and contact log, found in Appendix #5 and at: https://communitycolleges.wy.edu/adult-education/directors/#forms to gather WIOA core indicator data.

   Surveys must be conducted with the appropriate data entered into the LACES database. Local programs must maintain a *Survey Notebook* which includes all data collected through a surveying instrument. (see Appendix #5.2)

2) *Employment data on special populations:* In Wyoming, there are several industries which are not required to report payroll earnings to the State's UI system or to SWIS (a nationwide employment data match system); consequently, it is not possible to data match individuals employed by these special populations. The State requires that surveys be conducted for all individuals that indicate, upon entry into the program, they are employed in the following industries:
   a) Self-employed
   b) Farmers/ranchers
   c) Railroad
   d) Federal and military employees

Although phone calls are often used to conduct surveys, there are several other methods that local programs might want to consider implementing:

- Text Messaging via a Mobile Device. Text messaging allows programs to reach participants immediately and quickly, because people often check their text messages more frequently and are more likely to respond right away. Text messaging may have some limitations. Among these are restrictions are the number or types of characters allowed by certain text messaging applications, difficulty in maintaining a permanent record of the conversations if older messages are deleted, and the possibility that a text message may not be received if a student does not have text messaging capability or exceeds the number of text messages allowed by his or her plan.

- *E-mail*. Sending e-mails is convenient, because it can be done from a computer or mobile device. It does not have restrictions on number of characters and allows the user to attach a file (like a survey document) if needed. However, not everyone checks e-mail consistently and e-mails can get lost or buried in inboxes.
- *Mailings*. Sending questionnaires out by mail can help programs to reach students who use technology less often. Mailings also give surveys a sense of importance that may increase response rates. The primary drawbacks of using mailings to conduct surveys is that they tend to be slower and more costly than other methods.

As mentioned above, conducting a survey is labor intensive. Besides administering the survey, participants must be located, the survey needs to be explained to them, and their cooperation must be obtained. This work requires frequent calls to participants and careful recordkeeping. Programs should have sufficient staff and time to conduct the survey.

Like any other data collection effort, staff must follow a uniform set of procedures to collect data in a valid and reliable manner. Staff conducting the survey must be trained in its administration, including what to say to participants to introduce the survey and obtain their cooperation, ways to avoid refusals, how to ask the survey questions, how to record responses, and how to answer participant questions about the survey. Staff should be thoroughly familiar with all questions and procedures before beginning.

The validity of a survey depends in part on the response rate—the proportion of people who respond to the survey out of the total number targeted for the survey. Getting a good response rate is probably the most difficult part of conducting a survey, and it may be especially hard for adult education participants because many are transient and may not have telephones or are otherwise difficult to locate.

To help improve the response rate, it is important that participants know they may be contacted later and asked about their outcomes. Programs should inform participants at program entry about the survey and collect extensive contact information about them, such as addresses and phone numbers of relatives or others who may know the participants' whereabouts over time. In addition, participants should be encouraged to provide new addresses and phone numbers when they move, and programs should implement procedures to update this information periodically while participants remain enrolled. These procedures can greatly assist in locating participants months later when the survey is conducted.

Many students are hesitant or do not want to reveal information about their wages. Whenever you conduct a survey and the student does not reveal his/her salary, programs may enter $1 into the student's LACES record. By doing this the program is then given credit for meeting the outcome measure of median employment. The chart shown to the right is a wage conversion chart which provides local directors information on how to convert wages from one unit type to another; although this is done automatically through LACES.

WIOA WAGE CONVERSION CHART

Wage Conversion Chart

This is a guide to convert various wage and earnings inputs to a quarterly wage as required in PIRL data elements 1703, 1704, 1705, and 1706.

Collect the hourly/weekly/bi-weekly/monthly/annual wages from the participant and enter that value in the appropriate cell. The example input values in red must be replaced with the appropriate information collected from the participant to calculate the reportable quarterly wage.

Convert Hourly Rate to Quarterly Wages

Hourly Rate ($xxx.xx/hour)		hours worked per week on average (xx.x)		13 weeks per quarter		Quarterly Wages
$7.25	X	32.0	X	13	=	$3,016.00

Convert Weekly Wages to Quarterly Wages

Weekly Wages ($xxxxx.xx)		13 weeks per quarter		Quarterly Wages
$290.00	X	13	=	$3,770.00

Convert Biweekly Wages to Quarterly Wages

Biweekly Wages ($xxxxx.xx)		6.5 biweekly pay periods per quarter		Quarterly Wages
$580.00	X	6.5	=	$3,770.00

Convert Monthly Wages to Quarterly Wages

Monthly Wages ($xxxxx.xx)		3 months per quarter		Quarterly Wages
$1,256.67	X	3	=	$3,770.01

Convert Annual Wages to Quarterly Wages

Annual Wages ($xxxxxx.xx)		4 quarters per year		Quarterly Wages
$15,080.00	/	4	=	$3,770.00

Identifying 'Who' Needs to Be Surveyed

The LACES dashboard will tell you who you need to be doing Survey's on for the **current** fiscal year, but information obtained through Table 5 will contain a list of all students who need to have post-exit indicator data collected on. (i.e. on student's who were exited in the **previous fiscal year**.) Programs are to use both the dashboard and Table 5 to make sure all student outcomes are addressed.

Dashboard PRINT

> Widget Library

Students requiring survey for 2nd quarter employment with median earnings - ALL	3
Students requiring survey for 2nd quarter employment with median earnings - No SSN	2
Students requiring survey for 4th quarter employment - ALL	23
Students requiring survey for 4th quarter employment - No SSN	16
Students requiring survey for Attained a SSD/Recognized Eq. and enrolled in PS Ed/Trng	0
Students requiring survey for Attained a SSD/Recognized Eq. and Employed	1
Students requiring survey for Attained a SSD/Recognized Eq.	0
Students requiring survey for Enrolled in PS Ed/Trng with Attainment of SSD/Recognized Equivalent	0
Students requiring survey for Employed with Attainment of SSD/Recognized Equivalent	1

Table 5

Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	18	1	5.6	19	1	5.3
Employment Fourth Quarter after exit *	5	1	20	6	1	16.7
Median Earnings Second Quarter after exit **	1	4680		1	4680	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	1	1	100	1	1	100
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	1	0	0	1	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	1	1	100	1	1	100

CLOSE

VI. Performance Regulations/Mandates

A. Performance Measure Targets

Performance accountability measures are used to assess State and program effectiveness in achieving positive outcomes for learners. Based on past performance and continuous improvement requirements, the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) negotiates with the Wyoming Community College Commission's Office of Adult Education Initiatives annually to establish performance accountability targets for each EFL and all outcome measures. Once negotiations are completed, targets are shared with all local providers AND a copy is available on the Commission's website. Targets for FY 20/21-FY 21/22 can be found in Appendix #6 at the end of this chapter.

B. State Post-testing Target

The State has established a standardized 50% post-testing target rate that local programs are expected to strive for each year. This is tracked on the LACES dashboard so that local programs can self-monitor on a monthly basis, their progress towards meeting this target.

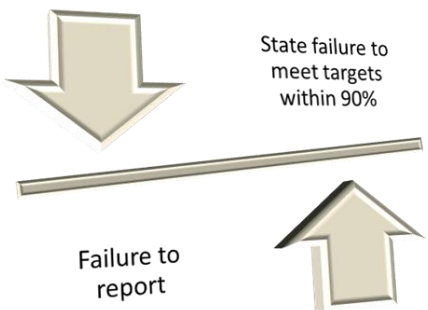
C. Exclusions to Performance

There are instances in which a participant can be excluded from performance reporting. OCTAE Program Memorandum 17-2 specifically details these instances as shown in Figure 5.12.

Figure 5.12: Exclusions

D. Performance & Sanctions

There are two types of failure that can lead to sanctions to a State: failure to report and failure to meet adjusted levels of performance. In the event of failure to report timely or completely or if all core partners in the State fail to meet adjusted levels of performance, the Governor's discretionary funds provided under section 128(a) of WIOA will be reduced by five percent of the maximum available allotment in the immediately succeeding program year.



E. Statistical Adjustment Model

The Statistical Adjustment Model is a model applied to levels of performance as required by WIOA Section 116. It was first used to calculate performance targets for FY 20/21 & FY 21/22 and will continued to be used in each subsequent negotiation with OCTAE. It is used to adjust levels of performance to account for economic conditions and the characteristics of program participants. What this means for local programs is that the collection of data for 'Barriers to Employment' is critical.

The model is used when negotiating targets for Table 4 (all EFL levels) and Table 5 (2nd quarter after exit AND median earnings). The next negotiation process will also include 4th quarter after exit and credential rate.

Why use the Statistical Adjustment Model?

The NRS has provided States with reasons/justifications for the use of the Statistical Adjustment model in negotiating performance level targets as:

- Allows for an accurate assessment of a state's performance
  -States are given credit for harder-to-serve populations and/or those facing challenging economic conditions
- Can compare performance over time within a state
- Will allow for increases/decreases in performance targets over time

In times of economic distress the model can lower the negotiated targets so that States may have an easier time in meeting targets and may not face sanctions.

VII. Indicators of Program Quality

Program Quality Indicators are used as guidance for local programs to use in evaluating their effectiveness in running a program receiving funding under the Adult Education and Family Literacy Act. This is the way to look at the accountability and performance of a local program.

Title II of the Workforce Innovations & Opportunities Act (WIOA) refers to research-based practice, use of technology, and the ability to produce documented learner outcomes. An interwoven theme throughout federal legislation is the emphasis on **continuous program improvement**, use of high quality assessment practices linked to standards-based curriculum and contextualized instruction, and participation in a comprehensive community system of referrals. Additional concepts of measuring customer satisfaction and meeting the needs of employers must also be considered.

Think of Indicators of Program Quality as a framework for local evaluation and self-assessment.

A. Summary of Indicators of Program Quality

1. Customer Results and Program Accountability

Key Concept: **Quality** is ultimately judged by learner outcomes and customer satisfaction.

1.1 Learners' progress is demonstrated by advancing through instructional levels, obtaining appropriate educational credentials or certificates, and/or pursuing postsecondary education, training and employment.

1.2 Learners remain in the program long enough to meet their educational goals.

1.3 The program demonstrates effectiveness in improving adult literacy skills by meeting or exceeding performance standards.

1.4 The program maintains a high-quality information management system with the capacity to report participant outcomes and monitor program performance.

1.5 The program measures customer satisfaction by systematically gathering feedback from participants and using the information to continuously improve services.

2. Supporting a Quality Instructional System

Key Concept: The instructional system **integrates** ongoing assessment, individualized instructional planning, the use of appropriate curriculum frameworks, research-based instructional practices, and multiple delivery systems.

Assessment

Trained practitioners use standardized assessments appropriately to produce valid and reliable results.

2.1 Learner assessment is ongoing and addresses the informational needs of various stakeholders through appropriate use of formal and informal measures.

2.2 Assessment results are used to place learners within the instructional program and to continuously update the instructional process.

Planning

2.3 Program staff and learners jointly develop, regularly evaluate, and update an instructional plan that incorporates the individual's learning styles, career interests/goals, workforce literacy skills, as well as short/long term educational and employment goals.

2.4 Instruction of sufficient intensity and duration is offered to enable learnersto achieve substantial learning gains

.

Curriculum Framework

2.5 Curriculum provides for learning and skill building in real-life contexts thatallows learners to become effective family members, workers, and citizens.

2.6 Curriculum development is based on best theory and practice, a comprehensive review of available
materials and technologies, well-articulated instructional goals, reasonable scope and sequence, and coordination with instructional staff.

Instructional Practices and Delivery

2.7 Programs use research-based instructional practices, technology, and multiple-delivery systems to address learner needs and preferences, and toaccommodate the instructional needs of a diverse student population.

3. Leadership & Continuous Improvement

Key Concept: Program leaders create **strategies**, **systems**, and **methods for achieving excellence** and demonstrating **accountability** to all customers and stakeholders.

3.1 Program leaders ensure full staff participation in the continuous improvement process.

3.2 The programs strategic plan reflects a comprehensive planning process todeliver adult education services based on the community's needs and is linked to the five-year comprehensive unified state plan.

3.3 Program leaders supervise and conduct regular performance appraisals with all staff, including volunteers.

4. Professional Development

Key Concept: Professional development activities **contribute** to well-trained administrators and practitioners, including volunteers, to ensure quality teaching thatmaximizes learner outcomes.

4.1 Programs have well-trained administrators and practitioners who consistently demonstrate effective teaching strategies.

4.2 Administrators and practitioners continuously imp rove their practice through regular participation in professional development activities offered through the state leadership grant and locally.

4.3 Program volunteers receive high-quality pre-service and regular in-service training.

5. Community Interaction & Outreach

Key Concept: Through community **collaboration** and **support**, learners receive seamless services that enable them to reach their educational goals in a n efficient and effective manner.

5.1 Educational and suppo11services are coordinated with available resources in the community such as links with elementary and secondary schools, postsecondary institutions, career learning centers , job training programs, one-stop centers, and social servicesto ensure non-duplicative and seamless services to learners.

5.2 Recruitment targets populations most in need of education and is consistentwith organization mission, student and volunteer capacity, and area demographics.

5.3 The program offers flexible schedules and coordinates support services to enable individuals, including individuals with disabilities or other specialneeds, to achieve learning goals.

5.4 The program communicates regularly with employers and provides basicinstruction that meets the demands of the workplace.

5.5 The program participates in public awareness activities to promote community understanding of the importance of adult basic and literacyeducation.

