

END-OF-YEAR DATA ENTRY GUIDANCE FOR ADULT EDUCATION GRANTEES 2022-2023

**Virginia Department of Education**

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This guidance provides the information necessary for adult education grant recipients to finalize their data for fiscal year (FY) 2022-2023. If you have questions, do not hesitate to contact the Office of Career, Technical, and Adult Education by email at [OAEL@doe.virginia.gov](mailto:OAEL@doe.virginia.gov) or by telephone at (804) 786-3347. Terms and acronyms may be found in the [Adult Education Data Dictionary](https://www.doe.virginia.gov/home/showpublisheddocument/34730/638053295011830000).

# 2022-2023 Close-out Information

This section provides adult education programs with information for finalizing their adult education program records for FY 2022-2023. The deadline for finalizing 2022-2023 adult education data is **11:59 p.m., Friday, July 28, 2023**.

## General Data Entry Reminders

* 1. SSWS Closing Date – The 2022-2023 SSWS adult education collection window is scheduled to close at 11:59 p.m., July 28, 2023. In SSWS, the close date appears as “July 29, 2023.”
  2. Student Information – Documentation for student information entered in SSWS should be kept in each student’s folder. This includes all required demographic information, student assessment results, and any evidence of postsecondary program enrollment, exit, and/or attainment of a recognized postsecondary credential. Attendance may be tracked using class attendance logs, sign-in sheets, or other daily attendance documentation instead of recording the information on the ASPD. In such cases, the documentation does not have to be stored in each student’s folder. Also, if programs do not record assessment results on the ASPD, they must maintain test publisher documentation in each student’s folder and the documentation must include all test information required on the ASPD.
  3. Staff Information – Active staff in 2022-2023 should have a 2022-2023 employment history recorded in SSWS. If staff administered assessments in 2022-2023, staff should also have a current test publisher certification (within the last two calendar years of the date of the assessment).
  4. Data Entry Accuracy – Programs are responsible for ensuring that all data entered in SSWS accurately represents their adult education activities and is error-free. Specific guidance for entering data and ensuring reporting accuracy is presented in Sections 2 through 10 below. Questions about data entry topics not included in this document should be addressed to the state office.

