

# Data Dictionary for Adult Education

*Updated January 2022*

## Adult Basic Education (ABE)

A program of academic instruction and education services below the secondary level that increases an individual's ability to read, write, and speak in English and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment. *[Federal]*

## Adult Secondary Education (ASE)

A program of academic instruction and education services at the secondary level that increases an individual's ability to read, write, and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment. *[Federal]*

## Adult Student Profile Document (ASPD)

The state-approved intake and progress form for adult education that all programs funded under title II, WIOA, must use. A new ASPD must be completed for each student who receives adult education and literacy services and for each new PoP. Local and regional adult education programs are not permitted to make adjustments to or modify the contents of the form without prior approval from the state office.

## American Indian/Alaska Native

A person having origins in any of the original peoples that were members of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act, which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. *[Federal]*

## Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. *[Federal]*

## Attendance

See Contact Hours.

## Barrier to Employment

A barrier to employment affects placement of the participant in unsubsidized employment and is disclosed by the participant at the time of program entry. Participants may disclose more than one barrier to employment and identify them on the ASPD. Programs should report all barriers to employment categories disclosed by the participant and identified below. Each category has a definition contained in the data dictionary.

1. Displaced Homemaker
2. English Language Learner, Low Literacy Level, Cultural Barriers
3. Exhausting Temporary Assistance for Needy Families (TANF) within Two Years
4. Ex-Offender
5. Homeless
6. Long-Term Unemployed
7. Low-Income
8. Migrant or Seasonal Farmworker
9. Individual with Disabilities
10. Single Parent
11. Youth In or Has Aged Out of Foster Care *[Federal]*

## Black/African American

A person having origins in any of the Black racial groups of Africa. *[Federal]*

## Career Pathway

A combination of rigorous and high-quality education, training, and other services that:

1. aligns with the skill needs of industries in the local, regional, or state economy;
2. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act (29 U.S.C. 50 et seq.);
3. includes counseling to support an individual in achieving the individual’s education and career goals;
4. includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
5. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
6. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
7. helps an individual enter or advance within a specific occupation or occupational cluster. *[Federal]*

## Career and Training Services

With respect to the Workforce Innovation and Opportunity Act (WIOA), career and training services provide adults with assistance that supports access to career and training opportunities. For title II WIOA providers in particular, career and training services include the following:

* Outreach, intake, and orientation information
* Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs
* Referrals to and coordination of activities with other programs and services
* Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider
* Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State’s Medicaid program and [Children’s Health Insurance Program] CHIP; [Supplemental Nutrition Assistance Program] SNAP benefits; [Earned Income Tax Credit] EITC; assistance under [Temporary Assistance to Needy Families] TANF, and other supportive services and transportation)
* Training costs incurred in integrated education and training (IET) programs *[Federal]*

See [Directors Memo #018-19](https://www.doe.virginia.gov/home/showpublisheddocument/35392/638054947146570000) for guidance on collecting and reporting career and training services.

## Co-enrollment

Refers to enrollment by an eligible individual in two or more of the six core programs administered under WIOA: the Adult, Dislocated Worker, and Youth programs (Virginia Career Works, or title I); Adult Education and Family Literacy Act programs (title II); Employment Service program (Virginia Employment Commission (VEC), or title III); and Vocational Rehabilitation program (Department for Aging and Rehabilitative Services (DARS), Department for the Blind and Vision Impaired (DBVI), or title IV). Students participating in an Integrated Education and Training (IET) cohort are considered to co-enrolled. *[Federal]*

## College or Professional Degree

Indicates that the applicant completed a two- or four-year degree-granting program and was awarded an Associate's or Bachelor's degree, Master's degree, Doctorate, or professional degree. *[Federal]*

## Community Corrections Programs

Education and/or training programs conducted under correctional supervision in a community-based facility, outside of jail or prison, such as in a community-based rehabilitation facility or halfway house. *[Federal]*

## Compulsory Attendance

Refers to the state requirement that all individuals between the ages of five and 18 must attend a public school, attend a private, denominational, or parochial school, receive instruction from a tutor or a teacher approved by the division superintendent, or receive home instruction in accordance with the home instruction requirements identified in §22.1-254.1 of the *Code of Virginia*. Individuals meeting exemption conditions identified in §22.1-254 of the *Code of Virginia* are excused from Compulsory Attendance. Applicants who are 16 or 17 years of age are permitted to enroll in an adult education program if they have appropriate and sufficient documentation indicating that they have been released from compulsory attendance. For more information, see [Superintendent Memo #010-17](https://www.doe.virginia.gov/home/showpublisheddocument/3974/638005119794770000).