5.6 The program supports the recruitment and use of volunteers.

Appendix #1: Functioning Level Table ABE

Beginning Literacy (ABE) **Level 1** TABE **(11–12)** scale scores (grade level 0-1.9): Reading: 441 and below Mathematics: 448 and below Language: 457 and below • **LITERACY / ENGLISH LANGUAGE ARTS**	**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. **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. **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. **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.

• **MATHEMATICS** • **Level 1**	**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. **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. **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. **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. **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.
<u>Beginning Basic (ABE)</u> **Level 2** TABE **(11–12)** scale scores (grade level 2-3.9): Reading: 442-500 Mathematics: 449-495 Language: 458-510 • **LITERACY / ENGLISH LANGUAGE ARTS**	**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

	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. **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. **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. **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.
• **MATHEMATICS** • **Level 2** • **Beginning Basic**	**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. **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

	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. **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. **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. **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.
Low Intermediate Basic Education (ABE) **Level 3** TABE **(11–12)** scale scores (grade level 4-5.9): Reading: 501-535 Mathematics: 496-536 Language: 511-546 • **LITERACY / ENGLISH LANGUAGE ARTS**	**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. **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.

	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. **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).
• **MATHEMATICS** • **Level 3** • **Low Intermediate**	**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. **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. **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-

	world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables. **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. **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.
High Intermediate Basic Education (ABE) **Level 4** TABE **(11–12)** scale scores (grade level 6-8.9): Reading: 536-575 Mathematics: 537-595 Language: 547-583 • **LITERACY / ENGLISH LANGUAGE ARTS**	**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. **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.

	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. **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, I 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. **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.
• **MATHEMATICS** • **Level 4** • **Middle Intermediate**	**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. **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. **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.

	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. **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).

Low Adult Secondary Education (ASE) **Level 5** TABE **(11–12)** scale scores (grade level 9-10.9): Reading: 576-616 Mathematics: 596-656 Language: 584-630 • **LITERACY / ENGLISH LANGUAGE ARTS**	**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. **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.

	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. **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.
• **MATHEMATICS – Level 5** • **High Intermediate**	**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. **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. **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. **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.

	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.

Adult Secondary Education (ASE) **Level 6** TABE **(11–12)** scale scores (grade level 11-12.9): Reading: 617and above Mathematics: 657 and above Language: 631 and above • **LITERACY / ENGLISH LANGUAGE ARTS**	**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. **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. **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

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 Complexity[16]

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)	11.20–4.10	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).

Appendix #1.2 Functioning Level Table ESL

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	Individual cannot speak or understand English, or understands only isolated words or phrases.	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.	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.
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	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.	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.	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.
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	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.	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. 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.	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.
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	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.	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).	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).
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	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.	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.	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.

Appendix #1.2 Functioning Level Table ESL			
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	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.	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.	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.

Appendix #2: Application to Use Distance Learning

Application to Use Distance Learning (Optional)
For Adult Education Providers
Who Did Not Apply During the RFP Process

Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Distance Learning (DL) activities are an optional service delivery model under the general Adult Education grant (Sec.231) and may be offered by an eligible provider following the WY Distance Learning Policy. Services are to be of sufficient intensity to provide for improvement of literacy skills. Hybrid/Blended approaches to DL where the student attends in-class instruction and also works from a distance on approved curriculum are acceptable. An applicant providing DL services must describe the following in accordance with the Wyoming Distance Learning Policy:

Requirement 1: **Need for DL Program Services**. Incorporate into your response answers to the following questions:

1. What services are being offered onsite as a blended/hybrid approach?
2. Where the project will be offered?
3. Who will provide the instruction?
4. What research based curriculum will be used?
5. What are the contributions of this project, in terms of student outcomes, you anticipate from offering this activity?

Requirement 2: **Use of AEFLA Funds**.

1. Describe how the agency will allocate funds for this activity from the AE grant to carry out this project.
2. How will this project be offered if there were no supplemental funding provided to support DL software licenses?

Appendix #3: Wyoming Distance Education Application for New DL Curricula

Wyoming Distance Education Application for New Distance Education Curriculum Approval

Please submit this form to diane.mcqueen@wyo.gov

Name of Program	Date submitted
Name of Local AE Program Director	
Email	Phone

Section I: New Curriculum for Approval

Publisher:	**Curriculum Information – Instructional Model**
Curriculum Product Name:	____ Clock Time Model: assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks time. ____ Teacher Verification Model: assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a student engaged in, or completed, the assignment. ____Learner Mastery Model: assigns a fixed number of hours of credit based on the student passing a test on the content of each lesson. Students work with the curriculum and materials and take a test when they feel they have mastered the material. A high percentage of correct answers (typically 70%-80%) earn the credit hours attached to the material.
Contact Name:	
Telephone:	
Email:	
Website: (where applicable)	

Section II: Audience: Please identify the type of course(s) the proposed distance learning curricula will be applicable to.

Check (√) all that apply	**Type of Course**	**Instructional Content e.g. speaking, listening, social studies**
	Adult Education (Literacy)	
	English as a Second Language	
	High School Equivalency	
	Workforce (Workforce Literacy, Workplace Literacy)	
	Bridge /Transitions	
	Career Services/ Career Pathways	
	IET/IELCE	
	Co-enrollment: SCOPE, LYFE, BOOST	
	Other (Please specify)	

Section III: Additional Information

1. Describe the reason for this request.
2. What evidence can be produced that the proposed curriculum is aligned to the College & Career-Readiness Standards or the English Language Proficiency Standards?
3. Provide a succinct description of the materials to be used.
4. How will attendance and progress be monitored? (Please attach a sample report if using a Clock Time Model.)
5. Identify the lead person responsible for distance learning in the local program.
6. Is training provided with the curriculum? If yes, who will provide the training? Describe how outreach instructors will be trained on the use of this DL curriculum.
7. How do you plan to administer assessment and provide feedback in frequent cycles as the student progresses through each stage of the curriculum?

Section IV: Only applicable if you are seeking approval for a Learner Mastery or Teacher Verification Model

A. For all Print-Based Material, please answer the following and include a copy of the Table of Contents with this application.

1. Name of Text: _____

2. Publisher: _____ Copyright date:_____

3. Publisher address:_____

4. ISBN #:_____ Author:_____

5. Will the distance learning program combine both Learner Mastery and Teacher Verification? □ Yes □ No
(If yes, please respond to both of the questions below. If no, provide answers in the appropriate section.)

A. How many proxy hours will be assigned per proof of mastery through assessment? Describe how these hours have been identified. (Learner Mastery)
B. How many proxy hours will be assigned per module/activity/lesson? What is your rational in assigning proxy hour? (i.e. How has this been determined?) (Teacher Verification)
Please attach a full course syllabus.

WCCC Approval: To be Used by State Distance Learning Committee

Approved ____ yes ____no Typed Name: Title:	Date
Comments:	

Appendix #4: A. Green Presentation

Measurable Skill Gains for Employment-Focused Services

Anson Green
Economic Opportunity Tyson Foods

Judy Mortrude
Senior Technical Advisor
World Education, Inc

Overview

- Presentation for those somewhat familiar with AEFLA performance accountability
- Stimulate collective discussion on implementation of measure types new to the NRS
- Methods documented in practice with employers and training providers
- Transferable models for a variety of circumstances

Where I’m Coming From
Anson

- Teacher: GED / ESL teacher in Welfare-to-Work in San Antonio, Texas (late 90s)
- Teacher: Lead developmental education instructor at Northwest Vista College
- Director: Directed campus for immigrants and refugees at Alamo Colleges District
- State Administrator: AEFLA State Director, Texas Workforce Commission
- National Administrator: Senior Manager, Economic Opportunity
  Tyson Foods World Headquarters

Where I'm Coming From
Judy

- Teacher: GED / ABE/ ESL teacher in "Technology for Literacy Center" – 1984!
- Director: Hubbs Center for Lifelong Learning, Saint Paul Community Literacy Consortium
- State Program Administrator: Minnesota Adult Career Pathways Initiative, MN Department of Employment and Economic Development
- Senior Policy Analyst: Director of the Alliance for Quality Career Pathways, CLASP
- Senior Technical Advisor: World Education, Inc.

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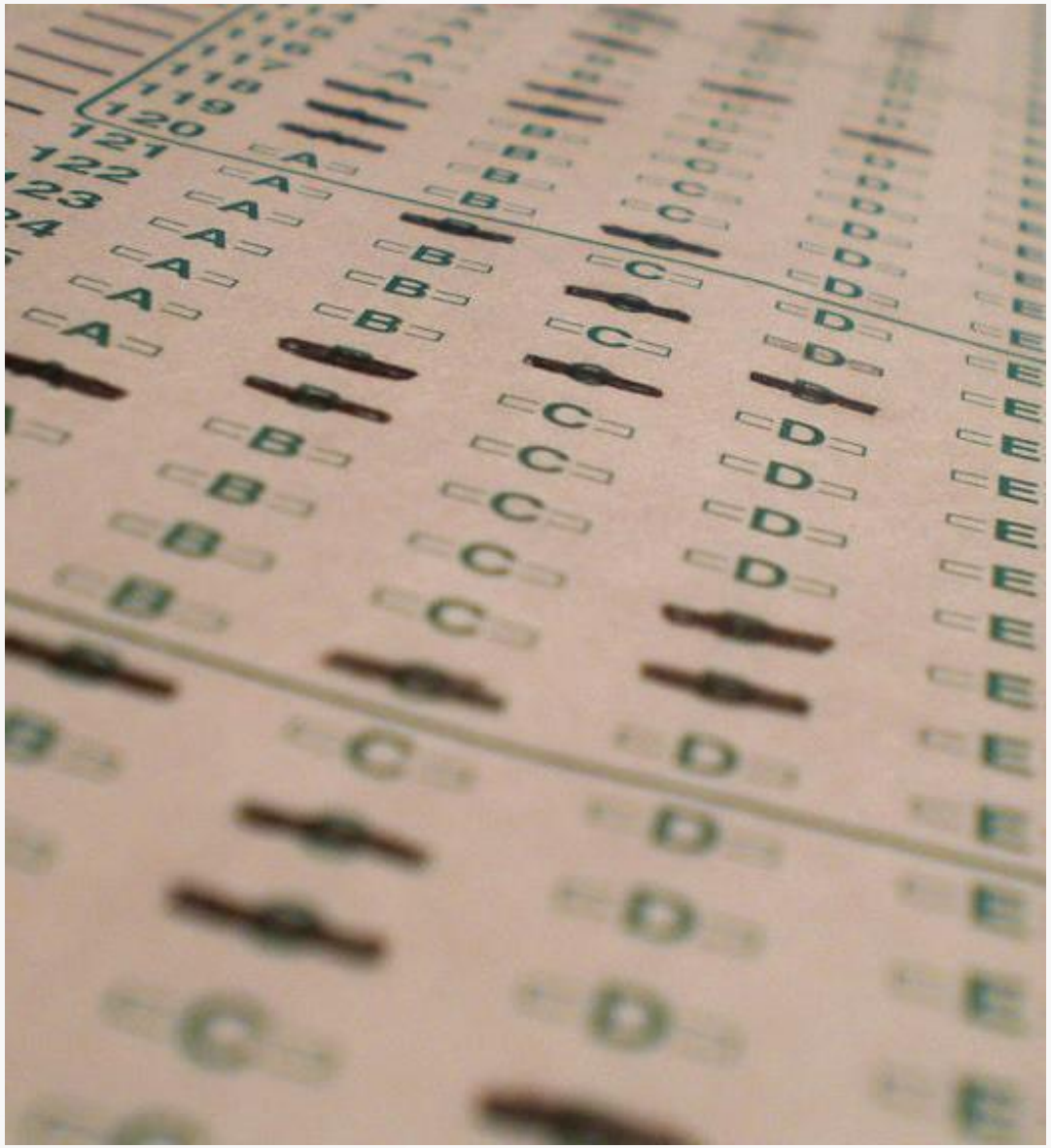
DOLLAR GENERAL

Caveat

Presentation is advisory

Providers must follow state policies and reporting guidelines:

- permissibility
- documentation
- compliance

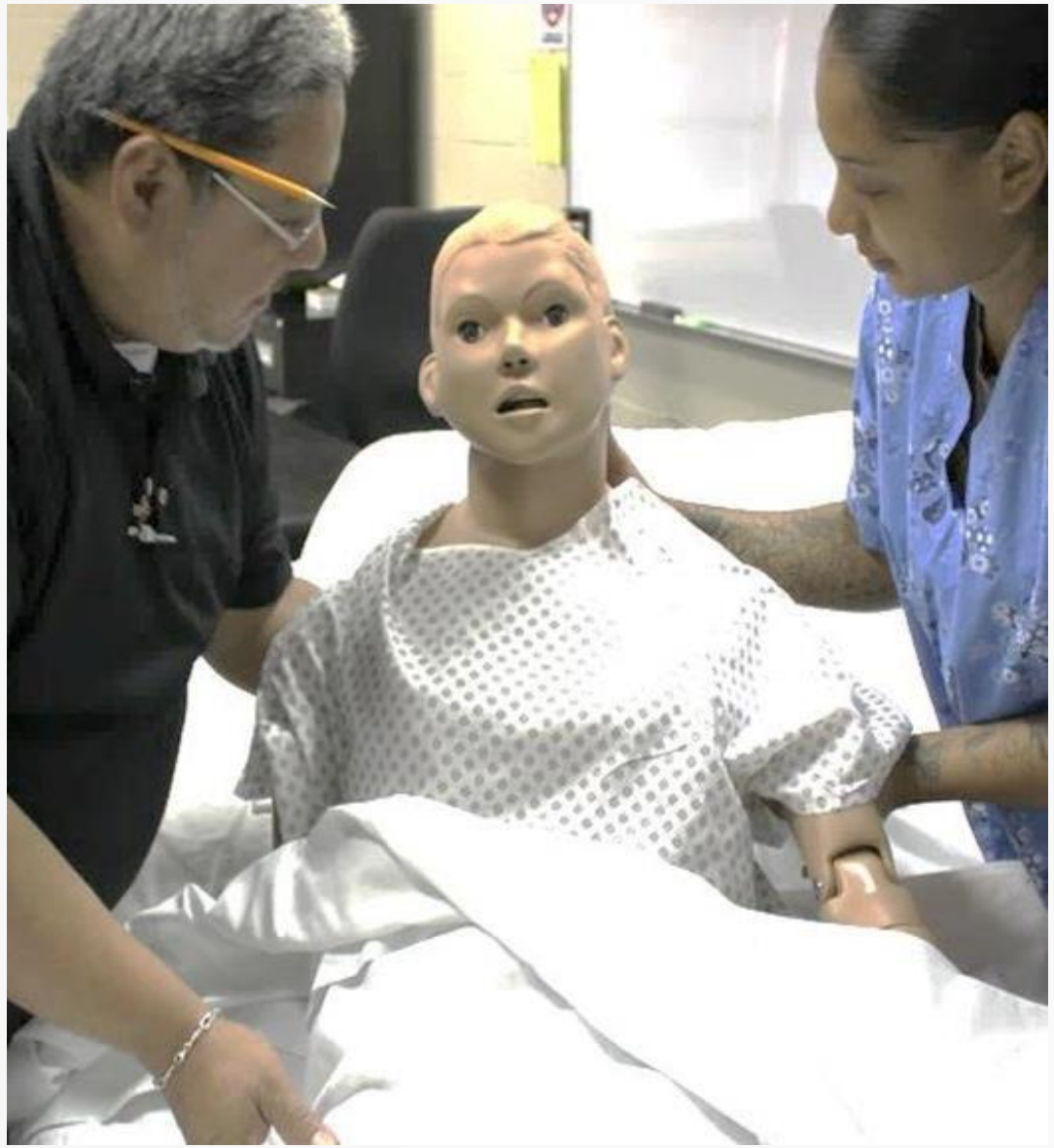


Observation

We are very familiar with very objective performance metrics

- Standardized tests
- Tests defined by NRS
- HSE exams

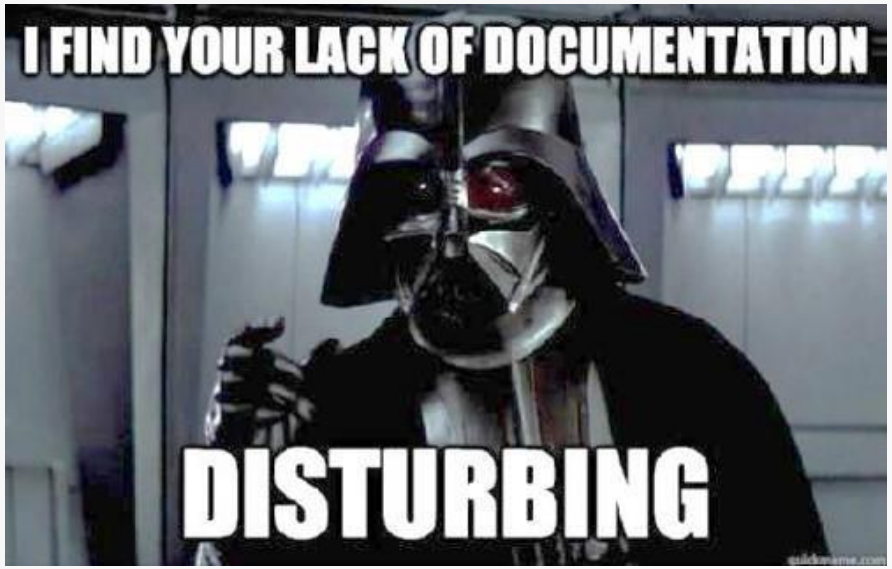
These are easy to administer, document, and monitor



Observation

- New to the NRS. Not new to Title1 and training providers
- Requires states and providers toapply existing federal guidelines to determine permissibility
- Less “Standardized”
- Unlikely OCTAE will further define specific certifications or methods
- State have been reporting since2019 on NRS Table 11

Compliance



- Documentation of achievement is critical
- New options in NRS increasethe need adequately document
- Some results for these MSGsmust be obtained from participant (provider does nothave access)
- “What will a monitor look forin three years”

Read These Now!

Sources

- **IRC Responses** to information collection request for the NRS. OMB Control Number NRS 1830-0027
- **NRS Reporting Tables**
- **Understanding Postsecondary Credentials in the Public Workforce System**. TEN 25-19
- **"Joint Guidance".** Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III, and Title IV Core Programs OCTAE Program Memo 17-2
- This is also DOL Training and Employment Guidance Letter 10-16, Change 1

How Did We Get Here?

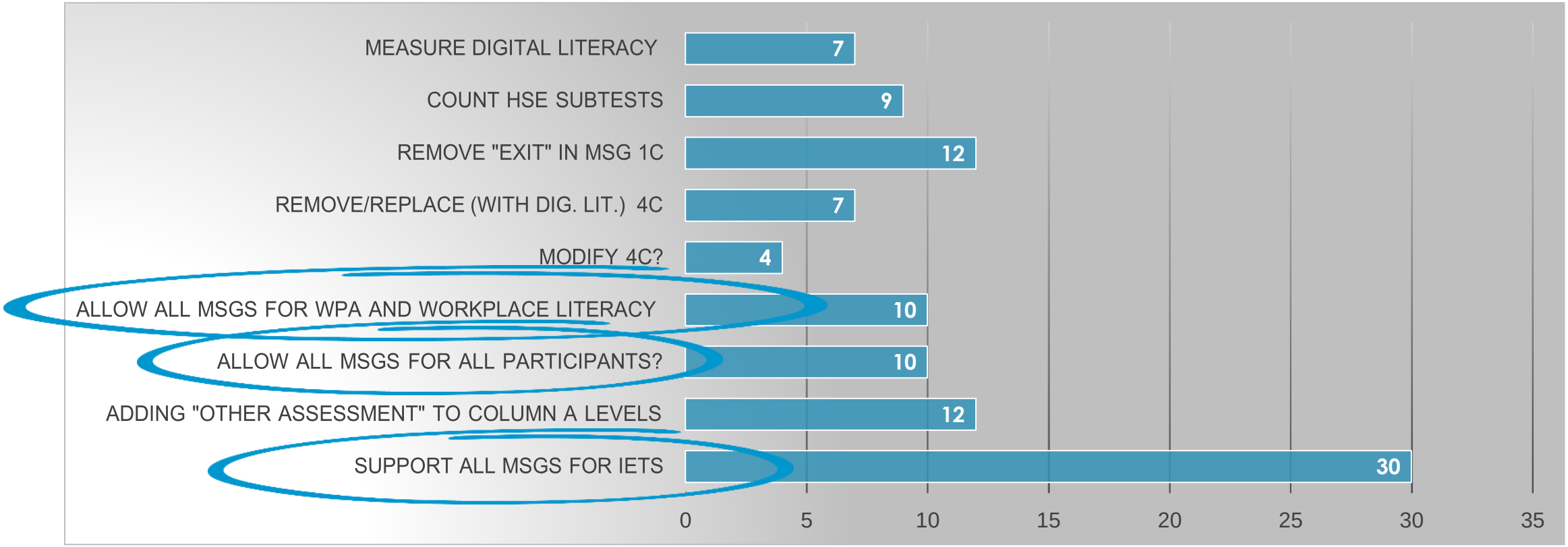
Information collection request for the NRS.

OMB Control Number NRS 1830-0027

Measures and Methods for the National Reporting System for Adult Education

Responses

Individual Responses Anonymous Responses



Summary of Responses

Measurable Skills Gains

“The Measurable Skill Gains indicator is 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 documented academic, technical, occupational, or other forms of progress, towards such a credential or employment”

20 CFR §677.155(a)(1)(v))

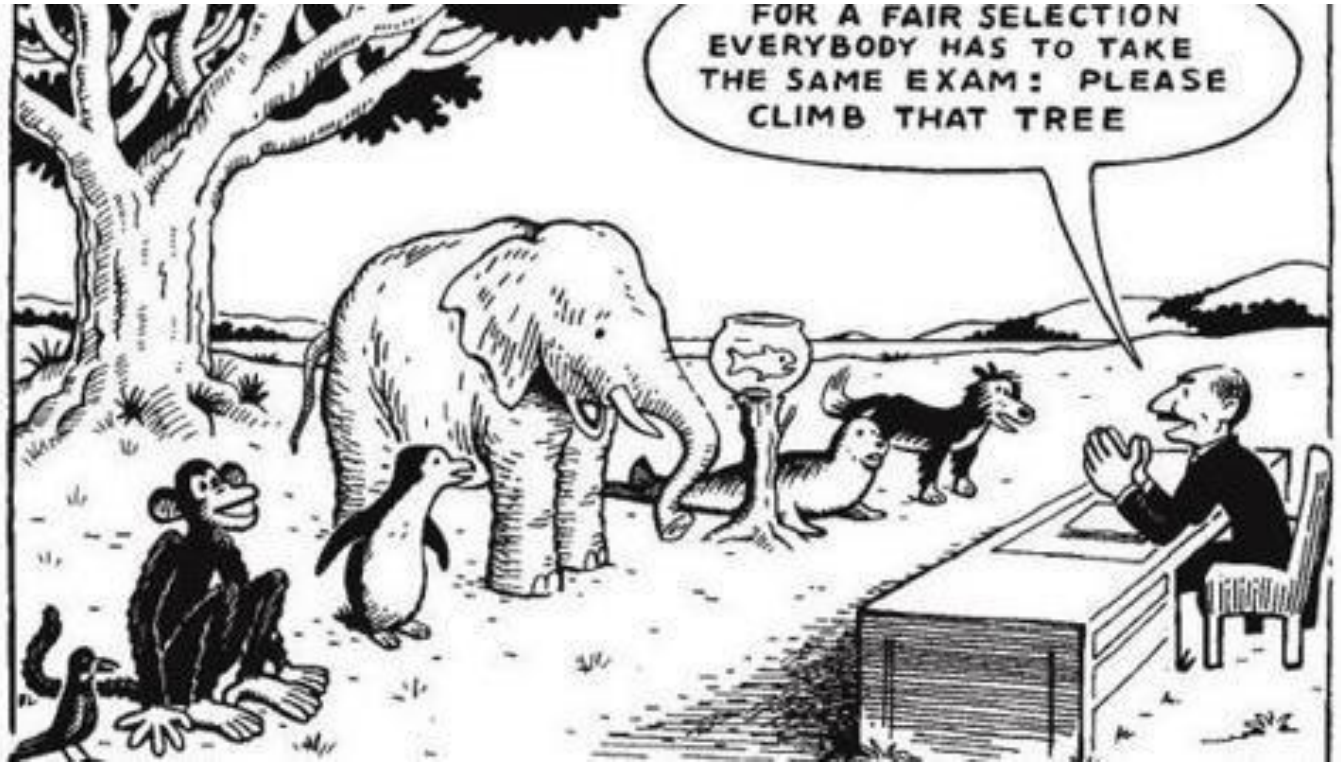
Table IV

Table 4
Measurable Skill Gains (MSG) by Entry Level

ce hours, number achieving at least one educational functioning level gain, number v

First Period of Participation					
Number who achieved at least one EFL gain	Number who attained a secondary school diploma or its recognized equivalent	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma *			
(E)	(F)	(G)			

What Has Changed?



What Has NOT Changed?

Pre-testing required to place on NRS Table 1

Measurable Skill Gains		
Type	**Name**	**Details**
Type 1a	Achievement on a Pretest-Posttest	Documented achievement of at least one educational functioning level of a participant who isreceiving instruction below the postsecondary education level
Type 1b	Credits or Carnegie units	Documented educational gain through the awarding of credits or Carnegie units
Type 1c	Postsecondary Enrollment	Documented Post-Exit enrollment in postsecondary education or training during the sameprogram year that contains the date of exit
Type 2	High School Diploma/ Equivalency Achievement	Documented attainment of a high school diploma/ equivalency (only applicable to those whodid not have diploma/equivalency at date of participation)
Type 3	Postsecondary Transcript orReport Card	Secondary or postsecondary transcript or report card for a sufficient number ofcredit hours that shows a participant is meeting the State unit's academic standards
Type 4	Progress Milestones	Satisfactory or better progress report, towards established milestones, such as completion ofOJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training
Type 5	Skills Progression	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 asknowledge-based exams

Measurable Skill Gains

Type	Name	Details
Type 1a	Achievement on a Pretest-Posttest	Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level
Type 1b	Credits or Carnegie units	Documented educational gain through the awarding of credits or Carnegie units
Type 1c	Postsecondary Enrollment	Documented Post-Exit enrollment in postsecondary education or training during the same program year that contains the date of exit
Type 2	High School Diploma/ Equivalency Achievement	Documented attainment of a high school diploma/ equivalency (only applicable to those who did not have diploma/equivalency at date of participation)
Type 3	Postsecondary Transcript or Report Card	Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards
Type 4	Progress Milestones	Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training
Type 5	Skills Progression	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

Measurable Skill Gains

Type	Name	Details
Type 1a	Achievement on a Pretest-Posttest	Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level
Type 1b	Credits or Carnegie units	Documented educational gain through the awarding of credits or Carnegie units
Type 1c	Postsecondary Enrollment	Documented Post-Exit enrollment in postsecondary education or training during the same program year that contains the date of exit
Type 2	High School Diploma/ Equivalency Achievement	Documented attainment of a high school diploma/ equivalency (only applicable to those who did not have diploma/equivalency at date of participation)
Type 3	Postsecondary Transcript or Report Card	Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards
Type 4	Progress Milestones	Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training
Type 5	Skills Progression	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

Why IET & Workplace Literacy?