## Student Demographics

* 1. All items in SSWS with an asterisk must be completed.
  2. Intake Date –
     1. Make sure that the “Intake Date” in SSWS represents the student’s first intake or registration date of the 2022-2023 program year. If a student had more than one enrollment in 2022-2023, do not update the “Intake Date” to a later date. Otherwise, activities prior to the later date, including any MSGs earned, will not be reported.
     2. For students that are continuing their adult education from 2021-2022 to 2022-2023, programs may designate the first class date in 2022-2023 as the intake date for 2022-2023.
  3. Social Security Number (SSN) – While “Social Security Number” is not a required item, it is critical that if a student provides a social security number on the ASPD, that the information is entered in SSWS. SSNs are used to determine whether a student’s activity after leaving an adult education program may be recognized as a follow-up outcome gain towards the state’s Employment Rate or Secondary Credential Attainment Rate (see Section 8 for more information regarding Follow-up Outcome Eligibility).
  4. Date of Birth – SSWS does not allow reporting students younger than 16 years old at the time of intake. However, there is no upper restriction on an applicant’s age. In previous years, this has led to some students being reported as being hundreds of years old (or older). Program staff may view at a glance the age of all their participants by downloading the “Table 3 Student Roster” export and checking the “Age” column to determine if any birthdates require updating.
  5. Co-enrollment (“Agencies/partners with which the student is co-enrolled”) – If an adult education student is also enrolled in a non-title II WIOA program, i.e., Virginia Career Works (Title I), VEC (Title III), or DARS/DBVI (Title IV), program staff should make sure that the selection is reflected in SSWS. Currently, SSWS allows only one non-title II agency to be selected. If a student has more than one co-enrollment, select one. Remember: only participants identified as “Co-enrolled” or as enrolled in IET are eligible for being recognized for a postsecondary credential attainment follow-up gain. (See Section 8 for more information about Follow-up Outcome Eligibility.)
  6. Employment Barriers – Programs should make sure that all employment barriers selected by the student on the ASPD are represented in SSWS. Every WIOA, title II student is considered to have an employment barrier of “ELL, Low Literacy, or Facing Cultural Barriers.” SSWS has been configured to select this option automatically when a student record is created in the current year or rolled forward from a previous year. Any additional barriers reported by the student should be entered manually by program staff.
  7. Program Type – Programs should select one of the following four program types for each student. If a student receive services that overlap more than one program type, programs should report the most appropriate program type. If there are questions as to which program type would be deemed most appropriate, do not hesitate to consult with the state office.
     1. ABE
     2. ASE
     3. ELA
     4. IELCE – For students enrolled in an IELCE program type, program staff should select “IELCE (Sec. 243)” as a Federal Funding Source.
  8. IET Enrollment – If an adult education student is enrolled in an Integrated Education and Training (IET) cohort, programs should select “Yes” in response to the item, “Is the student enrolled in an Integrated Education and Training program?” Remember: for an IET student to be eligible for a Type 3, Type 4, or Type 5 MSG, programs must select “Yes” in response to this item. (See Section 9, MSG Eligibility, for more information about requirements for reporting MSG Types 3, 4, and 5.)
  9. Program Participation – “Program Participation” is a non-required category for reporting activities representing special funding priorities. Programs should complete this section if a student’s enrollment falls under one of the following priorities. **Note: Programs should not report students as participating in any of the special funding priorities if programs do not receive such funding.** 
     1. Corrections and Institutions – If a student’s Primary Funding Source is “Corrections and Institutions (Sec. 225),” program staff must select one of the following options under Program Participation:
        1. Community Correctional Program,
        2. Correctional Facility, or
        3. Other Institutional Setting.
     2. Family Literacy – If a student is enrolled in a designated Family Literacy class supported with Section 231 or special leadership grant funds, program staff should select “Family Literacy.” If a student is enrolled in family literacy activities that are not supported directly through a state Family Literacy grant, programs should not identify the student as “Family Literacy.”
     3. PIVA – If a student is enrolled in a PIVA cohort, program staff should select “PIVA.”
     4. Workplace Literacy – If a student is enrolled in a Workplace Literacy class, program staff should check “Workplace Adult Education and Literacy.” Remember: for a Workplace Literacy student to be eligible for a Type 3, Type 4, or Type 5 MSG, programs must select this item. (See Section 9, MSG Eligibility, for more information about requirements for reporting MSG Types 3, 4, and 5.)
  10. Federal/State Funding Source – Programs are required to have a Federal Funding Source selected for each student. In cases where a student’s federal funding is supplemented with state funds, a State Funding Source should be selected. Programs that receive Race to GED® funding, PluggedIn Virginia (PIVA) funding, or both, are expected to select the appropriate State Funding Source for students supported with these funds.
  11. Program Exit – The last date of attendance becomes an exit date once a period of inactivity of 90 days has occurred. Follow the guidance below depending on when the student’s last date of attendance occurred and/or why for addressing this item.

Last date of attendance occurs prior to April 2

If a student’s last date of attendance was prior to April 2, 2023, program staff should not enter an exit date. SSWS will automatically identify the last date of attendance as an exit date once 90 days have passed.

Last date of attendance occurs on or after April 2

If a student’s last date of attendance was between April 2 and June 30, 2023, program staff should not enter an exit date UNLESS the student later enrolled in a postsecondary education or training program on or before June 30, 2022. In this case, programs should enter the student’s last date of attendance as the exit date and indicate “Entered Postsecondary Program” as the Exit Date Reason. (For more information about data entry requirements for reporting a Transition to Postsecondary MSG, refer to Section 9, MSG Eligibility.)

Last date of attendance is the result of a special circumstance

There are special circumstances that may impact a student’s date of attendance. If a student’s departure is connected with one of the following five special circumstances, programs should enter the student’s last date of attendance as the “Exit Date” and select the appropriate circumstance under Exit Date Reason.

