

Policy #08112020R: Data Collection (Follow-Up: Tracking Students Over Time)

Date: August 11, 2020/November 16, 2020 (Revision)

Section I: Federal Mandates and Guidance

National Reporting System (NRS)

The Workforce Innovations & Opportunity Act (WIOA) changed the way in which data for Adult Education systems is tracked. With this change, the NRS established clear guidelines on how WIOA indicators are to be obtained and tracked. There are multiple indicators that States are required to track on all eligible participants.

A. Measurable Skill Gains:

(<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>)

OCTAE Program Memorandum 17-2 provides guidance on how States are to measure skill gains on enrolled participants. This guidance is defined below.

The percentage of program 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 documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:

- 1) Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
Example: Low-skilled adult participants of an adult education program: the measurable skill gains indicator provides an opportunity to track and report gains in reading, writing, mathematics, and English proficiency.
- 2) Documented attainment of a secondary school diploma or its recognized equivalent;
Examples of secondary school diplomas, alternate diplomas, and recognized equivalents recognized by individuals States include:
 - Obtaining certification of attaining passing scores on a State-recognized high school equivalency test.
 - Earning a secondary school diploma or State-recognized equivalent through a credit bearing secondary education program sanctioned by State law, code, or regulation.
 - Obtaining certification of passing a State recognized competency-based assessment.
 - Completion of a specified number of college credits.
- 3) 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;
- 4) 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;
Example: A participant is enrolled in a four year registered apprenticeship program: the MSG indicator tracks the skills the participant gains throughout the reporting period, not just at the end of the four year training program.
- 5) 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.

Documenting Progress for Types of Measurable Skill Gains

- 1) ***Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary level*** – Programs may measure educational functioning level gain in one of three ways:

- a) States may compare the participant’s initial educational functioning level, as measured by a pre-test, with the participant’s educational functioning level, as measured by a post-test;
 - b) 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; or
 - c) States may report an educational functioning level gain for participants who exit a program below the postsecondary level and enroll in postsecondary education and training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program.
- 2) ***Documented attainment of a secondary school diploma or its recognized equivalent*** – Programs may document attainment of a secondary school diploma or its recognized equivalent if the participant obtains certification of attaining passing scores on all parts of a State-recognized high school equivalency test, or the participant obtains a diploma or State-recognized equivalent documenting satisfactory completion of secondary studies or an alternate diploma, including a high school or adult secondary school diploma.
 - 3) ***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*** – For secondary education, this gain may be documented through receipt of a secondary transcript or report card for one semester showing that the participant is achieving the State unit’s policies for academic standards. For postsecondary education, this gain must demonstrate a sufficient number of credit hours—which is at least 12 hours per semester (or equivalent) or, for part-time students, a total of at least 12 hours over the course of two completed semesters (or equivalent) during a 12 month period—that shows a participant is achieving the State unit’s academic standards (or the equivalent for other than credit hour programs). For example, if a postsecondary student completed 6 hours in the spring semester and 6 more hours in the fall semester and those semesters crossed two program years, they would not count as a skill gain in the first program year but they would count as a skill gain in the second program year.
 - 4) ***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*** – 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. 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

Note: In the description of this type of Measurable Skill Gains, “completion of one year of an apprenticeship” is just one example of a timeframe that may be established for achieving a satisfactory or better progress report toward a specific milestone, and the “one year” timeframe should not be construed as a required timeframe or the only way that a participant in an apprenticeship can achieve a Measurable Skill Gain. The timeframe for the milestone should be established based on the specific facts of the program at issue.

- 5) ***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*** – 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.

B. WIOA Post-Exit Indicators (<https://nrsweb.org/sites/default/files/Tracking-Students-508.pdf>)

Under WIOA, programs are required to report data for post-exit primary indicators of performance. These indicators are the employment rate in the second quarter after exit, employment rate in the fourth quarter after exit, median earnings in the second quarter after exit, credential attainment, and effectiveness in serving employers.

- 1) **The employment rate in the second quarter after exit** measures the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
- 2) **The employment rate in the fourth quarter after exit** measures the percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- 3) **The median earnings in the second quarter after exit** measures the median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

- 4) **Credential attainment** includes attainment of a postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program. To count the receipt of a secondary diploma as a successful outcome, participants must enter postsecondary education or training, or employment within 1 year after exit.
- 5) **The Effectiveness in Serving Employers** indicator requires the Department of Education and the Department of Labor to jointly establish one or more primary indicators of performance that indicate the effectiveness of the core programs in serving employers. Since this indicator is a new approach for measuring performance under WIOA's six core programs, the Departments have implemented a pilot program during which states must select two of three approaches to report data that the Departments will use to assess a permanent indicator. States may also voluntarily develop an additional State-specific approach. The Departments will identify a standardized indicator, after state data for the various approaches have been evaluated.