Integrated Education and Training

"The term ''integrated education and training'' means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement."

AEFLA Section 203(11)

Workplace Adult Education and Literacy

"Workplace adult education and literacy activities means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce."

AEFLA Section 203 (16)

What are these MSG Types new to the NRS?

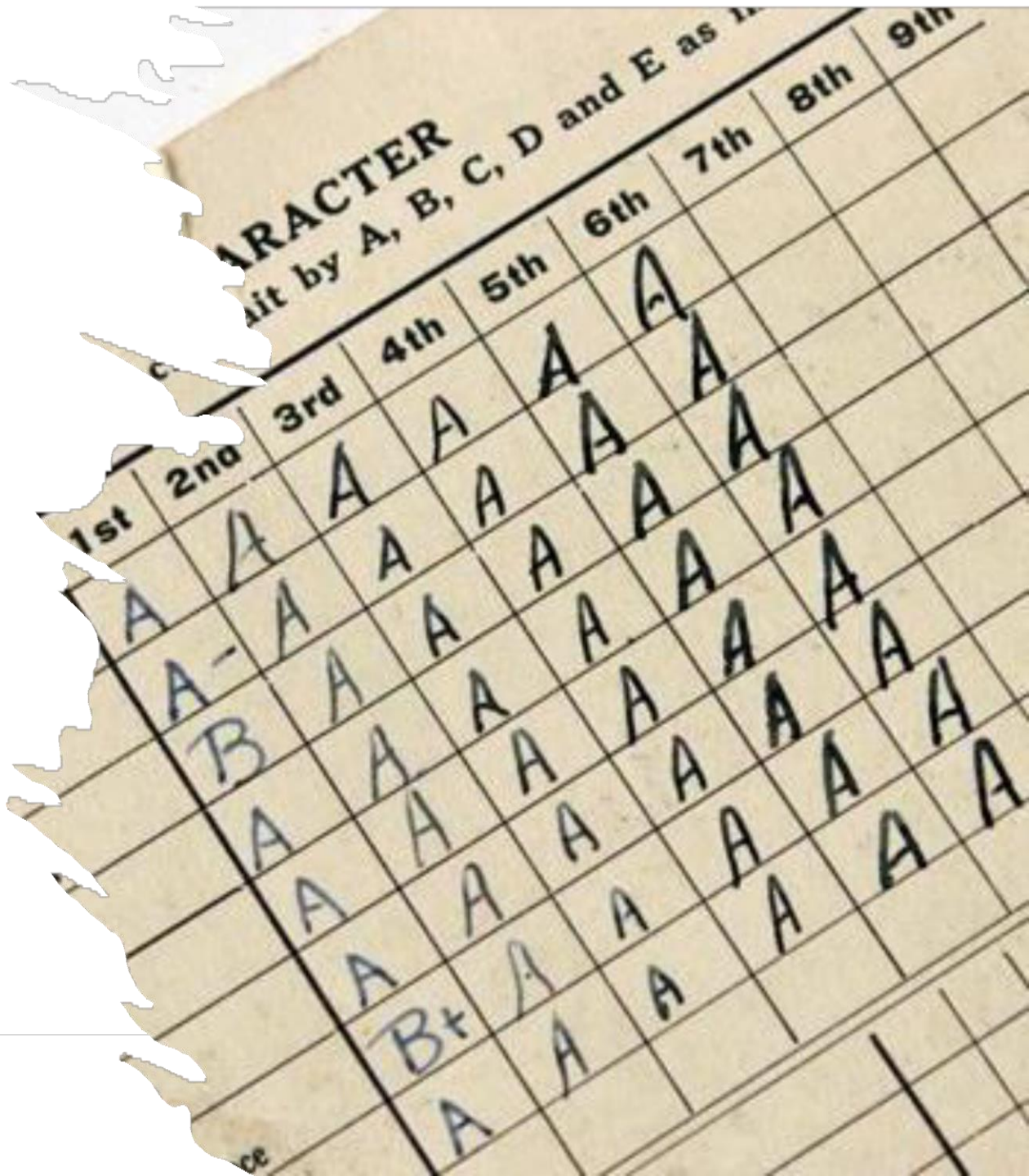
Measurable Skills Gains

Types 3, 4 & 5

Method, Documentation, Compliance

Postsecondary Transcript or Report Card

Type 3 MSG



Type 3—

Postsecondary Transcript or Report Card

Secondary[1] or postsecondary transcript or report card for a sufficient number of credit hoursthat shows a participant is

meeting the State unit's academic

standards.

[1] Secondary transcript is specific to youth attending high school

States and local areas develop policies suitable for the applicable academic system…

- Semesters
- Trimesters
- Quarters, and clock hours

…for the calculation of credit hours

Type 3—

Postsecondary Transcript or Report Card

Secondary[1] or postsecondary transcript or report card for a sufficient number of credit hoursthat shows a participant is

meeting the State unit's academic

standards.

[1] Secondary transcript is specific to youth attending high school

- Ex: At least 12 hours per semester or, for part-time students, a total of at least 12 hours over the course of two completed semesters
- Ex. 6 hours in the spring semester and 6 more hours in the fall semester and those semesters crossed PY.
- MSG is earned in 2nd PY