## Contact Hours

Hours of instruction or instructional activity that the participant receives from the program. Instructional activity includes any program-sponsored activity designed to promote learning in the program curriculum, such as classroom instruction delivered in-person or remotely via a real-time platform (telephone, web conferencing, video), assessment, tutoring, or participation in a learning lab. Time spent administering assessments to inform placement decisions, assess progress, or inform instruction may be documented as contact hours. Administering credential tests, such as high school equivalency tests, is not an allowable instructional activity under title II of WIOA, and, therefore, the time spent administering such tests may not be documented as contact hours. For a definition of contact hours earned by participants in distance education programs, see “Proxy Contact Hours.” *[Federal]*

## Correctional Education Program

Programs conducted under correctional supervision in secure correctional facilities, ranging from basic skills training to college and vocational training. These programs provide the skills necessary for people to obtain employment upon release. Adult education programs may include ABE, ASE, or ESL instruction. *[Federal]*

**Correctional Institution (Correctional Facility)**

A correctional institution or correctional facility includes any of the following:

1. Prison;
2. Jail;
3. Reformatory;
4. Work farm;
5. Detention center; or
6. Halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders. *[Federal]*

## Credential Attainment

One of the six primary indicators of performance identified under section 116 of WIOA. Credential attainment includes the achievement of a postsecondary credential or a secondary school diploma or its recognized equivalent during participation or within one year after exit from the program in accordance with the following.

* Participants who are dually enrolled in adult education and a postsecondary or training course of study and who exit from the postsecondary component are eligible to be recognized for postsecondary credential attainment.
* Participants who are enrolled in an adult education program at the adult secondary education (ASE) program level and who exited from adult education are eligible to be recognized for secondary credential attainment.
* In addition, participants eligible for secondary credential attainment must enter postsecondary education or training or be employed within one year after exit and must not have earned a secondary credential prior to enrolling in the adult education program.

*[Federal]*

## Criminal Offender

Any individual who is charged with or convicted of a criminal offense. *[Federal]*

## Disability

A disability is a physical or mental impairment that substantially limits one or more of a person's major life activities. A full description is located in Section 3(2)(a) of the American with Disabilities Act of 1990 as Amended in 2008 (P.L. 110-325). *[Federal]*

## Displaced Homemaker

The applicant has been providing unpaid services to family members in the home and (a) has been dependent on the income of another family member but is no longer supported by that income; (b) is the dependent spouse of a member of the armed forces on active duty whose family income is significantly reduced because of (i) a deployment or a call or order to active duty pursuant to a provision of law referred to in Section 101(a)(13)(B) or title 10, USC, (ii) a permanent change of station, or (iii) the service-connected death or disability of the member, or (c) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. *[Federal]*

## Distance Education

Formal learning activity where students and instructors are separated by geography, time, or both and approved distance education curricula are employed for providing the majority of the instruction. Distance learning materials may be delivered through a variety of media, including but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication by mail, telephone, e-mail, or online technologies and software. *[Federal]*

For more information, see the [*Assessment and Distance Education Policy for Virginia Adult Education and Literacy Programs*](https://www.doe.virginia.gov/home/showpublisheddocument/34728/638216496318270000).

## Educational Functioning Level (EFL)

The National Reporting System (NRS) divides literacy instruction into six levels each for ABE and English as a second language (ESL). Each ABE literacy level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at each level. ESL literacy levels describe speaking and listening skills and basic reading, writing, and functional workplace skills that can be expected from a person functioning at each level. Test scores for pre- and post-testing are tied to the NRS EFLs for initial placement and for reporting advancement across levels. For information about descriptors for each EFL, see Exhibit 2.2: Functioning Level Table in “[*NRS Technical Assistance Guidance for Performance Accountability under the Workforce Innovation and Opportunity Act*](https://nrsweb.org/policy-data/nrs-ta-guide),” March, 2021. *[Federal]*

## Effectiveness in Serving Employers

One of the six primary indicators of performance identified under section 116 of WIOA. *[Federal]*

In Virginia, this measure is reported as (1) Retention with the same employer, and (2) Employer Penetration Rate. For more information, see the video for adult educators, [Reporting Business Services 2019-2020](https://www.youtube.com/watch?v=rfFstMi-dUY&feature=youtu.be).