Note: For the purpose of this policy, only core indicators 1-4 are addressed herein.

Whom Do We Track & When do We Track Them?

For each required indicator described above, there are different guidelines which define how performance is to be tracked. These guidelines apply regardless of the method used to collect the data. The table below summarizes these guidelines.

Indicator	Who is Tracked? ¹	When Are They Tracked?
Measurable Skill gains <input type="checkbox"/> Educational functioning level gain or entry into postsecondary education within one year of exit <input type="checkbox"/> Attainment of a secondary credential <input type="checkbox"/> number of IET participants who achieved an MSG other than EFL gain and secondary school diploma	All participants	End of the program year
Employment rate in the 2nd quarter after exit	All participants who exit ²	Second quarter after exit
Employment rate in the 4th quarter after exit	All participants who exit	Fourth quarter after exit
Median earnings in the second quarter after exit	Participants who are in unsubsidized employment during the second quarter after exit	Second quarter after exit
Credential attainment	Participants who exit & were enrolled in a postsecondary education or training program, and participants who entered without a secondary school diploma or its recognized equivalent and were receiving instruction at the secondary level	Within 1 year after exit

How Do We Track Student Outcomes?

There are several ways to track students. Each method has its benefits & challenges. Which method a state selects will depend largely on ease of access to the necessary data for a method.

Data Matching

When two or more state agencies serve a common group of participants, data matching allows the agencies to pool or share data to provide a more complete picture of how the participants are being supported to meet their academic and

¹ Indicators do not apply to participants with specific exclusion criteria specified by WIOA. See Office of Career, Technical & Adult education (OCTAE) Program Memorandum 17-2:

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>

² Second & fourth quarter employment, median earnings and credential indicators do not apply to participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit.

career goals, as determined by specific indicators. Most often, matching is done using Social Security numbers, but other unique identifiers can be used.

The data-matching method is especially beneficial for tracking outcomes that must be measured after the participant exits a program, such as employment rate, but it is advantageous for tracking all outcomes. It requires significantly fewer resources—specifically, in terms of local program staff time and effort—than other methods because local programs need to collect only demographic, participation, and EFL information. The state can do the rest. This method also tends to be the most valid and reliable, because it does not depend on self-reporting and fewer participants are missed.

Supplemental Data Collection

When it is not possible to conduct a data match, state agencies must identify an alternative method for collecting the necessary data. One way to do this is to have local programs survey students. ³ Although conducting a survey can be challenging, especially given the transient nature of many adult education participants, states can ensure that the survey they use results in the valid and reliable reporting of student outcomes.

1. **Develop a method for identifying participants to contact for follow-up.** To start, it is important to know who will need to be surveyed. Table 1 provides guidance on how to determine this for each measure. You will also need to have access to the following:
 - Participant contact information
 - The follow-up outcomes that apply to the participant
 - The date that the participant exited for each period of participation
2. **Conduct the survey at the appropriate time.** Ideally, the survey is started during the first month after the follow-up quarter and completed within no more than 3 months. However, every effort should be made to contact participants as soon as possible, after they have exited the program, to maximize the likelihood that they will respond.
3. **Use a uniform survey instrument for all programs.** To be able to compare data between programs, it is important that all participants are asked the same questions in the same way. For this reason, states should provide all programs with a standard survey questionnaire⁴ that enables the programs to collect the information in a valid and reliable way, providing translated versions in the most common languages spoken.
4. **Train staff to conduct the survey.** Just as it is important to have a uniform instrument, it is important that the survey be conducted uniformly. To ensure this, the staff who will conduct the survey need to be trained in survey procedures, including how to introduce the survey and obtain consent, ways to avoid refusals, how to ask the survey questions, how to record responses, and how to answer participant questions about the survey.
5. **Identify local resources available to conduct the survey.** Because conducting surveys is resource intensive, states should ensure that local programs have sufficient staff and time to conduct the survey before they begin. Alternatively, the state can decide to take on the responsibility for conducting the surveys and have state staff do them, or they can contract with a third party.
6. **Alternatives to survey phone calls.** Although phone calls are often used to conduct surveys, there are several other methods that states and local program 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 on 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.