MSG Type 3 Transcript or Report Card

College Credit IET

12 Direct Hours
+ Pre-test

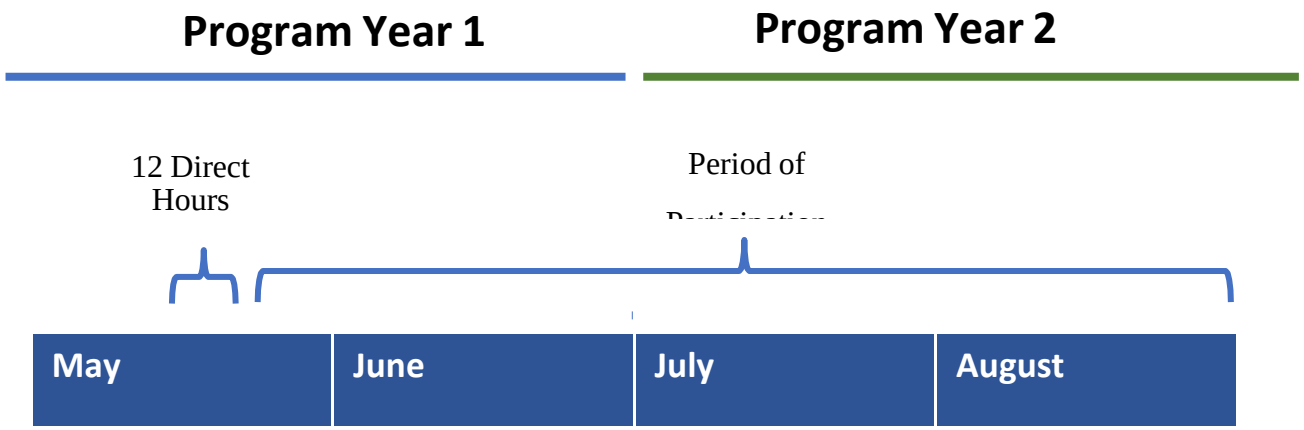
Period of
Participation

May	June	July	August

Recognized Postsecondary Credential
College Credit Certificate

MSG Type 3 Transcript or Report Card

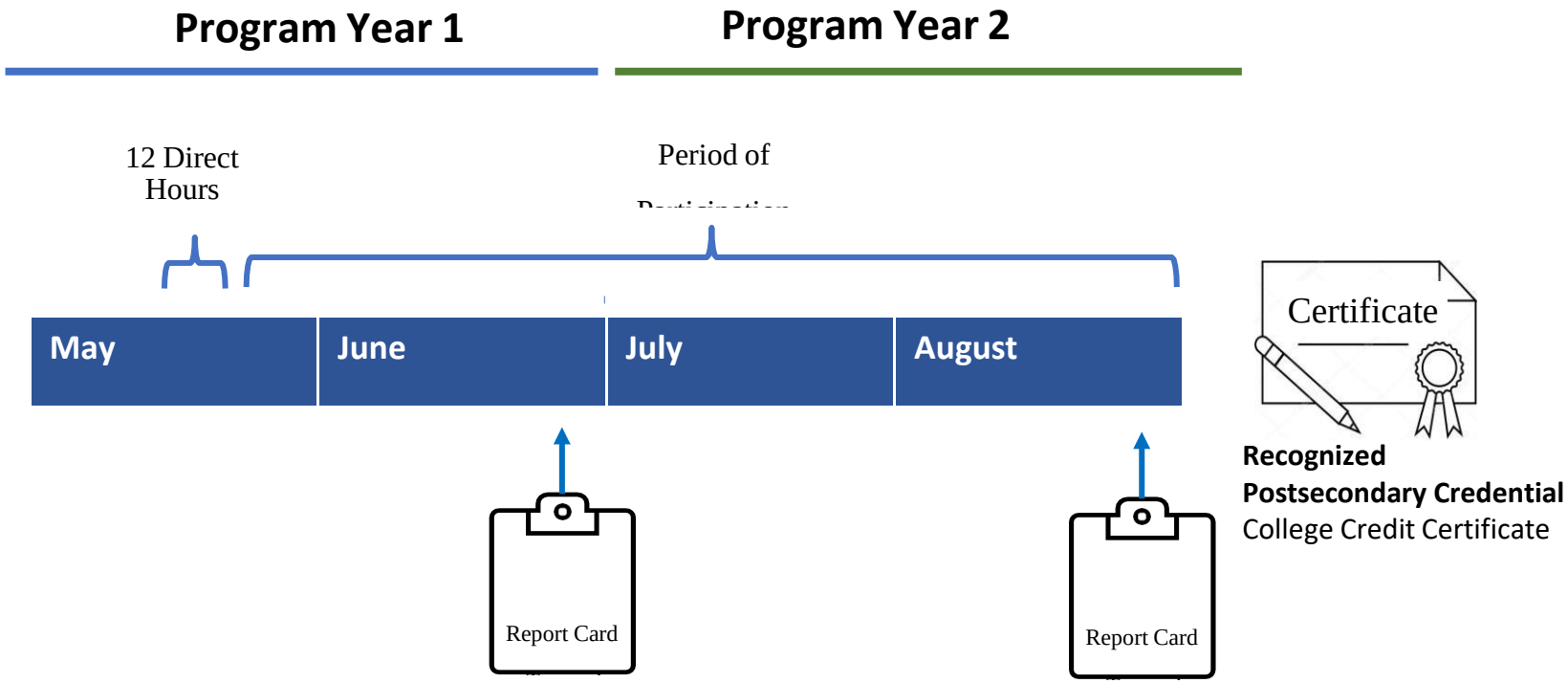
College Credit IET



Recognized Postsecondary Credential
College Credit Certificate

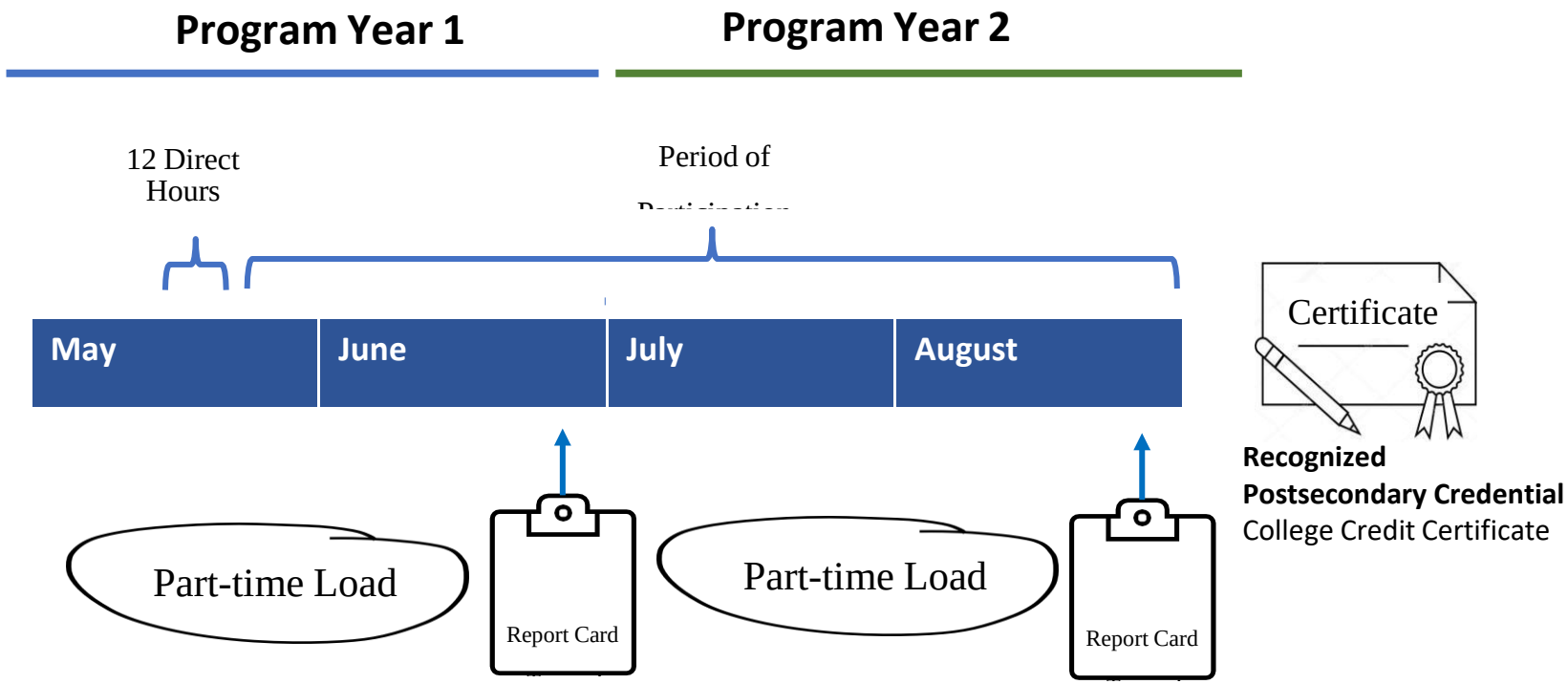
MSG Type 3 Transcript or Report Card

College Credit IET



MSG Type 3 Transcript or Report Card

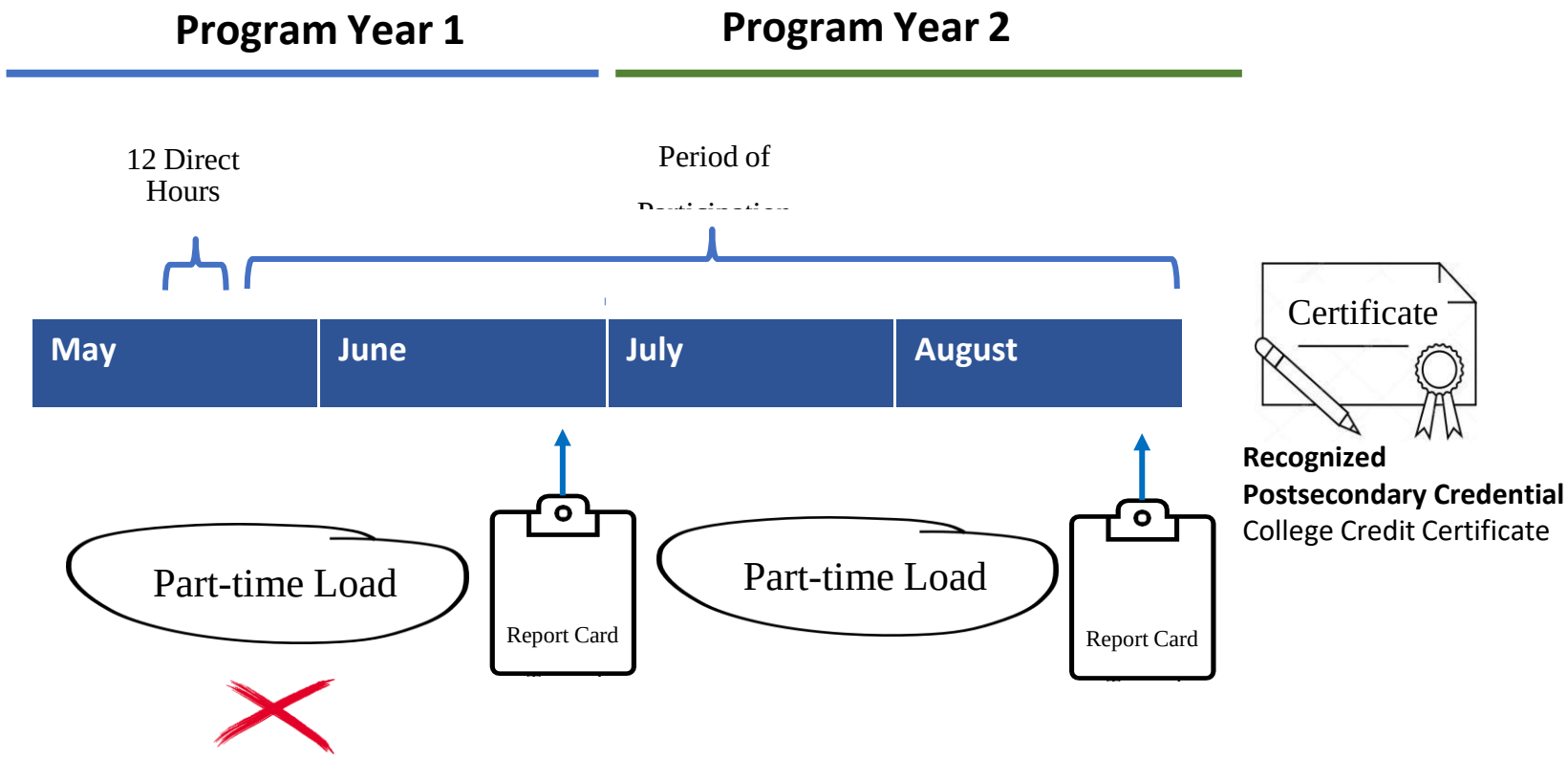
College Credit IET



Recognized Postsecondary Credential
College Credit Certificate

MSG Type 3 Transcript or Report Card

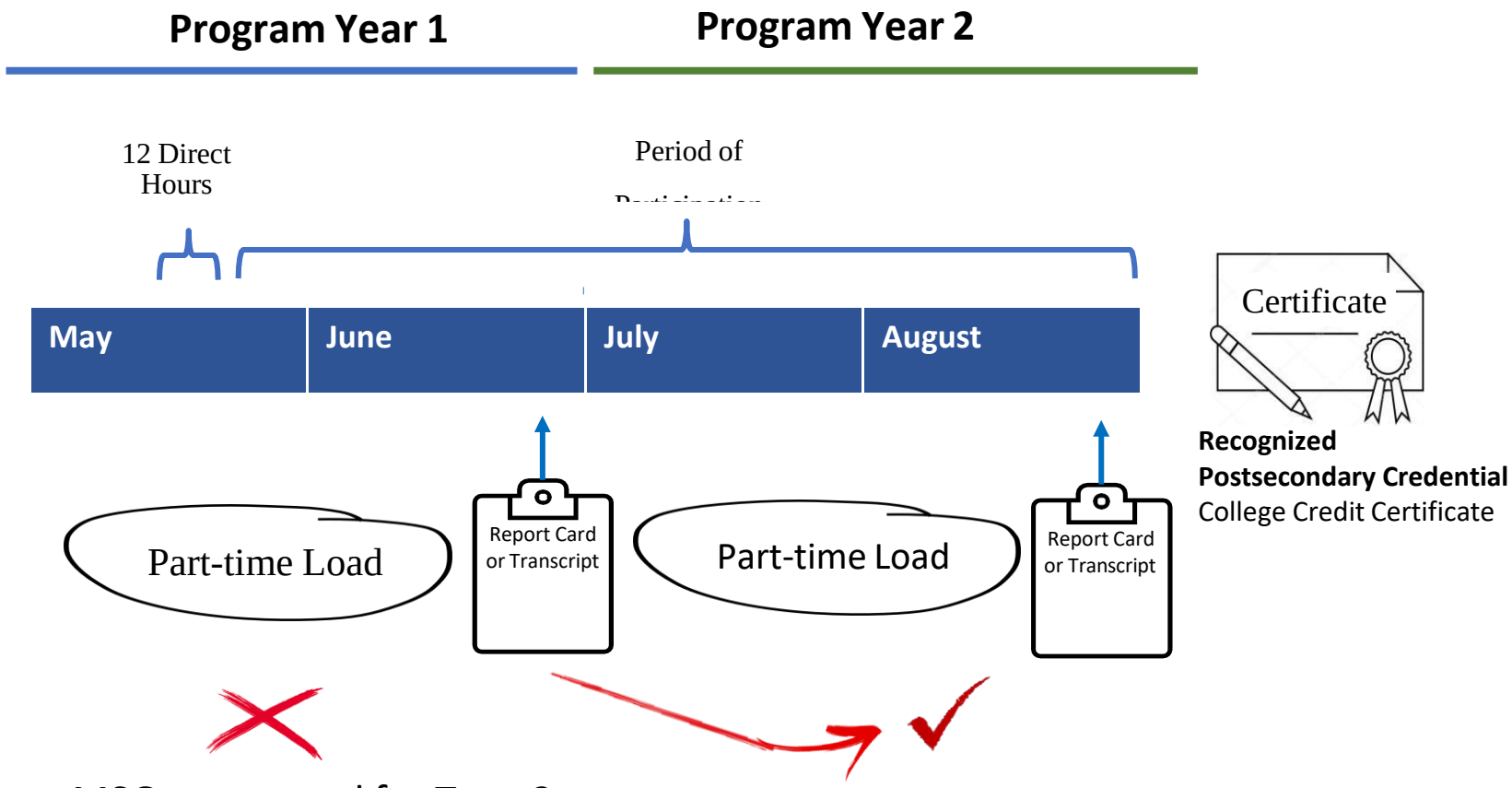
College Credit IET



MSG not earned for Type 3.
Need another MSG Type

MSG Type 3 Transcript or Report Card

College Credit IET



Recognized Postsecondary Credential
College Credit Certificate

MSG not earned for Type 3.
Need another MSG Type

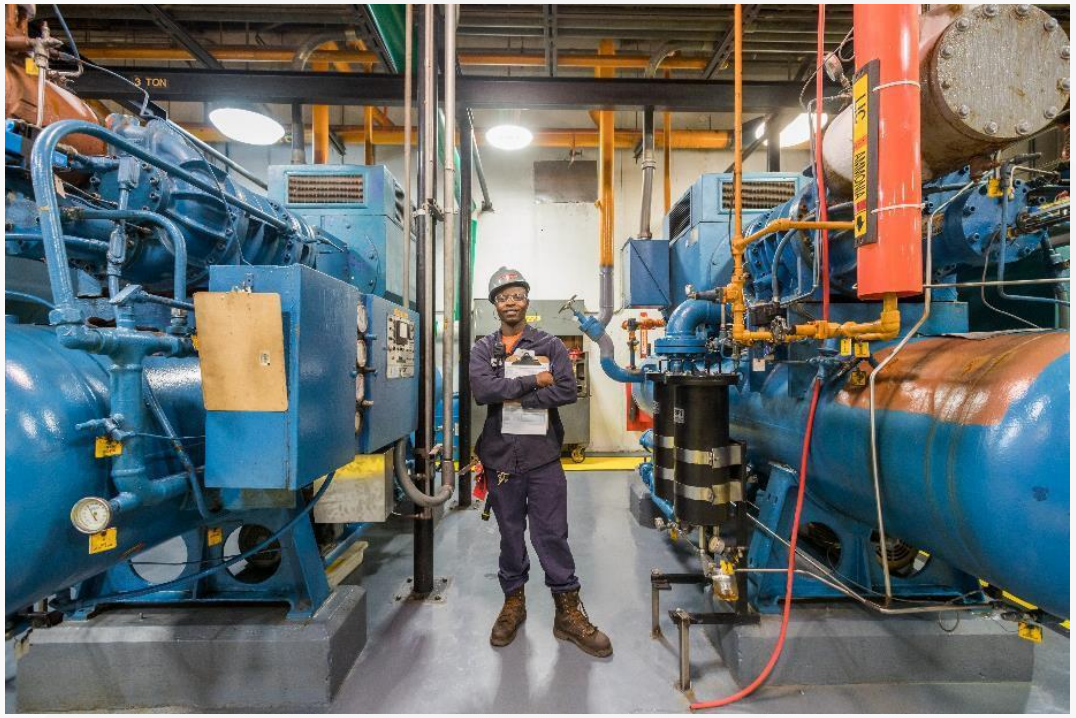
MSG Earned in 2nd PY

MSG Type 4

Progress Milestones

Type 4 — Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training



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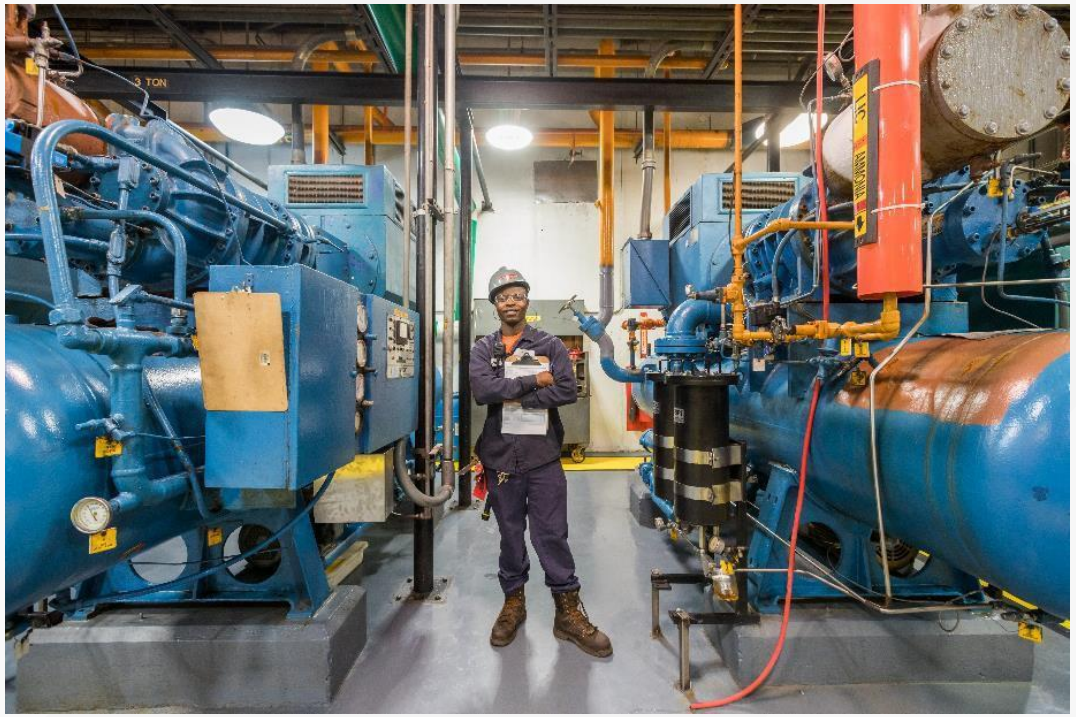

