



National Training Institute Data Tools and Alternative Placement

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New State Director Training



National Reporting System
for Adult Education

INDIVIDUAL STATE ENROLLMENT ANALYSIS TOOL

The governor of your state has identified a concern regarding equitable access to educational services for various demographic groups within your state. As the adult education state director, you are tasked with evaluating the equity across age and race/ethnicity categories.

Specifically, there is a focus on the equity for:

1. 55–59 year–old participants

2. Asian participants

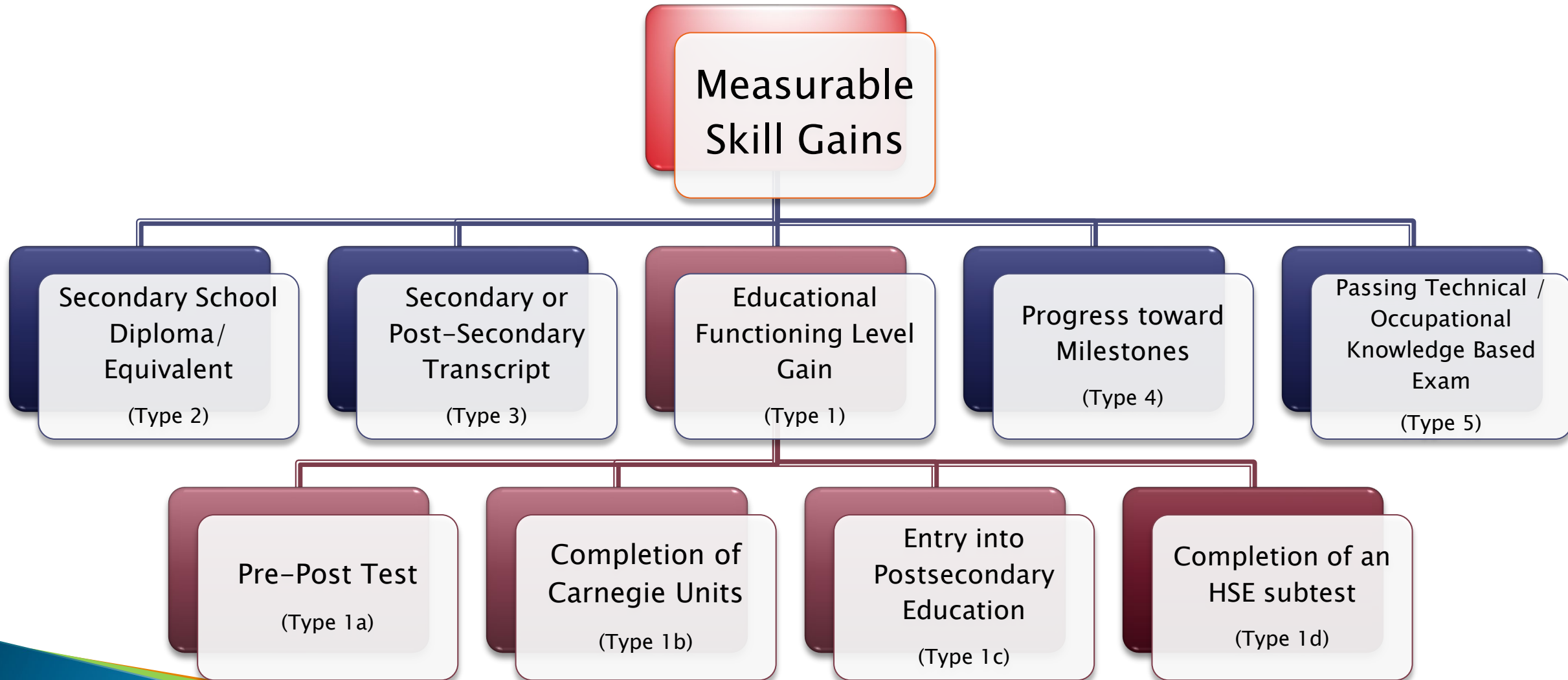
INDIVIDUAL STATE PERFORMANCE ANALYSIS TOOL

Expanding upon the governor's concerns over equitable access to educational services within your state, there is also a concern that performance for participants in specific demographic groups has fallen over the past 3 years across the state. You must now evaluate performance trends to determine if this is the case for adult education.