7. **Implement procedures to improve response rates.** Letting participants know at program entry that they may be contacted later and asked about their outcomes greatly helps to improve the response rate. Program entry is also the best time to collect detailed contact information and ask participants to provide updates as applicable. However, contacting adult education students after they leave the program remains a challenge, because their contact information may change frequently. Local programs may consider using social media to keep in touch with students after they leave the program. States should provide technical assistance to local programs to improve response rates.
8. **Ensure that the state has a database and procedures for survey reporting.** The state is ultimately responsible for reporting the aggregate data for each primary indicator of performance. By providing local programs with a database and standard procedures to follow, the state can ensure that local programs have the information they need about whom to survey and when to conduct the survey. Also, having a database helps the state receive the information it needs to accurately compute and report the information in a timely fashion.

As with data matching, the survey method has advantages. Surveys do not require unique identifiers. Surveys also provide a personal touch, helping students continue to feel connected to the program even after they leave. However, surveys rely on self-reporting, which is not always reliable, and they tend to yield a lower response rate, which can affect validity.

Regardless of the method selected, tracking student outcomes plays a critical role in ensuring that states and local programs are meeting the needs of adult learners. By collecting data about the outcomes that students achieve after exiting the program, state staff and local programs are better able to understand the long-term impact of the work they do. Equipped with that knowledge, adult education programs are in a better position to adjust programmatic practices and improve instructional services.

Supplemental Wage Information

Local programs which conduct a survey to obtain employment related data must also collect supplemental wage information. The NRS clearly describes sources of supplemental wage information and wage data for reporting. Acceptable forms of supplemental wage information include, but are not limited to, the following:

- Tax documents, payroll records, and employer records such as:
 - Copies of quarterly tax payment forms to the IRS, such as a Form 941 (Employer's Quarterly Tax Return)
 - Copies of pay stubs (minimum of two pay stubs) OR
 - Signed letter or other information from employer on company letterhead attesting to an individual's employment status and earnings
- Other supplemental wage records such as:
 - Follow-up survey (self-reported) from program participants;
 - Income earned from commission in sales or other similar positions;
 - Detailed case notes verified by employer and signed by the counselor, if appropriate to the program;
 - Automated database systems or data matching with other partners with whom data sharing agreements exist;
 - One-Stop operating systems' administrative records, such as current records of eligibility for programs with income-based eligibility (e.g., Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP)); or
 - Self-employment worksheets signed and attested to by program participants.

Permissible Exclusions from Performance

Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from all performance indicators except the Measurable Skill Gains indicator. Participants who exit the program due to the following circumstances may be excluded from the WIOA primary indicators of performance:

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

A complete **Technical Assistance Guide for Performance Accountability under WIOA** can be found at:

<https://nrsweb.org/sites/default/files/NRS-TA-Aug2019-508.pdf>

Section II: State Mandates and Guidance

Wyoming Community College Commission (SEA)

Measurable Skill Gains(MSG)

In accordance with NRS guidelines, the State allows several methods for calculating measurable skill gains:

- 1) A gain in **Educational Functioning Level (EFL)** as recorded through:
 - a. Pre/post testing: using NRS approved assessments:
 - i. ABE/ASE level: Students must complete one or more educational functioning levels in reading, language or mathematics
 - ii. ESL levels: Students must complete one or more educational functioning levels in reading, writing, speaking, or listening,
 - iii. Pre testing: must be completed within the first 12 hours of enrolling in an Adult Education program in Wyoming.
 - iv. Post testing: An initial post-test must be given in accordance with test manufacturer guidelines as outlined in the Wyoming Assessment policy. Students who do not show gain on an initial post-tested can be retested after they have logged, at a minimum, an additional 40 hours.
 - b. Entry into postsecondary: Students must be exited from LACES and have an entry date into postsecondary after exiting Adult Education by the end of the program year.
- 2) Attainment of a **Secondary School Diploma**: Student must have earned a high school equivalency certificate during enrollment or after exit and by the end of the program year. The State recognizes both the G.E.D.® and the HiSET assessments for high school equivalency.

Qualified participants who exit an Adult Education program and earn a high school diploma within one year of exiting Adult Education may utilize this measure towards EFL gain.

- 3) Number of **IET** participants who achieved an MSG other than EFL gain and/secondary school diploma
Note: This will be permissible beginning FY 21/22 or when approved by the NRS.

Permissible Exclusions from MSG

Exclusions from performance are in accordance with NRS guidelines found on page 5 of this document.