* + 1. Deceased – A participant has passed away while enrolled in an adult education program.
    2. Called to Active Duty – A participant has been called to active military or National Reserve duty for 90 days or more.
    3. Receiving Medical Treatment – A participant receives medical treatment that is expected to last 90 days or longer.
    4. Incarcerated – A participant becomes incarcerated in a correctional facility for 90 days or more.
    5. Placed in an Institution – A participant has become a resident of an institution or facility providing 24-hour support.

## Student Tests

* 1. The date of a pre- or a post-test must be entered as attendance before entering the test information in SSWS. If program staff try to enter test information before assigning attendance to a test date, the system will not allow the test information to be saved.
  2. Hours assigned to a test also count towards the next administration of the test in the same subject area. For example, if three hours of attendance are assigned to a date on which a CASAS Goals Reading pre-test was administered, the three hours will count towards the next CASAS Goals Reading test, typically administered as a post-test.

## GED® Test Information

* 1. GED® ID – To be able to enter GED® scores, programs must first enter the student’s GED® ID. The system will not allow GED® results to be entered without first entering the GED® ID. Also, conducting a data match for determining GED® attainment requires a GED® ID (see B(II) below).
  2. GED® Test Scores:
     1. A student is recognized as demonstrating a secondary credential attainment MSG on NRS Table 4 once passing scores for all four subjects are entered in SSWS.
     2. A student is eligible for being evaluated for secondary credential attainment on NRS Table 5 if passing scores for all four subjects are entered in SSWS or if through an external data match, the student is identified as a GED® Completer. The matching process for determining whether a student is a GED® Completer is based on using the student’s GED® ID.

## Diploma Program Enrollment

* 1. Programs must enter the required diploma program information for students to be recognized for being enrolled in a program leading to a General Achievement Adult High School Diploma (GAAHSD) or an Adult High School Diploma.
  2. “Active” Step – To recognize student participation in any of the three adult education diploma programs (i.e., GAAHSD, Adult High School Diploma program, and NEDP), program staff must enter program enrollment information. When a student first enrolls, programs must select “Active,” which will automatically prompt program staff to enter a registration date. Enrollment information will not be saved without a registration date.

Note: The system will not allow entry of a registration date unless attendance has already been entered for that date.

* 1. NEDP MSG – SSWS will automatically recognize an MSG for NEDP students who make the transition from the Diagnostic Phase to the Generalized Assessment phase. This occurs when the status “Enrolled in NEDP Assessment Phase” has been selected and the required information completed.
  2. Secondary Credential MSG – SSWS will automatically recognize demonstration of an MSG for all diploma program students who earn a diploma when “Earned Diploma” is selected and the required information completed. (Remember: a GED® is not considered a diploma and, therefore, information for recognizing a GED®-based secondary credential MSG must be entered through the “GED Test Information” data collection, described in Section 4 above.)
  3. To report that a student earned a secondary credential, the adult education program must have verifiable evidence of the credential attainment in the student file (e.g., a photocopy of the credential with the student’s name and issue date or communication from the school division confirming that the student earned the credential). An email from the student indicating that he or she earned the secondary credential is not verifiable and is, therefore, considered to be insufficient.

## Postsecondary Education/Training Program Enrollment and Certification

* 1. Entry into Postsecondary MSG – SSWS will automatically recognize a student as having attained a Transition to Postsecondary MSG when the following sequence has been documented:
     1. A student has earned Participant status;
     2. The student has exited an adult education program; and
     3. The student has enrolled in a postsecondary education or training program.

For Step II, programs are not required to assign a justification of a student’s exit before entering the information for Step III. For example, if a participant’s last day of attendance is September 30 and program staff receive documentation that the student enrolled in a postsecondary program on October 2, program staff may enter the postsecondary enrollment date without having to wait 90 days after September 30. Once 90 days have passed, SSWS will automatically recognize the student’s last date of attendance (September 30) as an exit date, determine that the sequence for the Transition to Postsecondary MSG has been met, and recognize the student as having earned the MSG.