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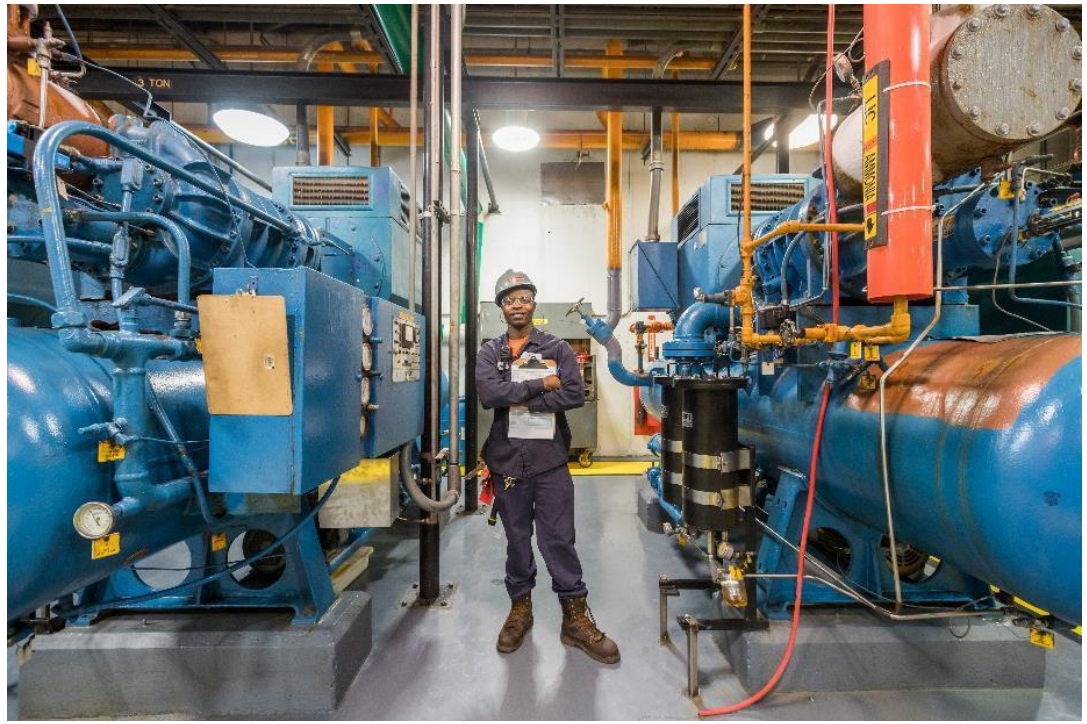


Type 4 — Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

"Satisfactory or better"

- "Meets or exceeds" expectations
- Not necessarily quantified

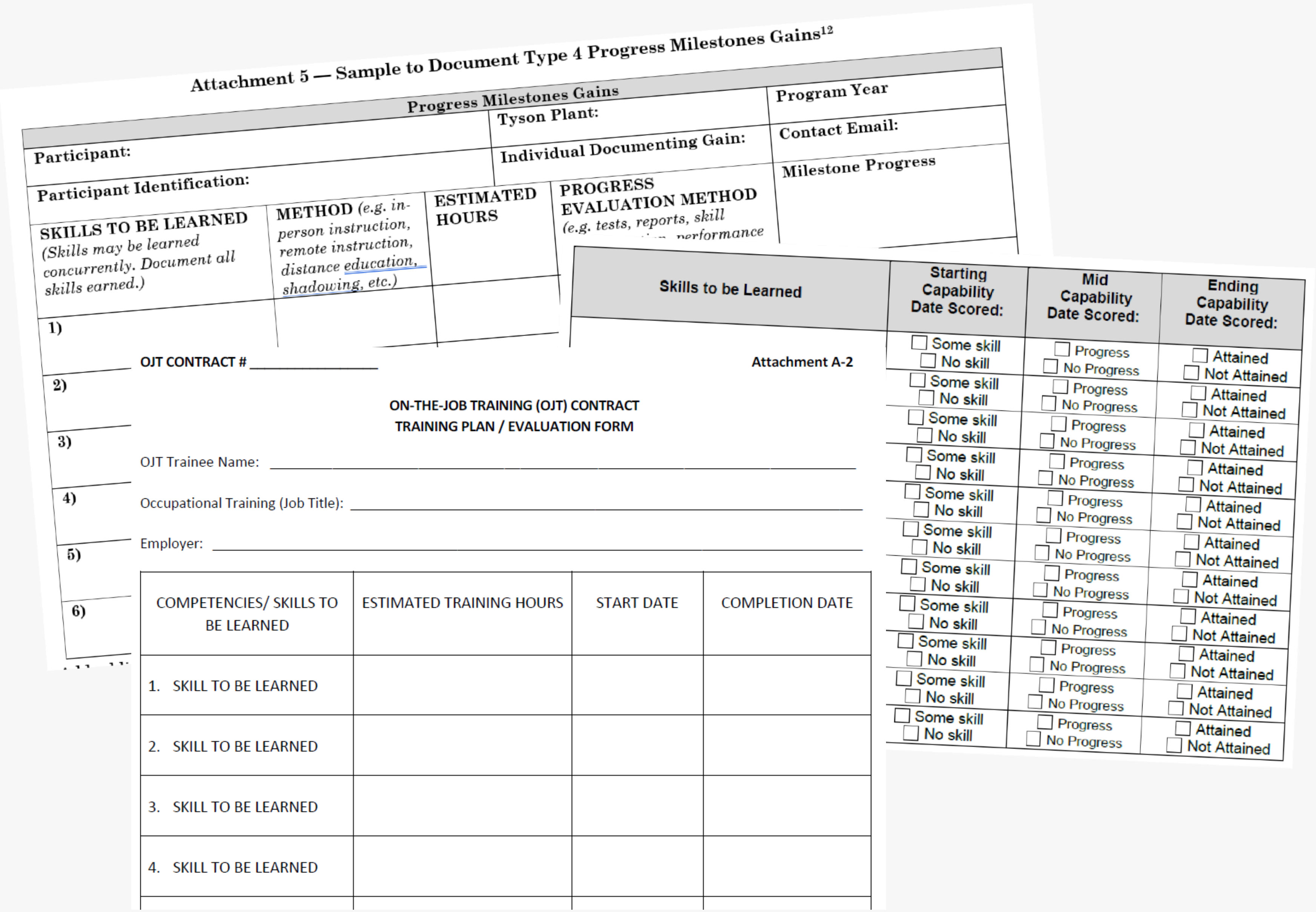
Type 4 — Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

"progress report"

- Documented progress
- Not a test unless a test is part of a report

What's a Report?



Attachment 5 — Sample to Document Type 4 Progress Milestones Gains[12]

Progress Milestones Gains				
Participant:		Tyson Plant:		Program Year
		Individual Documenting Gain:		Contact Email:
Participant Identification:				Milestone Progress
SKILLS TO BE LEARNED *(Skills may be learned concurrently. Document all skills earned.)*	METHOD *(e.g. in-person instruction, remote instruction, distance education, shadowing, etc.)*	ESTIMATED HOURS	PROGRESS EVALUATION METHOD *(e.g. tests, reports, skill ... performance*	
1)				
2)				
3)				
4)				
5)				
6)				

Skills to be Learned	Starting Capability Date Scored:	Mid Capability Date Scored:	Ending Capability Date Scored:
	☐ Some skill ☐ No skill	☐ Progress ☐ No Progress	☐ Attained ☐ Not Attained
	☐ Some skill ☐ No skill	☐ Progress ☐ No Progress	☐ Attained ☐ Not Attained
	☐ Some skill ☐ No skill	☐ Progress ☐ No Progress	☐ Attained ☐ Not Attained
	☐ Some skill ☐ No skill	☐ Progress ☐ No Progress	☐ Attained ☐ Not Attained
	☐ Some skill ☐ No skill	☐ Progress ☐ No Progress	☐ Attained ☐ Not Attained
	☐ Some skill ☐ No skill	☐ Progress ☐ No Progress	☐ Attained ☐ Not Attained
	☐ Some skill ☐ No skill	☐ Progress ☐ No Progress	☐ Attained ☐ Not Attained
	☐ Some skill ☐ No skill	☐ Progress ☐ No Progress	☐ Attained ☐ Not Attained
	☐ Some skill ☐ No skill	☐ Progress ☐ No Progress	☐ Attained ☐ Not Attained
	☐ Some skill ☐ No skill	☐ Progress ☐ No Progress	☐ Attained ☐ Not Attained
	☐ Some skill ☐ No skill	☐ Progress ☐ No Progress	☐ Attained ☐ Not Attained

OJT CONTRACT # ________________ Attachment A-2

ON-THE-JOB TRAINING (OJT) CONTRACT
TRAINING PLAN / EVALUATION FORM

OJT Trainee Name: ____________________

Occupational Training (Job Title): ____________________

Employer: ____________________

COMPETENCIES/ SKILLS TO BE LEARNED	ESTIMATED TRAINING HOURS	START DATE	COMPLETION DATE
1. SKILL TO BE LEARNED			
2. SKILL TO BE LEARNED			
3. SKILL TO BE LEARNED			
4. SKILL TO BE LEARNED			

Progress Milestones Gains				
Participant:		**Tyson Plant:**		**Program Year**
Participant Identification:		**Individual Documenting Gain:**		**Contact Email:**
SKILLS TO BE LEARNED *(Skills may be learned concurrently. Document all skills earned.)*	**METHOD** *(e.g. in-person instruction, remote instruction, distance education, shadowing, etc.)*	**ESTIMATED HOURS**	**PROGRESS EVALUATION METHOD** *(e.g. tests, reports, skill demonstration, performance verification, wage gain)*	**Milestone Progress**
1)				☐ Attained ☐ In Progress ☐ Not Attained
2)				☐ Attained ☐ In Progress ☐ Not Attained
3)				☐ Attained ☐ In Progress ☐ Not Attained
4)				☐ Attained ☐ In Progress ☐ Not Attained
5)				☐ Attained ☐ In Progress ☐ Not Attained
6)				☐ Attained ☐ In Progress ☐ Not Attained

Add additional rows/sheets as necessary

Type 4 — Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

"established milestones"

- Deliberate language
- "Established" = agreed upon
- Clearly defined progress
- Include types of acceptable documentation

Type 4 — Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

"from an employer or training provider"

- Derives from *either employer or training provider*
- Not from a test publisher (though a test may be part of the milestone)
- Not from an agency (though an agency may establish acceptable documentation)

Type 4 — Progress Milestones

Satisfactory or better progress report, towards established milestones, such as completion of on-the-job (OJT) training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training

"such as"
"or similar milestones"

- These are just examples

Documentation & Compliance

OCTAE Program Memo 17-2

Additional Detail

OCTAE Program Memo 17-2

Documentation for this gain may vary, as programs should identify appropriate methodologies based upon the nature of services being provided, but progress reports must document substantive skill development that the participant has achieved

Clarification

- Flexibility in documentation

Additional Detail

OCTAE Program Memo 17-2

Documentation for this gain may vary, as programs should identify appropriate methodologies based upon the nature of services being provided, but progress reports must document substantive skill development that the participant has achieved

Clarification

- Flexibility in documentation
- Method of measurement is customized to service

Additional Detail

OCTAE Program Memo 17-2

Documentation for this gain may vary, as programs should identify appropriate methodologies based upon the nature of services being provided, but progress reports must document substantive skill development that the participant has achieved

Clarification

- Flexibility in documentation
- Method of measurement is customized to service
- Must be “substantive”

“…must document substantive skill development…”

Substantive

- Subjective but specific
- Included to ensure meaningful effort to achieve
- Guard against “easy gains”
- Consider if the activity being documented measure meets the “spirit of substantive”

Additional Detail

OCTAE Program Memo 17-2

"The gain may be documented by a satisfactory or better progress report from an employer or training provider.

Progress reports may include training reports on milestones completed as the individual masters the required job skills, or steps to complete an OJT or apprenticeship program.

Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress."

Clarification

- Flexibility

Additional Detail

OCTAE Program Memo 17-2

"The gain may be documented by a satisfactory or better progress report from an employer or training provider.

Progress reports may include training reports on milestones completed as the individual masters the required job skills, or steps to complete an OJT or apprenticeship program.

Increases in pay resulting from newly acquired skills or increased performancealso can be used to document progress."

Clarification

- Flexibility
- Mastery of job skills = demonstrated competencies
- "steps" = progress

Additional Detail

OCTAE Program Memo 17-2

"The gain may be documented by a satisfactory or better progress report from an employer or training provider.

Progress reports may include training reports on milestones completed as the individual masters the required job skills, or steps to complete an OJT or apprenticeship program.

Increases in pay resulting from newly acquired skills or increased performance also can be used to document progress."