Excluding a student from performance on LACES can be accomplished by opening the student record and click on the 'Demographics' tab. Once this tab is opened, there will be three columns:

The screenshot shows a web form with the following fields and options:

- City of Birth:
- Born outside US:
- Country of Birth:
- Registered Voter:
- Immigrant:
- Homeless: Yes
- Long Term Unemployed: Yes
- Low Literacy Levels: Yes
- Migrant Farmworker: No
- Correctional:
- Institutional:
- Date of Death:
- Report Exclusion Reason:

At the bottom of the third column is a drop down menu ‘Report Exclusion Reason’. Select the reason for exclusion and click save.

State Data Match

In order to obtain appropriate data for the WIOA indicators of employment and postsecondary, the State conducts multiple data matches, using participant social security numbers, at different times throughout a year.

- **Employment Indicators:** The State data matches employment records for students who have exited Adult Education programs in Wyoming for the second and fourth quarter after exit.

Eligible student records are submitted to Wyoming’s UI division and to the national SWIS registry. Median earnings are also data matched through social security numbers. Employment data matches are typically conducted quarterly.

- **Post-secondary Indicators (Credential Attainment):** In accordance with NRS guidelines, the State allows two methods for completion of this indicator.
 - Attainment of secondary school diploma or its recognized equivalent: Student must have completed a high school equivalency certificate or earned a high school diploma AND
 - Became employed within one year of exit OR
 - Entered into postsecondary education within one year of exit

Note: The State does not data match for high school equivalency credentials earned. Local providers are required to follow the guidelines on page 9 of this document to collect this type of data.

Eligible student records are submitted to the National Student Clearinghouse and to the Wyoming State database for the Community College system to determine if students have entered an accredited program of study. State data matches for postsecondary are conducted twice a year:

- December: to capture summer & fall enrollments
- June: to capture spring & some summer enrollments

Data obtained through state data matches are automatically uploaded into the LACES system once it is received and local providers are notified once this has been completed.

Local Program Responsibilities

Surveying Participants with No 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 the Appendix of this document 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 following the schedule outline by the NRS on page 2 of this document. Local programs must maintain a *Survey Notebook* which includes all data collected through a surveying instrument.

The Survey Instrument and LACES

The LACES dashboard automatically flags student records which need to be surveyed.

Students eligible for posttesting with no MSG in current PoP	0	
Students requiring survey for 2nd quarter employment with median earnings - ALL	17	
Students requiring survey for 2nd quarter employment with median earnings - No SSN	1	—
Students requiring survey for 4th quarter employment - ALL	27	
Students requiring survey for 4th quarter employment - No SSN	4	—

Only those students who are showing as ‘**No SSN**’ on the LACES dashboard need to be surveyed. Local programs are required to follow the processes outlined by the NRS on page 3 of this document when conducting a manual survey.

Once the survey is conducted the appropriate information must be entered into the LACES database.

Survey Information Collected for Employment Outcomes

To enter employment data collected through a survey, open up the student file on LACES and click on the ‘History’ tab. Scroll down to ‘Work History’ and open up that tab.

Work History															
+ ADD NEW RECORD ↓ EXPORT															
	Start Date	Employment Status	Occupation	Description	Employer Name	Type of Employer	Employer Address	Employer Contact	Salary	Earnings	Earnings Period	Earnings Number Hours	Quarterly Earnings	Creation Date	
<input type="checkbox"/>	10/01/2019	Employed-Full								\$466.25	Quarterly		\$466.25	04/21/2020	
<input type="checkbox"/>	01/24/2019	Employed-Part	No Value Entered			No Value Entered								04/27/2019	

- 1) Enter a **date** within the second/fourth quarter after exit in which the survey was conducted. This is a very important piece to having the data populate correctly to Table 5. If you are entering second quarter follow-up data for a student, the date in which you enter here must be a date that falls within the student’s second quarter after exit.

Note: ‘**Date of Exit**’, as defined by the State, is when 90 days have elapsed since the last date of service and no future services are planned. This means the individuals has had 90 days of no services, including self-service and information only service, since being identified as a reportable individuals (see 34CFR §463.150(c)(1)).

- 2) Enter **Employment status**: Select the appropriate option from the drop down menu provided.
- 3) **Earnings**: Enter the amount of earnings the student indicated they have received.

Note: The NRS has clarified that “if a participant in a survey declines to provide earnings but claims to be employed, quarterly earnings should be recorded as \$1.00.”

(<https://nrsweb.org/sites/default/files/Post-Exit-Guide-508.pdf>)

- 4) **Earnings period**: select from the drop down menu.