Specifically, there is a focus on the performance over the past 3 years for:

1. 16–18 year–old participants
2. Hispanic or Latino participants

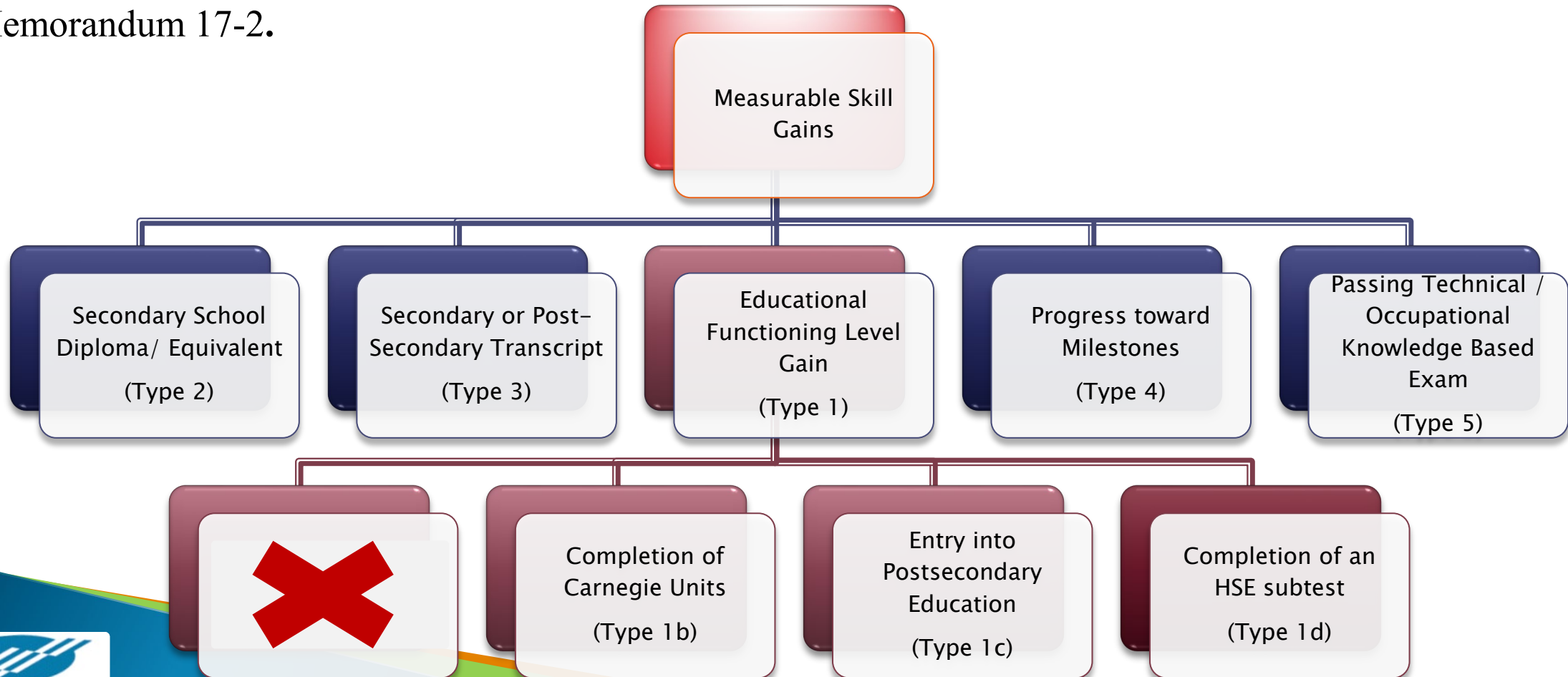
5 Types of Measurable Skill Gains





What is Alternative Placement?

According to [NRS ICR 1830-0027](#), at the state's sole discretion, and as documented in the state's assessment policy, states may exempt participants from NRS pre- and post-testing who are enrolled in programs designed to yield outcomes under the MSG indicator other than MSG Type 1a, as described in OCTAE Program Memorandum 17-2.



Potential Alternative Placement Programs

- Integrated education and training programs
- Workplace literacy programs
- Preparatory classes for high school equivalency testing
- Postsecondary bridge programs
- Adult high schools utilizing credits or Carnegie units,
- Other adult education programs designed to yield MSG's other than MSG 1a.