Clarification

- Flexibility
- Mastery of job skills = contextualized
- "steps" = progress
- "increases in pay" = No documented test, exam, or performance verification
- Pay ties to new skills

Examples

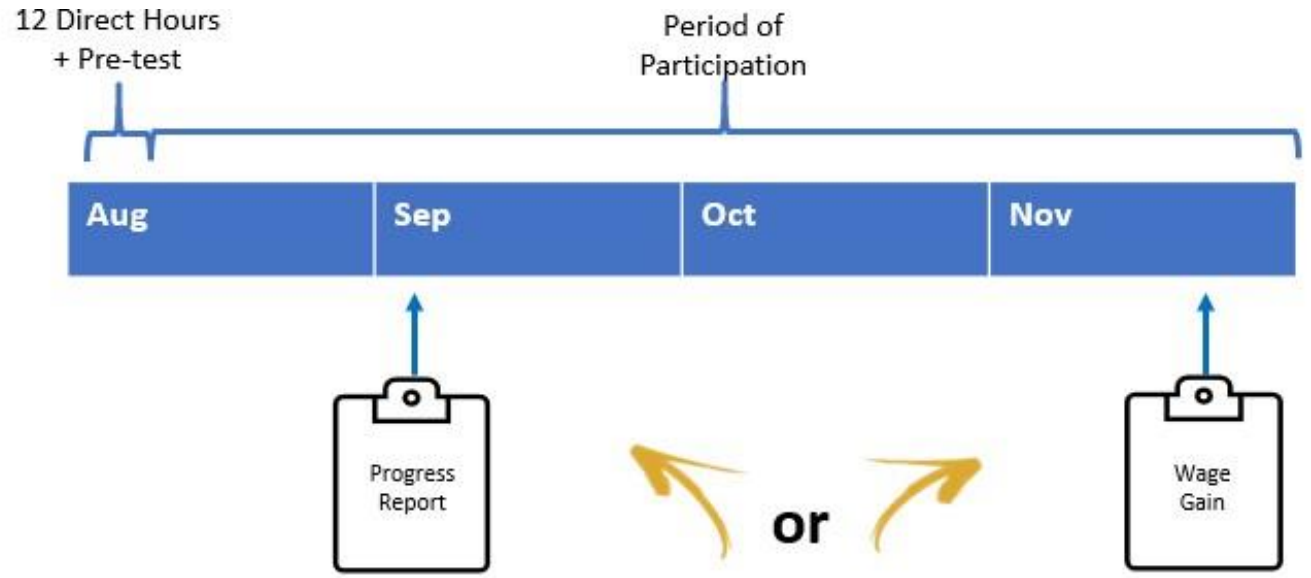
MSG Type 4

MSG Type 4

Tyson

Inward Pathways

Portland, Indiana



Progress report towards established milestones from an employer or training provider could include:

- Lock Out Tag Out (LOTO) certification
- Report on performance verification of:
  - ✓ Detecting work piece defects or equipment malfunction/ repair
  - ✓ Measuring dimensions to determine accuracy
  - ✓ Interpreting daily production schedule as measured by customized ESL test
  - ✓ Pay increase replated to skills gained or promotion
- Report may require achievement of one or more of these measures

Attachment 5 - Sample to Document Type 4 Progress Milestones Gains[12]

Progress Milestones Gains				
Participant:		**Tyson Plant:**		**Program Year**
Participant Identification:		**Individual Documenting Gain:**		**Contact Email:**
SKILLS TO BE LEARNED *(Shills may be learned concurrently. Document all skills earned.)*	**METHOD** *(e.g. in-person instruction, remote instruction, distance education, shadowint1. etc.)*	**ESTIMATED HOURS**	**PROGRESS EVALUATION METHOD** *(e.g. tests, reports, skill demonstration, performance verification, wane gain)*	**Milestone Progress**
1)				☐ Attained ☐ In Progress ☐ Not Attained
2)				☐ Attained ☐ In Progress ☐ Not Attained
3)				☐ Attained ☐ In Progress ☐ Not Attained
4)				☐ Attained ☐ In Progress ☐ Not Attained
5)				☐ Attained ☐ In Progress ☐ Not Attained
6)				☐ Attained ☐ In Progress ☐ Not Attained

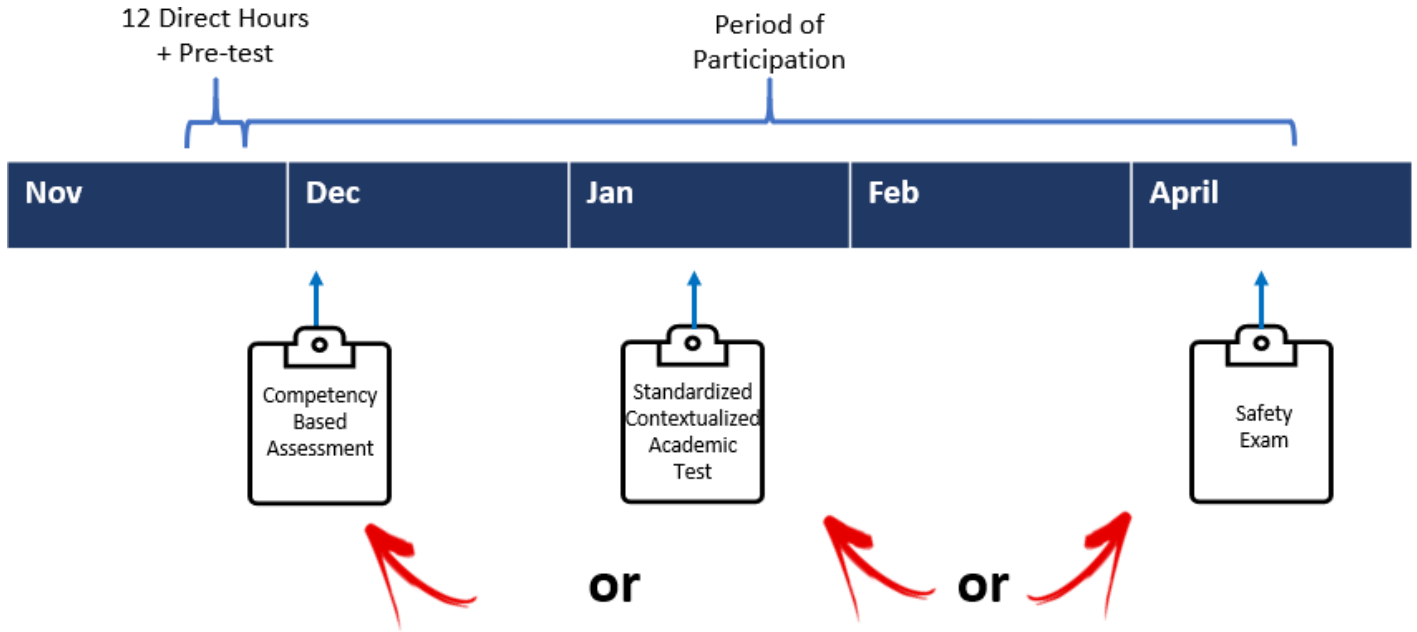
Add additional rows as necessary

MSG Type 4

Workplace Literacy Model

Tyson Foods

Upward Academy



Satisfactory or better progress report towards established milestones from an employer or training provider who is providing training could include:

- A gain in digital literacy through a competency-based digital literacy assessment
- Standardized contextualized academic test
- A gain on the company's safety exam in English

Skills Progression
Type 5 MSG

Type 5—

Skills Progression

"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"

Clarification

- Evidence is based on exam or test

Type 5—

Skills Progression

"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"

Clarification

- Evidence is based on exam or test
- Required for the job

Type 5—

Skills Progression

"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"

Clarification

- Evidence is based on exam or test
- Required for the job
- "or" = options

Type 5—

Skills Progression

"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"

Clarification

- Evidence is based on exam or test
- Required for the job
- "or" = options
- Work-related progress

Type 5—

Skills Progression

"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"

Clarification

- Evidence is based on exam or test
- Required for the job
- "or" = options
- Work-related progress
- Documentation

Type 5—

Skills Progression

"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"

Clarification

- Evidence is based on exam or test
- Required for the job
- "or" = options
- Work-related progress
- Documentation
- "Benchmarks" = standards, levels, or targets

Type 5

Skills Progression

"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"

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- Documentation
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Type 5

Skills Progression

"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"

Clarification

- Evidence is based on exam or test
- Required for the job
- "or" = options
- Work-related progress
- Documentation
- "Benchmarks" = standards, levels, or targets
- "such as" = optional example

What is (probably) Not a Trade-related Benchmark?

Skills Progression MSGs are probably not tests or exams administered by an educational institution for completion of coursework, such as a community college semester.

What is (probably) Not a Trade-related Benchmark?

"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"

Clarification

- College exams are not typically required for a job
- Work-related progress
- "Benchmarks" = standards, levels, or targets
- No mention of "grades". That is MSG Type 3

Type 5

Skills Progression

"Documentation for this gain may include passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary

to obtain a credential.

Clarification

- "may" = "not limited to"

Skills Progression

"Documentation for this gain may include passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary to obtain a credential.

Clarification

- "may" = "not limited to"
- Examples
  - apprenticeship exams
  - employer-required tests
  - element or tests of a larger assessment series related to a credential

Skills Progression

"Documentation for this gain may include passage of a component exam in a Registered Apprenticeship program, employer-required knowledge-based exam, satisfactory attainment of an element on an industry or occupational competency-based assessment, or other completion test necessary to obtain a credential.

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Type 5 —

Skills Progression

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Clarification

- "may" = "not limited to"
- Examples
  - apprenticeship exams
  - employer-required tests
  - element or tests of a larger assessment series related to a credential
- Credential = "recognized postsecondary credential"

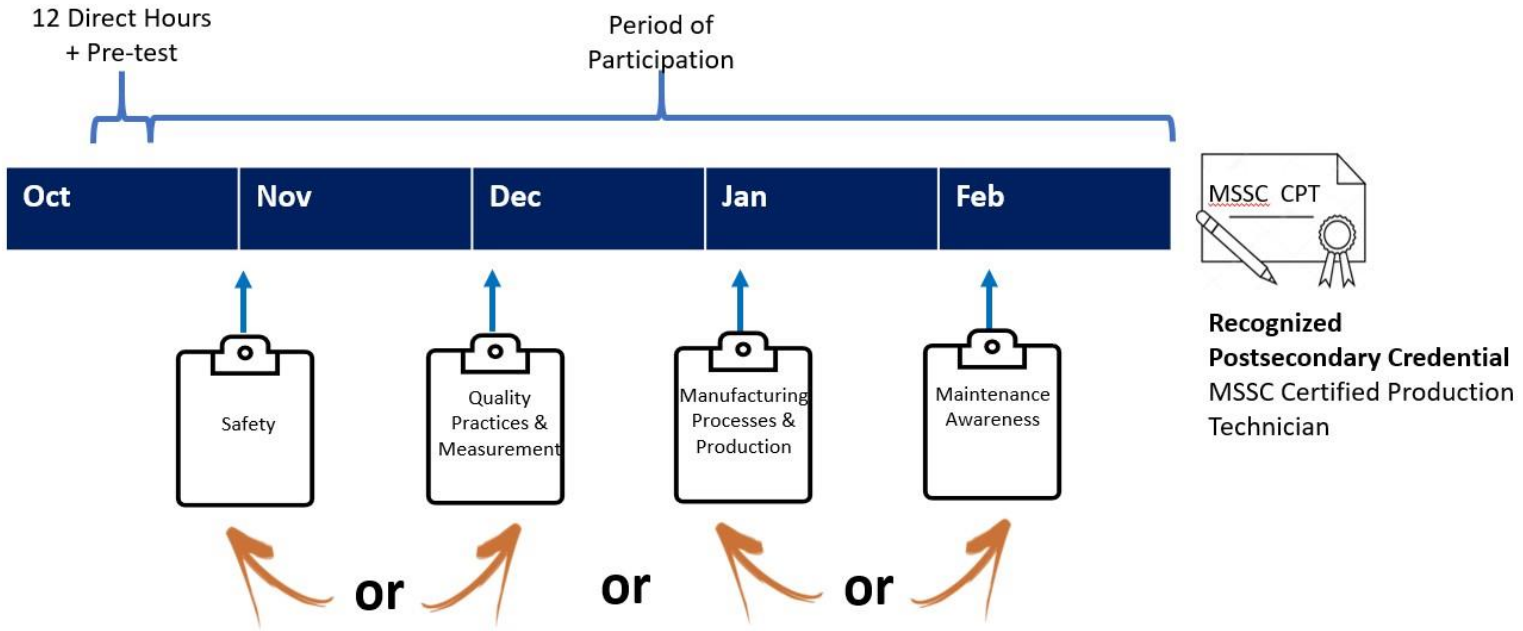
Examples

Type 5 MSG

MSG Type 5

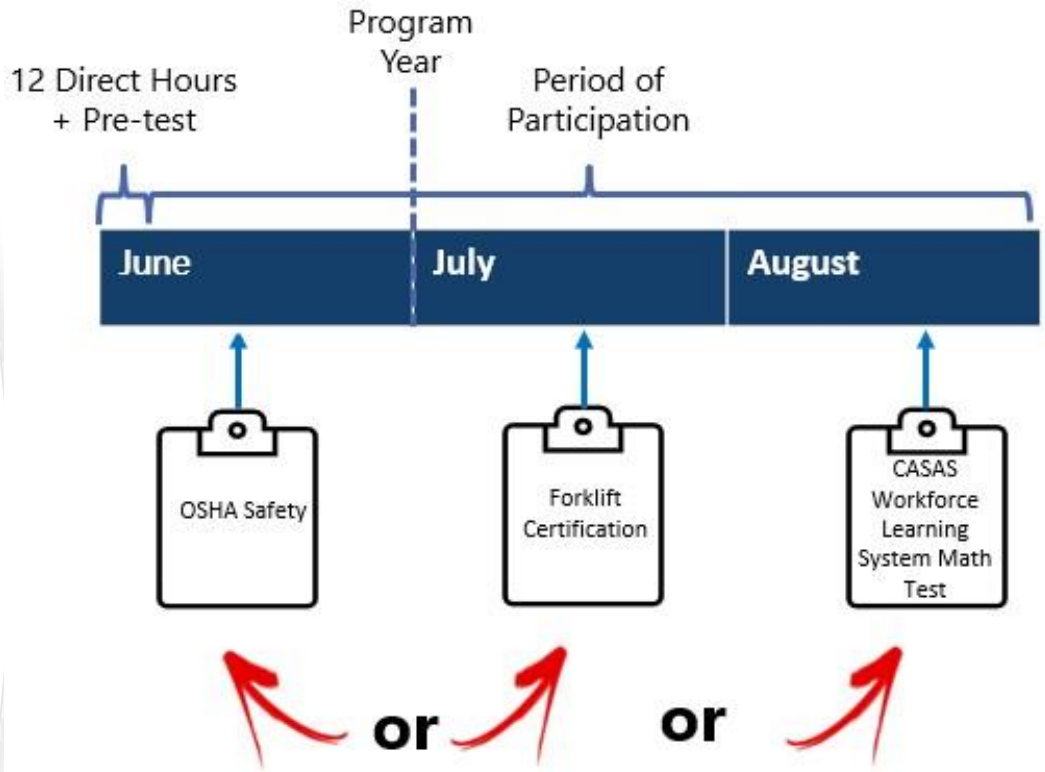
Tyson IET Program Upward Pathways

Goodlettsville, Tennessee



Satisfactory or better progress report towards established milestones from an employer or training provider who is providing training could be passing one component test of the CTP Certification.