- 5) **Earnings number of hours:** enter the total number of hours the student indicates they work per week/month/year.

Once each of these items have been populated, click save.

Both second quarter and fourth quarter after exit employment surveys will have to be conducted on students who do not provide a local Adult Education program with a social security number.

Surveying 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; 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:

- 1) Self-employed
- 2) Farmers/ranchers
- 3) Railroad
- 4) Federal and military employees

Quarterly Reporting of Surveys Conducted

In order to effectively monitor local surveys conducted on special populations and on students who have not provided a social security number, local programs are required to submit a quarterly report which details the following:

- Number of students needing surveyed as indicated by the LACES dashboard (current year) and Table 5 (previous year)
- Number of surveys conducted by the local program which includes:
 - The number of participants the local program was unable to contact through surveying
 - The number of post-exit outcome measures met through surveying

Information Collected for Postsecondary

A. Data Matching

Local providers are only required to conduct data matches for postsecondary credentials as follows:

- National Student Clearinghouse:** local programs are required to data match eligible student records through the National Student Clearinghouse at least three times per year:
 - October: to capture fall enrollments
 - February: to capture spring enrollments
 - June: to capture summer and/or any late student registrations which have not been picked up by previous data matches
- Because non-credit training / workforce courses are not tracked through the National Student Clearinghouse or through the State's database system, local programs are required to data match eligible student records at the **local community college** at least three times per year following the timeline outlined above.

Local programs must maintain a copy of produced results through data matching for audit/monitoring purposes.

B. Credential Attainment: Postsecondary and/or Training

Students who have completed a program of study and have earned a credential should have copies of their transcripts and/or credentials earned uploaded into their student file (with a hard copy placed in the student's local file) on the LACES database. This can be accomplished by first opening the student's record and clicking on the 'Student Data' tab. Then open up 'Documents'. This will bring up a menu that looks like this:



Next, click on “+Add New Record” and complete the drop down menu item before you upload the transcript.

C. Credential Attainment: HSEC-DiplomaSender

Local providers are required to utilize the DiplomaSender database to obtain ‘unofficial’ copies of student HSE credentials earned and of student transcripts. When possible, both of these documents should be uploaded into the student file on LACES by following the aforementioned process, with a hard copy placed into the student’s permanent file at the local provider’s site.

Student scores earned on a high school equivalency test must be recorded into the LACES database, under the assessment tab, within two weeks of earning the credential.

Note: AE providers in Wyoming are required to manually track through local program protocols those students who exit an AE program and return to high school to earn a high school diploma. Evidence of completion of this credential must be placed into a student’s local file with the information being uploaded into LACES.

D. Entering Postsecondary Enrollments on LACES

To enter data obtained for the postsecondary indicator, the student record must be opened on LACES and the tab entitled ‘Education’ opened. Next, click on ‘Postsecondary Education or Training’ to open up the page.



Click on the +Add new Record to open up a new page. Complete the following items:

- 1) *Postsecondary Institution Type*: This will either be:
 - a. **postsecondary** which is defined by the State as ‘enrollment into an accredited program of study at a postsecondary institution’ OR
 - b. **training** as defined by the State, as ‘non-credit workforce based courses where the student can earn an industry recognized credential.’
- 2) *Name of Postsecondary School*: Enter the name of the institution, when possible.
- 3) *Enroll date*: enter the date in which enrollment began.
- 4) *Exit date*: enter the date in which exit occurred.

Note: Students who enter postsecondary/training programs of study across multiple terms will have multiple enrollment/exit dates. (i.e. they will have one for each term of study)

- 5) *Credential Attainment*: Complete this line if the student has earned a credential of any sort.
- 6) *Date earned*: the date in which the credential was earned must be recorded or Table 5 Credential Attainment will not be populated.

Appendix #1: 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)

- | | |
|---|--|
| <input type="checkbox"/> Secondary credential | <input type="checkbox"/> High school diploma |
| <input type="checkbox"/> Postsecondary credential/certificate | <input type="checkbox"/> Associates' Degree |
| <input type="checkbox"/> Bachelor's Degree | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> DK/Refused | |

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 (Specify)_____

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)

- | | |
|--|--|
| <input type="checkbox"/> English Language Skills | <input type="checkbox"/> GED/HSEC/High School |
| <input type="checkbox"/> Vocational/Job Training/IET | <input type="checkbox"/> Community College/College Level |
| <input type="checkbox"/> Citizenship | <input type="checkbox"/> Family Literacy |
| <input type="checkbox"/> Other (Specify:_____) | <input type="checkbox"/> 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?