* 1. Credential Attainment Recognition – For a student to be recognized as having earned a recognized postsecondary credential, programs must complete the “Recognized Postsecondary Credential” section. In addition, programs should enter a postsecondary exit date on the “Postsecondary Enrollment” section. Without a postsecondary exit date, a student will not be eligible to be evaluated for Postsecondary Credential Attainment. For a definition of “Recognized Postsecondary Credential,” see Item D below.
  2. To report that a student was enrolled in or had earned a recognized postsecondary credential, the adult education program must have verifiable evidence of the activity in the student file (e.g., a photocopy of the certification or communication from the postsecondary program confirming the postsecondary enrollment or attainment of the certification). An email from the student indicating that he or she had enrolled in or earned certification from a postsecondary program is not verifiable and, therefore, not sufficient.
  3. Recognized Postsecondary Credential – Postsecondary credential attainment may be fulfilled only if the credential is a recognized postsecondary credential. A credential is a recognized postsecondary credential if it meets one of the following:
     1. An industry recognized certificate or certification,
     2. A certificate of completion of an apprenticeship,
     3. An occupational license recognized by the state or by the federal government, or
     4. An associate or baccalaureate degree.

Reminder: Any type of work readiness certification such as the Career Readiness Certificate (CRC), or a general certification recognized by an industry but not for a particular occupation, such as First Aid or digital literacy certification, is not considered to be a “Recognized Postsecondary Credential.”

## Student Goals

* 1. Student goal information should be entered for students enrolled in Integrated English Literacy and Civics Education (IELCE) or Family Literacy classes.
  2. The information captured in the “Student Goals” section will be used to report goal information on NRS Table 8 for Family Literacy participants and on NRS Table 9 for IELCE participants.

## Follow-up Outcome Eligibility

WIOA requires states to determine whether participants achieved employment and credential attainment outcomes required by post exit (follow-up) performance indicators after exit from each PoP. The time period for determining secondary credential attainment is up to one year after each PoP exit; the time period for determining postsecondary credential attainment is up to one year after exit from a postsecondary program. For the second quarter employment and median earnings indicators, the time period for determining performance is two quarters after each PoP exit; for the fourth quarter employment indicator, the time period for determining performance is the fourth quarter after each PoP exit. The following cohorts for each post exit indicator will be used to determine performance reported for 2022-2023.

* 1. Employment Rate (Second Quarter after Exit) – All participants with a PoP exit date occurring between July 1, 2021 and June 30, 2022 are eligible for determination of the Employment Rate in the Second Quarter after Exit to be reported on NRS Tables 5, 5A, 8, 9, 10, 11, and the Statewide Performance Report (SPR). Determination of employment will be based on matching the records of adult education participants who meet the employment criteria with Virginia Employment Commission (VEC) wage and unemployment insurance data.

As a member of the State Wage Interchange System (SWIS) Data Sharing Agreement, Virginia will determine employment based on matching the records of adult education participants who meet the employment criteria established by SWIS with wage and unemployment insurance data offered by other SWIS member states. The Employment rate information reported on NRS Tables 5, 5A, 8, 9, 10, 11, and the SPR will represent the results of both the VEC and SWIS data matches, combined.

* 1. Employment Rate (Fourth Quarter after Exit) – All participants with a PoP exit date occurring between January 1, 2021 and December 31, 2021 are eligible for determination of the Employment Rate in the Fourth Quarter after Exit to be reported on NRS Tables 5, 5A, 8, 9, 10, 11, and the SPR. The data match process used to determine 8(A) above will be used to determine the Employment Rate in the Fourth Quarter after Exit indicator, the one difference being that the data match will be based on whether the adult education participant is employed in the fourth quarter, not the second quarter, after program exit.
  2. Credential Attainment – All participants with an exit date occurring between January 1, 2021 and December 31, 2021 are eligible for determination of credential attainment to be reported on NRS Tables 5, 5A, 8, 9, 10, 11, and the Statewide Performance Report if the additional criteria listed below are also met.
     1. Postsecondary Credential Attainment – To be eligible for being recognized as making a postsecondary credential attainment follow-up outcome, participants must have a **postsecondary education or training program exit date** between January 1, 2021 and December 31, 2021, and be identified in SSWS as being co-enrolled or enrolled in an IET program. Determination of postsecondary credential attainment will be based on matching the records of these adult education participants with data maintained by the National Student Clearinghouse (NSC) and the Virginia Community College System (VCCS) to identify how many earned a postsecondary credential while enrolled in a postsecondary program or within one year of exiting from a postsecondary program.
     2. Secondary Credential Attainment – To be eligible for being recognized as making a secondary credential attainment follow-up outcome, participants must have an **adult education program exit date** between January 1, 2021 and December 31, 2021, be identified in SSWS as enrolled in an adult education program at the Adult Secondary Education (ASE) level, and must not have already earned a secondary credential. Determination of secondary credential attainment will be based on matching the records of these adult education participants with GED® and NEDP completer data to identify how many earned a secondary credential while enrolled in an adult education program or within one year of exiting from the adult education program and who were either employed or enrolled in a postsecondary education or training program within one year of exiting from the adult education program.