## Employment

Indicates a work situation when an individual is working (1) in a paid, unsubsidized job, (2) at his or her own business or farm, or (3) in an unpaid job 15 or more hours per week at a farm or business operated by a family member. *[Federal]*

## Employed but Received Notice of Termination of Employment or Military Separation is Pending

Indicates a participant who has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or [the] participant is a transitioning service member (i.e., within 12 months of separation or within 24 months of retirement). *[Federal]*

## Employment Status

Identifies an applicant's labor force status at the time of program entry. *[Federal]*

## English Language Learner, Low Literacy Level, Cultural Barriers

The applicant (1) has limited ability in speaking, reading, writing, or understanding the English language, (2) has an inability to compute or solve problems, or read, write, speak English at a level necessary to function on the job, in the applicant's family, or in society, or (3) perceives himself 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. *[Federal]*

All students served under title II, WIOA, are considered as having this barrier, and all student records in the state data system are automatically given this designation.

## ESL/English Language Acquisition (ELA)

A program of instruction designed to help eligible individuals who are English language learners (ELL) to achieve competence in reading, writing, speaking, and comprehension of the English language, and that leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment. *[Federal]*

## Ethnicity and Race

Refers to a two-part section on the ASPD in which the applicant self-identifies as being Hispanic or not and as having originated from one or more of the following races: American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, or White. *[Federal]*

If the applicant does not answer either part of the ASPD under "Ethnicity and Race," program staff is required to adjust the response to reflect a selection for each part. As a precaution, adjustments to the Ethnicity and Race items should be documented on the ASPD and initialed by the staff member. All adjusted documentation should indicate information relevant to the adjustment, be maintained in the student's file, and be available upon request.

## Exhausting Temporary Assistance for Needy Families (TANF) within Two Years

The applicant is within two years of exhausting lifetime eligibility under Part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), regardless of whether he or she is receiving these benefits at program entry. *[Federal]*

This is represented on the ASPD as “I have less than two years of TANF lifetime eligibility.”

## Exit

The exit date is the last day of service for participants, but this date cannot be determined until 90 days have elapsed since the person last received services and there are no future services planned. *[Federal]*

For state reporting, the last date of attendance is automatically assigned to be the exit date once 90 days have passed. If a program anticipates that a participant will exit from an adult education program, then enroll in a postsecondary education or training program, but that the exit date is within 90 days of the end of the year and, therefore, will not automatically be assigned, the program should manually enter the exit date and select “Entered postsecondary program” under the Reasons dropdown menu.

**Exit Reasons**

Below is a chart containing all of the possible exit types and the effects on reporting.

| **Exit reason** | **Reporting effect** |
| --- | --- |
| Inactive | Participant counted in program outcome measures |
| Active military duty > 90 days | Participant removed from program outcome measures |
| Deceased | Participant removed from program outcome measures |
| Incarceration | Participant removed from program outcome measures |
| Institutionalized | Participant removed from program outcome measures |

## Ex-offender

The applicant has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or he or she requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction. *[Federal]*

## Family Literacy Program

Activities that are of sufficient intensity and quality to make sustainable improvement in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs and that integrate all of the following components:

1. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency
2. Interactive literacy activities between parents or family members and their children
3. Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children
4. An age-appropriate education to prepare children for success in school and life experiences *[Federal]*

## Family Educational Rights and Privacy Act (FERPA)

A Federal law that protects the privacy of student education records maintained by all schools and education providers that receive funds under an applicable program of the U.S. Department of Education and is located under 20 U.S.C. 1232(g). FERPA identifies responsibilities that schools and education providers must observe in the handling, management, and sharing of student personal and education information. *[Federal]*

## Gender

Refers to the applicant self-identifying as either male or female. If the applicant does not select a gender or selects both genders, program staff is required to adjust the response to reflect a single selection. *[Federal]*

As a precaution, adjustments to the Gender item should be documented on the ASPD and initialed by the staff member. All adjusted documentation should indicate information relevant to the adjustment, be maintained in the student's file, and be available upon request.

## Hispanic

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

## Homeless

The applicant (1) lacks a fixed, regular, and adequate nighttime residence, (2) has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, a park, an abandoned building, a bus or train station, an airport, or a camping ground, (3) is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in a parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work, or (4) is under 18 years of age and absents himself or herself from home or his or her place of legal residence without the permission of his or her family (i.e., runaway youth). This definition does not include individuals imprisoned or detained under an Act of Congress or state law. Also, an individual sleeping in a temporary accommodation while away from home should not be recorded as homeless based on this fact alone. *[Federal]*

## In or Used to be in Foster Care

The applicant is currently in foster care or has aged out of the foster care system. *[Federal]*

In Virginia, youths are eligible to receive foster care services up to 18 years of age.