Alternative Placement Requirements

- A state may use assessments that are content-driven or performance-driven such as locator tests, criterion referenced tests, diagnostic assessments, authentic assessments.
- A state may choose to develop and implement innovative crosswalks between program benchmarks and NRS EFL levels.
- States are not required to exempt participants from pre- and post-testing and may continue to use assessment procedures that best meet the needs of the State's adult education program.
- Students with an alternative placement are reported on the "Alternative Placement" rows under ABE or ESL.



Alternative Placement

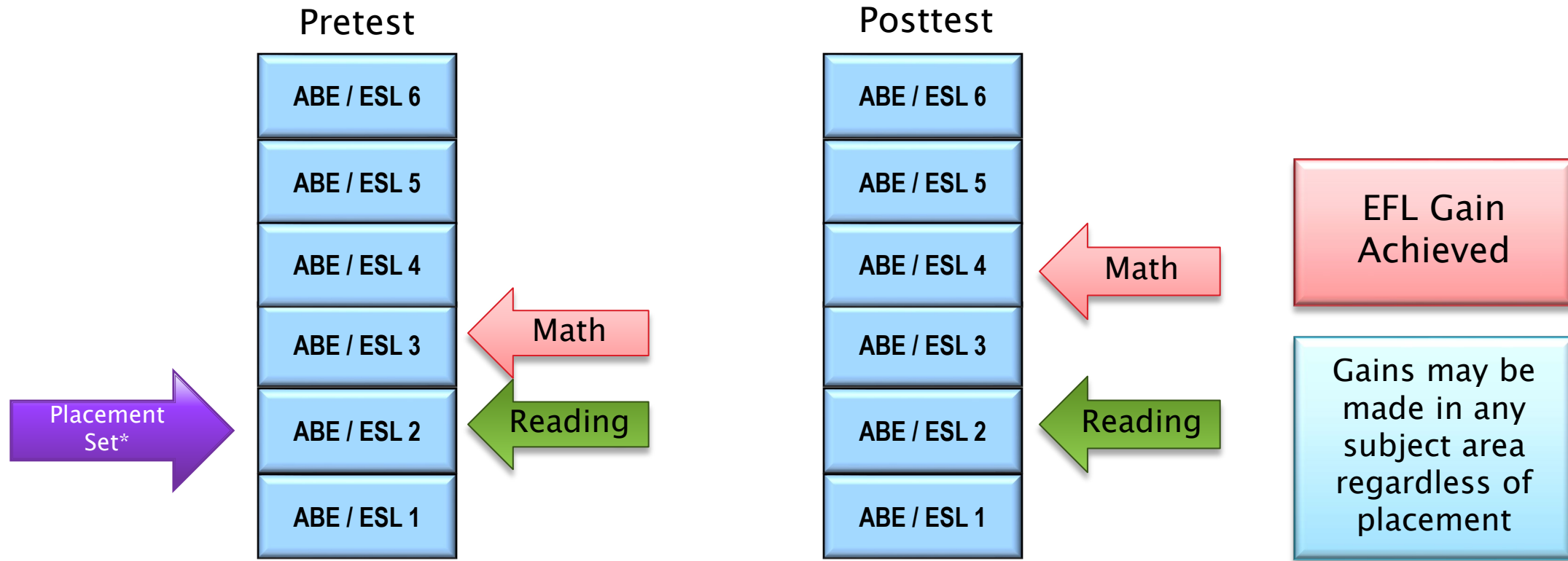
- Alternative placement is not intended to preclude or replace pre- and post-testing in situations where such testing is appropriate. It is an option available in programs designed to yield MSG outcomes other than MSG Type 1a.
- Choices about alternative placement should be made with the needs of the participant in mind and the types of services provided.
- If a participant has been placed in an Educational Functioning Level using a pre-test, there is no need to do alternative placement.