Note: Determination of postsecondary and secondary credential attainment may be supplemented by using the postsecondary and secondary credential attainment information entered in SSWS and maintained in the program’s student files.

## MSG Eligibility

MSG eligibility is divided into five types of gains, Type 1 (EFL Gain), Type 2 (Secondary Credential Gain), Type 3 (Postsecondary Transcript or Report Card), Type 4 (Progress Towards Milestones), and Type 5 (Passage of an Exam or Progress in Attaining Skills). Requirements for each type are provided below. While all participants are eligible to be recognized for demonstrating an EFL gain or earning a secondary credential, only IET and Workplace Literacy students are eligible to be recognized for demonstrating a Type 3, Type 4, or Type 5 MSG. The MSG types are summarized below.

* 1. EFL Gain (Type 1 MSG) – The three types of EFL gain that may be used to demonstrate MSG and their requirements are provided below. Remember that of the three, only “Transition to Postsecondary” requires an exit date.
     1. Pre-test/Post-test Gain –
        1. The student must be a participant while enrolled in an adult education program.
        2. All test results used for evaluating a pre-test/post-test gain must be valid.
        3. The post-test result must be one or more EFLs higher than the participant’s pre-test result. Once a post-test EFL gain has been demonstrated, SSWS considers the EFL of the post-test to represent a new pre-test EFL.
        4. The test results in only those subjects approved for use for each state-approved test type are eligible for demonstration of a post-test gain.
     2. Transition to Postsecondary –
        1. The student must be a participant while enrolled in an adult education program.
        2. The student must exit the adult education program and then enroll in a postsecondary education or training program.
        3. Entry into the postsecondary education or training program must occur in the same program year as the adult education program exit.

Note: For a student to be recognized as demonstrating a “Transition to Postsecondary” MSG, entry of the required data must be in sequence (see Section 6A above).