## Integrated Education and Training (IET)

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. *[Federal]*

## Integrated English Literacy and Civics Education (IELCE)

A program of instruction which includes education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. It includes instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. When funded with title II Section 243 funds, the program must be provided in combination with integrated education and training (IET). *[Federal]*

## Internal Controls

Within the scope of performance accountability, internal controls refer to a system of policy and practice that ensures data integrity and accuracy, built upon a system of staff training, oversight, and review of data entry and alignment between ASPD and SSWS data.

## Learning Disability

A mental impairment that substantially limits one or more of a person's major life activities. A full description is located in Section 3(2)(a) of the American with Disabilities Act of 1990 as Amended in 2008 (P.L. 110-325). *[Federal]*

## Low-Income

The applicant (1) receives, has received in the six months prior to application to the program, or belongs to a family that is receiving or has received in the six months prior to application to the program, assistance through the Supplemental Nutrition Assistance Program (SNAP), the Temporary Assistance for Needy Families (TANF) program, the Supplemental Security Income (SSI) program, or state or local income-based public assistance, (2) is in a family with a total family income that does not exceed the higher of the poverty line or 70 percent of the lower living standard income level, (3) is a youth who receives, or is eligible to receive, a free or reduced-price school lunch, (4) is a foster child on behalf of whom state or local government payments are made, (5) is an individual with a disability whose own income meets the poverty line but who is a member of a family whose income does not meet this requirement, (6) is homeless or is a runaway youth, or (7) is a youth living in a high-poverty area. *[Federal]*

## Measurable Skill Gains

One of the six primary indicators of performance identified under section 116 of WIOA. 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. There are five types of MSG, see Exhibit 1.1 in the “[*NRS Technical Assistance Guidance for Performance Accountability under the Workforce Innovation and Opportunity Act*](https://nrsweb.org/policy-data/nrs-ta-guide)*,*” March, 2021. *[Federal]*

## Median Earnings

For all participants who exited a core program, the wage that is at the midpoint (of all the wages) between the highest and lowest wage earned in the second quarter after exit. *[Federal]*

## Migrant or Seasonal Farmworker

The participant is a low-income individual who for 12 consecutive months out of the 24 months prior to application for the program 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. *[Federal]*

## More than One Race

A person having origins in two or more race categories and not Hispanic/Latino. *[Federal]*

## NAICS

The North American Industry Classification System (NAICS) is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy. *[Federal]*

## National Reporting System

The National Reporting System (NRS) is the accountability system for the Federally funded,

State-administered adult education program. It embodies the accountability requirements of the

Workforce Innovation and Opportunity Act (WIOA) for the Adult Education and Family Literacy Act (AEFLA) program (title II) and reporting under WIOA. *[Federal]*

## Native Hawaiian/Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. *[Federal]*

## Other Institutional Programs

A program conducted for correctional education in any other medical or special institution. *[Federal]*

## Participant

Individual who has received at least 12 contact hours of instruction or services in a period of participation. *[Federal]*

In Virginia, an adult is recognized as a participant once he or she has accumulated 12 contact hours in a PoP and has a valid test.

## Period of Participation (PoP)

State performance on all core outcome measures under WIOA (except median earnings) is calculated as a percentage of the number of outcomes achieved divided by the number of periods of participation (PoPs) of each participant. When an individual enrolls in adult education, accumulates 12 or more contact hours, and then exits the program, he or she has completed a PoP. Multiple PoPs may occur during the same program year as a result of subsequent enrollments and exits. If the participant does not exit, the PoP remains ongoing. (See the full definition of Exit.) *[Federal]*

## Personally Identifiable Information (PII)

Information that can be used to distinguish or trace an individual’s identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. The definition of PII is not anchored to any single category of information or technology. Rather, it requires a case-by-case assessment of the specific risk that an individual can be identified. In performing this assessment, it is important to recognize that non-PII can become PII whenever additional information is made publicly available – in any medium and from any source – that, when combined with other available information, could be used to identify an individual. *[Federal]*

All programs are required to comply with Federal regulations governing the sharing, disclosure, and reporting of PII, which are provided in the Family Educational Rights and Privacy Act (FERPA).

## Proxy Contact Hours

Time spent on instructional activity through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable. *[Federal]*

In Virginia, proxy contact hours may be reported as attendance if the time spent is documented and verified using a state-approved distance learning curriculum or online course.