Measurable Skill Gains Type 1a

EFL GAIN VIA PRE- POST TEST

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

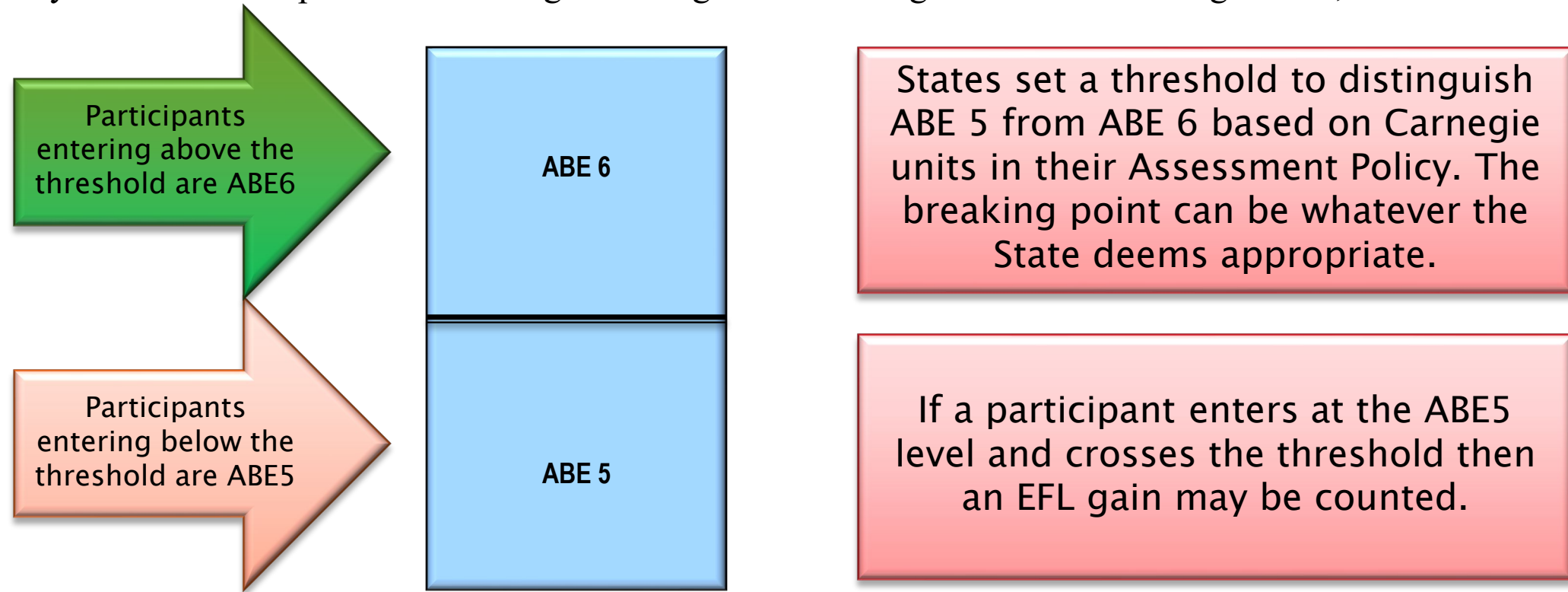


*Placement is based on state assessment policy

Measurable Skill Gains Type 1b

COMPLETION OF CARNEGIE UNITS

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;



Measurable Skill Gains Type 1c

ENTRY INTO POSTSECONDARY EDUCATION

States may report an educational functioning level gain for participants who are enrolled in a program below the postsecondary level and who enroll in State-recognized postsecondary education or training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program.

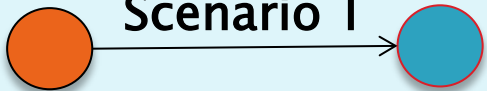



Measurable Skill Gains Type 1c

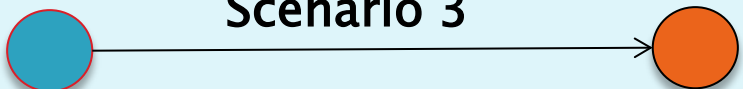
ENTRY INTO POSTSECONDARY EDUCATION

Program Year 1

Scenario 1

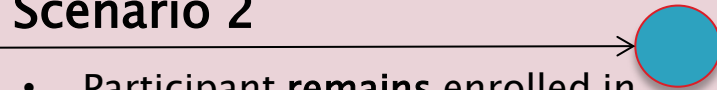
- 
- Participant Enrolls in AE.
 - Then participant enrolls in PS Ed. or training before the PY ends.
 - **MSG Type 1c achieved in PY1.**
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- Participant enrolls, and remains, in AE into the new PY.
 - Participant enrolls in PS Ed. or training after the PY ends.
 - **MSG Type 1c NOT achieved in PY1.**