MSG Type 5 Construction Trades



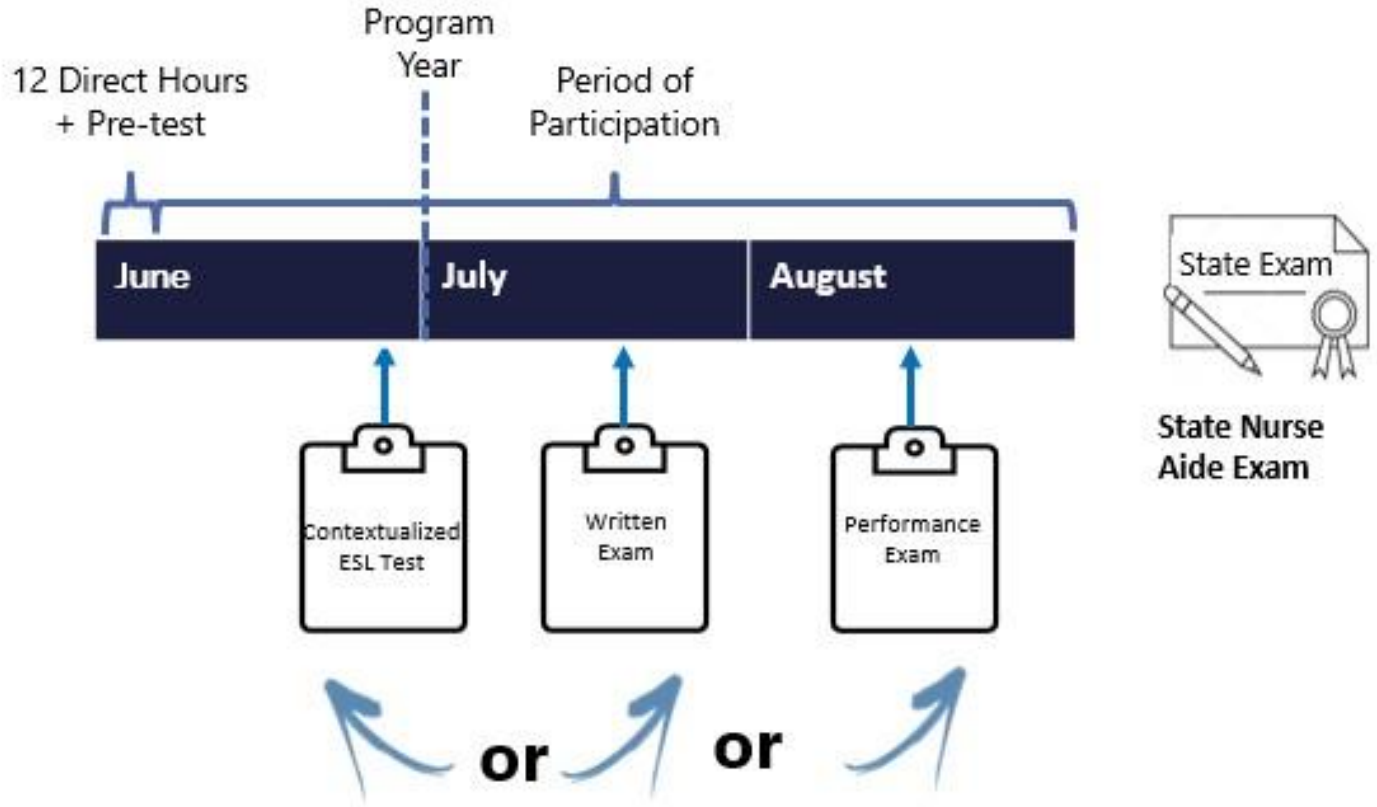
NCCER Core

Recognized Postsecondary Credential
National Center for Construction Education and Research Core

Satisfactory or better progress report towards established milestones from an employer or training provider who is providing training could be:

- OSHA 10-hour safety certification
- College awarded forklift certificate
- CASAS Workforce Learning System Math Test

MSG Type 5 Certified Nurse Aide



Satisfactory or better progress report towards established milestones from an employer or training provider who is providing training could be:

- An ESL test contextualized for the nurse aide exam (Type 4)
- Written portion of state nurse aide exam (Type 5)
- Performance portion of state nurse aide exam (Type 5)

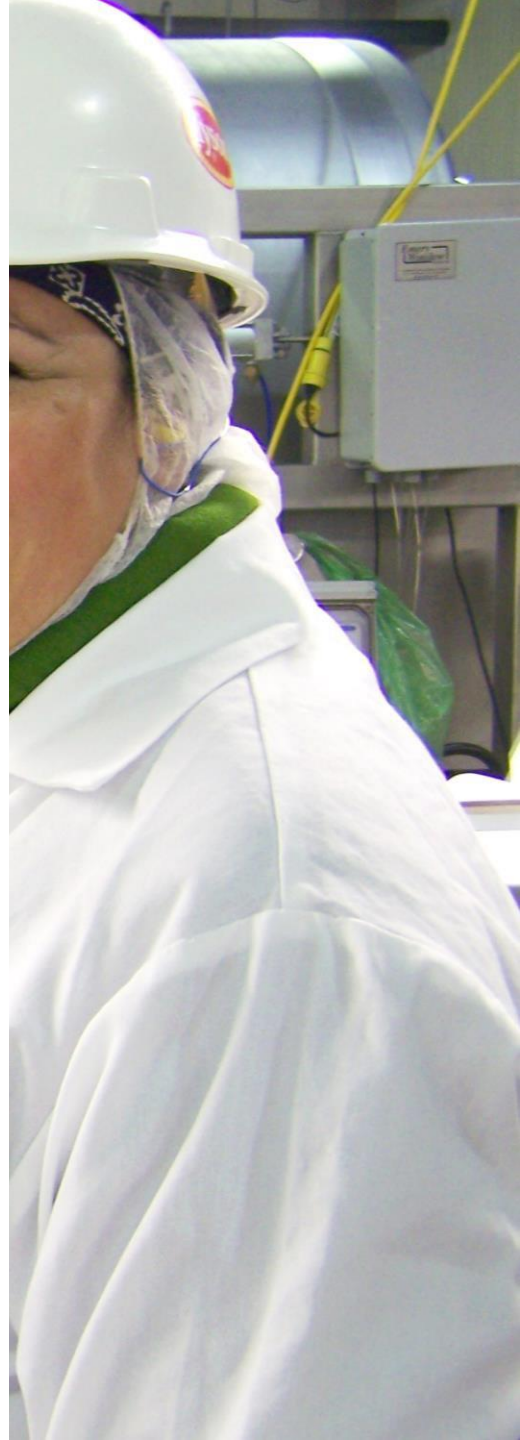
Next Steps

For Leaders

- States develop policy
- States modify data systems
- PD!, PD!, PD!

For Teachers

- Design with end outcome in mind
- Engage employers (workplace literacy)
- Engage career /technical instructors (IET)
- Document! Document! Document!



Questions

Anson Green
Economic Opportunity Tyson Foods
anson.green@tyson.com

Judy Mortrude
Senior Technical Advisor
World Education, Inc.
judy_mortrude@worlded.org

Appendix #5: Follow-Up Survey for Non SSN Students and Special Populations

Follow-Up Survey for Core, Secondary, and other Measures
Wyoming Community College Commission
Adult Education

Hello. My name is _____. I work for _____. We're contacting people who have recently attended our classes at our adult education programs to find out what happens to them after they leave us. It should take only a few moments of your time to answer.

Attendance/objectives

A-1 I understand that you were in _____ (name of teacher) class in _____(location). Is that correct?
- 🗀 Yes
- 🗀 No (Obtain correct information)

A-2 During what month and year did you enroll in this program?

Month:_____ Year:_____

A-3 Did you attend the class/program until it ended?
- 🗀 Yes (proceed to B-1)
- 🗀 No (Proceed to A-4)

A-4 During what month did you stop attending the class or program? Month:_____

Secondary or Post-secondary Credential

B-1 Did you receive any diplomas, certificates, or degrees, such as a secondary school diploma, from passing HSEC tests or postsecondary credential or certificate, either while you were taking this class or since you took this class?
- 🗀 Yes (proceed to B-2)
- 🗀 No (Proceed to C-1)
- 🗀 DK/Refused (proceed to C-1)

B-2 What type of diploma/certificate/degree did you receive? (Check all that apply)
- 🗀 Secondary credential
- 🗀 Postsecondary credential/certificate
- 🗀 Bachelor's Degree
- 🗀 DK/Refused
- 🗀 High school diploma
- 🗀 Associates' Degree
- 🗀 Other _____

B-3 When did you receive that diploma/certificate/degree? Month:_____ Year:_____

Other Education & Training

C-1 Since you stopped attending the class or program, have you enrolled in any other educational or training programs?
- 🗀 Yes
- 🗀 No (proceed to D-1)

C-2 Where are you enrolled?
- 🗀 Other (Specificy)_____

C-3 When did you start that program? Month:_____ Year:_____

C-4 In what type of class or classes are you now enrolled? (Check all that apply)
- 🗀 English Language Skills
- 🗀 Vocational/Job Training/IET
- 🗀 Citizenship
- 🗀 Other (Specify:_____)
- 🗀 GED/HSEC/High School
- 🗀 Community College/College Level
- 🗀 Family Literacy
- 🗀 DK/Refused

Employment

D-1 While you were taking this class, did you get a paying job?
- 🗀 Yes
- 🗀 No

If yes, what was the name of your employer?_____ (proceed to D-3)

D-2 Since you stopped taking this class, have you gotten a paying job?
- 🗀 Yes
- 🗀 No (end of survey)

If yes, What is the name of your employer?_____

When did you first get a job after leaving the program?_____(proceed to D-4)

D-3 Do you still have the same job, have a different job, or have no current job?

🗀 Still have same job(proceed to D-4) 🗀 Have a different job(proceed to D-4)

What is the name of your employer?

_____

🗀 Have no job, unemployed (end of survey) 🗀 DK/Refused (end of survey)

(determine second post-exit quarter from response to A-4)

D-4 Thinking back to the three month period between _____ (specify 2nd post-exit quarter months), did you have a paying job at any time during those three months?

🗀 Yes 🗀 No (end of survey) 🗀 DK/Refused (end of survey)

D-5 How much money did you make during these three months, by the hour, week, month, year, or total for the three months? Please provide an answer to only one of the choices below.

A. HOURLY

$ _____ per _____ (hour)

How many hours per week did you work? _____ For how long? _____

B. WEEKLY

$ _____ per _____ (week)

How many weeks did you work? _____? For how long? _____

C. MONTHLY

$ _____ per _____ (month)

How many months did you work? _____?

***D.* Yearly**

$ _____ per _____ (year)

(determine fourth post-exit quarter from response to A-4)

D-6 Thinking back to the three month period between _____(specify fourth post-exit quarter months), did you have a paying job at any time during those three months?

🗀 Yes 🗀 No (end of survey) 🗀 DK/Refused (end of survey)

D-7 How much money did you make during this these three months, by the hour, week, month, year or total for the three months? Please provide an answer to only one of the choices below.

E. HOURLY

$ _____ per _____ (hour)

How many hours per week did you work? _____ For how long? _____

F. WEEKLY

$ _____ per _____ (week)

How many weeks did you work? _____? For how long? _____

G. MONTHLY

$ _____ per _____ (month)

How many months did you work? _____?

***H.* Yearly**

$ _____ per _____ (year)

CLOSING Thank you very much for taking the time to answer our questions. Your answers are very helpful. The information you gave me will be used to help make adult education programs better and more useful to people like you who have attended or would like to attend such a program. H-1. Is there anything that we didn't ask about that you'd like to comment on?

Appendix 5.2: Follow-Up Contact log for Interviewers

Contact Log Interviewer:_____

Date & Time	Name	Contacted (who, nature of conversation, any message left, etc)	Status: (Interview completed, scheduled recall, refusal)

Appendix #6: Negotiated Targets for Wyoming

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%

Negotiations													
			PY 2020					PY 2021					
ndicator 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%