## Reliability

Reliability refers to the degree of consistency in performance on an assessment. The greater the consistency of performance across multiple administrations or under different conditions, the greater the reliability of the assessment. An important condition that can differ across assessment administrations is the form of the assessment. Similarity in performance across forms is, therefore, an indication of assessment reliability. *[Federal]*

## Recognized Postsecondary Credential

For title II WIOA reporting, a recognized postsecondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal government, or an associate or baccalaureate degree. A recognized postsecondary credential is awarded in recognition of an individual’s attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations. *[Federal]*

## Reportable Individual

An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program. *[Federal]*

In Virginia, a reportable individual is defined as an individual who has completed the required fields on an ASPD. Once the individual accumulates 12 or more contact hours in a PoP and has a valid test, he or she becomes a participant.

## Secondary School Diploma or Recognized Equivalent

A secondary school diploma (or alternate diploma) (commonly referred to as high school diploma) is one that is recognized by a State and that is included for accountability purposes under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). A secondary school equivalency certification signifies that a student has completed the requirements for a high school education. The types of recognized equivalents, for those not covered under ESEA, that would satisfy this performance indicator are those recognized by a State. *[Federal]*

In Virginia, there are [five ways to earn a high school credential](https://www.doe.virginia.gov/home/showpublisheddocument/34718/638053291427930000).

## Single Parent

The applicant is a single, separated, divorced, or widowed individual who has primary responsibility for one or more dependent children under the age of 18. A Single Parent also includes pregnant women who are single, separated, divorced, or widowed. *[Federal]*

## Single Sign-On for Web Systems (SSWS)

Web-based data collection and reporting system maintained by the Virginia Department of Education, which provides access to applications used to fulfill Federal and State reporting requirements. Adult education providers receiving funding through the Virginia Department of Education must collect and report data via the SSWS adult education application.

## Stackable Credential

## Stackable credentials are postsecondary credentials aligned with industry requirements that may lead to attainment of an industry-recognized credential. However, stackable credentials are by themselves not recognized postsecondary credentials. IET or Workplace Literacy participants who earn a stackable credential may be recognized as having earned a Type 4 or Type 5 MSG.

## Statewide Performance Report (SPR)

Required reporting form used by all core WIOA partners to report performance and financial data annually to the federal departments of Labor and Education. *[Federal]*

## Student Program Type

Refers to the student's program enrollment type, of which one and only one must be selected: (1) Adult Basic Education (ABE), (2) Adult Secondary Education (ASE), (3) English Language Acquisition (ELA), or (4) Integrated English Literacy and Civics Education (IELCE). Students identified as having an IELCE program type must be enrolled in a program supported with WIOA Section 243 funding.

## Supplemental Data

The NRS has three main methodologies for collecting data: direct program reporting, data matching, and supplemental methods for performance reporting purposes (described in [OCTAE Program Memorandum 17-6](https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-6.pdf)). The supplemental method for performance reporting employs a survey of participants who left the program during the program year. The local program, State, or third-party contractor may conduct the survey. To conduct this survey, programs must include all of the participants in the program to whom the measure applies. The procedures for conducting the survey are to be determined by the State but must follow accepted scientific practice for producing valid and reliable results. *[Federal]*

## Supportive Services

Refers to services such as transportation, child care, dependent care, housing, and needs-related payments that are necessary to enable an individual to participate in activities authorized by WIOA. *[Federal]*

## Training Services

For title II WIOA reporting, training services include adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described below:

1. Occupational skills training, including training for nontraditional employment;
2. On-the-job training;
3. Incumbent worker training;
4. Programs that combine workplace training with related instruction, which may include cooperative education programs;
5. Training programs operated by the private sector;
6. Skill upgrading and training; and
7. Entrepreneurial training. *[Federal]*

## Unemployed (Not Looking for a Job)

A person who is unemployed and is not seeking employment. *[Federal]*

## Unemployed 27 weeks of more (Looking for a Job)

A person who has been unemployed for 27 weeks or longer but is seeking employment. *[Federal]*

## Unemployed less than 27 weeks (Looking for a Job)

A person who has been unemployed for less than 27 weeks but is seeking employment. *[Federal]*

## Unsubsidized Employment

Employment in the private or public sector for which the employer does not receive a subsidy from public funds to offset all or a part of the wages and costs of employing an individual. *[Federal]*

## Validity

Within the scope of the National Reporting System (NRS), validity refers to the appropriateness of an assessment for measuring educational gain. Determining whether the assessment is matched to the content of the NRS EFL descriptors and the extent to which assessment results are free from effects unrelated to what the assessment measures, such as practice effects or cultural-based knowledge, are important for evaluating validity. Validity also hinges on how assessments are used. When required, programs must administer locator or appraisal tests to ensure that the correct level of the assessment is administered and that the results are within the published validity ranges.

## Validation

A series of internal controls or quality assurance techniques established to verify the accuracy, validity, and reliability of data. *[Federal]*

## White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. *[Federal]*