Scenario 3

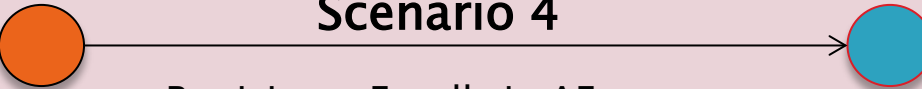
- 
- Participant enrolls in PS Ed. or training before AE enrollment.
 - Then participant enrolls in AE.
 - **MSG Type 1c NOT achieved in PY1.**

Program Year 2


Scenario 2

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- Participant remains enrolled in AE and PS Ed. or training
 - **MSG Type 1c Achieved in PY2.**

Scenario 4

- 
- Participant Enrolls in AE.
 - Then participant enrolls in IET before the PY ends.
 - **MSG Type 1c Achieved in PY2.**

Scenario 5

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- Participant Enrolls in AE at a Community College.
 - No PS Ed. Program or training enrollment occurs.
 - **MSG Type 1c NOT achieved in PY2.**



Enrollment into Adult Education (AE)



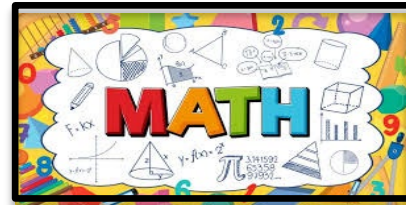
Enrollment into Post Secondary Education (PS Ed.) or training

Measurable Skill Gains Type 1d

COMPLETION OF AN HSE SUBTEST

HSE Test

States may report an educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination



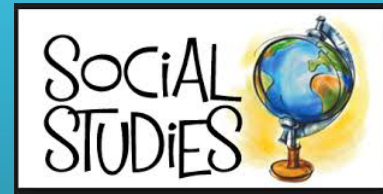
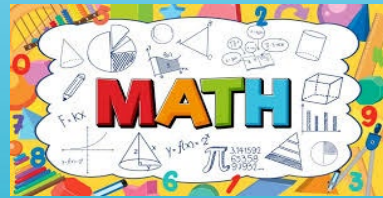
Completing any HSE subtest equates to MSG type 1D.

Only applicable to the current PoP.

Measurable Skill Gains Type 2

HSE Test

Documented
attainment of a
secondary school
diploma or its
recognized
equivalent



Completing all subject areas for an HSE exam equates to MSG type 2.

Completion of a secondary school diploma without an exam (credit based) also equates to MSG type 2.

This gain type may be applied retroactively to previous Periods of Participation (PoPs) within the program year.



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Measurable Skill Gains Type 3

SECONDARY OR POSTSECONDARY TRANSCRIPT

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.



Ben participates in an IET program for certified, licensed automotive technicians that uses a co-teaching model integrating basic skills and workplace preparation into a college's technical course for automotive technicians.

Upon completion of the course, the adult education program obtains Ben's transcript, which shows satisfactory completion of the postsecondary course.

Ben may be credited with achieving a measurable skill gain (Type 3)

Note: Part-Time students must complete 6 credit hours and Full-Time students must complete 12 credit hours in addition to demonstrate satisfactory progress.





National Reporting System

Measurable Skill Gains Type 4

PROGRESS TOWARDS MILESTONES

Satisfactory or better progress report, toward 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



The manager of a chicken processing plant wishes to increase the technical skills of his workers and reaches out to the local adult education program to establish a Workplace Learning Program (WPL). Milestones are created for the program based on the Employer's needs.



Marie, who is a participant in the workplace learning program achieves the milestones established as part of the WPL program.

Marie may be credited as achieving a measurable skill gain (Type 4).



Measurable Skill Gains Type 5

PASSING TECHNICAL/ OCCUPATIONAL EXAM

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.



Samuel enrolls in an IET program for heating and air at a local community college that includes contextual literacy skills instruction, workplace preparation, and job training.

At the end of the IET program, Samuel passes an occupational exam required by the state for licensure in heating and air service.

Samuel may be credited as achieving a measurable skill gain (Type 5).





POST-TEST IMPACT TOOL

After discussion with your local directors, your state team has decided to examine the impact that implementing alternative placement may have on Measurable Skill Gains (MSG) performance. The state team decides to examine some data points to evaluate the impact that changes may have. Some key points include:

1. How many gains were previously achieved through pre- and post-testing?
2. What potential losses may the state incur by utilizing alternative placement?
3. Where will the state make up those potential losses in other areas to at least break even with the previous year?