* + - 1. If a student had multiple postsecondary enrollments in a program year, each separated by 90 days of inactivity, and the postsecondary enrollment information had not yet been entered, the program should use the steps below to enter the postsecondary enrollment data:
         1. Remove all adult education attendance occurring after the first postsecondary enrollment.
         2. Enter the information for the first postsecondary enrollment.
         3. Enter the adult education attendance leading to the second postsecondary enrollment.
         4. Enter the information for the second postsecondary enrollment.
         5. Repeat steps 3 and 4 for each additional postsecondary enrollment.
    1. Transition from Diagnostic Phase to Generalized Assessment Phase (NEDP participants only) –
       1. The student must be a participant while enrolled in NEDP and identified as being in the Diagnostic Phase in the current program year.
       2. To demonstrate the transition from the Diagnostic Phase to the Generalized Assessment Phase, programs must complete the information for entering the Generalized Assessment Phase in SSWS.
  1. Secondary Credential Gain (Type 2 MSG) – Students that earn a secondary school diploma or recognized equivalent are eligible to be recognized for having earned an MSG. To receive recognition, the student must be a participant in an adult education program during the program year in which the credential was earned and information confirming completion of the diploma program or GED® entered in SSWS.
  2. Type 3 MSG (Postsecondary Transcript or Report Card) –
     + 1. The student must be a participant while enrolled in an adult education program.
       2. On the Student Demographic page, the student must be identified as either enrolled in an IET program or participating in a Workplace Adult Education and Literacy program.
       3. The student must be enrolled in a class identified as “IET” or “Workplace Adult Education and Literacy.” Program staff may select the appropriate class type in the dropdown menu of the “Class Type” field, located on the Class Details page for the class.
       4. Click on the “Type 3: PS Transcript or Report Card” menu item and complete the information for all four fields. While only the first three fields have an asterisk and are considered required, a date must be entered in the fourth field, indicating when the student earned the required number of credit hours either as a full-time or part-time student for the student to be recognized for demonstrating a Type 3 MSG.
  3. Type 4 MSG (Progress Towards Milestones) –
     + 1. The student must be a participant while enrolled in an adult education program.
       2. On the Student Demographic page, the student must be identified as either enrolled in an IET program or participating in a Workplace Adult Education and Literacy program.
       3. The student must be enrolled in a class identified as “IET” or “Workplace Adult Education and Literacy.” Program staff may select the appropriate class type in the dropdown menu of the “Class Type” field, located on the Class Details page for the class.
       4. Click on the “Type 4: Progress towards Milestones” menu item and complete the information for all four required fields (indicated by a red asterisk). A date must be entered in the “Date Milestone was Met” field, indicating when the milestone was achieved for the student to be recognized as demonstrating a Type 4 MSG.
       5. If “Other” was selected under the “Established Measurable Milestone” dropdown, program staff must enter a brief description in the field labeled, “Description of Other Milestone,” for the student to be recognized for a Type 4 MSG. If “Other” is not selected, then the “Description of Other Milestone” field may be left blank.
  4. Type 5 MSG (Passing an Exam or Progress in Attaining Skills) –
     + 1. The student must be a participant while enrolled in an adult education program.
       2. On the Student Demographic page, the student must be identified as either enrolled in an IET program or participating in a Workplace Adult Education and Literacy program.
       3. The student must be enrolled in a class identified as “IET” or “Workplace Adult Education and Literacy.” Program staff may select the appropriate class type in the dropdown menu of the “Class Type” field, located on the Class Details page for the class.
       4. Click on the “Type 5: Occupational Exam” menu item and complete the information for all four fields. While only the first three fields have an asterisk and are considered required, a date must be entered in the fourth field, indicating when the student earned the credential or passed the qualifying exam for the student to be recognized for demonstrating a Type 5 MSG.
       5. **Important:** For students to be recognized for demonstrating a Type 5 MSG as a result of earning a credential, the credential information must be entered in the “Type 5: Occupational Exam” menu item. If program staff enters Type 5 MSG credential information under the “PS Ed/Training Pgm” menu item instead, the student will not be credited with a Type 5 MSG.

## Checking Data Displayed in NRS Tables

It is strongly recommended that programs develop a system to check data entered in SSWS with data maintained in student and staff files as part of their year-end close out. While programs are encouraged to double-check all of the data entered, some items to review are provided below:

* 1. Tables 1, 2, 3, and 4: Do the enrollment totals match across all four NRS tables and does the total match local attendance records?
  2. Table 3: Does the number of participants by program type and IET participation match placement and attendance records?
  3. Table 4: Is the number of exempted participants displayed in Column C correct?
  4. Table 4: Are the MSGs reported under Columns D, E, K, and L consistent with program records?
  5. Table 4A: Is the number of NEDP transition EFL gains reported in Column G correct?
  6. Table 4A: Is the number of postsecondary enrollment EFL gains reported in Column I consistent with internal records?
  7. Table 4A: Are the number of participants achieving a literacy-based post-test gain and a math-based post-test gain taken together consistent with the number of participants that achieved a post-test gain?
  8. Table 6: Does the total number of students with an Employment Status match the total reported on NRS Tables 1, 2, 3, and 4?
  9. Table 6: Does the total for item H above match the total reported under Highest Degree or Level of School Completed?
  10. Table 6: Does the total number of Workplace Literacy students match attendance records?
  11. Table 8: Do the enrollment numbers of Family Literacy participants match attendance records?
  12. Table 9: Do the enrollment numbers of IELCE participants match attendance records?
  13. Table 10: Do the enrollment numbers of C&I participants match attendance records?
  14. Table 11: Do the enrollment numbers of IET participants match attendance records?